

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE September 9, 2021

The meeting will come to order:

Chair Kevin L. Ferguson called the meeting to order at 3:42 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Ferguson:

“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 Ferguson:

“To approve last and new senate minutes dated May 13, 2021”

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

3. Announcements, Administrative Reports and Memorials:

1. Chair Ferguson introduced our guest speaker, President Frank H. Wu. President Wu began by acknowledging Kevin L. Ferguson, Academic Senate Chair, Emma Richter, Deputy Chair, Dave fields, Parliamentarian and all the members of the Academic Senate and thanked them for their continuous service. He also thanked Simone L. Yearwood, former Chair of the Academic Senate for her outstanding leadership and wished her well in her new role, as the interim Dean of the Benjamin Rosenthal Library. President Wu gave an annual state of the college. Faculty, staff and students are returning to campus with safety protocols throughout. He gave an update on what is anticipated for the winter intersession and spring semester. He spoke briefly on the 5-year Strategic plan, budget and upcoming plans.

https://www.qc.cuny.edu/CS/2021/Queens_College_Strategic_Plan_2021_2026.pdf

2. Senator, Stephen Grover, Philosophy read the following memorial:

In memoriam: Professor Alex Orenstein (1936-2018)

Alex Orenstein, Professor of Philosophy at Queens College and the CUNY Graduate Center, died of pancreatic cancer in Las Vegas in 2018 at the age of 82, having lost contact with academic colleagues and friends the preceding year.

Alex was born in Brooklyn in 1936. He earned an A.B. from Hunter College in 1956, and was a Lecturer in Philosophy there from 1957 to 1960. He then worked for three years as a computer programmer and systems analyst, returning to

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philosophy to pursue a Ph.D. at NYU, which he completed in 1972. In 1968 he began teaching at Queens College and in 1974 joined the philosophy faculty of the Graduate Center of CUNY, teaching at both places until his retirement in 2011. Alex Orenstein was internationally recognized for his work on W. V. Quine, including books and numerous articles and book chapters. He also published extensively on philosophy of logic and language, developing original and challenging views about the interpretation of the quantifiers and about the comparison of post-Fregean with traditional Aristotelian logic. He co-edited several volumes on philosophy of language and logic. Reflecting his wide-ranging interests in philosophy, he also published papers on determinism, skepticism, fictional entities, and the ontological argument. He was elected a Visiting Fellow of Wolfson College, Oxford in 1987 and after that initial period of five months in Oxford he returned to Wolfson and Oxford every year for a substantial period, usually over the summer, until 2016, when he was too ill to travel. He remained a Member of Common Room at Wolfson until his death.

The Senate paid its respect with a moment of silence.

4. Special Motions:

5. Committee Reports:

a. Undergraduate Curriculum Committee

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

“To accept the UCC minutes of May 13, 2021 as distributed”

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

Undergraduate Curriculum Committee

Minutes of 5/13/2021

A. General Education

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

1. General Education Matters
2. Mathematics and Quantitative Reasoning Advisory Committee
No report.
3. Writing Intensive Advisory Committee.
4. STEM variant courses.
None.

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(5a. UCC continued)

1. FNES

Change in Name and Description of FNES 203

To Read:

FNES 203. Meal Planning for Therapeutic Diets. 2 class hr., 3 lab. hr.; 3 cr. Prereq.: FNES 101 and FNES 163 or equivalent. Application of principles of meal planning to evidence-based therapeutic diets. Lecture and laboratory include menu planning, food cost analysis, therapeutic modifications to recipes, preparation, and service of food in accord with food safety principles, and effective time management, collaboration, and teamwork in the food production facilities. Fall, Spring (MAT)

2. Media Studies

New course.

MEDST 160. Advertising Aesthetics: A Survey of Commercial Design and Process
3 hr., 3 cr.

Historical survey course that examines advertising from the printed page to commercials to augmented and virtual realities using multiple analytical perspectives with an emphasis on semiotics, linguistics, and aesthetics.

3. Anthropology

New course.

ANTH 248. World of the Vikings. 3 hr.; 3 cr. Prereq.: sophomore standing or permission of instructor. This course focuses on early Norse culture, migration, and settlement across the North Atlantic ca. 750–1050 A.D. Issues related to Viking raids, shipbuilding, social organization and integration, agriculture, and religion are explored through archaeological evidence and historical references. How we know what we think we know about the Norse is critically examined so as to provide a more nuanced view beyond the received wisdom and popular interpretations of the Vikings in the media.

