The meeting will come to order:

    Chair Simone L. Yearwood called the meeting to order at 3:36 p.m.

1. **Approval of Agenda:**

   i.   MOTION: Duly made by Chair Yearwood:

            "To approve the agenda"

   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 December 10, 2020"

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

3. **Announcements, Administrative Reports and Memorials:**

   a. President Frank H. Wu announced that a Chief Diversity Officer role was created in addition to the Director of Compliance and Investigation. The search for the Chief Diversity Officer is chaired by Betsy Hendrey and Richard Alvarez. The Director of Compliance and Investigation search is chaired by Sandy Curko and Alicia Alvero. A search for a new chair of Africana Studies and a faculty search for Dominican Studies is also being conducted. All searches are Diversity, Equity and Inclusion oriented. President Wu has been working with the Director of Undergraduate Admissions Chelsea Lavington, as well as Walter Dogan, and Francine Sanchez to do direct outreach. He had multiple meetings with leaders of the Black Latinx faculty and staff association and thanked them for all their work. President Wu discussed naming and recognition on campus and stated that Chair Yearwood, the Student Association, P&B and QC foundation were asked to nominate a number of individuals from whom they will pick for an Ad Hoc Working group of 13 members. President Wu gave an update on Land Acknowledgments. He requested that it be put on the agenda with CUNY Central, Council of Presidents and also stated that the Graduate Center is looking at this. President Wu relayed that if the Senate, individual departments or programs wish to make a Land Acknowledgement, they are free to do so on the understanding that in no way it represents a policy statement and is a symbolic statement that doesn't commit CUNY or QC to a specific policy. If this is done, Chief of Staff, Meghan Moorewilk should be informed. President Wu, encouraged that research on Land Acknowledgement be sent to him. Lastly, President Wu stated that Holidays are in the collective bargaining agreement and is not in his authority to rename holidays such at Thanksgiving, Columbus Day etc.

b. Chair Yearwood announced that senators should have received information regarding the Ad Hoc Working Group on Recognition. You can self-nominate or nominate someone that is interested. There is a two-week window and will be discussed at the next Executive Committee meeting on February 25. Names should be forwarded to Simone.Yearwood@qc.cuny.edu or Brenda.Salas@qc.cuny.edu

c. Chair Yearwood announced that Elections and Nominations begin this season. Nominations will open up on Sunday, February 14 thru Saturday, February 27. You will receive a link to the form to begin the nominations on Sunday morning. Full-time members were encouraged to serve on the Faculty Student Disciplinary Committee. Note: You cannot run as a Senator and FSDC at the same time. There are also open seats on the University Faculty Senate.

d. Chair Yearwood announced that we are working on updating the Senate Policy document. Prior to this administration, some decisions were approved but never updated. When it is updated it will be brought to this body for approval.

e. Chair Yearwood announced that the current Senate committee Chairs will be contacted to organize a meeting to select a new committee Chair for 2021.

f. Senator, Jeffrey Greenberg, Drama, Theatre & Dance announced that the production *The Restless,* an annual dance concert that is usually in December in the Goldstein Theatre, was put together last semester as a streaming production. It will be available beginning Thursday, February 11 thru Saturday, February 13 at 7 p.m. and Sunday, February 14 at 3 p.m. Tickets are free for students and $5 for general public. http://kupferbergcenter.org/event/the-restless-presented-by-the-qc-dept-of-drama-theatre-and-dance/

4. Special Motions: (none)

5. Committee Reports:

5a. Undergraduate Curriculum Committee

i. MOTION: Duly made by Ken Lord, Chair of the Undergraduate Curriculum Committee:

"To accept the UCC minutes dated December 10, 2020"

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.

4. STEM variant courses.
    None.

1. English

Proposal to Change Area Elective Requirement

To: English 251, 253, 311, 312, 313, 320, 321, 322, 323, 330,* 331, 332, 333, 334, 340, 341, 344, 348, 349, 350, 365

To: English 252, 254, 318, 319, 324, 328, 329, 345, 346, 351, 352†, 353, 357*, 358*, 359*, 370, 371, 373, 374, 376

Proposal to Change Variable Topics Language [See Justification Below this list]

1. ENGL 305, 305W. VT: Studies in Literature and Culture

To: The topic of the course, announced in advance, varies each semester. May be repeated for credit if the topic is different.

2. ENGL 306. VT: Studies in Poetry.

To: A close study of the reading of poetry. Topics may focus on a period, form, genre, single author, national or transnational movement, or theoretical problem. May be repeated for credit if the topic is different.

3. **ENGL 307. VT: Studies in Fiction.**

To: A close study of the reading of poetry. Topics may focus on a period, form, genre, single author, national or transnational movement, or theoretical problem. May be repeated for credit if the topic is different.

4. **ENGL 307. VT: Studies in Fiction.**

To: A close study of fictional genres. Topics may focus on a period, form, genre, single author, national or transnational movement, or theoretical problem. May be repeated for credit if the topic is different.

5. **ENGL 308. VT: Studies in Drama and Performance.**

To: A close study of drama and performance. Topics may focus on a period, form, genre, single author, national or transnational movement, or theoretical problem. <u>May be repeated for credit if the topic is different.</u>

6. **ENGL 310. VT: Studies in Non-Fiction Prose.**

To: A close study in non-fiction prose, including but not limited to essays, autobiography and biography, and travel narratives. Topics may include the literary form of life narratives and the development of life-writing as a genre, the identity of "nonfiction" and its relation to ideas of fiction and truth, and the personal, social, and political roles of nonfiction prose. <u>May be repeated for credit if the topic is different.</u>

7. **ENGL 314. VT: Studies in Popular Genres.**

To: A study of popular genres such as science fiction, mystery, detective, romance, dystopian literature, thrillers, fantasy, and fanfiction, with attention to the defining features of major popular genres as they have changed over time. The course might be devoted to one major popular genre, or cover multiple genres in a comparative way. Topics may include the role of genre texts in contemporary culture, questions of the "popular" and the "canonical," diversity and inclusion in popular genres, cross-media adaptations of popular genres (such as drama, film, television and digital media), hybrid and experimental forms, and the contributions of genre theory to literary analysis. <u>May be repeated for credit if the topic is different.</u>

8. **ENGL 316. VT: Interdisciplinary Approaches to Literature.**

To: A study of the relationship between literary scholarship and other disciplines such as religion, psychology, political science, philosophy, and science. The course can focus on one or more interdisciplinary approaches. <u>May be repeated for credit if the topic is different.</u>

9. **ENGL 325. VT: Gender and Sexualities.**

To: An exploration of the literature and culture of gender and sexuality. Topics may include feminist and queer theory, traditions of lesbian, gay, bisexual, transgender, and queer writing (autobiography, fiction, poetry, etc.) or themes such as marriage, sexual and gender identity, or HIV/AIDS. <u>May be repeated for credit if the topic is different.</u>

10. **ENGL 326. VT: Women's Writing.**

To: The study of writing by and for women in American, British, and/or Anglophone literature. Topics may include how gender and such factors as race, ethnicity, sexuality, and/or class shape women's lives; the emergence of the category "women writers" and its relationship to literary studies; and conditions affecting women's literacy and literary production. The course can focus on a single period, a particular genre, or a specific theme (marriage, politics and society, the nation). <u>May be repeated for credit if the topic is different.</u>

