

**The meeting will come to order:**

Chair Kevin L. Ferguson called the meeting to order at 3:40 p.m.

**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 March 13, 2025 by unanimous consent”

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

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

- a. Chair Ferguson announced that, shortly before today’s Senate meeting, Chief Information Officer Troy J. Hahn provided a Report on the Queens College Websites and Server Outage. There are physical copies of the report available on the table at the front of the room. An electronic copy will also be sent out via the Senate listserv. Chair Ferguson anticipates a discussion about the report at next month’s Senate meeting.

**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 March 13, 2025 as distributed”

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

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**Undergraduate Curriculum Committee**

**Minutes of 3/13/2025**

**A. General Education**

- 1. General Education Matters
- 2. Mathematics and Quantitative Reasoning Advisory Committee.

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3. Writing Intensive Advisory Committee.
  - a. AACCS 200W. Asian American History
4. STEM variant courses.

### 1. Economics

- a. Change in title.

To Read:

BUS 241 - Corporate Finance

- b. Change in title.

To Read:

BUS 247 - Managerial Economics

- c. Change in prefix.

From:

~~FIN~~305 – Foundations of Fintech

To Read:

BUS 305 – Foundations of Fintech

Not open to students who received credit for FIN 305.

- d. Change in prerequisite.

To Read:

BUS 250 - Financial Statement Analysis for Non-Accountants. 3 hr.; 3 cr. Prereq.: ACCT 102

- e. Change in prerequisite.

To Read:

BUS 386 - Financial Econometrics. 3 hr.; 3 cr. Prereq.: ECON 382 or BUS 384.

- f. [withdrawn]

- g. New course.

### **BUS 111 – Introduction to Management.** 3 hr.; 3 cr

A foundational understanding of essential management principles and techniques utilized by organizations around the globe. The topics covered include organizational behavior in various cultural contexts, the effects of globalization, managing disruptive innovation, the development of crisis management and cognitive biases, promoting inclusion, addressing generational differences in the workplace, as well as strategies for negotiation and resolving workplace conflicts. In addition to exploring how effective management practices enhance organizational performance and employee satisfaction, the course will emphasize how these practices impact society as a whole and contribute

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to the functioning of global economies. Understanding these management approaches will enable students to lead with both skill and social responsibility in dynamic work environments worldwide.

- h. New course.

**BUS 140 – Introduction to Business Analytics.** 3 hr.; 3 cr.

A basic understanding of how to use data to inform business decision-making. The course introduces descriptive (what happened?), diagnostic (why did it happen?), predictive (will it happen in the future?), and prescriptive (what should we do?) analytics across marketing, accounting, finance, and operations. It also introduces adaptive/autonomous business analytics, which is built on artificial intelligence, and considers data ethics.

The course fosters critical thinking and develops business analysis skills, from learning to ask the right questions to interpreting and presenting results. The course emphasizes the creation and interpretation of data visualizations and a hands-on approach using Excel. Students also work with Power BI and/or Tableau.

- i. Change requirements for Corporate Finance Concentration of Finance BBA Major offered by the Department of Economics.

To Read:

**REQUIRED COURSES**

ACCT 101, 102, and 261 (*or* 367);  
BUS 101, 111, 140, 160W, 241, 243, 341W, and 350;  
ECON 101, 102, 249 (*or* MATH 241), 382 (*or* BUS 384);  
MATH 131 (*or* 141, *or* 151, *or* 157);  
PHIL 160;

**ELECTIVE COURSES**

**Two Electives from:**

BUS 250, 351, 352, 353 (*or* RM 705), 354, 356 (*or* RM 711), 386 (*or* RM 708);

**Two Elective from:**

ANTH 302, 304;  
BUS 247, 305, 390 (*or* RM 742);  
ECON 201, 204, 207, 208, 215, 228W, 229, 232, 233, 301, 302, 326 and 328;  
ENSCI 100, 111;  
GEOL 025;  
HIST 106, 222;  
PSCI 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 243, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261;  
SOC 273;

- j. Change requirement for the Fintech Concentration of the Finance BBA Major

To Read:

**REQUIRED COURSES**

ACCT 101, 102, and 261 (*or* 367);  
BUS 111, 140, 160W, 241, 243, 305, 341W, 356 (*or* RM 711 *or* CSCI 111), 390;  
ECON 101, 102, 201 (*or* 215) and 249 (*or* MATH 241), 301, 302 and 382 (*or* BUS 384);  
MATH 141 (*or* 151, *or* 157).

**ELECTIVE COURSES**

**One Electives from:**

BUS 357 (or RM 714), BUS 386 (or RM 708)

ECON 387;

- k. Change requirement for International Business BBA Major

***To Read:***

**REQUIRED COURSES**

ACCT 101, 102, and 261 (*or* 367);

BUS 111, 140, 160W, 241, 243;

ECON 101, 102, 201, 202, 249 (*or* MATH 241), 326, 328 and 382 (*or* BUS 384);

MATH 131 (*or* 141, *or* 151, *or* 157).

PHIL 160

**ELECTIVE COURSES**

**One Elective from:**

BUS 255, 354;

ECON 207, 208, 229;

ACCT 355;

**Two Electives from:**

ANTH 206, 208, 208W, 209, 210, 211, 212, 215, 215W;

BUS 247, 305, 390;

ECON 211, 212, 231, 301, 302, 327;

HIST 106, 145, 222;

PSCI 230, 233, 234, 235, 238, 239, 240, 252, 254, 257, 258, 269;

SOC 273, 274, 275;

- l. Change in requirements for the BBA Major in Actuarial Studies

**To Read:**

**REQUIRED COURSES**

ACCT 101, 102, and 261 (*or* 367);

BUS 111, 140, 160W, 241, 243 and 341W;

ECON 101, 102, 201 and 202;

MATH 151 (*or* 157 or equivalent track, which includes: MATH 131 & 132, or MATH 141 & 142),

152 (*or* MATH 143 or 158), 201 (*or* 207), 241 and 242;

PHIL 160;

**ELECTIVE COURSES**

**Two Electives from:**

ANTH 302, 304;

BUS 247, 305, 390 (*or* RM 742)

ECON 204, 207, 208, 228W, 232, 233, 301, 302, 326 and 328;

ENSCI 100, 111;

GEOL 025;

HIST 106, 222;

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PSCI 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 243, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261;  
SOC 273;

### 2. CMAL

#### a. Change in prerequisite:

#### To Read:

EAST 172. Music in Korea. 3 hr.; 3 cr. Examination of music in the Korean culturescape, from traditional to popular. Several genres will be introduced along with the context of their development as Korea modernized over the last century. The course will consider music's role as a marker of cultural and national identity, with special attention paid to its place in a globalizing world.

### 3. Linguistics and Communication Disorders

#### a. Change in title.

#### To Read:

LCD 106: Introduction to Neurodiversity and Communication Disorders in Children and Adults. 3 hr.; 3 cr.

### 4. Art

#### PROPOSED CHANGES TO MAJOR

ARTS171 (Color and Design I) is no longer an active course.

DESN265 (Physical Computing) looks to have been removed by accident, this should count towards the Design BFA major electives.

#### PROPOSED CHANGES TO MINOR ARTID-MIN Interaction Design

DESN265 (Physical Computing) should count towards the ARTID-MIN minor electives, it looks like it was removed by accident.

ARTS243 (Color and Design II) is no longer an active course for Design BFA major/minors.

#### CHANGES TO BULLETIN

#### ARTD-BFA Design

#### To

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 I
- DESN222 - Interaction Design
- DESN241 - Design I

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- DESN242 - Typography I
- DESN245 - Typography II
- DESN246 - Design II
- DESN345 - Design III
- DESN395 - Senior Capstone

### Major Requirements - Electives

#### Type - Completion Requirement

Complete at least 8 of the following courses:

DESN157 - Digital Moviemaking 1  
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  
DESN265 - Physical Computing  
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

**ARTID-MIN Interaction Design**

**To**

Complete at least 7 of the following courses:

DESN157 - Digital Moviemaking I  
DESN188 - Illustration I  
DESN190 - Design Foundations  
DESN191 - Basic Software for Design  
DESN192 - Storyboarding & Storytelling  
DESN193 - Motion Graphics I  
DESN195 - Photoshop Basics  
DESN205 - Photoshop Color  
DESN207 - Introduction to Video Editing I  
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  
DESN222 - Interaction Design  
DESN249 - Creative Coding  
DESN263 - App Design  
DESN265 - Physical Computing  
DESN270 - Data Visualization  
DESN277 - VT: Pixel-based Imagery  
DESN278 - VT: Vector-Based Imagery  
DESN279 - Animation and 3-D Modeling  
DESN287 - Variable Topics: Moviemaking  
DESN290 - Motion Graphics II  
DESN314 - Web Design II  
DESN370 - VT: Special Topics in Design  
DESN393 - Independent Internship

**ARTD-BFA Design**

**To**

Major Requirements - Art History Courses

- ARTH 101 or 102
- Plus one (1) course from: ARTH 200-299, MEDST 100, 101, 144, 146, PHOTO 200

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 I
- DESN222 - Interaction Design
- DESN241 - Design I

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- DESN242 - Typography I
- DESN245 - Typography II
- DESN246 - Design II
- DESN345 - Design III
- DESN395 - Senior Capstone

### Major Requirements - Electives

#### Type - Completion Requirement

Complete at least 8 of the following courses:

DESN157 - Digital Moviemaking 1  
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  
DESN265 - Physical Computing  
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. Psychology**

- a. New course.

