

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE

December 12, 2024

While waiting for a quorum, Chair Kevin L. Ferguson invited those in attendance to share any announcements, administrative reports, or memorials they might have (see Item 3).

The meeting will come to order:

Chair Ferguson called the meeting to order at 3:45 p.m., after the Academic Senate had a full quorum.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Ferguson:

“To approve the agenda by unanimous consent”

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 the senate minutes dated November 14, 2024 by unanimous consent”

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

3. Announcements, Administrative Reports, and Memorials:

- a. Senator Paul Fadoul, European Languages and Literatures, announced that a full-time ITS employee is needed in Queens Hall. He noted that the technology was not working in many of the classrooms today, and there was no one on hand to resolve the issue, leaving students and faculty feeling frustrated. Chair Ferguson recommended reaching out to the Committee on Academic Technology to discuss how to get ITS support in that building.
- b. Chair Ferguson reminded everyone that Academic Senate meetings are public meetings under the New York State Open Meetings Law, which means that anyone can attend these meetings and that they can be recorded. He noted that this Senate meeting was being audio recorded, but video recordings were permissible as well.
- c. Chair Ferguson announced that the course number of a previously approved new course in Psychology needs to be corrected: **PSYCH 73008. Applications of Behavior Analysis**, which was approved by the Senate on November 14, 2024, will be numbered PSYCH 737 instead. There were no objections to this decision.
- d. Chair Ferguson also announced that there was a mistake in the Nominating Committee report dated November 14, 2024: Mitchell Proux was elected to fill a vacant seat on the Committee on Undergraduate Admissions and Re-Entry Standards; however, it was later determined that he is ineligible to serve on this committee, so the Executive Committee, acting on behalf of the Senate, vacated his seat. There were no objections to this decision.

4. Special Motions: (none)

5. Committee Reports:

5a. Undergraduate Curriculum Committee

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

“To accept the UCC minutes dated November 14, 2024 as distributed”

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

Undergraduate Curriculum Committee

Minutes of 11/14/2024

A. General Education

1. General Education Matters
 - a. JPNS 254. Japanese Cinema (CE)
2. Mathematics and Quantitative Reasoning Advisory Committee.
3. Writing Intensive Advisory Committee.
 - a. ANTH 235W: Ethnographic Writing
4. STEM variant courses.

1. CMAL

- a. *Change to existing courses:*

Change in prerequisite:

To Read:

KOR 301. Korean Reading and Writing in Chinese Characters I. 3 hr.; 3 cr. Prereq.: KOR 204 or 210 or equivalent, or permission of instructor. Students will develop their reading and writing skills by mastering about 250 Chinese characters and Sino-Korean words found in intermediate texts.

To Read:

KOR 305. Advanced Korean I. 3 hr.; 3 cr. Prereq.: KOR 204 or 210 or equivalent, or permission of the instructor. An advanced course in Korean. Students will develop advanced listening, speaking, reading, and writing skills. Topics and materials may include Korean culture, history, economy, politics, multimedia, newspaper articles, and magazines.

2. FNES

- a. New course.

FNES 247: Statistics for Human Development and Family Science: 3hr., 3cr. Introduction to statistics used in Human Development and Family Science. Topics include statistical thinking, data literacy, graphical interpretation, descriptive statistics, correlation, hypothesis testing, and a basic introduction to inferential statistics.

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b. Change to the major

Change in Major Requirements – BA in Human Development and Family Science

To:

REQUIREMENTS FOR THE MAJOR IN HUMAN DEVELOPMENT AND FAMILY SCIENCE
(MAJOR CODE HDFS-BA) Required (45 credits) FNES 140, 147, 151, 247, 248, 249, 250, 251, 256, 345, 347, 348, 349, 360, and 376.

3. Media Studies

a. Change To Existing Course (Prerequisite Change):

To Read:

MEDST 342, 342W. VT: Special Topics in Genres.
3 hr.; 3 cr. Prereq.: MEDST 143 or 144 or 145 or 146 or 200.

b. Change To Existing Course (Prerequisite Change):

To Read:

MEDST 344, 344W. VT: Special Topics in National Cinemas.
3 hr.; 3 cr. Prereq.: MEDST 143 or 144 or 145 or 146 or 200.

c. Change To Existing Course (Prerequisite Change):

To Read:

MEDST 345, 345W. VT: Great Directors.
3 hr.; 3 cr. Prereq.: MEDST 143 or 144 or 145 or 146 or 200.