11. **ENGL 328. VT: Topics in Children's Literature.**

To: A study of literature written for children, with such topics as the rise of children's literature as a separate genre, changing visions of childhood, the relationship of text to image in illustrated books, and

the various controversies that have arisen around children's literature. <u>May be repeated for credit if the topic is different.</u>

12. **ENGL 360. VT: Latino/Latina Literature in English.**

To: Literature written by and directed at those of Latino descent, including classic and contemporary influential texts by such writers as Sandra Cisneros, Junot Diaz, Gloria Anzaldúa, and Julia Alvarez. Topics for investigation may include experiences of immigration, coming of age, sexuality, gender, race, identity, community, and language. <u>May be repeated for credit if the topic is different.</u>

13. **ENGL 363. VT: Global Literatures in English.**

To: A comparative study of Anglophone literature that brings writers and/or literary movements in or from Africa, Australia, New Zealand, Canada, India, and the English-speaking Caribbean in conversation through a theme, genre, and/or theoretical approach. Themes, genres, and/or theoretical approaches can vary, like the countries/regions/areas studied. <u>May be repeated for credit if the topic is different. (LIT)</u>

14. **ENGL 364. VT: African Literature and Culture.**

To: A study in the literatures and cultures of Africa that may include focus on poetry, drama, film, fiction, and non-fiction prose. <u>May be repeated for credit if the topic is different. (LIT)</u>

15. **ENGL 368W. VT: Irish Literature.**

To: Detailed study of a major writer, such as W. B. Yeats, James Joyce, Brian O'Nolan, Seamus Heaney, or Medbh McGuckian, or of a group of writers, such as the contemporary Ulster poets. <u>May be repeated for credit if the topic is different. (LIT)</u>

16. **ENGL 377. VT: Modern South Asian Literature.**

To: The literatures from the South Asian subcontinent organized around a theme, such as the literature of colonization/decolonization; multilingualism and translation; nationalism and globalization; secularity, the novel, and the lyric. Texts may be written in English but could also be read in translation, possibly including writers such as Bama, Shah Abdul Latif Bhittai, Anita Desai, Mirza Asadullah Khan Ghalib, and Salman Rushdie. <u>May be repeated for credit if the topic is different. (LIT)</u>

17. **ENGL 378. VT: Caribbean Literature.**

To: An exploration of the literature, history, and culture of the Caribbean region, ranging from colonization and slavery to contemporary forma- tions of identity and self. Topics include creolization, carnival, gender politics, maroonage, and discourses of exile. <u>May be repeated for credit if the topic is different. (LIT)</u>

18. **ENGL 379. VT: Transnational/ Postcolonial/ Global Literature.**

To: A study of literature at the limits of nations and national cultures, using theory and cultural studies to consider themes such as: globalization, global English, and the novel; the black Atlantic; the literature of urbaniza- tion; Orientalism and Occidentalism; postcoloniality and world literature. Authors may include, for example, Daniel Alarcon, J.M. Coetzee, Maryse Condé, Rana Dasgupta, Anita Desai, Amitav Ghosh, Yiyun Li, Ruth Ozeki, Salman Rushdie, and Justin Torres. <u>May be repeated for credit if the topic is different. (LIT)</u>

19. **ENGL 389. VT: Literature and Folklore.**

To: Advanced instruction and practice in the theoretical, stylistic, and ethical matters connected to the study of writing. Topics may include methodologies of writing research, histories and theories of literacy and writing, theories on composing and language use, rhetorical theory, or digital composing. <u>May be repeated for credit if the topic is different.</u>

20. **ENGL 396. VT: Writing Studies.**

To: Advanced instruction and practice in the theoretical, stylistic, and ethical matters connected to the study of writing. Topics may include methodologies of writing research, histories and theories of literacy and writing, theories on composing and language use, rhetorical theory, or digital composing. <u>May be repeated for credit if the topic is different.</u>

21. **ENGL 397. VT: Seminar in Teaching Writing.**

To: Various issues in the teaching of writing. Topics may include composition theory, theory of language, community literacy practices, college writing instruction, writing center practices, and teacher or tutor training. <u>May be repeated for credit if the topic is different.</u>

2. **Art**

TO:
FROM:
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 <u>DESN</u> 188; <u>DESN</u> 190; <u>DESN</u> 191; <u>DESN</u> 193;
<u>DESN</u> 214; <u>DESN</u> 241; <u>DESN</u> 242; <u>DESN</u> 245; <u>DESN</u> 246; <u>DESN</u>
345; <u>DESN</u> 395.

Design Elective Courses (24 credits)
Eight of the following courses: <u>DESN</u> 157, 172<u>, 173,</u> 187, 188,
192, 193, 195, 205, 207, 210, <u>211,</u> 212, 213, 214, 215, 217, 221, 247,
248, 249, 250, 259, 263, <u>265,</u> 266, 269, <u>270,</u> <u>273,</u> 277, 278, 279, 286, 287, 289,
290, 296, 314, 347, 358, 359, 370, <u>ARTS</u> 393, <u>PHOTO 165</u>

Four of the eight electives must be taken from the upper-division courses, <u>DESN</u> 247 or
higher.

Students who elect any of the minors cannot count the same courses or both the design major and the minor. Instead, additional courses must be taken.

Students may opt to pursue <u>tracks of study in</u> Animation, Communication Design, Illustration or Interaction Design by selecting five design electives from the recommended lists.

Animation: <u>DESN</u> 157, 187, 188, 192, 207, 210, 213, 214, 215, 217, 221, 247, 249, 257, 266, 277, 278, 279, 287, 290, 296, 347, 358, 359, 370, <u>ARTS 393</u>.
Communication Design): <u>DESN</u> 173,188, 195, 205, 207, 210, 212, 213, 243, 248, 249, 250, 257, 263, <u>265,</u> 269, <u>270,</u> 277, 278, 279, 286, 289, 290, 296, 370, 393
Illustration: <u>DESN</u> 157, <u>172,</u> 187, 188, 192, <u>195,</u> 213, 215, 247, <u>248,</u> 249, <u>251,</u> 257, <u>259,</u> 266, 279, 287, 290, 296, 347, 359, 370, <u>ARTS 393</u>, <u>ARTS 151</u>.

Interaction Design <u>DESN</u> 157, 172, 188, 195, 205, 207, 210, 212, 213, 214, 217, 221, 243, 249, 250, 257, 263, <u>265,</u> 269, <u>270,</u>277, 278, 279, 286, 290, 314, 370, <u>ARTS</u> 393

Change in Prefix:
TO:
<u>DESN</u> 157. Digital Moviemaking 1. 4 hr.; 3 cr. Introduction to the making of short movies. Emphasis is on the creative aspects of moviemaking such as storytelling, character development, abstract visual imagery, documentation, etc., using simple software and inexpensive equipment.

Change in Prefix:
TO:
<u>DESN</u> 172. Game Design. 4 hr.; 3 cr. An introductory course on the culture, theory, and design of games. In this course, students will work in teams to create several games and write game design documentation. Through the playing and analysis of games, lectures, assigned readings, and process blogs, students will develop a foundation in game design that will be applicable to other interactive experiences.

Change in Prefix, Credits:
TO:
<u>DESN</u> 173. Shoot.Edit.Post. <u>4 hr.;</u> 3 cr.
An entry-level design class that studies the phenomenon of user-generated content on social media, and how social media platforms have transformed advertising and branding. Throughout the semester, students research strategies, create a personal branded project on Instagram, evaluate success with data analytic tools, and present their findings through oral presentations and written reports. Additionally, best practices and ethical issues associated with social media are explored through readings, class discussions and assigned essays.

