

The meeting will come to order:

Chair Tom Plummer called the meeting to order at 3:39 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Plummer:

“To amend the agenda to add item 3b. Announcements, Administrative Reports, and Memorials: Memorial for Ali Jimale Ahmed”

- ii. MOTION: Duly made by Chair Plummer:

“To approve the agenda as amended by unanimous consent”

Hearing no objection, the motion was approved.

2. Approval of Minutes:

- i. MOTION: Duly made by Chair Plummer:

“To approve the Academic Senate minutes dated March 12, 2026 as distributed by unanimous consent”

Hearing no objection, the motion was approved.

3. Announcements, Administrative Reports, and Memorials:

- a. Vice President for Communications and Marketing and Senior Advisor to the President, Jay Hershenson read the following memorial:

Dr. Stephen A. Schwerner, former chairman of the Queens College Academic Senate (1972-1975) and Director of Counseling (worked in the Counseling Department 1963-1976) passed away at age 88 last month.

I knew him quite well during my undergraduate days during the 1970's, as did Dave Fields and many student government and club leaders and members. We sure needed counseling of a particular kind, draft counseling because of the Vietnam War and Steve was there for us and much more. You see Steve was a true believer in the importance of students gaining leadership skills and being respected by administrators for their ideals and ideas, while mentoring them and often helping them get out of jams during those challenging times.

He and family members, including brother Mickey Schwerner, joined CORE, the national civil rights organization in the early 1960's.

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As we all know, Mickey was murdered by the Ku Klux Klan in June 1964 registering black voters in Mississippi, along with Andrew Goodman and James Chaney.

When Steve left Queens, he became Dean of Students at Antioch College and retained his calling as a civil rights activist and educator, both in and out of the classroom.

President Wu presented Steve with the President's Medal at commencement two years, together with family members of the murdered civil rights workers. His daughter Cassie accepted it due to Steve's failing health.

I have two suggestions.

First, with the help of Annie Tummino and colleagues, an oral history with Steve is available in the Rosenthal Library. It's really worth accessing.

Second, I have placed in the front of this room an enlarged photograph on an easel that I encourage everyone here to look at. When I was a CUNY senior vice chancellor, I displayed it at a voter registration press conference. It shows The Reverend Dr. King at a rally on the Atlantic City boardwalk in August, 1964 at the National Democratic Convention, and the posters are of Chaney, Goodman and Schwerner. In the far right corner of the photo, at the rally, were Steve Schwerner, Micky Schwerner's wife, Rita, and Steve's father. Yet another example of Steve Schwerner the social justice warrior.

Thank you.

The Senate paid its respect with a moment of silence.

b. Alternate Senator, Clare Carroll, Comparative Literature read the following memorial:

Professor Ali Jimale Ahmed was a poet, scholar, and creative writer. He published numerous essays, articles, books and poems in both English and Somali, among them the studies *The Invention of Somalia* and *Daybreak is Near*, the poetry collections *Fear Is a Cow* and *Diaspora Blues*, and most recently the serialized novel in Somali *Gasó, Ganuun, Gasiin*. Ali was an eminent scholar of Comparative Literature, a discipline he envisioned as “the nerve center of all other disciplines”. He was that increasingly *rara avis* in the contemporary academy: a polyglot thinker across and beyond borders with an undiminished intellectual curiosity and passion for teaching. We in the Department of Comparative Literature were fortunate to work with him. His students admired and respected him for his wisdom and integrity. An esteemed and beloved colleague, he made our department a place of dialogue and intellectual exchange. As a chair, he

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proved himself a respected leader and a consummate diplomat. Most of all, as a human being, Ali was frequently sought after by students and colleagues alike for advice and counsel, due to his wisdom, fair-mindedness, and insights into the human condition. He was one of Queens College’s brightest lights, and his passing is a great loss for all of us.

The Senate paid its respect with a moment of silence.

4. Special Motions: (none)

5. Committee Reports:

5a. Undergraduate Curriculum Committee

- i. MOTION: Duly made by Michelle Fraboni, Chair of the Undergraduate Curriculum Committee:

“To approve the Undergraduate Curriculum Committee minutes dated March 12, 2026 as distributed by unanimous consent”

Hearing no objection, the motion was approved.

Undergraduate Curriculum Committee

Minutes of 3/12/2026

A. General Education

1. Old Business

2. General Education Matters.

- a. PHIL 112. Philosophy of Happiness (IS)
- b. PHIL 113. Philosophy of Love and Sex (IS)

3. Writing Intensive Advisory Committee.

- a. HIST 351/W. The American West: Narratives and Counternarratives of the Mythic American Frontier

B. Curriculum Proposals

1. Department: **Africana Studies**

Contact Person: Natanya Duncan (nduncan@qc.cuny.edu)

From:

AFST 278 3hrs. 3cr

An introduction to the major themes, critical questions, and pivotal moments in post-emancipation African American history. It traces the social, political, cultural, intellectual, and legal contours of the black experience in the United States from Reconstruction to the rise of Jim Crow, through the

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World Wars, Depression, and the Great Migrations, to the long civil rights era and the contemporary period of racial politics. Using a wide variety of texts, images, and creative works, the course situates African American history within broader national and international contexts. ~~Pre-req AFST 100 or permission of the instructor.~~

To Read:

AFST 278 3hrs. 3cr

An introduction to the major themes, critical questions, and pivotal moments in post-emancipation African American history. It traces the social, political, cultural, intellectual, and legal contours of the black experience in the United States from Reconstruction to the rise of Jim Crow, through the World Wars, Depression, and the Great Migrations, to the long civil rights era and the contemporary period of racial politics. Using a wide variety of texts, images, and creative works, the course situates African American history within broader national and international contexts.

2. Department: Linguistics and Communication Disorders

a. Change to a Major: General Linguistics – addition of elective courses

To read:

Electives (15 credits, with at least 6 credits each from Applications and Research)

Applications:

LCD 105, 206W, 209; 103, 151, 203, 209, 216, 251, 281; EURO 202, 202W; EAST 209; CHIN 314, 317, 318; KOR 317, 318; JPNS 317, 318; ITAL 336; RUSS 327; SPAN 241 338, 391; ANTH 280, 289, 380; ANTH/LCD 104; PHIL 109

b. Change in prerequisites

To read:

LCD 332. Historical Linguistics. 3 hr.; 3 cr. Prereq.: LCD150.

c. DEPARTMENT NAME CHANGE

Department: LINGUISTICS AND COMMUNICATION DISORDERS

Department Contact: MICHAEL NEWMAN Telephone Number: 7-2871

To Read: Department of Linguistics, TESOL, and Communication Sciences and Disorders

3. Department – Elementary & Early Childhood Education (EECE)

Department Contact: Marcela Ossa Parra

a. Changes to an existing course: Change in course title, description, and prerequisites

1. To read:

EECE 201, Social Foundations of Education, 3 hrs., 3 cr.

Requisites: PRE: ENG 110

This course introduces students to the field of education through examination of its cultural, social, historical, and philosophical aspects. This course makes explicit the assumption that schools are situated in a societal context and engages students in a critical debate about schooling, society, and their role as teachers. The course introduces students to the reflective decision-making model through readings, course assignments, and field experiences.

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2. To read:

EECE 201W Social Foundations of Education, 3 hrs., 3cr.

Requisites: PRE: ENG 110

This course introduces students to the field of education through examination of its cultural, social, historical, and philosophical aspects. This course makes explicit the assumption that schools are situated in a societal context and engages students in a critical debate about schooling, society, and the role of teachers. The course introduces students to the reflective decision-making model through readings, course assignments, and field experiences.

b. Changes to an existing course: Change in prerequisites

1. To read:

EECE 310 Children in Cultural Contexts I: Child Development, 3hrs., 3 cr.

Requisites: PRE: ENG 110

2. To read:

EECE 310W Children in Cultural Contexts I: Child Development, 3hrs., 3 cr.

Requisites: PRE: ENG 110

3. To read:

EECE 326 Teaching for Biliteracy in the Early Childhood Grades, 3 hrs., 3 cr.

Requisites: PRE: ENG 110

c. Changes to an existing course: Change in prerequisites and description

1. To read:

EECE 340 Teaching Literacy in Early Childhood, 3 hr.; 3 cr.

Requisites: PRE: ENG 110

This course explores the teaching of literacy to children in early childhood. Students are introduced to a comprehensive approach to literacy instruction that draws on current research and theories on language development and early reading and writing. An emphasis is given to exposing students to principles of language and literacy learning from varied fields and perspectives, including attention to the role of culturally responsive and sustaining teaching practices in early childhood.

2. To read:

EECE 341 Teaching Literacy in the Elementary Grades, 3 hr.; 3 cr.

Requisite: This course is restricted to students in the professional sequence of the major.

This course explores the teaching of literacy to children in the elementary grades. Students explore a comprehensive approach to literacy instruction that draws on current research and theories on elementary reading and writing. An emphasis is given to exposing students to principles of language and literacy learning from varied fields and perspectives, including attention to the role of culturally responsive and sustaining teaching practices in the elementary grades.

3. To Read:

EECE 350, Teaching Mathematics in the Elementary School, 3 hrs., 3 cr.

Requisite: This course is restricted to students in the professional sequence of the major.

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In this course, students learn important mathematical content and methods for teaching elementary school mathematics inclusively and equitably. Students will learn about children's mathematical thinking from a developmental point of view. They also will learn about appropriate mathematical content and methods that are consistent with state and national standards.

4. To Read:

EECE 351, Teaching Science in the Elementary School, 3 hrs., 3 cr.

Requisite: This course is restricted to students in the professional sequence of the major.