PSYCH 233. Cross-Cultural Psychology.

3 hr., 3 cr. Prereq.: PSYCH 101

The developmental, social and cognitive psychological processes covered through the lens of various international and domestic cultural orientations. Process learning will focus on self-exploration of students' individual cultural identity and developing an understanding and self-awareness of how oppression, prejudice, and bias (explicit and implicit) impact the practice of psychology from personal, professional, and socio-political perspectives.

- b. Change to the major.

Elective requirements.

To Read:

214, 215, 216, 217, 221, 228, 230 (not yet in catalogue), 231, 232, 233, 238, 242, 243, 248, 251, 252, 255, 256, 257, 259, 260, 2811, 2812, 2813.

**6. Accounting**

To Read:

**ACCT 362 (362W).** Business Law II. 3 hr.; 3 cr. Prereq.: ACCT 261, ENGL 110, and junior standing or above.

**7. Provost/College P&B**

- a. Change in college residency requirement as stated in the Academic Senate Policies.

From:

IV. Requirements for Graduation

A. A 2.00 cumulative index based on work done only at Queens College shall be required for graduation from Queens College.

B. At least 45 credits of work done in residence at Queens College shall be required for graduation. This may not be appealed. (5/3/90)

~~C. Of the last 64 credits credited towards an undergraduate Queens College degree, at least 30 must be credits from Queens College or the CUNY Graduate Center.~~

To Read:

IV. Requirements for Graduation

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A. A 2.00 cumulative index based on work done only at Queens College shall be required for graduation from Queens College.

B. At least 30 credits of work done in residence at Queens College shall be required for graduation. This may not be appealed. (5/3/90)

*Justification: This change will bring us in line with other CUNY schools and may increase enrollment by facilitating the transfer process.*

### 5b. Graduate Curriculum Committee

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

“To accept the GCC minutes dated March 5, 2025 as distributed”

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

### GCC Minutes Dated March 5, 2025

## A. ITEMS FOR UNIVERSITY REPORT

### 1. ECP

#### a. Program Change – Change to Program Title

#### Program Name Change

Previous Name: MFA in Creative Writing

New Name: MFA in Creative Writing & Literary Translation

Note: The “new” name has been the name from the program’s inception in 2007. However, it seems the name was incorrect on the materials approved by the Academic Senate.

2) Please give HEGIS number of known to you: 1507.00

5) Please give a justification for the change: The “new” name has been the name from the program’s inception in 2007. However, it seems the name was incorrect on the materials approved by the Academic Senate.

### 2. SEYS

#### b. Request for New Course

Course number and title: **SEYS 713: Teaching Languages to Young Learners Pk-6 LOTE Ext.**

Hours and credits: 45 hr.; 3 cr.

**Prerequisites or corequisites:** World Language candidates must have completed student teaching and be enrolled in master's programs or be teachers with initial or professional certification in any World Language 7-12.

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

This course focuses on World Languages grades PK-6. The course examines curriculum development, assessment techniques, and instructional strategies for teaching languages to children within the full range of abilities for the research-based benefits of early language programs. Course participants will learn instruction and assessment in the three modes of communication as well as content-based instruction, resources and materials, and advocacy for early language programs. This 3-credit course extends NYS World Language 7-12 certification to Pre-K-6.

**3. SEYS**

**c. Minor Change – Change in course title, change in prerequisite, change in description, and change in semester offered**

**To:**

**SEYS 533. Methods of Teaching Art I.** 3 hr., 3 cr. Requisites: PRE: SEYS 536 and 700. PRE/COREQ: SEYS 552 and ECPSE 550. This course is designed to introduce students to methods of teaching visual art. The course will give students an understanding of lesson planning, developing goals and objectives, and assessment strategies for all grades. Students will make art as part of this course. 30 hours of fieldwork observations in a classroom setting required. This course has an M&T Fee.

Typically Offered: Spring

**4. SEYS**

**d. Minor Change – Change in description, and change in semester offered**

**To:**

**SEYS 536. Educational Foundations** 3 hr., 3 cr. Requisites: None

Overview of theory and research on key sociological, philosophical, historical, and political foundations of education. Consideration will be given to how these foundational issues are evident in classroom situations and practice. This course will deal with contemporary socio-economic and political issues that continue to influence and shape educational decision-making. Theoretical analysis of major educational ideas and practices in the United States will be examined. Attention will also be given to how growth in technology has influenced the educational environment. 30 hours of fieldwork, which include classroom observations, are required.

Typically Offered: Fall, Spring, Summer

**5. SEYS**

**e. Minor Change – Change in description, and change in semester offered**

To:

**SEYS 552. Educational Psychology** 3 hr., 3 cr. Requisites: None. Overview of developmental and instructional issues in teaching middle childhood and adolescents. The role of technology in cognition and instruction for diverse learners, including those within the full range of disabilities and exceptionalities, will be examined. Second language development and issues related to language acquisition and English language proficiency will also be explored, 30 hours of fieldwork observations in a classroom setting required.

Typically Offered: Fall, Spring, Summer

## 6. SEYS

**f. Minor Change – Change in prerequisite, change in description, and change in semester offered**

To:

**SEYS 560. Methods of Teaching English in Middle and High School** 3 hr., 3 cr. Requisites: PRE/COREQ: SEYS 536 and 700. This course is the first part of a year-long sequence in English methods, in which students begin the exploration of key principles of teaching, learning, and building community in English language arts (ELA). Students apply these principles as they read, write, research, and discuss ideas pertaining to ELA curriculum, pedagogy, and social justice in secondary classrooms. Grounded in sociocultural, constructivist culturally sustaining frameworks, the class focuses on lesson plan design as well as the development and analysis of student learning via assessments that range from informal to formal formative assessment. The course goals include modeling some of the dispositions, commitments, practices, and conversations that can support critical and transformative teaching and learning in diverse sociocultural contexts. 30 hours of fieldwork observations in a classroom setting required.

Typically Offered: Spring ONLY

## 7. SEYS

**g. Minor Change – Change in prerequisite, change in description, and change in semester offered**

To:

**SEYS 561. Methods of Teaching Mathematics in Middle and High School.** 3 hr., 3 cr. Requisites: PRE: SEYS 536, 700, and Grade of B or better in MATH 585. COREQ: SEYS 552 and 5712. Submission of CST official score report, with overall score and sub-scores (candidates who do not pass must develop a remediation plan signed by advisor prior to student teaching).

Students' pedagogical content knowledge in mathematics is developed in this course. Research-based learning, instructional and assessment strategies, as well as the secondary school curriculum will be examined. The course also examines issues of language, literacy, and culture and how they impact the learning and teaching of mathematics. Emphasis is placed on the use of technology in instruction.

Typically Offered: Fall

## 8. SEYS

**h. Minor Change – Change in title, prerequisite, change in description, and change in semester offered**

**To:**

**SEYS 562. Instructional Methods in Middle Childhood and Adolescent Science and Technology Education.** 3 hr., 3 cr. Requisites: PRE/COREQ: SEYS 536 and 700

Students' pedagogical content knowledge in their specific subject areas is developed in this course. Research-based learning, instructional and assessment strategies, as well as the secondary school curriculum will be examined. The course also examines issues of language, literacy, and culture and how they impact the learning and teaching of specific content. Emphasis is placed on the use of technology in instruction. 30 hours of fieldwork observations in a classroom setting required.

Typically Offered: Spring

## 9. SEYS

**i. Minor Change – Change in course prerequisite, change in description, and change in semester offered**

**To:**

**SEYS 563. Methods of Teaching Social Studies in Middle and High School.**

3 hr., 3 cr. Requisites: PRE/COREQ: SEYS 536 and 700. Students' pedagogical content knowledge in their specific subject areas is developed in this course. Research-based learning, instructional and assessment strategies, as well as the secondary school curriculum will be examined. The course also examines issues of language, literacy, and culture and how they impact the learning and teaching of specific content. As well, emphasis is placed on the use of technology in instruction. 30 hours of fieldwork observations in a classroom setting required.

Typically Offered: Spring

## 10. SEYS

**j. Minor Change – Change in course title, change in course prerequisite, change in course description, and change in semester offered**

**To:**

**SEYS 564. Methods of Teaching World Languages in Middle and High School**

3 hr., 3 cr. Requisites: PRE/COREQ: SEYS 536 and 700. Score of at least “advanced low” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in language of certification. Students' pedagogical content knowledge in their specific subject areas is developed in this course. Research-based learning, instructional and assessment strategies, as well as the secondary school curriculum will be examined. The course also examines issues of language, literacy, and culture and how they impact the learning and teaching of specific content. As well, emphasis is placed on the use of technology in instruction. 30 hours of fieldwork observations in a classroom setting required.

Typically Offered: Spring

## 11. SEYS

**k. Minor Change – Change in title, change in course prerequisite, change in description, and change in semester offered**

**To:**

**SEYS 565. Methods of Teaching Art II.** 3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 533. COREQ: SEYS 575. This course will introduce students to curriculum planning and further develop students' skills in lesson planning and assessment. This course has an M&T Fee.

