

## MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE April 8, 2021

### 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”

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

### 2. Approval of Minutes:

- i. MOTION: Duly made by Chair Yearwood:

“To approve the minutes dated March 11, 2021”

Editorial correction: Page 5 change: ~~To: GEOL 318~~ To Read: GEOL 318

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

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

1. Chair Yearwood announced that elections will open for Students and Faculty beginning 12:01 a.m. Sunday, April 11 through Saturday, April 17.
2. Chair Yearwood announced that the Student Election Vice President Debate was on April 7, and the Student Election President Debate will be on April 8, at 5 p.m. Link to the debate: [https://www.youtube.com/watch?v=aMMVCKyB8BQ&ab\\_channel=QueensCollegeStudentLife](https://www.youtube.com/watch?v=aMMVCKyB8BQ&ab_channel=QueensCollegeStudentLife)
3. Provost Elizabeth Hendrey introduced Rachel Fester, Interim Dean of Institutional Effectiveness. Fester joined Queens College on March 22, replacing Cheryl Littman.
4. Jeffrey Greenberg, Senator from Drama, Theatre & Dance, announced they will be doing two streaming productions next month. “365 Plays in 365 Days” and their annual Student dance show.

365 Plays/365 Days: <https://www.broadwayondemand.com/series/nDlcX50zcFzS-365-plays-in-365-days--queens-college-dept-of-drama>

5. Deputy Chair, Siddharth Malviya announced that the Knight News will cover the Student Vice President and President debates. <https://www.theknightnews.com/>

6. Anthony Tamburri announced Calandra’s Annual Conference will be virtual from April 5, through April 21, at 2 p.m. Donna Gabaccia, retired Professor from the University of Toronto, will be speaking on April 21<sup>st</sup>. There is a calendar and link to sign on to virtual conferences at [Calandrainstitute.org](http://Calandrainstitute.org)

**4. Special Motions:**

**4a. A Resolution Supporting the Creation of a Campus-wide Land Acknowledgement Statement**

Senator, James Lowry read the following resolution:

**A Resolution Supporting the Creation of a Campus-wide Land Acknowledgement Statement**

- WHEREAS the Queens College Academic Senate recognizes that all members of the Queens College community deserve to live and work in a respectful environment without facing intolerance, bigotry, or bias; and
- WHEREAS the University has a responsibility to recognize and protect the rights of all members of its community; and
- WHEREAS we adhere strictly to the University’s calls for diversity, inclusion, and equity; and
- WHEREAS we recognize that Indigenous peoples have a strong and enduring relationship to the land that they and their ancestors reside on; and
- WHEREAS we call on Queens College to follow the lead of other higher education institutions in the United States such as California State University and Illinois State University and make clear Queens College’s commitment to diversity and inclusion of all peoples:
- BE IT RESOLVED the Senate will work to support the adoption of a land acknowledgment by Queens College for use on official occasions.

March 25, 2021

- i. MOTION: Duly made by Dave Fields, Parliamentarian:

“To accept A Resolution Supporting the Creation of a Campus-wide Land Acknowledgement Statement”

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 Undergraduate Curriculum Committee:

“To accept the UCC minutes dated March 11, 2021”

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](http://senate.qc.cuny.edu/Curriculum)

### 1. General Education Matters

- a. RUSS 280. Dostoevsky (College Option: LIT)
- b. BALA 101. Business and Society (Pathways: Individual and Society) New course.
- c. RUSS 285. The Russian Silver Age and Avant-Garde (College Option: LIT)
- d. RUSS 245. Russian Short Story (College Option: LIT)

### 2. Mathematics and Quantitative Reasoning Advisory Committee

*No report.*

### 3. Writing Intensive Advisory Committee.

- a. BALA 201W. Business Communications

### 4. STEM variant courses.

*None.*

## 1. Spanish

- a. Change in description.

**SPAN 41. Masterpieces of Hispanic Literature in Translation.** 3 hr.; 3 cr. Prereq.: ENGL 110. Readings in English translation of some outstanding works of Hispanic literature from its beginnings to the twentieth century, illustrating a variety of genres. The specific works to be considered will vary from semester to semester and from section to section, and will be announced in advance. The course is intended for students who are unable to read Spanish; it is not open to students who have received credit for SPAN 204 or higher numbered courses. (LIT)

From: “The course is intended for students who are unable to read Spanish; ~~it is not open to students who have received credit for SPAN 204 or higher numbered courses.~~ (LIT)”

## 2. FNES

### **Change to a Course: FNES 362 Nutrition for the Exercise Professional Clarification of Pre-& Co Requisites**

#### **To Read:**

FNES 362. Nutrition for the Exercise Professional. 3 hr.; 3 cr. Prereq. FNES 263, Prereq or coreq.: FNES 264, CHEM 103.3/103.1, BIOL 41. The foundation of nutrition assessment and nutrition intervention across the life cycle and for diseases commonly encountered by the exercise professional.

## 3. Art

### *Change To:*

### **Art**

Chair: Michael Nelson

Art History Deputy Chair: Judy Sund

Studio Art Deputy Chair:

Design Deputy Chair:

Photography and Imaging Deputy Chair: Antonio Gonzalez

Department Office: Klapper 172, 718-997-4800

Professors: Gonzalez, Mitchell, Priestly, Sholette, Sund; Associate Professors: Goldberg, Ho, Kauper, Nelson, Powers, Weinstein, Woodfin; Assistant Professors: Bass, DeRosa, Grella, Smith, Waldron, Woo; Department Office Staff: Kim, Membreno, Patton; College Lab Technicians: Costanzo, Greco, Hopely-Monkell

### **Majors Offered**

Art History BA (State Education Code 02727), Studio Art BFA (State Education Code 82209), BA in Art Education, K–12 Teacher (State Education Code 26445), Design BFA (State Education Code 29049), Photography and Imaging BFA (State Education Code 40351)

Please note: Changes have been made in the Studio Art curriculum that affect the total number of required credits for BFA degrees (subject to approval). Students are advised to check with a Studio Art advisor prior to registering for classes.

The department offers major programs in four areas: Art History (BA), Design (BFA), Photography and Imag-ing (BFA), and Studio Art (BFA). The Bachelor of Arts and Bachelor of Science programs provide training in their disciplines within the framework of a liberal arts curriculum, as does the more intensive Bachelor of Fine Arts program. It is assumed that further professional and scholarly pursuits may need to take place after gradua-tion, according to the needs and objectives of the indi-vidual student.

Students majoring in art must fulfill the department requirements outlined below as well as particular prerequisites indicated in the course descriptions. They may apply to be exempted from taking a course required for the major by passing the examination in the course (in Art

History) or by obtaining approval of a portfolio from the deputy chair for Studio Art. Exempted students will take a more advanced course instead.

Students with majors other than art concentrations may have the prerequisite(s) waived for an art course. They should, however, consult with a department advisor to ascertain the nature of course demands, and receive advice on what courses are best suited to their interests. They may then enroll in an appropriate course specified by the department.

### **Department Honors and Awards**

The department offers the following prizes and awards: the Art History Prize; the Ayme Eichler Memorial Scholarship; and the Studio Art Prize.

### **THE MAJORS**

All students pursuing a BFA in Studio Art are required to take ARTH 101 and 102, except that students who elect to become Studio Art majors after having taken ARTH 1 should take either ARTH 101 or ARTH 102 in addition. No more than 6 credits from these three courses may be applied to the BFA degrees in Studio Art. All courses of Photography and Imaging can be taken towards fulfilling Studio Art major and minor degree requirements. Students should be aware of course prerequisites and consult with an advisor if necessary.

#### **Art History**

The major in Art History requires 36 credits, plus a foreign language requirement. See the box on page 96 for the specific requirements for the major.

Transfer students who want credit toward the major in Art History must have taken courses equivalent to those required at Queens College. Requests for transfer credit for Art History courses will be evaluated by the department. Language courses will be evaluated by the appropriate academic department.

