

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE

May 9, 2024

While waiting for a quorum, Chair Kevin L. Ferguson invited President Frank H. Wu to briefly address the Academic Senate. President Wu began by discussing some of the highlights of the past year. He noted that 57 new faculty members were brought on at the beginning of the year. Additionally, an alumnus recently announced an endowment sufficient to predominantly fund the new Dean of the School of Business; two faculty members from the School of Arts won Grammy Awards; and CUNY Citizenship Now! just opened. President Wu then spoke about the budget situation. He mentioned that Queens College recently secured \$350,000 from the state for the Asian American and Asian Research Institute. He also noted that the structural deficit has declined throughout the CUNY system. However, Queens College remains one of nine institutions within the system that are of concern. President Wu then spoke about current events and the upcoming commencement ceremony. He mentioned that the CUNY system is being reviewed at the request of Governor Hochul following reports of antisemitism. He noted that everyone is entitled to their views as long as they respect the rights of their colleagues and classmates. During commencement, attendees will be allowed to express themselves with a button or sign, but deliberately disruptive behavior will not be tolerated. Following his remarks, President Wu answered questions from senators in attendance.

The meeting will come to order:

Chair Kevin L. Ferguson called the meeting to order at 4:06 p.m. after the Academic Senate had a full quorum.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Ferguson:

“To approve the agenda”

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 April 11, 2024”

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

3. Announcements, Administrative Reports and Memorials:

- a. President of the Committee for Disabled Students (CDS), Arturo Soto, gave the following presentation:

Committee for Disabled Students (CDS) Presentation



Committee for Disabled Students
of Queens College

Agenda


- Introduction
- Mission and Objectives
- Services Offered
- History and Achievements
- Recent Initiatives
- Tutoring Program
- Networking and Collaboration
- Advocacy Beyond Campus Borders
- Conclusion



Committee for Disabled Students
of Queens College



Abilities in disabilities




Former CDS President, Dr. Chris Rosa

"I found that I was part of a movement much larger than myself. And I found that even more than part of a movement, I was part of a burgeoning American disability culture."


Introduction:

- Good afternoon esteemed members of the Academic Senate. My name is Arturo Soto, and I am the President of the Committee for Disabled Students (CDS) at Queens College.
- Today, I am here to share with you more about the important work that CDS does to advocate for students with disabilities and promote accessibility at Queens College.



Mission, Objectives:

- CDS advocates for students with disabilities and works to make Queens College more accessible.
- Our mission is twofold: to advocate for students with disabilities and to make Queens College a more inclusive and accessible environment.
- We strive to create an environment where people with and without disabilities can come together, learn from each other, and thrive collectively.



Room Changes for Accessibility: We advocate for and facilitate room changes for students who require accessibility accommodations.

Information and Rights: We provide information about services and rights available to students with disabilities.

Tutoring Services: We offer tutoring for students who need additional accommodations to succeed academically.

Assistance with Mobility Aids: We assist students in acquiring wheelchairs, support canes, and other necessary mobility aids.

Advocacy: We advocate for students who encounter issues with faculty, bullying, or other challenges related to their disabilities.


Services Offered:

History and Achievements:

Founded in 1972, CDS is one of the oldest disability advocacy organizations in CUNY.

We have a proud history of advocating for students with disabilities and making tangible improvements to accessibility on campus.

Our initiatives range from hosting awareness events to funding accessible infrastructure such as doors, ramps, and signage.



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Recent Initiatives:

In recent years, CDS has focused on expanding our tutoring program, hosting awareness events, and fostering community-building activities.

We have organized ADA anniversary barbecues, art exhibitions, QC's first Adaptive Campus Tour, and other events to celebrate disability awareness and promote inclusion.



Our tutoring program provides academic support to students with disabilities.

Tutors are typically Queens College students or alumni with a strong academic background.

Tutees must be registered with the Queens College Office of Special Services to access tutoring services.

Metric	Past Academic Year
Students Requested Tutoring	20
Students Matched with Tutors	8
Students Receiving Tutoring Twice	1
Students and Alumni Applied to be Tutors	36
Individuals Matched with Tutees	8
Tutors Hired First Semester	4
Tutors Hired Second Semester	8
Planned Tutors for Next Academic Year	16 (doubling the number from the previous year)
Passing Rate for Students Receiving Tutoring	100%

Tutoring Program:





Networking and Collaboration:

This past academic year, CDS has prioritized networking and collaboration to strengthen CDS's impact.

We have built partnerships with campus organizations, clubs, and offices to amplify our reach and resources.

Collaboration with the Career Center has expanded job opportunities for students to become tutors within our program.



Advocacy Outside of Campus:

- On behalf of CDS, I have had the true privilege of advocating for students with disabilities through engagements with college and university leadership and testimonies in Albany.
- Our goal is to advance accessibility, inclusion, and representation not only at Queens College but also in the wider CUNY community.

Conclusion:

In conclusion, the Committee for Disabled Students is committed to advocating for students with disabilities and promoting accessibility at Queens College.

We invite you to support our efforts and join us in creating a more inclusive and equitable environment for all members of our campus community.



Queenscollege.cds@gmail.com
Kiely Hall #175



Committee for Disabled Students
of Queens College

Thank you for your attention. I am happy to answer any questions you may have

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 April 11, 2024 as distributed”

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

A. General Education

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1. General Education Matters
 - a. EAST 162. Introduction to Korean Cinema (CE)
 - b. PHIL 107. Logic and Scientific Reasoning (SW)
2. Mathematics and Quantitative Reasoning Advisory Committee.
3. Writing Intensive Advisory Committee.
4. STEM variant courses.

