

**MEETING OF QUEENS COLLEGE  
ACADEMIC SENATE**

**DATE:** September 10, 2020

**TIME:** 3:35 P.M.

**PLACE:** Remote

**A G E N D A**

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes dated:  
May 14, 2020 (see **both** attachments)
3. Announcements, Administrative Reports, and Memorials:
  - a. Guest Speaker, President Frank H. Wu

The Agenda for Academic Senate meeting on October 8, 2020 will be prepared at the Executive Committee meeting on Thursday, September 24, 2020. Any lengthy material to be considered by the Executive Committee on that date should be submitted to the Senate office, Kiely Hall Room 141A, or emailed to [Simone.Yearwood@qc.cuny.edu](mailto:Simone.Yearwood@qc.cuny.edu) by September 14, 2020.

4. Special Motions:
  - a. Resolution of Appreciation - Sheryl McCarthy
5. Committee Reports:
  - a. Undergraduate Curriculum Committee minutes dated May 7, 2020
  - b. Graduate Curriculum Committee minutes dated May 6, 2020
  - c. Nominating Committee Report dated September 10, 2020
6. Old Business (none)
7. New Business
  - a. UFS Petition – Steven Harris

**The meeting will come to order:**

Chair Simone L. Yearwood called the meeting to order at 3:37 p.m.

**1. Approval of Agenda:**

- i. MOTION: Duly made by Chair Yearwood:

“To approve the agenda”

- ii. MOTION: Duly made by Deputy Chair, Siddharth Malviya:

“To amend the agenda and add item 7b. Nomination of faculty member to the Auxiliary Enterprises Corporation”

- iii. MOTION: Duly made by Chair Yearwood:

“To accept the agenda as amended.

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

**2. Approval of Minutes:**

- i. MOTION: Duly made by Chair Yearwood:

“To approve the minutes dated April 2, 2020”

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

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

1. Senator Steven Schwarz, department of Physics, announced the passing of Howard Rose. Mr. Rose was a Senior College Lab Technician who worked with many departments on campus.

The Senate paid its respect with a moment of silence.

2. Senator Roberta Brody, department of Graduate School of Library and Information Studies, announced the passing of Marianne Cooper. Dr. Cooper served as Chair in the GSLIS for three terms, back in the 80’s and 90’s.

The Senate paid its respect with a moment of silence.

3. Senator Claudia Brumbaugh, department of Psychology, announced the passing of

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Wilma Winnick. Dr. Winnick was a long-term member of the faculty. She started at Queens College in 1946 as an adjunct and joined the faculty in 1951. She also served as Chair various times in the department.

The Senate paid its respect with a moment of silence.

4. Deputy Chair, Siddharth Malviya, announced on behalf of the Counseling Center that they are accepting new students in addition to the ones they are currently seeing.
5. Senator Cherice Evans, department of Chemistry and Biochemistry, stated that a lot of students will be dealing with grief when we return in the Fall and it is something to be aware of.

### 4. **Special Motions:**

(None)

### 5. **Committee Reports:**

#### **5a. Undergraduate Curriculum Committee**

- i. MOTION: Duly made by Ken Lord, Chair of the UCC:

“To accept the UCC minutes dated April 2, 2020”

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

### **A. General Education**

Numbered proposals available for review at [senate.qc.cuny.edu/Curriculum](http://senate.qc.cuny.edu/Curriculum)

1. General Education Advisory Committee  
*No report.*
2. Mathematics and Quantitative Reasoning Advisory Committee  
*No report.*
3. Writing Intensive Advisory Committee.
4. STEM variant courses.  
*None.*

## Academic Senate Minutes – May 14, 2020

(5a. UCC continued)

### 1. Economics (Approved by UCC 12/12/2019 but inadvertently left off minutes)

#### a. Changes to the BA Economics Program.

To Read:

#### **REQUIREMENTS FOR THE MAJOR IN ECONOMICS (MAJOR CODE ECON-BA)**

**Required: 33 credits**

- MATH 131 or the equivalent and at least 33 credits in economics and business courses (exclusive of ECON 151, 253, 254, 258, and 370, and 393 and BUS 385 and 393 and inclusive of RM705). ECON 101 or 103, 102 or 104, 202 or 225, 201 or 226, and 249 and 382 are required of all majors. Transfer students must take at least 18 credits of economics at Queens College. All students must have at least a C average in each of MATH 131, ECON 101 or 103, ECON 102 or 104, ECON 202 or 225, ECON 201 or 226, ECON 249, and ECON 382. A combined average of C must also be obtained in the above 7 courses plus the four required electives. Only courses taken at Queens College are included in these averages.

*Note:* Electives for the major or minor must be at or above the 200 level (exclusive of ECON 393 and BUS 393 and inclusive of RM 705.)

#### b. Changes to the BBA Finance Program:

To Read:

Choose two Electives from:

BUS350: Investment Analysis

BUS351: Financial Markets

BUS352: Investment Management

BUS353: Options and Futures Markets or RM 705 Risk Transfer to Financial Markets

Choose two Electives from:

ECON201: Intermediate Macro

ECON215: Money and Banking

ECON229: History of International Business and Finance

BUS354: Multinational Financial Management

BUS356: Applied Financial Analysis or RM 711 Applied Financial Analysis

BUS386: Financial Econometrics

#### c. Changes to pre-requisites for ECO 249

To Read:

ECON 249. Statistics as Applied to Economics and Business. 3 lec., 1 lab. hr.; 3 cr. Prereq.: ECON 101 or 103 and MATH 122 or MATH 131 or MATH 141 or MATH 151 or MATH 157. or equivalent. The topics covered are descriptive statistics, elementary probability theory, sampling statistical inference, estimation, and simple correlation and regression. (Not open to students with credit for MATH 241, which will be accepted in lieu of ECON 249.)  
Fall, Spring

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### 2. Urban Studies

- a. New course:

URBST 264. VT: Special Topics in Environmental Studies.

3 hours, 3 credits. Prerequisite: None.

Selected topics in environmental studies. A lecture course at the intermediate level (May be repeated for credit provided the topic is different).

### 3. English

- a. Change to the minor.

To:

Required (8 credits)

ENGL 170W

One of the following: ENGL 241, 242, 243, or 244

The prerequisite for ENGL 170W is ENGL 130, which you must complete before beginning the minor (or receive departmental consent). You must take at least 12 credits required for the minor at Queens College

### 5b. Graduate Curriculum Committee

- i. MOTION: Duly made by Glenn Burger, Interim Dean of Graduate Studies:

“To accept the GCC minutes dated April 1, 2020”

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

## GCC Minutes Dated April 1, 2020

### A. ITEMS FOR CAPP

#### 1. ECP (Educational and Community Programs)

##### a. Program Change

*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:*

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(5b. GCC continued)

### PROGRAMS & SPECIALIZATIONS

#### School Counseling Program

The School Counseling Program leads to a Master of Science in Education (MSED) and New York State Certification in K-12 school counseling. This 60-credit program prepares culturally responsive school counselors who effectively promote the academic, social/emotional and career development of P-12 students.

The following are specific requirements for all candidates in school counseling:

(a) School counseling specialty courses:

ECPCE 700. Foundations of School Counseling

ECPCE 802. Clinical and Contextual Issues in School Counseling

ECPCE 806. Administration and Organization of School Counseling Programs

ECPCE 808. Child and Adolescent Counseling

ECPCE 809. Learning & Motivation in School Counseling

(b) Placement in a K–12 school setting as part of ECPCE 729.4. Practicum in School Counseling (4 credits) and ECPCE 829.

(c) Placement in a K-8 school setting as part of ECPCE 829 Internship in School Counseling (4 credits).

(d) Placement in a 9-12 school setting as part of ECPCE 829 Internship in School Counseling (4 credits).

(e) Completion of a final research project (as part of ECPCE 807 Research Methods) in an area related to school counseling.

(f) Completion of three workshops: Child Abuse Identification, School Violence Prevention and Intervention, and Dignity for All Students (DASA). Additional information can be obtained through the Teacher Certification Office  
<https://www.qc.cuny.edu/academics/degrees/education/certification/Pages/TCERTHome.aspx>

#### Course Descriptions

ECPCE 700: Foundations of School Counseling. 3 hr.; 3 cr. This course is an introduction to the field of school counseling that will provide an overview of the knowledge necessary for preparation as professional school counselors. Some of the topics addressed in this course include: professional and ethical responsibilities, consultation, multicultural and diversity issues, college and career readiness, and the perspectives and practices necessary for school counseling in the 21<sup>st</sup> century. Candidates will also be introduced to the components required for the development and management of a school counseling program, and the use of data to inform decision-making. In addition, candidates will learn the various roles of a school counselor as leaders, advocates, consultants, coordinators, and collaborators. This course will utilize both theory and the exposure to practitioners in the field to better understand the function as a professional school counselor. As this course facilitates the development of the skills necessary

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(5b. GCC continued)

for counselor training at the graduate level, topics such as research in counseling and scholarly writing will also be addressed.

ECPCE 701: Lab in Self-Awareness. 3 hr.; 3 cr. Taken concurrently with ECPCE 700, this experiential course develops listening, feedback, and communication skills through guided exercises and readings. The small group experience is used to explore and enhance self-awareness of intrapersonal and interpersonal dynamics through a variety of psychological, social, and professional perspectives. It is the basis for the personal and professional development expected of the counselor-in-training. Graded on a Pass/Fail basis only.

ECPCE 702: Theories of Human Development. 3 hr.; 3 cr. This course is a survey of the major theories of personality, cognitive, and social-emotional development through the lifespan. It includes study of family, social and ecological factors as they interact with individual factors to facilitate development. The course emphasizes the application of developmental principles to counseling interventions.

ECPCE 703: Lab in Counseling Techniques. 3 hr.; 3 cr. Taken concurrently with ECPCE 704, this course focuses on developing basic counseling skills with individuals. Emphasis is on creating the core conditions for facilitating the counseling relationship and process, practicing appropriate application of counseling microskills, and coordinating intervention techniques with counselor intentions for therapeutic change. Role plays, video feedback and group discussions as well as other activities will be used. Graded on a Pass/Fail basis only.

ECPCE 704: Counseling Theories 3 hr.; 3 cr. This course surveys the major theories of counseling and psychotherapy. Issues of theoretical assumptions, assessment, treatment, and outcome will be addressed as well as their application to counseling settings and specific clinical populations. Comparison of the various empirically based models of counseling will aim to derive common principles of therapeutic change.

ECPCE 706: Theories of Group Counseling. 3 hr.; 3 cr. This course will provide an overview of the major theories of group counseling with a focus on task groups, psychoeducational groups, and therapy groups. Topics will include techniques of group counseling, group dynamics, developmental stage theories, group process components, types of groups, ethical and legal considerations, leadership styles, as well as research and literature in group counseling and social systems. Experiential exercises will be used to reinforce concepts.