Typically Offered: Fall

## 12. SEYS

**l. Minor Change – Change in course title, change in course prerequisite, change in course description and change in semester offered**

**To:**

**SEYS 5702. Initial Clinical Experience in English Language Arts.** 3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 560 along with SEYS 536 and 700 COREQ: SEYS 552 and SEYS 580. Students are required to attend 10 one-hour virtual seminars [or the equivalent] connected to their Initial Clinical Experience, which requires at least 100 hours at a secondary school (grades 7-12) throughout the semester. This initial clinical experience is designed to provide candidates with school-based classroom experiences that prepare them to effectively teach students at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher and a college-based supervisor.

Typically Offered: Fall

## 13. SEYS

**m. Minor Change – Change in course title, change in course prerequisite, change in course description, and change in semester offered**

**To:**

**SEYS 5704. Student Teaching in English Language Arts.** 3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 5702 and 580 along with 536, 700, 552

Students are required to attend 10 one-hour virtual seminars [or the equivalent] connected to their student teaching experience. Students will spend a minimum of 240 hr. of daily participation throughout the semester at a secondary school (grades 7-12). Under the guidance of a cooperating teacher and a college-based supervisor, students are expected to teach a minimum of two classes, including planning and assessing for those classes. Students must earn a minimum grade of B to be recommended for NYS initial certification.

Typically Offered: Spring

#### 14. SEYS

**n. Minor Change – Change in course title, change in course prerequisite, change in course description, and change in semester offered**

**To:**

**SEYS 5714. Student Teaching in Mathematics.** 3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 561 and 5712. COREQ: SEYS 581. Minimum of 190-240 hours. Daily participation or its equivalent for 15 weeks at a secondary school. School-based teaching experiences are provided that prepare student teachers to effectively teach students at the secondary school levels. Under the guidance of a cooperating teacher and a college-based supervisor, students are expected to teach a minimum of two classes. Students must earn a minimum grade of B to be recommended for NYS initial certification. Students may be required to attend a weekly or bi-weekly seminar at the college. See program advisor.

Typically Offered: Spring

#### 15. SEYS

**o. Minor Change – Change in course title, change in course prerequisite, change in course description and change in semester offered**

**To:**

**SEYS 5722. Student Teaching I in Science and Technology for Middle and High School.** 3 hr., 3 cr. Requisites: PRE: SEYS 536, 700, and a Grade of B or better in SEYS 562. PRE/COREQ: SEYS 552. COREQ: SEYS 582. Submission of CST official score report, with overall score and sub-scores (candidates who do not pass must develop a remediation plan signed by advisor prior to student teaching). 330 hr. of fieldwork at a secondary school. Student Teaching I is the first student teaching experience that is designed to provide undergraduates and graduates in the secondary education program with school-based classroom experiences that prepare them to effectively student teach at the middle school and secondary school levels. Students are placed at a middle or secondary school setting under the guidance of a school-based teacher, and college-based supervisor. Aspiring teachers will learn how to plan, instruct, and assess lessons based on knowledge of subject matter, and how students learn and develop; as well as how to create learning environments which encourage positive social interactions and active participation. In addition, aspiring teachers will learn how to adapt instructional and assessment strategies to the diverse needs, interests and abilities of learners.

Typically Offered: Fall

#### 16. SEYS

**p. Minor Change – Change in course title, change in course prerequisite, change in course description and change in semester offered**

**To:**

**SEYS 5724. Student Teaching II in Science and Technology for Middle and High School.** 3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 5722 and 582. A minimum 3.0 GPA average in SEYS courses. Minimum of 330 hr. of daily participation or its equivalent for 15 weeks at a secondary school. Student Teaching II is a full time clinically rich student teaching experience that is designed to provide

graduates in the secondary education program with school-based classroom experiences that prepare them to effectively student teach at the secondary school level. Students are usually placed at a secondary school setting under the guidance of a school-based teacher, and college-based supervisor. Aspiring teachers will demonstrate an understanding of planning and implementing lessons based on knowledge of subject matter, and how students learn and develop; as well as how to create learning environments which encourage positive social interactions and active participation. In addition, aspiring teachers will demonstrate how to adapt instructional and assessment strategies to the diverse needs, interests, and abilities of learners. It should be noted that Student Teaching II is considered a level III assessment where candidates are required to demonstrate their ability to plan, instruct and assess at a proficient to exemplary level of performance.

Typically Offered: Spring

## **17. SEYS**

**q. Minor Change – Change in course prerequisite or corequisite, change in description, and change in semester offered**

**To:**

**SEYS 5732. Student Teaching I in Secondary Social Studies.** 3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 563. COREQ: SEYS 583. 150+ hrs. at a secondary school. This initial experience is designed to provide graduates in the secondary education program with school-based classroom experiences that prepare them to effectively teach at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher and a college-based supervisor.

Typically Offered: Fall

## **18. SEYS**

**r. Minor Change – Change in course prerequisite and corequisites, change in description, and change in semester offered**

**To:**

**SEYS 5734. Student Teaching II in Secondary Social Studies.** 3 hr., 3 cr. Requisites: PRE: B or better in SEYS 5732 and 583. COREQ: SEYS 552. Minimum of 190-240 hr. of daily participation or its equivalent for 15 weeks at a secondary school. School-based teaching experiences are provided that prepare student teachers to effectively teach students at the secondary school levels. Under the guidance of a cooperating teacher and a college-based supervisor, students are expected to teach a minimum of one class. Students must earn a minimum grade of B to be recommended for NYS initial certification. Students are required to attend a weekly or bi-weekly seminar at the college. See program advisor.

Typically Offered: Spring

## **19. SEYS**

**s. Minor Change – Change in course title, change in prerequisite, change in description, change in semester offered**

**To:**



**SEYS 5742. Initial Clinical Experience in World Languages.** 3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 564. PRE/COREQ: SEYS 552. COREQ: SEYS 584. Submission of CST official score report. Score of at least “advanced low” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in the language of certification.

150 hr. at a secondary school. This initial clinical experience is designed to provide graduates in the secondary education program with school-based classroom experiences that prepare them to effectively teach students at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher and a college-based supervisor. Students are required to attend a weekly seminar at the college.

Typically Offered: Fall

## 20. SEYS

**t. Minor Change – Change in course title, change in course prerequisite, change in course description, and change in semester offered**

**To:**

**SEYS 5744. Student Teaching in World Languages.** 3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 5742 and 584. Minimum of 190-240 hr. of daily participation or its equivalent for 15 weeks at a secondary school. School-based teaching experiences are provided that prepare student teachers to effectively teach students at the secondary school levels. Under the guidance of a cooperating teacher and a college-based supervisor students are expected to teach a minimum of one class. Students must earn a minimum grade of B to be recommended for NYS initial certification. Students are required to attend a weekly seminar at the college.

Typically Offered: Spring

## 21. SEYS

**u. Minor Change – Change in course title, change in course prerequisite, change in course description, and change in semester offered**

**To:**

**SEYS 575. Student Teaching in Visual Arts I.** 3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 533. COREQ: SEYS 565. This is the initial clinical experience for art education students. Students are expected to complete a minimum of 100 hrs. total - 10 hours a week for 10 weeks in an elementary school setting. The seminar course is for MAT and Post-Baccalaureate teacher candidates and prepares them to teach Visual Arts in public schools. Students are expected to prepare daily lesson plans, teach regularly, and will develop and maintain student teaching portfolios.

Typically Offered: Fall

## 22. SEYS

**v. Minor Change – Change in course title, change in course prerequisite, and change in course description**

**To:**

**SEYS 576. Student Teaching in Visual Arts II.** 3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 565 and 575. This is a clinical experience for art education students. Students are expected to complete a minimum of 240 hr., 3–4 periods of daily participation or its equivalent for 15 weeks in a secondary school setting. The seminar course is for MAT and Post-Baccalaureate teacher candidates and prepares them to teach visual arts in public schools. Students are expected to prepare daily lesson plans, teach regularly, and will develop and maintain student teaching portfolios.

Typically Offered: Spring

## **23. SEYS**

### **w. Minor Change – Change in course description**

**To:**

**SEYS 577. Clinical Residency I.** 3 hr., 3 cr. Requisites: COREQ: SEYS 536 and 552 300 hours of fieldwork; This is the first of three intensive clinical residencies. In this first clinical residency, candidates will have multiple, scaffolded opportunities to apply what they are learning in their college coursework in real secondary (i.e., grades 7–12) classrooms as they endeavor to create safe and culturally sustaining learning environments that inspire critical engagement. Candidates will reflect on and revise their teaching practice in authentic, diverse, urban teaching situations within their respective content area specializations. Candidates will be provided with significant support from both faculty and mentor teachers so that by the end of the semester, candidates are well on their way to developing and demonstrating knowledge, skills, and professional dispositions in fundamental aspects of pedagogy that are consistent with research-validated, discipline-specific, best practices for promoting student learning and well-being.

