

Parliamentarian Dave Fields informed the Academic Senate that Chair Kevin L. Ferguson would be arriving late due to traffic. While waiting for Chair Ferguson’s arrival, he invited Guest Speaker, President Frank H. Wu to begin his presentation (see Item 3a.).

**The meeting will come to order:**

Chair Ferguson called the meeting to order at the conclusion of President Wu’s presentation at 4:25 p.m.

**1. Approval of Agenda:**

i. MOTION: Duly made by Chair Ferguson:

“To approve the agenda by unanimous consent”

Hearing no objection to the motion, the agenda was approved as distributed.

**2. Approval of Minutes:**

i. MOTION: Duly made by Chair Ferguson:

“To approve the senate minutes dated September 12, 2024 by unanimous consent”

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



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

a. President Frank H. Wu gave the following presentation:









**Academic Affairs**

- Middle States Commission on Higher Education VP Liaison Ryan Hartnett visited May 2024
- Self-Study Design accepted July, 2024; report to be drafted Spring, 2025
- 80 QC faculty/staff gathering 7 reaccreditation standards evidence
- Assessment Coordinators appointed in every School
- Departments on a staggered 7-year cycle of academic program review scheduled out to 2038
- Dining space planned for faculty and staff
- Annual awards for research and service


**Academic Affairs**

- Rebekah Chow - New Associate Provost for Institutional Effectiveness
- Inaugural Ally Bridge Endowed Dean of the School of Business
- Interim Dean of Arts and Humanities Simone Yearwood
- Interim Associate Provost for Academic and Faculty Affairs Maria DeLongoria (also Interim Dean of Graduate Studies)
- Interim Dean of Research added to Dean Dan Weinstein's title
- Interim Dean of AAARI John Chin



**Academic Affairs**

**Building out support for Academic Technology in CETLL**



**Better Neighbors Initiative** to strengthen ties with primary feeder schools, LaGuardia CC and Queensborough CC--plus Suffolk County CC and Nassau CC

- Faculty/Staff advisor training on programs such as Navigate, CourseDog, and BrightSpace - our new LMS
- Working with departments to ensure more credits transfers that count for QC degrees
- Using T-Rex to advise transfer students
- Removing unnecessary hurdles for transfer students

**Academic Affairs**

**Research Productivity**

- Among all campuses in the CUNY system, QC has moved from #6 to #5, by increasing our sponsored program activity by > \$1.3M (from \$31,484,242 to \$32,833,754).
- From FY22 to FY24, QC sponsored program activity increased by > \$6.4M (from \$26,374,284 to \$32,833,754).
- \$6.4M increase over past two years



**Student Life**

**Financial Aid**

- Federal Supplemental Educational Opportunity Grants (FSEOG) awarded to 4039 students to assist with tuition and/or personal expenses
- \$39,420,341 in Pell Grants awarded to students
- 156 student SAP appeals approved to receive Federal and State aid
- 90-day state deadline met to certify Excelsior Scholarships Fall 23 semester
- For Federal Work-study, partnered with the NYC Public Service Corps Student Internship and Fellowship Program, the nation's first and largest off-campus internship program offering paid undergrad and graduate internships.



**Student Life**

**The Office of Student Development and Leadership**

- 5 new student orientation sessions over the summer serving 1000 students who interacted with faculty and staff, while learning about QC resources.
- Since Jan. 2024, 8,306 students have engaged in OSDL programming.
- Partnership with the Project ExCEL at the Advising Center to connect UBUNTU students with appropriate resources for academic success, including QCrn4.
- Knights Table Food Pantry served over 3,900 students and 7,383 family members, 5,591 items donated to the expanded pantry.



**Student Life**

**Health Services**

- Planned Parenthood bus visits monthly (next visit 10/9)
- Blood Drive 11/4
- Ongoing bi-weekly testing for cholesterol, blood sugar, etc.
- Counseling Services includes
- 7 Counselors (2 part-timers)
- 7 interns
- Expanded Access-A-Ride access to campus



**Student Life**

**Veteran and Military Support Services (VMSS) Program Highlights. QC Ranked Military-Friendly Campus**

- ROTC Achievements: Sept. 7, 2024, two QC graduates commissioned via the St. John's Red Storm ROTC Battalion, showcasing their dedication and commitment. Six QC cadets are currently enrolled with City College ROTC program.
- Graduation Success: 31 student veterans and military personnel celebrated at May 2024 Commencement for academic achievements
- Scholarship Support: Over 20 military-connected students benefited from scholarships and critical needs funds through the Thomas A. Mattia, Colonel Gorman, and William D. Costello Memorial Awards
- Funding Commitment: The Whitestone Post Veterans Association Fund pledged an additional \$50,000 for the William D. Costello Memorial Award for student veterans for the 2024-2025 academic year



**Student Life**

**Registrar**

Jonny George started this past August

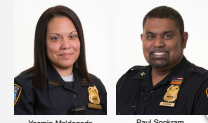


Jonny George

Cyrus Dieudonne

**Public Safety**

Promoted 3 Public Safety personnel to the rank of sergeant: Cyrus Dieudonne, Yasmin Maldonado, and Paul Sookram



Yasmin Maldonado

Paul Sookram

**Open House this past Sunday**

**Enrollment Now!**

31-person task force met over summer to discuss short- and long-term activities needed to address the college's enrollment process: student data (especially data associated with student employment after degree completion), recruitment for summer sessions, common application, bridge programs, use of AI and Early Alerts, engagement of faculty and alumni, goal setting and communication



**Budget and Finance**

**Fiscal Status**

- Fiscal Year 2024 Tax Levy Budget ended in a breakeven condition as required.
- Fiscal challenges will continue in Fiscal Year 2025
  - Enrollment for the fall 2024 semester: 16,061
  - Limited available non-tax levy funding to support tax levy operations
  - Examination, consultation, and careful planning around staffing levels/expense
  - Emphasis on enrollment increases for spring semester, summer session and outyears
- My Financial Footpath



**Budget and Finance**

**Food Services**

- Thorough search process involving extensive representation from the campus community, QC Campus Eats engaged
- Emphasizes food quality; variety; pricing, including the availability of value options; and a broad range of halal, kosher, vegetarian, and gluten-free options
- QC Campus Eats operating full-service dining, including grab and go kosher, in the Student Union with additional options, including a pizza station.
- Full meal service available at Main Dining Hall, including a Chinese food kiosk; separate kosher and halal operations are gearing up. Visit the kiosk at the Science Building; Kiely Second Floor Cafe to open in mid-October.



**Facilities and Planning**

**NY State/City Funded Capital Projects Currently in Construction**

- Gertz Speech and Hearing Center
- Fencing around parking lots 15 North and 15 South
- Central Chiller Plant-Razran Hall-Phase 2
- Campus Heating Plant Boiler Replacement Project
- Remsen Hall Chemistry and Science Building Earth and Environmental Science facility upgrades
- Colden Complex (King Hall, Rathaus Hall, Goldstein Theatre, and Colden Auditorium) fire alarm upgrades
- Klapper Hall Art Design instructional facility



**Facilities and Planning**

**NY State Assembly Grant In-house Project Currently in Construction**

- Kiely Hall adaptive technology facility upgrades for students with disabilities

**NY State/City Funded Projects in Pipeline to Start in 2025**

- Delany Hall building roof, façade and window upgrades
- Campus wide exterior ADA upgrades- entry gates, sidewalks, ramps and parking lots
- Kiely Hall windows replacement phase two, including wings and all storefront windows and courtyard
- FitzGerald gym pool filtration system replacement
- Campus wide, phased, ITS infrastructure rebuilding project

- Klapper Hall HVAC system replacement
- ADA restroom enhancements in Queens Hall, Remsen Hall and Science building – two restrooms in each building
- Phased replacement of campus elevators in Razran Hall and Library building
- Central Chiller Plant-Razran Hall-Phase 3
- Remsen Hall heating system controls project
- School of Music complete replacement of building lighting with energy efficient LED technology

**NY State Assembly Grant In-house Project in Pipeline to Start in 2025**

- Writing Center – Library



**Institutional Advancement**

**Highlights of Major Gifts**

**Support for the School of Business**

- Ally Bridge endowed deanship
- Fund to support faculty needs and student scholarships (\$600K endowment/spend-down from Carole & Norm Barham)
- Additional faculty support (\$1M endowment from Don Brownstein)



Carole & Norm Barham

Joan and Allan Loren

**Funding for Internship Stipends**

Continued support for students engaged in unpaid internships in the arts, public service, non-profit, education, and other disciplines, enabling at least 50 internship stipends for undergraduate and graduate students (\$50,000 spend-down from Harris Horowitz; \$500,000 endowment/spend-down from Joan and Allan Loren)



Harris Horowitz and recipients of stipends from the Harris Horowitz Internship Opportunity Fund



**Institutional Advancement**

**Support from Bequests**

Several six-figure bequests to fund needs: scholarships, academic support, the Aaron Copland School of Music, and Mathematics Department.

**Highlights of Annual Fund, Scholarships, and Professionals on Campus**

- Increased donations to the QC annual fund across all our appeals and a 21.25% increase in the number of alumni donors
- Over 2,500 students received over \$3.2 Million in scholarship support from the QCF.
- 11 Professionals on Campus events bringing alumni with expertise in topics ranging from art and television media, to medicine, law, and business together with QC students



**External and Governmental Relations**

**Federal Funding (FY 24)**

- \$770K Community Project Funding Grant from Congresswoman Meng for Child Development Center expansion and upgrades.
- \$1,184K from Congresswoman Meng for the Consortium for Digital Forensics: Analysis and Defense— Education, Studies and Applications.
- \$1,184K from Congresswoman Meng for CUNY Queens Technology and Innovation Hub to uplift underserved Queens communities.
- \$1,184K from Congressman Meeks for CUNY STEM Improvement Through GLOBE Research Projects, nine 3-day GLOBE certification workshops for 100 elementary school teachers and 80 secondary teachers.



**External and Governmental Relations**

**FY 25 Capital Projects**

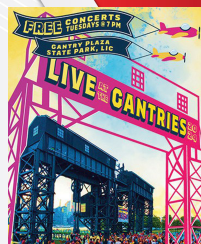
- \$1M from Councilmember Gennaro for Rathaus Hall Project and Remsen Hall Project
- \$2M from Queens Delegation and Councilmember Gennaro for WiFi Upgrade
- \$500K from Queens Borough President Richards for Renovation of Air Pollution Lab
- \$350K State funding for AAARI



**External and Governmental Relations**

**Kupferberg Center for the Arts**

- Mainstage concerts this season taking place in all 3 campus venues.
- Live at the Gantries, KCA's annual free outdoor music series along Long Island City's riverfront, has featured diverse local talent
- Last year, more than 7,500 students, teachers, and chaperones attended arts education events at KCA
- The CUNY Dance Initiative, managed and administered by KCA, celebrated 10 years of rehearsal and performance residency program for dance choreographers and dancers.
- KCA spearheaded efforts for "Queens Rising," a multi-disciplinary annual arts celebration.
- Queens Jazz Trail concert series this past summer, a pilot program of free concerts in Queens parks celebrating jazz artists who lived in Queens.