ECPCE 707: Lab in Group Counseling Techniques. 3 hr.; 3 cr. Prereq.: ECPCE 706. This is an experiential course where students practice techniques of group interventions that are taught in the theory part of the course sequence. Students gain experience in developing their own leadership styles and responding to group dynamics. Topics will include techniques of co-facilitation, giving and receiving corrective feedback, and development of group session plans

ECPCE 729: Practicum in School Counseling. 100 hr. per semester (placement in a school setting, grades K–12); 4 cr. Prereq.: Permission of the advisor, completion of 12 cr. in the program including ECPCE 703. Practicum is a field-based course during which candidates will be placed for 100 hours in a K-12 school setting. During practicum candidates will engage in

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activities related to the development, implementation, and evaluation of the elements of the school counseling program (60% of hours) and provide direct student services (40% of hours) with a focus on integrating theoretical concepts with advanced techniques to develop a cohesive approach to counseling. A comprehensive case study is required as part of this course. While on practicum candidates are under the supervision of a school counselor and a Queens College faculty and must attend a course on campus.

ECPCE 801: Career Development and Assessment in School Settings. 3 hr.; 3 cr. This course will introduce candidates to the theory and practice of career counseling, the administration and interpretation of selected inventories, the career counseling process, available career resources, and the ethical and practice standards related to career counseling in school settings. Particular focus will be placed on the career development process of students in grades K-12 and the school counselor's role in providing developmentally appropriate career development services. As part of this course, issues related to working with diverse populations, (gender, race, culture, ability, and sexual orientation) will be explored.

ECPCE 802: Clinical and Contextual Issues in School Counseling. 3 hr., 3 cr. This course involves the study of clinical and contextual issues in school counseling including depression, substance abuse, suicide, violence in schools and communities, psychological trauma, crisis intervention, and ethics as they relate to educational settings. Particular emphasis is given to issues related to linguistically diverse learners, immigrants, and special needs students. The course will also explore effective counseling strategies and resources in the community. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners/bilingual education.

ECPCE 803: Multicultural Issues in Counseling. 3 hr.; 3 cr. This course will introduce students to issues of diversity within the counseling process and society as a whole. As part of this course, students will examine issues related to race, culture, ethnicity, gender, sexual orientation, religion, socioeconomic class, and power. Students will be introduced to ethical and practice standards in the field as they relate to working with the culturally diverse client. A significant aspect of this course is to assist the emerging counselor in developing a deeper self-awareness as an individual and a professional, particularly as it relates to issues of diversity, and the impact of these issues on professional roles.

ECPCE 805: Assessment Methods in School Counseling. 3 hr.; 3 cr. This course covers the principles of assessment methods used in school counseling. There will be a review of basic statistical concepts and educational measurement. The course will survey cognitive, personality, career and educational tests. Assessment and evaluation methods specific to education and to school counseling will be covered. Ecological assessment and program evaluation will be addressed. Critical issues will include factors of culture, gender, linguistic diversity, ethnicity, age, disability, and examiner bias. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners/bilingual education.

ECPCE 806: Administration and Organization of School Counseling Programs. 3 hr.; 3 cr. This course covers the role and function of the counselor in school settings; the study of school



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structure, policies, and procedures; the development, implementation, and evaluation of counseling and guidance services; issues in consultation, administration, and systemic interventions. The first part of the course describes the regulations and laws that govern student support services. The second portion of the course deals with the New York State “Comprehensive Counseling Program” and the best practices for providing and evaluating complete multi-tiered programs with diverse student populations to including Special Education and linguistically diverse students. Dispersed throughout the course, candidates will see how the use of technology and its application assists the counselor with routine clerical work, record keeping and data driven decisions. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners.

ECPCE 807: Research Methods in Counseling. 3 hr.; 3 cr. This course surveys methods of research designs used in psychological, educational, and counseling research and program evaluation. The goals of the course are for candidates to develop a foundation in empirical research to become critical consumers of studies in the counseling literature. Candidates work with the instructor to develop a research project in the candidate’s area of specialization or are involved in direct research activities. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners. Ethical considerations, application of research skills to counseling activities, and use of data for program development will also be discussed.

ECPCE 808: Child and Adolescent Counseling. 3 hr.; 3 cr. Prereq.: ECPCE 702, Theories of Human Development or equivalent. This course will focus on the methods, techniques, and issues of counseling children and adolescents. General considerations of developmental stages, family dynamics, school environment and the therapeutic relationship will be discussed. The etiology and assessment of common childhood disorders and empirically supported treatment will be reviewed. Cognitive-behavioral, pharmacological, educational, and ecological interventions will be addressed as well as issues of prevention and community resources.

ECPCE 809: Learning and Motivation in School Counseling. 3 hr.; 3 cr. This course will cover major theories of learning and motivation as they apply to school counseling settings. Principles of attribution, self-efficacy, goal setting, conditioning, and information processing will be applied to student achievement and academic development as well as to the counseling experience as a type of learning process. Emphasis will be placed on the role of the counselor as a consultant to teachers, in support services for students with learning and motivation difficulties, and in psychoeducational and ecological interventions. The course is designed for graduate students to experience their own learning and motivational processes.

ECPCE 810: College and Career Readiness in K-12 Schools. 3 hr.; 3 cr. This course is an introduction and overview to college and career readiness from a holistic and developmental perspective for students in the K-12 setting. Working within a developmental and social justice framework participants will: learn about developmentally appropriate academic and personal needs of students as they transition from elementary through high school; learn about strategies and interventions to facilitate students’ college career readiness at the elementary, middle and secondary school level; learn about and utilize informational resources needed to assist students

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with secondary transition planning (included but not limited to identifying postsecondary options, the college application and admissions process, sources of financial assistance); and learn about strategies for working collaboratively with teachers, administrators, parents and other key stakeholders in facilitating student college and career readiness and postsecondary transition. This course will include information and strategies for working with special populations (e.g., undocumented students, ELLs, LGBT, and students with disabilities) on the postsecondary transition planning process.

ECPCE 829: Internship in School Counseling. Internship is a field-based course during which candidates will be placed for 75 to 300 hours per semester in a K-8 or 9-12 school setting. During the program, candidates are required to complete at least 300 hours in a K-8 school setting and at least 300 hours in a 9-12 school setting. While on internship candidates will engage in activities related to the development, implementation, and evaluation of the elements of the school counseling program (60% of hours) and provide direct student services (40% of hours). A case study is required as part of this course. During internship candidates are under supervision of a school counselor and Queens College faculty and must attend a course on campus. Prerequisites: Permission of the advisor and completion of the School Counseling Practicum course, ECPCE 729.4.

ECPCE 829.1. 1 cr. (75 hr.)

ECPCE 829.2. 2 cr. (150 hr.)

ECPCE 829.3. 3 cr. (225 hr.)

ECPCE 829.4. 4 cr. (300 hr.)

### **b. Program Change**

#### **Post-Master's Program in Adolescent Special Education (grades 7-12)**

*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:*

In addition to our MSED programs, our MAT program, and the BCBA track option, we offer three 12 to 15 credit Post Master Advanced Certification programs for each of the three age ranges mentioned above.

#### Adolescent Special Education (Grades 7-12)

ECPSE 700 Foundations of Special Education

(waived contingent on an acceptable equivalent completed

prior to acceptance into the program)

3cr.

ECPSE 740 Curriculum and Instruction for Adolescent Special Education

3 cr.

ECPSE 703 Introduction to Assessment in Adolescent Special Education

3 cr.

ECPSE 722 Applied Behavior Analysis & Positive Behavior Support

3 cr.

ECPSE 726 Practicum in Severe Disabilities

3 cr.

Total

12-15 cr.

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### c. Program Change

#### Post-Master’s Program in Adolescent Special Education (Grades 1-6)

*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:*

In addition to our MSED programs, our MAT program, and the BCBA track option, we offer three 12 to 15 credit Post Master Advanced Certification programs for each of the three age ranges mentioned above.

#### Childhood Special Education (Grades 1-6)

ECPSE 700 Foundations of Special Education <u>(waived contingent on an acceptable equivalent completed prior to acceptance into the program)</u>	3 cr.
ECPSE 710 Curriculum and Instruction for Childhood Special Education	3 cr.
ECPSE 702 Introduction to Assessment in Childhood Special Education	3 cr.
ECPSE 722 Applied Behavior Analysis & Positive Behavior Support	3 cr.
ECPSE 726 <u>Practicum in Severe Disabilities</u>	3 cr.
Total	<u>12–15 cr.</u>

### d. Program Change

#### Post-Master’s Program in Adolescent Special Education (B-2)

*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:*

In addition to our MSED programs, our MAT program, and the BCBA track option, we offer three 12 to 15 credit Post Master Advanced Certification programs for each of the three age ranges mentioned above.

ECPSE 700 Foundations of Special Education <u>(waived contingent on an acceptable equivalent completed prior to acceptance into the program)</u>	3 cr.
ECPSE 730 Curriculum and Instruction for Early Childhood Special Education	3 cr.
ECPSE 701 Introduction to Assessment in Early Childhood Special Education	3 cr.
ECPSE 722 Applied Behavior Analysis & Positive Behavior Support	3 cr.
<u>ECPSE 726 Practicum in Severe Disabilities</u>	<u>3 cr.</u>
Total	<u>12–15 cr.</u>

## B. ITEMS FOR UNIVERSITY REPORT

### 1. Accounting

#### a. New Course

ACCT 760: IRS Ethical Tax Practice, Procedures and Research Methods; 3 hr.; 3 cr.

Prerequisites or corequisites: ACCT 747

**Course Description:** Open to students who have completed an undergraduate degree in accounting or who have completed the graduate core coursework for the MS in Accounting or the MS in Risk Management Accounting/ CPA concentration, or permission of the department. The focus of this course is to provide students with a working knowledge of federal tax procedure and practice. The course concentrates on the process and procedures of the federal tax system beginning with the filing of a return and includes the structure and authority of the IRS, voluntary compliance, enforcement, federal tax disputes and related issues. Students will learn to identify and analyze the procedural issues involved in a tax controversy in order to represent a client in a civil federal tax dispute from its inception through the administrative process (i.e., up through the commencement of litigation).

This course will also cover the full range of tax research techniques/methods incorporating statutory interpretation and legislative history, administrative interpretation including regulations, published rulings and letter rulings (involving an analysis of the relative weight accorded to each), judicial authority (including use of citators and other means to check current status of decisional law) and computerized legal research. Proper drafting of technical memos and opinion letters will be presented and problems and research projects will be assigned for work outside of class.>

#### b. New Course

ACCT 761: Taxation of Partnership and S Corporation; 3 hr.; 3 cr.