In this course, students will learn important scientific content and concepts, as well as inclusive and equitable methods for teaching science in culturally and linguistically diverse elementary schools. Students will learn teaching strategies and technologies for supporting diverse students' learning as defined by state and national standards for science education. This course emphasizes a social justice-oriented, social constructivist, and inquiry-based approach to science teaching, learning, and assessment. This course has an M&T Fee.

5. To Read:

EECE 352, Teaching Social Studies in the Elementary School, 3 hrs., 3 cr.

Requisite: This course is restricted to students in the professional sequence of the major.

This course introduces the pre-service teacher to the teaching of social studies in the elementary grades. The course covers the social studies disciplines, methodologies for teaching social studies, and available resources. The course content and requirements reflect the impact of culture, heritage, and socioeconomic level, curriculum development, classroom management, and technology.

d. Change to a Major: BS in Bilingual Early Childhood and Elementary Education Change in Required Courses

Background

We are requesting changes in the required courses for the 30-credit NYS Content Core. The 30-credit NYSED Content Core requirement comprises: (a) a total of 18 credits distributed evenly across three distinct areas—History and Social Sciences, Mathematical Processes, and Scientific Processes, with 6 credits in each; and (b) an additional 12 credits, different from the above, within a focused area of the liberal arts and sciences as defined by NYSED.

Changes to History and Social Sciences, Mathematical Processes and Scientific Processes

To read:

6 credits in History and Social Sciences by selecting two of the following courses: ANTH 101, ANTH 104; CMLIT 100; FNES 104; HIST 102W, HIST 103/W, HIST 104W, HIST 105/W, HIST 106/W, HIST 126, HIST 160/W, HIST 163; PSCI 100, PSCI 210; SOC 101; URBST 103, URBST 107

*6 credits in Mathematical Processes by selecting two of the following courses: MATH 114/W (**OR** DATA 205, SOC 206, **OR** PSYCH 1071/1073); MATH 115; MATH 119, MATH 122; MATH 128; MATH 141-143; MATH 151,152; CSCS 111*

*6 credits in scientific processes by selecting two of the following courses: ANTH 102; ANTH 103; ASTR 1 **or** ASTR 2; BIOL 11; BIOL 40; CHEM 163, CHEM 1011 +1013, CHEM 1131 + 1134; PHYS*

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11+14, PHYS 1211+1214; ENSCI 99, ENSCI 100; GEOL & 9, 12, 16, 25, 64, 101; FNES 101, FNES 163

Changes to the 12-Credit Liberal Arts Concentration

To Read:

12 additional credits, separate from the above, within a focused area of the liberal arts and sciences as defined by NYSED. Suitable foci for these additional 12 credits must include, but are not limited to, sequences of coursework entirely within one of the following areas, without mixing credits across disciplines: General Linguistics, a specific foreign language (e.g., Arabic, Chinese, French, German, Modern Greek, Hebrew, Italian, Japanese, Korean, Spanish, Russian), or Cultural Studies (e.g., Africana Studies, East Asian Studies, Greek Studies, Hispanic Languages and Literatures, Latin American and Latino Studies, Middle Eastern Studies).

Choose 4 Courses (minimum 12 credits) in one of the indicated Liberal Arts and Sciences Concentrations in the table below. When possible, students are encouraged to complete a full minor in their liberal arts and sciences concentration.

<u>Africana Studies</u>	<u>AFST 100; AFST 203; AFST 205W; AFST 232W; AFST 234W; AFST 277; AFST 278</u>
<u>Arabic</u>	<u>ARAB any 100-level; 200-level; 300-level</u>
<u>Chinese</u>	<u>CHIN any 100-level; 200-level; 300-level</u>
<u>East Asian Studies</u>	<u>EAST any 100-level; 200-level; 300-level</u>
<u>French</u>	<u>FREN 111; 112; 206; 224; 228; any 300-level</u>
<u>German</u>	<u>GERM 109 – 112; 203; 206; 207; 224; 228; 235; 236; 250; any 300-level</u>
<u>Greek Studies</u>	<u>GRKST 100; 101; 102; 150; 200; 201; 305; 306</u>
<u>Hebrew</u>	<u>HEBRW 203, 204, 305, 307, 311, 315, 317, 321, 325, 328, 331, 340, 341, 345, 346, 350, 351, 352, 356, 358</u>
<u>Hispanic Languages and Literatures</u>	<u>SPAN 224, 240, 250, 260, 280, 290, 310, 312, 337, 338</u>
<u>Italian</u>	<u>ITAL 111; 112; any 200-level; any 300-level</u>
<u>Japanese</u>	<u>JPNS any 100-level; 200-level; 300-level</u>
<u>Korean</u>	<u>KOR any 100-level; 200-level; 300-level</u>
<u>Latin American and Latino Studies</u>	<u>LALS 201, 202, 203, 204, 205, 208, 220, 294, 380, 391</u>
<u>Linguistics</u>	<u>LCD 116; 120; 150; 205; 220; 250; 306</u>
<u>Middle Eastern Studies</u>	<u>ARAB 203, 204, 305, 306 MES 155, 160, 190, 200, 240, 250, 255W, 260, 270, 300</u>
<u>Modern Greek</u>	<u>GRKMD 041W; 100; 111; 112; 203; 204; 223; 228; 231; 305; 306; 315, 321; 323; 330; 335</u>
<u>Russian</u>	<u>RUSS 111; 112; 150/W; 155/W; 203; 204; 214; 215; 225; 233; 234; 235; 243; 244/W; 245; 275; 276; 280; 281; 282; 285; 331; 350; 351; 362; 391; 392</u>
<u>Spanish</u>	<u>Required; SPAN 225; Electives: SPAN 221, 224, 240-290, 310, 312, 337- 341</u>

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e. Change to a Major: BS in Early Childhood and Elementary Education

Change in Required Courses

Background

We are requesting changes in the required courses for the 30-credit NYS Content Core. The 30-credit NYSED Content Core requirement comprises: (a) a total of 18 credits distributed evenly across three distinct areas—History and Social Sciences, Mathematical Processes, and Scientific Processes, with 6 credits in each; and (b) an additional 12 credits, different from the above, within a focused area of the liberal arts and sciences as defined by NYSED.

Changes to History and Social Sciences, Mathematical Processes, and Scientific Processes

To read:

6 credits in History and Social Sciences by selecting two of the following courses: ANTH 101, ANTH 104; CMLIT 100; FNES 104; HIST 102W, HIST 103/W, HIST 104W, HIST 105/W, HIST 106/W, HIST 126, HIST 160/W, HIST 163; PSCI 100, PSCI 210; SOC 101; URBST 103, URBST 107

*6 credits in Mathematical Processes by selecting two of the following courses: MATH 114/W (**OR** DATA 205, SOC 206, **OR** PSYCH 1071/1073); MATH 115; MATH 119, MATH 122; MATH 128; MATH 141-143; MATH 151,152; CSCS 111*

*6 credits in scientific processes by selecting two of the following courses: ANTH 102; ANTH 103; ASTR 1 **or** ASTR 2; BIOL 11; BIOL 40; CHEM 163, CHEM 1011 + 1013, CHEM 1131 + 1134; PHYS 11+14, PHYS 1211+1214; ENSCI 99, ENSCI 100; GEOL 8, 9, 12, 16, 25, 64, 101; FNES 101, FNES 163*

Changes to the 12-Credit Liberal Arts Concentration

To Read:

12 additional credits, separate from the above, within a focused area of the liberal arts and sciences as defined by NYSED. Suitable foci for these additional 12 credits must include, but are not limited to, a sequences of coursework entirely within one of the following areas, without mixing credits across disciplines: English, a specific area in the Fine Arts, a specific foreign language, Linguistics, Music, Philosophy, Drama, a field within the Natural and Physical Sciences, Mathematics, Computer Science, or a specific field within the Social Sciences.

Choose 4 Courses (minimum 12 credits) in one of the indicated Liberal Arts and Sciences Concentrations in the table below. When possible, students are encouraged to complete a full minor in their liberal arts and sciences concentration.

<u>Africana Studies</u>	<u>AFST 100; AFST 203; AFST 205W; AFST 232W; AFST 234W; AFST 277; AFST 278</u>
<u>American Sign Language</u>	<u>ASL 111; 112; 211; 212; 300; 301; 310</u>
<u>Anthropology</u>	<u>Anth 101-104; Anth 200-289; Anth 300-389</u>
<u>Arabic</u>	<u>ARAB any 100-level; 200-level; 300-level</u>
<u>Art History</u>	<u>ARTH 101 – 115; ARTH 200 – 299; ARTH 310 - 349</u>
<u>Biology</u>	<u>BIOL 40 – 45; BIOL 105; 106</u>
<u>Chemistry</u>	<u>CHEM 1011 & 1013; CHEM 1021 & 1023; CHEM 1031 & 103.3; CHEM 1131 & 113.4; CHEM 1141 & 1144</u>