#### **Design**

The department offers a Bachelor of Fine Arts (BFA) degree in Design that prepares students for careers or graduate study in the rapidly evolving field of design. Students in the major learn visual communication using industry-standard technology across interactive, time-based, digital and traditional media. Students may opt to pursue tracks of study in Animation, Communication Design, Illustration or Interaction Design by selecting five design electives from the recommended lists.

. See the box on page 97 for the specific requirements for the major.

Transfer students who want to major in design must present a transcript, or a transcript and portfolio, to the Design faculty for evaluation. Except as specifically exempted by portfolio review, all transfer students must take ARTS 246, 345, and 395, along with four upper-division electives (ARTS 247 or higher) at Queens College. Up to 15 design studio credits may be transferred into the major. In addition, students may receive as many additional blanket studio credits as permitted by the BFA degree, which requires that at least 60 credits be in liberal arts.

Students who wish to major in Design must meet with an advisor prior to declaring the major. Admission requirements include a minimum overall GPA of 2.75 or approval by portfolio review. Program standards for satisfactory progress require students to maintain a GPA of 2.75

or better within the major and receive no grade lower than C in any requirements for the major. Students must pass a portfolio review while enrolled in ARTS 241 Design I to advance in the program. Students accepted into the major are asked to meet with an advisor once each semester to ensure adherence to major requirements. A laptop computer with the Adobe Creative Cloud software is required for students majoring in Design. Apple computers are highly suggested.

### **Photography and Imaging**

The department offers a Bachelor of Fine Arts (BFA) in Photography and Imaging, which will prepare students in their pursuit of careers or advanced degrees in fine art, applied photography, and digital imaging. Students will be able to choose among a variety of courses in the practice of photography, including classes in traditional/analog and alternative processes, digital, and 2D and 3D scanning and printing, theory, history, and critical thinking. Students will graduate with a portfolio that can be used to further their careers in the field or apply to graduate school.

Transfer students who want to major in Photography and Imaging must present a transcript to the deputy chair for Photography and Imaging. They may be credited with up to 21 credits toward the major, including both studio art and art history courses. In addition, a transfer student may receive as many blanket credits in studio work as the deputy chair considers justified. All transfer students must take all required ARTS 300-level courses at Queens College. Students who wish to major in Design must meet with an advisor prior to declaring the major. Admission requirements include a minimum overall GPA of 2.75 or approval by portfolio review. Program standards for satisfactory progress require students to maintain a GPA of 2.75 or better within the major and receive no grade lower than C in any requirements for the major.

See Photography and Imaging section for course information.

### **Studio Art**

The department offers a major in Studio Art leading to a Bachelor of Fine Arts (63 credits) which prepare a student for creative or professional work in various media.

The Fine Arts concentration (ceramics, drawing, interdisciplinary arts, painting, photography and sculpture) gives a balance of theory and practice, an understanding of the intellectual and technical skills required in the fine arts, and preparation for a creative professional life as an artist.

All Studio Art majors must obtain at least a grade of C in each Studio Art course in order to have it count toward their major requirements. Also, Studio Art majors may not attempt to satisfy a department requirement more than twice, and credit will be given only once for the same course, unless otherwise indicated in the course description.

Students interested in teaching Studio Art at the college level should apply for the BFA program in Studio Art and plan to attend graduate school in an approved Master of Fine Arts curriculum. Students planning to teach one of the design professions at the college level should apply for the BFA program in Design and specialize in one of its areas by electing supplementary design and media courses and then attend an approved Master of Fine Arts program. (See the box on page 97 for the specific requirements for the majors.)

Transfer students who want to major in Studio Art or Art Education must present a transcript, or a transcript and portfolio, to the deputy chair for Studio Art. They may be credited with up to 21 credits toward studio art major, 6 credits for art history courses. In addition, a transfer student may receive as many blanket credits in studio work as the deputy chair considers

justified. All transfer students must take ARTS 350, ARTS 391 and ARTS 392 at Queens College.

## **THE MINORS**

See the box on page 98 for the specific requirements for the minors. Changes have been made to some of the course selections for some Design minors. Please refer to the curriculum for updates.

### **Change in requirements:**

#### ***Change To:***

## **REQUIREMENTS FOR THE MAJORS IN ART**

### **STUDIO ART (MAJOR CODE ARTS-BFA)**

For the BFA (total of 63 credits) in Studio Art, or the BA in Art Education (total of 51 studio art credits plus required education courses), all Studio Art majors must obtain at least a grade of C for all courses to be credited toward their major requirements (including courses in Art History). All courses of Photography and Imaging can be taken towards fulfilling Studio Art major and minor degree requirements. Students should be aware of course prerequisites and consult with an advisor if necessary.

#### **Art History Core course:** (12 credits)

ARTH 101 and 102 plus two additional Art History courses, one from Modern (ARTH 246-260) and one from any of the other general areas of Art History (ARTH 110-240, 262-286).

#### **Basic Courses, Level 1:** (24 credits)

Studio Art Required Courses

ARTS 150, ARTS 151, ARTS 161, ARTS 182, ARTS 185, PHOTO 165, ARTS 186, ARTS 333

#### **Intermediate Courses, Level 2:** (18 credits)

choose one of the following tracks:

##### ***Ceramics Track:***

Required courses: three courses from ARTS 282. VT and three courses from ARTS 369. VT (one of the ARTS 369. VT: Ceramics Technology should be included.)

##### ***Drawing track:***

Required courses: ARTS 240, ARTS 253, two courses from ARTS 271, 272, 273, or 274, one course from ARTS 187 or ARTS 266 and one elective course from ARTS 254 or any Studio Art, Design, or Photography and Imaging. Some Courses may require prerequisites.

##### ***Interdisciplinary Art Track:***

Required courses: ARTS 388, ARTS 394, ARTS 397, one course from ARTS 386 or ARTS 390, any two of the electives, but from different disciplines ARTS 260, ARTS 264, ARTS 282, ARTS 369, ARTS 283, ARTS 284, ARTS 240, ARTS 253, ARTS 272, ARTS 273, ARTS 274, PHOTO 176, PHOTO 256

***Painting Track:***

Required courses: ARTS 240, ARTS 260, ARTS 263, ARTS 256, ARTS 365, one elective course from any Studio Art, Design, or Photography and Imaging. Some Courses may require prerequisites.

***Photography Track:***

Required courses: PHOTO. 176, PHOTO. 225 VT, PHOTO. 235 VT, PHOTO. 256 VT, PHOTO. 276 VT, PHOTO. 355 VT

***Sculpture Track:***

Required courses: ARTS 284, ARTS 288, ARTS 385, ARTS 394 and two courses from ARTS 283. VT

Advanced Courses (required for all BFA majors), Level 3: (9 credits)

Required courses: ARTS 350, ARTS 391, ARTS 392

BFA majors are encouraged to take additional art history courses as well as ARTS 393, an internship at a faculty-advisor-approved non-profit arts organization in New York City. Majors should take ARTS 391 and 392 consecutively in their final two terms as the last part of their studio coursework.

**ART EDUCATION (MAJOR CODE ARTED-BFA)**

Students planning to teach art in public schools are required—for certification in the State of New York and for licensing in New York City—to complete 51 credits in art plus prescribed courses in secondary education. The requirements are the same as those of the BA in Studio Art, Fine Arts Concentration, except that ARTH 254 or 255 should be included in the 12-credit Art History requirement. Required education courses are SEYS 201, 221, 333, 350, 340 365, EECE 310W, ECPSE 350, 375 and 376.