Typically Offered: Fall, Spring

## **24. SEYS**

### **x. Minor Change – Change in course prerequisite and corequisite, and change in course description**

**To:**

**SEYS 578. Clinical Residency II.** 3 hr., 3 cr. Requisites: PRE: SEYS 577 COREQ: Appropriate SEYS discipline-specific advanced methods course 300 hours of fieldwork; This is the second of three intensive clinical residencies. During this second semester of clinical residency, candidates continue with their fulltime clinical residency placements within New York City Public Schools and continue to have multiple opportunities to apply what they are learning in their college coursework in real secondary classrooms. Many of the scaffolded supports provided during SEYS 577 are systematically removed, and candidates are expected to move toward the independent demonstration of instructional effectiveness. Candidates must successfully and independently be able to demonstrate knowledge, skills, and professional dispositions in 1) designing and implementing coherent, culturally sustaining instruction consistent with research-validated, discipline-specific, best practices, and 2) assessing the impact of their instruction in formative and summative ways in terms of promoting the learning and well-being of all students.

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Typically Offered: Fall, Spring

### 25. SEYS

y. **Minor Change – Change in course prerequisite or corequisite, and change in course description**

To:

**SEYS 579. Clinical Residency III.** 3 hr., 3 cr. Requisites: PRE: SEYS 577 and 578. COREQ: Appropriate SEYS discipline-specific research course. 300 hours of fieldwork; This is the final of three intensive clinical residencies and provides multiple structured opportunities for candidates to apply and reflect on strategies, theories, and practices learned in college coursework through daily work with a mentor teacher in a host school within the mentor teacher's classroom. This course provides induction support to candidates during their final semester in the secondary level Transitional B MAT clinical residency programs as NYCDOE first-year teachers of record within their own classrooms. Specifically, this induction portion of the clinical residency sequence supports candidates' growth during the first semester of full-time teaching, helping candidates as novice teachers continue to develop knowledge, skills, and professional dispositions related to designing, facilitating, and implementing coherent instruction consistent with research-validated, discipline specific, best practices; and assessing the impact of their instruction in formative and summative ways in terms of promoting the learning, well-being, and critical engagement of all students.

Typically Offered: Fall, Spring

### 26. SEYS

z. **Minor Change – Change in course title, change in course prerequisite, change in course description, and change in semester offered**

To:

**SEYS 580. Curriculum and Assessment in English Language Arts.** 3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 560 along with SEYS 536 and 700. PRE/COREQ: SEYS 552. COREQ: SEYS 5702. This course explores current curriculum and assessment strategies and how they can be transformed into effective classroom practice. This class is corequisite with SEYS 570.2 to enrich the student teacher's understanding of curriculum and assessment issues within a classroom. Special topics include strategies for engaging students in culturally sustaining curricular and assessment practices, Understanding by Design, ways of integrating innovative curricula and technology in instruction, and assessment strategies for diverse student populations, including those with special needs.

Typically Offered: Fall

### 27. SEYS

aa. **Minor Change – Change in course title, change in course prerequisite, change in course description, and change in semester offered**

To:

**SEYS 581. Curriculum and Assessment in Mathematics.** 3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 561 and 5712. COREQ: SEYS 5714. An examination of current standards-based curriculum and assessment strategies in secondary mathematics and how they can be transformed into

effective classroom practice. This class is corequisite with SEYS 571.4 so as to enrich the student teacher's understanding of curriculum and assessment issues within an actual classroom. Special topics include strategies for preparing students for Standardized Examinations, ways of integrating innovative curricula and technology in instruction, strategies for effective classroom discourse, and assessment strategies for diverse student populations, including those with special needs. Students will develop a curriculum project, which includes a Unit Plan, Summative Assessment, Unit Map and a lesson plan sequence.

Typically Offered: Spring

## **28. SEYS**

**bb. Minor Change – Change in course title, change in course prerequisite, change in course description, and change in semester offered**

**To:**

**SEYS 582. Teaching Science and Technology to Middle Childhood and Adolescent Students.** 3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 562. PRE/COREQ: SEYS 552. COREQ: SEYS 5722. This course explores curriculum development, teaching methods, and assessment strategies for science classrooms, aligning with New York State and NGSS standards. It builds on the foundational understanding of how middle childhood and adolescent students learn and develop across physical, cognitive, social, and emotional domains (covered in SEYS 562). Taken as a corequisite with student teaching, this course helps future teachers apply curriculum, instruction, and assessment knowledge in real-world classrooms.

Typically Offered: Fall

## **29. SEYS**

**cc. Minor Change – Change in course title, change in course prerequisite, change in course description, and change in semester offered**

**To:**

**SEYS 583. Curriculum and Assessment in Social Studies.** 3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 563. COREQ: SEYS 5732. An examination of current standards-based curriculum and assessment strategies and how they can be transformed into effective classroom practice. This class is corequisite with SEYS 573.2 so as to enrich the student teacher's understanding of curriculum and assessment issues within an actual classroom. Special topics include strategies for preparing students for Standardized Examinations, ways of integrating innovative curricula and technology in instruction, and assessment strategies for diverse student populations, including those with special needs.

Typically Offered: Fall

## **30. SEYS**

**dd. Minor Change – Change in course title, change in course prerequisite, change in course description, and change in semester offered**

**To:**

**SEYS 584. Curriculum and Assessment in World Languages.** 3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 564. PRE/COREQ: SEYS 552. COREQ: SEYS 5742. Score of at least “advanced low” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in the language of certification. An examination of current standards-based curriculum and assessment strategies in secondary World Languages and how they can be transformed into effective classroom practice. This class is corequisite with SEYS 574.2 so as to enrich the student teacher’s understanding of curriculum and assessment issues within an actual classroom. Special topics include strategies for preparing secondary students for Standardized Examinations, ways of integrating innovative curricula and technology in instruction, and assessment strategies for diverse student populations, including those with special needs.

Typically Offered: Fall

### 31. SEYS

ee. **Minor Change – Change in course title, and change in course prerequisite**

To:

**SEYS 700. Language, Literacy, and Culture in Education.** 3 hr., 3 cr. Requisites: None  
Intended to deepen and broaden students’ understanding of language development in adolescence, and multilingual, multicultural, and biliteracy issues in education. Particular emphasis will be given to the role of language and culture in a pluralistic and democratic society. Students will learn about the nature of language acquisition, English-language proficiency for academic purposes, cross-cultural understanding, second language development, and strategies for teaching subject matter knowledge to English Language Learners (ELL). Course content will focus on the characteristics and needs of ELL populations. Students will examine the instructional strategies of the teachers in relation to the unique needs of these populations. The literacy demands of content curricula in secondary schools will also be critically examined.

Typically Offered: Fall, Spring

### 32. SEYS

ff. **Minor Change – Change in course description**

To:

**SEYS 701. A History of Ideas in Education.** 3 hr., 3 cr. Requisites: None  
In this discussion based course, we will explore the theoretical and historical contexts of major concepts, forces, and ideas that have shaped (and continue to shape) teaching, learning, and educational processes in the United States. The course is designed to enable graduate students to experience an escape from the kind of conversation that simply aims at increasing educational efficiency. We will survey major historical and theoretical works and investigate why certain philosophical, social, and political ideas gained prominence at particular times. Using the methodologies of intellectual historians, students will trace the histories of current educational ideas for a deeper understanding of the concepts and processes of teaching, learning, and schooling.

Typically Offered: Fall, Spring

### 33. SEYS

**gg. Minor Change – Change in course description**

**To:**

**SEYS 702. The History of Education in the United States.** 3 hr., 3 cr. Requisites: None  
This course surveys the history of education in the United States, exploring significant theoretical frameworks and ideologies in different historical periods and the ways they have shaped the social, cultural, economic, and political dimensions of educational institutions in the US. A key objective of the course is to provide a historical perspective on the schooling experience of diverse groups of people. This course focuses on the ways in which race, class, gender, citizenship/nationality, and sexualities intersect with school policies and practices across historical moments. The course furthers an understanding of the multiple purposes of schooling and its role(s) within the current social and political climate.

Typically Offered: Fall, Spring

**34. SEYS**

**hh. Minor Change – Change in course description**

**To:**

**SEYS 703. Philosophies of Education: Critical Approaches and Ethical Practices.** 3 hr., 3 cr.  
Requisites: None. This course is designed to explore philosophical dimensions of educational policies and practices. Learners will come to understand major philosophical perspectives on teaching and learning, knowledge, and ethics, focusing on the concepts of justice, equity, and other ideas that guide decision making in public education. The course critically engages with key philosophical texts, both classic and contemporary, and uses case studies from a variety of educational contexts to grapple with “real life” ethical dimensions of education and schooling. Participants will look to theory and evidence in evaluating educational decisions and practices, with attention to the effects that school/educator choices and actions have on others (including learners, families, other professionals, and various communities).

Typically Offered: Fall, Spring

**35. SEYS**

**ii. Minor Change – Change in course description**

**To:**

**SEYS 705. School and Society.** 3 hr., 3 cr. Requisites: None. This course will focus on the study of education as a social and socializing institution, exploring the structures, processes, and interaction patterns within schooling. The course focuses on the multiple and complex ways in which internal as well as wider social structural forces impinge upon or influence social processes in the classroom and in society. Special attention is given to issues surrounding cultural diversities, poverty, and inequality.