Prerequisites: ACCT 757

**Course Description:** Open to students who have completed an undergraduate degree in accounting or who have completed the graduate core coursework for the MS in Accounting or the MS in Risk Management Accounting/ CPA concentration, or permission of the department. This course gives special attention to all aspects of partnership taxation. Subjects include partnership formation and liquidation, special allocations, basis adjustments for operating items, and deductions, losses, and credits to partners. Research into difficult partnership issues is also stressed. It will then cover: analysis of tax considerations in acquiring real property as an investment, choice of business entity, corporate ownership of real property, depreciation methods and issues, passive activity losses and credits affecting real estate, alternative minimum tax,

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uniform capitalization rules, installment sales and repossessions, like-kind exchanges and involuntary conversions, leases, rehabilitation and low-income housing credits, qualified residence interest, vacation homes, home office deductions, and homeowners associations. Tax treatment of REITS and REMICS will be discussed as well.

This course will also examine the following: What is and why elect to be an S corporation? Electing and maintaining S corporation status, S corporation requirements, advantages and disadvantages of S corporations, shareholder taxation, distributions, basis adjustments, terminating S corporation status, self-employment and payroll taxes for S corporation shareholders, among a host of other relevant S corporation topics.

### c. New Course

ACCT 762: Deferred Compensation & Employee Benefits; 3 hr.; 3 cr.

Prerequisites: None

Course Description: Open to students who have completed an undergraduate degree in accounting or who have completed the graduate core coursework for the MS in Accounting or the MS in Risk Management Accounting/ CPA concentration, or permission of the department. This course provides an introduction of retirement plans and employee benefits at the graduate level of study. The emphasis is on the decision-making process of the individual. After a thorough review of retirement funding, this course discusses qualified pension plans, profit sharing plans and stock bonus plans as well as distributions from and administration of these plans.

Other topics include IRAs, SEPs, 401(k), 403(b), and 457 Plans, Social Security, Deferred Compensation and Nonqualified Plans. Employee benefits are explored in two key areas, fringe and group benefits. Covers defined benefit, defined contribution, and welfare benefit plans; equity awards granted by corporations as well as equity awards granted by LLCs and partnerships; nonqualified deferred compensation and Section 409A of the IRC; golden parachutes and Sections 280G and 4999 of the IRC.

### d. New Course

ACCT 763: International Taxation; 3 hr.; 3 cr

Prerequisites: ACCT 757

**Course Description:** Open to students who have completed an undergraduate degree in accounting or who have completed the graduate core coursework for the MS in Accounting or the MS in Risk Management Accounting/ CPA concentration, or permission of the department. This course is designed to provide an overview of common international tax planning issues in which the U.S. tax system asserts taxing jurisdiction over cross-border activities and will focus on : a) Inbound Taxation: the U.S. taxation of non-resident aliens and foreign corporations with respect to their activities conducted within the territory of the United States; and b) Outbound

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Taxation: the U.S. taxation of U.S. persons with respect to their activities conducted outside the territory of the U.S. Major subjects will include relevant provisions included in the Internal Revenue Code and in U.S. income tax treaties, sourcing rules for allocating income and deductions among several national taxing jurisdictions, extra-territorial taxation of U.S. citizens and enterprises realizing income in foreign locations (including the mechanics of the U.S. foreign tax credit), income tax incentives for exports, reallocation of income and deductions between U.S. and related foreign enterprises (i.e., transfer pricing), taxation of foreign persons with respect to their income derived from U.S. portfolio investments, from U.S. trade or business activities, and from U.S. real property investments.>

### e. New Course

ACCT 764: Reorganization, Liquidations and Consolidated Returns; 3 hr.; 3 cr.

Prerequisites: ACCT 757

**Course Description:** Open to students who have completed an undergraduate degree in accounting or who have completed the graduate core coursework for the MS in Accounting or the MS in Risk Management Accounting/ CPA concentration, or permission of the department. This course provides a comprehensive examination of the principal U.S. federal income tax rules applicable to corporations and their shareholders governing the structuring or restructuring of a business enterprise. Transactions which will be covered include mergers and acquisitions, joint ventures, taxable and tax-free reorganizations, spin-offs, and post-merger integration. Emphasis will be placed on mastery of the technical rules and their practical application (including drafting of tax related contract provisions). The objective of this class is to consider both (1) the technical federal income tax rules, (2) the underlying fundamental tax policy objectives of the federal corporate income tax rules and (3) the major tax planning considerations that must be addressed in corporate structuring.

Provides an in-depth coverage of the federal consolidated group regulations. Emphasis placed upon consolidated issues arising from acquisitions and dispositions of members, including the ramifications of section 338 and section 338(h)(10) elections. Additional topics covered include affiliated group status, intercompany transactions, limitations pertaining to the use of net operating loss carryovers and other tax attributes, stock basis calculations, the loss disallowance rules relating to dispositions, unique elections available to consolidated groups and consolidated group tax planning opportunities.

### f. New Course

ACCT 765: Capstone; 3 hr.; 3 cr.

Prerequisites: ACCT 747, 757 & 760.

Or Corequisite: One of ACCT 758, 759, 761, 763 and 764

**Course Description:** Open to students who have completed an undergraduate degree in accounting or who have completed the graduate core coursework for the MS in Accounting or

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the MS in Risk Management Accounting/ CPA concentration, or permission of the department. This Capstone course is intended to employ the students' mastery of tax research and technical knowledge learned throughout the program. Each student will be required to complete a well written, comprehensive professional research paper on a current tax topic addressed during the program, utilizing the skills and experience gained in the program, in a deadline-oriented environment that will mimic the practice the student will encounter in a real-world tax research setting.

### 2. ECP (Educational and Community Programs)

#### a. New Course

ECPCE 805: Assessment Methods in School Counseling; 3 hr.; 3 cr.

Prerequisites or corequisites: None

**Course Description:** This course covers the principles of assessment methods used in school counseling. There will be a review of basic statistical concepts and educational measurement. The course will survey cognitive, personality, career and educational tests. Assessment and evaluation methods specific to education and to school counseling will be covered. Ecological assessment and program evaluation will be addressed. Critical issues will include factors of culture, gender, linguistic diversity, ethnicity, age, disability, and examiner bias. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners.

#### b. New Course

ECPCE 801: Career Development and Assessment in School Settings; 3 hr.; 3 cr.

Prerequisites or corequisites: None

**Course Description:** This course will introduce candidates to the theory and practice of career counseling, the administration and interpretation of selected inventories, the career counseling process, available career resources, and the ethical and practice standards related to career counseling in school settings. Particular focus will be placed on the career development process of students in grades K-12 and the school counselor's role in providing developmentally appropriate career development services. As part of this course, issues related to working with diverse populations, (gender, race, culture, ability, and sexual orientation) will be explored.

#### c. Minor Change

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

ECPCE 700. Foundations of School Counseling. 3 hr.; 3 cr. This course is an introduction to the field of school counseling that will provide an overview of the knowledge necessary for preparation as professional school counselors. Some of the topics addressed in this course include: professional and ethical responsibilities, consultation, multicultural and diversity issues,

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(5b. GCC continued)

college and career readiness, and the perspectives and practices necessary for school counseling in the 21st century. Candidates will also be introduced to the components required for the development and management of a school counseling program, and the use of data to inform decision-making. In addition, candidates will learn the various roles of a school counselor as leaders, advocates, consultants, coordinators, and collaborators. This course will utilize both theory and the exposure to practitioners in the field to better understand the function as a professional school counselor. As this course facilitates the development of the skills necessary for counselor training at the graduate level, topics such as research in counseling and scholarly writing will also be addressed.

### d. Minor Change

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

ECPCE 729. Practicum in School Counseling 100 hr. per semester (placement in a school setting, grades K–12); 4 cr. Prereq.: Permission of the advisor, completion of 12 cr. in the program including ECPCE 703. Practicum is a field-based course during which candidates will be placed for 100 hours in a K-12 school setting. During practicum candidates will engage in activities related to the development, implementation, and evaluation of the elements of the school counseling program (60% of hours) and provide direct student services (40% of hours) with a focus on integrating theoretical concepts with advanced techniques to develop a cohesive approach to counseling. A comprehensive case study is required as part of this course. While on practicum candidates are under the supervision of a school counselor and a Queens College faculty and must attend a course on campus.

### e. Minor Change

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

ECPCE 802. Clinical and Contextual Issues in School Counseling. 3 hr., 3 cr. This course involves the study of clinical and contextual issues in school counseling including depression, substance abuse, suicide, violence in school and communities, psychological trauma, crisis intervention, and ethics as they relate to educational settings. Particular emphasis is given to issues related to linguistically diverse learners, immigrants, and special needs students. The course will also explore effective counseling strategies and resources in the community. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners/bilingual education.

### f. Minor Change

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

ECPCE 806. Administration and Organization of School Counseling Programs. 3 hr.; 3 cr. This course covers the role and function of the counselor in school settings; the study of school



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structure, policies, and procedures; the development, implementation, and evaluation of counseling and guidance services; issues in consultation, administration, and systemic interventions. The first part of the course describes the regulations and laws that govern student support services. The second portion of the course deals with the New York State Comprehensive Counseling Program” and the best practices for providing and evaluating complete multi-tiered programs with diverse student populations to include: Special Education and linguistically diverse students. Dispersed throughout the course, candidates will see how the use of technology and its application assists the counselor with routine clerical work, record keeping and data driven decisions. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners/bilingual education.

### g. Minor Change

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

ECPCE 807 Research Methods in Counseling. 3 hr.; 3 cr. This course surveys methods of research designs used in psychological, educational, and counseling research and program evaluation. The goals of the course are for the candidates to develop a foundation in empirical research to become critical consumers of studies in the counseling literature. Candidates work with the instructor to develop a research project in the candidate’s area of specialization or are involved in direct research activities. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners/bilingual education. Ethical considerations, application of research skills to counseling activities, and use of data for program development will also be discussed.

### h. Minor Change

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

ECPCE 829. Internship in School Counseling. 2 hr. plus fieldwork. Internship is a field-based course during which candidates will be placed for 75 to 300 hours per semester in a K-8 or 9-12 school setting. During the program, candidates are required to complete at least 300 hours in a K-8 school setting and at least 300 hours in a 9-12 school setting. While on internship candidates will engage in activities related to the development, implementation, and evaluation of the elements of the school counseling program (60% of hours) and provide direct student services (40% of hours). A case study is required as part of this course. During internship candidates are under supervision of a school counselor and Queens College faculty and must attend a course on campus. Prerequisites: Permission of the advisor and completion of the School Counseling Practicum course, ECPCE 729.4.

ECPCE 829.1. 1 cr. (75 hr.)