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<u>Chinese</u>	<u>CHIN any 100-level; 200-level; 300-level</u>
<u>Comparative Literature</u>	<u>CMLIT 101/W; 102/W; any 200-level; any 300-level</u>
<u>Computer Science</u>	<u>CSCI 111; 211; 212; 240</u>
<u>Dance</u>	<u>DANCE 150, 151, 350/W, 351/W</u>
<u>Drama and Theatre</u>	<u>DRAM 1;120; 130; 201; 202; 205; 308; 344/W; 354</u>
<u>East Asian Studies</u>	<u>EAST any 100-level; 200-level; 300-level</u>
<u>Economics</u>	<u>ECON 101; 102; 203; 204; 207; 208; 210 – 215; 219/W; 220 – 224; 228/W; 230/W; 231; 232; 233; 246</u>
<u>English</u>	<u>ENGL 170W; 241 – 244; 251 – 290; any 300-level</u>
<u>Environmental Science/Studies</u>	<u>ENSCI 100; 112; 200; 303; 377</u>
<u>FNES (Human Development & Family Sciences)</u>	<u>FNES 140; FNES 147; FNES 151; FNES 248; FNES 249; FNES 345; FNES 347; FNES 348; FNES 349</u>
<u>French</u>	<u>FREN 111; 112; 206; 224; 228; any 300-level</u>
<u>Geology</u>	<u>GEOG 101; 102; 208; 214; 216; 318; 342; 347; 349; 363; 370</u>
<u>German</u>	<u>GERM 109 – 112; 203; 206; 207; 224; 228; 235; 236; 250; any 300-level</u>
<u>Greek Studies</u>	<u>GRKST 100; 101; 102; 150; 200; 201; 305; 306</u>
<u>Hebrew</u>	<u>HEBRW 203, 204, 305, 307, 311,315, 317, 321, 325, 328, 331, 340,341, 345, 346, 350, 351, 352, 356, 358</u>
<u>History</u>	<u>HIST any 200-level; any 300-level</u>
<u>Italian</u>	<u>ITAL 111; 112; any 200-level; any 300-level</u>
<u>Japanese</u>	<u>JPNS any 100-level; 200-level; 300-level</u>
<u>Korean</u>	<u>KOR any 100-level; 200-level; 300-level</u>
<u>Linguistics</u>	<u>LCD 101; 116; 120; 150; 205; 220</u>
<u>Mathematics</u>	<u>MATH 141;142; 143; 151; 152; 201; 205; 209; 218; 220; 231; 241</u>
<u>Media Studies</u>	<u>MEDST 100; 101; 103; 104; 110; 143 – 146; 201W; 220; 223W; 225; 240; 250; 251; 254; 255 – 257; 259; 261; 262; 270; 281; 320; 321/W; 322/W; 325/W; 326/W; 330/W; 341/W; 346/W; 350/W; 351; 352W; 353W;355/W; 357; 357W; 359/W; 360/W; 362W; 363; 364/W; 366</u>
<u>Middle Eastern Studies</u>	<u>ARAB 203, 204, 305, 306 MES 155, 160, 190,200, 240, 250, 255W,260, 270, 300</u>
<u>Modern Greek</u>	<u>GRKMD 041W; 100; 111; 112; 203; 204; 223; 228; 231; 305; 306; 315, 321; 323; 330; 335</u>
<u>Music</u>	<u>MUSIC 1, MUSIC 121, MUSIC 122, MUSIC 224, MUSIC 246/W, and MUSIC 247/W, MUSIC 239, MUSIC 301W, MUSIC 302/W</u>
<u>Philosophy</u>	<u>PHIL 109; PHIL 140 – 144; PHIL 150; any 200-level</u>
<u>Political Science</u>	<u>PSCI 100 – 105; any 200-level; any 300-level</u>
<u>Psychology</u>	<u>PSYCH 214; 217; 221; 231; 232; 238; 243; 251; 259; 260; 334; 345; 346; 349;357 - 359</u>
<u>Russian</u>	<u>RUSS 111; 112; 150/W; 155/W; 203; 204; 214; 215; 225; 233; 234; 235; 243; 244/W; 245;275; 276; 280; 281;282; 285; 331; 350; 351; 362; 391; 392</u>
<u>Sociology</u>	<u>DATA 205; 212W; any 200-level SOC; any 300-level SOC</u>
<u>Spanish</u>	<u>Required; SPAN 225; Electives: SPAN 221, 224, 240-290, 310,312, 337- 341</u>
<u>Urban Studies</u>	<u>URBST 101; 105; 107; any 200-level</u>

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4. Department: Economics

a. Change to an Existing Course

Proposal for change in course BUS 243 offered by the Department of Economics

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change of course name and description for BUS 243

To Read:

BUS 243 – Foundations of Marketing

Description

This course explores the core principles and practices of modern marketing, examining the essential role marketing plays in business strategy and organizational growth. Students will learn to identify marketing challenges, analyze opportunities, and design effective strategies using key concepts such as segmentation, targeting, positioning, and the marketing mix. They will develop practical skills in strategic thinking, business communication, and data analysis through real-world case studies and projects.

b. Change to an Existing Course

Proposal for change in course BUS 390 offered by the Department of Economics

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change of prerequisites for BUS 390 Artificial Intelligence in Business and Economics

To Read:

Prereq.: ECON 249 or MATH 241, or permission of instructor.

c. Change to a Major

Proposal for removal of course ECON 249 from list of major electives

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Removal of ~~ECON 249~~ “Statistics as Applied to Economics and Business” from the list of Economics Electives for BA Major in Economics, Minor in Economics and BS Major in Quantitative Economics.

d. Change to an Existing Course

Proposal for change in course ECON 249 offered by the Department of Economics

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change Lecture Hours for ECON 249 “Statistics as Applied to Economics and Business” from 4 to 3.

To Read:

Components

Lecture Hours: 3

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e. Change to an Existing Course

Proposal for change in course ECON 202 offered by the Department of Economics

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change Lecture Hours for ECON 202 “Price Theory” from 4 to 3.

To Read:

Components

Lecture Hours: 3

f. Change to a Major: Add business electives to BA Major in Economics

Proposal for change in BA Major in Economics offered by the Department of Economics

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Explicitly show list of business electives as part of the electives in the BA Major in Economics.

To Read:

Major Requirement – Elective

Type: Completion requirement

Complete at least 4 courses in the following Course Sets:

- Economics Electives
- Business Electives

Electives for the major or minor must be at or above the 200 level Economics (ECON), Business (BUS) or Finance (FIN) courses (exclusive of ECON 393 and BUS 393 and inclusive of RM 705).

Justification: A link to the list of Business electives is missing in the catalog for the BA Major in Economics. It should be there, as is the case for the Minor in Economics.

g. Proposal for change in BS Major in Quantitative Economics offered by the Department of Economics

Date approved by the Department Curriculum Committee: February 9, 2026

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Explicitly show list of business electives as part of the electives in the BS Major in Quantitative Economics

To Read:

Major Requirement – Elective

Type: Completion requirement

Complete at least 4 courses in the following Course Sets:

- Economics Electives
- Business Electives

Additional Comments:

One 200 level Economics (ECON), Business (BUS) or Finance (FIN) Course.

Three 300 level Economics (ECON), Business (BUS) or Finance (FIN) courses(exclusive of BUS 341W and 344).

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Justification: A link to the list of Business electives is missing in the catalog for the BS Major in Quantitative Economics. It should be there as is the case for the Minor in Economics.

h. Proposal for change in course BUS 392W offered by the Department of Economics

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change of pre-requisites for BUS 392W “Honors Seminar”.

To Read:

Prereq.: (ECON 201 or ECON 202 or BUS 241) and (ECON 282 or BUS 384 or BUS 390).

i. Proposal for change in course ECON 392W offered by the Department of Economics

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change of pre-requisites for ECON 392W “Honors Seminar”.

To Read:

Prereq.: (ECON 201 or ECON 202 or BUS 241) and (ECON 282 or BUS 384 or BUS 390).

Justification: We aim to align the pre-requisites between BUS 392W and ECON 392W, which are to be cross-listed.

j. Proposal for change in course ECON 392W offered by the Department of Economics

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change of description for ECON 392W “Honors Seminar”.

To Read:

This class is required for high honors students in economics. The course will cover use of data sources, literature searches, analysis of data, presentation and interpretation of research results, and the process of writing and revision for economists. (Cross-listed with BUS 392W)

Justification: ECON 392W is to be cross-listed with BUS 392W and the description of the course should reflect that.

k. Proposal for change in course BUS 392W offered by the Department of Economics

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change of description and number of credits for BUS 392W “Honors Seminar”.

To Read:

Description

This class is required for High Honors Students in Finance and International Business. The course will cover use of data sources, literature searches, analysis of data, presentation and interpretation of research results, and the process of writing and revision. (Cross-listed with ECON 392W)

Credits: 3

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Justification: BUS 392W is to be cross-listed with ECON 392W and the description of the course should reflect that, as well as the fact that the course is required for High Honors students in finance and international business. The number of credits in the catalog is wrong and should be corrected.

l. Proposal for changes to the requirements of the BBA Major in Finance, Corporate Finance Concentration, in the Economics Department

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Addition of BUS 392W and ECON 392W as electives for the Corporate Finance Concentration of Finance BBA Major offered by the Department of Economics.

To Read:

ELECTIVE COURSES

Two Electives from:

ANTH 302, 304;

BUS 247, 305, 390 (or RM 742), **392W (or ECON 392W)**;

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, 238, 239, 240, 250, 251, 252, 254, 255, 256, 257, 258, 259, 260, 261;

SOC 273;

m. Proposal for changes to the requirements of the BBA Major in Finance, Fintech Concentration, in the Economics Department

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Addition of BUS 392W and ECON 392W as electives for the Finance BBA Major offered by the Department of Economics.

To Read:

ELECTIVE COURSES

One Electives from:

BUS 357 (or RM 714), BUS 386 (or RM 708), **392W (or ECON 392W)**;

ECON 387;

n. Proposal for changes to the requirements of the BBA Major in International Business in the Economics Department

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Addition of BUS 392W and ECON 392W as electives for the International Business BBA Major offered by the Department of Economics.

To Read:

ELECTIVE COURSES

One Elective from:

BUS 255, 354;

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ECON 207, 208, 229;
ACCT 355;

Two Electives from:

ANTH 206, 208, 208W, 209, 210, 211, 212, 215, 215W;
BUS 247, 305, 390 (or RM 742), **392W (or ECON 392W)**;
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;

o. Proposal for changes to the requirements of the BBA Major in Actuarial Studies in the Economics Department

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Addition of BUS 392W and ECON 392W as electives for the BBA Major in Actuarial Studies offered by the Department of Economics.