4. SEES

SEES Proposed Changes to UCC: 2 motions to change, clarify and update the requirements for the Environmental Science BA and BS majors

Add GEOL 210, Water Resources as a Core course option in the Ensci major. And to correct previously approved changes (2018) to ENSCI 203 as a requirement.

Current requirement in bulletin (2020-2021):

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(5a. UCC continued)

2. One of the following 200-level Core Courses in addition to the ENSCI 200 listed above: GEOL 208, 216, or ENSCI 203.

3. Two of the following 300-level Advanced Courses: GEOL 318, 342, 347, 349, 363, 370, 383; ENSCI 377, 383, 397; BIOL 340. (Since additional advanced courses will be added to this list in the future, students are advised to check with the Undergraduate Advisor to find out about recently approved additions.)

Proposed:

2. One of the following 200-level Core Courses in addition to the ENSCI 200 listed above: GEOL 208, 210, 216, URBST 230 or BIOL 201. ~~ENSCI 203~~.

3. Two of the following ~~300-level Advanced level Courses~~: GEOL 318, 328W, 342, 347, 349, 363, 370, 383; ENSCI 203, 377, 383, 397; BIOL 340. (Since additional advanced courses will be added to this list in the future, students are advised to check with the Undergraduate Advisor to find out about recently approved additions.)

5. Computer Science

a. Changes to the requirements for the BA degree.

To Read:

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE (MAJOR CODE CSCI-BA)

Core Requirements:

CSCI 111, 211, 212, 220, 240, 313, 316, 320, 323, 331, 340, 343, and 370.

Elective Requirements:

2 credits of computer science courses numbered CSCI 300–396. One course from the following list may be used unless it has been applied toward fulfillment of the math requirements for the major: BIOL 330; MATH 202, 223, 224, 232, 237, 242, 245, 247, 248, 317, 333, 337, 341, 342, 609, 613, 619, 621, 623, 624, 625, 626, 633, 634, 635, or 636; PHYS 225, 227, 265, or 311.

No more than 3 credits of CSCI 390 through 395 may be used as part of the major without the approval of the department's Honors and Awards Committee.

Math Requirements:

MATH 120; 151 and 152 or equivalent (e.g., MATH 141, 142, 143); 241 or 611 or 621; MATH 231 or 237.

b. Changes to the requirements for the BS degree.

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To Read:

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE (MAJOR CODE CSCI-BS)

Core Requirements:

CSCI 111, 211, 212, 220, 240, 313, 316, 320, 323, 331, 340, 343 and 370.

Elective Requirements:

21 credits of computer science courses numbered CSCI 300 –396. One course from the following list may be used unless it has been applied towards the fulfillment of the math or science requirements for the major: BIOL 330; MATH 202, 223, 224, 232, 242, 245, 247, 248, 317, 333, 337, 341, 342, 609, 613, 619, 621, 623, 624, 625, 626, 633, 634, 635, or 636; PHYS 225, 227, 265, or 311.

No more than 3 credits of CSCI 390 through 395 may be used as part of the major without the approval of the Honors and Awards Committee.

Math Requirements:

MATH 120; 151 and 152 or equivalent (e.g., MATH 141, 142, 143); 231 or 237; 241 or 611 or 621.

- c. Change in prerequisite.

To Read:

CSCI 111. Introduction to Algorithmic Problem Solving.
4 hr., 3 cr.

b. Graduate Curriculum Committee

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

“To accept the GCC minutes of May 5, 2021 as distributed”

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

GCC Minutes Dated May 5, 2021

A. CAPPR REPORT

1. EECE

- a. Program Change: Change in requirements for admission and change in requirements for degree/certificate**

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(5b. GCC continued)

2) Please give HEGIS number if known to you: 0830.00

TO:

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:

POST-MASTER'S ADVANCED CERTIFICATE IN LITERACY EDUCATION, BIRTH-GRADE 6

This program is designed for persons who have earned a master's degree in education and hold a teaching certificate, and who are looking to extend their study of literacy education in the early childhood and elementary grades. The program leads to a NYS Professional Certificate as a Literacy Specialist, B-6. Students take 15 credits of coursework that includes the study of the role of the literacy specialist, assessment and instruction for diverse learners, and a literacy practicum with children. Required coursework for the program is summarized in Table 9. Students are required to maintain a B average to continue in the program.

This program may be offered by the department as a fully online program. To complete the practicum in the online program, candidates must meet requirements for work in the field with one or more children (PK-6) either: (a) at a field site offered by the program, or (b) at a field site identified by the candidate that meets program criteria. Please consult an advisor for more information about the option to complete this program online.

