

1. **The Holder of the Chair, Nancy Hemmes, called the meeting to order at 3:55 p.m.**

2. **Approval of Agenda:**

a. MOTION: Duly made (Engel), seconded, and passed:

"To amend the agenda, the add under 5.c. Graduate Curriculum Committee report, proposals for Teacher Education Alternative Certification Programs."

b. MOTION: Duly made (Lord), seconded, and passed:

"To amend the agenda, to add under 5.b. Undergraduate Curriculum Committee report two items from the minutes of April 25, 2002, which were distributed today."

The agenda was adopted, as amended.

3. **Approval of Minutes:**

MOTION: Duly made, seconded, and passed:

"To adopt the Academic Senate meeting minutes of April 11, 2002."

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

a. A Memorial Statement for Toge Sigvard Kjell Johansson, Professor Emeritus of Biology, who died on October 5, 2001, was read by Professor Uldis Roze (see Attachment A).

A Memorial Statement for Leslie Marcus, Professor Emeritus of Biology, who died on February 22, 2002, was read by Professor Uldis Roze (see Attachment B).

A Memorial Statement for Max Hecht, Professor Emeritus of Biology, who died on March 17, 2002, was read by Professor Uldis Roze (see Attachment C).

The Senate paid its respects by rising for a moment of silence.

5. **Committee Reports:**

a. **Executive Committee (Fields):**

i. MOTION: Duly made and passed:

"To adopt the Meeting Schedule for the Academic Year 2002-2003."

**M O R E**

5.a. continued

ii. MOTION: Duly made and passed:

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"To adopt the Resolution of Thanks to Nancy S. Hemmes."

"**Whereas,** Professor Nancy Hemmes is stepping down from the chairmanship of the Academic Senate and of the Executive Committee, and  
"**Whereas,** her tenure as Chair has been marked by high standards, fairness, good taste, and sound judgment, and  
"**Whereas,** she has consistently conveyed to all of us her generous vision and constructive ideas for the welfare of the College community, and  
"**Whereas,** in all she has done she has contributed to a climate of participation, cooperation, and collegiality, and  
"**Whereas,** in relinquishing these offices, she leaves a rich legacy of friends and admirers,  
"**Therefore, be it resolved that** the Academic Senate of Queens College expresses its gratitude, affection, and warm wishes for good health and satisfaction in all her undertakings to  
**Nancy S. Hemmes"**

Vice President Zadoian: "On behalf of the College I want to express our gratitude to Professor Hemmes for her tireless efforts, her collegiality and for doing something in the best tradition of the Academic Senate at Queens College, providing still again great evidence for the value of shared governance." Dave Fields moved unanimous consent.

### **b. Undergraduate Curriculum Committee (Lord):**

i. MOTION: Duly made:

"To adopt the Undergraduate Curriculum Committee recommendations of April 4, 2002."

Correction (Lord): On page 2, item 5, CMAL 101W should be listed as item *iii* under b. W Sections.

Motion passed, as corrected.

### **1. School of Earth and Environmental Sciences (02-11)**

a. **Change to the major: Environmental Studies** (HEGIS 0420, NYSEC 21980), to read:

Area I: Social and Cultural Aspects of the Environment.  
Anthropology 270, 302; English 303, 327, 395 (when topic is applicable); Philosophy 125; Urban Studies 265 (when topic is applicable), 320 (when topic is applicable).

Area II: Environmental Policy and Economics:  
Economics 248, 242; Political Science 219, 221, 226, 250, 287; Urban Studies 253

**M O R E**

5.b.i. continued

### **2. English (02-12)**

a. **New course:**  
**327, 327W. Environmental Literature.**

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3 hr.; 3 cr. Prereq.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement.

Writing in which nature, or the environment in general, is a significant issue; how nature has been differently conceptualized by medieval Christianity, Renaissance humanism, colonialist expansion, scientific rationalism, industrialism, and contemporary multicultural, feminist, socialist, urban, and capitalist positions; the literary, cultural, and social dimensions of the beauties, terrors, and conflicts that the global environment crisis has made us aware of today.

### **3. English (02-15)**

#### **a. New Course:**

##### **English 395, 395W. Selected Studies in Literature.**

3 hours, 3 credits. Prereq: English 140 or 150 or satisfaction of the Humanities I Tier I LASAR requirement.

The topic of the course, announced in advance, varies each semester. The course may be taken for credit more than once if the topic is different.

#### **b. Courses on Reserve:**

- i. English 392. Selected English Writers.
- ii. English 393W. Selected American Writers
- iii. English 394. Selected Studies in English Literature
- iv. English 396. Studies in Language, Literature and Culture

#### **c. Addition to LASAR Humanities I, Tier II:**

- i. English 395, 395W. Selected Studies in Literature.

### **4. History (02-16)**

#### **a. Addition to LASAR listing: Pre-Industrial/Non-Western Civilization**

- i. History 204. The Ancient Near East and Egypt.
- ii. History 206. The Hellenistic Mediterranean and the Roman Republic.
- iii. History 208 Roman Empire.