To Read:

ELECTIVE COURSES

Two Electives from:

ANTH 302, 304;
BUS 247, 305, 390 (or RM 742), **392W (or ECON 392W)**;
ECON 204, 207, 208, 228W, 232, 233, 301, 302, 326, and 328;
ENSCI 100, 111;
GEOL 025;
HIST 106, 222;
PSCI 231, 232, 233, 234, 235, 238, 239, 240, 250, 251, 252, 254, 255, 256, 257, 258, 259, 260, 261;
SOC 273;

p. Proposal for change in course BUS 160W offered by the Department of Economics

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Changes:

The proposed changes to “BUS 160W: An Introduction to Business Writing” are:

1. *Change of Title*
2. *Change of Description*

To Read:

BUS 160W. *Business Communication and Career Readiness*.

3 hr.; 3 cr.

Prereq.: ENGL 110.

This course equips BBA majors with communication and career-readiness skills for success in a global economy. Students develop a professional brand (resume, LinkedIn, professional video), master job search and interview techniques, and engage in mentorship and networking activities. Topics include workplace onboarding, conflict management, financial literacy, data storytelling, and ethical AI use. Through case studies and experiential learning, students build a foundation for long-term career success.

q. Proposal for change in course ECON 260 offered by the Department of Economics

Contact person: Julen Esteban-Pretel (julen.esteban@qc.cuny.edu)

Proposed Change:

Change of course name and description for ECON 260

To Read:

ECON 260 – Health Economics

Description

This course provides an introduction to the field of health economics. Students will learn the fundamental concepts, theories, and applications of health economics in analyzing healthcare systems, policies, and outcomes. Topics covered include: demand for health care, the Grossman model, disparities in health, supply of health care, demand for health insurance, health policies, and the role of government in health care.

5. Department: Latin American and Latino Studies (LALS) Program

a. Changes in name and description of LALS 201 Contemporary Society and Film in Latin America

To Read:

LALS 201. Contemporary Society and Film in Latin America Through Popular Culture. 3 hr.; 3 cr.

A critical examination of both contemporary Latin American society and film. Organized in five thematic blocks, the course challenges the conventional wisdom about modern Latin America and critically assesses four types of film (commercial, educational, documentary, and propaganda) as texts about society. There are readings, written assignments, and class discussions. Examines Latin American society through everyday forms of popular culture, such as film, telenovelas, music, visual arts, festivals, games, and cuisine. Using interdisciplinary approaches from the social sciences and humanities, students gain an understanding of how these works reflect and shape major political, economic, and social transformations across the region.

b. Changes in number, name and description of LALS 202 Field Experience in a Bilingual Hispanic Setting

To Read:

LALS 202350 Field Experience in a Bilingual Hispanic Setting. Internship or Field Work in Latin American and Latino Studies. 3 hr.; 3 cr.

This course gives the student an opportunity to participate in an assigned and supervised field experience in a bilingual school program or social service agency serving the Latino community. The student will be required to gather information, observe, and participate in one of the many agencies that seek to serve the Puerto Rican and Latino community. The student will examine the role of language and culture in the delivery of social and educational services. Provides supervised experiential learning through individual or group internships or field placements in educational, political, social service, cultural, or community-based organizations serving Latin American and Latino communities, including bilingual settings. May be repeated with permission of the program director.

c. Change in number to LALS 203 - Introduction to Latinx Ethnic Identity

To Read:

LALS 203 103 - Introduction to Latinx Ethnic Identity. 3 hr.; 3 cr.

Explores Latinx identity as a source of individual self-concept and group cohesion. Focuses on assimilation, acculturation, accommodation, autonomy, and the continuation and survival of culture and community in urban American society.

d. Changes in number, name and description of LALS 204 Caribbean Religions

To Read:

LALS 204 102 Caribbean Religions Introduction to the Caribbean. 3 hr.; 3 cr.

This course is designed to examine the various religious expressions in Cuba, Haiti, Santo Domingo, and Puerto Rico, with a focus on a comparative analysis of Santería, Espiritismo, Christianity, and Voodoo (African origins and Christian rituals). An interdisciplinary introduction to the study of the Caribbean. Using approaches from the social sciences and humanities, students examine the region's diverse societies and cultural expressions, and their connections to processes of colonization, enslavement, forced migration, and social and political resistance.

e. Changes in number, name and description of LALS 220 Development of Puerto Rican Literature in the United States

To Read:

LALS 220 104 Development of Puerto Rican Literature in the United States Latino Experience in New York. 3 hr.; 3 cr.

A survey of the contemporary Puerto Rican literary form that emerged as a unique expression of the experience of the writers in the United States. We will trace this development from the writers in exile to the first- and second-generation New York Puerto Rican writers of poetry, drama, novels, and the essay. An interdisciplinary introduction to the histories and lived experiences of Latino communities in New York, including issues such as migration, labor relations, spatial segregation, cultural production and political activism. Using approaches from the social sciences and humanities, students explore how diverse Latino communities have shaped—and been shaped by—the city's social, economic, and political life.

f. Changes in number, name and description of LALS 391 - Latin American Special Problems

To Read:

LALS 391 301 - Latin American Special Problems-VT: Topics in LALS 3 hr.; 3 cr.

Makes provision for intense study in a special field chosen by the student with approval of the director. A variable topics course that focuses on selected issues in Latin American and Latino Studies. Specific themes vary by semester and instructor, allowing in-depth exploration of emerging questions, regional case studies or interdisciplinary debates. May be repeated for credit when topics differ, with approval from the director.

6. Department: Mathematics

Contact: Adam Kapelner

- a. Update to an Existing Course: MATH 115: Change in course description

To Read:

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Topics include linear, polynomial, rational, and radical expressions as mathematical models; solving equations and systems of equations that arise through the application of these models. This course covers foundational algebra skills necessary for success in precalculus and calculus. Students will work with linear, rational, radical, and quadratic expressions and equations. Key areas of emphasis include evaluating functions, simplifying exponential expressions, and factoring polynomials. Students who fail or withdraw from this course multiple times may be prohibited from majoring in the sciences or mathematics; see the bulletin language for your major.

Requisites

Not open to students who are taking or have received credit, including transfer credit or advanced placement credit, for any precalculus or calculus course

b. Change to a Major

Removal of Elementary Education Option

Justification: *The EECE department eliminated the 30-credit co-major, and thus, this option is now deprecated.*

7. Department: Drama, Theater, and Dance (DTD)

Department Contact: Meghan Healey Contact: Meghan.Healey@qc.cuny.edu

Department name change:

To Read: Theatre, Dance, and Fashion (TDF)

5b. Graduate Curriculum Committee

- i. MOTION: Duly made by Michelle Fraboni, Chair of the Undergraduate Curriculum Committee, on behalf of Lenwood Gibson, Chair of the Graduate Curriculum Committee:

“To approve the Graduate Curriculum Committee minutes dated March 4, 2026 as distributed by unanimous consent”

Hearing no objection, the motion was approved.

GCC Minutes Dated March 4, 2026

A. ITEMS FOR UNIVERSITY REPORT

1. ECP

- a. **Minor Change - Program Change** – Change in requirements admission & for degree/certificate

2) Please give HEGIS number of known to you: 0826.00

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

MSED in Instructional Leadership (Not leading to certification)

The Master of Science in Education (MSED) in Instructional Leadership (not leading to certification) is a 30-credit Master's program designed to prepare teachers who want to assume more active roles in school reform and renewal as teacher leaders. Their role is to work individually and collectively with the principals, assistant principals, students, school staff and the school community to improve teaching and learning practices and the emotional well-being of students. Teacher leaders assume new roles such as mentoring, coaching new teachers, running induction programs for new teachers, convening professional development, leading inquiry teams, developing curricula, advising on technology, assisting in evaluating teachers, assuming content chair position etc.

MASTER OF SCIENCE IN EDUCATION AND INSTRUCTIONAL LEADERSHIP Admission to the Masters of Science in Instructional Leadership (MSED) requires:

- An undergraduate degree in liberal arts or science from an accredited postsecondary institution, with a minimum 3.0 grade point average;
- Three letters of recommendation that attest to the applicant's supervisory leadership experience or potential;
- A well-written statement detailing reasons for the applicant's interest in the Instructional Leadership program, including relevant experiences and responsibilities.

PROGRAM OF STUDY

The program requires the completion of the courses outlined below.