4. ART

a. Change to the major: ARTD-BFA Design

To Read:

Major Requirements - Design Courses

Type - Completion Requirement

Complete ALL of the following Courses:

- ARTS151 - Drawing I OR DESN188 Illustration I
- DESN190 - Design Foundations
- DESN191 - Basic Software for Design
- DESN193 - Motion Graphics 1
- DESN222 - Interaction Design
- DESN241 - Design I
- DESN242 - Typography I
- DESN245 - Typography II
- DESN246 - Design II
- DESN345 - Design III
- DESN395 - Senior Capstone

Major Requirements - Electives

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Type - Completion Requirement

Complete at least 8 of the following courses:

DESN157 - Digital Moviemaking 1

ARTS171 - Color and Design I

DESN172 - Game Design

DESN173 - Shoot, Edit and Post

DESN187 - Graphic Novel I

DESN188 - Illustration I

DESN192 - Storyboarding & Storytelling

DESN194 - Risograph Printing

DESN195 - Photoshop Basics

DESN205 - Photoshop Color

DESN207 - Introduction to Video Editing I

DESN210 - Introduction to Adobe Flash

DESN211 - Introduction to Adobe Illustrator

DESN212 - Introduction to Adobe Dreamweaver

DESN213 - 3D Modeling

DESN214 - Web Design I

DESN215 - Traditional Animation

DESN217 - Digital Moviemaking II

DESN221 - VT: Video Graphics and Compositing

DESN247 - Graphic Novel II

DESN248 - Book Design and Production

DESN249 - Creative Coding

DESN250 - Design Thinking

DESN259 - Illustration II

DESN263 - App Design

DESN266 - Children's Book Illustration

DESN269 - Information Design

DESN270 - Data Visualization

DESN275 - Sustainable by Design

DESN277 - VT: Pixel-based Imagery

DESN278 - VT: Vector-Based Imagery

DESN279 - Animation and 3-D Modeling

DESN287 - VT: Moviemaking

DESN289 - Publication Design

DESN290 - Motion Graphics II

DESN296 - Advertising Design

DESN314 - Web Design II

DESN320 - Brand Identity

DESN347 - Graphic Novel III

DESN359 - Illustration Portfolio

DESN370 - VT: Special Topics in Design

DESN393 - Independent Internship

5. Philosophy

- a. Change to title and description.

To read:

PHIL 152: Education and Equality

3 hours, 3 credits, no prerequisites

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What do we mean by equality and why do we value it? How is this value consistent with the vast inequality of present-day life? Is merit a justification for inequality? What counts as an unfair boost in life? In the US, education, particularly higher education, is meant to serve as a leveling function against inequality: it opens society's doors to everyone. What is important about education? How is education a corrective to inequality? Does it live up to its promise in this equation? Why education and not, say, a lottery? This course examines the value of equality and the distinctive role that education plays in our understanding of US society.

b. Change in description.

To:

PHIL 257: Critical Philosophy of Race
3 hours, 3 credits, no prerequisites

Critical Philosophy of Race includes but also goes beyond intellectually theorizing about racialized experience and critically examines the concept of race itself. This philosophical movement is *critical* in that it not only analyzes race as a concept and considers its legitimacy as a means of sorting human populations, but it examines race as an ideology and in its function in legitimating domination and colonization, and how it has shaped the world we live in.

c. **New Course**

PHIL 151: Ethics of Education
3 hours, 3 credits, no prerequisites

Everyone here has made the important decision to come to college. Why? This course distinguishes between the financial and moral benefits of education and examines the moral value of your college education. Why did your families sacrifice so that you could be sitting in these chairs today? What is morally important about your decision to come to Queens College? What impact does it have on your moral development and your values? This course will examine the moral dimensions of a college degree and the moral significance of public education, with a special focus on the role of your Queens College education in your moral development.

6. PSCI

a. Change in title and description.

TO

PSCI 238. China and East Asia. 3 hr.; 3 cr. Political regimes in East Asia range from democratic and authoritarian to hybridist, while most are also known for their “economic miracles.” Why? This course will examine the historical experiences, cultural values and contemporary developments that have shaped the divergent political systems and behaviors as well as the developmental policies of the major states in the region: China, Japan, the “four tigers” (South Korea, Taiwan, Singapore and Hong Kong); and to a lesser extent, North Korea. (SS, WC).

5b. Graduate Curriculum Committee

i. MOTION: Duly made by David Lahti, Chair of the GCC:

“To accept the GCC minutes dated November 6, 2024 as distributed”

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

GCC Minutes Dated November 6, 2024

A. ITEMS FOR UNIVERSITY REPORT

1. ENGL

a. Request for New Course

Please state the course as follows:

Course number and title: **ENGL 745 Workshop in Creative Nonfiction**

Hours and credits: 2 or 3 hr. plus conf.; 3 credits

Prerequisites or corequisites: N/A

Description (as it should read in the Graduate Bulletin):

A workshop-based course in creative nonfiction. Every student submits works-in-progress, receives feedback from other students and the instructor, and engages in substantial revision.