ECPCE 829.2. 2 cr. (150 hr.)

ECPCE 829.3. 3 cr. (225 hr.)

ECPCE 829.4. 4 cr. (300 hr.)

### 3. Risk Management

#### a. New Course

RM742 Data Science via Machine Learning and Statistical Modeling; 4 hr. lec., 2 hr. lab; 4 cr.

Prerequisites: MATH 241, MATH 231, CSCI 111 (or equivalent)

**Course Description:** RM 742. Data Science via Machine Learning and Statistical Modeling. 4 hr. lec., 2 hr. lab; 4 cr. Prereq.: MATH 241, MATH 231, CSCI 111 (or equivalent). Philosophy of modeling and learning using data. Prediction using linear, polynomial, interaction regressions and machine learning including neural nets and random forests. Probability estimation with asymmetric cost classification. Underfitting vs. overfitting and R-squared. Model validation. Correlation vs. causation. Interpretations of linear model coefficients. Formal instruction of statistical computing. Data manipulation and visualization using modern libraries. Writing Intensive. Recommended corequisites include ECON 382, MATH 341, MATH 369 or their equivalents. Spring.

### 4. SEYS (Secondary Education and Youth Services)

#### a. New Course

SEYS 787: Seminar in Action Research in Secondary Education and Technology; 3 hr.; 3 cr.

Prerequisites or corequisites: None

**Course Description:** This course is for secondary (7-12) teachers who already hold professional certification, aimed at enhancing their understanding of educational technology and improving their practice through action research that they conduct in their own classrooms. The basic tenets of action research will be explored, and teachers will be asked to critically evaluate research in technology and education and then design their own inquiries around instructional technology in education across all secondary content areas.

#### 5c. Nominating Committee

- i. MOTION: Duly made by Peishi Wang, Chair of the Nominating Committee:

“To accept the Nominating Committee report dated May 7, 2020”

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

#### 1) Committee on Academic Technology

The following faculty members were elected by unanimous consent:

Matthew Day

Education

April 2022

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Alla Rozovskaya

Math and Natural Sciences

April 2022

**2) Special Committee on Governance**

The following faculty member was elected by unanimous consent:

Dave Fields

April 2022

**3) Committee on Honors and Awards**

The following faculty member was elected by unanimous consent:

Brais Outes-Leon

Arts and Humanities

April 2021

**6. Old Business**

(none)

**7. New Business**

**7a. Discussion of Resolution for Online tuition and Student Activity Fees**

Glenn Burger, Interim Dean of Graduate Studies discussed and received feedback on the following resolution:



**Board of Trustees of The City University of New York**

**RESOLUTION TO**

**Authorize In-State Tuition Rate for Online Degree Programs and  
Authorize an Online Infrastructure Fee**

**Queens College**

**March 9, 2020**

## Academic Senate Minutes – May 14, 2020

**WHEREAS**, Queens College is now delivering certain programs fully online to students, and

**WHEREAS**, these programs include the Masters of Science of Education (MS Ed) in Family and Consumer Sciences and the Bilingual Extension Advanced Certificate in Elementary and Early Childhood Education, and

**WHEREAS**, the in-state tuition rate has proven crucial to the competitiveness of these online programs in the national and international online education market, and

**WHEREAS**, a precedent exists for a modified schedule of tuition and fee charges for fully online programs, since they have already been approved by the Board of Trustees of the City University of New York for fully online programs at John Jay College and the CUNY School of Professional Studies.

### **NOW, THEREFORE, BE IT**

**RESOLVED**, That the Board of Trustees of the City University of New York adopt a revised schedule of tuition and fee charges **effective Fall 2020 for** students enrolling in online degree and certificate programs offered by Queens College, whether current or future, to charge all students the graduate in-state tuition rates regardless of residency; and

### **BE IT FURTHER**

**RESOLVED**, That for students enrolled in these programs at Queens College, the Board of Trustees of the City University of New York authorize a \$75 Online Infrastructure Fee and a reduced student activity fee of \$15.90 (University Government, College Government, Student Fee, Disabled Students, and NYPIRG fee).

**EXPLANATION**: The Board of Trustees of the City University of New York have adopted such a schedule of tuition and fee charges for John Jay College and the CUNY School of Professional Studies. The in-state tuition rate has proven crucial to the competitiveness of these online programs in the national and international online education market. As of Fall 2019 Queens College has a fully online MS Ed in Family and Consumer Science, and beginning Spring 2020, this program hopes to begin marketing nationally. The program currently has 25 students enrolled and expects to grow to 80 to 100 as a result of going fully online. The Bilingual Extension Advanced Certificate program, also fully online, is also planning to expand its outreach nationally beginning Fall 2020. Queens College also anticipate developing other new fully online graduate programs over the next several years that will be aimed at national and international markets, as well as within New York State.

The new Online Infrastructure Fee will apply only to students registered in fully online degree programs. This new fee will provide online students with key student services, such as access to student service coordinators dedicated to online students, online

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orientation, online tutoring, and an online student portal, that are critical to ensure a high retention rate in online programs at Queens College.

The Consolidated Service Fee and Technology Fee will continue to be charged to students in fully online programs.

### **7b. Nomination of Faculty member to the Auxiliary Enterprises Corporation**

- i. MOTION: Duly made by Siddharth Malviya, Senator:

“To accept Faculty Nominations to the Auxiliary Enterprises Corporation”

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

- ii. MOTION: Duly made (Malviya), Seconded and passed:

“To nominate Monica Casco to the OPEN seat on the Auxiliary Enterprises Corp”

Seeing no further nominations, the Chair asked the Secretary to cast one ballot for the nominee.

- i. MOTION: Duly made by Chair Yearwood, Seconded and passed:

“To Adjourn”

The fiftieth meeting of the Academic Senate was adjourned at 4:03 pm

**MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE  
Virtual Zoom meeting**

**May 14, 2020**

The first meeting session Fifty-one of the Queens College Academic Senate was convened at 4:06 p.m. by Jeremy Czerw, Holder of the Chair, Pro Tempore.

**1. Elections Committee- Report of Elections**

The Holder of the Chair, pro tempore reported the following amendments to the Elections Committee Report:

**Page 1.**

**Graduate School of Library and Information Studies**

Delegate Shuheng Wu (1 yr) Alt. Delegate James Lowry (1 yr)

**Page 2.**

**Media Studies**

Delegate Shin Joung Yeo (2 yr) Alt. Delegate Richard Maxwell (2 yr)

i. MOTION: Duly made by Jeremy Czerw, Chair Pro Tempore:

“To adopt the Elections Committee Report of 2020 as amended”

Hearing no objections to the motion, the Chair Pro Tempore adopted the Elections Committee Report as amended.

**2. Nominations and elections as follows:**

2a. The Chair pro tempore accepted nominations for the **Holder of the Chair:**

The following faculty member and student were nominated from the floor:

**Faculty:** Simone L. Yearwood 31 votes

**Student:** Siddharth Malviya 20 votes

Simone L. Yearwood was elected by majority vote.

2b. The Chair accepted nominations for the **Deputy Holder of the Chair:**

The following senator was nominated from the floor:

Siddharth Malviya

Seeing no further nominations, the Chair asked the Secretary to cast a ballot for the nominee.

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2c. The Chair accepted nominations for **Secretary:**

The following Senator was nominated from the floor:

Rida Zaidi

Seeing no further nominations, the Chair asked the Secretary to cast a ballot for the nominee.

2d. The Chair accepted nominations for the **Executive Committee:**

1) The following faculty members were nominated from the floor:

Ann Azzollini, Theresa Gurl, Barbara Moore, Stephen Grover, and James Vacca

Seeing no further nominations, the Chair asked the Secretary to cast all ballots for the nominees.

2) The Chair accepted nominations to fill the remaining student seat on the **Executive Committee.**

\*Note Chair Yearwood announced if no one is elected the lowest vote will be dropped.

The following students were nominated from the floor:

Ballot #1

Alihaider Hassan	23 votes
Michael Yuaeov	2 votes
Gloria Stoyanova	28 votes

Failed election.

Ballot #2

Ali Hassan	25 votes
Gloria Stoyanova	32 votes
Abstain	3 votes

Gloria Stoyanova was elected by majority vote.

**2e. Nominations to the Nominating Committee:**

**Faculty**

1) Social Sciences May 2022

No faculty nominee.

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### 2) Arts and Humanities May 2022

No faculty nominee.

### Students

#### 1) Education May 2021

No student nominee.

#### 2) The following student was nominated from the floor to fill the OPEN Arts and Humanities Seat:

Gloria Stoyanova	Arts and Humanities	2022
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Seeing no further nominations, the Chair asked the Secretary to cast a ballot for the nominee.

#### 3) The following student was nominated from the floor to fill the OPEN Social Sciences seat:

Kimberly Wyllie	Social Sciences	2022
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Seeing no further nominations, the Chair asked the Secretary to cast a ballot for the nominee.

\*Note Chair Yearwood appointed Dave Fields as Parliamentarian.

MOTION: Duly made seconded and passed:

“To Adjourn”

Meeting adjourned at 4:35 pm.



**PREAMBLE:** Sheryl McCarthy is Distinguished Lecturer of Journalism at Queens College, and hosts the weekly talk show "One to One" on CUNY-TV, where she interviews women who are movers and shakers in many walks of life. She also serves as an advisor to the staff of The Knight News. Ms. McCarthy's journalism career has included being a reporter for The Boston Globe and The Baltimore Evening Sun, a reporter and education editor for The New York Daily News, a correspondent for ABC News, and a reporter and columnist for Newsday and New York Newsday, where she received The Meyer Berger Award from Columbia University for her columns about the people and issues of New York City. She moderated the weekly current affairs shows "Thirteen Live" and "New York Hotline," which aired on WNET and WNYC-TV. She has received awards from the national Education Writers Association and The New York Association of Black Journalists, and the Planned Parenthood Federation of America gave her its "Maggie" award for her coverage of such issues as the attacks on women's reproductive rights, the need for access to effective contraception and the need for accurate sex education for young people. She has contributed to MS Magazine and The Nation and served on the board of contributors of USA Today, and was a Nieman Fellow at Harvard. Her book of Newsday columns, "Why Are the Heroes Always White?" was published by Andrews and McMeel. Born in Birmingham, Alabama, she graduated "cum laude" from Mount Holyoke College, received master's and law degrees from Columbia, and is a member of the New York bar. She is a former trustee of Mount Holyoke and the recipient of its Alumnae Medal of Honor.