COURSE SEQUENCE. credits

ECPIIL 701 Organizational Leadership and Change cr. 3

ECPIIL 702 Professional Development Praxis cr. 3

ECPIIL 703 Imagination, Creativity and Innovation cr. 3

ECPIIL 704 Critical Race Theory cr. 3

ECPIIL 705 Globalization and Education cr. 3

ECPIIL 706 Foundations for Teaching and Learning cr. 3

ECPIIL 707 Public Education: Challenges and Possibilities cr. 3

ECPSE 708 School Leadership and Inclusive Education cr. 3

ECPEL 884 Data for School Planning cr. 3

ECPEL 892 Action Research cr. 3

Total Credits: 30

2. ECP

b. Request for a New Course

Course number and title: ECPSE 510: Fieldwork Seminar in Collaboration and Special Education

Hours and credits: 1 hour/1 credit

Prerequisites or corequisites: *Corequisite: ECPSE 700: Foundations of General and Special Education*

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

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This 1-credit field-based course provides candidates in the Master of Arts Teaching (MAT) Special Education Program with an introduction to the teaching profession and the ways in which collaboration is central to designing and implementing welcoming, effective and meaningful learning environments that integrate social/emotional/behavioral and academic learning to ensure students' well-being and academic growth. Designed to develop candidates' understanding of the varying roles of special education across general education, special education, and community-based settings, candidates participate in clinical experiences across the PreK -12 grades in a variety of settings serving students with a range of disabilities. This course provides opportunities for candidates to experience firsthand and discuss how special education teachers' use collaboration skills to design the learning environment, engage in instructional planning, and support learning and social-emotional growth for PreK -12 students with disabilities. This course will maximize candidates' understanding that a special educator's role is to promote and ensure access to the general education curriculum regardless of setting. This course includes 10 hours of fieldwork with students with disabilities, 5 hours in PREK -6 and 5 hours in 7-12. **1 credit.**
Corequisite: ECPSE 700: Foundations of General and Special Education

3. ECP

c. Request for a New Course

Course number and title: ECPSE 520: Fieldwork in the Science of Reading in Special Education

Hours and credits: 1 hour/1 credit

Prerequisites or corequisites: ECPSE 707: Language, Literacy and Assessment: Principles & Practices in Special Education;

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

This course will directly follow and build upon the foundational assessment, instructional planning and pilot lesson implementation conducted in the fieldwork of **ECPSE 707: Language, Literacy and Assessment: Principles and Practices in PreK-12 Education**. Specifically, candidates will refine and implement Tier 2 small group literacy instruction using evidence-based practices learned in the literacy course. As a precursor to the culminating experience in student teaching, this course will provide candidates with an opportunity to practice components of the Queens College Teacher Portfolio Assessment (QCTPA) and receive concrete feedback on their instructional implementation focusing on critical aspects of their teaching practice such as behavior management, engagement, pacing, timing, providing effective feedback, monitoring student performance, formative assessment and lesson refinement. The lesson observation and feedback will provide candidates with an opportunity to reflect on their strengths and challenges in both instructional design and instructional implementation. This course requires **10 hours of fieldwork** with students with disabilities in either PreK-6 or 7-12.

Corequisite: ECPSE 707: Language, Literacy and Assessment: Principles & Practices in Special Education, 1 credit

4. ECP

d. Request for a New Course

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Course number and title: ECPSE 521: Fieldwork in Mathematics for Students with Disabilities

Hours and credits: 1 hour/1 credit

Prerequisites or corequisites: ECPSE 718: Mathematics Instruction for Students with Disabilities

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

This course will directly follow and build upon the foundational assessment, instructional planning and pilot lesson implementation conducted in the fieldwork of ECPSE 718: Mathematics Instruction for Students with Disabilities. Specifically, candidates will refine and implement Tier 2 small group mathematics instruction using evidence-based practices learned in the mathematics method course. As a precursor to the culminating experience in student teaching, this course will provide candidates with an opportunity to practice components of the Queens College Teacher Portfolio Assessment (QCTPA) and receive concrete feedback on their instructional implementation focusing on critical aspects of their teaching practice such as behavior management, engagement, pacing, timing, providing effective feedback, monitoring student performance, formative assessment and lesson refinement. The lesson observation and feedback will provide candidates with an opportunity to reflect on their strengths and challenges in both instructional design and instructional implementation. This course requires 10 hours of fieldwork with students with disabilities in either PreK-6 or 7-12. **1 credit. Corequisite: ECPSE 718: Mathematics Instruction for Students with Disabilities**

5. ECP

e. Request for a New Course

Course number and title: ECPSE 530: Student Teaching in Special Education

Hours and credits: 3 hour/3credit

Prerequisites or corequisites: None

ECPSE 520: Supervised Clinical Teaching in the Science of Reading in Special Education,

ECPSE 521: Fieldwork in Mathematics for Students with Disabilities

Being approved to Student Teach through the Student Teaching Application

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

This culminating student teaching course provides candidates with sustained and meaningful opportunities to practice as a special education teacher in the field, build relationships with children and youth in the classroom or other professional contexts, learn from a supportive mentor, engage in active inquiry into the practice of teaching, and develop an identity as a professional in the field. Candidates will complete 70 days of student teaching, 35 days in PreK-6 classrooms and 35 days in 7-12 classrooms and must successfully complete the Queens College Teacher Portfolio Assessment (QCTPA). Candidates will be provided with individualized supervision and regularly scheduled group seminars focused on educating students with disabilities. The course will guide each candidate to explore differentiation using evidence-based strategy and data-based instructional decision-making to ensure access and progress of students with disabilities within the context of a hands-on internship experience. 3 credits. **Pre-requisites: ECPSE**

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520: Fieldwork in the Science of Reading in Special Education; **ECPSE 521:** Fieldwork in Mathematics for Students with Disabilities; Being approved to Student Teach through the Student Teaching Application.

Seminars are designed to discuss current issues, share ideas, and engage in self-reflective practices to foster overall pedagogical growth. Additionally, there will be asynchronous assignments throughout the course, where candidates work individually and in small groups. Active engagement and participation regardless of the learning platform is expected. **3 credits.**

6. ECP

f. **Minor change** – Change in title and course description

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

Course Number & Title: **ECPSE 700: Foundations in General and Special Education**

Hours & Credits: **3 hours, 3 credits**

Prerequisites or Corequisites: **None**

This course explores the philosophical, historical, and legal underpinnings of general and special education as well as current trends in moving toward culturally responsive and inclusive education for all learners in PreK-12. Education and psychology in special education are stressed with emphasis on developing a broad background of knowledge about students with various disabilities and creating access to the general education curriculum for all learners. The historical and sociological treatment of marginalized students including students with disabilities and students from culturally and linguistically diverse backgrounds. In addition, special education law and programs, advocacy, and collaboration, and building classroom communities that support the full diversity of learners are also addressed. This course includes 10 hours of fieldwork with students with disabilities, 5 hours in PreK-6 and 5 hours in 7-12. 3 credits.

5) For a change in course description only, please provide an updated syllabus. Please find the syllabus attached.

7. HISTORY

g. **Minor change** – Change in course prerequisite or corequisite

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

HIST 794. Capstone and Thesis Writing - 1 hr., 1 cr.

Prerequisite: May be taken only after completion of HIST 792 or HIST 796

Repeat for Credit: Yes

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8. PHYSICS

h. Program Change - Course Reserved

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated:

The following courses shall be put in reserve:

~~PHYS 676 GRAD 120954 1 1/1/2013 Foundation Growth Techniques~~
~~PHYS 657 GRAD 013415 1 1/1/2013 Introduction to Astrophysics~~
~~PHYS 645 GRAD 013413 1 2/1/1978 Solid State Physics~~
~~PHYS 636 GRAD 013410 1 9/1/1974 Nuclear & Elem Particle Phys~~
~~PHYS 601 GRAD 013401 1 2/1/1975 Intro Math Physies~~

9. PHYSICS

i. Program change - Course withdrawal

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated:

The following courses shall be REMOVED from College’s inventory of classes (in the Bulletin and in CUNYfirst):

PHYS	773	GRAD	013442	†	9/1/1976	Graduate Physics Laboratory
PHYS	750	GRAD	013437	†	9/1/1975	Plasma Physics
PHYS	749	GRAD	013436	†	1/1/1901	Relativ/Gravitation
PHYS	748	GRAD	013435	†	1/1/1901	Relativ/Gravitation
PHYS	745	GRAD	013434	†	2/1/1975	Solid State Physics
PHYS	741	GRAD	013433	†	2/1/1975	Statistical Mechanics
PHYS	736	GRAD	013432	†	9/1/1976	Partiele Physics
PHYS	735	GRAD	013431	†	9/1/1974	Nuclear Physics
PHYS	734	GRAD	013430	†	9/1/1976	Introduction to Relativity
PHYS	731	GRAD	013429	†	1/1/1901	X-ray Diffraction
PHYS	726	GRAD	013427	†	2/1/1975	Quantum Mechanics
PHYS	725	GRAD	013426	†	9/1/1974	Quantum Mechanics
PHYS	716	GRAD	013425	†	9/1/1974	Electromagnetic Theory.
PHYS	715	GRAD	013424	†	2/1/1975	Electromagnetic Theory
PHYS	711	GRAD	013423	†	9/1/1974	Analytical Dynamics
PHYS	702	GRAD	013422	†	2/1/1975	Math Methods Physics
PHYS	701	GRAD	013421	†	9/1/1974	Math Methods Physics

10. SCHOOL OF INFORMATION STUDIES (SIS)

j. Minor change – Change in title and course description

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

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INFO 7010 Capstone. 3 hr.; 3 cr. Prereq. INFO 7000, 7001, 7002, 7003. This course provides students with an opportunity to conduct a capstone project. This course may be undertaken as a research project or a practice-based project.