### **5. Writing-Intensive Sub-Committee (Approved 3/20/02)**

#### **a. W Courses**

- i. ORST 140W

#### **b. W Sections**

- i. EURO 101,101W; EURO 102,102W; EURO 201,201W; EURO 202,202W
- ii. GERM 45,45W
- iii. CMAL 101W

**MORE**

5.b. continued

ii. MOTION: Duly made and passed:

"To adopt two items of the Undergraduate Curriculum Committee recommendations of April 25, 2002."

### **1. Accounting (02-18)**

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a. **Change in prerequisite**, to read:

**306. Quantitative Techniques in Planning and Control.** 4hr.; 3cr. Prereq.: Accounting 305, Math 131 or equivalent, and junior standing. The application of quantitative and programming techniques in managerial decision making, including probability analysis, mathematical programming, network models, queuing theory, Monte Carlo simulation, and regression/correlation analysis, inventory models, and capital budgeting. Fall, Spring

**2. Urban Studies (02-14)**

a. **New Courses:**

**UBST 236**, Emerging Diseases in the City

3 hours, 3 credits; Prerequisite: Six credits in the social sciences

This course will examine the threat posed to America's population by the emergence of new or recently discovered infectious diseases. It will explore the causes of their recent appearance and the necessary public policy changes that could prevent their spread to urban populations.

**UBST 252**, The Urban Environment

3 hours, 3 credits; Prerequisite: Six credits in the social sciences.

This course introduces students to the major issues and themes in urban environmentalism. The course integrates urban theory -- how we imagine and understand the city -- with the contemporary practice of urban environmental design, planning and policy-making. We will examine, through a series of case studies, how the modern city functions as an ecosystem, a network of infrastructure and technology, a forum for democratic participation, and as spatial design and spectacle.

c. **Graduate Curriculum Committee (Engel):**

i. MOTION: Duly made:

“To approve item AII.5B.1 Graduate School of Library and Information Studies of the Graduate Curriculum Committee recommendations of March 20, 2002.”

Senator Hechler requested the rationale of GLIS 738 and the rationale of GLIS 779 be amended. Senator Cooper agreed to correct the rationales.

Motion i. was approved, pending acceptance of the corrections by the Executive Committee.

**M O R E**

5.c.i. continued

**Major Items**

AII.5B.1 **Graduate School of Library and Information Studies**

**New Courses:**

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**GLIS 729 Introduction to Metadata for Cataloging and Classification of Internet Resources.** 2 hrs. plus sup. Lab and/or conf. hour; 3 credits; Prereq. GLIS 700, 702, 703; Prereq. or coreq: GLIS 701. This is a course about applying various meta data standards to catalog and classify information objects (e.g. World Wide Web pages) in a distributed network environment e.g. the Internet. It will provide a comprehensive and practical understanding of cataloging Internet resources. The focus will be on current application in libraries and information centers.

Projected Enrollment: 30-35 students

Projected Frequency: Alternate semesters

Rationale: This course has been offered three times as a topics (GLIS 790) course. It is extremely popular and generally closes during the first day of registration. The GSLIS has a strong tradition of educating library/information service professionals for careers in the technical services specialty. All students in the GSLIS must, unlike many other ALA accredited schools, take GLIS 703, Introduction to Technical Services to provide them with a fundamental understanding of the concept of bibliographic control and the generally accepted means employed in library/information centers to achieve it. For those students electing this specialized role in libraries/information centers the school offers GLIS 721, Advanced Technical Services, GLIS 723, Problems in the Organization of Information and GLIS 725, Bibliographic Control of Non-Print Materials.

Since 1995 and the introduction of the World Wide Web Internet based resources have become a significant element of the library/information center's resources. Experts have conceded that the professionals that have the skills to organize these resources in order to render them accessible are those prepared by schools of library and information studies. This course extends GSLIS commitment to educating professionals to meet this need.

In this course use of the GSLIS computer lab facilities is a significant feature of this course. Many of the assignments require the instructor to assist students in completing these in the computer lab. The 2 hr. plus lab structure makes it possible for students to gain the skills the lab requires.

**GLIS 738 Mythology and Folklore for Children and Adolescents.** 2 hrs. plus sup. Lab and/or conf. hr.; 3 credits; Prereq. GLIS 700, 701, 702, 703. This course will introduce students to myths, folklore and fairy tales from a wide range of cultures. The major recorders and collectors of mythology, folklore and fairy tales and the place of these stories in library/information center programs will be addressed. Finally the professional resources and the criteria for selection of these materials for the K-12 audience will be examined.

Projected Enrollment: 20-25 students

Projected Frequency: Every third semester

### M O R E

5.c.i. continued

Rationale: Introduced as a topics course GLIS 790, this new offering was given three times and enjoyed strong enrollments. It will complement a group of three existing children's literature-related courses, including GLIS 735: History of Children's Literature to the Twentieth Century, GLIS 737: Literature for Children and Adolescents and GLIS 739: Literature for the Young Adult. In addition to focusing on the significance and contribution of these resources to both school library media center and public library collections, emphasis is also placed on literary and historical analysis. Students in English and Education would also

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benefit by taking the course.