Change in Prefix:
TO:
<u>DESN</u> 187. Graphic Novel 1. 4 hr.; 3 cr. Introduction to graphic books and comics as a narrative artform. Previous experience in drawing, ARTS 151 or equivalent, is recommended.

Change in Prefix, Description:
TO:
<u>DESN</u> 188. Illustration I. 4 hr.; 3 cr. An introduction to the visual interpretation of words using drawing <u>and</u> digital techniques for use in graphic design, publishing, and advertising. Previous study in drawing, ARTS 151 or equivalent, is recommended.

Change in Prefix:
TO:
<u>DESN</u> 190. Design Foundations. 4 hr.; 3 cr. This course is primarily for students interested in graphic design. Fundamental theories and methodologies of color theory and 2D design in traditional and digital mediums. Through observation, analysis, writing, exercises, and projects, students begin to develop work processes that involve articulation, visual research, concept generation, form making, and craft skills.

Change in Prefix:
TO:
DESN 191. Basic Software for Design. 4 hr.; 3 cr. An introduction to the fundamentals of prevailing software applications used in design; such as InDesign, Illustrator and Photoshop. Students work with multiple software applications to create projects that communicate through a variety of forms both digital and in print. This class prepares students with the necessary software skills required for DESN 241 and 242.

Change in Prefix:
TO:
DESN 192. Storyboarding & Storytelling. 4 hr.;
3 cr. Prereq.: DESN 191 and DESN 188 or ARTS 151. Storytelling skills for time-based media through the introduction of storyboarding techniques. Storyboarding is the art of transforming a written script into a sequential, visual story. Concepts addressed in this course include tools, methods and techniques, visual storytelling and narrative structure, shot composition, "acting," and character development.

Change in Prefix:
TO:
DESN 193. VT: Introduction to Digital Animation.
4 hr.; 3 cr. Introduction to digital animation using an industry-standard program such as Flash or Toom Boom Studio. Topic will be announced before registration.

Change in Prefix:
TO:
DESN 195. Photoshop Basics. 4 hr.; 3 cr. Introduction to Adobe Photoshop.

Change in Prefix:
TO:
DESN 205. Photoshop Color. 4 hr.; 3 cr. Principles and methods of digital tone control and color correction using Adobe Photoshop.

Change in Prefix:
TO:
DESN 207. Introduction to Video Editing I. 4 hr.; 3 cr. Introduction to video editing using Adobe Premiere or industry standard software. Prior experience in digital moviemaking, DESN 157 or equivalent, is recommended.

Change in Prefix:
TO:
DESN 211. Introduction to Adobe Illustrator. 4 hr.; 3 cr. Introduction to graphics editing using Adobe Illustrator or industry standard software.

Change in Prefix, Title, Description:
TO:
DESN 213. 3D Modeling. 4 hr.; 3 cr. Introduction to principles and techniques for 3D modeling.

Change in Prefix:
TO:
DESN 214. Web Design I. 4 hr.; 3 cr. Prereq.: DESN 191. An introduction to the basic concepts of web design. Topics include scripting languages, markup languages, design practices, hosting, SEO and the best architectural practices for information.

Change in Prefix:
TO:
<u>DESN</u> 215. Traditional Animation. 4 hr.; 3 cr. Traditional, hand-drawn animation as well as cutout and stop-motion animation.

Change in Prefix:
TO:
~~DESN~~ 217. Digital Moviemaking II. 4 hr.; 3 cr.
A continuation of ARTS 157. Additional experience in non-linear video-editing techniques (ARTS 207 or equivalent) is recommended. Special equipment, if any, will be announced before preregistration.

Change in Prefix:
TO:
<u>DESN</u> 221. VT: Video Graphics and Compositing. 4 hr.; 3 cr. The principles and techniques of video graphics and compositing. Topic will be announced before pre-registration. Some prior computer graphic experience (<u>DESN</u> 157, 195, 207, 210 or equivalents) is recommended.

Change in Prefix, Requisites:
TO:
<u>DESN</u> 241. Design I. 4 hr.; 3 cr. Prereq.: <u>DESN</u> 190 and <u>DESN</u> 191. A continuation of <u>DESN</u> 190 with a focus on developing formal skills to express concepts and communicate messages using interactive, time-based digital and traditional media.

Change in Prefix, Description, Requisites:
TO:
<u>DESN</u> 242. Typography I. 4 hr.; 3 cr. Prereq.: <u>DESN</u> 191. Introduction to typography, mainly intended for design majors. Topics covered include typeface classification, anatomy, hierarchy, grids and typesetting.

Change in Prefix:
TO:
<u>DESN</u> 245. Typography II. 4 hr.; 3 cr. Prereq.: <u>DESN</u> 242. Text-intensive projects involving typographic grid systems, the organization of typographic hierarchies, and the use of type in charts, graphs, and diagrams. Assignments will include a series of experimental and practical projects in a variety of media.

Change in Prefix, Requisites:
TO:
<u>DESN</u> 246. Design II. 4 hr.; 3 cr. Prereq.: <u>DESN</u> 241. A further exploration of design principles with an emphasis on collaboration, research methods, critical thinking, presentations, and writing skills as part of the design process. Assignments may include interactive, time-based, and large-scale projects.

Change in Prefix:
TO:
<u>DESN</u> 247. Graphic Novel II. 4 hr.; 3 cr. Prereq.: <u>DESN</u> 187. Continuation of <u>DESN</u> 187. Development of personal interests and individual style. Independent research into the history of the graphic novel.

Change in Prefix:
TO:
<u>DESN</u> 248. Book Design and Production. 4 hr.; 3 cr. Prereq.: <u>DESN</u> 241 and 242. Introduction to the design and production of printed books.

Change in Prefix:
TO:
DESN 249. Creative Coding. 4 hr.; 3 cr. Prereq.: DESN 241. Use of computational algorithms as a tool to create beautifully designed visual graphics. Over the semester students will explore form, color, grids, typefaces and three- dimensional objects and combine these with computational topics like randomization, repetition, transformation, generative and data-manipulated design. Each class will consist of a lecture and live coding examples as well as student project presentations and critiques. Processing will be the primary platform to explore the intersection between the visual art, design, and code.

Change in Prefix:
TO:
DESN 250. Design Thinking. 4 hr.; 3 cr. Prereq.: DESN 241. Exploration of a variety of design research, strategy, ideation, and prototyping methods to create insightful and innovative design solutions. Students will work individually and collaboratively to design services, experiences, interactions, products, and brands.

Change in Prefix:
TO:
DESN 251. Typeface Design. 3 hr., 3 cr. Prereq.: DESN 242. An upper-level design elective that introduces students to the basic principles of typeface design. Through lectures, reading assignments, class exercises, and assignments, students will learn the tools to explore fonts as a formal system of visual relationships, the role fonts play in graphic design, and how to design an original typeface family.

Change in Prefix, Description:
TO:
DESN 257. VT: Trends in Illustration. 4 hr.; 3 cr.; Prereq.: DESN 188 and DESN 191. Students will use industry-standard software to create, publish, and promote artwork in emerging genres. Course work reflects a range of project possibilities illustrators and designers will encounter in the contemporary marketplace.

Change in Prefix, Description:
TO:
DESN 259. Illustration II. 4 hr.; 3 cr. Prereq.: DESN 188.