11. SCHOOL OF INFORMATION STUDIES (SIS)

k. Program change – Change in requirements for degree/certificate

2) Please give HEGIS number of known to you: 1601

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated:

Basic Core Sequence

The basic sequence consists of five courses required of all students, regardless of program. All entering students are expected to complete the following four core courses at the start of their studies:

~~LBSCI 700 The Technology of Information
LBSCI 701 Fundamentals of Library and Information Science
LBSCI 702 Information Sources and Service: General
LBSCI 703 Introduction to Organization of Information~~

~~In addition to the four courses listed above, after completing at least 21 credits, all students must complete this fifth required course, LBSCI 709, which includes a research project. The student's project report must give evidence of ability to integrate knowledge obtained from the individual courses constituting the MLS program. Satisfactory completion of a research project is mandated by the New York State Department of Education for receipt of the MLS degree.~~

Research Project

~~LBSCI 709. Research in Library and Information Studies Students who have previously completed a master's thesis may apply to fulfil this requirement by completing LBSCI 791: Independent Study. Students who believe they are eligible to take LBSCI 791 should consult the Director of Admissions of the School to obtain approval at the outset of their program.~~

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

Basic Core Sequence

The basic sequence consists of five courses required of all students, regardless of program. All entering students are expected to complete the following four core courses at the start of their studies:

INFO 7000 Fundamentals of Library and Information Science
INFO 7001 Technology of Information
INFO 7002 Information Sources and Services: General
INFO 7003 Information Organization

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In addition to the four courses listed above, satisfactory completion of a capstone project is mandated by the New York State Department of Education for receipt of the MLS degree. After completing at least 21 credits, all students must complete this fifth required course, INFO 7010 Capstone. In this course, students will complete a project that gives evidence of their ability to integrate knowledge obtained from the individual courses constituting the MLS program. As set out in the approved syllabus for INFO 7010, student projects may be research projects or applied projects. Students should consult their advisor about their capstone projects ahead of enrolling in INFO 7010. Note that prior to Spring 2028, INFO 7009 and LBSCI 709 were recognized capstone classes for the MLS.

12. SEYS

I. Request for a New Course

Course number and title: SEYS 553: Human Development and Learning in Early Childhood Through Adolescence

Hours and credits: 3 hours per week; 3 credit hours

Prerequisites or corequisites: None

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

This course examines human development and learning from early childhood through adolescence. Students learn developmental and learning theories, research findings, and classroom applications to better understand, support, and teach students in preschool through high school settings. Participants explore cognitive, linguistic, social, and motivational dimensions of development and learning, with attention to both typical and atypical trajectories. Emphasis is placed on understanding how hereditary, cultural, linguistic, and contextual factors shape students' learning and development. Students consider implications of development and learning for designing instruction, selecting educational resources, and creating positive classroom environments that foster equitable participation, prosocial development, and learning.

B. ITEMS FOR CEP/CAP

1. ECP

a. Request for a New Program

Master of Arts in Teaching Students with Disabilities-All Grades, 33 - Credit
(leading to initial/professional teacher certification SWD in New York State)

1) Please give HEGIS number if known to you: 0808.00

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

All page numbers are based on the 2024-2025 Queens College Graduate Catalog (<https://coursedog-static-public.s3.us-east-2.amazonaws.com/qns01/Graduate%20Catalog.pdf>) for these changes.

- Item 1: Adding the requirements for this proposed program to page 195, first row
- Item 2: Adding four new courses to page 218, prior to the description of ECPSE 550 Foundations of Special Education

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- Item 3: Changes in the title and description of ECPSE 700: Foundations of Special Education to page 220

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

Item 1: Add the Requirements for the MAT Program in Special Education

Admission Requirements for MAT Program in Special Education – All Grades

1. Applicants to the graduate program in MAT in Special Education – All Grades must:
 - Hold a bachelor’s degree with a major, concentration or equivalent in a liberal art or science.
 - Have an overall grade-point average (GPA) of 3.0 or better from their undergraduate studies.
 - Write a well-organized, well-conceptualized essay that clearly communicates their reasons for pursuing a degree in special education. The essay should describe the nature of current or past experiences with people with disabilities.
 - Provide three letters of recommendation from professional sources, including one letter from a prior professor and two letters from employers or professional colleagues. The letters must demonstrate the applicant’s abilities, qualities, and potential as a graduate candidate in special education.
 - Participate in an interview for admissions.
 - Submit a completed prerequisite worksheet*
2. Additionally, applicants for the MAT program must have taken at least 30 semester hours in one or more liberal arts and science subjects, with a minimum of 6 credits in each of the following core content prerequisite courses:
 - English Language Arts: Successful completion (i.e., a grade of C or better in each course) of 2 English courses (6 credits), one of these must be a course in English Composition.
 - Social Sciences: Successful completion (i.e., a grade of C or better in each course) of 2 Social Sciences courses (6 credits).
 - Math: Successful completion (i.e., a grade of C or better in each course) of 2 mathematics courses (6 credits). Must include college algebra, geometry, or comparable courses. Up to 3 credits of statistics can count toward the math prerequisite.
 - Science: Successful completion (i.e., a grade of C or better in each course) of 2 science courses (6 credits). Science courses should be in areas of the natural or physical sciences such as biology, chemistry, astronomy, physics or other comparable courses.
3. Applicants can provisionally enter the program with a maximum of 2 unresolved prerequisite course deficiencies. Applicants with 1 or 2 course deficiencies in the liberal arts and science content core courses must complete the missing prerequisites within the first 18 credits of the program either by completing the appropriate coursework or passing the appropriate College-Level Examination Program® (CLEP) exams.

Maintenance and Graduation Requirements

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1. Once admitted, all candidates are expected to demonstrate professional behaviors and dispositions that are consistent with (a) the Core Values of the School of Education at Queens College of “promoting Equity, Excellence, and Ethics in urban schools and communities;” and (b) the code of ethics for special education professionals, as adopted by the Delegate Assembly of the Council for Exceptional Children (2010). <https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>
2. Additionally, candidates must:
 - Maintain a 3.0 GPA and demonstrate professional dispositions and behavior to remain matriculated and to graduate.
 - Meet with an advisor if they get a course grade lower than B- or if they demonstrate questionable professional dispositions or behavior. A candidate and his/her advisor will then plan to determine (a) how to rectify any academic or behavioral deficiencies, and (b) the conditions for continuing in the program.
 - Maintain a 3.0 GPA overall and have **an approved Student Teaching Central Application** to register for ECPSE 530: Student Teaching in Special Education.
 - Receive a grade of B- or better in ECPSE 530: Student Teaching in Special Education. Candidates must re-take this course if they receive below B- in ECPSE 530: Student Teaching in Special Education.
 - Purchase and maintain an electronic portfolio (Anthology) account for the time it takes to complete the MAT program.
3. As per Queens College graduate student governance policy, a matriculated graduate student who is dismissed must remain out of the College for at least one semester. To return, the student must file a formal application for re-entry and pay a non-refundable re-entry fee by the appropriate deadline. The student must also petition the Office of Graduate Studies for permission to re-enter. Requests for re-entry will be reviewed on an individual basis.
4. As per Queens College graduate student governance policy, all graduate students must complete their study within five years after entering the program. If a student needs to take a leave due to unforeseen circumstances, they must discuss their intent and plan for completing the program within five years with their advisor. A faculty review is required for a candidate to return to the program and resume studying following a leave or a break in the continuity of study. Such reviews could result in requiring candidates to retake courses or other requirements to ensure competencies are maintained. Graduate students must follow all college policies in regard to reentry into a program. Please refer to policies in this Bulletin regarding reentry procedures.

Graduation requirements include candidates' successful completion of all required courses and all four required New York State workshops, including Child Abuse Identification, School Violence Intervention and Prevention, Autism (ECPSE 722), and Dignity for All Students Act. Students must complete the [required workshops](#) with the NYS approved providers.

College Recommendation for Teacher Certification

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Candidates who meet requirements for graduation, including the required courses and all four required New York State workshops will be recommended to the New York State Education Department by the Queens College Office of Teacher Certification.

Required Courses for the MAT Program in Special Education - All Grades

Complete all of the following courses:

<u>MAT Program in Special Education – All Grades</u>		<u>Credits</u>
<u>Foundations Courses</u>		<u>9</u>
<u>SEYS 553: Human Development and Learning in Early Childhood Through Adolescence</u>		<u>3</u>
<u>EECE 520: Language Development and Emergent Literacy</u>		<u>3</u>
<u>ECPSE 700: Foundations of General and Special Education</u>		<u>3</u>
<u>Methods Courses</u>		<u>18</u>
<u>ECPSE 705: Introduction to Assessment in Special Education</u>		<u>3</u>
<u>ECPSE 707: Language, Literacy and Assessment: Principles & Practices in Special Education</u>		<u>3</u>
<u>ECPSE 716: Curriculum and Instruction in Inclusive Education</u>		<u>3</u>
<u>ECPSE 718: Mathematics Instruction for Students with Disabilities</u>		<u>3</u>
<u>ECPSE 720: Instructional Strategies for Students with Severe and Multiple Disabilities</u>		<u>3</u>
<u>ECPSE 722: Applied Behavior Analysis & Positive Behavioral Supports</u>		<u>3</u>
<u>Fieldwork and Supervised Clinical Experience Courses</u>		<u>6</u>
<u>ECPSE 510: Fieldwork Seminar in Collaboration and Special Education</u>		<u>1</u>
<u>ECPSE 520: Fieldwork in the Science of Reading in Special Education</u>		<u>1</u>
<u>ECPSE 521: Fieldwork in Mathematics for Students with Disabilities</u>		<u>1</u>
<u>ECPSE 530 -Student Teaching in Special Education</u>		<u>3</u>
<u>Total Credits</u>		<u>33</u>

Item 2: Add four new courses to page 218, prior to the description of ECPSE 550: Foundations of Special Education

1. Add ECPSE 510: Fieldwork Seminar in Collaboration and Special Education

ECPSE 510. Fieldwork Seminar in Collaboration and Special Education. This 1-credit field-based course provides candidates in the Master of Arts Teaching (MAT) Special Education Program with an introduction to the teaching profession and the ways in which collaboration is central to designing and implementing welcoming, effective and meaningful learning environments that integrate social/emotional/behavioral and academic learning to ensure students’ well-being and academic growth. Designed to develop candidates’ understanding of the varying roles of special education across general education, special education, and community-based settings, candidates participate in clinical experiences

across the PreK-12 grades in a variety of settings serving students with a range of disabilities. This course provides opportunities for candidates to experience firsthand and discuss how special education teachers' use collaboration skills to design the learning environment, engage in instructional planning, and support learning and social-emotional growth for PreK-12 students with disabilities. This course will maximize candidates' understanding that a special educator's role is to promote and ensure access to the general education curriculum regardless of setting. This course includes 10 hours of fieldwork with students with disabilities, 5 hours in PreK-6 and 5 hours in 7-12. 1 credit. Corequisite: *ECPSE 700: Foundations of General and Special Education*