1. Linguistics and Communication Disorders

- a. Change to the Official Name of Program

From: ~~Applied Linguistics~~: TESOL

To Read: Teaching English to Speakers of Other Languages (TESOL)

- b. The following course is to be withdrawn from the TESOL Major (it will remain for Linguistics Majors and should remain in the course catalog): LCD 220

Course Number: LCD 220

Course Title: Advanced English Syntax

With this change, the number of credits required for the TESOL major will be reduced from 59 credits to 56 credits.

2. Psychology

- a. New course.

Psych 228. Language and Mind

3 hr., 3cr.; Prerequisite: PSYCH 101

An introduction to the study of language and mind. We begin with foundational questions on why it is important to understand the psychology of language or how language is represented in the mind and how it is organized in the brain. How does the child acquire language, and what are the ways that adults acquire languages beyond those of childhood? Since bi-multilingualism is a common world-wide phenomenon, it is important to understand how multiple languages are handled in the mind/brain. Finally, we delve into *how* the mind processes language and learn about various ways of probing language through methods such as self-paced reading, visual world paradigm (VWP) experiments, and reaction time measures.

- b. New course.

Psych 230. Cognition

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

A brief overview of cognition, as well as an exploration of enduring themes in the field, and major questions facing cognitive scientists and psychologists.

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c. Change to a major: Psychology

To Read:

200 - level elective course list: 214, 215, 216, 217, 221, 226, 231, 232, 238, 243, 248, 251, 255, 256, 257, 259, 260, 281, 228, 230

3. BALA

1. Change to the Requirements for a Minor: Business and Liberal Arts (BALA)

To read:

List of Electives: Complete at least 1 of the following Courses:

ACCT 100. Financial and Managerial Accounting

ACCT 261. Business Law I

BALA 250. Principles of Marketing

BALA 391.3 - Business Internship

BALA 398.3 - VT: Special Topics in Business

DESN 296. Advertising Design

BUS 247. Business Economics

CSCI 48. Spreadsheet Programming

CSCI 100. Information and Intelligence

ECON 220. Consumer Economics and Personal Finance

FNES 275. Institutional Management

FREN 235. Business French

GERM 235. German for Business and Industry

GRKMD 235. Commercial and Business Greek

ITAL 235. Commercial and Technical Italian

MEDST 264. The Business of Media

MUSIC 242. Music Career Development

PHYS 270. Physics Applications of Machine Learning and Data Science

PSYCH 226. Introduction to Industrial and Organizational Psychology

URBST 223. Introduction to Public Administration

2. Courses added to or removed from the reserve list.

Course removed and withdrawn.

BALA 165. Oral Communication in the Workplace.

4. Family, Nutrition and Exercise Sciences

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

To:

REQUIREMENTS FOR THE MAJOR IN HUMAN DEVELOPMENT AND FAMILY SCIENCE (MAJOR CODE HDFS-BA) Required (52 credits) FNES 140, 147, 151, 153, either 163 or both 263 and 264, 248, 249, 250, 251, 256, 345, 347, 348, 349, 360, and 376; SOC 205 or PSYCH 107.3 and 107.1.

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5. Political Science

a. New course.

PSCI 267. Economics and Statecraft. 3 hrs.; 3 cr.

Economic statecraft is the use of economic tools to achieve foreign policy objectives, including national security objectives. For a long time, the primary focus in foreign policy analysis was on the use—or the threat of the use—of force and the tools for economic statecraft were more or less seen as symbolic gestures of little consequence. However, in the last three decades, there has been a remarkable surge in the utilization of the tools for economic statecraft. This course introduces students to the different tools available in the economic statecraft toolkit, including trade, foreign direct investment, foreign aid, natural resources, technology, and sanctions. We will examine when and how governments select from their economic statecraft toolkit, and investigate the conditions under which these tools are effective.

b. New course.

PSCI 268. Global Threat and Global Governance. 3 hr.; 3 cr.

Climate change, infectious disease, food and energy insecurity, migration, and transnational crimes are just a few examples of the major issues that require arrangements and cooperation at the global level. Yet, how can we tackle such global challenges in the absence of world government? In this course, we will examine the central concerns of global governance, such as the creation, design, effectiveness, and legitimacy of international institutions that make up the international regime on an issue. We will also study the role of private foundations, business firms, and key individuals (activists, entrepreneurs, celebrities, etc.) in the global governance of an issue area. Overall, this course invites students to see the challenges in global governance as part of our collective future.

6. Philosophy

a. New Course:

PHIL 107. Logic and Scientific Reasoning

3 hours, 3 credits, no prerequisites

Some fundamentals of logic and an investigation of the kinds of reasoning involved in the pursuit of scientific knowledge. Topics include: the differences between inductive and deductive reasoning, translation of propositions into logical symbols, truth tables, probabilistic and statistical reasoning, causal arguments, and explanatory reasoning.

b. Change in title.

To read:

PHIL 105: Film and Philosophy

3 hr., 3 cr.

c. Change in title.

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To read:

PHIL 106: Literature and Philosophy
3 hr., 3 cr.

- d. Change in description.

To read:

PHIL 123: Freedom and Responsibility
3 hr., 3 cr.

An examination of issues concerning human freedom and responsibility in their political, legal, and religious dimensions; the problems of moral decision in general and in situations of crisis.

- e. Change in title.

To read:

PHIL 145: Phenomenology and Existentialism
3 hr., 3 cr.

- f. Change in title

To read:

PHIL 146: The Analytic Tradition
3 hr., 3 cr.

7. Honors in Mathematics and Natural Sciences

Proposal to make the existing Honors in the Mathematical and Natural Sciences a minor.