Typically Offered: Fall, Spring

**36. SEYS**

**jj. Minor Change – Change in course description**

To:

**SEYS 706. Globalization and Comparative Education.** 3 hr., 3 cr. Requisites: None.

In this course we will explore and compare various international responses to common educational problems such as governance, financing, and provisions of mass education. We will also consider the notion of equality of educational opportunity and outcomes for differently situated social groups, especially those traditionally marginalized such as ethnic minorities, learners of English, rural populations, and the working classes.

Typically Offered: Fall, Spring

**37. SEYS**

**kk. Minor Change – Change in course hours, change in course description**

To:

**SEYS 707. Major Issues in Education.** 3 hr., 3 cr. Requisites: None. This course will examine current issues in U.S. education that concern teachers, learners, schools, communities and individuals, and the public good. As educators and citizens, participants will engage in theoretical analysis, critique, and inquiry of major educational issues, ideas, policies, and practices. The content, framework, and perspective of the course is informed by the cultural, historical, social, philosophical, and political foundations of education. As such, the content will address how past/historical issues and ideas influence the present and future of public education. Using theoretical frameworks and evidence, participants will learn to recognize ideological assumptions and analyze the validity of beliefs, arguments, positions, and conclusions that shape the present landscape and discourse of education and schooling.

Typically Offered: Fall, Spring

**38. SEYS**

**ll. Minor Change – Change in course credits, and change in course prerequisite or corequisite**

To:

**SEYS 711. Workshop in Art Education in the Elementary School.** 3 hr., 3 cr. Requisites: MAT students must have completed SEYS 575 and 576 to enroll in this course. May be repeated for credit if topic is changed.

Typically Offered: Fall, Spring

**39. SEYS**

**mm. Minor Change – Change in course prerequisite or corequisite**

To:

**SEYS 712. Workshop in Visual Thinking.** 3 hr., 3 cr. Requisites: MAT students must have completed SEYS 575 and 576 to enroll in this course. An advanced course in art education with emphasis on the understanding and development of visual thinking and perceptual awareness. This course attempts to

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increase the student's ability to observe, remember, visualize, analyze, and discuss visual phenomena and art. Various media and techniques will be utilized.

Typically Offered: Fall, Spring

### 40. SEYS

#### **nn. Minor Change – Change in course description, and change in semester offered**

**To:**

**SEYS 714. World Language Program Design.** 3 hr., 3 cr. Requisites: PRE/COREQ: SEYS 743. This course examines administrative program needs, requirements, key stakeholders, and best practices in assessment systems for designing a vertically articulated K-12 program across levels, buildings, and schools. Participants will develop program curricula for differentiated levels of proficiency targets, including project/problem-based assessment, product deliverables, and student self-assessment statements to integrate content and intercultural communicative competence.

Typically Offered: Spring

### 41. SEYS

#### **oo. Minor Change – Change in course title, and change in semester offered**

LISTED TWICE IN CATALOG, DUPLICATE SHOULD BE REMOVED

**To:**

**SEYS 716. Bilingual Education: Theories and Practices**

3 hr., 3 cr. Requisites: None

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).

Typically Offered: Spring

### 42. SEYS

#### **pp. Minor Change – Change in course prerequisite, change in course description**

**To:**

**SEYS 724. Teaching as Social Practice in the Arts.** 3 hr., 3 cr. Requisites: MAT students must have completed SEYS 575 and 576 to enroll in this course. This course will consider the connection between



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art making and the teaching of art. It focuses on the idea of art as social action, community-based research and art practice, and socially engaged art and its relationship to pedagogy. This course has an M&T Fee.

Typically Offered: Fall, Spring

### 43. SEYS

**qq. Minor Change – Change in course prerequisite, change in course description**

**To:**

**SEYS 725. Community and Culture in Art Education.** 3 hr., 3 cr. Requisites: MAT students must have completed SEYS 575 and 576 to enroll in this course. This course will explore the role of culture and community in multiple art settings, with an emphasis on community building and culturally relevant pedagogy. This course has an M&T Fee.

Typically Offered: Fall, Spring

### 44. SEYS

**rr. Minor Change – Change in course prerequisite, change in course description**

**To:**

**SEYS 727. Topics in Art Education.** 3 hr., 3 cr. Requisites: MAT students must have completed SEYS 575 and 576 to enroll in this course. This course will examine current research in art education and how it applies to teaching in the art room.

Typically Offered: Fall, Spring

### 45. SEYS

**ss. Minor Change – Change in course prerequisite, change in course description**

**To:**

**SEYS 732. Seminar in Art Education.** 3 hr., 3 cr. Requisites: MAT students must have completed SEYS 575 and 576 to enroll in this course. May be repeated for credit if topic is changed.

Typically Offered: Fall, Spring

### 46. SEYS

**tt. Minor Change – Change in course description**

**To:**

**SEYS 740. The Teaching of Reading in the Secondary School.** 3 hr., 3 cr. Requisites: None. Examination of current literature relating to the practice of teaching reading.

Typically Offered: Fall, Spring

**47. SEYS**

**uu. Minor Change – Change in course description**

To:

**SEYS 741. Literature for Adolescents.** 3 hr., 3 cr. Requisites: None. This course explores Young Adult literature along with recent research and other materials related to teaching YA literature in the secondary classroom.

Typically Offered: Fall, Spring

**48. SEYS**

**vv. Minor Change – Change in course title, change in course hours, change in course description, change in semester offered**

To:

**SEYS 743. Curriculum and Instruction in World Language Education.** 3 hr., 3 cr. Requisites: None. The course examines advanced elements and/or issues of world language pedagogy and curriculum design. Students enrolled in this course will design a series of exemplars representing at least three levels of articulated curriculum, assessment, and instruction across a variety of interdisciplinary themes. These are presented at the end of the course for peer review. Students also prepare a professional learning module, suitable to share with colleagues at a department meeting or conference.

Typically Offered: Fall

**49. SEYS**

**ww. Minor Change – Change in course title, change in course description, and change in semester offered**

To:

**SEYS 748. Approaches to Writing in the ELA classroom.** 3 hr., 3 cr. Prerequisite Courses: Initial Certification, or SEYS 570.4 or equivalent. In this course, we examine contemporary discourse and practice around writing instruction in the secondary English Language Arts (ELA) classroom. School-based composition is often framed and assessed as a specific set of discrete skills that can be developed through decontextualized “best practices.” We will interrogate the assumptions about writing and literacy that sustain these practices, and we will develop our own writing philosophies and associated curricular innovations and pedagogical moves. These may include writing-as-thinking practices, collaborative writing strategies and assignments, writing for real audiences, and practices that center and develop student voice.

Typically Offered: Spring

**50. SEYS**

**xx. Minor Change – Change in course prerequisite, change in course description, change in semester offered**

**To:**

**SEYS 751. Mathematics in the Secondary School.** 3 hr., 3 cr. Requisites: PRE: for MSED students, at least 9 credits in content toward the MSED degree (e.g., mathematics, bilingual, or computer science), and one educational foundations course and one educational psychology course toward the MSED degree. For MAT students, they must have completed all initial certification courses. The focus of the course is on the improvement of instruction through the examination of the most current issues concerning mathematics, bilingual, and computer science instruction in the secondary school and the latest curriculum, instructional strategies, manipulatives, and technologies that can be used to enhance the learning of mathematics and computer science for all secondary school students.

Typically Offered: Spring

**51. SEYS**

**yy. Minor Change – Change in course title, change in course description**

**To:**

**SEYS 752. Concerns in Teaching General Science in the Middle and Junior High Schools.** 3 hr., 3 cr. Requisites: None. This course delves into the fascinating world of how children during childhood and adolescents learn science, from the early years through adolescence. We will explore current issues concerning mathematics instruction, cognitive, social, and emotional factors that influence science learning across these developmental stages and examine effective instructional strategies and assessment approaches.

Typically Offered: Fall, Spring

**52. SEYS**

**zz. Minor Change – Change in course title, and course description**

**To:**

**SEYS 754. Curriculum Innovations in Science and Technology Education.** 3 hr., 3 cr. Requisites: None. Students enrolled in this course will learn how to design innovative science and technology curriculum products that are project-based, student-centered, and address the needs of diverse learners across childhood and adolescence. Candidates will be assigned a series of curriculum development tasks, which will require individual and collaborative effort. All tasks will be compiled into a comprehensive curriculum product and presented at the end of the course for peer review.

Typically Offered: Fall, Spring

**53. SEYS**

**aaa. Minor Change – Change in course title, change in description**

**To:**

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

Typically Offered: Fall, Spring

**54. SEYS**

**bbb. Minor Change – Change in course title, change in description**

**To:**

**SEYS 760. Curriculum Innovations in the Social Studies**

3 hr., 3 cr. Requisites: None

Students enrolled in this course will learn how to design innovative social studies curriculum products that are project-based, student-centered and address the needs of diverse learners at the secondary level. Candidates will be assigned a series of curriculum development tasks, which will require individual and collaborative effort. All tasks will be compiled into a comprehensive curriculum product and presented at the end of the course for peer review

Typically Offered: Fall, Spring

**55. SEYS**

**ccc. Minor Change – Change in course title, change in course description**

**To:**

**SEYS 761. Law and the Social Studies.** 3 hr., 3 cr. Requisites: None. Students enrolled in this course will learn how to design innovative social studies curriculum products that are project-based, student-centered and address the needs of diverse learners at the secondary level. Candidates will be assigned a series of curriculum development tasks, which will require individual and collaborative effort. All tasks will be compiled into a comprehensive curriculum product and presented at the end of the course for peer review.