2. Add ECPSE 520: Fieldwork in the Science of Reading in Special Education

3. This course will directly follow and build upon the foundational assessment, instructional planning and pilot lesson implementation conducted in the fieldwork of ECPSE 707: Language, Literacy and Assessment: Principles and Practices in PreK-12 Education. Specifically, candidates will refine and implement Tier 2 small group literacy instruction using evidence-based practices learned in the literacy course. As a precursor to the culminating experience in student teaching, this course will provide candidates with an opportunity to practice components of the Queens College Teacher Portfolio Assessment (QCTPA) and receive concrete feedback on their instructional implementation focusing on critical aspects of their teaching practice such as behavior management, engagement, pacing, timing, providing effective feedback, monitoring student performance, formative assessment and lesson refinement. The lesson observation and feedback will provide candidates with an opportunity to reflect on their strengths and challenges in both instructional design and instructional implementation. This course requires 10 hours of fieldwork with students with disabilities in either PreK-6 or 7-12. Corequisite: *ECPSE 707: Language, Literacy and Assessment: Principles & Practices in Special Education*, 1 credit

3. Add ECPSE 521: Fieldwork in Mathematics for Students with Disabilities

This course will directly follow and build upon the foundational assessment, instructional planning and pilot lesson implementation conducted in the fieldwork of ECPSE 718: Mathematics Instruction for Students with Disabilities. Specifically, candidates will refine and implement Tier 2 small group mathematics instruction using evidence-based practices learned in the mathematics method course. As a precursor to the culminating experience in student teaching, this course will provide candidates with an opportunity to practice components of the Queens College Teacher Portfolio Assessment (QCTPA) and receive concrete feedback on their instructional implementation focusing on critical aspects of their teaching practice such as behavior management, engagement, pacing, timing, providing effective feedback, monitoring student performance, formative assessment and lesson refinement. The lesson observation and feedback will provide candidates with an opportunity to reflect on their strengths and challenges in both instructional design and instructional implementation. This course requires 10 hours of fieldwork with students with disabilities in either PreK-6 or 7-12. 1 credit. Corequisite: *ECPSE 718: Mathematics Instruction for Students with Disabilities*

4. Add ECPSE 530: Student Teaching in Special Education

This culminating student teaching course provides candidates with sustained and meaningful opportunities to practice as a special education teacher in the field, build relationships with children and youth in the classroom or other professional contexts, learn from a supportive mentor, engage in active inquiry into the practice of teaching, and develop an identity as a professional in the field. Candidates will complete 70 days of student teaching, 35 days in PreK-6 classrooms and 35 days in 7-12 classrooms and must successfully complete the Queens College Teacher

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Portfolio Assessment (QCTPA). Candidates will be provided with individualized supervision and regularly scheduled group seminars focused on educating students with disabilities. The course will guide each candidate to explore differentiation using evidence-based strategy and data-based instructional decision-making to ensure access and progress of students with disabilities within the context of a hands-on internship experience. 3 credits. Pre-requisites: ECPSE 520: Fieldwork in the Science of Reading in Special Education; ECPSE 521: Fieldwork in Mathematics for Students with Disabilities; Being approved to Student Teach through the Student Teaching Application

Item 3: Revise the title and course description of ECPSE 700 on page 220.

- a. **Remove** strike through words:

~~ECPSE 700 - Foundations of Special Education~~

~~Description Education and psychology in special education are stressed with emphasis on developing a broad background of knowledge about students with various disabilities and strategies for creating access to the general education curriculum. The historical and sociological treatment of people with disabilities, special education law and programs, advocacy and collaboration, and building classroom communities that support the full diversity of learners are also addressed. Twenty hours of fieldwork focusing on special education programs is required.~~

- b. **Replace** with underlined words

ECPSE 700. Foundations of General and Special Education.

This course explores the philosophical, historical, and legal underpinnings of general and special education as well as current trends in moving toward culturally responsive and inclusive education for all learners in PreK-12. Education and psychology in special education are stressed with emphasis on developing a broad background of knowledge about students with various disabilities and creating access to the general education curriculum for all learners. The historical and sociological treatment of marginalized students including students with disabilities and students from culturally and linguistically diverse backgrounds. In addition, special education law and programs, advocacy, and collaboration, and building classroom communities that support the full diversity of learners are also addressed. This course includes 10 hours of fieldwork with students with disabilities, 5 hours in PreK-6 and 5 hours in 7-12. 3 credits.

2. ECP

- b. **Program change** - Discontinue Program

2) Please give HEGIS number of known to you: 0826.02

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Educational & Community Programs would like to discontinue the following program – School Psychologist Advanced Certificate {Program Code - 12900}

3. ECP

- c. **Program change** - Discontinue Program

2) Please give HEGIS number of known to you: 0899.50

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4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Educational & Community Programs would like to discontinue the following program – Alt Cert: Childhood/Special Education Generalist Trans B MAT {Program Code - 32461}

4. ECP

d. Program change - Discontinue Program

2) Please give HEGIS number of known to you: 0899.50

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Educational & Community Programs would like to discontinue the following program – Alt Cert: Adolescent/Special Education Generalist Trans B MAT {Program Code - 32462}

5. EECE

e. Program change - Discontinue Program

2) Please give HEGIS number of known to you: 0823.00

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Elementary & Early Childhood Education would like to discontinue the following program – Early Childhood Education Advanced Certificate {Program Code - 26435}

6. EECE

f. Program change - Discontinue Program

2) Please give HEGIS number of known to you: 0802.00

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Elementary & Early Childhood Education would like to discontinue the following program – Childhood Education, Grades 1-6 Advanced Certificate {Program Code - 26437}

7. EECE

g. Program change - Discontinue Program

2) Please give HEGIS number of known to you: 0823.00

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Elementary & Early Childhood Education would like to discontinue the following program – Early Childhood MSED {Program Code - 26438}

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8. EECE

h. Program change - Discontinue Program

2) Please give HEGIS number of known to you: 0802.00

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Elementary & Early Childhood Education would like to discontinue the following program – Childhood Education MSED {Program Code - 26439}

9. EECE

i. Program change - Discontinue Program

2) Please give HEGIS number of known to you: 0899.00

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Elementary & Early Childhood Education would like to discontinue the following program – Childhood Education/Bilingual Extension MSED {Program Code - 26440}

10. EECE

j. Program change - Discontinue Program

2) Please give HEGIS number of known to you: 0899.00

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Elementary & Early Childhood Education would like to discontinue the following program – Childhood Education/Bilingual Extension MAT {Program Code - 26441}

11. EECE

k. Program change - Discontinue Program

2) Please give HEGIS number of known to you: 0823.00

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Elementary & Early Childhood Education would like to discontinue the following program – Additional Certification in Early Childhood Education, B-2 Advanced Certificate {Program Code - 38337}

12. EECE

l. Program change - Discontinue Program

2) Please give HEGIS number of known to you: 0802.00

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4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Elementary & Early Childhood Education would like to discontinue the following program – Additional Certification in Childhood Education, Gr 1-6 Advanced Certificate {Program Code - 38338}

13. SEYS

m. Program change - Discontinue Program

2) Please give HEGIS number of known to you: 1917.01

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Secondary Education & Youth Services would like to discontinue the following program – Earth Science Teaching Advanced Certificate {Program Code - 28142}

14. SEYS

n. Program change - Discontinue Program

2) Please give HEGIS number of known to you: 0899.50

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: The Department of Secondary Education & Youth Services would like to discontinue the following program – Trans B Adolescent Ed English 7-12 MAT {Program Code - 39466}

5c. Nominating Committee

- i. MOTION: Duly made by Tina Pagano, Senator, School At-Large – Mathematics & Natural Sciences, and Chair of the Nominating Committee:

“To approve the Nominating Committee report dated April 16, 2026 as distributed by unanimous consent”

Hearing no objection, the motion was approved.

1) Campus Affairs, Environment, and Graduation Advisory Committee

The following faculty member was elected with unanimous consent:

Lisa Clark	Education	December 2027
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2) Special Committee on Governance

The following faculty member was elected with unanimous consent:

Chuixiang Yi	Math & Natural Sciences	April 2028
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5d. Teaching Excellence and Evaluation Committee

- i. MOTION: Duly made by Peter Liberman, Senator, College-Wide At-Large, and Chair of the Teaching Excellence and Evaluation Committee:

“To discuss the Draft Motion on Distribution of Queens College’s Student Course Evaluation Data”

Discussion followed.

The Academic Senate will vote on this motion at the next meeting on May 14, 2026.

Draft Motion on Distribution of Queens College’s Student Course Evaluation Data

March 18, 2026 DRAFT

Please send feedback to Peter.Liberman@qc.cuny.edu

Whereas the Senate Committee on Teaching Excellence and Evaluation has voted to support the following change in the distribution of open-ended student responses in teaching evaluations,

Be it resolved that the Academic Senate approves providing to instructors’ department chairs and program directors, which they may share with departmental personnel and budget committees, students’ written responses to the following two college-wide, open-ended course evaluation questions:

Q11. What aspects of the course enhanced your learning the most?

Q13. Is there anything else that you would like to share about this course?

In addition, when providing this data to chairs and directors, the Office of Institutional Effectiveness should remind them to regard outliers skeptically, giving more credence to comments articulated frequently within and across classes.