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**WHEREAS:** Professor Sheryl McCarthy has retired from Queens College this year, in the Spring of 2020, and

**WHEREAS:** Her commitment to teaching the students of Queens College about the various disciplines of Journalism was well regarded by her peers and students, and

**WHEREAS:** She has served as an advisor to The Knight News, Queens College's student run newspaper for 13 years, and

**WHEREAS:** Her tenure as advisor for *The Knight News*, was marked by high standards, kindness, powerful critiques, and

**WHEREAS:** She has spent her time at Queens College inspiring students to generate change through Journalism, and

**WHEREAS:** She has committed all her efforts to serving the Queens College community well, especially in her last year as Acting Director for the Journalism department, and

**WHEREAS:** She leaves behind a community of student journalists who have been mentored by her, and

**WHEREAS:** The Journalism department is no longer offering classes for the foreseeable future, and

**WHEREAS:** *The Knight News*, in collaboration with the Queens College English department, aims to carry on Professor McCarthy's legacy and efforts to educate Queens College students about Journalism,

**THEREFORE,**

**BE IT RESOLVED:** The Academic Senate of Queens College expresses its gratitude, acknowledgement of Sheryl McCarthy's service, warm wishes for good health and success in all her future endeavors.

**A. General Education**

Numbered proposals available for review at [senate.qc.cuny.edu/Curriculum](http://senate.qc.cuny.edu/Curriculum)

1. General Education Advisory Committee  
*No report.*
2. Mathematics and Quantitative Reasoning Advisory Committee  
*No report.*
3. Writing Intensive Advisory Committee.
  - a. **English 203W. Writing Science and Technology for the Public.**
  - b. **English 204W. Writing from the Field.**
  - c. **English 205W. Methods for Writing Research.**
  - d.
4. STEM variant courses.  
*None.*

## 1. Music

### **Change to a Major: Bachelor of Music in Performance (MUSIC-BM; major code 077; state code 34809; HEGIS 1004.00)**

#### **A. Summary and motivation for changes**

The revisions proposed here fall into three basic groups: (1) Requirements we must add as part of our bid for NASM accreditation; (2) Reductions in academic requirements motivated by the need to comply with CUNY's 120-credit limit; (3) Increases in ensemble requirements to enhance the rigor of our performance program.

(1) We are in the final stages of securing accreditation from the National Association of Schools of Music (NASM). Two of NASM's requirements are at the core of this revision: first, that all Bachelor of Music (professional) degrees include a required course in non-Western music; and second, that all Bachelor of Music degrees in performance include a required course in conducting. (At present, conducting is one of three courses, along with composition and instrumentation/orchestration, that performers may choose to fulfill an advanced elective requirement.)

(2) The present changes slightly reduce overall credit totals to ensure that all Bachelor of Music in Performance degrees conform to CUNY's 120-credit limit. During the LASAR era, the Bachelor of Music degree had significantly reduced general-education requirements in acknowledgment of the specialized demands of a conservatory-style degree. That accommodation was eliminated upon Queens College's adoption of the PLAS general-education structure in 2009. Certain majors within the degree, especially vocal performance, were pushed further out of compliance when CUNY imposed the Pathways framework four years later. The reduction of some music requirements is partly in response to the increased number, and reduced flexibility, of Queens College's general-education requirements. Some of the cuts have been mitigated by the recent approval of three music courses to fulfill Pathways requirements: Music 246 (World Cultures and Global Issues), Music 247 (Individual and Society), and Music 377 (Synthesis). In addition, Music 121 (Writing About Music), designed in 2013 to fulfill the College Writing 2 requirement for Pathways, will now be required for all music majors.

(3) Finally, we are proposing a slight increase in certain performance requirements: the number of required semesters of chamber music or small ensemble, currently 4 for all performance majors, will increase to 6 for most instrumentalists. Similarly, to align with performance programs elsewhere, the requirement for repertory classes (Music 282), currently 2 semesters, will increase to 4 semesters for singers and 6 for most instrumentalists. (In conservatories, it is normally expected that students take a repertory class every semester; in some institutions, it is tied directly to individual lessons, so that a student cannot take one without the other.) These changes are detailed in Appendix B.

Currently, the undergraduate major in music performance is simply called the Bachelor of Music; it is the only degree at Queens College so named. This revision adds the word "performance." Our existing Bachelor of Arts in Music Education degree, because it is a professional degree and not a liberal-arts degree, is being revised and renamed Bachelor of Music in Music Education. The changes in both content and title are being made in order to conform with NASM accreditation requirements and the standard naming conventions used by peer institutions across the nation. The performance degree is to be formally renamed Bachelor of Music in Performance to distinguish it from the new Bachelor of Music in Music Education.

NASM has indicated its approval of our proposed revisions to the BM in Performance. They are reserving final accreditation until all curricular changes that they have requested, both undergraduate and graduate, have received all necessary approvals and are ready to go into effect.

### **B. Budgetary impact of changes**

The revisions to the BM in Performance degree are expected to be budget-neutral. The increased repertory class requirement will have no budget impact, as each section of Music 282 is a regular class, and additional sections will not be required, especially since many students already take far more than the two semesters officially mandated. The increased chamber music requirement will incur modest additional expense, as there will be more chamber groups each semester requiring faculty coaches. This increase will be offset by the academic cuts. Music 373, for instance, of which we usually run two sections every semester, will likely be reduced to no more than one section per year, as it is being removed as a requirement from most of our undergraduate degrees. The NASM-motivated changes are also budget-neutral, as all of these new requirements involve courses that we already offer regularly.

### **C. Specific changes in proposed Bachelor of Music in Performance degree**

The number of music credits required in the proposed BM in Performance is now 81 for most students. This appears to be a slight increase from the 73-79 credits in the current BM degrees, but the approval of certain music courses for Pathways, as noted above, has reduced the total number of credits such that all BM Performance degrees will comply with the 120-credit maximum.

See [Appendix A](#) (page 6) for a list of major requirements in the existing Bachelor of Music and [Appendix B](#) (page 8) for those of the proposed Bachelor of Music in Performance. [Appendix C](#) (page 10) provides revised text for the “Gray Box” summary of degree requirements.

What follows on pages 3-5 are proposals concerning courses that are being (1) added to, (2) changed, or (3) subtracted from the existing Bachelor of Music. Course descriptions and sample syllabi for each new course were already submitted to the Undergraduate Curriculum Committee and approved; these were part of proposals submitted in February 2020 for a new degree (Bachelor of Music in Music Education) and a revised degree (Bachelor of Arts in Music).

New course:

MUSIC 301W. Topics in Musicology. *A proposal to create MUSIC 301W was submitted to the UCC on 2/25/2020 as part of the proposed revision to the Bachelor of Arts in Music.*

## Justification:

We are reducing our survey of Western music history from four semesters of writing courses (MUSIC 246W, 247W, 346W, 347W) to two semesters of lecture courses (MUSIC 246, 247). In addition to MUSIC 246–247, BM Performance students will be required to take a writing-intensive topical course in Western musicology (MUSIC 301W).

New course:

MUSIC 302W. Topics in Non-Western Music. *A proposal to create MUSIC 302W was submitted to the UCC on 2/25/2020 as part of the proposed revision to the Bachelor of Arts in Music.*

## Justification:

NASM requires that students in Bachelor of Music (BM) programs take one course in non-Western music. We are proposing MUSIC 302W as a way for BMus students to satisfy their requirement. MUSIC 122 (Writing Musical Culture), an existing course, will also be available to BM students for the fulfillment of this requirement.

Unlike MUSIC 122, MUSIC 302W assumes that students have fluent reading knowledge of Western musical notation. It is expected, but not required, that students in MUSIC 302W will have completed MUSIC 246 and 247.

Change in Course Title and Description:

MUSIC 246. Music History I. *A proposal to change MUSIC 246 was submitted to the UCC on 2/5/2020 as part of the proposed degree Bachelor of Music in Music Education.*

Change in Course Title and Description:

MUSIC 247. Music History II. *A proposal to change MUSIC 247 was submitted to the UCC on 2/5/2020 as part of the proposed degree Bachelor of Music in Music Education.*

Existing Course, but Added Requirement for BM in Performance:

MUSIC 270. Conducting I. 3 hr.; 2 cr. Prereq.: MUSIC 273 or permission of the School of Music. Baton technique, score reading, and rehearsal techniques applied to choral and instrumental music. Students must achieve a minimum grade of C– for this course to count toward the music major. Fall, Spring

## Justification:

NASM requires all Bachelor of Music students to take a course in conducting. Formerly, BM Performance students could choose among Music 270 (Conducting), Music 276 (Instrumentation), or Music 378 (Composition); with the new NASM requirement in place, Music 276 and 378 will be offered only occasionally as electives.

Change in Credits and Description:

From:

**MUSIC 283. The Art of Keyboard Accompaniment.** 2 hr.; ~~2 cr.~~ Prereq.: Permission of the instructor. Introduction to techniques and art of accompaniment through intensive study of selected examples of vocal and instrumental literature. Emphasis on the skills of sight-reading. ~~Should be taken before the beginning of the senior year.~~††

To read:

**MUSIC 283. The Art of Keyboard Collaboration.** 2 hr.; 1 cr. Prereq.: Permission of the instructor. Introduction to techniques and art of accompaniment through intensive study of selected examples of vocal and instrumental literature. Emphasis on the skills of sight-reading.

Justification:

MUSIC 283 is being reduced from 2 credits to 1 credit to align with all other chamber music, small-ensemble, and large-ensemble courses. “Collaboration” better describes the broad objectives of the course. There are no restrictions on when the course can be taken in a student’s undergraduate career.

From:

**MUSIC 284. Introduction to Continuo Playing.** 2 hr.; ~~2 cr.~~ Prereq.: MUSIC 273 and permission of the instructor. Introduction to the techniques of realizing a figured bass at the harpsichord. Intended for advanced players of other keyboard instruments. May be taken by Bachelor of Music piano majors to satisfy one semester of MUSIC 286.††

To read:

**MUSIC 284. Introduction to Continuo Playing.** 2 hr.; 1 cr. Prereq.: MUSIC 273 and permission of the instructor. Introduction to the techniques of realizing a figured bass at the harpsichord. Intended for advanced players of other keyboard instruments. May be taken by Bachelor of Music piano majors to satisfy one semester of MUSIC 286.††

Justification:

MUSIC 284 is being reduced from 2 credits to 1 credit to align with all other chamber music, small-ensemble, and large-ensemble courses. It is being dropped from the BMus in performance as a requirement; the course has not been offered for many years, but we wish to keep it in the catalog.

From:

**MUSIC 286. Practical Accompanying.** 2 hr.; ~~2 cr.~~ Prereq.: Permission of the accompaniment coordinator. Practical experience in serving as accompanist for an ensemble, a performance course (e.g., string repertory), or student recitals. Students will be assigned responsibilities by the accompaniment coordinator. May be repeated for credit. Required of all Bachelor of Music students majoring in piano.