Applicants to the program must hold an earned master's degree in education. Additionally, applicants must meet one of the following criteria: (a) completed an approved New York State teacher preparation program in early childhood or childhood education and hold an initial or professional certificate in early childhood or childhood education; (b) hold a National Board certificate in early or middle childhood education; or (c) have at least one year of teaching experience under a valid New York State or out-of-state teaching certificate in early childhood or childhood education.

Table 9. Courses for Post-Master's in Literacy Education and NYS Professional Certificate for Literacy Specialist, B-6 (15 credits)

EECE 801 The Role of the Literacy Specialist (3 cr.)

EECE 764 Instruction and Assessment Across the Content Areas for Bilingual Learners (3 cr.)

EECE 803 Assessment and Instruction I (3 cr.)

EECE 804 Assessment and Instruction II (3 cr.)

EECE 805 Practicum (3 cr.)

2. SEYS

b. New Program

2) Please give HEGIS number if known to you: 0833.00

0833.00 Mathematics Education

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(5b. GCC continued)

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

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 Advanced Certificate Programs

a. Ethical and Equitable Practice

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

c. Educational Technology

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

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 Advanced Certificate Programs

a. Ethical and Equitable Practice

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

c. Educational Technology

d. Developing Algebraic Thinking in The Middle Grades

3. MUSIC

c. Program Change: Change in requirements for degree/certificate

2) Please give HEGIS number if known to you: **1004.00**

TO:

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:

Majors in jazz performance are required to take JAZZ 701, 703 (or 712 for vocalists, 716 for drummers), 705, 717 or 718, 724, 725, and 726; three semesters of Jazz Ensemble (JAZZ 794); plus electives to total 36 credits.

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(5b. GCC continued)

Majors in jazz composition are required to take JAZZ 701, 705, 706, 707, 714, 717 or 718, 721, 722, and 723; plus electives to total 36 credits.

4. MUSIC

d. Program Change: Change in requirements for degree/certificate

2) Please give HEGIS number if known to you: **1004.00**

TO:

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:

CURRICULUM

The proposed Master of Music in Classical Performance comprised of three different tracks: (1) Orchestral Instruments; (2) Keyboard Instruments; and (3) Voice. In all tracks, a minimum of 36 credits is required for graduation, along with several non-course requirements.

Required courses in all degree tracks

MUSIC 701. Writing about Music 2 cr.

MUSIC 707, 708, 709. Individual Musical Performance 9 cr.

Four semesters of MUSIC 747, 748, 749, 750, 751, or 752 (course number depends on the student's major instrument). Survey of Repertory 4 cr.

Any two of MUSIC 777.1, 777.2, 777.3, 777.4 (Seminars in Performance Practice) 6 cr.

MUSIC 779. Musical Analysis for Performers 3 cr.

MUSIC 787. Recital Preparation 3 cr.

Total of these required courses: 27 cr.

Additional courses required of students in Track 1, Orchestral Instruments (8 cr.)

MUSIC 774, 775, and two semesters of 776, Chamber Music 4 cr.

MUSIC 792 (Orchestra) in every semester of matriculation (minimum of 4) 4 cr.

Additional courses required of students in Track 2, Keyboard Instruments (4 cr.)

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MUSIC 774, 775, and two semesters of 776, Chamber Music 4 cr.

Additional courses required of students in Track 3, Voice (4 cr.)

MUSIC 774, 775, or 776 (Chamber Music), 794.1 (Vocal Ensemble), or 796 (Opera Studio) in every semester of matriculation (minimum of 4) 4 cr.

Total credits in all required courses: 31–35

Non-course requirements

In addition to passing the courses listed above, students must fulfill all of the following requirements:

1. The Theory Qualifying Exam, taken before a student registers for the first semester. All of the exam's four parts must be passed before graduation. For each part of the exam, a corresponding course is available to students who do not pass. A student who fails one or more parts of the exam may fulfill the requirement by passing the corresponding course with a grade of *B-* or higher.
 - a. Harmonization (course: MUSIC 759, Studies in Tonal Harmony and Counterpoint)
 - b. Sight singing (course: MUSIC 758, Musicianship for Graduate Students)
 - c. Dictation (course: MUSIC 758, Musicianship for Graduate Students)
 - d. Keyboard harmony (course: MUSIC 758, Musicianship for Graduate Students)
2. The History Qualifying Exam, taken before registering for the first semester. This exam must be passed before graduation. A student who fails the exam may fulfill the requirement by passing the corresponding review course (MUSIC 768, Western Music History Survey) with a grade of *B-* or higher.
3. The Terms Exam, offered twice each semester. This is an exam on foreign-language musical terms (Italian, German, and French). No paper or online resources may be used. The exam must be passed before graduation.
4. Graduation Recital. A full-length recital, open to the public, with or without accompanists or other supporting musicians. Well-researched program notes, written by the student, must accompany the recital and must be made available to audience members. The recital repertoire and programs notes must be approved by the student's advisor at least two weeks before the recital. The recital itself must be approved by a jury consisting of at least two members of the School of Music faculty, one of whom may be the student's performance teacher.