**56. SEYS**

**ddd. Minor Change – Change in course description**

To:

**SEYS 768. Measurement and Evaluation in Education.** 3 hr., 3 cr. Requisites: None. This course requires teachers to examine quantitative and qualitative data from measurement and evaluation tests to inform discipline specific teaching and learning for students from diverse backgrounds. Teachers will also examine the purposes and functions of standardized and formative assessment process and tools that contribute to a more informed understanding of the learning potentialities of students from diverse backgrounds and their nurturance through the application of principles of differentiation in curriculum and instruction.

Typically Offered: Fall, Spring

57. SEYS

eee. Minor Change – Change in course title, change in course credits, change in course description

To:

**SEYS 769. Scientific Approach to Educational Problems in Measurement, Assessment, and Evaluation in STEM.** 3 hr., 3 cr. Requisites: None. This course provides a comprehensive overview of current trends and best practices in measurement and evaluation within the diverse fields of science and technology education. Students will critically examine various assessment approaches, measurement tools, and technologies used to evaluate learning outcomes, program effectiveness, and the impact of educational interventions in science and technology contexts.

Typically Offered: Fall, Spring

58. SEYS

fff. Minor Change – Change in course title, change in course hours, change in course prerequisite, change in course description, change in semester offered

To:

**SEYS 770. Scientific Approach to Educational Problems in STEM.** 3 hr., 3 cr. This course will explore the application of scientific methods to address challenges in STEM education. Students will learn how to formulate research questions and hypotheses, design and conduct experiments, analyze data using statistical methods, draw valid conclusions to make evidence-based recommendations, and evaluate the quality of educational research. The course will cover a range of STEM topics, including learning and cognition, motivation and engagement, assessment and evaluation, and educational interventions. Students will have the opportunity to apply their knowledge to real-world educational problems.

Typically Offered: Spring

59. SEYS

ggg. Minor Change – Change in course title

To:

**SEYS 771. Seminar in Research in Educational Foundations I.** 3 hr., 3 cr. Requisites: None. Examination and evaluation of research in educational foundations: philosophy, history, comparative education. Topics to be announced each year.

Typically Offered: Fall, Spring

**60. SEYS**

**hhh. Minor Change – Change in course title**

**To:**

**SEYS 772. Seminar in Research in Educational Foundations II.** 3 hr., 3 cr. Requisites: PRE: SEYS 771. Examination and evaluation of research in educational foundations: philosophy, history, comparative education. Topics to be announced each year.

Typically Offered: Fall, Spring

**61. SEYS**

**iii. Minor Change – Change in course title, change in course prerequisite, change in course description, change in semester offered**

**To:**

**SEYS 773. Seminar in Research in Art Education I.** 3 hr., 3 cr. Requisites: MAT students must complete SEYS 575 and 576 to enroll in this course. This seminar is designed to provide Art Education graduate students with an introduction to the resources and tools necessary to conduct qualitative research in art education. The course will explore the purposes and framework of qualitative research. This course provides an introduction to understanding, critically analyzing and conducting research in art education. Students will survey a sampling of current topics in research in art education including arts integration, creating arts curriculum and teacher action research. Students will be introduced to the basic tenets of qualitative research before designing their own small-scale, qualitative research projects.

Typically Offered: Fall

**62. SEYS**

**jjj. Minor Change – Change in course title, change in course description, change in semester offered**

**To:**

**SEYS 774. Seminar in Research in Art Education II.** 3 hr., 3 cr. Requisites: PRE: SEYS 773. This course offers students pursuing an M.S. Ed. degree in Art Education the opportunity to develop their own culminating project that reflects their exploration of a topic or issue of interest to them in art education. Drawing on qualitative research methods learned in SEYS 773 students will develop and implement a small-scale research project. As students identify their final project, this course will provide a space to

discuss connections to theories of learning, contemporary teaching practices and trends in public education. Research should support the development of students' own teaching practice.

Typically Offered: Spring

**63. SEYS**

**kkk. Minor Change – Change in course prerequisite, change in course description, change in semester offered**

**To:**

**SEYS 775. Seminar in Research in Mathematics Education.** 3 hr., 3 cr. Requisites: PRE: For MSED students, SEYS 751; for MAT students, must have completed all initial certification courses. This course focuses on analysis of literature related to mathematics education, culminating in a literature review and action research proposal, and possibly an action research project. We will examine how research influences classroom practice, and how practice influences research. Classroom practice will be discussed in relation to research on the teaching and learning of mathematics.

Typically Offered: Fall

**64. SEYS**

**III. Minor Change – Change in course title, change in course prerequisite, change in course description, change in semester offered**

**To:**

**SEYS 776. Seminar in Research in Mathematics Education II.** 3 hr., 3 cr. Requisites: PRE: SEYS 775. This course further develops the action research proposal begun in SEYS 775, resulting in a research project. Qualitative and Quantitative methods of research in mathematics education will be discussed and enacted. We will continue to examine how research influences classroom practice, and how practice influences research. Classroom practice will be discussed in relation to research on the teaching and learning of mathematics.

Typically Offered: Spring

**65. SEYS**

**mmm. Minor Change – Change in course title, change in semester offered**

**To:**

**SEYS 777. Seminar in Research in Science and Technology I.** 3 hr., 3 cr. Requisites: None. The course focuses on educational research methodology to prepare students to use appropriate models, research designs, and evaluation techniques and to study educational problems in the areas of science and technology. Students will develop a proposal for a science education field-based research project that will be conducted in SEYS 778.

Typically Offered: Fall

**66. SEYS**

**nnn. Minor Change – Change in course title, change in course prerequisite, and change in semester offered**

**To:**

**SEYS 778. Seminar in Research in Science and Technology II**

3 hr., 3 cr. Requisites: PRE: SEYS 777

This course is the second of two consecutive courses in research techniques and research study findings in science education. The objective is to introduce graduates to tools used in research and study how data are used to look more carefully at cause and effect in teaching and learning. In the process, graduates will complete an original research study in an area of interest. The study is expected to be well designed and follow the appropriate APA format for a publishable paper. Quantitative studies that rely on numerical data analysis and qualitative studies that rely more heavily on observational, descriptive measures will be reviewed. Further, common statistical procedures used in various studies will be discussed.

Typically Offered: Spring

**67. SEYS**

**ooo. Minor Change – Change in course title, change in course description**

**To:**

**SEYS 779. Seminar in Research in Psychological Foundations I. 3 hr., 3 cr. Requisites: None.**

Typically Offered: Fall, Spring

**68. SEYS**

**ppp. Minor Change – Change in course title, and change in course description**

**To:**

**SEYS 780. Seminar in Research in Psychological Foundations II. 3 hr., 3 cr. Requisites: PRE: SEYS 779**

Typically Offered: Fall, Spring

**69. SEYS**

**qqq. Minor Change – Change in course title, change in course prerequisite, change in course description, change in semester offered**

**To:**



**SEYS 781. Seminar in Action Research in English Language Arts I.** 3 hr., 3 cr. Requisites: Prerequisites: Initial Certification or 570.4 This course is part of the year-long research sequence required for the MSED degree, and the fall seminar required for the MAT degree. The overall goal of the research seminar is to immerse graduate students in relevant issues, theories, and methodologies for conducting research in the discipline of English language arts. Students will learn about action research, design and implement research inquiries in their own classrooms and schools, and communicate their research findings/implications.

Typically Offered: Fall ONLY

## 70. SEYS

**rrr. Minor Change – Change in course title, change in course prerequisite, change in course description, and change in semester offered**

**To:**

**SEYS 782. Seminar in Research in English Language Arts II.** 3 hr., 3 cr. Requisites: PRE: SEYS 781. This second course is part of the year-long research sequence required for the MSED degree. The overall goal of the research seminar is to immerse graduate students in relevant issues, theories, and methodologies for conducting research in the discipline of English language arts. Students will learn about action research, design and implement research inquiries in their own classrooms and schools, and communicate their research findings/implications.

Typically Offered: Spring

## 71. SEYS

**sss. Minor Change – Change in course title, change in course description, change in semester offered**

**To: SEYS 783. Seminar in Research in Social Studies I.** 3 hr., 3 cr. Requisites: None. SEYS 783 prepares students for research in social studies settings. It is a prerequisite for SEYS 784.

Typically Offered: Fall

## 72. SEYS

**ttt. Minor Change – Change in course title, change in course prerequisite, change in course description, and change in semester offered**

**To:**

**SEYS 784. Seminar in Research in Social Studies II.** 3 hr., 3 cr. Requisites: PRE: SEYS 783. Students conduct original research in social studies settings and produce scholarships that bridge theory with practice.

Typically Offered: Spring

## 73. SEYS

**uuu. Minor Change – Change in course title, change in course description, change in semester offered**

To:

**SEYS 785. Seminar Research in World Languages I**. 3 hr., 3 cr. Requisites: PRE/COREQ: SEYS 743. The overall goal of the research seminar is to immerse students in relevant issues, theories, and methodologies for action research in World Language Education.