**4. Economics**

**Adding a New Concentration to the Bachelors in Business Administration Finance Major, FinTech.**

Program title: BBA Finance, FinTech Concentration, BBA Credits: 63

HEGIS code: 0504.00, Program code: 27978 and 60225

**BBA Finance Major  
FinTech Concentration**

**Courses Required for all BBA Students.**

Requirements for All BBA Students

Business Fundamentals (42 Credits)

ACCT 101 Introduction to the Theory and Practice of Accounting I

ACCT 102 Introduction to the Theory and Practice of Accounting II

ACCT 261 Business Law

or ACCT 367 Federal and NYS taxes and Income

BUS 241 Corporation Finance

BUS 243 Economics of Distribution and Marketing



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(5a. UCC continued)

BUS 247 Business Economics

BUS 384 Forecasting and Regression Analysis for Business  
or Eco 382 Introduction to Econometrics

CSCI 48 Spread Sheet Programing

BUS 356: Applied Financial Analysis (Prereq. CSCI 48; Coreq. BUS 341W)

or CSCI 111: Introduction to Algorithmic Problem-Solving (Prereq. or Coreq.: MATH  
120 or 151 or equivalent)

ECON 101 Introduction to Macroeconomics

ECON 102 Introduction to Microeconomics

ECON 249 Statistics as Applied to Economics

or Math 241 Introduction to Probability and Mathematical Statistics

~~MATH 131 Calculus for the Social Sciences~~

~~or MATH 141 Calculus and Differentiation~~

~~or MATH 151 Calculus/Differentiation and Integration~~

~~or MATH 157 Honors Calculus~~

**Social and Ethical Aspects of Business Ethics**

PHIL 160 Business Ethics

**Communication**

BUS 160W Introduction to Business Writing Core Finance Classes:

**Additional Requirements for the Finance Major**

(2 courses, 6 credits)

~~Globalization and the Environment~~

~~List of electives available from the Economics or in the BBA Website~~

Note: All courses in Business Fundamentals, Society and Ethics, and specialization courses taken for the BBA must be completed with a letter grade to be counted for the major P/NC grades will not be accepted.

**Additional Requirements for the BBA Finance Major FinTech Concentration**

**Required:**

BUS 341W: Intermediate Finance (Prereq.: BUS 160W, BUS 241 and ECON 249 or permission of the instructor)

ECON 201: Macroeconomic Analysis (Prereq.: ECON 101 or 103 and 102 or 104)

or ECON 215 Money and Banking (Prereq.: ECON 101 or 103 and 102 or 104)

ECON 301 Economics of Cryptoassets (Prereq.: ECON 201 or ECON 215)

ECON 302 Blockchain and Money (Prereq.: ECON 301, New Course)

**2 Electives Courses (6 credits) from:**

BUS 357: Introduction to Python for Financial Applications (Prereq.: BUS341W, New Course)

BUS 386 Financial Econometrics (Prereq.: ECON 382 or BUS 384 and MATH 241 or permission of the instructor)

ECON 387 Advanced Econometrics (Prereq.: ECON 382)

MATH 342W Data Science Via Machine Learning and Statistical Modeling (Prereq.: MATH 231, MATH 241, CSCI 111)

New Course – ECON 302 Blockchain and Money 3hr; 3 cr. Prereq.: ECON 301

Course Description:

Understanding exactly what a blockchain is, why it matters for business activities with emphasis on the financial sector. Blockchain's role as a decentralized distributed ledger is analyzed through use cases in technology, business, and enterprise products and institutions. Topics include the governance and regulatory issues surrounding blockchain's applications.

## 5. BALA

New course:

BALA 101. Business and Society.

3 hr.; 3 cr.

An interdisciplinary study of the impact of business on individual and society. Students will explore relationships between people, business, and politics. Concepts in globalization, financial markets, ethics, diversity, leadership, and economics will be examined from an individual perspective vs. societal perspective. Students will receive a broad overview of business functions, including finance, human resources, marketing, and computer information systems.

## 6. MATH

### I. Changes to the Requirements for a Major or Minor

#### **Proposal 1: Update requirements for Elementary Education Option.**

#### **TO READ:**

THE ELEMENTARY EDUCATION OPTION (CONCENTRATION CODE MATH-ELEM)  
**Required:** MATH 119, 141–143 (or 151–152), 220 (or 209 or 509), 231, 241, 518 (or 618) and CSCI 12 or higher. Two additional MATH courses numbered 200 or above 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.

**Proposal 2: Updating the requirements for the data science and statistics option of the math major.**

**TO READ:**

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

**Required:** MATH 201, 231 (or 237), 241, 310 (or 320), 340, 341, 342W, 343; CSCI 111, 212 (or 211); ECON 382, 387; and DATA 205 (or BIOL 230 or MATH 242). There is an additional requirement of three electives. A course may **not** 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.

**Electives:** 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).

## II. New Courses

**Proposal 3: Creation of MATH 209**

**MATH 209. Elementary Set Theory.**

3 hr.; 3 cr. Prereq.: MATH 122 or the equivalent.

Basic axioms of set theory, algebra of sets, relations and functions, orders, countable and uncountable sets, and additional topics at the discretion of the instructor. The course will introduce some basic proof techniques, with no background in proof-writing assumed. Not open to students who are taking or have received credit for MATH 509 or 609.

**Proposal 4: Creation of MATH 340**

**MATH 340. Probability Theory for Data Science.**

4 hr.; 4 cr. Prereq.: MATH 241. Coreq.: MATH 201 and 231.

Topics include introducing common random variable models, the central limit theorem, law of large numbers, random variable convergence. Topics may also include order statistics, probability inequalities, Slutsky's Theorem, Markov chains and stochastic gradient descent. Probability computation using modern software. Students cannot receive credit for more than one of the following: MATH 340 or 621.

**Proposal 5: Creation of MATH 343**

**MATH 343. Computational Statistics for Data Science.**

3 hr.; 3 cr. Prereq.: MATH 341. Coreq.: MATH 342W.

Topics may include the Score and generalized likelihood ratio tests, chi-squared tests, Kolmogorov-Smirnov test, basic linear model theory, ridge and lasso, Metropolis-within-Gibbs sampling, permutation tests, the bootstrap and survival modeling. Special topics.

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

#### **Proposal 6: Updating bulletin language for MATH 220**

##### **TO READ:**

**MATH 220. Discrete Mathematics.** 3 hr.; 3 cr.

Prereq.: One semester of calculus. Discrete structures including sets, relations, and functions. Enumeration. Propositional and predicate logic. Proof techniques. Graphs, trees, and networks.  
Not open to students who are taking or have received credit for MATH 120.

#### **Proposal 7: Updated content in MATH 341.**

##### **TO READ:**

**MATH 341. Statistical Theory for Data Science.** 4 hr.; 4 cr. Coreq.: MATH 340. Point estimation, confidence sets and hypothesis testing from both the Frequentist and Bayesian perspectives. Topics may also include power calculations, multiple comparisons, model selection and randomized experimentation. Not open to students who are taking or who have received credit for MATH 633. Students cannot receive credit for both MATH 341 and MATH 633.

#### **Proposal 8: Updating bulletin language for MATH 342W.**

##### **TO READ:**

**MATH 342W. Data Science Fundamentals and Machine Learning.** 6 hr. lec./lab; 4 cr.  
Prereq.: MATH 231, MATH 241, CSCI 111 (or equivalent). Philosophy of modeling with data. Prediction via linear models and machine learning including support vector machines and random forests. Probability estimation and asymmetric costs. Underfitting vs. overfitting and model validation. Formal instruction of data manipulation, visualization and statistical computing in a modern language. Writing Intensive (W). Recommended corequisites include ECON 382, 387, MATH 341, MATH 343 or their equivalents.

## IV. Courses withdrawn.

### **Proposal 9. Withdrawing of courses during realignment of DSS core courses.**

MATH 368. Advanced Probability.

MATH 369. Advanced Statistics.

## Changes to Descriptive Text in the Bulletin

### **Proposal 10: Update bulletin language – Only one math degree.**

#### **TO READ:**

Students majoring in mathematics must choose one and only one of the following options: the pure mathematics option, the applied mathematics option, the data science and statistics option, the secondary education option, or the elementary education option.