B. ITEMS FOR UNIVERSITY REPORT

1. ECP

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

3) Please list the course as you wish it to read in the Graduate Bulletin, with number, hours, credits, *etc.* Eliminate whatever was crossed out above and underline new material you are substituting or adding.

TO:

ECPSE 730 Curriculum and Instruction for Early Childhood Special Education (Ages 3-5). 3 hr.:3 3cr. Prereq: ECPSE 700, 722. This course is designed to introduce program candidates to critical issues in curriculum and instruction for teaching preschool children with disabilities (ages three through five) and their families. Developmentally appropriate programs (DAP) and evidence-based practices for preschool children with and without disabilities will be the focus of this course. Candidates will explore the impact that disability conditions have on young children's learning needs in all developmental domains, resulting curriculum goals and learning objectives, as well as assessment and intervention strategies used to effectively address these goals and objectives. Candidates will examine the impact that the environment has on the acquisition, maintenance, and generalization of critical skills in young children, and a range of validated curriculum models designed to meet the learning needs of young children with disabilities and their families. This course will also focus on the historical, educational, philosophical, and legal foundations that have guided practice and policy in early childhood special education (ECSE). Fifteen hours of field experience is required and will include observation and analysis of young children with disabilities in different environments.

2. ECP

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

TO:

ECPSE 731 Advanced Seminar in Early Childhood Special Education (Ages 5-8). 3 hr.:3 3cr. Prereq: ECPSE 730. This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in early childhood special education for young children with disabilities between the ages of 5-8. This course will focus on designing and implementing developmentally appropriate and culturally responsive curriculum and instruction to ensure positive academic outcomes for these children. Fifteen hours of field experience is required for observation of and teaching children with disabilities between the ages of 5-8 in a variety of environments.

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(5b. GCC continued)

3. EECE

c. Minor Change: Change in course description

TO:

EECE 764. Instruction and Assessment Across the Curriculum for Bilingual Learners. 3 hr.; 3 cr. Required course in Literacy B-6 MEd, Literacy Post-Master's, and Bilingual Extension. This course focuses on the study, analysis, application, and creation of appropriate classroom instructional strategies to teach content to bilingual students. Students learn different approaches to supporting and integrating language learning in mathematics, science, social studies, and other areas, and consider the evaluation issues related to language and content for bilingual students. Participants develop skills to examine, evaluate, and create instructional materials to teach multilingual students.

4. EECE

d. Minor Change: Change in course prerequisite or corequisite

TO:

EECE 803. Assessment and Instruction I. 3 hr.; 3 cr. This course is open only to students in the Literacy B-6 MEd and the Literacy Post-Master's. This course is the first of two designed to provide the literacy specialist with the knowledge of an assessment and instruction framework. It provides a theoretical and practical basis for informed instruction based on assessment data. The course focuses on the selection and administration of authentic and performance-based assessments and the interpretation of assessment data to inform instruction to support student learning. Teachers practice classroom diagnostic procedures to assess, analyze, and provide instruction to enhance the reading and writing performance of students, and build their knowledge of literacy teaching techniques to meet the needs of individuals, small groups, and whole classes.

5. EECE

e. Minor Change: Change in course prerequisite or corequisite

TO:

EECE 804. Assessment and Instruction II. 3 hr.; 3 cr. This course is open only to students in the Literacy B-6 MEd and the Literacy Post-Master's. This course is the second of two courses designed to provide the literacy specialist with the knowledge of an assessment and instruction framework. It provides a theoretical and practical basis for informed instruction based on assessment data. The course focuses on the selection and administration of standardized assessments and the interpretation of assessment data to inform instruction to support student learning. The teacher will learn techniques for using and interpreting standardized tests and will practice administering standardized tests to assess, analyze, and provide instruction to enhance the reading and writing performance of students, as well as build their knowledge of literacy teaching techniques to meet the needs of individuals, small groups, and whole classes.