Requirements

The 12-credit program consists of the following courses in the following sequence. HMNS 101 (2 credits); HMNS 102 (2 credits); HMNS 291 (up to 3 credits through a combination of HMNS 291.1, HMNS 291.2, HMNS 291.3); HMNS 391.3 (up to 3 credits through a combination of HMNS 391.1, HMNS 391.2, HMNS 391.3); HMNS 398 (2 credits)

Please note: HMNS 101, 102, and 398 may be taken only once; HMNS 291 or 391 may be taken multiple times for credit.

For research courses students should work in the lab a minimum of 3 hrs/week/credit on their research project for a regular 14 weeks semester (Fall, Spring) or 7 hrs/week/credit for a 6 weeks summer session. At the end of the semester (Fall, Spring) students taking their first research course in the HMNS program (HMNS 102) will share their work through a short power point presentation. Students taking HMNS 398 will give a power point presentation as well as submit a concluding research paper.

8. History

- a. Change in description.

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To:

HIST 284. History of New York State.

3 hr.; 3 cr. From its beginnings as a Dutch colony to the present. Special attention to original materials, biographers, diaries, and travels that describe New York from generation to generation. ~~Fall~~.

b. Change in description.

To:

HIST 285. History of the City of New York.

3 hr.; 3 cr. From frontier settlement to world metropolis. Special attention to original materials, letters, diaries, official records, and other primary sources. ~~Spring~~

c. Change in title and description.

To:

Hist 348. History of the Outer Boroughs

3 hr.; 3 cr.

This course is devoted to the historical development of ~~Queens- the outer boroughs- colonial times to the present~~. Each student ~~must have a 3.0 grade-point average and~~ will conduct an original investigation and submit a substantial documented report on a related topic of their choice.

d. Change in title and description.

To:

HIST 111. African history to 1800 ~~History of Africa-~~

3hr.; 3 cr. Survey of Africa in global perspective, from earliest times to 1800. ~~African history south of the Sahara; emphasis on the rise and decline of medieval African kingdoms, the effects of the slave trade on the indigenous peoples, and the growth of African nationalism under colonial rule. Fall~~

e. New course:

HIST 317. VT: Debates in African History.

3 hr.; 3 cr.

Seminar discussion of interdisciplinary research methods and interpretations in African history. Topics may include new approaches to environmental history, the study of precolonial urban settlements, gender and women's history, research using oral sources and popular culture, African philosophies and knowledge systems, archives, monuments, and public history. May be repeated for credit if the topic is different.

f. Change in description.

To:

HIST 289. Law, Crime, and Society in the Non-Western World (VT).

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3 hr.; 3 cr. Exploration of trials and other legal case studies in non-Western history. Some topics may include caudillismo and banditry; the urban “underworld”; the growth of legal medicine; scientific criminology and eugenics; the rise of military governments in the twentieth century; organized crime; transitional justice and the contemporary question of the rule of law. May be repeated for credit if the topic is different.

g. New course.

HIST 123: African History, 1800 to Present

3cr. 3hr.

This course will explore in-depth the major political, economic and social changes, and developments in modern African history from 1800 CE to the present day.

h. New course.

HIST 318: Slavery in Latin America and the Caribbean

3 hr.; 3 cr. An overview of the history of slavery and freedom in Latin America from 1492 to the abolition of slavery in Cuba and Brazil in 1886 and 1888 respectively. Some of the main topics covered in the course include the slave trade, the Middle Passage, resistance to slavery, manumission, legal strategies to obtain freedom, and the fight for abolition during the nineteenth century.

i. New course.

HIST 319: The Latin American Independence Movements

3 hr.; 3 cr. An overview of the Latin American political revolutions of the early nineteenth century, which culminated with the erection of new Spanish American republics and an independent Brazilian Empire in the 1820s. The course begins with the imperial reforms on the eighteenth century and proceeds to examine the processes by which the Spanish and Portuguese empires lost legitimacy in the Americas.

j. New course.

HIST 357: Race and Racism in Latin America

3 hr.; 3 cr. An overview of the history of race and racism in Latin America from the colonial period to the contemporary world. Some of the main topics covered in the course include the Iberian concept of purity of blood, *mestizaje* (racial miscegenation), slavery and race, the idea and practice of racial democracy, and the endurance of colorism in modern Latin American societies.

k. Change to the major.

TO:

REQUIREMENTS FOR THE MAJOR IN HISTORY (MAJOR CODE HIST-BA)

Majors are required to take a minimum of 36 credits in history distributed among the following six components. At least 18 credits must be taken at Queens College.

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1. Introductory Surveys in European and U.S. History (4 courses, 12 credits): HIST 101, 102, 103, and 104.

2. Introductory Surveys in Non-Western History (2 courses, 6 credits): Two courses from among the following: HIST 105, 106, 111, 112, 121, 125, 126, 140–142, 144–149.

3. Upper-Division Course in Non-Western History

(1 course, 3 credits): One course from among the following: HIST 160, 166, 255-257, 289, 294, 295, 298, 309, 311, 315, 332, 334, 335, 338, 344, 355, 356, 360, 361.

4. Concentration

3 courses (9 credits): Three additional courses in one of the following areas:

Ancient and Pre-Modern History

Includes HIST 113, 114, 140, 144, 148, 158, 204–206, 208, 209, 212, 251, 286, 291, 311, 352.

European History since the Fall of Rome

Includes HIST 107–110, 115, 116, 150, 164, 169, 203, 209- 213, 215–218, 222, 225, 227–233, 236–242, 251–254, 287, 291, 292, 295, 302-305, 308-310, 312-315, 332, 349, 352, 361.

United States History

Includes HIST 163, 168, 249, 255, 258-260, 262, 263, 265–267, 270–279, 284, 285, 288, 297, 299, 313, 314, 329, 340–343, 345, 347, 348, 350, 351, 388.