2. ENGL

b. Request for New Course

Please state the course as follows:

Course number and title: **ENGL 746 Workshop in Literary Translation**

Hours and credits: 2 or 3 hr. plus conf.; 3 credits

Prerequisites or corequisites: N/A

Description (as it should read in the Graduate Bulletin):

A workshop-based course in literary translation. Every student submits works-in-progress, receives feedback from other students and the instructor, and engages in substantial revision.

3. ENGL

c. Minor Change – Change in course number and change in course description

From:

ENGL 751. Workshop in Fiction. 2 or 3 hr. plus conf.; 3 cr. May be repeated for credit.

To:

ENGL 747. Workshop in Fiction. 2 or 3 hr. plus conf.; 3 cr. A workshop-based course in fiction writing. Every student submits work-in-progress, receives feedback from other students and the instructor, and engages in substantial revision. May be repeated for credit

4. ENGL

- d. **Minor Change – Change in course number and change in course description**

From:

ENGL 753. Workshop in Poetry. 2 or 3 hr. plus conf.; 3 cr. May be repeated for credit.

To:

ENGL 748. Workshop in Poetry. 2 or 3 hr. plus conf.; 3 cr. A workshop-based course in poetry writing. Every student submits works-in-progress, receives feedback from other students and the instructor, and engages in substantial revision. May be repeated for credit

5. ENGL

- e. **Minor Change – Change in course title and course description**

To:

ENGL 760. The Craft of Fiction. 2 hr. plus conf.; 3 cr. An intensive study of the theory of fiction, with close reading of a number of stories, novellas, and/or novels and readings in literary criticism. Students will practice the techniques they study in their writing. May be repeated for credit.

6. ENGL

- g. **Minor Change – Change in course title and change in course description**

To:

ENGL 761. The Craft of Poetry. 2 hr. plus conf.; 3 cr. An intensive study of poetical theory, with close reading of a number of poets and readings in literary criticism. Students will practice the techniques they study in their writing. May be repeatable for credit.

7. ENGL

- h. **Request for New Course**

Please state the course as follows:

Course number and title: **ENGL 764 The Craft of Nonfiction**

Hours and credits: 2 or 3 hr. plus conf.; 3 credits

Prerequisites or corequisites: N/A

Description (as it should read in the Graduate Bulletin):

An intensive study of the craft of creative nonfiction, with close reading of a number of essays, books, and readings in literary criticism as models of technique. Students will practice the techniques they study in their writing. May be repeated for credit.

8. ENGL

i. Request for New Course

Please state the course as follows:

Course number and title: **ENGL 765 Cross-Genre Craft.**

Hours and credits: 2 or 3 hr. plus conf.; 3 credits

Prerequisites or corequisites: N/A

Description (as it should read in the Graduate Bulletin):

An intensive study of the theory of multiple genres (including poetry, translation, fiction, and nonfiction), with close readings of a number of essays, stories, poems, books, and readings in literary criticism. Students will practice the techniques they study in their writing. May be repeated for credit.

9. PSYCH

j. Request for New Course

Please state the course as follows:

Course number and title: **PSYCH 744 Skill Building**

Hours and credits: 3 hrs.; 3 credits

Prerequisites or corequisites: N/A

Description (as it should read in the Graduate Bulletin):

PSYCH 744. Skill Building 3 hr.; 3 cr. Applied Behavior Analysis (ABA) is the application of basic principles of behavior to understanding and improving human behavior in the real world. Research shows ABA is effective across different learners; can be successfully applied by parents, teachers, and other caregivers, in schools, homes, hospitals, and businesses; and can improve a variety of different behaviors including language, social, academic, and leisure skills. This course covers applications to increase skills across a range of skill domains and learners. This course requires permission of the Director of the Applied Behavior Analysis Graduate Programs to register.

B. ITEMS FOR CEP/CAP

1. FNES

a. Program Change

1) Please specify the type of change you are requesting:

Change in mode of instruction to distance education for MS Nutrition and Exercise Sciences—
Nutrition Specialist Program

(Note: The MS-Nutrition and Exercise Sciences includes three sub-specializations-- Nutrition Specialization, Exercise Science Specialization, and Nutrition & Exercise Sciences. The change requested is applicable to the Nutrition Specialization program only. We were informed by Kenneth Norz, Senior University Director of Academic Affairs and Graduate Studies, CUNY, in May 2024: 1) NYSED permits changes in modality for sub-specializations and the requested change in modality will require their approval, and 2) "Effective December 12, 2022, CUNY no longer requires Board of Trustees approval for requests to offer existing programs in an on-line format. That authority has been delegated by the Chancellor to the central Office of Academic Affairs."