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6. EECE

f. Minor Change: Change in course prerequisite or corequisite

TO:

EECE 805. Practicum. 3 hr.; 3 cr. Prereq.: EECE 801, EECE 804, and faculty permission. This course is open only to students in the Literacy B-6 MSED and the Literacy Post-Master's. This course is designed to allow teachers to use the knowledge and skill they have gained from their coursework to work with children who are struggling with literacy. Teachers will administer appropriate tests, analyze these tests, and determine appropriate instruction for each child.

7. ENGLISH

g. New Course

ENGL 644. Studies in Nonfiction Prose. 2 hr. plus conf.; 3 cr.

Prerequisite Courses: N/A

Course Description: An examination of literary nonfiction, with an emphasis on critical analysis, cultural context, and new developments in the field. Topics may include memoir, essays, and literary journalism.

Projected Enrollment: 15 – 20 students

Projected Frequency: Once per year

Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hr/3 credits, please give a detailed rationale explaining why this format is appropriate: The “2 hour plus conference” is the standard format for all the English MA courses.

8. ENGLISH

h. New Course

ENGL 664. Studies in Race and Ethnicity. 2 hr. plus conf.; 3 cr.

Prerequisite Courses: N/A

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Course Description: A comparative study of the literature of two or more racialized or ethnic groups, examining race and ethnicity as historically formulated in relation to concepts like gender, sexuality, class, national identity, citizenship, immigration, and inequality. Considers the theories and methods associated with studying race, racialization, and ethnicity in local, national and comparative global/transnational contexts.

Projected Enrollment: 15 – 20 students

Projected Frequency: Once per year

Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hr/3 credits, please give a detailed rationale explaining why this format is appropriate: The “2 hour plus conference” is the standard format for all the English MA courses.

9. ENGLISH

i. New Course

ENGL 728. Late Nineteenth- and Early Twentieth-Century U.S. Literature. 2 hr. plus conf.; 3 cr.

Prerequisite Courses: N/A

Course Description: N/A

[currently there are no descriptions for period-organized English graduate courses in the bulletin, so we would like to keep this consistent]

Projected Enrollment: 15 – 20 students

Projected Frequency: Once per year

Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hr/3 credits, please give a detailed rationale explaining why this format is appropriate: The “2 hour plus conference” is the standard format for all the English MA courses.

10. ENGLISH

j. New Course

ENGL 731: Literatures of the African Diaspora. 2 hr. plus conf.; 3 cr.

Prerequisite Courses: N/A

Course Description: A study focused on a wide array of global predicaments from the vantage point of Africans dispersed in the Mediterranean, the Indian Ocean, and especially the Atlantic world and their descendants. Topics may include but are not limited to labor, social movement, literary style, folk culture, commodification, and sexual politics at any time from the 1450s to the present.

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Projected Enrollment: 15 – 20 students

Projected Frequency: Once per year

Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hr/3 credits, please give a detailed rationale explaining why this format is appropriate: The “2 hour plus conference” is the standard format for all the English MA courses.

11. ENGLISH

k. New Course

ENGL 732. Latina/o/x Literature. 2 hr. plus conf.; 3 cr.

Prerequisite Courses: N/A

Course Description: A study of literature written by and about Latinas, Latinos, and Latinxs; and of the theories and methodologies of Latinx studies as a field.

Projected Enrollment: 15 – 20 students

Projected Frequency: Once per year

Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hr/3 credits, please give a detailed rationale explaining why this format is appropriate: The “2 hour plus conference” is the standard format for all the English MA courses.

12. ENGLISH

l. New Course

ENGL 734. Native American and Indigenous Literatures. 2 hr. plus conf.; 3 cr.

Prerequisite Courses: N/A

Course Description: A study of literature written by and about Native American and Indigenous peoples, and a consideration of the theoretical questions and methodologies of Native American and Indigenous studies as a field.

Projected Enrollment: 15 – 20 students

Projected Frequency: Once per year

Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus

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conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hr/3 credits, please give a detailed rationale explaining why this format is appropriate: The “2 hour plus conference” is the standard format for all the English MA courses.

13. ENGLISH

m. New Course

ENGL 735. Global Literature. 2 hr. plus conf.; 3 cr.

Prerequisite Courses: N/A

Course Description: A study of literature that interrogates the borders of the modern nation-state, with an emphasis on the uneven processes of translation, circulation, and globalization that define the literary world. Topics may include theories of post coloniality, indigeneity, and global English.