History of Areas of the World other than the United States and Europe

Includes HIST 105, 106, 111, 112, 123, 121, 125, 126, 140–142, 144–149, 160, 166, 255-257, 281, 289, ~~294, 295~~, 293-296, 298, 309, 311, 315, 317, 318, 319, 332, 334, 335, 338, 344, ~~355, 356~~, 355-357, 360, 361

Jewish History

Includes HIST 114–116, 159, 237, 249, 251–257, 255, 256, 290, 295, 311, 312, 336, 338, 349.

Gender History

Includes HIST 162, 270–272, 298, 308, 335, 336, 342, 345.

Legal History

Includes HIST 161, 186, 286-290, 340-341.

Students may create a specialty with the permission of the Director of Undergraduate Studies and the Chair. Students choosing this option must do so at the start of their junior year.

5. Colloquium

(1 course, 4 credits): HIST 392W.

6. Elective

(1 course, 2-3 credits): An additional history course, at any level and on any topic.

Please note: HIST 200, 370, 393 and 394 have topics that vary from semester to semester and will be included in whichever area is appropriate for their content. Depending on the topic, HIST 392W

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may be used to satisfy the Upper-Division Course in Non-Western History; it may not be used to satisfy the concentration requirement.

9. MATH

Change to title and course description.

TO:

MATH 317. **Number Systems.**

3 hr.; 3cr. Prereq.: C- or above in any math course numbered 200 or above.

Axiomatic development of the integers, rational numbers, real numbers, and complex numbers. Topics may include sets, relations, and functions; Peano systems; recursive processes; the natural numbers; integers and integral domains; rational numbers and fields; completeness and the real numbers; complex numbers. Not open to students who are taking or have received credit for MATH 617.

10. School of Earth and Environmental Sciences

1. Requirements for the majors in Geology

To:

Both the BA and BS are offered in Geology. The BA is designed for students planning careers in non-technical aspects of geoscience, such as primary and secondary education, law, and finance. The BS, which satisfies the New York State Professional Geologist licensure requirements, is designed for students planning to attend graduate school or pursue careers in technical aspects of geoscience, such as geologic and environmental consulting, natural hazard mitigation, or exploration of natural resources, among other possibilities.

The BA in Geology (Major code GEOL-BA) requires completion of the following, for a total of at least 46 credits:

1. Introductory Course: GEOL 101
2. Supporting Courses (some of which are prerequisites for one or more of the Core Courses and Advanced and Elective Courses that follow): ENSCI 100, MATH 141 or 151, CHEM 113.4 and 113.1, PHYS 121.4 and 121.1 or 145.4 and 145.1.
3. Core Courses: GEOL 102, 200, plus four courses among GEOL 201, 203, 208, 212W, 214, and 216.
4. Advanced and Elective Courses: Two additional courses among GEOL 201, 203, 208, 212W, 214, 216, 318, 328W, 330, 333, 347, 361, 363, 365, 370 and ENSCI 200, 303. Up to 3 credits of GEOL/ENSCI 383 may also count towards this requirement. Students uncertain about career paths are advised to take GEOL 361.

The BS in Geology (Major code GEOL-BS) requires completion of the following, for a total of at least 61 credits:

1. Introductory Course: GEOL 101
2. Supporting Courses (some of which are prerequisites for one or more of the Core Courses and Advanced and Elective Courses that follow): ENSCI 100, MATH 141 or

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- 151, MATH 142 or 152, and 15 credits among CHEM 113.4 and 113.1, CHEM 114.4 and 114.1, PHYS 121.4 and 121.1 or 145.4 and 145.1, PHYS 122.4 and 122.1 or 146.4 and 146.1.
3. Core Courses: GEOL 102, 200, four courses among GEOL 201, 203, 208, 212W, 214, and 216, plus the capstone GEOL 361.
 4. Advanced and Elective Courses: Three additional courses among GEOL 201, 203, 208, 212W, 214, 216, 318, 328W, 330, 333, 347, 363, 365, 370 and ENSCI 200, 303. Up to 3 credits of GEOL/ENSCI 383 may also count towards this requirement. Students interested in the New York State Professional Geologist title are advised to take GEOL 333, 347, and 363 as electives.

Requirements for the minor in Geology

From:

GEOL 101, ~~GEOL 102~~, and three additional elective courses chosen from ~~200~~ and 300-level Geology or Environmental Science courses. At least two of three advanced courses above Geology 102 must be taken at Queens College.

To:

The minor in Geology helps students build a strong geoscience background to supplement their major. It is particularly recommended for students pursuing a major in Environmental Science, but it may be useful for several other majors, including (but not limited to) Anthropology, Biology, Chemistry, Computer Science, Economics, Physics, and Urban Studies. Advisement for students wishing to complete a minor in Geology will be provided by SEES faculty to ensure that each minor contributes to each student's academic goals.

The minor in Geology (Minor code GEOL-MIN) requires the completion of the following, for a total of at least 15 credits:

1. GEOL 101, 102
2. Three additional courses among GEOL 200, 201, 202, 208, 212W, 214, and 216, of which at least two must be taken at Queens College.

3. New courses

A. GEOL 202: Igneous and Metamorphic Rocks

New description

GEOL 202: Igneous and Metamorphic Rocks. 2 lec., 3 lab. hr.; 3 cr. Prereq. GEOL 201. Recommended: GEOL 102, 200. Identification and classification of common igneous and metamorphic rocks, in outcrop, hand specimen, and under the microscope. Magmatic and metamorphic processes in Earth's mantle and crust in the context of Plate Tectonics, with implications for natural hazards and natural resources, such as mineral deposits and geothermal energy. Required all-day field trip(s).