Typically Offered: Fall

#### **74. SEYS**

**vvv. Minor Change – Change in course title, change in course prerequisite, change in course description, and change in semester offered**

To:

**SEYS 786. Seminar in Research in World Languages II**. 3 hr., 3 cr. Requisites: PRE: SEYS 743 and 785. Students will refine the literature review and research design started in SEYS 785. They will evaluate current research, its limitations, pedagogical applications, and design their own inquiries for analysis of contemporary issues in world language education curriculum, assessment, and instruction.

Typically Offered: Spring

#### **75. SEYS**

**www. Minor Change – Change in course title**

To:

**SEYS 792. Developing Algebraic Thinking**

3 hr., 3 cr. Requisites: None

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.

Typically Offered: Fall, Spring

#### **76. SEYS**

**xxx. Minor Change – Change in course title, change to semester offered**

To:

**SEYS 793. Mathematical Initiatives and Methods in The Middle Grades (grades 5-8)**

3 hr., 3 cr. Requisites: PRE: SEYS 792

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

Typically Offered: Fall, Spring

**77. SEYS**

**yyy. Minor Change – Change in course title, and change in course prerequisite**

To:

**SEYS 795. Issues and Applications in Algebraic Thinking**

3 hr., 3 cr. Requisites: PRE: SEYS 792, 793, and 794

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.

Typically Offered: Fall, Spring

**78. SEYS**

**zzz. Minor Change – Change in course title**

To:

**SEYSG 550. Interdisciplinary Teaching I.** 0 hr., 3 cr. Requisites: None. Interdisciplinary Teaching Part I.

Typically Offered: Fall, Spring

**79. SEYS**

**aaaa. Minor Change – Change in course title**

**To:**

**SEYSG 551. Interdisciplinary Teaching II**. 0hr., 3 cr. Requisites: PRE: SEYSG 550.

Typically Offered: Fall, Spring

80. SEYS

**bbbb. Minor Change – Change in course description, and change to semester offered**

**To:**

**SEYSL 700. Research Investigation for Literacy Instruction I**. 3 hr., 3 cr. Requisites: None. The first of two courses in the study, understanding, and evaluation of basic research designs and methodology used in literacy education, grades K-12, and the interpretation of literacy research. Teachers study the scope of research in literacy, the nature of being a teacher-researcher, and research processes and designs. Teachers demonstrate the ability to read and evaluate primary research reports, interpret research syntheses, locate information about literacy research, and determine appropriateness of literacy research findings for instruction by conducting an in-depth investigation of a specific topic in literacy development and instruction.

Typically Offered: Fall

81. SEYS

**cccc. Minor Change – Change in course description, and change to semester offered**

**To:**

**SEYSL 702. Literacy in Content Areas**. 3 hr., 3 cr. Requisites: None. This course is designed to help all teachers facilitate elementary and secondary classrooms where reading, writing, listening, and speaking are effective tools for learning, where collaboration and communication are valued and enhanced in the learning process, and where young people are encouraged to develop critical perspectives and strong voices. Students will examine issues of literacy in different subject areas and the varied demands on readers and writers as the range of literate activities changes according to context. This course is designed to enable in-service teachers to improve the literacy of all students in elementary and secondary schools.

Typically Offered: Fall

82. SEYS

**dddd. Minor Change – Change in course description, change to semester offered**

**To:**

**SEYSL 703. Literacy Instruction for Diverse Learners**. 3 hr., 3 cr. Requisites: None. The primary emphasis of this course is to familiarize teacher candidates about the historical, sociological, and

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psychological issues related to education of all learners including English Language Learners and diverse students. English Language Learners and diversity issues highlighted within this course include laws and legal mandates; types of diversity; characteristics of English Language Learners and diverse students; assessment, diagnosis, and intervention; individualized education and transition planning; curriculum adaptation; assistive technologies; and research-based instructional methods and strategies for English Language Learners and diverse students. Teachers develop an understanding of the linguistic and cognitive capabilities of English Language Learners and diverse students and acquire the expertise to adapt instruction for advancing literacy as well as content learning of English Language Learners and diverse students.

Typically Offered: Spring

83. SEYS

**eeee. Minor Change – Change in course description, and change to semester offered**

**To:**

**SEYSL 704. Literature across the Curriculum.** 3 hr., 3 cr. Requisites: None. This course is designed to help all teachers facilitate elementary and secondary classrooms where reading and writing are effective tools for learning, where collaboration and communication are valued and enhanced in the learning process, and where young people are encouraged to develop critical perspectives and strong voices. Attainment of literacy is central to knowledge construction in all school curricula. Students will examine issues of literacy in different subject areas and the varied demands on readers and writers as the range of literate activities changes according to context. This course is designed to enable in-service teachers to improve the literacy of all students in elementary and secondary schools.

Typically Offered: Spring

84. SEYS

**ffff. Minor Change – Change in course description, and change to semester offered**

**To:**

**SEYSL 705. Literacy Instruction: Multiple Perspectives.** 3 hr., 3 cr. Requisites: None. This course examines Multiple perspectives of literacy teaching and learning within and across content areas. Major areas of inquiry include knowledge about the nature of literacy and literacy development, perspectives on literacy instruction in the content areas, integrating technology with literacy development, and differentiating literacy instruction. Design and application of research-based literacy activities and materials is emphasized.

Typically Offered: Summer

85. SEYS

**gggg. Minor Change – Change in course title, and change in prerequisite**

**To:**

**SEYSL 751. Literacy Assessment and Instruction II.** 3 hr., 3 cr. Requisites: SEYSL 750. In this course emphasis is placed on application of systematic models for analyzing and developing instructional programs for students in middle and adolescent education who show severe literacy learning problems in English language arts and content areas. Topics include interpreting informal and formal assessments, interactive decision-making, and specific strategies for addressing problems of word recognition, word analysis, spelling, fluency, vocabulary development, comprehension, composing, and studying. The administration and interpretation of informal and formal assessments and application of specific intervention strategies for students with diverse cultural and linguistic backgrounds who are experiencing difficulty acquiring literacy proficiency is studied throughout the course. Candidates apply literacy assessment knowledge and competence in a case study.

Typically Offered: Fall, Spring

86. SEYS

**hhhh. Minor Change – Change in course prerequisite**

**To:**

**SEYSL 761. Supervised Practicum with High School Students.** 3 hr., 3 cr. Requisites: PRE: SEYSL 761. This course provides 25 hours of supervised practicum and seminar to develop teacher candidates' competence in planning and implementing instruction in high school education, grades 9 – 12, for diverse students experiencing moderate and severe difficulties in literacy development. Content deals with the skills and strategies needed to assess students' literacy strategies, plan and implement appropriate instructional procedures, and report progress to students, parents, and school officials. Supervised practicum is required for New York State Certification as literacy teacher, Grades 5-12.

Typically Offered: Fall, Spring

87. SEYS

**iiii. Minor Change – Change in course prerequisite, change in course description, and change in semester offered**

**To:**

**SEYSL 790. Research Investigation for Literacy Instruction II.** 3 hr., 3 cr. Requisites: PRE: SEYSL 700, 701, 702, 703, 704, 705, SEYSL 790 must be taken in the students' second year of the program, during their final two semesters. It is the second of two research courses on the study, understanding, and evaluation of basic research designs and methodology in literacy education and the interpretation of literacy research, grades K-12. Major emphasis is on the design, implementation, and reporting of an action research project on a topic of concern in elementary or secondary education. The e-portfolio began in the first literacy course and compiled by students as they progress through the program, is typically completed and submitted as part of SEYSL 790 (for spring graduates) or in SEYSL 758 (for fall graduates).

Typically Offered: Spring

88. SEYS

jjjj. Minor Change – Change in course title, change in course prerequisites, change in course description, change in semester offered

To:

**SEYS 5712. Initial Clinical Experience in Mathematics.** 3 hr., 3 cr. Requisites: PRE: SEYS 536, 700, and a Grade of B or better in MATH 585. COREQ: SEYS 552 and 561. Submission of CST official score report, with overall score and sub-scores (candidates who do not pass must develop a remediation plan signed by advisor prior to student teaching). 100–150 hr. at a secondary school. This initial clinical experience is designed to provide graduates in the mathematics secondary education program with school-based classroom experiences that prepare them to effectively teach students at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher and a college-based supervisor.