**External and Governmental Relations**

**Godwin-Ternbach Museum**

**Exhibitions**

Exploring the Language of Form, Oct. 17 – Dec. 19. Over 100 art works and artifacts spanning 5,000 years of human experience from GTM's global collection


WUNDERKAMMER II: Animalia, Oct.17 – May 29. In GTM's Lobby Gallery



**External and Governmental Relations**

**Education Programs**

- Public programs presented with exhibitions: Curator Talks, Artist Talks, Art & Nature walks (in collaboration with NYC Parks), Family Day programs, Spotlight Talks.
- After School Programs: ARTistic Afternoons! is GTM's eight-week fall afterschool program at MS419Q. (Begins October 9)
- Collaborations with NYC DOE schools takes place each spring
- GTM received around 180 objects illustrating Daruma (sculptures, netsuke, dolls & toys, prints, etc.) from Princeton Art Museum Director Emeritus, curator and art collector Allen Rosenbaum.
- Artist: scholar John Hunter donated 200 of his paintings and 100 drawings to GTM.
- Noted artists, educators, and collectors Claudia DeMonte and Ed McGowin donated a comprehensive collection of folk/outside art collected from 110 countries over a period of 40 years, which includes masks, dolls, ritual objects, textiles and jewelry, spiritual and religious objects, and more.



QUEENS COLLEGE

**External and Governmental Relations**

**Louis Armstrong House Museum and Armstrong Center**

- LAHM awarded the National Medal for Museums, the highest honor in the nation for a museum; only one in NYS
- LAHM visited in August by Governor Hochul
- LAHM received a \$500,000 from Senator Schumer and \$750,000 award from National Parks for preservation of the landmarked historic home
- Seven figure gift received from anonymous donor



QUEENS COLLEGE

**Office of Compliance and Diversity**

**Goals**

- Examine and analyze the campus climate and culture
- Sustain a positive campus climate while providing support and resources where all community members feel comfortable expressing their identity and values, free from racism, antisemitism, islamophobia and all other forms of discrimination
- Create a comprehensive plan, responsive programs, and community dialogues for community building
- Create and establish specialized partnerships to support efforts to proactively address antisemitism, islamophobia, discrimination, bias, and racism
- Partnership with the Hillel Campus Climate Initiative (CCI) to build awareness, allyship, and action and a broader effort to address hate and bias.



**Campus Climate surveys conducted with faculty/ staff/students:**

- Higher Education Data Sharing Consortium Diversity and Equity Campus Climate Survey launched in Spring

QUEENS COLLEGE

**Office of Compliance and Diversity**

**Diversity Week**

QC's 2nd Diversity Week (April 15 to 19, 2024) featured daily DEI-themed interactive and educational programs, with each day designated as a Day of Dialogue and Action focused on Climate, Compliance, Culture, Community, and Change

**Bias Training**

3 session bias training program for students, staff, faculty, and college administration launched to educate the community on how to respond to and address unconscious bias, including antisemitism, Islamophobia, anti-Asian bias, racism, sexism, and all forms of discrimination—


Planning underway students, staff, and faculty this academic year.



QUEENS COLLEGE


**ITS**

- New student technology lounge now available in the I-Building room I-200
- Workday – CUNY wide implementation to replace HR and Finance technology in 24-36 months
- Cybersecurity Training Program (mandatory yearly) available to all faculty and staff
- 15 classrooms slated to be renovated this year
- Beginning implementation of a College Research Network in 14-24 months
- Security camera system overhaul campus wide



QUEENS COLLEGE

**QUEENS COLLEGE AT A GLANCE**



Thank you, Queens College Academic Senate!

QUEENS COLLEGE

b. Chair Ferguson announced that the course numbers for four previously approved new courses need to be corrected as follows:

- i. ~~ECPSE 715~~. Language and Literacy: Principles and Practices in Special Education will be numbered ECPSE 707
- ii. ~~SEYS 728~~. Exploring History through Art: A collaborative course in Art and Social Studies Education will be numbered SEYS 759
- iii. ~~CSCI 382~~. VT: Software Systems Practicum will be numbered CSCI 380
- iv. ~~GEOL 202~~. Igneous and Metamorphic Rocks will be numbered GEOL 203

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 September 12, 2024 as distributed”

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

## Undergraduate Curriculum Committee

Minutes of 9/12/2024

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### A. General Education

#### 1. General Education Matters

- a. PHOTO 200. Imaging Resistance: Photographic Media and Socially Engaged Art (CE)
- b. ASL 112. American Sign Language II. (CO: LANG)
- c. ASL 211. American Sign Language III. (CO: LANG)
- d. ASL 212. American Sign Language IV. (CO: LANG)

#### 2. Mathematics and Quantitative Reasoning Advisory Committee.

#### 3. Writing Intensive Advisory Committee.

#### 4. STEM variant courses.

### 1. Art.

- a. New course.

DESN 275. Sustainable by Design

4 hours, 3 credits. Prerequisites: DESN 191 and DESN 190

An introduction to the core concepts underpinning sustainability and their intersections with design. Students will gain an understanding of the Corporate Sustainability & Environmental, Social and Governance (ESG) landscape that has emerged as a driving force in the adoption of sustainability goals and the important role design will play in manifesting the transition to a more sustainable world. Ultimately, these concepts will be applied to student-defined projects as an extension of their studies in the areas of Data Visualization and Narrative, Product Design, and Marketing and Branding.

### 2. Latin America Area Studies.

- a. **Changes to the Latin American Area Studies Major to include one new elective from existing courses: PSCI 227 Latino Politics and Immigration, removal of HIST 394, PSCI 247 and PSCI 291.**

To Read:

Major in Latin American Area Studies (State Education Code 26462)

The major consists of 30 credits, which include the following required and elective courses:

Required (18 credits):

ANTH 205: Peoples of Mexico & Central America or

ANTH 206: Peoples of South America

HIST 105: Latin America to 1825 or

HIST 106: Latin America 1825 to present  
LALS 203: Introduction to Latinx Ethnic Identity  
PSCI 239: Politics of Latin America or  
PSCI 259: Latin America in World Politics  
SPAN 312: Culture and Civilization of Latin America or  
SPAN 377: Hispanic Caribbean Literature and Culture or  
SPAN 378: Culture and Identity in U.S. Latino/Latina Literature  
LALS 381W: Latin American Studies Seminar

Electives (12 Credits):

AFST 201W Introduction to Black Cultures  
AFST 232W Caribbean Literature  
AFST 300W Seminar in Africana Studies

ANTH 205 Peoples of Mexico and Central America  
ANTH 206 Peoples of South America  
ANTH 215 Peoples of the Caribbean  
ANTH 239 Topics in Cultural Anthropology  
ANTH 241 The Aztecs, Maya, and Olmecs  
ANTH 243 Archaeology of North America  
ANTH 245 Archaeology of South America  
ANTH 282 Linguistic Subjectivities in Latin America  
ANTH 397 Directed Research in Anthropology

ARTH 280 Art and Architecture of Ancient Mesoamerica  
ARTH 282 Art & Architecture of the Andes  
ARTH 284 Post-Conquest Art of Latin America

DANCE 163 Dance Techniques of the Caribbean

ECON 212 Economics of Latin America

ENGL 360 VT Latino/Latina Literature in English

HIST105 History of Latin America to 1825  
HIST 106 History of Latin America, 1825 to present  
HIST 121 History of Brazil  
HIST 200 Selected Studies in History  
HIST 355 The History of Puerto Rico  
HIST 356 History of the Spanish Caribbean: Puerto Rico, Cuba, and the Dominican Republic  
HIST 392W Colloquium  
HIST 393 Tutorial  
~~HIST 394 Seminar in History~~

LALS 201 Contemporary Society and Film in Latin America  
LALS 202 Field Experience in a Bilingual Hispanic Setting  
LALS 204 Caribbean Religions  
LALS 205 Latinx and the Media  
LALS 208 The Puerto Rican and the Latin American Woman  
LALS 220 Development of Puerto Rican Literature in the United States  
LALS 294 Art of Puerto Rico and the Hispanic Caribbean

LALS 380 Tutorial in Puerto Rican and Latino Studies  
Linguistics & Communication Disorders:

LCD 191.3 Special Problems

PSCI 209 Special Topics in Political Science

**PSCI 227 Latino Politics and Immigration**

PSCI 230 Politics of Development

PSCI 233 Transitions to Democracy

PSCI 239 Politics of Latin America

PSCI 244 Comparative Analysis of Revolutions

PSCI 246 Social Movements and Political Power

~~PSCI 247 Political Leadership~~

PSCI 249 Colloquium in Comparative Politics

PSCI 259 Latin America in World Politics

~~PSCI 291 Special Problems~~

PSCI 292 Internship in Urban Politics

PSCI 293 Fieldwork in Political Science

Hispanic Languages & Literature:

PORT 41 Global Portuguese Literature in Translation

SPAN 41 Masterpieces of Hispanic Literature in Translation

SPAN 45 Hispanic Civilization (In English)

SPAN 47 Hispanic Cinema (in English)

SPAN 51 Latin American Jewish Literature (In English)

SPAN 60 Hispanic Literature and Culture in the US

SPAN 240 Introduction to Hispanic Literary Studies

SPAN 280 Survey of Spanish American Literature I

SPAN 290 Survey of Spanish American Literature II

SPAN 291 Hispanic Cinema (In Spanish)

SPAN 312 The Culture and Civilization of Latin America

SPAN 314 Art and Revolution in Latin America

SPAN 370 Colonial Liter. & Emerging Criollo Voices in Spanish America

SPAN 371 Avant-Garde Movements in Latin America

SPAN 372 Contemporary and Post-Modern Lit. in Latin America

SPAN 373 Native Peoples, Slaves, and Campesinos in Latin America

SPAN 374 Theatre and Film in Latin America: From Text to Performance

SPAN 377 Hispanic Caribbean Literature and Culture

SPAN 379 Gender, Sexuality, and Feminism in Spanish-American Literature

SPAN 390 Hispanic Literature Seminar

SOC 211 Ethnic and Racial Relations

SOC 238 Social Change and Social Movements

SOC 239 Sociology of Developing Countries

SOC 240 Selected Topics in Sociology

SOC 274 Social Change in Latin America and the Caribbean

SOC 392 Special Problems

### **3. Linguistics and Communication Disorders**

#### **a. Proposal for the Establishment of a Minor in American Sign Language and Deaf Studies**

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### **Rationale**

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The proposed minor expands on our highly successful ASL 111 - American Sign Language I. It will provide Queens College students with the opportunity to achieve an upper-intermediate level of proficiency in American Sign Language (ASL), the visual/gestural language that is the main form of communication in the Deaf community in North America. ASL is a distinct language with its own unique set of grammatical rules, which differ from those of English. In New York City alone, the Deaf and Hard of Hearing community includes approximately 208,000 people, most of whom communicate primarily through ASL. Students in this proposed minor will also learn about US Deaf culture, which is based on the Deaf community's shared experience and history, and struggle for rights and respect. Learning ASL offers many benefits including expanding students' understandings of diversity and about Deaf culture, the ability to communicate with Deaf people, and enhanced career opportunities. We have piloted offering ASL 111 for over three years and every class section offered has consistently been filled.

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### **Structure**

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The ASL/Deaf Studies (DS) minor will be housed in the Department of Linguistics and Communication Disorders. As the program begins, it will be administered by the Program Director of General Linguistics. At the beginning, courses will be taught by adjunct faculty with the plan to develop the program sufficiently to justify hiring a full-time faculty member at either the lecturer or assistant professor level to take on administrative and teaching responsibilities.

The minor will consist of 20 credits, including the following courses:

#### Required

- ASL 111: American Sign Language I – 4 credits (eligible for Pathways QC College Option: Language)
- ASL 112: American Sign Language II – 4 credits (eligible for Pathways QC College Option: Language)
- ASL 211: American Sign Language III – 3 credits (eligible for Pathways QC College Option: Language)
- ASL 212: American Sign Language IV – 3 credits (eligible for Pathways QC College Option: Language)
- ASL 300: Introduction to Deaf Culture – 3 credits

#### Elective: one course from

- ASL 301: American Sign Language (ASL) Literature and Poetry – 3 credits
- ASL 310: Deafness and Technology – 3 credits

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### **Students and Recruitment**

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We expect the minor to be attractive to students in a number of majors at the college:

- General Linguistics (LCD) majors who are interested in Sign Language Studies
- EECE and SEYS majors to facilitate communication with Deaf children and family members
- SEYS majors interested in pursuing NYS Certification in ASL as a World Language (a new QC program of study)
- Communication Sciences and Disorders (LCD) majors, since ASL is used by Hard of Hearing individuals and also with hearing people on the autism spectrum
- Psychology majors who may want to work with members of the Deaf community
- Students interested in becoming a sign language interpreter (which will require additional study after graduation)
- Students with family and friends who are Deaf or Hard of Hearing.