B. GEOL 330: Ice Ages and Paleoclimate

New description

GEOL 330: Ice Ages and Paleoclimate. 3 lec. hr.; 3 cr. Prereq. GEOL 101, ENSCI 100. Recommended: GEOL 208, ENSCI 200. Patterns and causes of Earth's climate variability during the Quaternary Period (the last ~2.6 million years), an interval dominated by cycles of global glaciation. Astronomical theories of ice ages,

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Quaternary dating methods, ice core records, marine- and land-based paleoclimate records. Interplays between external forcings, feedbacks within the Earth system, and human activity.

C. GEOL 333: Geophysics

New description

GEOL 333: Geophysics. 3 lec. hr; 3 cr. Prereq. GEOL 101, PHYS 121 or 145, MATH 141 or 151 (or equivalent). Introduction to theory of gravity, magnetic, and seismic exploration methods; physical properties of Earth materials and their influence on geophysical measurements. Use of geophysical data in the interpretation of structures in Earth's interior for the mitigation of environmental problems. Skill building in computational methods used to analyze geophysical data.

D. GEOL 361.1: Geological Problem Solving II

New description

GEOL 361.1 Geological Problem Solving II. 3 lab. hr.; 1 cr. Prereq. GEOL 361.3. Second part of the capstone course for the Geology major. Compilation, synthesis, and analysis of geological data collected in field campaigns undertaken in GEOL 361.3. Reporting of results via written and oral communication. Course evaluation performed by rotating Capstone Committee.

4. Modified courses

A. GEOL 101: Physical Geology

To:

GEOL 101: Introduction to Planet Earth. 3 lec., 3 lab. hr.; 4 cr. An introduction to how geologists study the Earth, including its origin, composition, structure, and the internal and surface processes that shape the landscape and determine how humans can best interact within the Earth System. Required all-day field trip. (LPS, SW, SCI)

B. GEOL 102: Historical Geology

To:

GEOL 102: History of Earth and Life. 3 lec., 3 lab. hr.; 4 cr. Prereq.: GEOL 101. Major geologic events and climatic changes in our planet's 4.6-billion-year history. Evolution of life on Earth as documented through the fossil record. Required all-day field trip(s). (LPS, SW, SCI)

C. GEOL 200: Methods in Geoscience

To:

GEOL 200: Methods in Geoscience. 2 lec., 3 lab. hr; 3 cr. Prereq.: GEOL 101. A project-based introduction to the basic skills required to characterize and quantitatively evaluate natural systems and communicate geoscience information effectively: field observation and description; map use and interpretation; data handling, statistical analysis, and graphical representation; scientific communication.

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D. GEOL 201: Minerals, Igneous and Metamorphic Rocks

To:

GEOL 201: Minerals and Crystals. 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 101, CHEM 113.4, 113.1, or by permission. Recommended: GEOL 102 and 200. Identification and classification of minerals, in hand specimen and based on their optical properties under the microscope. Chemistry of mineral structures and symmetry of crystals. Crystallization and mineralization processes, with implications for natural resources and environmental remediation. Required all-day field trip(s).

E. GEOL 208: Sedimentology and Landscape Evolution

To:

GEOL 208: Sediments and Landscapes. 2 lec., 3 lab. hr.; 3 cr. Prereq: GEOL 101. Recommended: GEOL 102, 200. Development and evolution of landscapes in various climatic and geologic settings, with emphasis on natural and human-influenced processes that create landforms and surficial sedimentary deposits. Fundamental geological constraints on environmental problems. Required all-day field trip.

F. GEOL 214: Earth's Internal Processes

To:

GEOL 214: Faults, Folds, and Tectonics. 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 200. Recommended: GEOL 102, PHYS 121, MATH 141. Fundamental concepts underpinning plate tectonics, tectonic margins, and structural geology. Introduction to principles of Earth's heat production and rock deformation, mountain building, and natural hazards associated with tectonic activity. Analysis and interpretation of geologic structures. Discussion of current topics and methods of tectonics research. Required all-day field trip(s).

G. GEOL 313W: Stratigraphy and Interpreting Paleoenvironments

From:

GEOL 313W: Stratigraphy and Interpreting Paleoenvironments. 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 101, GEOL 102, GEOL 208. ~~This upper level geology class provides an introduction to understanding the several types of stratigraphic interpretations and their practical application in academic and industry settings. It will also provide a basic background in how the fossil record is used to interpret paleoenvironmental changes.~~

To:

GEOL 212W. Sedimentary Rocks, Fossils, and Strata. 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 102. Recommended: GEOL 200, 201, 208. Identification and classification of sedimentary rocks and fossils in outcrop, hand specimen, and under the microscope. Development of quantitative and interpretive skills in stratigraphy, with implications for natural resources and for deciphering ancient environments and ecosystems. Skill building in communicating geoscience information. Required all-day field trip(s). Not open to students who have completed 313W.

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H. GEOL 347: Principles of Hydrology

To:

GEOL 347: Surface Water and Groundwater. 2 lec., 3 lab. hr.; 3 cr. Prereq.: GEOL 200, CHEM 113.4, 113.1, PHYS 121.4 and 121.1. A survey of surface water and groundwater hydrology, including discussion of water quality, pollution, and water resource management.

I. GEOL 363: GIS in the Geosciences

To:

GEOL 363: GIS in Geoscience. 2 lec., 3 lab. hr.; 3 cr. Prereq: GEOL 101. Recommended: GEOL 200. Hands-on introduction to the uses of Geographic Information Systems (GIS) for addressing real-world issues in Earth and Environmental Sciences. Cartography, gathering and analyzing geospatial data, database management, testing scientific hypotheses in a GIS environment, and communicating geospatial information to diverse audiences.