To read:

**MUSIC 286. Practical Accompanying.** 2 hr.; 1 cr. Prereq.: Permission of the accompaniment coordinator. Practical experience in serving as accompanist for an ensemble, a performance course (e.g.,

string repertory), or student recitals. Students will be assigned responsibilities by the accompaniment coordinator. May be repeated for credit. Required of all Bachelor of Music students majoring in piano.

Justification:

MUSIC 286 is being reduced from 2 credits to 1 credit to align with all other chamber music, small-ensemble, and large-ensemble courses.

Courses being removed from the major but retained in the Undergraduate Bulletin:

MUSIC 284. Introduction to Continuo Playing.

MUSIC 346W. Music History III. Music from 1800 to 1890.

MUSIC 347W. Music History IV. Music from 1890 to the Present.

MUSIC 373. Model Composition and Score Reading.

MUSIC 378. Composition I.

Justifications:

MUSIC 284 has not been offered for many years; additional semesters of MUSIC 286 have effectively replaced it as a requirement.

MUSIC 346W–347W, which are currently required of all music majors, will continue to be taught to continuing students for 1–2 years after the inauguration of the revised BM in Performance. These students will complete their degree using the requirements that were in place at the time they were admitted.

MUSIC 373 will no longer be required in the Bachelor of Music in Performance. It will be required in some tracks of the revised Bachelor of Arts in Music and a recommended elective in Bachelor of Music programs. We anticipate that it will be offered about once per year.

MUSIC 378 will no longer be required in any degree program. However, we wish to keep it in the Bulletin as an elective for students in our Bachelor of Music programs. We anticipate that we will offer this course infrequently, perhaps once every four semesters.

#### **APPENDIX A. Current major requirements for the Bachelor of Music**

(Prose is taken from the “gray box” in the 2019–2020 Undergraduate Bulletin, p. 289)

Required courses:

MUSIC 246W. Music History I: Music from 1200 to 1650. (WCGI)	3 hr.; 3 cr.
MUSIC 247W. Music History II: Music from 1650 to 1800. (IS)	3 hr.; 3 cr.
MUSIC 346W. Music History III: Music from 1800 to 1890.	3 hr.; 3 cr.
MUSIC 347W. Music History IV: Music from 1890 to the Present.	3 hr.; 3 cr.
MUSIC 171. Sight Singing and Dictation I.	2 hr., 1 lab hr.; 2 cr.
MUSIC 173. Harmony, Counterpoint, and Keyboard Skills I.	3 hr.; 3 cr.
MUSIC 172. Sight Singing and Dictation II.	2 hr., 1 lab hr.; 2 cr.
MUSIC 174. Harmony, Counterpoint, and Keyboard Skills II.	3 hr.; 3 cr.
MUSIC 271. Sight Singing and Dictation III.	2 hr., 1 lab hr.; 2 cr.
MUSIC 273. Harmony, Counterpoint, and Keyboard Skills III.	3 hr.; 3 cr.
MUSIC 272. Sight Singing and Dictation IV.	2 hr., 1 lab hr.; 2 cr.
MUSIC 274. Harmony, Counterpoint, and Keyboard Skills IV.	3 hr.; 3 cr.
MUSIC 373. Harmony, Counterpoint, and Keyboard Skills V.	3 hr.; 3 cr.
MUSIC 374. Musical Techniques of the Twentieth Century.	3 hr.; 3 cr.
MUSIC 377. Musical Form and Analysis. (SYN)	3 hr.; 3 cr.



MUSIC 151. Individual Study in Performance I.	1 hr.; 3 cr.
MUSIC 152. Individual Study in Performance II.	1 hr.; 3 cr.
MUSIC 251. Individual Study in Performance III.	1 hr.; 3 cr.
MUSIC 252. Individual Study in Performance IV.	1 hr.; 3 cr.
MUSIC 351. Individual Study in Performance V.	1 hr.; 3 cr.
MUSIC 352. Individual Study in Performance VI.	1 hr.; 3 cr.
MUSIC 451. Individual Study in Performance VII.	1 hr.; 3 cr.
MUSIC 452. Individual Study in Performance VIII.	1 hr.; 3 cr.
MUSIC 100. Recital Attendance (each semester up to 6 semesters)	0 hr.; 0 cr.
MUSIC 282. Survey of Repertory (at least two semesters)	2 hr.; 1 cr. per semester
MUSIC 2551. Chamber Music (at least four semesters)	1 hr.; 1 cr. per semester
A major ensemble each semester of enrollment	3 hr.; 1 cr. each semester
Senior Concentration Exam	0 hr.; 0 cr.

Students elect one of the following:

MUSIC 270. Conducting I.	3 hr.; 2 cr.
MUSIC 276. Principles of Instrumentation.	3 hr.; 3 cr.
MUSIC 378. Composition I.	3 hr.; 3 cr.

For piano majors only:

MUSIC 283. The Art of Keyboard Accompaniment.	2 hr.; 2 cr.
MUSIC 284. Continuo Playing.	2 hr.; 2 cr.
MUSIC 286. Practical Accompanying.	2 hr.; 2 cr.

For vocal majors only:

MUSIC 129. Italian Diction.	2 hr.; 1 cr.
MUSIC 130. German Diction.	2 hr.; 1 cr.
MUSIC 229. French Diction.	2 hr.; 1 cr.
MUSIC 230. English Diction.	2 hr.; 1 cr.
Two courses in each of two languages (Italian, German, French)	12-16 cr.

Each May, Bachelor of Music students must perform several contrasting works before a faculty jury to demonstrate satisfactory progress in performance. These juries, known as Progress Evaluations, are evaluated on a pass-fail basis. Three Progress Evaluations must be passed before a student may present the senior recital, which is also evaluated by a faculty jury on a pass-fail basis. The program for the senior recital must be approved in advance by the student's principal performance teacher. There may not be more than one year's difference (2 semesters) between the theory level and the semester of lessons. Lessons may be at level 4 while taking Theory 2 (MUSIC 174), but no greater difference will be permitted. Should the theory level fall further behind, a student will be suspended from lessons until the theory requirement is fulfilled. Additionally, students must complete the requirements for MUSIC 100 for each semester they are registered up to a maximum of six semesters.

Total minimum number of music credits: 73 (winds, brass, guitar, and percussion)  
79 (piano)  
77 (voice)

**APPENDIX B. Proposed major requirements for the Bachelor of Music in Performance**  
**New or changed requirements are underlined.**

(Note: The music listening exam is described in the 2019–20 Undergraduate Bulletin, p. 292.)  
 It is expected that many students may place out of MUSIC 74 by examination.

**Requirements for all instrumental and vocal BM Performance majors:**

<u>MUSIC 121. Writing About Music. (CW2)</u>	3 hr.; 3 cr.
<u>MUSIC 246. Music History I: Music from 1200 to 1750. (WCGI)</u>	3 hr.; 3 cr.
<u>MUSIC 247. Music History II: Music from 1750 to the Present. (IS)</u>	3 hr.; 3 cr.
<u>MUSIC 301W. Topics in Musicology.</u>	3 hr.; 3 cr.
<u>One course in non-Western music:</u>	3 hr.; 2-3 cr.
<u>MUSIC 302W. Topics in Non-Western Music, or</u>	
<u>MUSIC 122. Writing Musical Culture.</u>	
MUSIC 171. Sight Singing and Dictation I.	2 hr., 1 lab hr.; 2 cr.
MUSIC 173. Harmony, Counterpoint, and Keyboard Skills I.	3 hr.; 3 cr.
MUSIC 172. Sight Singing and Dictation II.	2 hr., 1 lab hr.; 2 cr.
MUSIC 174. Harmony, Counterpoint, and Keyboard Skills II.	3 hr.; 3 cr.
MUSIC 271. Sight Singing and Dictation III.	2 hr., 1 lab hr.; 2 cr.
MUSIC 273. Harmony, Counterpoint, and Keyboard Skills III.	3 hr.; 3 cr.
MUSIC 272. Sight Singing and Dictation IV.	2 hr., 1 lab hr.; 2 cr.
MUSIC 274. Harmony, Counterpoint, and Keyboard Skills IV.	3 hr.; 3 cr.
MUSIC 374. Musical Techniques of the Twentieth Century.	3 hr.; 3 cr.
MUSIC 377. Musical Form and Analysis. (SYN)	3 hr.; 3 cr.
<u>MUSIC 270. Conducting I.</u>	3 hr.; 2 cr.
MUSIC 151. Individual Study in Performance I.	1 hr.; 3 cr.
MUSIC 152. Individual Study in Performance II.	1 hr.; 3 cr.
MUSIC 251. Individual Study in Performance III.	1 hr.; 3 cr.
MUSIC 252. Individual Study in Performance IV.	1 hr.; 3 cr.
MUSIC 351. Individual Study in Performance V.	1 hr.; 3 cr.
MUSIC 352. Individual Study in Performance VI.	1 hr.; 3 cr.
MUSIC 451. Individual Study in Performance VII.	1 hr.; 3 cr.
MUSIC 452. Individual Study in Performance VIII.	1 hr.; 3 cr.
MUSIC 100. Recital Attendance (each semester up to 6 semesters)	0 hr.; 0 cr.
A major ensemble each semester of enrollment	3 hr.; 1 cr. each semester
Four music literature listening examinations	0 hr.; 0 cr.
Senior Concentration Exam	0 hr.; 0 cr.

**Total music credits shared by all BM Performance majors: 67**

**For orchestral instruments, guitar, and percussion only:**

<u>MUSIC 74. Piano Skills I</u>	2 hr.; 1 cr.
<u>MUSIC 75. Piano Skills II</u>	2 hr.; 1 cr.
MUSIC 2551, 2571, 244, et al. Chamber Music, Guitar Ensemble, Percussion Ensemble, Baroque Ensemble, etc. ( <u>6 semesters</u> )	1-2 hr., 1 cr. per semester
MUSIC 282. Survey of Repertory ( <u>6 semesters</u> )	2 hr.; 1 cr. per semester

**Total music credits: 81**

**For piano majors only:**

<u>MUSIC 282. Survey of Piano Repertory (6 semesters)</u>	2 hr.; 1 cr. per semester
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MUSIC 283. The Art of Keyboard Collaboration	2 hr.; 1 cr.
MUSIC 2551. Chamber Music (4 semesters)	1 hr.; 1 cr. per semester
MUSIC 286. Practical Accompanying ( <u>2 semesters</u> )	2 hr.; 1 cr. per semester
<u>One additional semester of MUSIC 2551 or 286</u> (Chamber Music or Accompanying)	1-2 hr., 1 cr. per semester

**Total music credits: 81**

**For vocal majors only:**

<u>MUSIC 74. Piano Skills I</u>	2 hr.; 1 cr.
<u>MUSIC 75. Piano Skills II</u>	2 hr.; 1 cr.
MUSIC 129. Italian Diction.	2 hr.; 1 cr.
MUSIC 130. German Diction.	2 hr.; 1 cr.
MUSIC 229. French Diction.	2 hr.; 1 cr.
MUSIC 230. English Diction.	2 hr.; 1 cr.
MUSIC 2561, 2551, et al. Opera Studio, Chamber Music (4 semesters)	1-2 hr., 1 cr. per semester
MUSIC 282. Survey of Vocal Repertory ( <u>4 semesters</u> )	2 hr.; 1 cr. per semester

**Total music credits: 81**

**APPENDIX C. “Gray Box” text for BMus Performance**

The BMus in Performance has undergone substantial revision, so this rewritten text for the Undergraduate Bulletin “Gray Box” is proposed for improved clarity and accuracy.