2) Please give HEGIS number if known to you: 1229.30

3) Current mode of instruction: In-person and hybrid (online and in-person)

4) Proposed mode of instruction: >50% online (Distance Education)

Justification: We have seen a precipitous decline in enrollment in our MS Nutrition Specialist program over the last three years due to competition from distance education graduate programs within CUNY (Lehman College) and other local public universities (Stony Brook). A distance education program facilitates completion of course requirements by removing barriers of commuting/parking/and time constraints by working professionals. Therefore, to remain competitive, it is imperative that we change with the times. The graduate Nutrition faculty has carefully evaluated the existing curriculum and concluded that we can offer an online program using currently available technological tools for distance education without compromising the rigor and quality of our program.

2. PSYCH

b. Program Change

1) Please specify the type of change you are requesting:

Change in requirements for degree/certificate: [√]

2) Please give HEGIS number of known to you: 2299

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:

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Total credits: 28

Required course credits: 28

Major requirements: Courses
Completion Requirement

Required Courses:

73001 – Theory and Method in Applied Behavior Analysis I

*73005 – Research Methods in Behavior Analysis

Justification: Content revised to meet requirement to have stand-alone research methods course.

*750 Research Methods in Behavior Analysis Lab

Justification: This course is needed for the laboratory component of Psych 73005, in which students will begin to develop their first experimental project.

730 – Psychology of Learning

*73002 – History and Philosophy of Behaviorism and Behavior Analysis

Justification: Content revised to meet requirement to have stand-alone philosophy course.

73006 – Applied Behavior Analysis: Measurement and Applied Project II

*751 Applied Behavior Analysis: Measurement and Applied Project Lab

Justification: This course is needed for the laboratory component of Psych 73006 in which students will complete their experimental project

7713 – Ethical Issues in Psychology

*744 – Skill Building

Justification: A stand-alone intervention course is required by BACB.

72002 – Developmental Disabilities II: Functional Assessment

Justification: A stand-alone functional assessment course is required by BACB.

754 – Organizational Behavior Management

Justification: A stand-alone course in OBM is required by BACB.

Justification: The changes are to meet new guidelines handed down by our certification (BACB) and licensing (NYSED) boards. The changes are necessary to maintain our program status as meeting the educational requirements for both certification and NYS licensure in behavior analysis.

The BACB changes require content areas to be taught in stand-alone courses with the inclusion of new content areas and an update from 5th to 6th edition task list (knowledge and skills that serve as the foundation of the certification/licensure exam). NYSED has dropped some requirements.

3. PSYCH

c. Program Change

1) Please specify the type of change you are requesting:

Change in requirements for degree/certificate: [v]

2) Please give HEGIS number of known to you: 2099

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:

Total credits: 37

Required course credits: 37

Elective course credits: 0

Major requirements: Thesis

Required Courses:

73001 – Theory and Method in Applied Behavior Analysis I

*73005 – Research Methods in Behavior Analysis

Justification: Content revised to meet requirement to have stand-alone research methods course.

*750 Research Methods in Behavior Analysis Lab

Justification: This course is needed for the laboratory component of Psych 73005, in which students will begin to develop their first experimental project.

730 – Psychology of Learning

*73002 – History and Philosophy of Behaviorism and Behavior Analysis

Justification: Content revised to meet requirement to have stand-alone philosophy course.

73006 – Applied Behavior Analysis: Measurement and Applied Project II

*751 Applied Behavior Analysis: Measurement and Applied Project Lab

Justification: This course is needed for the laboratory component of Psych 73006 in which students will complete their experimental project

77103 – Ethical Issues in Psychology

*744 – Skill Building

Justification: A stand-alone intervention course is required by BACB.

72002 – Developmental Disabilities II: Functional Assessment

Justification: A stand-alone functional assessment course is required by BACB.

*795 – Thesis Prep

Justification: All students will be required to do a thesis for accreditation. This class offers writing/preparatory exercises.

754 – Organizational Behavior Management

Justification: A stand-alone course in OBM is required by BACB.

7913 – Thesis

Justification: All students will be required to do a thesis for accreditation

*737 – Applications of Behavior Analysis

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Justification: To expose students to applications of BA outside of Autism now that scope of practice has expanded.