In addition, this will be only the second ASL and Deaf Studies program at a CUNY Senior College (alongside CSI). It will therefore attract potential students interested in ASL to the college.

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### Conclusion

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Our ASL and Deaf Studies minor will provide multiple benefits for the College and our students. It will aid recruitment by providing a number of career pathways. It will also provide a pool of students for our new ASL Certificate program in SEYS. Finally, it will strengthen and broaden our commitment to diversity.

b. New Course.

ASL 300: Introduction to Deaf Culture  
3 hr., 3 cr. Pre-/Co-requisite: ASL 212

Introduction to topics focused on the deaf and deaf community, including audiology, education, culture, and history. Students will explore topics through readings, lectures, and group discussion. In addition, students will learn about the anatomy and causes of deafness, early intervention and education of deaf children, communication strategies and their effectiveness, the deaf as a cultural group and deaf/hearing relationships. Upon course completion, students will understand deaf individuals and their community in a holistic perspective and apply this knowledge toward further studies into the deaf culture and community.

c. New Course.

ASL 301: American Sign Language Literature and Poetry  
3 hr., 3 cr. Prerequisite: ASL 212

Students will continue to expand in developing production and comprehension skills by exploring the six major forms of ASL Literature and Poetry. In learning these six forms – ASL Poetry, Classifier stories, Handshape rhymes, ABC stories, Number stories, and Narratives – students will learn to construct linguistic patterns in using ASL elements. Course content also includes discussions about and analysis of ASL literature and poetry.

d. New Course.

ASL 310: Deafness and Technology  
3 hr., 3 cr. Prerequisite: ASL 212

Focus on technology for communication and sound access and its use within the Deaf Community. The history of this technology and its development will be examined for what makes it useful and acceptable to Deaf and Hard of Hearing individuals. This overview will include analysis of the processes of development and marketing of these devices. The hidden burden of device development and usage will be examined.

#### 4. Arts Administration Minor

a. New course.

ARTL 201: Introduction to Arts Administration  
3 hours, 3 credits. Prereq.: Permission of the department.

An introduction to arts administration reviewing the basics around marketing, development, programming, and management, all within the context of our current sociopolitical, and economic reality. The class will engage in constant discussion around diversity, equity, and inclusivity in the arts, and will emphasize administration of non-profit arts organizations.

b. Change to a Minor: Arts Leadership and Administration

To Read:

Two arts-specific management courses from the list below. In place of one of these courses, a student may request permission to take (not-for-credit) workshops, short courses, or internships to build practical skills in social media, entrepreneurship, marketing, etc. It should be assumed that at least three such workshops/practical experiences would be required in place of one required course (although that will depend on the nature of the work – advisors will look for at least 45 hours of experience total).

ACCT 100 Financial and Managerial Accounting

Prereq.: BALA 100. This is a course in the theories and principles of financial and managerial accounting. Financial accounting includes the study of the preparation and interpretation of commonly used financial statements. Managerial accounting deals with the use of accounting data for managerial control and planning. Students will be introduced to the use of accounting systems programmed for the microcomputer, and to managerial decision-making based on mathematical modeling. Not open to accounting majors.

ARTS 296 Advertising Design

Prereq.: ARTS 241. Design for the promotion and marketing of consumer products, business services, and not-for-profit organizations.

ARTL 201: Introduction to Arts Administration

3 hours, 3 credits. Prereq.: Permission of the department. This course will serve as an introduction to arts administration and will review the basics around marketing, development, programming, and management, all within the context of our current health, sociopolitical, and economic reality. The class will engage in constant discussion around diversity, equity, and inclusivity in the arts, and will emphasize administration of non-profit arts organizations.

DRAM 390 Special Problems: Business of Arts

Prereq.: Permission of the department. Introduction to the professional world of theater and dance.

MEDST 264 Media Management

Prereq.: MEDST 101. Introduction to management of the broadcast and cable television industries. Explores techniques and skills needed to manage modern television organizations. Subjects studies include programming, production, advertising, regulation, and the effects of new technologies.

MUSIC 242 Music Career Development

Prereq.: English 110 and admission to the Bachelor of Music program or permission of the instructor. An introduction to the music industry in all of its many facets. Students learn to prepare themselves for multiple career possibilities. They develop entrepreneurial skills and learn how to navigate a career.

## 5. EECE

### **New Program: Bachelor of Science in Early Childhood and Elementary Education**

#### **Rationale**

This new undergraduate program, leading to dual certification in Early Childhood and Elementary Education, is a BS degree, which will enable students in the EECE undergraduate program to graduate with 120 credits.

- Unlike our current Bachelor of Arts degree, which requires 90 Liberal Arts and Sciences (LAS) credits, a BS degree allows a minimum of 60 credits in the Liberal Arts and Sciences (LAS) within a 120-credit undergraduate program.
- The BS degree structure enables much more flexibility for students to complete all coursework required to complete two certifications including the QC Pathways requirements (36-42 credits) and the New York State Department of Education (NYSED) requirements, which include the content core (30 credits) and the pedagogical core (42 credits)
- The new BS degree program ensures a more equitable transfer of credits for more than 50% of students who enter our program from community colleges, allowing for more flexibility to accomplish a second major or minor without exceeding 120 credits.
- Offering a dual certification program in early childhood and childhood education provides several advantages for undergraduate students:
  - Many of our transfer students from community colleges are interested in pursuing early childhood education. Under the old BA program, early childhood courses transferred in as elective credit. In offering an early childhood certification in our new BS program, early childhood courses may count toward the pedagogical core.
  - By offering two initial certifications, we are increasing our graduates' job prospects, as they will be certified to teach in both Early Childhood Education settings (Birth-Grade 2) and Childhood Education settings (Grades 1-6).
- The new BS degree program meets new NYSED student teaching regulations effective Fall 2024.

Overall, the new program offers robust and comprehensive experiences in early childhood and childhood education. We are confident that this new BS program will help our students to graduate without exceeding the 120-credit requirement, well-prepared for a professional career in classroom teaching in both early childhood and childhood education.

### Program Requirements

The undergraduate Bachelor of Science in Early Childhood and Elementary Education degree program is designed for candidates who are interested in becoming certified in both Early Childhood (Birth-Grade 2) and Childhood Education (Grades 1-6). Students must complete the following:

- **Queens College Pathways** general education requirements: Required Core, Flexible Core, and College Option (36-42 credits);
- **EECE Content Core** (30 credits);

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 (b) an additional 12 credits, different from the above, within a focused area of the liberal arts and sciences as defined by NYSED.

Content Core requirements: Students choose from each of the following areas\*:

*\*bolded courses also satisfy Pathways requirements*

**History and Social Sciences:** Choose two courses (minimum 6 credits) of the following:

**ANTH 101; CMLIT 100; HIST 101/W, 102/W/H, 103/W, 104/W, 105/W, 106/W, 126, 160, 163/H; PSCI 100, 210; SOC 101; URBST 103, 107**

**Mathematical Processes:** Choose two courses (minimum 6 credits) of the following:

**MATH 115, 119, 122, 128, 141, 142, 143, 151, 152, 157, 158; CSCI 111**

**Scientific Processes:** Choose two courses (minimum 6 credits) of the following

**ANTH 103; ASTR 1, 2 (either ASTR 1 or 2—not both); BIOL 11, 14; CHEM 1011+1013, 1131+1134; ENSCI 99, 100; FNES 101, 163; GEOL 9, 12, 16, 25, 101; PHYS 11+14, 1211+1214.**

**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 sequence of coursework entirely within one of the following areas, without mixing credits across disciplines:

**Arts & Humanities:** Art History, Comparative Literature, Drama, Theatre, & Dance, English, Media Studies, Music, a specific foreign language, Linguistics

**Math & Natural Sciences:** Biology, Chemistry, Computer Science, Environmental Science, FNES (Human Development & Family Science)

Geology, Mathematics, Psychology

**Social Sciences:** Africana Studies, Anthropology, Economics, History, Philosophy, Political Science, Sociology, Urban Studies

Each course may only fulfill one EECE Content Core requirement and shall not be used toward the fulfillment of multiple requirements within the EECE Content Core. \*See the Appendix for a list of courses that will fulfill the 12 additional credits within a focused area of the liberal arts and sciences as defined by NYSED.

- **EECE Pedagogical Core** (42 credits)  
**EECE Pre-Professional Courses** (9 credits):  
EECE 201/W, EECE 310/W, and EECE 340

**EECE Professional Sequence** (33 credits):  
EECE 335, EECE 337, EECE 338, EECE 341, ECPSE 350, EECE 350, EECE 351, EECE 352, EECE 353, EECE 391, and EECE 398

- **Admission to the EECE Professional Preparation Sequence**

To be admitted to the EECE Professional Preparation Sequence, students must meet the following requirements:

- Cumulative GPA of 3.0 or higher
  - Complete NYSED Content Core\* required courses with grades of C or higher (\*Pathways courses taken to satisfy the EECE Content Core must be completed with grades of C or higher).
  - Complete the EECE pre-professional courses with grades of C or higher
- Upon acceptance into the EECE Professional Sequence
    - Maintain a minimum B (3.0) average in their EECE Professional Sequence courses.
    - A grade of C or higher must be earned in all EECE Professional Sequence Courses.

**a. New course:**

**EECE 335 Introduction to Classroom Experience**

3 hr., 3cr. Restricted to students in the professional sequence of the major.

In this course, pre-service students will be introduced to seminal pedagogical frameworks in both early childhood and childhood classrooms. Students will have robust and diverse field-based opportunities to observe instruction in both settings. Students will engage in a series of reflective tasks to develop their capacities to be insightful practitioners who are able to make theory to practice connections, including an in-depth understanding of the social contexts of contemporary schooling and the characteristics of highly effective pedagogy. Course themes incorporate a variety of course readings, multimedia, discussions, and activities that enhance students' experiences as field-observers. This course partially satisfies the NYSED-mandated initial field experience prior to student teaching.

**b. New course.**

**EECE 337 Curriculum and Environmental Design in Early Childhood Education: Part I**

3 hr., 3cr. Restricted to students in the professional sequence of the major

This course examines developmental, critical, and learning theories on how children between 0 and 6 years grow and learn as individuals in response to the environmental climate and design of early organized care and formal educational experiences away from home, including childcare, preschool, pre-kindergarten, and kindergarten. Introduction is provided to the concepts, application, and techniques of developmentally appropriate practice, scaffolding, and culturally responsive and sustaining pedagogy for young children. Special topics focus on the significance of family contexts, the role of play, the arts, children's literature, assessment, and the uses of technologies in the early childhood classroom.

c. New course.

**EECE 338 Curriculum and Environmental Design in Early Childhood Education: Part II**

3 hr., 3cr. Prereq.: EECE 337

This course focuses on pedagogical and instructional issues in planning and implementing a developmentally appropriate curriculum in preschool, pre-kindergarten, and kindergarten classrooms through the lens of culturally responsive and sustaining pedagogy. Pedagogical foci incorporate the importance of curricula that supports embodied and integrated learning opportunities, the uses of implicit and explicit instruction, fair and equitable classroom management, differentiated learning, authentic assessment, and more. Content area topics include early literacy and beginning skills, as well as math, social studies, and science learning and curricula. Special topics include the integration of children's literature throughout the curriculum and early computational thinking. Historical and prevailing curricular models in pre-kindergarten and kindergarten are also explored.

d. New course.