Typically Offered: Fall

### 5c. Nominating Committee

- i. MOTION: Duly made by Stephen Grover, Chair of the Nominating Committee:

“To accept the Nominating Committee report dated April 10, 2025 as distributed”

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

#### 1) Undergraduate Curriculum Committee

The following student member was elected with unanimous consent:

Michal Lebowicz	Social Sciences	May 2027
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#### 2) Special Committee on Governance

The following faculty members were elected with unanimous consent:

Dave Fields	Social Sciences	May 2027
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Kenneth Lord	Math & Natural Sciences	May 2027
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#### 3) Committee on Academic Technology

The following faculty member was elected with unanimous consent:

Robin Naughton	Arts & Humanities	May 2027
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#### 4) Committee on Honors and Awards

The following faculty members were elected with unanimous consent:

Dan Lee	Math & Natural Sciences	May 2028
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Karen Strassler

Social Sciences

May 2028

**5) Subcommittee on Honorary Degrees**

The following student member was elected with unanimous consent:

Ian Barragan

Social Sciences

May 2027

**5d. Committee on Teaching Excellence and Evaluation**

- i. MOTION: Duly made by Peter Liberman, Chair of the Committee on Teaching Excellence and Evaluation:

“To accept the Motion to Revise Course Evaluations dated March 31, 2025 as distributed”

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

*Note: This motion has been revised slightly since the draft dated March 3, 2025 presented at the March Senate meeting, to incorporate feedback provided by the College P&B Executive Committee. The chairs were very positive about the motion (“First and most importantly, most chairs agree that the proposed changes would be a big improvement!”), but recommended small changes in wording to questions #5 and #9 in the college-wide questionnaires. The Senate Committee on Teaching Excellence and Evaluation accepts these recommendations and they are incorporated here, with the deleted language in strikethrough.*

**Motion to Revise Queens College’s Student Course Evaluations  
March 31, 2025**

Whereas Queens College has not updated its student evaluations of teaching in seventeen years and new evidence has emerged since then on teaching evaluation best practices, and

Whereas the Senate Committee on Teaching Excellence and Evaluation has voted unanimously to support recommendations developed by a working group guided by evidence on best practices and having full-time faculty members from every college division as well as student representation,

Be it resolved that the Academic Senate approves the adoption of:

- A. The teaching evaluation questions in Appendix 1 for all courses other than asynchronous online ones
- B. The teaching evaluation questions in Appendix 2 for all asynchronous online courses
- C. The additional three questions in Appendix 3 to be added to the course evaluations for all writing-intensive (“W”) courses
- D. Giving each instructor the option of adding up to three additional course evaluation questions selected from an “Add-On Question Bank” maintained by the Office of Institutional Effectiveness, initially including the questions in Appendix 4.
- E. Within the first two weeks of the semester following the approval of this motion, OIE will invite all department chairs and interdisciplinary program directors to submit up to three additional questions to be added to the Add-On Question Bank.



- F. Within the academic year following the implementation of changes, the Senate Committee on Teaching Excellence and Evaluation shall review the new course evaluation data and process to assess their effectiveness, identify unforeseen problems, and recommend further revisions it judges advisable.

*Justification*

*This motion aims to provide more useful and less biased course evaluation data to instructors, chairs, and faculty committees making promotion decisions, and to students making enrollment choices. Extensive research on student evaluations of teaching published since the college last updated its course evaluation questionnaire in 2008 suggests that a reconsideration and revision is overdue. In particular, the literature recommends abandoning “overall evaluation of the instructor” and “overall evaluation of the course” questions, responses to which do not correlate with student learning and are prone to counter-productive and unfair biases. Most other colleges and universities that have revised their SETs in the past decade have dropped these questions and made significant other improvements along the lines of those proposed here. We believe the revised questionnaire will make the college’s faculty evaluation and promotion process more equitable by replacing the questions shown to yield more biased results.*

*The recommended changes proposed in this motion seek to improve course evaluations by:*

- 1. Including in the college-wide questionnaire questions soliciting feedback relevant to all or most disciplines, without exceeding 14 questions.*
- 2. Asking students about objectively observable effective teaching practices or other predictors of student learning.*
- 3. Minimize biases stemming from implicit prejudices and other feelings unrelated to student learning.*
- 4. Asking students questions likely to yield actionable feedback.*
- 5. Asking students questions that they will find easily interpretable.*
- 6. Asking students about course or teaching qualities that cannot be observed in course syllabi.*
- 7. Asking students at least one question assessing a culture of inclusion*
- 8. Asking open-ended questions inviting students to mention course highlights or problems, which a limited number of closed-ended ratings questions cannot cover.*
- 9. Enabling instructors to solicit students’ feedback on learning objectives, course requirements, and teaching methods that are specific to individual courses or departments.*

*The motion does not contemplate any changes to the current process and policies on reporting SET data (e.g., statistics released only after the grade deadline, written comments would continue to be made available only to instructors, etc.). However, the Committee on Teaching Excellence and Evaluation is considering additional steps to provide guidance to students and faculty on the conduct and use of SETs, including steps to increase response rates.*

*A more lengthy and detailed justification for this motion, along with background on the process leading to it, is provided in Appendix 6. In addition, this proposal has been approved without dissent by the Senate Committee on Teaching Excellence and Evaluation and an ad hoc faculty-student working group that met monthly in Fall 2024, including students Esther Yee (Math) and Allison Bandura (Psychology) and full-time faculty representatives from each of the college’s divisions and having expertise in instruction, assessment, or survey research: Sara*

*Alvarez (English), Anisha Clarke (Math), Anastasiya Lipnevich (Education), Soniya Munshi (Urban Studies and CETLL Director), Kristine Rosales (Sociology), and Peter Liberman (Political Science). The ad hoc working group also includes Lizandra Friedland (Philosophy and OIE) and consulted with Dean Savage (Emeritus Professor of Sociology and former Senate chair), Rebekah Chow (Associate Provost of Institutional Effectiveness), and Nathalia Holtzman (Biology and Associate Provost for Innovation and Student Success).*

**6. Old Business:**

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

**Students**

**1) Arts and Humanities – 2026**

The Chair accepted nominations from the floor to fill the OPEN **Arts and Humanities** seat.

There were no nominees.

**2) Education – 2026**

The Chair accepted nominations from the floor to fill the OPEN **Education** seat.

The following student was nominated from the floor:

Kezia Prince

May 2026

Seeing no further nominations, the Chair moved unanimous consent.

**7. New Business:**

**7a. Resolution to Rename the GSLIS**

- i. MOTION: Duly made by Emily Drabinski, Senator, Graduate School of Library and Information Studies:

“To accept the resolution to rename the Graduate School of Library and Information Studies as distributed”

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

**RESOLUTION TO  
Rename the Graduate School of Library and Information Studies as the School of  
Information Studies  
And Amend Academic Senate Charter**

**WHEREAS**, the field of information management has expanded and developed markedly since the Graduate School of Library and Information Studies was established at Queens College (QC); and

**WHEREAS**, QC has developed a suite of degree programs and career services in a variety of information fields, leading to careers in diverse information contexts; and

**WHEREAS**, QC is uniquely positioned in the New York metropolitan area, as the only publicly supported school accredited by the American Library Association, and therefore attracts students from diverse backgrounds, making a significant contribution to the diversification of the field of information work; and

**WHEREAS**, QC wishes to capitalize on this positioning by updating and expanding its programs in line with the developments abovementioned, offering a fuller range of pathways into information work for our student body; and

**WHEREAS**, the emergence of the iSchool model has made it the norm for library schools to be co-located with other information management specializations in Schools of Information Studies; and

**WHEREAS**, such a change would be beneficial for the profile of the school and its graduates.

**NOW, THEREFORE, BE IT RESOLVED**, That the Graduate School of Library and Information Studies at Queens College be renamed the School of Information Studies, effective upon approval by the Board of Trustees; and be it further

**RESOLVED:** That the Academic Senate Charter Section X E 1 be so amended as follows:  
E. 1. The Academic Senate shall elect four (4) full time faculty, including two (2) librarians, one (1) [Graduate] School of [Library and] Information Studies member, one (1) other faculty member, and two (2) students to serve on the Search Committee. The President may appoint up to 5 additional members to the Committee.

(Words in [brackets] are to be deleted from the Charter)

**EXPLANATION:** The proposed School of Information Studies will better serve students and the community by modernizing the profile of information studies at QC and expanding its range of programs. Creating the QC School of Information Studies will facilitate curriculum planning and development, fundraising activities, and student advising and career services, and promote faculty collaboration towards developing a strategic plan for the growth of the only publicly supported information studies program in the New York metropolitan area. A resolution to create QC School of Information Studies is being presented to the QC Academic Senate meeting of faculty and students for their consideration.

#### **7b. Calendar of Academic Senate and Executive Committee meetings 2025-2026**

- i. MOTION: Duly made by Chair Ferguson:

## **Academic Senate Minutes – April 10, 2025**

“To adopt the Calendar of Academic Senate and Executive Committee meetings 2025-2026 as distributed”

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

### **Academic Senate Meetings**

Thursdays at 3:35 pm

#### **Fall 2025**

September 11, 2025

October 9, 2025

November 13, 2025

December 11, 2025

#### **Spring 2026**

February 5, 2026

March 12, 2026

April 16, 2026

May 14, 2026

\*May 14, 2026

Last Meeting 2025-2026

Limited Meeting – New Senate

### **Executive Committee Meetings**

Thursdays at 3 pm

#### **Fall 2025**

August 28, 2025

September 25, 2025

October 30, 2025

November 20, 2025

#### **Spring 2026**

January 29, 2026

February 26, 2026

March 26, 2026

April 30, 2026

## **7c. University Faculty Senate petition**

- i. MOTION: Duly made by Chair Ferguson:

“To nominate Grace Pai to the University Faculty Senate”

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

- ii. MOTION: Duly made by Chair Ferguson:

“To nominate Azriel Genack to the University Faculty Senate”

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

MOTION: Duly made by Chair Ferguson

“To Adjourn”

The meeting was adjourned at 4:02 p.m. The next Academic Senate meeting will be on Thursday, May 8, 2025.