Projected Enrollment: 15 – 20 students

Projected Frequency: Once per year

Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hr/3 credits, please give a detailed rationale explaining why this format is appropriate: The “2 hour plus conference” is the standard format for all the English MA courses.

14. FNES

n. Minor Change: Change in course title and course description

TO:

FNES 719. Cardiac Rehabilitation Programs. 3 hr.; 3 cr. Overview of the concepts, design and implementation of primary prevention and cardiac rehabilitation programs.

15. LBSCI

o. Minor Change: Course return to active listing

TO:

LBSCI 723. Issues in the Organization of Materials. 3 hr.; 3cr. Prereq.: LBSCI 700, 701, 702, 703. Advanced topics in cataloging and classification, the treatment of special types of materials, the organization of collections, as a whole, will be covered.

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(5b. GCC continued)

16. LBSCI

p. New Course

LBSCI 726 Data Curation. 3 hr.; 3 cr.

Prerequisite Courses: LBSCI 703 Introduction to Organization of Information

Course Description: The course surveys data practices and services of various disciplines and research teams and the theoretical and practical problems in data curation. It introduces students to the fundamentals of data structures and to the life cycle of data. Data management and curation practices in research environments, libraries, archives, and institutional repositories are included, as well as the technical standards for data and metadata.

Projected Enrollment: 15 – 20 students

Projected Frequency: Once a year

On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.) This elective course has been offered four times in our department in the form of online asynchronous classes to be flexible to accommodate graduate students' work schedule. Almost each class was delivered in both slides and videos recording the lecture. The instructor is required to create instructional videos to provide students with step-by-step instructions on using different metadata standards and creating metadata records. Discussion task and reading reflection task were assigned to students almost each week to help them digest and think insightfully about the topics. Students are expected to comment on their classmates' posts on discussion boards. The instructor interacted with students online through comments on their assignments and discussion board posts. The communication policy in the syllabus clearly states that the instructor is expected to respond to students' emails and questions within 24 hours.

17. MUSIC

q. Minor Change: Course withdrawal

FROM:

~~MUSIC 756. Problems in Jazz History and Analysis. 3 hr.; 3 cr. Prereq.: Permission of the instructor. The first part of the semester will introduce students to the methods and problems of research in jazz history; the second half will focus on a specific era or on the work of a single jazz improviser or composer.~~

18. MUSIC

r. Minor Change: Course withdrawal

FROM:

~~MUSIC 757. Advanced Jazz Composition. 3 hr.; 3 cr. Advanced students~~

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~~write for the jazz ensemble and have their works rehearsed and performed. Arranging for mixed woodwinds, strings, horn, and tuba.~~

19. MUSIC

s. New Course

Jazz 715 Sight-reading. 2 hr.; 2 cr.

Prerequisite Courses: Acceptance into the Jazz Performance M.M. program or permission of the instructor

Course Description: The class is for all instrumentalists who wish to improve their sight-reading, particularly sight-reading demands that professional level jazz musicians routinely encounter. Emphasis is placed on reading and writing rhythms of increasing complexity as well as improvising over harmonic progressions from chord symbols.

Projected Enrollment: 10 – 12 students

Projected Frequency: Once per year

On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.) While this course is conceived of as an in-person class, it has also been taught 100% on-line during the pandemic and it is adaptable to that format.

20. MUSIC

t. New Course

Jazz 716 Improvisation for Drummers. 3 hr.; 3 cr.

Prerequisite Courses: Acceptance into the Jazz Performance M.M. program or permission of the instructor

Course Description: This is a mixed performance and analysis course designed for drummers to improve their understanding of, and ability to improvise, drum solos collectively and individually within a small jazz group on a professional level. It is required of drummers in the Jazz Performance program.

Projected Enrollment: 5 students

Projected Frequency: Once per year

On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.) While this course is conceived of as an in-person class, it has also been taught 100% on-line during the pandemic and it is adaptable to that format.

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21. MUSIC

u. **Minor Change: Change in course title, course hours, course credits, and change in course description**

TO:

JAZZ 712 Improvisation for Vocalists. 3 hours; 3 credits. Prereq.: Open to all vocalists accepted into the Jazz M.M. program or permission of the instructor. This course is a skills-based class focusing on the problems peculiar to vocalists studying jazz improvisation. Topics include: melodic ornamentation, lead sheet basis, piano skills, and progressive steps and exercises to improve hearing chord progressions, creating melodies from scales, chromatic approach note patterns, and transcription. This course helps singers acquire practice skills to develop as jazz composers, arrangers and improvisers.