Change in Prefix:
TO:
DESN 263. App Design. 4 hr.; 3 cr. Prereq.: DESN 214. Students will gain skills designing applications (apps) from ideation to high-resolution prototypes ready for development. We will cover user-centered and other research methods, ideation, prototyping, user experience, flow maps, wireframes, interactive prototypes, visual design, brand creation, and presentation.

Change in Prefix:
TO:
DESN 265. Physical Computing. 4 hr.; 3 cr. Physical computing is the design and construction of physical systems utilizing software and hardware to sense and respond to the physical world. This studio course provides an introduction to the research, design and development of physical computing projects through lectures, exercises and assignments. Topics include circuits, embedded programming, processing, simple mechanisms, actuation, and time-based behavior.

Change in Prefix:
TO:
DESN 266. Children's Book Illustration. 4 hr.; 3 cr. Prereq.: ARTS 151 or DESN 188. Introduction to the field of children's book illustration through lectures, demonstrations, and writing and drawing exercises. Assignments will be created in traditional and digital mediums, and students will create an original manuscript

and book mockup as well as portfolio sample pieces. This course is primarily for students interested in illustration and design.

Change in Prefix:
TO:
DESN 269. Information Design. 4 hr.; 3 cr. Prereq.: DESN 241 and DESN 242. Introduction to basic concepts and methodologies of information design with a focus on organization, visualization, and communication. Students will learn how typography, color, symbols, language, and imagery can be utilized to present information with an emphasis on meaning, clear communication, and visual aesthetics. Projects will include maps, graphs, charts, diagrams, infographics, and data visualizations.

Change in Prefix:
TO:
DESN 270. Data Visualization. 4 hr.; 3 cr. Prereq.: ARTS 214. The foundations necessary for understanding the current processes of developing effective data visualizations. Topics include sourcing/collecting data, data cleaning, data analysis and presentation. The first half of the semester is dedicated to designing static data visualizations and the second half of the semester is focused on using web languages (HTML, CSS and JavaScript) to create interactive data driven graphics.

Change in Prefix:
TO:
DESN 277. VT: Pixel-based Imagery. 4 hr.; 3 cr. Advanced work in scanner- and camera-derived, pixel-based imagery. Topic and suggested preparation will be announced before pre-registration. May be taken three times for credit if topic is different.

Change in Prefix:
TO:
DESN 278. VT: Vector-based Imagery. 4 hr.; 3 cr. Advanced work in vector-based imagery and web and video technology. Topic and suggested preparation will be announced before pre-registration. May be taken three times for credit if topic is different.

Change in Prefix:
TO:
ARTS 278. Video Tape: Vector-Based Imagery. 4 hr.; 3 cr. Advanced work in vector-based imagery and web and video technology. Topic and suggested preparation will be announced before Pre-registration. May be taken three times for credit if topic is different.

Change in Prefix, Title, Description:
TO:
DESN 279. VT: Animation and 3-D Modeling. 4 hr.; 3 cr. Advanced work in animation and 3-D modeling.

Change in Prefix:
TO:
DESN 286. Interaction Design. 4 hr.; 3 cr. Prereq.: DESN 241 and DESN 242. Students create relationships between people, products, and services (from computers to mobile devices, appliances and beyond) through research, analysis, prototyping, and design.

Change in Prefix:
TO:
DESN 289. Publication Design. 4 hr.; 3 cr. Prereq.: DESN 241 and DESN 242. The design of magazines, newspapers, and other periodicals considered from theoretical, practical, and technical aspects. Class

assignments include projects involving typography, grids, color; information graphics; branding; working with writers/editors; as well as scheduling, production, and printing considerations.

Change in Prefix:
TO:
DESN 290. Motion Graphics. 4 hr.; 3 cr. Prereq.: DESN 241 and DESN 242. Motion graphics can move an audience emotionally and have a significant impact on society through its effect on our senses of sight and hearing. An introduction to Adobe After Effects; projects include animations for websites, commercials, and cinema.

Change in Prefix, Description:
TO:
DESN 296. Advertising Design. 4 hr.; 3 cr. Prereq.: DESN 241. Design for the promotion and marketing of consumer products, business services, and not-for-profit organizations.

Change in Prefix:
TO:
DESN 314. Web Design II. 4 hr.; 3 cr. Prereq.: DESN 214. An advanced website design and development class focusing on front-end development (HTML, CSS, and JavaScript) focusing on interaction, motion and data retrieval using publicly available APIs. The class will be discussing how to create interactive websites for both desktop platforms, mobile and tablet as well as the "internet of things" devices. This class could collaborate with the App Design class to build out the designed apps.

Change in Prefix:
TO:
DESN 345. Design III. 4 hr.; 3 cr. Prereq.: DESN 246. A continuation of DESN 246 with assignments of larger scope and executed across a variety of media A focus
on the development of the designer's personal style and working methods, and of specific audiences, commercial contexts, and production issues.

Change in Prefix:
TO:
DESN 347. Graphic Novel III. 4 hr.; 3 cr. Prereq.: DESN 247. Continuation of DESN 247. Projects in this advanced course will be based on student and teacher interest.

Change in Prefix, Requisites:
TO:
DESN 353. VT: Art of the Book 4 hr.; 3 cr. Preq.: DESN241 or ARTS 188. Research study and practice of the handbound book as an art form. Advanced work in interpretive and narrative drawing for artists interested in illustrating books for publication.Topics along with necessary previous study where appropriate, will be announced before pre-registration. May be taken a total of three times for credit if the topic is different.

Change in Prefix, Requisites, Description:
TO:
DESN 357. Design and Typography Special Projects. Prereq. Permission of faculty advisor.4 hr.; 3 cr. Special Projects courses are designed for students seeking to advance their skills in design and typography in an independent project. May be repeated for a maximum of six credits with permission of the faculty advisor.

Change in Prefix, Requisites:
TO:
DESN 359. Illustration Portfolio. 4 hr.; 3 cr. Prereq.: DESN 259 or DESN 266 or DESN 247.

Change in Prefix, Description:
TO:
DESN 370. VT: Special Topics in Design. 4 hr.; 3 cr. Offered occasionally according to student interest and availability of faculty. Topic will be announced before pre-registration. A strong knowledge of the Mac operating system and graphics software (a minimum of DESN 191 or equivalent) and suitable design experience are required. See CUNYfirst section description for details. May be taken three times for credit if topic is different.

Change in Prefix, Description, Requisites:
TO:
DESN 395. Senior Capstone. 4 hr.; 3 cr. Prereq.: DESN 246. Design majors will create individual final capstone projects and portfolio presentations as a cumulative expression of acquired skills related to their discipline. Recommneded be taken in a student's senior year. (Capstone)

Change in Prefix, Description
TO:
DESN 393. Independent Internship. 3 cr. Prereq.: College average 2.75, major average 3.4. To receive credit for a design related internship, ARTS393, students must have approval from faculty sponsor.

3. **Physics**

New course.