**III. THE BACHELOR OF MUSIC IN PERFORMANCE (MAJOR CODE XXXXX)**

The Bachelor of Music in Performance is designed for advanced instrumental or vocal performers and is comparable to conservatory training. Admission is by competitive audition in the major instrument. Students receive up to eight semesters of individual instruction in the major instrument from an instructor assigned by the School of Music.

All students taking individual lessons (MUSIC 151, 152, 251, 252, 351, 352, 451, 452) must perform on their major instrument each May before a faculty jury. These juries, also known as Progress Evaluations, are evaluated on a pass-fail basis. Three juries must be passed before a student may present the senior recital, which is also evaluated by a faculty jury on a pass-fail basis. The program for the senior recital must be approved in advance by the student’s principal performance teacher.

There may not be more than one year’s difference (two semesters) between the theory level and the semester of lessons. For example, lessons may be at level 4 (MUSIC 252) while the student takes Theory 2 (MUSIC 174), but no greater difference will be permitted. Students will be suspended from lessons until the theory requirement is fulfilled.

**Supportive courses in music required of all BMus Performance students:**

MUSIC 74, 75, 171, 172, 173, 174, 271, 272, 273, 274; 374, 377; 270; 246, 247; 301W.

All BMus students are required to complete one course in non-Western music (MUSIC 302W, 122, or other courses by permission).

**Additional BMus Performance requirements**

8 semesters of large ensemble (MUSIC 156, 158, 253, 258, or 259)

6 semesters of MUSIC 100 (Recital Attendance)

4 Listening Exams

Senior Concentration Exam

**Required courses for orchestral instruments, guitar, and percussion only:**

6 semesters of Chamber Music or other small ensembles (MUSIC 2551, 2571, 244, 68, et al.)

6 semesters of MUSIC 282 (Survey of Repertory) in the appropriate instrumental area

**Required courses for piano majors only:**

6 semesters of MUSIC 282 (Survey of Piano Repertory)

4 semesters of Chamber Music or other small ensembles (MUSIC 2551, 2571, et al.)

1 semester of MUSIC 283 (The Art of Keyboard Collaboration)

2 semesters of MUSIC 286 (Practical Accompanying)

1 additional semester of MUSIC 2551 or 286

Note: Pianists are exempted from MUSIC 74 and MUSIC 75.

**Required courses for vocal majors only:**

4 semesters of Opera Studio or Chamber Music (MUSIC 2561, 2551, et al.)

4 semesters of MUSIC 282 (Survey of Vocal Repertory)

MUSIC 129, 130, 229, 230 (Italian, German, French, and English Diction, respectively)

**Academic Requirements for BMus Performance Students**

All college-wide BA requirements must be met, including all Pathways requirements. Music majors are advised to fulfill the Pathways language requirement with a course in German, French, or Italian. Students must complete a course from the list of those satisfying the Appreciating and Participating in the Arts requirement in the departments of Art or Drama, Theatre, and Dance.

All BMus Performance students will complete their CW2 requirement with a designated section of MUSIC 121; MUSIC 246 and 247 fulfill the WCGI and IS Pathways requirements, respectively; the Pathways SYN requirement is satisfied by MUSIC 377.

**2. Art**

- a. Change to number of hours.

From:

**PHOTO 200. Imaging Resistance: Photographic Media and Socially Engaged Art**

(4 hours/week; 3 credits)

To read:

**PHOTO 200. Imaging Resistance: Photographic Media and Socially Engaged Art**

(3 hours/week; 3 credits)

Justification:

This is a history/theory lecture/seminar course, not a studio practice course, and therefore does not require a four hour studio timeslot.

### 3. Family, Nutrition, and Exercise Sciences

**Change to a major:** FAMILY & CONSUMER SCIENCES (MAJOR CODES FNES-BA), specialization in Food Management Studies

**FROM:** FNES 101, 104, 105, ~~406, 147, 151~~, 163, 200, 203, 204, 275, 371.2, 378, and ~~380~~; CHEM 101.1 and 101.3 (or 113.1 and 113.4); ACCT 101; BIOL 11; ECON 100

**TO:** FNES 101, 104, 105, 163, 200, 203, 204, 275, 305, 371.2, and 378; CHEM 101.1 and 101.3 (or 113.1 and 113.4); ACCT 101; BALA 200, 3983; BIOL 11, 44; ECON 100

#### JUSTIFICATION

##### **Background for proposed deletions and additions.**

The department has submitted a letter of intent to remove the Food Management Studies specialization from under the Family & Consumer Science umbrella. With this requested change, the specialization in Food Management Studies will be changed to an independent degree as a BA in Food Management Studies. The requested curricular changes support the knowledge base required for the BA in Food Management Studies.

##### **Justification for removal of FNES 106 (Introduction to Family and Consumer Sciences), FNES 147 (Family Relations), FNES 151 (Families as Consumers), FNES 380 (Seminar in Family and Consumer Sciences—1 credit)**

FNES 106, 147, and 151 are foundational courses in the Family and Consumer Science curriculum and FNES 380 presents an overview of the family and consumer sciences profession including its scope, trends, and new developments. The content of these courses has no relevance to Food Management Studies. Food Management Studies graduates find careers in the institutional and commercial food service industry or choose to become entrepreneurs in food operations and management.

##### **Justification for addition of BALA 200 (Introduction to Entrepreneurship)**

BALA 200 introduces students to problem solving in any business whether new or established. These skills are an essential component of managing food service operations which encounter problems related to suppliers, human resources, operations, vendors, and delivery. (We have approval of the Associate Provost, Alicia Alvero, Interim Director, BALA program, to offer this course as part of the Food Management Studies curriculum.)

**BALA 200. Introduction to Entrepreneurship.** 3 hr.; 3 cr. Prereq.: ACCT 100, and CSCI 12 or CSCI 48. An introduction to the process of beginning a new enterprise; learning how to take an idea for a new or improved product or service and turn it into a business. Students will create a full-fledged business plan, suitable to be sent to possible investors and lenders as well as serving as a blueprint for operating the enterprise. Emphasis will be placed on creating the plan, and then presenting that plan in an effort to convince investors of the viability of the business. Students will learn the thought processes and skills required to succeed when tackling the problems faced by the entrepreneur. Open only to students enrolled in the BALA minor.

##### **Justification for addition of BALA 3983 (Introduction to Brand Marketing)**

BALA 3983 aims to develop fundamental skills in brand or business marketing and effective business communications. These skills are essential for all managers, including managers of

institutional and commercial food service industry. (We have approval of the Associate Provost, Alicia Alvero, Interim Director, BALA program, to offer this course as part of the Food Management Studies curriculum.)

**BALA 398. VT: Special Topics in Business.** 398.1, 1 hr.; 1 cr., 398.2, 2 hr.; 2 cr., 398.3, 3 hr.; 3 cr. Prereq.: Permission of the program director of BALA. Selected issues in business, topics to be announced in advance. Any combination of BALA 391 and 398 may be taken for a maximum of nine credits. The topics of the 398 courses must differ.

### **Justification for addition of BIOL 44 (Food and Human Microbiology)**

BIOL 44 introduces students to the food and human microbiome. This content knowledge is essential for all careers in the food industry to ensure safe food handling practices to protect against food-borne illnesses.

**BIOL 44. Food and Human Microbiology.** 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 11, BIOL 40 or BIOL 106. The student will be introduced to general microbiology. Emphasis will be placed on the microbiology of food and human disease and immunology. The laboratory will deal with the characteristics of microorganisms and their role in the preparation of food. May not be used to fulfill biology major or minor requirements.

### **Justification for addition of FNES 305 (Seminar in Food Management Studies: Career Advancement)**

FNES 305 will introduce students to available career paths and the skills and resources essential for career advancement options in Food Management Studies.

**FNES 305. Seminar in Food Management Studies: Career Advancement.** 1 hr.; 1cr. Prereq.: FNES 275. Exploration of career paths in Food Management Studies. Development of skills, resources and professional ethics, and their application for career advancement in in Food Management Studies.

### **Justification for increase in 1 credit of required courses for the major**

BIOL 44, a 4-credit course, will replace a 3-credit course from the required course work. This change will increase the number of required credits in the major by 1 credit and reduce the number of electives by 1 credit. However, the changed curriculum is stronger and exposes students to critical content areas in Food Management Studies.

## **5. English**

### **a. New course**

**English 203W. Writing Science and Technology for the Public.** 3 hr.; 3cr. Prereq: ENGL 110.

Engagement and experience in writing for the science and technical fields, as well as grassroots community organizations. Emphasis on audience awareness and data analysis and visualization in preparing effective reports, grant proposals, and digital presentations for specific audiences.

Justification:

English 203W teaches students how to write about science and technology for a public, community-focused, or non-specialized audience. The course is designed to be one of a series of 200-level writing courses for students who are interested in exploring the theory and practice of writing across the academic disciplines, or who may be interested in pursuing a writing-intensive career.

The course pays rigorous and sustained attention to the practice of writing, including electronic multimodal communication and collaborative writing. The course design meets the Fall 2018 guidelines for

creating a “W” course: it assigns 15 pages of evaluated writing and gives students the opportunity to revise their work following peer review and instructor feedback..

## 2. New course.

**English 204W. Writing from the Field.** 3 hr.; 3cr. Prereq: ENGL 110. Instruction and practice with the major genres and argumentative structures of writing from observation, interviews and artifacts as in some social sciences and creative writing. Special emphasis on how writing shapes disciplinary knowledge in methodologies for qualitative research and fieldwork, including ethnography.

Justification:

English 204W introduces students to the research and writing practices in the social sciences. The course is designed to be one of a series of 200-level writing courses for students who are interested in exploring the theory and practice of writing across the academic disciplines, or who may be interested in pursuing a writing-intensive career.

The course pays rigorous and sustained attention to the practice of writing, including informal writing and data analysis. The course design meets the Fall 2018 guidelines for creating a “W” course: it assigns 15 pages of evaluated writing and gives students the opportunity to revise their work following peer review and instructor feedback.