J. GEOL 361: Geology in the Field

From:

GEOL 361: Geology in the Field. 9 hr. fieldwork; 3 cr. Prereq. or coreq.: GEOL 202, 213 and 214, or permission of the instructor. The application of geologic principles to the study of rocks, geologic structures, and landforms in the New York metropolitan area. Introduction to geologic mapping and four-dimensional interpretation of regional geologic history. Offered in the spring semester or summer.

To:

GEOL 361.3: Geological Problem Solving I. 9 hr. fieldwork; 3 cr. Prereq. or coreq.: GEOL 200, and at least two of GEOL 202, 208, 212W, and 214, or by permission. First part of the capstone course for the Geology major. Field-based geological problem solving and application of fundamental skills of geological fieldwork. Geological problems may have a specific focus including, but not limited to, tectonics and structural geology, regional geology, landscape evolution, or glacial geology. Written and oral communication of field-based geological data. Required overnight field trips (total of ~8 overnights).

5b. Graduate Curriculum Committee

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

“To accept the GCC minutes dated March 13, 2024 and April 3, 2024 as distributed”

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

GCC Minutes Dated March 13, 2024

A. ITEMS FOR UNIVERSITY REPORT

1. FNES

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

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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:

Requirements for Initial Certificate

Requirements for Admission and Maintenance

Requirements for Admission and Maintenance Admission to the program begins with submission of an application for matriculation. In addition to the application, a student must submit a letter of intent, which includes the student's background in sport and physical education, experiences working in sport, recreation, or physical education settings with children and young adults, any teaching experience, a philosophical statement on the role of physical education in society, and future plans upon completion of the program. The applications are reviewed by an Admissions Committee, which considers, among other factors, the letter of intent, the graduate application with particular attention to performance in undergraduate work and in writing courses, and three professional letters of reference. The applicant must hold a bachelor's degree with a general education core in the liberal arts and sciences. Applicants who majored in physical education but do not hold an initial certificate, or applicants who come from disciplines other than physical education, will be required to satisfy deficiencies by taking courses which constitute as a minimum the following: FNES 010, 011, 012 (2 courses), 013, 014 (2 courses), 143, **230**, 253, 342, and/or their equivalents. (See the Undergraduate Bulletin for descriptions of these courses.) Applicants are also required to have at least 6 semester hours, or its equivalent, of a language other than English. They must meet, as well, the general admissions requirements for graduate study at Queens College, including a cumulative and departmental average of at least a B (3.0 GPA). Students must maintain a B average to remain in the program.

2. GSLIS

b. New Program: Graduate Program in Library Science and Urban Affairs

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

Under GRADUATE SCHOOL OF LIBRARY & INFORMATION STUDIES and URBAN STUDIES

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

Graduate Program in Library Science and Urban Affairs (MLS/MA)

The MLS/MA is offered by the Graduate School of Library and Information Sciences (GSLIS) and the Urban Studies department. The dual degree offers students the opportunity to develop skills in the methodologies of library science, information studies, and urban studies. Graduates will be well suited for professional careers in urban librarianship in public, academic, and research libraries. The dual degree program will also prepare students for careers involving information management in non-profit and the public sector and for admission into Ph.D. programs in either Urban Studies or Information Studies. The 54-credit program can be completed in three years of full-time study. Students should consult advisors in either department in selecting courses relevant to their research and career goals. Students are also strongly

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encouraged to consider internships at libraries, non-profit organizations, and the public sector for which course credit can be awarded.

Requirements (totaling 54 credits):

Four required LBSCI courses (12 credits):

LBSCI 700 The Technology of Information
LBSCI 701 Fundamentals of Library and Information Science
LBSCI 702 Information Sources and Services: General
LBSCI 703 Information Organization

GSLIS electives (12 credits):

Any other four LBSCI graduate courses

Four required UBST courses (12 credits):

URBST 705 The Just City in Theory and Practice
URBST 718 Governing the City
URBST 725 Urban Research Methods
URBST 732 Researching New York City

URBST electives (12 credits):

Any other four URBST graduate courses

Capstone (6 credits):

LBSCI 709 Research in Library and Information Studies
OR
LBSCI 710 Applied Research in Library and Information Studies

AND

URBST 791 Research and Writing Seminar

3. GSLIS

c. Program Change: Graduate Program in Library Science and Urban Affairs

2) Please give HEGIS number of known to you: 1699.00

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:

Advanced Certificate in Youth Services

This certificate is 12 credits, comprising:

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One core (required) course:

LBSCI 773 Public Library Services for Children

OR

LBSCI 777 Public Library Services for Young Adults

Three additional youth services electives (9 credits):

LBSCI 737 Materials for Children

LBSCI 739 Materials for Young Adults

LBSCI 773 Public Library Services for Children

LBSCI 777 Public Library Services for Young Adults

LBSCI 768 Storytelling

LBSCI 790.3 *VT: Seminar (in consultation with advisor and/or certificate coordinator)

4. MATH

d. Request for New Course

Please state the course as follows:

Course number and title: **MATH 582: Numbers and Their Representations**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: A calculus course covering sequences and series (such as Math 143 or Math 152)

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

We explore various ways to represent real numbers. Almost everyone is familiar with the method of decimal expansion. We explore decimal expansions, their connection to geometric series, and their advantages and disadvantages. Another common, and more precise way, to represent real numbers is via continued fractions. We define continued fractions, investigate their properties and applications, learn how to compute a continued fraction of a real number, and how to recognize a real number from its continued fraction. Throughout the course we take a historical perspective on these objects. Some additional topics may be discussed at the discretion of the instructor.