#### 7. Psychology

##### New Psychology Course Proposal

PSYCH 255. Health Psychology. 3 hr.; 3 cr. Prereq: PSYCH 101. This course examines how biological, psychological and social factors affect the health of an individual. This includes a comprehensive look at the prevention and treatment of illness, the relationship between the patient and practitioner, and the role of stress and coping on health. Medical research and the role of the Food and Drug Administration will be examined. Also, this course will cover the biology of chronic health issues and the psychological impact of living with them. Other topics include psychoneuroimmunology, alternative medicines, and acute illness. The COVID-19 pandemic and opioid crisis will be covered in depth, along with health disparities across racial and gender lines.

#### 8. English

##### **Proposal 1: Change in course title and description**

To: ENGL 201W. VT: Writing for Special Fields. 3 hr. plus conf.; 3 cr. Prereq.: ENGL 110. An intermediate expository writing course using forms and modes appropriate to various professions and disciplines. Special fields covered in the past have included medicine, law, business, computer science, teaching, psychology, music, art, and film. May be repeated for credit if the topic is different.

**Proposal 2: New courses**

ENGL 190. Reading as Writers. 3 hr.; 3 cr. Prereq: ENGL 110. A course in the theory and practice of reading as a writer. By engaging with how writers approach texts when they read, students will explore the methodological approaches that frame writers' reading practices.

ENGL 392. VT: Composing Digital Media. 3 hr.; 3 cr. Prereq: B in ENGL 110 or 130. This variable topics course is an introduction to the tools and rhetoric necessary to compose for digital media. Platforms vary by section and may include podcasting, website development, video essays, data visualizations, or infographics. The focus is on practice, informed by theories of digital rhetoric. May be repeated for credit if the topic is different.

ENGL 398. Portfolio Workshop. 3 hr.; 3 cr. Prereq: B in ENGL 110 or 130 and junior standing or permission of department. The course offers an intensive workshop experience on multimedia portfolios intended to represent the professional work completed throughout course work—including essays, creative writing, technical writing, grant writing, journalism, web content, videos, podcasts, data visualizations, and infographics. Intensive revision of portfolio elements will be informed by rhetorical analysis, theories of composition, digital humanities scholarship, and writing for various professions.

**Proposal 3: Proposed Writing Minor**

REQUIREMENTS FOR THE MINOR IN WRITING  
(MINOR CODE XXXXXX)

Required (18 credits)

Only 3 Creative Writing courses (9 credits) can be applied to the Minor in Writing (see the list below). If a course appears in more than one category, a student can choose which category to apply it.

1. **Writing for Professions: choose one 3-credit course**

English 201W: VT: Writing for Special Fields

English 203W. Writing Science and Technology for the Public

English 220. Editorial Practices

English 396W. Writing Studies

English 397W: Seminar in Teaching Writing

English 392. Composing Digital Media [Variable Topics: Web Development, Video production, podcasting, data visualization, etc.]

English 2993. Internship [with permission of the department]

2. **Theories and Practices of Writing: choose one 3-credit course**

English 200W: Writing about Writing

English 201W: Writing for Special Fields

English 220. Editorial Practices

English 204W: Writing from the Field

English 205W: Methods for Writing Research

English 394W: Writing Multilingualism

English 396W. Writing Studies  
English 397W. Seminar in Teaching Writing  
English 398: Portfolio Workshop  
English 2993: Internship [with permission of the department]

3. **Creative Writing: choose one 3-credit course**

English 190. Reading as Writers  
English 200W: Writing about Writing  
English 220: Editorial Practices  
English 301W. Fiction Workshop  
English 302. Playwriting Workshop  
English 303W. Nonfiction Workshop  
English 304. Poetry Workshop  
English 396W. Writing Studies.  
English 392. Composing Digital Media [Variable Topics: Web Development, Video production, podcasting, data visualization, etc.]  
MEDST 245. Screenwriting  
MEDST 246. Art of the Adaptation

4. **Electives: choose three 3-credit courses (a total of 9 credits)** (note that the same course cannot be used as an elective if it was used to fulfill one of the required areas 1-3 above):

English 190: Reading as Writers  
English 200W: Writing about Writing  
English 201W: Essay Writing for Special Fields  
English 203W. Writing Science and Technology for the Public  
English 204W: Writing from the Field  
English 205W: Methods for Writing Research  
English 206: Writing Studio [1 cr.]  
English 210W: Introduction to Creative Writing  
English 211W: Introduction to Writing Nonfiction  
English 220: Editorial Practices  
English 2993: Internship [with permission of the department]  
English 301W. Fiction Workshop  
English 302. Playwriting Workshop  
English 303W. Nonfiction Workshop  
English 304. Poetry Workshop  
English 382: Composing Digital Media  
English 394W: Writing Multilingualism  
English 396W: Writing Studies  
English 397W: Seminar in Teaching Writing  
English 398: Portfolio Workshop  
MEDST 245. Screenwriting  
MEDST 246. Art of the Adaptation

THE MINOR To meet the requirements for graduation as a Writing Minor a student must maintain an average of 2.0 in the required and elective work in Writing and complete the course

sequence described in the box on this page. At least 12 credits in the minor must be completed at Queens College.

## **9. Anthropology**

### a. New course.

Anthropology 236. Culture and Learning. 3 hr.; 3 cr. Prereq.: Sophomore standing and English 110. This discussion-based seminar focuses on critically examining the concept of learning, as seen from an Anthropological perspective. Students will gain an understanding of learning as a dynamic, culturally-framed process by exploring examples of child socialization practices around the world and by considering the continuation of enculturation into adulthood in varied cultural contexts. Ethnographic writings and films will be discussed in order to explore the theoretical and practical processes of learning in childhood and beyond. In addition to regular reading responses on ethnographic material, longer written student projects will provide opportunities for building skills in critical thinking, analysis, synthesis, and research.

### b. New course

ANTH 282. Linguistic Subjectivities in Latin America. 3 hr.; 3 cr. Prereq.: ANTH 104 or LCD 101, or permission of instructor. An exploration of the relationship between language and social life in Latin America through ethnographic work. Students will be introduced to some of the most important theoretical discussions in linguistic anthropology and to relevant ethnographic cases that illuminate those discussions. Ethnographic case studies will focus on Indigenous and Black communities and will be divided into the following geographical areas: Mexico and Central America, the Caribbean, the Andes and Amazonia, and finally Brazil and Venezuela.

## 10. Psychology

### a. New course

PSYCH 375. Close Relationships. 3 hr.; 3 cr. Prereq: PSYCH 101, PSYCH 213W and PSYCH 232 or PSYCH 238. Theories and research in relationship processes. Topics will pertain to the initiation of relationships (e.g., attraction, first impressions), the development and maintenance of relationships (e.g., emotion regulation, love, intimacy, attachment, interdependence), the deterioration of relationships (e.g., conflict, violence), and the impact of relationships on health and well-being, among others.



**5b. Graduate Curriculum Committee**

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

“To accept the GCC report dated March 10, 2021”

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

**GCC Minutes Dated March 10, 2021**

**A. ITEMS FOR UNIVERSITY REPORT**

**1. FNES**

- a. **Minor Change: Change in course title and description**

**TO:**

FNES 720. Exercise Physiology. 3 hr.; 3 cr. Understanding mechanisms underlying exercise at the cellular, tissue, organ and system levels. Emphasis given on critically evaluating scientific studies in exercise science.

**2. FNES**

- b. **Minor Change: Change in course title and course description**

**TO:**

FNES 722. Exercise, Energy Balance, and Body Composition. 3 hr.; 3 cr. Interrelationships between exercise energetics, energy balance, and body composition.