Major requirements – Thesis

Type

Completion Requirement

A Master's Thesis is a written document describing a research study conducted by a student. All thesis research must be approved by the IRB prior to data collection. The 3-credit thesis must receive approval by a committee of two faculty members (one ABA core faculty mentor and reader) prior to beginning research and must be defended upon completion to the same committee.

Justification: The changes are to meet new guidelines handed down by our certification (BACB) and licensing (NYSED) boards. The changes are necessary to maintain our program status as meeting the educational requirements for both certification and NYS licensure in behavior analysis.

The BACB changes require content areas to be taught in stand-alone courses with the inclusion of new content areas and an update from 5th to 6th edition task list (knowledge and skills that serve as the foundation of the certification/licensure exam). NYSED has dropped some requirements.

5c. Nominating Committee

- i. MOTION: Duly made by Sari Kisilevsky, Philosophy:

“To accept the Nominating Committee report dated December 12, 2024 as distributed”

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

1) Graduate Curriculum Committee

The following faculty member was elected with unanimous consent:

Melissa Checker	Social Sciences	December 2026
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2) Committee on Teaching Excellence and Evaluation

The following student member was elected with unanimous consent:

Mohamed Aljahmi	Social Sciences	December 2026
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5d. Subcommittee on Honorary Degrees

- i. MOTION: Duly made by Hefer Bembenutty, Chair of the Subcommittee on Honorary Degrees:

“To accept the Subcommittee on Honorary Degrees report dated November 19, 2024 as distributed”

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



November 19, 2024

Dear Professor Ferguson,

The Subcommittee on Honorary Degrees is pleased to present our recommendation that Brent Staples receive an honorary doctorate at the 2025 commencement ceremony.

Brent Staples has had an illustrious career as a journalist and member of the New York Times editorial board since 1990. His work was recognized in 2019 with the Pulitzer Prize for editorial writing. His journey from a challenging upbringing to becoming a prominent voice in journalism exemplifies resilience, self-efficacy, self-regulation, and self-determination. Brent Staples' background, detailed in his award-winning memoir "Parallel Time: Growing Up Black and White," highlights his personal experiences with racism and poverty, which have profoundly informed his writing and advocacy.

Brent Staples was the son and grandson of truck drivers and the grandson of a man who narrowly avoided being born in slavery. Brent Staples was the oldest of nine children. As he recounts in *Parallel Time: Growing Up Black and White*, which received the Anisfield-Wolf Book Award—an honor that recognizes books that contribute to the understanding of racism and human diversity—his family lived in a struggling Pennsylvania city and moved repeatedly, often to avoid eviction.

Scholarships changed Brent Staples' life, enabling him to attend Widener University and earn a doctorate in psychology from the University of Chicago. After a few years in academia, he shifted gears, seeking newspaper employment.

Staples' transition from academia to journalism allowed him to address critical issues such as race, politics, and education. His influential essay, "Just Walk on By: Black Men and Public Space," and other writings have shed light on racial dynamics and the systemic challenges faced by marginalized communities. His essay, "Where Did All the Black Teachers Go?" underscores the educational system's struggles and advocates for greater support for Black educators. He observes that "the forces that are driving African-American teachers out of the classroom are taking a toll not just on black children but on the educational system as a whole."

Through his professional work and personal journey, Brent Staples embodies the values of diversity, equity, and inclusion. His advocacy for higher education and public investment aligns with Queens College's motto, "We learn so that we may serve." His achievements are a

testament to the power of mentorship and scholarship in overcoming generational poverty. Brent Staples is an example of our motto; he **has undoubtedly done that throughout his career.**

Brent Staples’ success proves that mentoring and scholarship support and enable people from low-income households to develop their talents and escape generational poverty. He has written about higher education and CUNY for many years, often advocating for greater public investment and opportunities.

Brent Staples’ work reflects our principles and inspires future generations to pursue diversity, equity, inclusion, and understanding. Recognizing his significant contributions to journalism and society, we seek unanimous consent to award Brent Staples an honorary degree.

Thank you for considering this recommendation.

Sincerely yours,

Héfer Bembenutty
Chair of the Subcommittee on Honorary Degrees

6. Old Business:

a. Nominations to the Nominating Committee:

Students

- 1) Arts and Humanities – 2026 (No student nominees)
- 2) Education – 2026 (No student nominees)

7. New Business: (none)

MOTION: Duly made by Chair Ferguson

“To Adjourn”

The meeting was adjourned at 3:54 p.m. The next Academic Senate meeting will be on Thursday, February 13, 2025.