6. Old Business: (none)

7. New Business:

a. Calendar of Academic Senate and Executive Committee meetings 2026-2027

- i. MOTION: Duly made by Chair Plummer:

“To approve the Calendar of Academic Senate and Executive Committee meetings 2026-2027 as distributed by unanimous consent”

Hearing no objection, the motion was approved.

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Academic Senate Meetings

Thursdays at 3:35 pm

Fall 2026

September 17, 2026

October 8, 2026

November 12, 2026

December 10, 2026

Spring 2027

February 11, 2027

March 4, 2027

April 8, 2027

May 13, 2027

*May 13, 2027

Special Meeting (3/11 Wed Sched)

Last Meeting 2026-2027

Limited Meeting – New Senate

Executive Committee Meetings

Thursdays at 3 pm

Fall 2026

September 3, 2026

September 24, 2026

October 29, 2026

November 19, 2026

Spring 2027

January 28, 2027

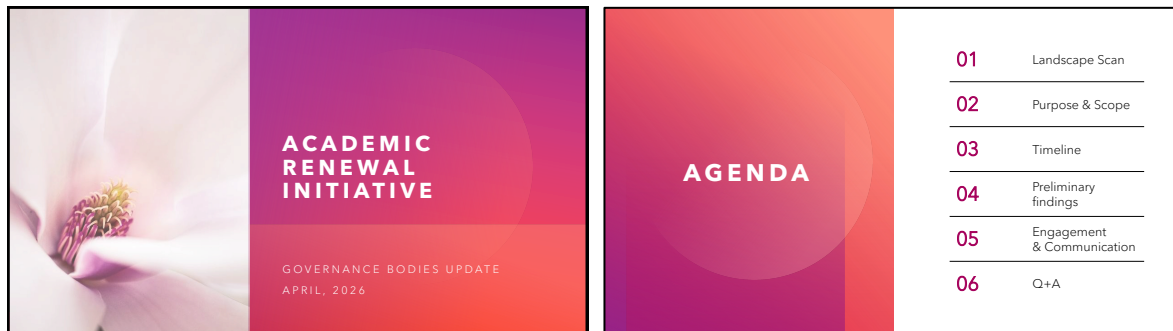
February 25, 2027

March 25, 2027

May 6, 2027

b. Academic Renewal Initiative

Chair Plummer welcomed members of the Academic Renewal Initiative Working Group—Provost and Senior Vice President for Academic Affairs Patricia Price, Associate Provost for Academic and Faculty Affairs Maria DeLongoria, Associate Provost for Institutional Effectiveness Rebekah Chow, Dean of the School of Arts and Humanities Simone Yearwood, Professor of Psychology Claudia Brumbaugh, and Lecturer of English Christopher Williams. They gave the following presentation and answered questions from those in attendance:



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Hot off the presses ...

***Syracuse drops 84 majors ...*, April 2026**

Syracuse closes 84 majors and a total of 93 programs - about 20% of their academic programming - pursuant to academic review

***When the Legislature Kills Your Department* August 2025**

Chronicle of Higher Ed article on program cuts by lawmakers in Indiana, Ohio, and Utah

***SUNY Fredonia Sets End Date for 13 Majors* March 2024**

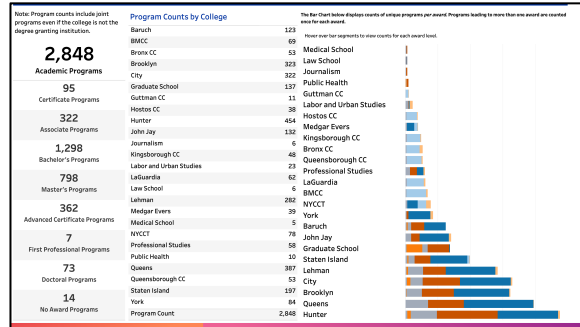
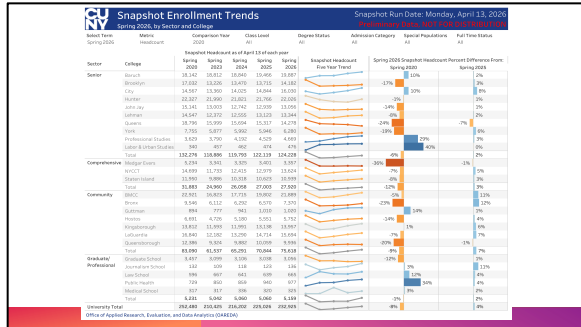
As of December (2023) Fredonia faced a \$10M deficit. SUNY institutions at Potsdam, Buffalo State, and Downstate Medical Center are also staring down financial challenges.

***Private Colleges Closing Across New York* May 2025**

According to New York education officials, 18 degree-granting institutions have closed since 2016.

Meanwhile, closer to home ...

- Enrollment declines have meant a 24% decline in headcount since Spring 2020
 - OC is an outlier relative to other CUNY colleges in that we have not turned this around yet
- We have a relatively large program inventory, as well as many smaller programs
- Expense control in Academics, through closer management of the class schedule and prioritization of discretionary reassigned time, is underway - led by Central
- All indicators point to a smaller college into the future, enrollment-wise. Mostly driven by regional demographic decline.



This presents both challenges and opportunities

Challenges

- Enrollment declines mean our revenues consistently fall short of our expenses
- Large program inventory stretches our effort
- Clearly diminished student interest in some program

Opportunities

- Queens College has never done a holistic review of our academic programming - a best practice in higher ed
- Focusing our identity as an institution - important in a competitive market
- Update our programming to be more appealing to students, including investing in existing and new growth areas, helps us fulfill our mission

This is hard work, but the outcome can be positive and powerful

ACADEMIC RENEWAL INITIATIVE

- WORKING GROUP APPOINTED BY PRESIDENT WU LAST SPRING
 - Primarily faculty
- BI-WEEKLY MEETINGS FROM SEPT 2025 - FEB 2026
- REPORT DUE TO PRESIDENT IN MAY 2026
- PRESIDENT TO CONSIDER REPORT, BEGIN CONSULTATION IN FALL 2026

PURPOSE OF ACADEMIC RENEWAL INITIATIVE

- DETERMINE PROGRAM HEALTH
- MAKE RECOMMENDATIONS TO PRESIDENT - NOTE THAT THIS IS NOT A DECISION-MAKING BODY
- GATHER BEST PRACTICES FROM THRIVING PROGRAMS AROUND THE COLLEGE TO SHARE
- ENSURE THE VITALITY OF QUEENS COLLEGE INTO THE FUTURE BY ALIGNING PROGRAMS TO STUDENT NEEDS, FOCUSING OUR EFFORT, AND SERVING OUR COMMUNITY AS IT EXISTS TODAY (AND INTO THE FUTURE)

Determining Program Health

PUBLICLY-AVAILABLE DATA GATHERED BY PROGRAM USED TO CATEGORIZE PROGRAMS

- RETENTION AND GRADUATION
- STUDENTS ENROLLED
- MAJORS
- COST PER CREDIT HOUR
- MARGINAL REVENUE
- POST-GRADUATION OUTCOMES

DEPARTMENT / INTERDISCIPLINARY PROGRAM CONSULTATION

ONE-ON-ONE CONSULTATIONS HELD IN MARCH AND APRIL WITH DEPARTMENTS / PROGRAMS

- FOR WG TO FIND OUT MORE
- CORRECT ERRORS OF FACT
- ENCOURAGE COMMUNITY CONVERSATION
- PRELIMINARY REPORTS PROVIDED IN ADVANCE

GROUP MEETINGS TO BE HELD IN MAY FOR DEPARTMENTS/PROGRAMS NOT RESPONDING TO OUR INVITATION

ALL PROGRAM HEADS WILL RECEIVE FINAL REPORTS AND HAVE AN OPPORTUNITY TO RESPOND

Summary of (preliminary) institutional findings

Graduation and retention rates and trends

- 10 out of 69 programs were ranked as "thriving".
- 36 out of 69 programs were ranked as "stable".
- 23 out of 69 programs were ranked as "of concern".
- 5 were ranked as "of high concern".

Students served and trends

- 13 out of 42 departments or programs were ranked as "thriving".
- 16 out of 42 departments or programs were ranked as "stable".
- 13 out of 42 departments or programs were ranked as "of concern".
- 7 were ranked as "of high concern".

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Summary of (preliminary) institutional findings
continued

Cost per student credit hour

- 8 out of 30 departments were ranked as "low"
- 14 out of 30 departments were ranked as "middle"
- 8 out of 30 departments were ranked as "high"

Instructional revenue minus instructional cost

- 5 out of 30 departments were ranked as "low"
- 19 out of 30 departments were ranked "middle"
- 6 out of 30 departments were ranked as "high"

Summary of (preliminary) institutional findings
continued

Number of majors (and 3-5-year trend)

- 15 out of 104 programs were ranked as "thriving"
- 54 out of 104 programs were ranked as "stable"
- 23 were ranked as "small but stable"
- 27 out of 104 programs were ranked as "of concern"
- 17 were ranked as "small and of concern".

Post-graduation outcomes

- 23 out of 41 departments or programs were ranked as "thriving"
- 15 out of 41 departments or programs were ranked as "stable"
- 3 out of 41 departments or programs were ranked as "of concern"

Communication and Consultation

- Website
- Publications
 - Academic Affairs Updates
 - Knight News
- Open Meetings of the Working Group in December and February
- Departmental consultations (21 scheduled)
- P&B: May 2025, April 2026
- Academic Senate, April 2026
- All-faculty meetings Spring 2026
- Student leadership

MOTION: Duly made by Chair Plummer:

“To Adjourn”

The meeting was adjourned at 4:58 p.m. The next Academic Senate meeting will be on Thursday, May 14, 2026.