PHYS 8. The Science of Fractals and Its Applications. 3 hr.; 3 cr. Prereq.: None.
Fractals are physical or mathematical objects with an ever-larger number of ever-smaller pieces. This course shows how scientists use fractals to analyze and solve problems. The course uses the tools of spreadsheets, graphs, algebra, numerical methods, folding pieces of paper, and performing in-class experiments to learn mathematical concepts and apply them to give insights into the nature and properties of physical, biological, and social systems. (MQR)

4. **Family, Nutrition and Exercise Sciences**

From: Current Major Name: FAMILY & CONSUMER SCIENCES (MAJOR CODE FNES-BA),
Concentration in Human Development and Family Science (concentration code- FNES-HUMDEV)

To: Proposed major and degree: BA in Human Development and Family Science

5. Anthropology

Proposal for the Establishment of a Minor in Health & Culture
Department of Anthropology, School of Social Sciences

Rationale:

A large proportion of Anthropology majors pursue careers related to human health, including social work, public health, nursing, medical insurance consulting, dentistry, physiotherapy, orthopedics, or similar fields, or they continue on to medical or veterinary schools. Many undergraduates, however, are not

aware of the relevance of Anthropology for careers in health sciences, and/or cannot commit to a full Major in Anthropology. For these students, we have designed a targeted minor in Health & Culture, with the goal of guiding students from other majors who are considering careers in health-related professions towards Anthropology courses that best prepare them for these careers. Anthropology plays a crucial role in fostering a holistic understanding of the human condition that can serve to enhance traditional medical training. The Anthropology Minor in Health & Culture will direct students towards courses that help students understand the human condition from both biological and cultural perspectives. These courses will collectively facilitate an understanding of the evolutionary and biological underpinnings of health, cultural beliefs about disease and the body, and the social, political, and economic roots of health disparities.

The Minor in Health & Culture consists of three required courses designed to give students a solid background in both the biological and cultural factors that together shape human health: ANTH 101: Introduction to Cultural Anthropology; ANTH 102: Introduction to Human Evolution; and ANTH 260: Essentials of Biological Anthropology. In addition, students will be required to choose one elective from a list of offerings focusing on cultural diversity and two electives from a list of offerings focusing on the biology of human and nonhuman primates. Among the choices of electives are courses focusing on paleopathology, medical anthropology, and cross-cultural mental health.

Structure:

The 18-credit Minor in Health & Culture will consist of three required courses and three electives. All courses are regularly taught within the Department of Anthropology.

Three required courses:
ANTH 101   Introduction to Cultural Anthropology
ANTH 102   Introduction to Human Evolution
ANTH 260   Essentials of Biological Anthropology

Three elective courses in total, one from list A and two from list B:

List A. Choose one elective from this list:
ANTH 205   Peoples of Mexico and Central America
ANTH 206   Peoples of South America
ANTH 207   Native North Americans
ANTH 208   Peoples of South Asia
ANTH 208W   Peoples of South Asia Writing Intensive
ANTH 210   Peoples of East Asia
ANTH 211   Peoples of Africa
ANTH 212   Peoples of the Middle East
ANTH 215W   Peoples of the Caribbean
ANTH 216   Peoples of Southeast Asia
ANTH 219   Topics in Cultural Area Studies
ANTH 222   Sex, Gender, and Culture
ANTH 225   Medical Anthropology
ANTH 280   Language and Social Identity
ANTH 309   Psychological Anthropology
ANTH 330   Seminar in Cultural Anthropology
ANTH 354   Time

List B. Choose <u>two</u> electives from this list:
ANTH 262   Introduction to the Primates
ANTH 270   Evolutionary Medicine
ANTH 272   The Human Skeleton
ANTH 275   Disease in the Past
ANTH 276   Human Growth and Development
ANTH 276W   Human Growth and Development Writing Intensive
ANTH 361   Human Variation
ANTH 361W   Human Variation Writing Intensive
ANTH 363   Interpreting the Human Skeleton
ANTH 368   Evolution and Human Behavior
ANTH 369   Primate Behavior and Ecology

Assessment:

The objectives of the Minor in Health & Culture are to give students:

1. An understanding of the evolutionary underpinnings of the human condition, including human biological variation, links between evolution and disease, and the behavioral biology of our closest relatives.

2. An understanding of cultural diversity, cultural relativism, and the societal factors shaping human perceptions and constructions of health and disease.

3. A more holistic and integrated perspective on human health.

The Anthropology Department Curriculum Committee will review the outcomes of this new minor on a periodic basis and will make adjustments as deemed necessary.

Proposal for the Establishment of a Minor in Human Ecology
Department of Anthropology, School of Social Sciences

Rationale:

Students who obtain majors and minors in Anthropology often obtain employment in public archaeology, ecology, natural history, education, public health, social ecology, and related fields. They also pursue higher degrees in Archaeology, Physical Anthropology and Law. The human ecology targeted minor will prepare students to address pressing issues involving the human-environmental relationship, including long-term human adaptation and evolution, human impacts on the environment, responses to climate change, the emergence of social complexity, agriculture, food security, and resource extraction and environmental degradation, such as mining and pollution.

The Human Ecology minor includes two courses structured to provide basic knowledge of the human-environmental interface. Students would then choose among three intermediate courses depending upon their interests within Human Ecology. Finally, students would choose three electives from a number of other courses within the department that address human ecology.

Structure:

The 18 Human Ecology credits include three required foundational courses and three electives. All courses are regularly taught within the Department of Anthropology.

<u>Three foundational courses</u>:

Two required courses:
Anth 102. Introduction to Human Evolution
Anth 103. Introduction to Archaeology

Choose <u>one</u> of the following:
Anth 201. Essentials of Cultural Anthropology
Anth 240. Essentials of Archaeology
Anth 260. Essentials of Biological Anthropology

<u>Three additional electives</u> (Only one of these may be Anth 201, 240, 260):
Anth 201. Essentials of Cultural Anthropology
Anth 240. Essentials of Archaeology
Anth 241. The Aztecs, Maya, and Olmecs
Anth 243. Archaeology of North America
Anth 246, 246W. Archaeology of the Near East
Anth 256. Archaeology of Food
Anth 260. Essentials of Biological Anthropology
Anth 262. Introduction to Primates
Anth 264. Faunal Analysis
Anth 302. Ecology and Culture
Anth 340. Archaeological Method and Theory
Anth 342. Origins of Complex Society
Anth 361, 361W. Human Variation
Anth 362. Human Paleontology
Anth 363. Interpreting the Human Skeleton
Anth 368. Evolution and Human Behavior
Anth 369. Primate Behavior and Ecology
Anth 375. The Human-Primate Interface

The electives may include only ONE from the following:
Anth 259. Topics in Archaeology
Anth 290, 290W. Topics in Anthropology
Anth 279. Topics in Biological Anthropology
Anth 290, 290W. Topics in Anthropology
Anth 330. Seminar in Cultural Anthropology
Anth 350. Seminar in Archaeology
Anth 370. Seminar in Biological Anthropology

Assessment:

The objectives of the Minor in Human Ecology are to give students:

1. An understanding of the processes of biological evolution.

2. An understanding of how humans adapt to their environments, and the importance of environmental change to human evolution.

3. An understanding of the human environmental interface that lead to domestication.

4. An understanding of the ecological causes and consequences of social complexity.

The Anthropology Department Curriculum Committee will review the outcomes of this new minor on a periodic basis and will make adjustments as deemed necessary.

5b. Graduate Curriculum Committee

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

"To accept the GCC report dated December 9, 2020"

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

GCC Minutes Dated December 9, 2020

A. ITEMS FOR CAPPR

1. SEYS (Secondary Education Youth Services)

a. New Program

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding:

Please 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 <u>Advanced</u> Certificate Program<u>s</u>
<u>a.</u> Ethical and Equitable Practice
<u>b.</u> Literacy, Grades 5-12 (leading to NY State Teaching Certification in Literacy, Grades 5-12)
<u>c. Educational Technology</u>

**The following Post-Master's Advanced Certificate in Educational Technology Program
Description and Admission Requirements (below) should be inserted right after the other
two SEYS Post-Master's Advanced Certificates.**

SEYS FULLY ONLINE POST-MASTER'S ADVANCED CERTIFICATE PROGRAM IN EDUCATIONAL TECHNOLOGY

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 Educational Technology is designed to offer integrated, theoretically-grounded views
of teaching and learning with technology that address the needs of students in diverse
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 Philosophies of Teaching and
Learning and Digital Pedagogy, Learning Theories and Cognition in Education and Technology,
Practical Applications in Educational Technology, Student Use of Educational Technology, and
Action Research in Secondary Education and Technology.