5. MATH

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e. **Minor Change: Change in course title, change in course hours, change in course credits, change in 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.

MATH 614. Mathematical Analysis. 4 hr.; 4 cr.

Prereq.: Some familiarity with linear algebra, and elementary mathematical analysis or topology

Mathematical analysis in several variables, including topology of Euclidean space, convergence and continuity of functions, and differentiation and integration of multivariable functions.

Topics may include metric spaces, Arzela-Ascoli Theorem, Taylor's Theorem, and inverse and implicit functions theorems. Not open to students who are taking or have received credit for MATH 314.

6. MUSIC

f. **Program Change: Change in requirements for degree/certificate**

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

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

Degree Requirements for the Master of Arts in Music Theory (MA)

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

All students must complete 36 credits, including a culminating project (thesis) in the major area. The thesis is completed under the supervision of an advisor approved by the Graduate Advisor. In addition to the required coursework (including the thesis), each candidate must pass all of the following exams prior to receiving the degree:

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

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

(c) A reading proficiency examination in French, German, or Italian is required of all students majoring in music theory. Students may petition the Graduate Advisor to substitute a different language if it is relevant to their research and an exam adjudicator can be found.

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Students in music theory are required to take MUSIC 700, 702, 742, 745, 746, 762 or 763 (two semesters), and 789 (one or two semesters).

7. URBST

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

2) Please give HEGIS number if known to you: 2214.00

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:

Complete ALL of the following Courses:

URBST 705 - The Just City in Theory and Practice

URBST 718 – Governing the City

URBST 725 – Research Methods

URBST 751 – Critical Analysis of Urban Data (note new title)

Complete at least 1 of the following courses:

URBST 791 – Writing the Thesis

URBST 785.3 – Thesis Tutorial

Earn at least 15 credits from Electives. Students are free to choose from among any of the department's MA-level nonrequired courses.

Final Project: Students must complete a final project based on original, community or studio research and presented in the form of a report or paper, or as a video, art, or web exhibition.

8. URBST

h. Minor Change: Change in course title and change in 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.

URBST 751. Critical Analysis of Urban Data. 2 hrs plus conference, 3 credits

Critical analysis of urban research methodologies. Gathering and analyzing urban data for the required MA thesis, including a focus on macroscopic analysis, demography, intensive interviewing, survey research, participant observation, community studies, policy analysis, and evaluation.

GCC Minutes Dated April 3, 2024

A. ITEMS FOR UNIVERSITY REPORT

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1. ACCT

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

2) Please give HEGIS number of known to you: 0502.00

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:

Major Requirement - Electives

Type

Completion Requirement

Additional elective classes are available to students who have satisfied one or more of the nine required courses through their previous undergraduate or graduate coursework.

Fulfill ANY of the following requirements:

Complete ANY of the following Courses:

- ACCT 707 - Contemporary issues in Management Accounting
- ACCT 751 - Public Interest Law
- ACCT 752 - Advanced Studies in Business Law
- ACCT 758 - State and Local Taxation, and Tax-Exempt Entity
- ACCT 759 - Estate, Gifts and Trust Taxation
- ACCT 760. IRS Ethical Tax Practice, Procedures and Research Methods
- ACCT 761. Taxation of Partnership and S Corporation
- ACCT 762. Deferred Compensation & Employee Benefits
- ACCT 764. Reorganization, Liquidations and Consolidated Returns
- CSCI 688 - Advanced Productivity Tools for Business
- ECON 721 - Econometrics
- ECON721 Econometrics not available to students that have completed 0065421 – Missing course or equivalent.

Other Economics classes as approved by the MS Accounting graduate program director:

Complete ANY of the following Courses:

- PHIL 760 - Business Ethics
- PSCI 640 - Public Administration
- PSCI 715 - Organization Theory

- PSYCH 754 - Behavioral Science and Business.

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Risk Management classes as approved by the MS Accounting graduate program director:

Complete ANY of the following Courses:

- DATA 728 - Sociology of Organizations and Industry
- URBST 727 - Public Management
- URBST 742 - Public Budgeting

2. ENGL

b. Request for New Course

Please state the course as follows:

Course number and title: **ENGL 665: Studies in Adaptation**

Hours and credits: **2 hrs. plus conference, 3 cr.**

Prerequisites or corequisites: None

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

A study of the theory and practice of adaptation, across media and genres, including fiction, drama, poetry, film, television, comics, video games, and fan fiction. Topics may include narrative, filmic, and media-studies theories of adaptation, industrial and institutional practices around adaptation, transmedia storytelling, genres of adaptation, and the politics of adaptation and intermediality.

3. ENGL

c. Request for New Course

Please state the course as follows:

Course number and title: **ENGL 666: Studies in Digital Humanities**

Hours and credits: **2 hrs. plus conference, 3 cr.**

Prerequisites or corequisites: None

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

Examination of the digital humanities (DH) in relation to literature and culture. Topics may survey DH more broadly (such as geospatial humanities, big data and society, or digital archives) or focus on specific DH approaches to textual data (such as text mining, stylometry, or data visualization). Both theoretical and technological approaches will be used.

4. GSLIS

d. Request for New Course

Please state the course as follows:

Course number and title: **LBSCI 750: Digital Humanities**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: LBSCI 700, 701, 702, 703

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

This course examines the history, methods, tools, and scholarly practices of teaching and research in the digital humanities (DH), including ways in which the library can engage with, enhance, and support those activities. The course will focus on digital humanities as a burgeoning field in its own right, as well as the development of digital methods in specific disciplines within the humanities. Students will consider their role as information professionals in the creation, cleaning, storage, and dissemination of digital humanities datasets and research projects, as well as gain hands-on experience with some of the tools and methods used in these activities.