**3. FNES**

- c. **Minor Change: Change in course prerequisite and corequisite and course description**

**TO:**

**FNES 726. Internship in Adult Fitness and/ or Cardiac Rehabilitation.** Hr. to be arranged; 3 cr. Prereq.: Completion of 24 cr. in the Exercise Science Program, FNES 733, and/or permission of the instructor. In addition to regular seminar meetings on campus, the on-site hourly requirement varies according to the clinical nature of the internship program with the minimum requirement of 130 hrs. This course will provide an in-depth, highly structured, practical experience in a formalized program dealing with fitness and health enhancement in healthy adult

populations as well as populations involved in rehabilitative programs. The internship integrates the basic academic classroom and laboratory learning of the university setting and applies this knowledge to existing community, corporate, and/or clinically based programs.

#### 4. FNES

##### d. New Course

FNES 729: Cardiovascular Disease, Electrocardiography and Stress Testing. 3 hr.; 3 cr.

**Prerequisite Courses:** None

**Course Description:** Study of the pathophysiology of common cardiovascular diseases and the fundamentals of electrocardiography with special emphasis on its application to exercise stress testing.

**Projected Enrollment:** 10-15

**Projected Frequency:** Once a year

**Additional Costs:** No. The applied physiology labs currently have all the equipment necessary to meet the needs of this course.

#### 5. FNES

##### e. New Course

FNES 733 Physical Activity, Health and Exercise Prescription I. 3 hr.; 3 cr.

**Prerequisite:** None

**Course Description:** Application of the current scientific evidence on exercise prescription for the improvement of cardiovascular function, musculoskeletal function and overall health. Understanding of the role of physical activity in chronic disease prevention and health promotion throughout the lifespan, including common methods used to evaluate physical activity. Health appraisal and risk assessment are included. In-depth study of program design principles for various special populations.

**Projected Enrollment:** 10 – 15 students

**Projected Frequency:** Once a year

**Additional Costs:** No. The applied physiology labs currently have all the equipment necessary to meet the needs of this course.

## 6. FNES

### f. New Course

FNES 734 Physical Activity, Health and Exercise Prescription II. 3hr.; 3 cr.

Prerequisite Courses: FNES 733

**Course Description:** Application of the current scientific evidence on exercise prescription and program design principles for the improvement of health in people with diseases and disorders of the neuromuscular system, immune system, musculoskeletal system, as well as those with chronic cardiovascular, respiratory and metabolic diseases. Exercise testing principles for each disease or disorder are included.

**Projected Enrollment:** 10 – 15 students

**Projected Frequency:** Once a year

## 7. MUSIC

### g. New Program

2) Please give HEGIS number if known to you: 1004.10

3) Please indicate the precise location where the new requirements should appear in the Graduate Bulletin:

The section “Admission Requirements for the Master of Arts in Music (MA),” on page 215 of the 2020–2021 Graduate Bulletin, will be replaced by three sets of admission requirements: “Admission Requirements for the Master of Arts (MA) in Musicology”; “Admission Requirements for the Master of Arts (MA) in Music Theory”; and “Admission Requirements for the Master of Music (MM) in Composition.” This proposal addresses the Master of Music (MM) in Composition.

The section “Degree Requirements for the Master of Arts (MA),” on page 216 of the 2020–2021 Graduate Bulletin, will be replaced by three sets of degree requirements: “Degree Requirements for the Master of Arts (MA) in Musicology”; “Degree Requirements for the Master of Arts (MA) in Music Theory”; and “Degree Requirements for the Master of Music (MM) in Composition.” This proposal addresses the Master of Music (MM) in Composition.

4) Please state the requirements as you wish them to read and underline new material you are substituting:

**TO:**

**Admission Requirements for the Master of Music in Composition (MM)**

These requirements are in addition to the general requirements for admission, listed elsewhere in this *Bulletin*.

1. An undergraduate degree with a major in music (or its equivalent)
2. Applicants should submit two or three recent works to Professor William Rothstein, Graduate Advisor, Music Building.
3. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Test System (IELTS); the TOEFL is preferred. The minimum TOEFL score for admission is 79. Provisional acceptance is available if the TOEFL score is between 75 and 78.

**Degree Requirements for the Master of Music in Composition (MM)**

These requirements are in addition to the general requirements for the Master of Music degree, listed elsewhere in this *Bulletin*.

All students must complete 36 credits, including a culminating project (thesis) in the major area. The thesis is completed under the supervision of an advisor approved by the Graduate Advisor.

In addition to the required coursework (including the thesis), each candidate must pass all of the following exams prior to receiving the degree:

- (a) The Theory Qualifying Exam, covering skills in music theory and general musicianship, is taken before a student registers for the first semester of study. Each of the examination's four parts (harmonization, sight singing, dictation, and keyboard harmony) must be passed before graduation. Those students who fail in any part of the exam will consult the Graduate Advisor for coursework or other recommended study.
- (b) The History Qualifying Exam tests the student's knowledge of the history of Western music. This exam is also taken before a student registers for the first semester of study. Students who fail this exam will consult the Graduate Advisor for coursework or other recommended study.
- (c) An examination in foreign-language musical terms.

Students in composition are required to take MUSIC 729, 730, 731, 742, 784, 785, 789 (one semester), and three semesters of MUSIC 725.

5) Related changes to the Graduate Bulletin:

In addition to the changes listed above under (4), the following, related changes to the Graduate Bulletin will be necessary (all page numbers refer to the 2020–2021 edition):

Page 213, first full paragraph under Aaron Copland School of Music:

**TO:**

The Aaron Copland School of Music offers conservatory-level training in classical performance, classical composition, jazz performance, and jazz composition, leading to the Master of Music (MM) degree. It offers university curricula in theory and musicology, leading to the Master of Arts (MA) degree. In conjunction with the School of Education, the School of Music offers a music education program leading to the Master of Science (MS) degree in Music Education and a post-baccalaureate program that leads to New York State Initial Teacher Certification. In addition, the School of Music offers Certificate and Diploma programs in classical performance. A graduate certificate in recording technology and music production is also offered.

Page 213, fourth paragraph under Aaron Copland School of Music:

**TO:**

The MM in Composition provides necessary training for classical composers. The MA in Musicology and the MA in Music Theory are designed primarily for those who wish to pursue doctoral studies in musicology or music theory, but they also provide suitable training for students who plan to enter other music-related fields.

Page 213, last paragraph:

~~The School of Music offers a BA/MA degree (in Music Theory, Musicology, or Composition) for advanced undergraduates who have completed the majority of their BA requirements by the beginning of their junior year. Students in this program begin taking graduate courses toward the MA in their junior year, and normally complete the combined degree in 5 years. Students interested in considering this program should seek guidance from the Music Office as early as the end of the sophomore year. Specific details about the program and courses can be provided by the department.~~

Page 214, under the heading MASTER OF ARTS IN MUSIC:

**TO:**

**MASTER OF ARTS IN MUSICOLOGY**

*Advisor: Emily Wilbourne*

Henson, Karen, *Associate Professor*, PhD 2000, Oxford University: musicology, nineteenth century opera

Orenstein, Arbie, *Professor*, PhD 1968, Columbia University: musicologist, pianist, French music, 1870–1940

Wilbourne, Emily, *Associate Professor*, PhD 2008, New York University: musicology, early 17th-century Italian theatrical music, gender and sexuality

### **MASTER OF ARTS IN MUSIC THEORY**

*Advisor:* William Rothstein

Anson-Cartwright, Mark, *Associate Professor*, PhD 1998, City University of New York: music theory, Schenkerian analysis

Nitzberg, Roy, *Lecturer*, PhD 1999, City University of New York: music theory

Rothstein, William N., *Professor*, PhD 1981, Yale University: music theory, Schenkerian analysis, analysis of rhythm

### **MASTER OF MUSIC IN COMPOSITION**

*Advisor:* Jeff Nichols

Nichols, Jeff W., *Associate Professor*, PhD 1990, Harvard University: composer

Saylor, Bruce S., *Professor*, PhD 1978, City University of New York: composer, composers' workshop

Schober, David, *Associate Professor*, PhD 2004, University of Michigan–Ann Arbor: music theory, composition

Smaldone, Edward, *Professor*, PhD 1986, City University of New York: composer

## **8. MUSIC**

### **h. New Program**

2) Please give HEGIS number if known to you: 1006.00

3) Please indicate the precise location where the new requirements should appear in the Graduate Bulletin:

The section “Admission Requirements for the Master of Arts in Music (MA),” on page 215 of the 2020–2021 Graduate Bulletin, will be replaced by three sets of admission requirements: “Admission Requirements for the Master of Arts (MA) in Musicology”; “Admission Requirements for the Master of Arts (MA) in Music Theory”; and “Admission Requirements for the Master of Music (MM) in Composition.” This proposal addresses the Master of Arts (MA) in Musicology.