22. SEYS

v. **Minor Change: Change in course title and change in course description**

TO:

SEYS 768. Measurement and Assessment in Education. 2 hr. plus conf.:3 cr.

Recent trends and practices in measurement and assessment in various aspects of the school. Experience will be provided in the construction of assessment instruments and in the interpretation and use of data.

23. SEYS

w. **New Course**

SEYS 716 Bilingual Education: Theory and Practices. 3 hr.; 3 cr.; bilingual education fieldwork 10 hours

Prerequisite Courses: No

Course Description: This course is designed to provide students in the secondary bilingual education program with an understanding of bilingualism and bilingual education in the U.S. The course addresses the historical and theoretical conceptualization of bilingual education in the U.S. Through the course readings, video viewings, discussions, fieldwork, and writings, students will gain a critical understanding of 1) key historical and legal events leading to bilingual education and equity education for emergent bilinguals in the U.S. 2) sociocultural and linguistic aspects of bilingual communities and schools 3) key teaching and learning principles guiding practices of Dual Language (DL) and Transitional Bilingual Education (TBE) programs to respond to the needs of emergent bilinguals who are also English language learners (ELLs).

Projected Enrollment: 15 – 20 students

Projected Frequency: Once per year

On-line Instruction (If any or all class instruction is to be held on-line, please describe the

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rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.) As all the students in the program are the in-service teachers working in the DOE schools. This course will be offered as a synchronous online course to meet the needs of the busy in-service teachers and advanced certificate requirements by the state.

The instructor of the course has already had training on online teaching and has been teaching online for quite some time. The instructor will use the ZOOM meetings and Google Classroom to enable and facilitate the instructor and student interaction, discussion, etc.

24. SEYS

x. New Course

SEYS 792, Developing Algebraic Thinking in the Middle School Classroom. 3 hr.; 3 cr.

Prerequisite Courses: None

Course Description: Developing algebraic thinking is more than simply practicing how to “solve for x.” It involves recognizing patterns, modeling relationships between and among quantities, comparing and analyzing quantitative relationships, variables and functions, and nontraditional, non-routine problem solving. This course will build on these ideas and provide suggestions and methods for developing algebraic thinking in the middle grades. Admission is limited, competitive, and open to teachers of mathematics that hold master’s degrees.

Projected Enrollment: 15 – 20 students

Projected Frequency: Once per year

On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.) This course and the program will be fully online. The faculty who developed and will teach in the program have undergone training in best practices in remote teaching provided by QC. The course has run fully online once already and has synchronous and asynchronous components. Google classroom has been used as a course platform and synchronous activities took place using google meet and/or zoom. The remote nature of the course will allow teachers from throughout the city and state (and even nationally) to participate in improving mathematics instruction for their students.

25. SEYS

y. New Course

SEYS 793: Mathematical Initiatives and Methods in The Middle Grades. 3 hr.; 3 cr.

Prerequisite Courses: SEYS 792

Course Description: The course will start by developing teaching ideas and methods in a math classroom in the middle grades to reach, challenge, and engage all learners. Participants’ mindsets, cultures, and experiences will be brought out and developed to create stronger problem solvers who persevere and are not afraid to try other strategies. The second part of the course will help teachers plan and facilitate cross-content lessons and units throughout the middle grades

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through the lens of the STEAM initiative. Students will be expected to share ideas both synchronously and asynchronously.

Projected Enrollment: 15 – 20 students

Projected Frequency: Once per year

On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.) This course and the program will be fully online. The faculty who developed and will teach in the program have undergone training in best practices in remote teaching provided by QC. The course has run fully online once already and has synchronous and asynchronous components. Google classroom has been used as a course platform and synchronous activities took place using google meet and/or zoom. The remote nature of the course will allow teachers from throughout the city and state (and even nationally) to participate in improving mathematics instruction for their students.

26. SEYS

z. New Course

SEYS 794: Mathematical Foundations of the Secondary School Curriculum. 3 hr.; 3 cr.

Prerequisite Courses: SEYS 792, 793

Course Description: The purpose of this course is to engage participants in mathematical experiences that will enable them to gain a deeper understanding and enjoyment of the mathematics they are teaching, particularly those underlying algebraic concepts and procedures. They will examine and share the higher-level ideas that underlie the concepts. There will be an emphasis on student misconceptions and how teachers can address them. This course will also focus on vertical planning and future mathematical studies.