**EECE 353 Digital Literacies in the Early Childhood and Childhood Grades**

3 hr., 3cr. Restricted to students in the professional sequence of the major

This course prepares students to develop and teach digital and computational literacies in early childhood and childhood grades. Computational literacies encompass computational thinking practices and skillful utilization of digital tools to support children's learning. Students are prepared to create equitable and inclusive learning environments that support all children to develop computational literacies. Students consider computational literacies and their role in children's lives by exploring the knowledge, skills, and attitudes children require to become creators and users of digital tools. Topics focus on uses of computational literacies to support children's learning across the curriculum, the role of computational literacies in society, and applications of computational literacies and digital tools to expand possibilities for learning through research, creation, communication, collaboration, and the sharing of work with others.

e. New course.

**EECE 391: Student Teaching I, The Early Childhood Grades**

3 hr., 3 cr. Prereq. EECE 335

Students will engage in a variety of field-based experiences, designed to foster their overall socio-pedagogical growth in early childhood classrooms. Students will investigate a wide range of educational theories and practices grounded in highly impactful early childhood pedagogical approaches. Students are required to do a minimum of 35 days of student teaching, all of which will occur in early childhood classrooms.

f. New course.

**EECE 398: Student Teaching, The Elementary Grades**

3 hr., 3cr. Prereq: EECE 391

Students will engage in a variety of field-based experiences, designed to foster their overall socio-pedagogical growth in elementary (grades 1-6) classrooms. Students will investigate a wide range of educational theories and practices grounded in highly impactful childhood pedagogical approaches. Students are required to do a minimum of 55 days of student teaching, all of which will occur in elementary (grades 1-6) classrooms.

## Appendix

### Liberal Arts and Sciences Concentration Bachelor of Science in Early Childhood and Elementary Education

Students choose 4 Courses (at least 12 credits) in one of the indicated Liberal Arts and Sciences Concentrations. When possible, students are encouraged to complete a full minor in their liberal arts concentration. \*If an English concentration is chosen, English 110 and 130 do not count towards the concentration.

Africana Studies	AFST 101, 102, 201/201W, 232/232W, AFST 300/300W
Anthropology	ANTH 100:199, ANTH 200:280, ANTH 282:388
Arabic	ARAB 101, 102, 203, 204, 305, 306
Art History	ARTH 101:115, ARTH 200: 299, ARTH 310:349
Biology	BIOL 9, BIOL 21:25, BIOL 28, BIOL 40:45, BIOL 51, BIOL 105, 106
Chemistry	CHEM 101.1 & 101.3, CHEM 102.1 & 102.3, CHEM 103.1 & 103.3, CHEM 113.1 & 113.4, CHEM 114.1 & 114.4
Chinese	CHIN 101, 102, 112, CHIN 204, 210:212, 240, 250, 251, 311, 312, 315, 317, 318, 320, 330, 340, 350, 358, 360, 370, 380
Comparative Literature	CMLIT 101/101W, 102/102W, 200-level, 300-level.
Computer Science	CSCI 111, 211, 212, 240
Dance	DANCE 151, 350/350W. 351/351W, 352, 398
Drama and Theatre	DRAM 120, 201, 202, 205, 206, 207, 302, 303, 304, 308, 342, 343
East Asian Studies	EAST 100-level, 200-level, 300-level
Economics	ECON 101 or 103, 102 or 104, 203, 204 ,207, 208, 210:215, 219/219W, 220:224, 228/228W, 230/230W, 231, 232, 233, 246
English	ENGL 170W, 241:244, 251:290, 300-level
Environmental Science/Studies	ENSCI 100, 112, 200, 303, 377

FNES (Human Development & Family Science)	FNES 140, FNES 151, FNES 248, FNES 249, FNES 345, FNES 347, FNES 348, FNES 349
French	FREN 111, 112, 206, 224, 228, 300-level
Geology	GEOL 101, 102, 208, 214, 216, 318, 342, 347, 349, 363, 370
German	GERM 109:112, 203, 206, 207, 224, 228, 235, 236, 250, 300-level
Greek Studies	GRKST 100, 101, 102, 150, 200, 201, 305, 306
History	HIST 200-level, 300-level
Italian	ITAL 111, 112, 200-level, ITAL 300-level
Japanese	JPNS 101, 102, JPNS 200-level, JPNS 300-level
Korean	KOR 101, 102, KOR 200-level, KOR 300-level
Linguistics	LCD 101, 116, 120, 150, 205, 220
Mathematics	MATH 201, 231, 280-series (Math Ed)
Media Studies	MEDST 100, 101, 103, 104, 110, 143:146, 201W, 220, 223W, 225, 240, 250, 251, 254, 255:257, 259, 261, 262, 270, 281, 320, 321/321W, 322/322W, 325/325W, 326/326W, 330/330W, 341/341W: 346/346W, 350/350W, 351, 352W, 353W, 355/355W, 357, 357W, 359/359W, 360/360W, 362W, 363, 364/364W, 366
Music	MUSIC 215, 221, 222, 224: 228, 231:234, 236, 237, 239, 240, 241, 346, 347
Philosophy	PHIL 109, PHIL 140:144, PHIL 150, 200-level
Political Science	PSCI 100:105, 200-level, 300-level
Portuguese	PORT 41, 111, 112, 204
Psychology	PSYCH 214, 217, 221, 231, 232, 238, 243, 251, 259, 260, 334, 345, 346, 349, 357:359
Russian	RUSS 111, 112, 150, 155, 175, 203, 204, 215, 225, 233:235, 243:245, 275, 276, 280:282, 285, 301, 302, 311, 321, 325, 327, 331, 350, 351, 362, 391, 392
Sociology	DATA 205, 212W, 200-level SOC, 300-level SOC

Spanish SPA 111,112, 114, 115, 215, 224, 240, 241, 250, 260, 280,290, 291, 310, 312, 337:341, 351:353, 370:374, 377:379, 390, 391, 398

Urban Studies URBST 101, 105, 107, 200-level

7. **FNES**

a. **Change to Major Requirements – BS in Nutrition & Exercise Sciences (NEXSCI-BS)**

**To:**

Requirements for the major in Exercise Sciences and Human Performance (Major Code: EXSHP-BS) Required (62 – 65 credits) Required courses include FNES 201, 211, 213, 230, 261, 340, 341, 342, 344, 352, 353, 355, 361, 363, 377, 387, Psych 101, and 1-2 department-approved electives. The sciences core includes BIO 40 and 41.

b. **New Course Proposal:**

**FNES 201: Introduction to Research Methods in Exercise Science:** 3hr. 3cr. The course is designed to provide an overview of the scientific research process in exercise sciences, covering study designs and basic statistical analysis, as well as searching for, reading, and interpreting scientific literature. Students will gain skills in reading and critically evaluating scientific literature and writing research reports. A minimum grade of C is required to apply this course to the major.

c. **New Course Proposal**

**FNES 210.1, 1cr., FNES 210.2, 2cr., FNES 210.3, 3cr. – Independent Study in Exercise Science.** Permission of the program director. Experiential learning opportunities prior to FNES 377 and 387, Internship in Exercise Science. A minimum grade of C is required to apply this course to the major.

d. **Course name and description change**

**To Read:**

**FNES 211 - Introduction to Assessment and Physical Activity** 3hr. plus 15 hr. fieldwork; 3 cr. Minimum grade B-. An introduction to health-related fitness screening, assessment procedures and implementation. The connection between physical activity and disease prevention, and current recommendations will be discussed. Lab experience in the execution of health-related fitness assessments. Fieldwork experience to evaluate exercise facilities (5) operational practices.

e. **New Course Proposal**

**FNES 213 Aerobic and Anerobic Training.** 3hr. 3 cr. Prerequisite: FNES 211(B- or better). The student with gain experience in applying the theoretical concepts of training to create cardiorespiratory, resistance, and flexibility programs. Students will develop proficiency in the implementation, modification, and evaluation of training programs to improve goal-oriented outcomes. A minimum grade of B- is required to apply this course to the major.

f. **New Course Proposal:**

**FNES 261 – Nutrition Concepts**



3 hours, 3 credits. This course is a general overview of macro- and micronutrient requirements, utilization of nutrients in the body, and the application of nutrition principles for Exercise Science majors. A minimum grade of C is required to apply this course to the major.

**g. Change of Pre-requisites and description:**

**To Read:**

FNES 342. Physiology of Muscular Activity. 3 hr.; 3 cr. Prereq.: BIOL 40 and FNES 201. The acute and long-term physiological adjustments occurring in the human organism as a result of sport and other physical activities

**h. New Course Proposal:**

**FNES 344 – Introduction to Exercise Physiology Lab Techniques.** 3hr. 3cr. Pre-requisite FNES 342. The course will provide the student with a foundation in common exercise physiology lab techniques. The direct evaluation of resting metabolism, maximal oxygen uptake, pulmonary function, the use of laboratory methods of body composition, and an introduction to electrocardiography will be covered. A minimum grade of C is required to apply this course to the major.

**i. Change of Pre-requisites & description:**

**To Read:**

FNES 352. Physiological Principles of Exercise Training. 3 hr. plus lab. 3 cr. Prereq.: FNES 211, 213 and 342. Physiological impact of long-term exercise training with special consideration of the body's morphologic and physiologic adaptation to specific forms of training. Various training and conditioning methods are examined. Lab experience in the execution of performance-based assessments.

**j. Change in Pre-requisites & description:**

**To Read:**

FNES 353. Fitness Assessment and Prescription of Exercise Programs. 3 hr. plus lab.; 3 cr. Prereq.: FNES 211, 213 and 342. Application of scientific principles of exercise physiology to the measurement and evaluation of fitness in healthy individuals. Acquisition of skill in exercise testing and training methods commonly used in corporate and other adult fitness settings. Experience in designing exercise programs for various populations. Lab experience in the execution of health-related assessments.

**k. New Course Proposal:**

**FNES 355 Advanced Strength & Conditioning.** 3hr. 3 cr. Prerequisite: FNES 211, 213, and FNES 352. Theory, principles, and application of advanced strength and conditioning exercises used in sport specific training are discussed. Students will develop proficiency in the implementation and supervision of plyometric, strength, speed, agility, and endurance programs across a range of populations. A minimum grade of B- is required to apply this course to the major.

**l. Change of Pre-requisites:**

**To Read:**

FNES 361. Sports Nutrition. 3 hr.; 3 cr. Prereq: FNES 261 or 263 and 264. Nutritional parameters of athletic performance including energy production and expenditure, meal timing and composition, hydration, sport specific requirements and ergogenic aids, and nutritional needs for special situations.

**m. New Course Proposal**

**FNES 363** - Business & Professional Practices. 3hr, 3cr. Must be taken 1-2 semesters prior to FNES 377.

The course will provide knowledge, skills and abilities in planning, designing, managing, and evaluating adult fitness programs. Legal and ethical concepts will be discussed. Students gain experience in Professional development activities. A minimum grade of C is required to apply this course to the major.

**n. Change to name & course description**

**TO:**

FNES 377. Internship in Exercise Science I. 3hr, 3 cr. Prereq.: FNES 353 and 363, or permission of the instructor. An in-depth, structured, practical experience in a pre-approved facility dealing with fitness, health enhancement, and performance outcomes of individuals. Experiences include group- and individualized-fitness, or strength and conditioning programs in commercial, community, corporate, or clinical settings, and are integrated with academic preparation through regular seminar meetings on campus. The minimum onsite requirement is 150 hours.