<u>Advanced Certificate Courses</u>:

1. SEYS 704: Philosophies of Teaching and Learning and Digital Pedagogy (3 cr.)

2. SEYS 717: Learning Theories and Cognition in Education and Technology (3 cr.)

3. SEYS 755: Practical Applications in Educational Technology (3 cr.)

4. SEYS 757: Student Use of Educational Technology (3 cr.)

5. SEYS 787: Seminar in Action Research in Secondary Education and Technology (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 college's 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 Darvin, via email at: JDarvin@qc.cuny.edu.

2. FNES

b.   Program change: Proposal to add the distance education format

HEGIS: 1301.01 -- NY State Education Code: 26442

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding:

PROGRAM OF FAMILY AND CONSUMER SCIENCES TEACHER EDUCATION K– 12 Post-Baccalaureate Initial Certificate

This sequence of courses prepares individuals for the New York State Initial Certification to teach Family and Consumer Sciences in a secondary school. It is designed for individuals who have completed an undergraduate degree other than teacher education. The program does not fulfill requirements of the Master of Science in Education degree. This program is offered as a fully online program, where all courses are delivered through a virtual environment with the exception of student teaching and fieldwork, which must be completed at a New York State secondary school. Fieldwork hours are required for NYS Initial Certification and are completed in the following program courses: SEYS 536, SEYS 552, SEYS 700, ECPSE 550, FNES 538 and FNES 563. Students interested in this program should consult with the graduate family and consumer sciences education advisor, Dr. Andrea Mosenson.

Requirements for Admission
1. A bachelor's degree with a general education core in the liberal arts and sciences and an average of B (GPA of 3.0) or better in the undergraduate major.
2. The Graduate Record Examination General Test (GRE).
3. A personal statement or essay.

4. Two letters of professional recommendation.
5. An interview may be required.
6. Applicants who majored in Family and Consumer Sciences but do not hold an
Initial Certificate, or applicants who come from disciplines other than Family and Consumer
Sciences, will be required to satisfy 30 credits in courses that constitute at a minimum the
following: FNES 101, 126, 140 or 745, 147, 151 or 751, 156, 163, or their equivalents.
Requirements for Maintenance
1. Students must maintain a B (GPA of 3.0) or better average in the program. 2. Course
sequence must be approved by an education graduate advisor in the Family
and Consumer Sciences unit.

Requirements for Initial Certificate
1. An overall average of B (GPA of 3.0) or better.
2. Completion of the following content core courses or their equivalent: SEYS 536, 552,
700, ECPSE 550, FNES 538, 563, 637, and 574.
3. At least 6 semester hours, or its equivalent, of a language other than English.

B. ITEMS FOR UNIVERSITY REPORT

1. ECP

a. New Course

ECPSE 732: Applied Behavior Analysis III: Behavioral Assessment. 3 hr.; 3 cr.

Prerequisite Courses: ECPSE 723, ECPSE 728, & ECPSE 729
Co-requisite Course: ECPSE 746

Course Description: This course is designed for candidates in the Graduate Programs in
Special Education (GPSE) Board Certified Behavior Analyst (BCBA) Verified Course
Sequence (VCS). This course focuses on providing candidates with the content
knowledge and practical application of behavioral assessment procedures. This course
teaches candidates how to conduct the following behavioral assessments: functional
behavior assessment, functional analysis, preference assessments, Assessment of Basic
Language and Learning Skills (ABLLS), Assessment of Functional Living Skills (AFLS),
VB-MAPP, Autism Diagnostic Observation Schedule (ADOS).

Projected Enrollment: 12 – 15 students
Projected Frequency: Once per year

2. ECP

b.   New Course

ECPSE 733: Advanced Seminar in Applied Behavior Analysis. 3 hr.; 3 cr.

Prerequisites Courses: ECPSE 723, ECPSE 728, ECPSE 729, & ECPSE 732
Co-requisite Course: ECPSE 748

Course Description: This seminar course is designed to provide candidates in the Graduate Programs in Special Education (GPSE) Board Certified Behavior Analyst (BCBA) Verified Course Sequence (VCS) the content knowledge and coursework hours to sit for the BCBA exam. Specifically, this course will overview issues related to staff management and supervision in the field of applied behavior analysis. Candidates will learn how to assess staff performance issues and implement/develop training protocol to ensure treatment integrity. Additionally, this course will teach candidates to become effective BCBA field supervisors and mentors. Specifically, candidates will learn how to critically analyze factors that contribute to inadequate staff performance and develop strategies for improvement. Further, candidates will learn how to assess their own effectiveness as BCBA field supervisors using self-management strategies. The culminating experience involves the development of training protocols to improve procedural and treatment integrity for students with disabilities.

Projected Enrollment: 12 – 15 students
Projected Frequency: once per year

3. ECP

c.   Course Withdrawal

ECPSE 747: Intensive Practicum in Applied Behavior Analysis I. 3 hr.; 3 cr.

Prerequisite Courses: ECPSE 722, ECPSE 725, ECPSE 728, & ECPSE 729
Co-requisite Course: ECPSE 746

This practicum course is designed to provide candidates in the BCBA track with the field experience and supervision required by the Behavior Analyst Certification Board (BACB) to qualify for the board exam. This is the first of a two course practicum sequence and the content focuses on basic implementation skills needed to be an effective behavior analyst. This intensive practicum requires candidates complete 375 hours of behavior analytic training at an approved applied or clinical practicum site. Candidates are required to complete 25 hours per week that are counted towards the 375 total hours per semester. Additionally, candidates are required to attend weekly seminar classes that are aligned with the 4th edition BCBA task list. Candidates will receive individual and group supervision totaling 37.5 hours during this practicum. Candidates

will register for this practicum in the fall semester of the third year of course work in the Special Education/BCBA track.

4. ECP

d. **Course Withdrawal**

ECPSE 749: Intensive Practicum in Applied Behavior Analysis II. 3 hr.; 3 cr.

Prerequisite Courses: ECPSE 722, ECPSE 725, ECPSE 728, ECPSE 729, & ECPSE 747
Co-requisite Course: ECPSE 748

This practicum course is designed to provide candidates in the BCBA track with the field experience and supervision required by the Behavior Analyst Certification Board (BACB) to qualify for the board exam. It is the second of a two courses practicum sequence and it builds on the basic implementation skills learned in ECPSE 747. This course will focus on advanced implementation skills needed to be an effective behavior analyst. This intensive practicum requires candidates complete 375 hours of behavior analytic training at an approved applied or clinical practicum site. Candidates are required to complete 25 hours per week that are counted towards the 375 total hours per semester. Additionally, candidates are required to attend weekly seminar classes that are aligned with the 4th edition BCBA task list. Candidates will receive individual and group supervision totaling 37.5 hours during this practicum. Candidates will register for this practicum in the spring semester of the third year of course work in the Special Education BCBA track.