The section “Degree Requirements for the Master of Arts (MA),” on page 216 of the 2020–2021 Graduate Bulletin, will be replaced by three sets of degree requirements: “Degree Requirements for the Master of Arts (MA) in Musicology”; “Degree Requirements for the Master of Arts (MA) in Music Theory”; and “Degree Requirements for the Master of Music (MM) in Composition.” This proposal addresses the Master of Arts (MA) in Musicology.

4) Please state the requirements as you wish them to read and underline new material you are substituting:

**TO:**

**Admission Requirements for the Master of Arts in Musicology (MA)**

These requirements are in addition to the general requirements for admission, listed elsewhere in this *Bulletin*.

1. An undergraduate degree with a major in music (or its equivalent)
2. Applicants should submit copies of one or more recent papers to Professor William Rothstein, Graduate Advisor, Music Building.
3. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Test System (IELTS); the TOEFL is preferred. The minimum TOEFL score for admission is 79. Provisional acceptance is available if the TOEFL score is between 75 and 78.
4. Applicants in musicology are required to take the Graduate Record Examination (GRE).

**Degree Requirements for the Master of Arts in Musicology (MA)** These requirements are in addition to the general requirements for the Master of Arts degree, listed elsewhere in this *Bulletin*.

All students must complete 36 credits, including a culminating project (thesis) in the major area. The thesis is completed under the supervision of an advisor approved by the Graduate Advisor.

In addition to the required coursework (including the thesis), each candidate must pass all of the following exams prior to receiving the degree:

(a) The Theory Qualifying Exam, covering skills in music theory and general musicianship, is taken before a student registers for the first semester of study. Each of the examination's four parts (harmonization, sight singing, dictation, and keyboard harmony) must be passed before graduation. Those students who fail in any part of the exam will consult the Graduate Advisor for coursework or other recommended study.

(b) The History Qualifying Exam tests the student's knowledge of the history of Western music. This exam is also taken before a student registers for the first semester of study. Students who fail this exam will consult the Graduate Advisor for coursework or other recommended study.

(c) A reading proficiency examination in French, German, or Italian is required of all students majoring in musicology.

Students in musicology are required to take MUSIC 700, 702, 742, 789 (one or two semesters), plus two semesters chosen from MUSIC 710, 711, 760, or 761.

5) Related changes to the Graduate Bulletin:

In addition to the changes listed above under (4), the following, related changes to the Graduate Bulletin will be necessary (all page numbers refer to the 2020–2021 edition):

Page 213, first full paragraph under Aaron Copland School of Music:

**TO:**

The Aaron Copland School of Music offers conservatory-level training in classical performance, classical composition, jazz performance, and jazz composition, leading to the Master of Music (MM) degree. It offers university curricula in theory and musicology, leading to the Master of Arts (MA) degree. In conjunction with the School of Education, the School of Music offers a music education program leading to the Master of Science (MS) degree in Music Education and a post-baccalaureate program that leads to New York State Initial Teacher Certification. In addition, the School of Music offers Certificate and Diploma programs in classical performance. A graduate certificate in recording technology and music production is also offered.

Page 213, fourth paragraph under Aaron Copland School of Music:

**TO:**

The MM in Composition provides necessary training for classical composers. The MA in Musicology and the MA in Music Theory are designed primarily for those who wish to pursue doctoral studies in musicology or music theory, but they also provide suitable training for students who plan to enter other music-related fields.

Page 213, last paragraph:

~~The School of Music offers a BA/MA degree (in Music Theory, Musicology, or Composition) for advanced undergraduates who have completed the majority of their BA requirements by the beginning of their junior year. Students in this program begin taking graduate courses toward the MA in their junior year, and normally complete the combined degree in 5 years. Students interested in considering this program should seek guidance from the Music Office as early as the end of the sophomore year. Specific details about the program and courses can be provided by the department.~~



Page 214, under the heading MASTER OF ARTS IN MUSIC:

**~~MASTER OF ARTS IN MUSIC~~**  
**~~(Composition, Theory, or Musicology)~~**

*Advisor:* William Rothstein

Anson-Cartwright, Mark, *Associate Professor*, PhD 1998, City University of New York: music theory, Schenkerian analysis

Henson, Karen, *Associate Professor*, PhD 2000, Oxford University: musicology, nineteenth-century opera

Nichols, Jeff W., *Associate Professor*, PhD 1990, Harvard University: composer

Nitzberg, Roy, *Lecturer*, PhD 1999, City University of New York: music theory

Orenstein, Arbie, *Professor*, PhD 1968, Columbia University: musicologist, pianist, French music, 1870–1940

Rothstein, William N., *Advisor, Professor*, PhD 1981, Yale University: music theory, Schenkerian analysis, analysis of rhythm

Saylor, Bruce S., *Professor*, PhD 1978, City University of New York: composer, composers' workshop

Schober, David, *Associate Professor*, PhD 2004, University of Michigan–Ann Arbor: music theory, composition

Smaldone, Edward, *Professor*, PhD 1986, City University of New York: composer

Wilbourne, Emily, *Associate Professor*, PhD 2008, New York University: musicology, early 17th-century Italian theatrical music, gender and sexuality

**MASTER OF ARTS IN MUSICOLOGY**

*Advisor:* Emily Wilbourne

Henson, Karen, *Associate Professor*, PhD 2000, Oxford University: musicology, nineteenth-century opera

Orenstein, Arbie, *Professor*, PhD 1968, Columbia University: musicologist, pianist, French music, 1870–1940

Wilbourne, Emily, *Associate Professor*, PhD 2008, New York University: musicology, early 17th-century Italian theatrical music, gender and sexuality

**MASTER OF ARTS IN MUSIC THEORY**

*Advisor:* William Rothstein

Anson-Cartwright, Mark, *Associate Professor*, PhD 1998, City University of New York: music theory, Schenkerian analysis

Nitzberg, Roy, *Lecturer*, PhD 1999, City University of New York: music theory

Rothstein, William N., *Professor*, PhD 1981, Yale University: music theory, Schenkerian analysis, analysis of rhythm

**MASTER OF MUSIC IN COMPOSITION**

*Advisor:* Jeff Nichols

Nichols, Jeff W., *Associate Professor*, PhD 1990, Harvard University: composer

Saylor, Bruce S., *Professor*, PhD 1978, City University of New York: composer, composers' workshop

Schober, David, *Associate Professor*, PhD 2004, University of Michigan–Ann Arbor: music theory, composition

Smaldone, Edward, *Professor*, PhD 1986, City University of New York: composer

## 9. MUSIC

### i. New Program

2) Please give HEGIS number if known to you: 1004.10

3) Please indicate the precise location where the new requirements should appear in the Graduate Bulletin:

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4) Please state the requirements as you wish them to read and underline new material you are substituting:

#### **TO:**

#### **Admission Requirements for the Master of Arts in Music Theory (MA)**

These requirements are in addition to the general requirements for admission, listed elsewhere in this *Bulletin*.