**o. New Course Proposal**

**FNES 387 – Internship in Exercise Science II** 3hr, 3 cr. Prereq.: FNES 353, 363, and 377 or permission of the instructor. An in-depth, structured, practical experience in a pre-approved facility dealing with fitness, health enhancement, and performance outcomes of individuals. Experiences include group- and individualized-fitness, or strength and conditioning programs in commercial, community, corporate, or clinical settings. The minimum onsite requirement is 150 hours. This setting must be a different experience from FNES 377. A minimum grade of C is required to apply this course to the major.

**p. New Course Proposal**

**FNES 394. Research in Exercise Science.** 394.1, 1 cr., 394.2, 2 cr., 394.3, 3 cr. Permission of the instructor. The student works on a research problem under the supervision of a member of the exercise science faculty. A minimum grade of C is required to apply this course to the major.

**5b. Graduate Curriculum Committee**

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

“To accept the GCC minutes dated May 8, 2024 as distributed”

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

**GCC Minutes Dated May 8, 2024**

**A. ITEMS FOR UNIVERSITY REPORT**

**1. ECP**

**a. Request for New Course**

Course number and title: **ECPSE 704 – Critical Disability Studies and Culturally Responsive-Sustaining Inclusive Education**

Hours and credits: 3 hr.; 3 credits

**Prerequisites or corequisites:** A 3-credit graduate or undergraduate foundations of special education course, with content similar to Queens College ECPSE 350 (undergraduate) or ECPSE 550 (graduate) Foundations of Special Education courses.

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

ECPSE 704: Critical Disability Studies and Culturally Responsive-Sustaining Inclusive Education is designed to engage graduate candidates, preservice teachers of students with disabilities, in transformational learning and self-exploration in small communities of practice to explore and transform their competencies (knowledge, skills, and dispositions) around teaching for social justice. Focusing through a disability studies lens, ECPSE 704 allows preservice teachers of students with disabilities to critically examine the prevailing current medical and remedial/developmental paradigms about individuals with disabilities in both general and special education, by directly highlighting alternative ways of thinking, i.e., alternate paradigms, about disability as a social, cultural, and political phenomenon. As candidates work together in their small communities of practice to continuously and critically (re)examine and (re)conceptualize disability, they will also explore current brain-based learning theories that encompass social-emotional, relational, and cognitive aspects of culturally responsive-sustaining classroom practices. Over the course of the semester, candidates will be guided to critically explore their individual and shared perspectives around diversity, equity, and inclusion, ultimately transforming their own pedagogical practice and acknowledging the role that they as special education professionals need to play in the liberation of their students and in the transformation of the B to 12 public education systems as well. Approximately 10 hours of fieldwork focused on individuals with disabilities and/or their families are required as part of this course.

**2. ECP**

**b. Minor Change: 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.

**ECPSE 705. Introduction to Assessment in Special Education** 3 hr.; 3 cr. Prereq.: None The purpose of this course is to prepare special education teachers across all age range certifications to engage in reflective decision-making and research-validated professional practice that will result in the creation of effective instructional programs for all students including those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills and dispositions associated with the application of assessment information in individual student and program evaluation, as well as, to classroom and curriculum planning.

Approximately 15 hours of field work focusing on assessments with individuals with disabilities are required as part of this course.

**3. ECP**

**c. 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.

**ECPSE 708. Collaboration with Families and School-Based Teams** 3 hr.; 3 cr. This course offers intensive practical exposure to theory, research, and exemplary practice in collaborative process and team development, with particular emphasis on working with families and multiple school and community partners. Candidates examine specific practices to enhance cross-disciplinary, cross-cultural, and cross-constituent partnerships within inclusive school, community, and other settings. Candidates will apply knowledge to students with mild, moderate, and severe disabilities. Through active and guided participation, candidates acquire enhanced communication, problem-solving, facilitation and leadership skills necessary to develop integrated special education and related services. Co-teaching with another teacher or related service professional is a required field-based assignment.

#### 4. ECP

##### d. Minor Change: Change in course title, 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.

**ECPSE 707. Language & Literacy: Principles & Practices in Special Education.** 3 hr.; 3 cr. This course examines developmental and pedagogical principles of language and literacy development will teach candidates how to develop and implement evidence-based, explicit-based, explicit, and systematic instruction in reading and writing embedding the high-leverage practices in special education. Candidates will learn how to provide access to reading and writing core instructions as well as how to adapt, differentiate, and intensify reading instructions in oral language and vocabulary, encoding, and decoding letters and sounds, fluency, and comprehension. Candidates will also learn how to develop and implement explicit and systematic writing instructions that connect and is synergistic with their reading instructions. Specifically, techniques and strategies are presented for addressing the diverse language and literacy needs of students with disabilities, and students at risk for school failure. Candidates will also implement data-driven instructional decision-making and implementation by examining reading and writing levels, implementing formative evaluation and progress monitoring strategies, motivational influences, and individual and group strategies for supporting language and literacy skill development.

#### 5. ECP

##### e. Minor Change: Change in course title, 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.

**ECPSE 716. Curriculum & Instruction in Inclusive Education.** 3 hr.; 3 cr. Prereq.: None. Through theory, research and application, ECPSE 716: Curriculum & Instruction in Inclusive Education is designed to teach graduate candidates in special education to build a culturally responsive and reflective teaching practice to ensure access to the general education curriculum for all learners, including struggling learners and students with disabilities in P-12 English Language Arts, Social Studies, and Science. Candidates will learn and apply a reflective planning and implementation process that includes unpacking and task analyzing curricula, informal assessment and error analysis, universal design and specially designed instruction that infuses evidence-based and high-leverage practices and effective use of assistive and instructional technology. Candidates will also learn how to choose the best-fit co-teaching

configurations based on content and instructional needs. These practices will be studied within the context of urban public education and special education's attempt to fulfill the promise of IDEIA for students with disabilities. Political, technological, and societal changes and advances in promoting inclusion, access, and meaningful participation in the general education curriculum are also discussed. Approximately 15 hours of fieldwork focusing on individuals with disabilities and their academic learning needs are required as part of this course.

## 6. ECP

### f. Request for New Course

Course number and title: **ECPSE 718: Mathematics Instruction for Students with Disabilities**

Hours and credits: 3 hr.; 3 credits

**Prerequisites or corequisites:** ECPSE 704, 705, 707, 716, 720, 722

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

*ECPSE 718: Mathematics Instruction for Students with Special Needs* offers intensive practical exposure to theoretical frameworks and research-based practices in mathematics assessments, standard-based mathematics curriculum and instruction, curriculum design, high-leverage practices (HLPs), evidence-based mathematics instruction, instructional adaptations, culturally and linguistically responsive mathematics instruction, and assistive and instructional technology with particular emphasis on working with P-12 students with disabilities or IEPs within the context of urban public education and special education's attempt to fulfill the promise of IDEIA for ensuring access to the general education curriculum for all learners.

In this course, candidates will learn about; 1) critical knowledge and skills embedded in the NYS State learning standards for P-12 mathematics (CCSSM or Next Generation Mathematics), 2) potential hindrances for students with special needs from learning the core mathematics knowledge and skills, 3) evidence-based instructional strategies to teach the critical mathematics skills to students with special needs including students with disabilities and English Learners, 4) evidence-based assessment methods to document and monitor students' progress in response to remedial or specially designed mathematics instruction, 5) mathematics curriculum design and implementation for students with special needs, and 6) assistive and instructional technology to enhance the access to the general education curriculum and instruction.

This course is aligned with the Core Values of the Education Unit of promoting *Equity*, *Excellence*, and *Ethics* in urban schools and communities. More specifically, the Education Unit is committed to preparing teachers and other school professionals who: a) build inclusive communities that nurture and challenge all learners; b) demonstrate professionalism, scholarship, efficacy, evidence-based practice, and reflection; and c) value diversity, democracy, and social justice.

## 7. ECP

### g. Request for New Course

Course number and title: **ECPSE 719: Practicum in Special Education**

Hours and credits: 3 hr.; 3 credits

**Prerequisites or corequisites:**

- ECPSE 704, 705, 708, 707, 716, 720, and 722 for MSED SWD All Grades
- ECPSE 704, 701, 708, 712, 805, 730, 731, and 804 for MSED SWD B-2

Co-Requisites: ECPSE 746

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

ECPSE 719: Practicum in Special Education is a field-based course designed to provide candidates with individualized supervision and group seminars focused on educating B-12 students with disabilities, including students with mild to severe disabilities in all disability categories. Candidates will choose a setting of interest (e.g., inclusive classroom, self-contained classroom) to complete their practicum. This course offers an integrated approach to teaching which combines both knowledge and practice into a meaningful and comprehensive context. Candidates will have multiple scaffolded opportunities to apply what they are learning in their college coursework in classrooms as they try to create safe and culturally sustaining learning environments that inspire critical engagement. Candidates will reflect on and revise their teaching practice in authentic, diverse, urban teaching situations. Candidates will be provided with significant support from faculty so that by the end of the semester, candidates are well on their way to developing and demonstrating knowledge, skills, and professional dispositions in fundamental aspects of pedagogy that are consistent with research-validated, discipline-specific, best-practices for promoting student learning and well-being. (3 credit hours). Corequisite: ECPSE 746: Research in Special Education

**8. ECP**

**h. Minor Change: Change in course title, change in course prerequisite or corequisite, 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.

**ECPSE 720. Instructional Strategies for Students with Severe and Multiple Disabilities.** 2.5 hrs. (7:15-9:45 PM); 3 cr. Prereq.: ECPSE 704 and 722. This course is designed to acquaint candidates with the characteristics, methods of teaching, and current research and issues related to the education of learners with severe intellectual disabilities; including those individuals diagnosed with ADHD and EBD. Additionally, this course will present the needs of students with autism, including, but not limited to, the etiology, prevalence, characteristics, and evidence-based instructional methodology for teaching students with autism. Furthermore, candidates will be acquainted with the use of assistive and instructional technology in the teaching of and learning by students with disabilities to promote communication and independent living. The course will provide a philosophical and skill-based foundation to students to promote the use of systematic, individualized, and functional skills to support and facilitate the development of individual self-determination and meaningful participation in inclusive environments across the lifespan of each individual. The historical treatment of people with severe disabilities, normalization, advocacy, and collaboration, and building inclusive classroom communities that support the full diversity of learners are also addressed.

**9. ECP**

**i. Minor Change: Change in course prerequisite or corequisite, 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.

**ECPSE 722. Applied Behavior and Positive Behavior Supports. 3 hr.; 3 cr.** This course examines the principles and application of operant learning. It is primarily focused on the relationship between behaviors and environmental events (e.g., antecedents, setting events, and consequences) that influence behavior. A substantial emphasis of this course is placed on functional behavior assessment, and the use of educative, positive behavior support strategies to create meaningful changes in environments and students' quality of life. A critical underlying course theme is the relationship between, and possible intersection of a child's learning experiences, preferences and culture, individual communication, self-determination, and social skills in the analysis, prevention, and intervention of behaviors that interfere with learning and social development. Candidates will also learn how to design and employ single subject research designs and will be supported to use technology enhanced applications in the context of behavior observation and behavior change efforts. Course activities emphasize use of natural environments as the preferred context for providing services and within which to analyze and provide behavioral support. All course assignments are field based; the FBA assignment requires a minimum of 10-hour fieldwork hours including at least 5 hours for direct observation of a child with a disability (or at risk). The autism workshop is covered in ECPSE 722.

## 10. ECP

j. **Minor Change: Change in course prerequisite or corequisite, 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.

**ECPSE 746: Research in Special Education.** Co-req.: ECPSE 719: Practicum in Special Education. Study, understanding and evaluation of basic research design and methodology in special education and interpreting research results for classroom instruction. Program candidates will prepare a literature review, design a research methodology, and implement a research study. Research topics will be referenced to candidates' instructional focus in ECPSE 719: Practicum in Special Education and their area of interest.