Two major projects constitute the essence of this course. A paper and its oral presentation (30% of the final grade) and a book analysis and its oral presentation (40% of the final grade) are based on individual {student} efforts. Outside classroom collaboration with the instructor in formulating and developing each of the above fulfills the classroom contact-hour requirements.

**GLIS 779 Adult Reader's Advisory Services in the Public Library.** 2 hrs. plus sup. Lab. and/or conf. hr.; 3 credits; Prereq.: GLIS 700, 701, 702, 703. Introduces students to: (1) major categories and subcategories of genre fiction popular among adult readers; (2) theories underpinning reader's advisory services, such as theories of readers and reading, popular culture, cultural stratification, reader response, and audience uses and gratifications; and (3) current library practices that serve the needs of adults interested in these materials.

Projected Enrollment: 20-25 students                      Projected Frequency:                      Alternating  
semesters

Rationale: Originally introduced as a topics course GLIS 790, the course has enjoyed great success and popularity. It introduces students to a variety of popular fiction genres, including mysteries, science fiction, westerns, and romances. Audience composition, source of audience appeal, and the resources required to maintain viable collections in these areas are also covered. Students preparing for careers in public libraries will benefit most from this new offering as it will enable them to guide their clients through the maze of pleasure reading materials.

Instructor expectation for student outcomes is high. Each student reads two books and prepares commentary for discussion for each of nine weeks. They also visit and observe advisory activities on site and interview librarians concerning their professional responsibilities in this area. Papers that report findings on the above activities complete the cycle. This latter activity accounts for 40 percent of the final grade and fulfills classroom contact hour requirements.

**N.B. The rationales for GLIS 738 and GLIS 779 were approved by the Executive Committee.**

ii. MOTION: Duly made and passed:

“To approve item AIV.5B.1 Educational & Community Programs: School Psychology of the Graduate Curriculum Committee recommendations of March 20, 2002.”

### M O R E

5.c.ii. continued

**Educational & Community Programs: School Psychology**

**AIV.5B.1 Change in Course Description and Title, to:**

**ECSP 867 Practicum in School Psychology Consultation** 4 hrs., 4 credits. This course

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is designed to train school psychology students to serve as consultants in the schools. Models of school-based consultation are explored. Specific assessment and intervention strategies are discussed as they relate to the consultation process. Students are placed in a school setting to practice consultation skills.

iii. MOTION: Duly made:

“To approve item AIV.5B.2. School of Earth and Environmental Sciences of the Graduate Curriculum Committee recommendations of March 20, 2002.”

Correction (Ludman): On page 6, GEOL 502 Justification should read: '...2 seminar or lab hours reflects the experiential nature....'

Motion *iii* was approved, as corrected.

### School of Earth and Environmental Sciences

**AIV.5B.2 Change in Course Title, to:**

**GEOL 501. Earth Composition and Earth Processes** 3 lec., 3 lab hrs.; 4 cr. Required field trip(s). Geological materials, internal and external structure and dynamics of the Earth, and origin and evolution of the earth's present landscapes.

Justification: This title more accurately describes the course content to the target group of potential students.

**AIV.5B.3 Change in Course Title and Hours, to:**

**GEOL 502. Earth History and the Fossil Record**. 2 lec., 2 seminar or lab hr.; 3 cr. Prereq.: Geology 501 or equivalent. Required field trip(s). The origin and history of the earth as a planet; the use of evidence in reconstructing its crustal history, geography, and past environments; the evolution of life; regional geology of North America.

Justification: This title more accurately describes the course content to the target group of potential students. The change in 2 seminar hours to 2 seminar or lab hours reflects the experiential nature of the course involving field trips. It better describes what actually happens.

## M O R E

5.c. continued

iv. MOTION: Duly made (Truesdell):

"To adopt the Transitional B Certificate Program in Childhood Education."

Motion *iv* was approved (see Attachment D).

v. MOTION: Duly made (Truesdell):

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"To adopt the Transitional B MS Ed Certificate Program in Adolescent Education."

Motion v was approved (see Attachment D).

### d. Campus Environment Committee (Roze):

MOTION: Duly made and passed:

"**Resolved** that the President's Conference Room 1 of the Benjamin Rosenthal Library be named the 'Alexander Braginsky Conference Room,' in memory of Alexander Braginsky, a 1987 Queens College alumnus."

### e. Special Committee on Governance (Fields):

Dave Fields presented the proposal for a new Technology Committee to be made a Standing Committee of the Academic Senate and asked for the Senate's input whether this should be a new committee or become part of the Library Committee's responsibilities.

MOTION: Duly made (Ludman), seconded (Fields), and passed:

"To return to the Governance Committee the proposal for a new Technology Committee."

6. MOTION: Duly made (Pecoraro), seconded, and passed:

"To adjourn, *sine die*."

The thirty-second session of the Academic Senate was adjourned at 4:55 p.m. *sine die*.