1. An undergraduate degree with a major in music (or its equivalent)
2. Applicants should submit the following documents to Professor William Rothstein, Graduate Advisor, Music Building: a recent paper and one or two examples of composition in eighteenth-or nineteenth-century style.
3. International students are required to take the Test of English as a Foreign Language (TOEFL) or the International English Test System (IELTS); the TOEFL is preferred. The minimum TOEFL score for admission is 79. Provisional acceptance is available if the TOEFL score is between 75 and 78.
4. Applicants in music theory are required to take the Graduate Record Examination (GRE).

**Degree Requirements for the Master of Arts in Music Theory (MA)** These requirements are in addition to the general requirements for the Master of Arts degree, listed elsewhere in this *Bulletin*.

All students must complete 36 credits, including a culminating project (thesis) in the major area. The thesis is completed under the supervision of an advisor approved by the Graduate Advisor.

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(b) The History Qualifying Exam tests the student's knowledge of the history of Western music. This exam is also taken before a student registers for the first semester of study. Students who fail this exam will consult the Graduate Advisor for coursework or other recommended study.

(c) A reading proficiency examination in French, German, or Italian is required of all students majoring in music theory.

Students in music theory are required to take MUSIC 700, 702, 745, 746, 762 or 763 (two semesters), and 789 (one or two semesters).

#### 5) Related changes to the Graduate Bulletin:

In addition to the changes listed above under (4), the following, related changes to the Graduate Bulletin will be necessary (all page numbers refer to the 2020–2021 edition):

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Page 213, last paragraph:

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Page 214, under the heading MASTER OF ARTS IN MUSIC:

**~~MASTER OF ARTS IN MUSIC  
(Composition, Theory, or Musicology)~~**

*Advisor:* William Rothstein

Anson-Cartwright, Mark, *Associate Professor*, PhD 1998, City University of New York: music theory, Schenkerian analysis

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Smaldone, Edward, *Professor*, PhD 1986, City University of New York: composer

Wilbourne, Emily, *Associate Professor*, PhD 2008, New York University: musicology, early 17th-century Italian theatrical music, gender and sexuality

**MASTER OF ARTS IN MUSICOLOGY**

*Advisor: Emily Wilbourne*

Henson, Karen, *Associate Professor*, PhD 2000, Oxford University: musicology, nineteenth-century opera

Orenstein, Arbie, *Professor*, PhD 1968, Columbia University: musicologist, pianist, French music, 1870–1940

Wilbourne, Emily, *Associate Professor*, PhD 2008, New York University: musicology, early 17th-century Italian theatrical music, gender and sexuality

**MASTER OF ARTS IN MUSIC THEORY**

*Advisor: William Rothstein*

Anson-Cartwright, Mark, *Associate Professor*, PhD 1998, City University of New York: music theory, Schenkerian analysis

Nitzberg, Roy, *Lecturer*, PhD 1999, City University of New York: music theory

Rothstein, William N., *Professor*, PhD 1981, Yale University: music theory, Schenkerian analysis, analysis of rhythm

**MASTER OF MUSIC IN COMPOSITION**

*Advisor: Jeff Nichols*

Nichols, Jeff W., *Associate Professor*, PhD 1990, Harvard University: composer

Saylor, Bruce S., *Professor*, PhD 1978, City University of New York: composer, composers' workshop

Schober, David, *Associate Professor*, PhD 2004, University of Michigan–Ann Arbor: music theory, composition

Smaldone, Edward, *Professor*, PhD 1986, City University of New York: composer

**10. SEYS**

**j. Minor Change: Change in field work hours**

**TO:**

SEYS 575. Supervised Student Teaching I in Visual Arts I. 3 cr. Prereq.: Grade of B or higher in SEYS 533. 100 – 150 hours in an elementary or secondary school setting. Students will satisfy both elementary and secondary student-teaching placements in SEYS 575 (this course) and SEYS 576. The seminar course is for MAT and Post-Baccalaureate teacher candidates in the Art Education program during their school-based teaching experience that prepares them to teach Visual Arts in public schools. Students are expected to prepare lesson plans and will develop and maintain student teaching portfolios.

**5c. Nominating Committee**

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

“To accept the Nominating Committee report dated April 5, 2021”

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

**a. Teaching Excellence & Evaluation Committee**

The following student was elected by unanimous consent:

Maya Wind          Social Sciences          through December 2021

**6. Old Business**

**6a. Nominations to the Nominating Committee:**

Faculty – Social Sciences (no nominees)

**7. New Business**

**7a. Calendar of Senate and Executive Committee meetings**

**Academic Senate Meetings**

Thursdays at 3:35 pm

**Fall 2021**

September 9, 2021  
October 14, 2021  
November 11, 2021  
December 9, 2021

**Spring 2022**

February 10, 2022  
March 10, 2022  
April 14, 2022  
May 12, 2022 (Last)  
\*May 12, 2022 - Limited Meeting New Senate

**Executive Committee Meetings**

Thursdays at 3 pm

**Fall 2021**

August 26, 2021  
September 23, 2021  
October 28, 2021  
November 18, 2020

**Spring 2022**

January 27, 2022  
February 24, 2022  
March 24, 2022  
April 28, 2022

7b. Queens Diversity Presentations: Italian Americans and Greek Americans.

i. Anthony Tamburri

Dr. Anthony Tamburri, Dean of the John D. Calandra Italian American Institute and Professor of European Languages and Literatures gave the following presentation:

Italian American Population in the USA, New York State, New York City and Queens 1990 to 2019

----- 1990 -----				----- 2000 -----			
	Total Population	Italian Americans	% of Italian Americans	Total Population	Italian Americans	% of Italian Americans	
Queens	1,939,297	253,437	13.07%	2,229,379	187,540	8.41%	
NYC	7,280,106	837,730	11.51%	8,008,278	692,733	8.65%	
New York State	17,919,274	2,823,057	15.75%	18,976,457	2,737,115	14.42%	
USA	248,025,266	14,639,319	5.90%	281,421,806	15,723,406	5.59%	

----- 2010 -----				----- 2019 -----			
	Total Population	Italian Americans	% of Italian Americans	Total Population	Italian Americans	% of Italian Americans	
Queens	2,199,169	159,786	7.27%	2,287,388	123,283	5.39%	
NYC	8,078,471	624,878	7.74%	8,419,316	526,068	6.25%	
New York State	19,229,752	2,730,605	14.20%	19,572,319	2,357,891	12.05%	
USA	303,965,272	17,586,693	5.78%	324,697,795	16,687,024	5.14%	

Reference: FUMS 1000, Housing and Population Data, U.S. Census Bureau, Department of Commerce  
 Source: U.S. Census Bureau, Census 2000 Summary File 4, Marrow PCT1  
 \*U.S. Census Bureau, 2000-2010 American Community Survey 5-Year Estimates, table B03400  
 \*U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates, table B03400

Prepared by The John D. Calandra Italian American Institute

Italian American Population in the USA, New York State, New York City and Queens 1990 to 2019

-----USA-----				-----New York State-----			
	Total Population	Italian Americans	% of Italian Americans	Total Population	Italian Americans	% of Italian Americans	
1990	248,025,266	14,639,319	5.90%	1990	17,919,274	2,823,057	15.75%
2000	281,421,806	15,723,406	5.59%	2000	18,976,457	2,737,115	14.42%
2010	303,965,272	17,586,693	5.78%	2010	19,229,752	2,730,605	14.20%
2019	324,697,795	16,687,024	5.14%	2019	19,572,319	2,357,891	12.06%

-----NYC-----				-----Queens-----			
	Total Population	Italian Americans	% of Italian Americans	Total Population	Italian Americans	% of Italian Americans	
1990	7,280,106	837,730	11.51%	1990	1,939,297	253,437	13.07%
2000	8,008,278	692,733	8.65%	2000	2,229,379	187,540	8.41%
2010	8,078,471	624,878	7.74%	2010	2,199,169	159,786	7.27%
2019	8,419,316	526,068	6.25%	2019	2,287,388	123,283	5.39%