## 11. ECP

k. **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.

**ECPSE 730. Curriculum and Instruction for Early Childhood Special Education.** 3 hr.; 3 cr. This course is designed to introduce program candidates to critical issues in curriculum and instruction for teaching preschool children with disabilities (ages three through five) and their families. Developmentally appropriate programs (DAP) and evidence-based practices for preschool children with and without disabilities will be the focus of this course. Candidates will explore the impact that disability conditions have on young children's learning needs in all developmental domains, resulting curriculum goals and learning objectives, as well as assessment and intervention strategies used to effectively address these goals and objectives. Candidates will examine the impact that the environment has on the acquisition,

maintenance, and generalization of critical skills in young children, and a range of validated curriculum models designed to meet the learning needs of young children with disabilities and their families. This course will also focus on the historical, educational, philosophical, and legal foundations that have guided practice and policy in early childhood special education (ECSE). Fifteen hours of field experience is required and will include observation and analysis of young children with disabilities in different environments.

## 12. HIST

### I. Request for New Course

Course number and title: **HIST 704 – The First World War**

Hours and credits: 3 hr.; 3 credits

**Prerequisites or corequisites:** None

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

This is a readings and discussion seminar devoted to the study of the First World War (1914-1918) and its lasting socio-political and cultural impact. Considered the starting point for the twentieth century, the First World War was a cataclysmic event that established the geopolitical context for the next one hundred years and beyond. Waged globally by the world's major powers, the First World War witnessed the decimation of a generation, the expansion of European and Japanese imperialism, the collapse of three major monarchies, the rise to global power of the United States, and the birth of the Soviet Union. The war fomented the rise of a new populism in the 1920s rooted in nationalism, racism, and antisemitism which in turn provoked a second world war with even greater consequences.

## 13. HIST

### m. Minor Change: Change in course title, 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.

**HIST 708. Arab-Israeli Wars 1948–Present.** 2 hr. plus conf.; 3 cr. Focuses on the events, circumstances, and personalities that led to establishment of the state of Israel, from the nineteenth-century rise of Zionism through into the twentieth century and its continuing conflicts inside and outside its borders. Special emphasis will be placed on the Arab-Israeli conflict, wars with Egypt, Lebanon, and Jordan, history of the Israeli-Palestinian conflict, and the United States' role in Israel.

## 14. HIST

### n. Minor Change: Change in course title, 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.

**HIST 755: Empires and Nationalism in India.** 2 hr. plus conf.; 3 cr. Examines the phenomenon of colonialism and nationalism through the lens of South Asia (contemporary India, Pakistan, and



Bangladesh) from the 18th-century to the political conflicts of the present. Topics include the history of the British Empire in India, nationalism's connections with race and gender, violence and nationhood, and the colonial roots of nationalism in South Asia.

## 15. HIST

### **o. Minor Change: Change in course title, 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.

**HIST 766: Problems and Solutions in African American History**. 2 hr. plus conf.; 3 cr. Readings and discussions focused on the exploration of the rich and varied scholarship constituting the field of African American History. Examination of both the historical content of the assigned materials and the historiographical debates that have shaped the field of African American History over time. May be repeated for credit with consent of instructor if topic changes.

## 16. HIST

### **p. Request for New Course**

Course number and title: **HIST 7021 – War and Society**

Hours and credits: 3 hr.; 3 credits

**Prerequisites or corequisites:** None

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

This is a readings and discussion seminar introducing students to the advanced study of military history, introducing them to the methodologies associated with War and Society Studies. Instead of privileging the traditional focus on battle and campaign narratives, this course will examine the social and cultural aspects of war and military institutions. Topics will include the origins of war and its role on shaping human societies; the origins of just war theory; the “Military Revolution” thesis; the idea of “total war”; the moral cost of war on individuals and communities; and other important questions.

## 17. HIST

### **q. Request for New Course**

Course number and title: **HIST 7022 – Race, Gender, and War in Historiography**

Hours and credits: 3 hr.; 3 credits

**Prerequisites or corequisites:** None

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

This is a readings and discussion seminar examining how war and military institutions affect and are affected by social constructions like race, gender, sexuality, and ethnicity. After developing working

definitions of race and gender, we will examine how they can be used as analytical tools to acquire a different perspective on military history and institutions. Just as war is itself one of the basic and most critical areas of human interaction, so too are the concepts of race and gender among the most basic forms of social differentiation. We will examine a series of carefully selected case studies to determine how racial and gendered perceptions might affect how military action is considered, planned, and executed. In the process, we hope to confront many commonly held misperceptions and myths governing the boundaries of race and gender as factors in wartime.

## **18. HIST**

### **r. Request for New Course**

Course number and title: **HIST 7072 – American Military History, 1865 - Present**

Hours and credits: 3 hr.; 3 credits

**Prerequisites or corequisites:** None

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

This is a readings and discussion seminar devoted to the study of American military history and institutions from the American Civil War through the current day. Rather than focus exclusively on campaign and battle narrative, the course is intended to impart key learnings regarding American military institutions, policy, and grand strategy, as well as investigate the evolving civil-military relationship at the heart of our defense structures and organizations. Cultural factors surrounding the rise of militarism in American society since the mid-twentieth century, the importance of industrial mobilization in the twentieth century, the ongoing debate between volunteer militia and standing regular force advocates, the rise of air power, nuclear deterrence, and the impact of counterinsurgency operations on force structures will be considered as well.

## **19. HIST**

### **s. Request for New Course**

Course number and title: **HIST 7411 – Major Problems in Latin American History**

Hours and credits: 3 hr.; 3 credits

**Prerequisites or corequisites:** None

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

An overview of major historiographical problems and debates in Latin American history from 1492 to the present. Some of the topics covered in the course include the conquest of the Mexica and Inca empires, the formation of colonial societies, the revolutions of independence, Slavery, Indigenous politics, underdevelopment, US interventions in Latin America, and the influence of the Cold War.

## **20. HIST**

### **t. Request for New Course**

Course number and title: **HIST 7421 – Race and Racism in Latin America**

Hours and credits: 3 hr.; 3 credits

**Prerequisites or corequisites:** None

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

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.

**B. ITEMS FOR CEP/CAP**

**1. ECP**

**a. New Program – Teaching Students with Disabilities (30 cr.) MSED**

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

**Teaching Students with Disabilities-All Grades, 30-credit MSED**

**(Leading to Initial/Professional Teacher Certification SWD in New York State)**

New Program: **X**

Proposal to add the distance education format: [ ]

2) Please give HEGIS number if known to you: **0808.00**

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

**Important Note**

The ECP faculty in special education reference the fourteen change items describe within this section on the application to *both* the **2020-2021 QC Graduate Bulletin** and the **2022-2023 Online Graduate Catalog**. It is anticipated that this new program will begin fall 2025 and all new candidates will be admitted to the new students with disabilities all grades program. The current MSED SWD 1-6 and 7-12 will remain active until summer 2029 to provide candidates who enter before fall 2025 with the opportunity to complete the program for which they are enrolled. NYS will no longer provide SWD 1-6 and SWD 7-12 certifications after fall of 2029.

***Change Items 1-8***

All page numbers and changes related to items 1 through 8 are based on the 2020-2021 Queens College Graduate Bulletin and for these changes, the page numbers from the online 2022-2023 Graduate Catalog are references in parentheses and italics as well (if item information is referenced in both sources).

- **Item 1:** Changes to page 128, second and third columns

- **Item 2:** Changes to page 131, first column
- **Item 3:** Changes to page 132, second and third columns
- **Item 4:** Changes to page 133, first, second and third columns
- **Item 5:** Changes to page 136, last column
- **Item 6:** Changes to page 137, first, second and third columns
- **Item 7:** Changes to page 138, first and second columns
- **Item 8:** Changes to page 140, second and third columns; and page 141 first column

**Change Items 9-12**

Any changes that need to be addressed, but that appear solely in the 2022-2023 Online Graduate Catalog follow separately in change items 9 through 12.

- **Item 9:** Changes to page 11.
- **Item 10:** Changes to page 30.
- **Item 11:** Changes to page 112
- **Item 12:** Changes to page 119

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

**NOTE: All page numbers and changes are based on the 2020-2021 Queens College Graduate Bulletin.**

**Item 1: Changes to page 128, second and third columns**

*(not included in 2022-2023 Online Graduate Catalog)*

- a) **Replace** with the Teaching Students with Disabilities-All Grade Sequence

<b>REVISED MSED PROGRAM: Teaching SWD-All Grades</b>	
<b>Courses</b>	<b>Credits</b>
ECPSE 704: Critical Disability Studies and Culturally Responsive-Sustaining Inclusive Education	3
ECPSE 705: Introduction to Assessment in Special Education	3
ECPSE 708: Collaboration with Families and School-based Teams	3
ECPSE 707: Language, Literacy and Assessment: Principles & Practices in Special Education	3
ECPSE 722: Applied Behavior Analysis & Positive Behavioral Supports	3
ECPSE 716: Curriculum and Instruction in Inclusive Education	3
ECPSE 718: Mathematics Instruction for Students with Disabilities	3
ECPSE 720: Instructional Strategies for Students with Severe and Multiple Disabilities	3
ECPSE 719: Practicum in Special Education	3
ECPSE 746: Research in Special Education	3
<b>Total Credits</b>	<b>30</b>

**Item 2: Changes to page 131, first column**

*(not included in 2022-2023 Online Graduate Catalog)*

a) **Replace** with:

### **Special Education**

*Coordinator:* Sun A Kim

MASTER OF SCIENCE IN EDUCATION (MSED)  
PROGRAMS IN SPECIAL EDUCATION

- (1) Early Childhood, Birth–Grade 2;
- (2) Teaching SWD-All Grades;
- (3) Integrated Bilingual Early Childhood Special Education, Birth-Grade 2.

Each program prepares candidates to work with children or youth whose disabilities range from mild to severe. Upon completion of one of these programs, our graduates are eligible for initial/professional New York State Certification in Teaching Students with Disabilities.

### **Item 3: Changes to page 132, second and part of third columns**

*(not included in 2022-2023 Online Graduate Catalog)*

a) **Replace** with underlined words

Admission Requirements for MSED in Special Education

Applicants to the graduate programs in Special Education must:

- Hold an initial NYSED teaching certificate in any general education area or be eligible to attain an initial teaching upon completing their undergraduate education.
- 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. The letters must demonstrate the applicant's superior abilities, qualities, and potential as a graduate candidate in special education.

Additionally, applicants for the MSED must have taken prerequisite courses as listed in the undergraduate course distribution that follows:

- English Language Arts: Successful completion (i.e., a grade of C or better in each course) of 2 English courses (6 credits), one must be English Composition.
- Social Sciences: Successful completion (i.e., a grade of C or better in each course) of 2 Social Sciences courses (6 credits). At least one of these courses must be a U.S. history course.
- 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).

Should an applicant be missing any of the liberal arts and science content core courses, the missing courses would be considered missing prerequisite courses that must be completed:

- Within the first 18-credits of the program, assuming two or fewer unmet content core courses prerequisite courses to complete.
- Prior to official program acceptance, assuming three or more unmet content core prerequisites.
- Up to two content core prerequisite courses, i.e., 6-credits, can be completed by taking and passing the appropriate College-Level Examination Program® (CLEP) exams.