5. GSLIS

e. Request for New Course

Please state the course as follows:

Course number and title: **LBSCI 759: Memory Work**

Hours and credits: 3 hr.; 3 credits

Prerequisites or corequisites: LBSCI 700, 701, 702, 703

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

Memory work describes an expansive set of practices for the preservation and transmission of knowledge and culture across time. Extending archival work beyond the formal bounds of archival practice, memory work may include Indigenous knowledge systems, oral cultural transmission and remembrance practices, intangible cultural heritage, landscape and environment as an archive, and more. This course provides an opportunity for students to engage in-depth with concepts of memory and perspectives on memory work across times, cultures, traditions, and places.

6. GSLIS

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f. New Program: Articulation Agreement Provided

2) Please give HEGIS number if known to you: n/a

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

Under GRADUATE SCHOOL OF LIBRARY & INFORMATION STUDIES and ART HISTORY

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

Graduate Program in Library Science and Art History (MLS/MA)

The MLS/MA is offered by the Graduate School of Library and Information Studies (GSLIS) and the Art department. The dual degree offers students the opportunity to develop skills in the methodologies of library science, information studies, and art history. Graduates will be well suited for professional careers in academic libraries, research libraries, archives, museums, galleries, auction houses, publishing, and teaching. The dual degree program will also prepare students for careers involving information management in art and cultural heritage organizations, and for admission into PhD programs in either Art History or Information Studies. The 54-credit program can be completed in three years of full-time study. Students should consult advisors in either department in selecting courses relevant to their research and career goals. Students are also strongly encouraged to consider internships at museums, art studios, libraries, and cultural heritage organizations, for which course credit can be awarded.

Four required LBSCI courses (12 credits):

LBSCI 700. The Technology of Information

LBSCI 701. Fundamentals of Library and Information Science

LBSCI 702. Information Sources and Services: General

LBSCI 703. Information Organization

Four LBSCI electives (12 credits):

Any other four LBSCI graduate courses

One required ARTH course (3 credits):

ARTH 740. Methods Colloquium or undergraduate equivalent (3 cr.)

Seven ARTH electives (21 credits): Students must pass at least one course in three of five broad areas: Ancient, Medieval, Renaissance-Baroque, Modern-Contemporary, Asia-Americas. These areas reflect faculty expertise and regularly offered courses in the department. Two courses must be seminars. Students may opt to take two graduate courses (6 cr.) in allied disciplines such as History, Literature, and Media Studies with the approval of the Art History Graduate advisor.

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Capstone (6 credits):

LBSCI 709. Research in Library and Information Studies

OR

LBSCI 710. Applied Research in Library and Information Studies

AND

ARTH 790. Thesis

7. FNES

g. Minor Change: Change in course prerequisite or corequisite

To:

FNES 717. Geriatric Nutrition. 3 hr.; 3 cr. Prereq. or coreq.: FNES 366 or 767, 368, or equivalent. This course is an overview of the normal, acute, and chronic physical changes associated with the aging process and its effect on nutritional status. Student will develop a basic understanding of nutritional concerns of older persons, and recognize dietary practices and nutritional needs specific to older individuals.

8. FNES

h. Minor Change: Change in requirements for admission and change in requirements for degree/certificate

2) Please give HEGIS number of known to you: 1299.30

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: (please see 4a and 4b)

4a. Proposed Admission Requirements

- Minimum science prerequisites GPA of 3.2
- Minimum major GPA of 3.4
- Minimum grade of A- in FNES 263 and 264
- Completion of 50 hours of non-QC professional nutrition fieldwork (paid or unpaid)
- One professional reference from the above fieldwork experience supervisor
- A 250-300-word personal statement (Discuss how the fieldwork experience has enhanced your understanding of the role of a nutrition practitioner)

4b. Proposed Changes in requirements for degree/certificate

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With the permission of the Undergraduate and Graduate Advisors, up to four approved graduate courses (up to 12 credits) may be taken in place of the regular undergraduate courses in the last two semesters of the BS in Nutrition and Dietetics program.

- FNES 762. Nutrition Counseling [May replace FNES 337; Nutrition Counseling and Education]
- FNES 770. Community Nutrition [May replace FNES 382; Community Nutrition]
- FNES 775. Advanced Food Service Management [May replace FNES 378; Quantity Food Purchasing, Production, and Equipment]
- FNES 711 (VT). Contemporary Issues in Nutrition, (e.g., Sports Nutrition and Advanced Diabetes Management, and Maternal and Infant Nutrition) or FNES 717. Geriatric Nutrition. [These may replace up to two undergraduate electives]

B. ITEMS FOR CEP/CAP

1. ENGL

a. New Program: Add distance education format

2) Please give HEGIS number if known to you: 1501

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

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

Justification: Our MA courses have always been offered in the evenings, as a convenience to those of our candidates who teach in public and private schools during the day. During the pandemic, we shifted to an all-online program and found that the MA courses were particularly successful in this medium, and popular amongst our students. Shifting to an all-online MA will allow us to serve a broader population of students, not only in New York City but throughout New York and the United States, while maintaining the standards established for the program.

5c. Nominating Committee

i. MOTION: Duly made by Chair Ferguson:

“To accept the Nominating Committee report dated May 9, 2024”

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

1) Committee on Honors and Awards

The following faculty members were elected with unanimous consent:

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Keena Lipsitz

Social Sciences

May 2027

Carrie Hintz

Social Sciences

May 2027

6. Old Business: (none)

7. New Business: (none)

i. MOTION: Duly made by Chair Ferguson

“To Adjourn”

The fifty-fourth meeting of the Academic Senate was adjourned at 4:24 p.m.