Reference: FUMS 1000, Housing and Population Data, U.S. Census Bureau, Department of Commerce  
 Source: U.S. Census Bureau, Census 2000 Summary File 4, Marrow PCT1  
 \*U.S. Census Bureau, 2000-2010 American Community Survey 5-Year Estimates, table B03400  
 \*U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates, table B03400

Prepared by The John D. Calandra Italian American Institute

ii. Nicholas Alexiou

Dr. Nicholas Alexiou, Professor of Sociology gave the following presentation:

## HELLENIC PRESENCE IN AMERICA

Nicholas Alexiou,  
 Department of Sociology & Hellenic American Project,  
 Queens College, CUNY  
 Diversity Presentations  
 April 8, 2021

### The Greek American demographic transition

- The Greek American community has undergone a demographic transition. Currently, there are more American-born Greek Americans than there are foreign born Greek Americans.
- This demographic transition changes the broader identity of Greek Americans from an ethnic enclave to Americans of an ethnic background.
- In order to secure its continuity, the Greek American community has to reflect on and respond to its demographic transition. It has to address the needs and interests of the American-born generation(s) and invest in education that is Greek American-focused. The focus of Modern Greek Studies programs is still, almost exclusively, mainland Greece. The time to fill this void is now.



## Pre-1900 arrivals to the United States

- While mass Greek immigration to the United States begins in the Twentieth Century, the narrative of Greek arrivals to the United States begins much earlier, in 1528, with Don Teodoro Griego landing in Florida.
- Greek workers arrived to New Smyrna Beach, Florida, in 1768 with the promise of land. The original colony disbanded by 1777 but many of the colonists moved to neighboring St. Augustine and set up a successful settlement. The the oldest wooden school building in the United States (1716) is the first school of the Greek Americans in St. Augustine, Florida. It is preserved in its original form until today.
- New Orleans is the first city in the United States where a stable Greek community was established and by 1866 it had the first Greek Consulate in the United States.

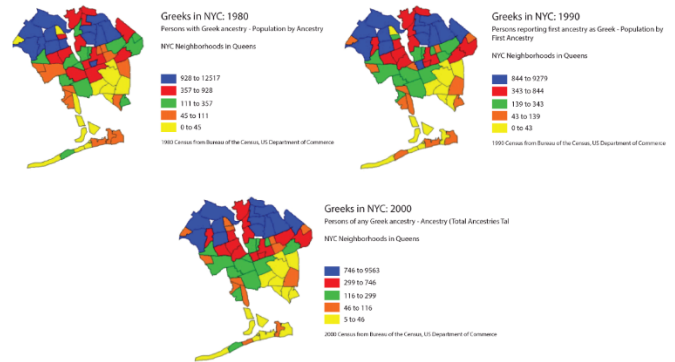
## Mass immigration to the United States

- **First wave of mass immigration (1900–1924):** Greeks were among the last of the Europeans to immigrate to America during the Great Migration. Immigration and Naturalization Services data provide documentation that approximately 421,000 Greeks immigrated to the United States between 1890 and 1921. In actuality, this number is closer to 500,000 because many Greeks arrived with passports from other countries, including, Asian Minor and Egypt.
- **Second wave of mass immigration (1965–1980):** Approximately 160,000 Greeks arrived in the second wave of mass immigration. A unique characteristic of this wave that Greeks, unlike most European groups with the exception of Italians, immigrated twice on a massive scale to the United States in the same century.

## Settlement patterns of Greek immigrants

- The settlement patterns of Greek immigrants show that the majority settled on the East Coast, primarily in Florida and New York, and in the industrial Midwest, in Chicago, Detroit, and Pittsburg.
- Greeks also formed enclaves on the West Coast, working in the construction, mining, and lumber industries.
- Greeks inhabited the Astoria section of Queens, New York, during the second wave of mass immigration. It has been considered the largest Hellenic settlement outside of Greece or Cyprus.
- Interestingly, Greek immigrants settled in or near urban centers even though they came from rural and predominantly agricultural towns and villages.

## A graphical depiction of residential mobility of the Greek Americans in Queens, NY



## Greek Americans in all sectors

- Greek Americans are represented in all spheres of American society:
    - Dr. Georgios Papanikolaou (1883–1962)
    - Dimitris Mitropoulos (1896–1960)
    - Elias Kazan (1909–2003)
    - Johnny Otis (1921–2012)
    - Maria Callas (1923–1977)
    - Telis (Aristotelis) Savalas (1922–1994)
    - John Cassavetes (1929–1989)
    - Betty White (maternal grandfather was Greek)
    - Rita Wilson (mother was Greek)
    - Jamie Dimon (parents were Greek)
- and many, many more...

## Selected population profile, persons of Greek ancestry in the United States, 2019

	United States All	United States Greek Ancestry
<b>Total</b>	<b>328,239,523</b>	<b>1,247,142</b>
Median age	38.5	39.5
Average family size	3.23	3.08
Native born	283,306,622	1,109,272
Foreign born	44,932,901	137,870
Speak only English at home	241,032,343	906,295
Speak English less than "very well"	25,464,167	56,496

Sources: U.S. Census Bureau, 2019 ACS 1-Year Estimates, Selected Social Characteristics in the United States; U.S. Census Bureau, 2019 ACS 1-Year Estimates, Selected Population Profile Greek Ancestry.



Selected population profile, persons of Greek ancestry in the United States, 2019

	United States All	United States Greek Ancestry
<b>Total</b>	<b>328,239,523</b>	<b>1,247,142</b>
In labor force percent	63.6%	66.6%
Median household income	\$65,712	\$82,036
Mean household earnings	\$92,324	\$117,822
Median family income	\$80,944	\$107,844
Married couple median income	\$96,571	\$121,529
Poverty all people percent	12.3%	7.4%
Poverty families percent	8.6%	4.9%
Poverty married couple families percent	4.2%	2.2%

Sources: U.S. Census Bureau, 2019 ACS 1-Year Estimates, Selected Social Characteristics in the United States; U.S. Census Bureau, 2019 ACS 1-Year Estimates, Selected Population Profile Greek Ancestry.

Selected population profile, persons of Greek ancestry in the United States, 2019

	United States All	United States Greek Ancestry
<b>Total</b>	<b>328,239,523</b>	<b>1,247,142</b>
College or grad school percent	27.1%	30.2%
Population 25 years and over	224,898,568	871,687
Bachelor's degree percent	20.3%	28.2%
Graduate or professional degree percent	12.8%	19.5%
High school graduate or higher percent	88.6%	94.0%

Sources: U.S. Census Bureau, 2019 ACS 1-Year Estimates, Selected Social Characteristics in the United States; U.S. Census Bureau, 2019 ACS 1-Year Estimates, Selected Population Profile Greek Ancestry.

A comparison of Greek Americans: 2000 & 2019

	Greek Ancestry Decennial Census 2000	Percent	Greek Ancestry 2019 ACS 1-Year Estimates	Percent
<b>Total</b>	<b>1,153,295</b>	<b>100.0</b>	<b>1,247,142</b>	<b>100.0</b>
Native Born	975,667	84.6	1,109,272	88.9
Foreign Born	177,628	15.4	137,870	11.1
Speak only English at home	719,154	67.1	906,295	77.0
Speak English less than "very well"	97,870	9.1	56,496	4.8
Bachelor's degree or higher percent	35.2	35.2	47.7	47.7

Sources: U.S. Census Bureau, 2000 Decennial Census, Profile of Selected Social Characteristics Greek Ancestry; U.S. Census Bureau, 2019 ACS 1-Year Estimates, Selected Population Profile Greek Ancestry.

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MOTION: Duly made by Chair Simone L. Yearwood:

“To Adjourn”

The meeting was adjourned at 4:16 p.m. The next Academic Senate meeting will be on Thursday, May 13, 2021.