**Item 4: Changes to page 133, first, second and third columns**  
(not included in 2022-2023 Online Graduate Catalog)

- a) *Replace* with underlined words

**Maintenance and Graduation Requirements**

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>

Additionally, candidates must:

- Complete all prerequisite courses to register for ECPSE 719: Practicum in Special Education and ECPSE 746: Research in Special Education.
- Maintain a 3.0 GPA overall to register for the practicum course and research course.
- 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 make a plan to determine (a) how to rectify any academic or behavioral deficiencies, and (b) the conditions for continuing in the program.
- Receive a grade of B or better in ECPSE 719: Practicum in Special Education.
- Purchase and maintain an electronic portfolio (Anthology) account for the time it takes to complete the MSED program.
- Should an individualized plan to address academic or behavioral deficiencies within a practicum situation be needed, a candidate may be required to participate in a guided practicum. The candidate would then be required to register for Supervised Internship in Special Education (ECPSE 754) to fulfill the requirements of the individualized plan.

- 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.
- Candidate leave or a break in the continuity of study requires a review by the faculty before candidates return to the program and study is resumed. 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 requires that candidates complete the 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.

### **College Recommendation for Teacher Certification**

Candidates who meet these 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.

#### **Item 5: Changes to page 136, last column (page 191)**

- a) *Replace* with underlined words

**ECPSE 704: Critical Disability Studies and Culturally Responsive-Sustaining Inclusive Education** is designed to engage graduate candidates, preservice teachers of students with disabilities, in transformational learning and self-exploration in small communities of practice to explore and transform their competencies (knowledge, skills, and dispositions) around teaching for social justice. Focusing through a disability studies lens, ECPSE 704 allows preservice teachers of students with disabilities to critically examine the prevailing current medical and remedial/developmental paradigms about individuals with disabilities in both general and special education, by directly highlighting alternative ways of thinking, i.e., alternate paradigms, about disability as a social, cultural, and political phenomenon. As candidates work together in their small communities of practice to continuously and critically (re)examine and (re)conceptualize disability, they will also explore current brain-based learning theories that encompass social-emotional, relational, and cognitive aspects of culturally responsive-sustaining classroom practices. Over the course of the semester, candidates will be guided to critically explore their individual and shared perspectives around diversity, equity, and inclusion, ultimately transforming their own pedagogical practice and acknowledging the role that they as special education professionals need to play in the liberation of their students and in the transformation of the B to 12 public education systems as well. Approximately 10 hours of fieldwork focused on individuals with disabilities and/or their families are required as part of this course.

#### **Item 6: Changes to page 137, first, second and third columns (ECPSE 702 & ECPSE 703 page 19; ECPSE 708, ECPSE 710, ECPSE 711 page 192)**

- a) *Replace* with underlined words

**ECPSE 705: Introduction to Assessment in Special Education** prepares special education teachers across all age range certifications to engage in reflective decision-making and research-validated

professional practice that will result in the creation of effective instructional programs for all students including those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills and dispositions associated with the application of assessment information in individual student and program evaluation, as well as, to classroom and curriculum planning. Approximately 15 hours of fieldwork focusing on assessments with individuals with disabilities are required as part of this course.

ECPSE 708. Collaboration with Families and School-Based Teams. 3 hr.; 3 cr. This course offers intensive practical exposure to theory, research, and exemplary practice in collaborative process and team development, with particular emphasis on working with families and multiple school and community partners. Candidates examine specific practices to enhance cross-disciplinary, cross-cultural, and cross-constituent partnerships within inclusive school, community, and other settings. Candidates will apply knowledge to students with mild, moderate, and severe disabilities. Through active and guided participation, candidates acquire enhanced communication, problem-solving, facilitation and leadership skills necessary to develop integrated special education and related services. Co-teaching with another teacher or related service professional is a required field-based assignment.

**ECPSE 716: Curriculum and Instruction in Inclusive Education** is designed to teach graduate candidates in special education to build a culturally responsive and reflective teaching practice to ensure access to the general education curriculum for all learners, including struggling learners and students with disabilities in P-12 English Language Arts, Social Studies and Science. Candidates will learn and apply a reflective planning and implementation process that includes unpacking and task analyzing curricula, informal assessment and error analysis, universal design and specially designed instruction that infuses evidence-based and high-leverage practices and effective use of assistive and instructional technology. Candidates will also learn how to choose the best-fit co-teaching configurations based on content and instructional needs. These practices will be studied within the context of urban public education and special education's attempt to fulfill the promise of IDEIA for students with disabilities. Political, technological, and societal changes and advances in promoting inclusion, access, and meaningful participation in the general education curriculum are also discussed. Approximately 15 hours of fieldwork focusing on individuals with disabilities and their academic learning needs are required as part of this course.

**ECPSE 718: Mathematics Instruction for Students with Disabilities** offers intensive practical exposure to theoretical frameworks and research-based practices in mathematics assessments, standard-based mathematics curriculum and instruction, curriculum design, high-leverage practices (HLPs), evidence-based mathematics instruction, instructional adaptations, culturally and linguistically responsive mathematics instruction, and assistive and instructional technology with particular emphasis on working with P-12 students with disabilities or IEPs within the context of urban public education and special education's attempt to fulfill the promise of IDEIA for ensuring access to the general education curriculum for all learners. In this course, candidates will learn about: 1) critical knowledge and skills embedded in the NYS State learning standards for P-12 mathematics (CCSSM or Next Generation Mathematics), 2) potential hindrances for students with special needs from learning the core mathematics knowledge and skills, 3) evidence-based instructional strategies to teach the critical mathematics skills to students with special needs including students with disabilities and English Learners, 4) evidence-based assessment methods to document and monitor students' progress in response to remedial or specially designed mathematics instruction, 5) mathematics curriculum design and implementation for students with special needs, and 6) assistive and instructional technology to enhance the access to the general education curriculum and instruction.



**Item 7: Changes to page 138, first and second columns (ECPSE 713, ECPSE 714 & ECPSE 720 page 193; ECPSE 722 & ECPSE 725 page 194)**

a) *Replace* with underlined words

**ECPSE 707: Language, Literacy and Assessment: Principles & Practices in Special Education** examines developmental and pedagogical principles of language and literacy development and will teach candidates how to develop and implement evidence-based, explicit, and systematic instruction in reading and writing embedding the high leverage practices in special education. Candidates will learn how to provide access to reading and writing core instruction as well as how to adapt, differentiate, and intensify reading instruction in oral language and vocabulary, encoding and decoding, letters and sounds, fluency, and comprehension. Candidates will also learn how to develop and implement explicit and systematic writing instruction that connects and is synergistic with their reading instruction. Specifically, techniques and strategies are presented for addressing the diverse language and literacy needs of students with disabilities, and students at risk for school failure. Candidates will also implement data-driven instructional decision making and implementation by examining reading and writing levels, implementing formative evaluation and progress monitoring strategies, motivational influences, and individual and group strategies for supporting language and literacy skill development.

**ECPSE 720: Instructional Strategies for Students with Severe and Multiple Disabilities** is designed to acquaint candidates with the characteristics, methods of teaching, and current research and issues related to the education of learners with severe intellectual disabilities; including those individuals diagnosed with ADHD and EBD. Additionally, this course will present the needs of students with autism, including, but not limited to, the etiology, prevalence, characteristics, and evidence-based instructional methodology for teaching students with autism. Furthermore, candidates will be acquainted with the use of assistive and instructional technology in the teaching of and learning by students with disabilities to promote communication and independent living. The course will provide a philosophical and skill-based foundation to students to promote the use of systematic, individualized, and functional skills to support and facilitate the development of individual self-determination and meaningful participation in inclusive environments across the lifespan of each individual. The historical treatment of people with severe disabilities, normalization, advocacy, and collaboration, and building inclusive classroom communities that support the full diversity of learners are also addressed.

**ECPSE 722: Applied Behavior Analysis and Positive Behavior Supports** examines the principles and application of operant learning. It is primarily focused on the relationship between behaviors and environmental events (e.g., antecedents, setting events, and consequences) that influence behavior. A substantial emphasis of this course is placed on functional behavior assessment, and the use of educative, positive behavior support strategies to create meaningful changes in environments and students' quality of life. A critical underlying course theme is the relationship between, and possible intersection of a child's learning experiences, preferences and culture, individual communication, self-determination, and social skills in the analysis, prevention, and intervention of behaviors that interfere with learning and social development. Candidates will also learn how to design and employ single subject research designs and will be supported to use technology enhanced applications in the context of behavior observation and behavior change efforts. Course activities emphasize use of natural environments as the preferred context for providing services and within which to analyze and provide behavioral support. All course assignments are field-based; the FBA assignment requires a minimum of 10 hour fieldwork hours including at least 5 hours for direct observation of a child with a disability (or at risk). The autism workshop is covered in ECPSE 722.

**ECPSE 719: Practicum in Special Education** is a field-based course designed to provide candidates with individualized supervision and group seminars focused on educating B-12 students with disabilities.

including students with mild to severe disabilities in all disability categories. Candidates will choose a setting of interest (e.g., inclusive classroom, self-contained classroom) to complete their practicum. This course offers an integrated approach to teaching which combines both knowledge and practice into a meaningful and comprehensive context. Candidates will have multiple, scaffolded opportunities to apply what they are learning in their college course work in classrooms as they endeavor to create safe and culturally sustaining learning environments that inspire critical engagement. Candidates will reflect on and revise their teaching practice in authentic, diverse, urban teaching situations. Candidates will be provided with significant support from faculty so that by the end of the semester, candidates are well on their way to developing and demonstrating knowledge, skills, and professional dispositions in fundamental aspects of pedagogy that are consistent with research-validated, discipline specific, best-practices for promoting student learning and well-being. Corequisite, ECPSE 746: Research in Special Education

**Item 8: Changes to page 140, second and third columns and page 141 first column (ECPSE 740 and ECPSE 741 page 196; ECPSE 746 page 197)**

- a) *Replace* with underlined words

**ECPSE 746: Research in Special Education; Corequisite, ECPSE 719: Practicum in Special Education.** Study, understanding and evaluation of basic research design and methodology in special education and interpreting research results for classroom instruction. Program candidates will prepare a literature review, design a research methodology, and implement a research study. Research topics will be referenced to candidates’ instructional focus in ECPSE 719: Practicum in Special Education and their area of interest.

**Item 9: Changes to page 11**

- a) *Remove:*

Program	HEGIS Code	NYSED Code
Special Ed: Italian (7-12)	0899.50	30497
Special Ed: Math (7-12)	0899.50	30495
Special Ed: Physics (7-12)	0899.50	30503
Special Ed: Social Studies (7-12)	0899.50	30499
Special Ed: Spanish (7-12)	0899.50	30498
Teacher of Special Ed. (1-6)	0808.00	26482
Teacher of Special Ed. (7-12)	0808.00	26417
Adoles Ed. (7-12) [SWD]	0808.00	
Childhood Ed. (1-6) [SWD]	0808.00	

- b) *Replace* with underlined words

Teaching SWD-All Grades MSED 0808.00  
Teaching SWD-All Grades Advanced Certificate. 0808.00

**Item 10: Changes to page 30**

- a) *Remove:*

~~SECHD16 AC—Special Education Childhood Education (Grades 1-6)~~

~~SPESC MSED—Alt Cert: Special Education Earth Science 7-12~~  
~~SPPHY MSED—Alt Cert: Special Education Physics 7-12~~  
~~SPSST MSED—Alt Cert: Special Education Social Studies 7-12~~  
~~TSWDADL AC—Teaching SWD at the Adol level Gen 7-12~~  
~~SPEDM MSED—Teacher of Special Education: 1-6~~  
~~TSWDA MSED—Teaching SWD Adolescent Gen Grades 7-12~~  
~~ECPSE700—Foundations of Special Education~~  
~~ECPSE702—Introduction to Assessment in Childhood Special Education~~  
~~ECPSE703—Introduction to Assessment in Adolescent Special Education~~  
~~ECPSE711—Advanced Seminar in Childhood Special Education~~  
~~ECPSE741—Advanced Seminar in Adolescent Special Education~~  
~~ECPSE710—Curriculum and Instruction for Childhood Special Education~~  
~~ECPSE740—Curriculum and Instruction for Adolescent Special Education~~  
~~ECPSE713—Language and Literacy: Principles and Practices in Childhood Special Education~~  
~~ECPSE714—Language and Literacy: Principles and Practices in Adolescent Special Education~~  
~~ECPSE720—Trends and Issues in the Education of Learners with Severe Disabilities~~  
~~ECPSE725—Internship in Severe Disabilities: Adolescent Special Education~~  
~~ECPSE746—Research in Special Education~~  
  