5. MATH

e. **Minor Change: Change in course number**

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding:

To:

MATH 690. Studies in Mathematics.
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.
MATH 690.1. 1 hr.; 1 cr.
MATH 690.2. 2 hr.; 2 cr.
MATH 690.3. 3 hr.; 3 cr.
MATH 690.4. 4 hr.; 4 cr.
MATH 690.45. 3 hr.; 4.5 cr

6. MATH

f.   Minor Change: Change in course number, course hours, course credits, and course description.

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding:

To:

MATH 590. **Studies in Mathematics.**
Prereq.: Permission of the department.
Topics will be announced in advance. This course may be repeated for credit provided the topic is not the same. This course may not be credited toward the Master of Arts degree in Mathematics.
MATH 590.1. 1 hr.; 1 cr.
MATH 590.2. 2 hr.; 2 cr.
MATH 590.3. 3 hr.; 3 cr.
MATH 590.4. 4 hr.; 4 cr.

7. Risk Management

g.   New Course

RM714: Python for Financial Applications. 3 hr.; 3 cr.

Prerequisite Courses: BUS341W (pre or corequisite) or acceptance into the Risk Management Graduate Program

Course Description: This is a course designed to teach you how to effectively utilize technology for quantitative finance. Specifically, you will learn how to write programs in Python to work with financial datasets. We will be using many of the Python libraries to do more advanced data analysis.

Projected Enrollment: 15 – 30 students
Projected Frequency: Once per year (likely during summer session)

On-line Instruction: This course can be taught in-person, hybrid, or online. It has been taught online with video demonstrations for much of the coding and exercises. This gives students the ability to go back and re-watch certain steps if their code does not work properly the first time through.

8. Risk Management

h.   New Course

RM742W Data Science via Machine Learning and Statistical Modeling. 4 hr. lec., 2 hr. lab; 4 cr.

Prerequisites Courses: MATH 241, MATH 231, CSCI 111 (or equivalent)

Course Description: Philosophy of modeling and learning using data. Prediction using linear, polynomial, interaction regressions and machine learning including neural nets and random forests. Probability estimation with asymmetric cost classification. Underfitting vs. overfitting and R-squared. Model validation. Correlation vs. causation. Interpretations of linear model coefficients. Formal instruction of statistical computing. Data manipulation and visualization using modern libraries. Writing Intensive (W). Recommended corequisites include ECON 382, MATH 341, MATH 369 or their equivalents. Spring.

Projected Enrollment: 10 students
Projected Frequency: Annually, Spring

9. ECP

i.   Program change: Change in requirements for degree/certificate

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding:

MSED with BCBA Verified Course Sequence (VCS)
    The Behavior Analyst Certification Board, Inc. has approved a sequence of courses in the Special Education MSED program (i.e., Early Childhood, Childhood, and Adolescent) and the MAT dual certification in Childhood Education and Special Education program as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst (BCBA) Examination.
    Applicants for the BCBA track program have to meet additional requirements as follows: (a) submit an internal application for the BCBA course sequence within their first semester of matriculation; (b) follow the three-year sequence of their respective MSED/MAT program; and (c) complete additional four 3-credit courses (ECPSE 728 Applied Behavior Analysis II: Advanced Concepts and Treatment Strategies; ECPSE 729 Ethics and Professionalism in Applied Behavior Analysis; ECPSE 732 Applied Behavior Analysis III: Behavioral Assessment; ECPSE 733 Advanced Seminar in Applied Behavior Analysis).

**COURSES IN THE MSED EARLY CHILDHOOD/CHILDHOOD/ADOLESCENT
SPECIAL EDUCATION BCBA Verified Course Sequence (VCS)**

ECPSE 700	Foundations of Special Ed.	3 cr.
ECPSE 701/ 702/703	Introduction to Assessment in Early Childhood/Childhood/ Adolescent Special Ed.	3 cr.

ECPSE 712/ 713/714	Language and Literacy: Principles and Practices in Early Childhood/ Childhood/Adolescent Spec. Ed.	3 cr.
ECPSE 708	Collaboration with Families and School-based Teams	3 cr.
ECPSE 723	ECPSE 723 Applied Behavior Analysis I: Basic Concepts and Principles of Reinforcement (BCBA VCS)	3 cr.
ECPSE 730/ 710/ 740	Curriculum and Instruction for Early Childhood/Childhood/ Adolescent Spec. Ed.	3 cr.
ECPSE 731/ 711/741	Advanced Seminar in Early Childhood/Childhood/ Adolescent Spec. Ed.	3 cr.
ECPSE 728	Applied Behavioral Analysis II: Advanced Concepts and Treatment Strategies (BCBA VCS)	3 cr.
ECPSE 720	Trends and Issues in Education of Students with Severe Disabilities	3 cr.
ECPSE 729	Ethics and Professionalism in Applied Behavior Analysis (BCBA VCS)	3 cr.
ECPSE 725	Internship in Severe Disabilities	6 cr.
ECPSE 732	Applied Behavior Analysis III: Behavioral Assessment (BCBA VCS)	3 cr.
ECPSE 733	Advanced Seminar in Applied Behavior Analysis (BCBA VCS)	3 cr.
Total		**48 cr.**

10. MATH

j.   Program change: Change in requirements for degree/certificate

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding:

TO:

Master of Arts with a Concentration in Pure Mathematics:
1. A candidate for this degree is required to complete 30 credits in an approved sequence of graduate-level courses in mathematics and related fields. Students can achieve a solid grounding in pure mathematics by taking the following courses: MATH 621, 628, 701, 702, and 703; students can customize their program with the advice and approval of the Graduate Advisor. It is required that the program be completed with an average of B or better.
2. Each candidate for the degree must pass an oral examination.

Master of Arts with a Concentration in Applied Mathematics
1. A candidate for this degree is required to complete 30 credits in an approved sequence of graduate-level courses in mathematics and related fields. All students must achieve a solid grounding in the three areas of probability and statistics, analytic methods, and numerical methods. This can be achieved by taking the following courses: MATH

621, 624, 625, 628, and 633; <u>students can customize their program with the advice and approval of the Graduate Advisor.</u> It is required that the master's program be completed with an average of B or better.

2. Each candidate will be required to pass a written examination in an area of specialization to be approved by the Mathematics Department.

5c. Nominating Committee

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

"To accept the Nominating Committee report dated February 8, 2021"

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

a. Teaching Excellence and Evaluation Committee

The following faculty members were elected by unanimous consent:

Schiro Withanachchi   Social Sciences   through December 2021

Sonali Sugrim   Arts & Humanities   through December 2022

b. Elections Committee

The following faculty member was elected by unanimous consent:

Sayashmini Madhow   Mathematics & Natural Sciences   through December 2022

6. Old Business

6a. Nominations to the Nominating Committee:

Faculty – Social Sciences (no nominees)

6b. Land Acknowledgements:

Alternate Senator, James Lowry, Graduate School of Library and Information Studies, discussed and gave an update on Land Acknowledgements. This discussion will be continued by the Executive Committee to see what can be done moving forward. It will also be added to the agenda of the Faculty Governance Leadership meeting.

Land Acknowledgements

- Statements made at the beginning of formal occasions, meetings, classes, etc. that acknowledge the unceded land we gather on, and its traditional owners
- Surfaces ongoing issues of colonialism and displacement, as a small step towards restorative justice
- For more information about land acknowledgements, see: https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/
- Neither CUNY nor Queens College has a protocol for land acknowledgements

Correspondence with President Wu

- GC is also looking at this issue.
- CUNY Central confirms that departments and programs can make statements, but it does not represent institutional policy.
- Should send any research we have compiled to him, for information.