Projected Enrollment: 15 – 20 students

Projected Frequency: Once per year

On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.) This course and the program will be fully online. The faculty who developed and will teach in the program have undergone training in best practices in remote teaching provided by QC. The course has run fully online once already and has synchronous and asynchronous components. Google classroom has been used as a course platform and synchronous activities took place using google meet and/or zoom. The remote nature of the course will allow teachers from throughout the city and state (and even nationally) to participate in improving mathematics instruction for their students.

27. SEYS

a. New Course

SEYS 795: Issues and Applications in Secondary School Algebra. 3 hr.; 3 cr.

Prerequisite Courses: SEYS 792, 793, 794

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Course Description: The purpose of this course is to take an advanced perspective on the teaching of secondary school mathematics with the aim of helping participants become more informed, more effective, and more reflective mathematics teachers. While it is agreed that there is no one best way to teach mathematics, research has indicated that learning occurs best when students are placed at the center of instruction and are actively engaged in constructing their own understandings. In this course we will examine the many issues concerning mathematics instruction and the latest applications associated with curriculum, instructional strategies, manipulatives, and technologies that can be used to enhance the learning of mathematics for all students.

Projected Enrollment: 15 – 20 students

Projected Frequency: Once per year

On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.) This course and the program will be fully online. The faculty who developed and will teach in the program have undergone training in best practices in remote teaching provided by QC. The course has run fully online once already and has synchronous and asynchronous components. Google classroom has been used as a course platform and synchronous activities took place using google meet and/or zoom. The remote nature of the course will allow teachers from throughout the city and state (and even nationally) to participate in improving mathematics instruction for their students.

28. SEYS

b. New Course

SEYS 796: Mathematics Content, Pedagogy, and Mindset: A Capstone Course. 3 hr.; 3 cr.

Prerequisite Courses: SEYS 792, 793, 794, 795

Course Description: This capstone course allows participants to synthesize the major ideas of the program in Developing Algebraic Thinking by completing an “action research” project. This project will involve a review of related literature and will allow for collaboration, including remote class intervisitation and observation.

Projected Enrollment: 15 – 20 students

Projected Frequency: Once per year

On-line Instruction (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.) This course and the program will be fully online. The faculty who developed and will teach in the program have undergone training in best practices in remote teaching provided by QC. The course has run fully online once already and has synchronous and asynchronous components. Google classroom has been used as a course platform and synchronous activities took place using google meet and/or zoom. The remote nature of the course will allow teachers from throughout the city and state (and even nationally) to participate in improving mathematics instruction for their students.

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c. Nominating Committee

- i. MOTION: Duly made by Kevin L. Ferguson on behalf of Peishi Wang, Nominating Committee Chair:

“To accept the Nominating Committee Report dated September 9, 2021”

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

1) Campus Affairs, Environment, & Graduation Committee

The following faculty was elected by unanimous consent:

Lisa Clark Education through: December 2021

The following students were elected by unanimous consent:

Labiba Aziz No Major Yet through: December 2021

Rommon Casell McKenzie Social Sciences through: December 2022

2) Policy Board on Administration

The following faculty was elected by unanimous consent:

Vanessa Perez-Rosario Arts & Humanities through: December 2021

The following student was elected by unanimous consent:

Coby Ackerman Social Sciences through: December 2022

3) Graduate Curriculum Committee

The following faculty was elected by unanimous consent:

David Lahti Mathematics & Natural Sciences through: December 2021

4) International Student Affairs

The following students were elected by unanimous consent:

Hassan Waseem No Major Yet through: December 2021

Muhammad Qasim Raza No Major Yet through: December 2022

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5) Undergraduate Curriculum Committee

The following student was elected by unanimous consent:

Osman Khan Mathematics & Natural Sciences through: December 2022

6) Teaching Excellence & Evaluation

The following student was elected by unanimous consent:

Joseph Neumy Lee Arts & Humanities through: December 2021

7) Search Committee for Dean of Social Sciences

The following student was elected by unanimous consent:

Avi Koenig Social Sciences Until the Search is over

6. Old Business

a. Nominations to the Nominating Committee:

Faculty – At-Large May 2023 (no nominees)

Math and Natural Sciences May 2023 (no nominees)

Social Science May 2022 (no nominees)

Student – Education May 2023 (no nominees)

At-Large May 2023 (no nominees)

7. New Business

a. UFS Petition(s)

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

“To nominate Kevin L. Ferguson to the University Faculty Senate”

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

MOTION: Duly made by Kevin L. Ferguson:

“To Adjourn”

The meeting was adjourned at 4:33 pm. The next Academic Senate meeting will be on Thursday, October 14, 2021.