~~ECPSE748—Advanced Research in Special Education~~

b) *Replace* with underlined words

Teaching SWD-All Grades MSED 0808.00  
Teaching SWD-All Grades Advanced Certificate. 0808.00

ECPSE 704: Critical Disability Studies and Culturally Responsive-Sustaining Inclusive Education  
ECPSE 705: Introduction to Assessment in Special Education  
ECPSE 707: Language, Literacy and Assessment: Principles & Practices in Special Education  
ECPSE 722: Applied Behavior Analysis & Positive Behavioral Supports  
ECPSE 716: Curriculum and Instruction in Inclusive Education  
ECPSE 718: Mathematics Instruction for Students with Disabilities  
ECPSE 720: Instructional Strategies for Students with Severe and Multiple Disabilities  
ECPSE 746: Research in Special Education  
ECPSE 719: Practicum in Special Education

**Item 11: Remove from page 112**

a) *Remove:*

~~SPPHY MSED—Alt Cert: Special Education Physics 7-12~~  
~~SPSST MSED—Alt Cert: Special Education Social Studies 7-12~~

**Item 12: Remove from page 119**

a) *Remove:*

**TSWDA-MSED - Teaching SWD Adolescent Gen Grades 7-12**

**Overview**  
Institution Code  
QNS01  
Official Name of Program  
Teaching SWD Adolescent Gen Grades 7-12  
Plan Code  
TSWDA-MSED  
Career  
Graduate  
Departmental Sponsoring Program  
Educational and Community Programs  
Degree Designation  
MSED - Master of Science in Education

**Requirements**

**Simple Requirements**

**Major Requirements - Overall**

**Type**

Completion Requirement

Earn at least 36 credits

Additional Comments:

**Major Requirements - Core**

**Type**

Completion Requirement

Complete ALL of the following Courses:

- ECPS1700 - Foundations of Special Education
- ECPS1705 - Introduction to Assessment in Adolescent Special Education
- ECPS1708 - Collaboration with Families and School-based Teams
- ECPS1714 - Language and Literacy: Principles and Practices in Adolescent Special Education
- ECPS1720 - Trends and Issues in the Education of Learners with Severe Disabilities
- ECPS1722 - Applied Behavior Analysis and Positive Behavioral Supports
- ECPS1725 - Internship in Severe Disabilities: Adolescent Special Education
- ECPS1740 - Curriculum and Instruction for Adolescent Special Education
- ECPS1743 - Advanced Seminar in Adolescent Special Education
- ECPS1746 - Research in Special Education
- ECPS1748 - Advanced Research in Special Education

Additional Comments:

**2. ECP**

**b. New Program – Teaching Students with Disabilities (12 cr.) Advanced Certificate & Addition to Distance Education**

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

**Teaching Students with Disabilities-All Grades, 12-credit Advanced Certificate (Leading to Initial/Professional Teacher Certification SWD in New York State)**

New Program: **X**

Proposal to add the distance education format: [**X**]

- Our current Advanced Certification programs, SWD (Grades 1-6) and SWD (Grades 7-12) are already registered with NYSED as fully online, distance education format programs. The new 12-credit Advanced Certification program in Teaching SWD-All Grades described in this application will remain a fully online, distance education program.

2) Please give HEGIS number if known to you: **0808.00**

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

**Important Note on Use of Both the 2020-2021 QC Graduate Bulletin & the 2022-2023 Online Graduate Catalog**

All page numbers and changes 1 through 3 are based on the 2020-2021 Queens College Graduate Bulletin and for these changes, the page numbers from the online 2022-2023 Graduate Catalog are also references in parentheses, if available. Any changes that appear solely in the online 2022-2023 Graduate Catalog follow separately in change 4.

- **Item 1:** Changes to page 130, third column
- **Item 2:** Changes to page 131, first column
- **Item 3:** Changes to page 132, third column, and page 133, first column
- **Item 4:** Remove from page 119

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

**NOTE:** *All page numbers and changes are based on the 2020-2021 Queens College Graduate Bulletin.*

**Item 1: Changes to page 130, second and third columns** (*not included in 2022-2023 Graduate Catalogue*)

a) *New Column Title should read:*

**Courses in the Advanced Certification Programs in Special Education**

b) **Replace** both the description of the 18-credit Childhood Special Education and the Adolescent Generalist Special Education Advanced Certification programs with the revised 12-credit Advanced Certification Program in Teaching SWD-All Grades.

Advanced Certificate Program: Teaching SWD-All Grades	
Courses	Credits
ECPSE 704: Critical Disability Studies and Culturally Responsive-Sustaining Inclusive Education	3
ECPSE 705: Introduction to Assessment in Special Education	3
ECPSE 722: Applied Behavior Analysis & Positive Behavioral Supports	3
ECPSE 716: Curriculum and Instruction in Inclusive Education	3
<b>Total Credits</b>	<b>12</b>

**Item 2: Changes to page 131, first column** (*not included in 2022-2023 Graduate Catalogue*)

a) **Replace** with:

**Advanced Certificate in Special Education**

In addition to our MSED programs, we offer two 12-credit Advanced Certification programs: one in Teaching SWD-Early Childhood Birth to Grade 2 and Teaching SWD-All Grades. These programs are open to candidates who already have NY State teacher certification or who are eligible and in the process of applying for initial certification in an area other than special education and allow candidates, upon completion, to qualify for additional teacher certification in special education.

**Item 3: Changes to page 132, third column, and page 133, first column** (*not included in 2022-2023 Graduate Catalogue*)

a) *Replace* with underlined words:

### **Admission Requirements for the Advanced Certification Programs in Special Education**

Applicants to the Advanced Certification Programs in Special Education must:

- Have completed an undergraduate degree in education.
- Have an overall grade-point average (GPA) of 3.0 or better in their undergraduate or graduate program.
- Have New York State Teacher Certification at the Initial level or be eligible and in the process of applying for Initial Teacher Certification in NY State.
- Write a well-organized, well-conceptualized essay that clearly communicates their reasons for pursuing a certification in special education and describes relevant current and past experiences with people with disabilities.
- Additionally, applicants for the Advanced Certification program in Teaching SWD-All Grades must have had an undergraduate course distribution in the following prerequisites:
  - English Language Arts: Successful completion (i.e., a grade of C or better in each course) of 2 English courses (6 credits), one must be English Composition.
  - Social Sciences: Successful completion (i.e., a grade of C or better in each course) of 2 Social Sciences courses (6 credits). At least one of these courses must be a U.S. history course.
  - 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).
- Should an applicant to the Advanced Certification program in Teaching SWD-All Grades be missing any of the liberal arts and science content core courses, the missing courses would be considered missing prerequisite courses that must be completed:
  - Within the first semester of the Advanced Certificate program.
  - Up to two content core prerequisite courses, i.e., 6-credits, can be completed by taking and passing the appropriate College-Level Examination Program® (CLEP) exams.

b) **College Recommendation for Teacher Certification**

c)

d) Candidates who complete the required four 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. The New York State workshops include Child Abuse Identification, School Violence Intervention and Prevention, Autism (ECPSE 722 or ECPSE 804), and Dignity for All Students Act.

**Item 4: Remove from page 119**

b) **Remove:**

TSWDADL-AC - Teaching SWD at the Adol level Gen 7-12

Overview

Institution Code

QNS01

Official Name of Program

Teaching SWD at the Adol level Gen 7-12

Plan Code

TSWDADL-AC

Career

Graduate

Department(s) Sponsoring Program

Educational and Community Programs

Degree Designation

ADVCEP - Advanced Certificate Post Master's

Requirements

Simple Requisites

Major Requirements - Special Requirements for Admission
Type
Completion Requirement
This program is open to candidates who already have NY State teacher certification.
Additional Comments:
Major Requirements - Overall
Type
Completion Requirement
Earn at least 18 credits
Additional Comments:
Major Requirements - Core
Type
Completion Requirement
Complete ALL of the following Courses:
• ECPSE700 - Foundations of Special Education
• ECPSE703 - Introduction to Assessment in Adolescent Special Education
• ECPSE722 - Applied Behavior Analysis and Positive Behavioral Supports
• ECPSE725 - Internship in Severe Disabilities: Adolescent Special Education
• ECPSE740 - Curriculum and Instruction for Adolescent Special Education
Additional Comments:

3. ECP

c. **Program Change – Change in requirements for degree/certificate: [X] Special Education: Early Childhood Education (Birth-Grade 2) Advanced Certificate**

- **Remove** the following course in the program sequence: ECPSE 700: Foundations of Special Education and **replace** with: ECPSE 704: Critical Disability Studies and Culturally Responsive-Sustaining Inclusive Education.
- **Remove** the following course in the program sequence: ECPSE 722: Applied Behavior Analysis and Positive Behavior Support and **replace** with: ECPSE 804: Applied Behavior Analysis in Multicultural Contexts
- **Remove** ECPSE 725: Internship in Severe Disabilities

2) Please give HEGIS number if known to you: **0808.00**

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:

ECPSE 704: Critical Disability Studies and Culturally Responsive-Sustaining Inclusive Education 3 cr.  
ECPSE 701 Introduction to Assessment in Early Childhood Special Education. 3 cr.  
ECPSE 804 Applied Behavior Analysis in Multicultural Contexts 3 cr.  
ECPSE 730 Curriculum and Instruction for Early Childhood Special Education 3 cr.

Total 12 cr.

5c. **Nominating Committee**

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

“To accept the Nominating Committee report dated October 10, 2024 as distributed”

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

**1) Teaching Excellence and Evaluation Committee**

The following faculty members were elected with unanimous consent:

Peter Liberman	Social Sciences	December 2026
Alex Reichl	Social Sciences	December 2026

**2) Campus Affairs, Environment, and Graduation Advisory Committee**

The following faculty member was elected with unanimous consent:

Emily Drabinski	Social Sciences	December 2026
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**3) Undergraduate Curriculum Committee**

The following faculty member was elected with unanimous consent:

Suzanne Strickland	Social Sciences	December 2026
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The following student members were elected with unanimous consent:

Ye Htut Maung	Math & Natural Sciences	December 2026
Aaron Boehm	At-Large	December 2026

**4) Undergraduate Scholastic Standards Committee**

The following faculty member was elected with unanimous consent:

David Leventhal	Social Sciences	December 2026
Erica Doran	Math & Natural Sciences	December 2026

The following student member was elected with unanimous consent:

Simon Wasserman	At-Large	December 2026
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**6. Old Business:**

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

**Students**



1) Arts and Humanities seat – 2026 (No student nominees)

2) Education – 2026 (No student nominees)

**7. New Business:**

a. University Faculty Senate petition

i. MOTION: Duly made by Kevin L. Ferguson:

“To nominate Vijay Kumar to the University Faculty Senate”

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

Note: There are still two vacant alternate seats on the Queens College delegation to the University Faculty Senate.

b. Motion Regarding Course Numbering

i. MOTION: Duly made by Kevin L. Ferguson:

“To table the Motion Regarding Course Numbering until next month”

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

MOTION: Duly made by Chair Ferguson

“To Adjourn”

The meeting was adjourned at 4:37 p.m. The next Academic Senate meeting will be on Thursday, November 14, 2024.