Questions

Things that will need to be considered in developing a protocol for land acknowledgement:

- Understanding exactly whose land we are talking about. We need rigorous research into the history of the land, including the terms of any "treaties" including treaties that pre-dated European colonialism.
- Reaching out to the communities concerned to understand if they would welcome this practice, and if they have a preferred way of acknowledging the history of the land.
- How do other universities phrase their land acknowledgements?
- The need for guidance on the use of land acknowledgements. At what kinds of meetings or events should they be used? Who should read them?

Senate Action

- These questions cannot be answered without dedicated attention and resources.
- Working group with a budget to compensate Indigenous stakeholders for consultations, course releases for Faculty and credit for students, to ensure thorough, systematic and ethical look at the questions.
- What is within the power / resources of the Senate?

- I will be raising the matter with CUNY University Faculty Senate.
- I have requested that it be added to the agenda of the upcoming Council of Faculty Governance Leaders (CFGL) meeting on the 19[th.]

james.lowry@qc.cuny.edu

7. **New Business**

   7a. Queens Diversity Presentations
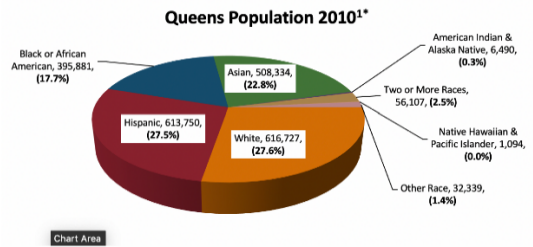
   i. Dr. Amy Hsin: Chinese Americans/Asian Americans in Queens

   Dr. Amy Hsin, Associate Professor of Sociology, gave the following presentation:


Asians Americans in NYC during COVID

Amy Hsin
Associate Professor of Sociology
Queens College
Presentation for QC Academic Senate
February 11, 2021

Demographic snapshot of Asian Americans in Queens

Queens Population 2010[1*]

Black or African American, 395,881, (17.7%)
Asian, 508,334, (22.8%)
American Indian & Alaska Native, 6,490, (0.3%)
Two or More Races, 56,107, (2.5%)
Hispanic, 613,750, (27.5%)
White, 616,727, (27.6%)
Native Hawaiian & Pacific Islander, 1,094, (0.0%)
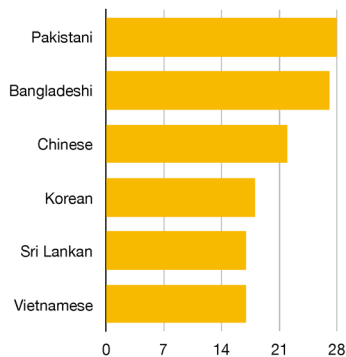Other Race, 32,339, (1.4%)
Chart Area

- Largest Asian subgroups: Chinese, Asian Indian, Korean, Filipino & Bangladeshi
- Asians from the diaspora (e.g. Asian Latinos, Indocarribeans)
- Fastest growing race/ethnic group in NYC


Poverty rate by race in Queens

Asian 18, White 9, Black 14, Hispanic 19
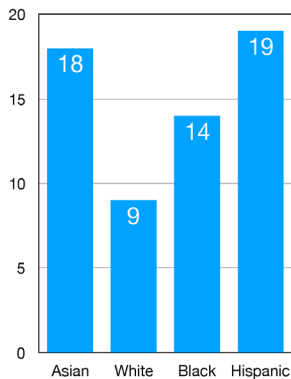
Poverty rates in NYC by Asian ethnicity

Pakistani, Bangladeshi, Chinese, Korean, Sri Lankan, Vietnamese

Asians living in poverty are working in industries hardest hit by COVID

Industry	% Asian workers in poverty
Restaurants & food service	21
Construction	5
Taxi drivers	4
Grocery	3
Textile	3
Nail salons	3
Home health services	2

Hate crimes against Asian Americans is rising

NYPD Hate Crime Arrests and Complaints Involving Anti-Asian Hate and Bias
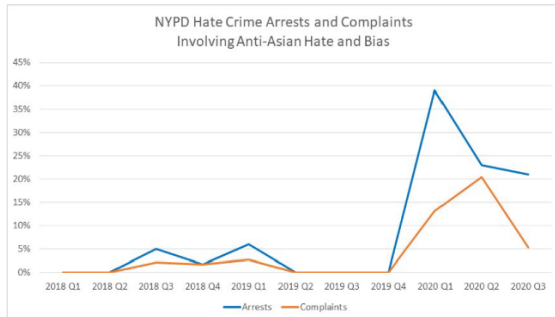
(Source of data: N.Y. Police Dep't, Hate Crimes Reports, *available at* https://www1.nyc.gov/site/nypd/stats/reports-analysis/hate-crimes.page.)

ii. Dr. Madhulika Khandelwal: South Asian Americans in the borough

Dr. Madhulika Khandelwal, Associate Professor in Urban Studies Department and Director of the Asian/American Center, gave the following presentation:

Madhulika Khandelwal
"South Asian Americans in Queens, NYC"

Presentation for Queens College Academic Senate
February 11, 2021

Significance of South Asians for a Culturally Diverse Queens/US

- A large ethnic group???

- *Important lessons for Race, Ethnicity, Diaspora, Colonialism, and Diversity!*

- Students/Urban Communities and Public Higher Education

South Asians Americans: About Names & Categories

- The term "South Asian" – Populations from nations such as Bangladesh, India, Nepal, Pakistan, Sri Lanka. And also …
    …Afghanis, Indo Caribbeans (Guyana, Trinidad, Jamaica, et al) and other diasporic communities (Africa, Mauritius, Fiji, UK, Canada …)

- *Asians and the 1980 U.S. Census: Story of "Asian Indians"*

South Asian Demographics in Queens/NYC/U.S.

- South Asians are 2nd largest Asian American group in the U.S. – a close second to Chinese Americans and higher than Filipino Ams, Vietnamese Ams, Korean Ams, and Japanese Ams.
- *Of a total Asian American population of over 20 million, South Asians are over 4.5 million in the 2020 Census.*
- NYC is the largest urban concentration of South Asians nationwide, with Queens County housing more than 60 % of South Asian New Yorkers. South Asian population of Queens is equal/close second to the Chinese Ams.
- South Asian concentrations in Queens neighborhoods like Elmhurst, Jackson Heights, Richmond Hill, Bellerose.
- *Suburbanization: Long Island as well as other adjoining counties such as Westchester and states like New Jersey have witnessed their rapid growth.*

Racial and Ethnic Formations

• *An Asian Group? --- historic racialization vs. biological Race*

• **One Ethnic Group? --- nationalities and social class**

• *One Culture? --- layers of diversity*

• **Nation v Migration --- national boundaries and diasporic identities**

• *The Model Minority: A Case Study*

South Asian Minorities: Learnings for Theory and Practice

• Diverse, Post-colonial cultures and identities
• History of Social Movements
• South Asian community is spread out and often hard to organize
• Potential for cross-racial and cross-ethnic collaborations

• *Thinking Out of the Box: South Asian Americans as Deficit or Asset?*

MOTION: Duly made by Chair Simone Yearwood:

"To Adjourn"

The meeting was adjourned at 4:29 p.m. The next Academic Senate meeting will be on Thursday March 11, 2021.