## 3. New course

**English 205W. Methods for Writing Research.** 4 hr.; 4cr. Prereq: ENGL 110. A course on the basics of qualitative research designs and methods that researchers use to study writing and literacy. Emphasis on developing a research question, conducting an empirical study on writing, and exploring issues involved in research on writing.

Justification:

English 205W allows students to develop a theoretical and methodological understanding of writing practices. It is designed to be the equivalent of the 4-hour, 4-credit courses in literary research methods (English 241, 242, 243, and 244) that are required for English majors. The fourth hour will be used for student-centered learning, including in-class workshops, group activities, and writing exercises.

The course pays rigorous and sustained attention to the ethics and practice of writing. The course design meets the Fall 2018 guidelines for creating a “W” course: it assigns 15 pages of evaluated writing, building in stages to a final project.

**GCC Minutes Dated May 6, 2020**

**A. ITEMS FOR CAPP**

**1. SEYS (Secondary Education Youth Services)**

**a. New Program**

*Please give the present requirements as previously passed by the Academic Senate. Cross out the materials that you wish changed or eliminated:*

On page 102 of the Bulletin, the Table of Contents on the top left column currently appears as:

2. Master of Arts in Teaching (MAT) programs
  - a. Art (K–12)
  - b. Critical Languages (Arabic, Chinese, Hindi, Korean, Russian, Urdu)
  - c. English Education
  - d. Mathematics Education
  - e. Science Education (Biology, Chemistry, Earth Science, Physics)
3. Post-Master's Certificate Program
  - a. Literacy 5–12
4. Initial Certification

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

**Please change to:**

2. Master of Arts in Teaching (MAT) programs
  - a. Art (K–12)
  - b. Critical Languages (Arabic, Chinese, Hindi, Korean, Russian, Urdu)
  - c. Italian Education
  - d. English Education
  - e. Mathematics Education
  - f. Science Education (Biology, Chemistry, Earth Science, Physics)
  - g. Post-Master's Certificate Program
  - h. Literacy 5–12
4. Initial Certification

**On page 103, insert the following text in the bottom right column, before the goals of the MAT degree program are to:**



## 6. Masters of Arts in Teaching in Italian Language Education

**On page 104, insert the following text in the top right column, before POST-MASTER'S CERTIFICATE PROGRAM IN LITERACY (5–12)**

### **Italian Language Education (18 credits)**

#### *Pedagogical Content Courses*

SEYS 743

SEYS 786

One elective (3credits) from the following:

SEYSW 710. Foreign Language and Cultural Learning through Classroom Interaction

SEYS 714 World Language Program Design

*Or*

Selected Topics: SEYS 767.3\*

Interdisciplinary Curriculum for Critical Language Assessment in Secondary School

Teaching Languages to Young Children

Technology integration for World Language instruction and assessment

Mobilize the modes: IPAs for differentiated instruction and formative assessment

Interdisciplinary Curriculum for Language Assessment in Secondary School 3 hr. 3 cr.

Integrating language, culture and content in World Language Education 3 hr. 3 cr.

#### *Content Courses*

9 credits in Italian

#### *Justification:*

*The MAT and Advanced Certificate in Italian Language Education program is designed for teacher candidates with an undergraduate degree in Italian or equivalent (that is, an Advanced Low in both the Oral Proficiency Interview and Written Proficiency Test; see <http://www.highered.nysed.gov/tcert/actfl.html>). These qualified candidates wish to become certified teachers of Italian (grades 7-12) and gain their master's degree in teaching and develop new programs for secondary Italian language programs. The first 24 credits of the 42 credit MAT program encompass all the required courses that lead to a recommendation for New York State Initial Certification 7-12 and an advanced certificate in Adolescent Education: Italian Language Education. After completing the 24 required credits for the advanced certificate referred to above, an additional 9 credits of graduate level Italian coursework distributed by one course each in Linguistics, Culture, and Literature, 3 credit graduate-level pedagogical content course in world language education (SEYS 743), 3 credits in graduate research (786), and 3 elective credits of graduate level world language curriculum and instruction selected topics courses are required to complete the MAT degree and professional certification.*

*There is a [local, state and national shortage of certified teachers in World Languages](#). Currently, many uncertified teachers are in service for public, private, and community schools.*

*These potential candidates frequently ask us for a program with fewer credits, a terminal Master's degree since it is required for professional certification. Many other local colleges offer lower credit MAT programs (for example, Hunter College, Lehman College, CCNY, NYU, Pace University, St John's University). Queens College is losing candidates to these other programs and our Post Baccalaureate enrollments are thereby decreasing. Our existing MSED program serves a different population; teachers already with Initial Certification from at another institution. The proposed program will allow candidates in Italian language education to obtain initial teaching certification along with a streamlined Master's Degree. There are several MATs offered in the SEYS department; world languages is following suit. We already offer the MAT in Critical Languages Education and enrollment has been successful with many teachers entering the profession in these languages faster.*

*Candidates enrolling in the MAT in Italian Language Education program will be assigned an advisor and will first take pedagogical core courses (12 credits) and pedagogical courses in world language education (12 credits.) The additional 18 credits of graduate level pedagogical study are required to complete the MAT. All have prerequisites among the first 24 credits.*

**Nominating Committee  
Queens College Academic Senate  
Report to the Senate: September 10, 2020**

**The Nominating Committee recommends the following individual(s) for election to the position indicated**

Committee Type	Seat			Candidate		
	Name	Faculty/ Student	Division	Term	Committee	New/ Renewal
<b>Standing</b>						
	<b>Proux, Mitchell</b>	<b>F</b>	<b>Education</b>	<b>Dec 2020</b>	<b>Committee on Undergraduate Admissions &amp; Re-Entry Standards</b>	<b>New</b>
	<b>Jamshad, Sonia</b>	<b>S</b>	<b>Social Sciences</b>	<b>Dec 2020</b>	<b>Graduate Curriculum Committee</b>	<b>New</b>
	<b>Sanchez, Katherine</b>	<b>S</b>	<b>Arts &amp; Humanities</b>	<b>Dec 2021</b>	<b>Undergraduate Curriculum Committee</b>	<b>New</b>
	<b>Rosenblatt, Matthew</b>	<b>S</b>	<b>Social Sciences</b>	<b>Dec 2020</b>	<b>Policy Board on Administration</b>	<b>New</b>
	<b>Pernicano, Kara</b>	<b>S</b>	<b>Arts &amp; Humanities</b>	<b>Dec 2020</b>	<b>Graduate Curriculum Committee</b>	<b>New</b>
<b>Special</b>						
	<b>Rosenblatt, Matthew</b>	<b>S</b>	<b>Social Sciences</b>	<b>April 2022</b>	<b>Special Committee on Governance</b>	<b>New</b>
<b>Other</b>						
	<b>Ma, PoKay</b>	<b>F</b>	<b>Mathematics &amp; Natural Sciences</b>	<b>June 2023</b>	<b>Auxilliary Enterprises Corp</b>	<b>New</b>

**FACULTY SENATE ROSTER  
2019-2021**

**Attendance-May 14, 2020 Last Senate**

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Accounting & Information Systems	Renee Weis	1	P	Jeffrey Satenstein	1	
Anthropology	Omri Elisha	1		Kate Pechenkina	1	
Art	Andrew DeRosa	2	P	Chloe Bass	2	P
Biology	Karl Fath	1	P	Mitchell Baker	1	
Chemistry & Biochemistry	Cherice Evans	1	P	Junyong Choi	1	
Classical, Middle Eastern & Asian Languages and Cultures	Namhee Han	1	P	Xiao Li	1	
Comparative Literature	Charles Martin	2		Christopher Winks	2	
Computer Science	Kenneth Lord	1	P	Robert Goldberg	1	
Drama, Theatre & Dance	OPEN	1		OPEN	1	
Earth & Environmental Sciences, School of	William Blanford	2	P	Jackie Bracco	2	P
Economics	Natalia Candelolondon	1	P	Mathew Bradbury	1	
Elementary and Early Childhood Education	Karla Manning	2		Ashraf Shady	2	
Secondary Education and Youth Services	Leslee Grey	1	P	Theresa Gurl	1	
Educational & Community Programs	Cliff (Yung-Chi) Chen	1	P	Sun A. Kim	1	
English	Miles Grier	2	P	Sue Goldhaber	2	
European Languages & Literatures	Karen Sullivan	1	P	Svetlana Cheloukhina	1	
Family, Nutrition & Exercise Sciences	Anoop Balachandran	2	P	Allison Charny	2	P
Graduate School of Library & Information Studies	Roberta Brody	2	P	Shuheng Wu	2	P
Hispanic Languages & Literatures	Monica Casco	2	P	Brais Outes-Leon	2	P
History	Sarah Covington	1		Thomas Ort	1	
Library	Simone L. Yearwood	2	P	Annie Tummino	2	

## FACULTY SENATE ROSTER 2019-2021

### Attendance-May 14, 2020 Last Senate

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Linguistics & Communication Disorders	Karen Ball	2	P	Kate Menken	2	
Mathematics	Joe Pastore	2	P	Adam Kapelner	2	
Media Studies	SinJoung Yeo	1	P	Richard Maxwell	1	
Music, Aaron Copland School of	Susan Davis	2	P	Jeff Nichols	2	
Philosophy	Stephen Grover	2	P	OPEN	2	
Physics	Timothy Benseman	1	P	Euclides Almeida	1	
Political Science	Alexander Reichl	2		John Bowman	2	
Psychology	Claudia Brumbaugh	1	P	Patricia D'Ateno	1	P
Sociology	Nicholas Alexiou	2		Steven Leventhal	2	
Urban Studies	James Vacca	1	P	Chris Ioannides	1	P
<i>DIVISIONAL AT LARGE</i>						
Arts & Humanities	Dustin Grella	1	P	OPEN	1	
Social Sciences	Elena Frangakis-Syrett	1		Elizabeth Hendrey	1	P
Education	Pam Gershon-Wershba	2		OPEN	2	
Mathematics & Natural Sciences	Steven Schwarz	2	P	George Hendrey	2	P
<i>COLLEGE-WIDE AT LARGE</i>						
	Marco Navarro	2	P	OPEN	2	
	Charles Gomez	1	P	David Erlach	1	
	Ronald Rothenberg	1		OPEN	1	
	OPEN	1		OPEN	1	
<i>COLLEGE WIDE AT LARGE - ADJUNCT</i>						
	Jennifer Valad	2	P	James McElwaine	2	

**Queens College**  
**of The City University of New York**  
**ACADEMIC SENATE STUDENT MEMBERS**  
**2019-2020**

**Attendance – May 14, 2020 – Last Senate**

	<i>Delegates</i>	<i>Present</i>	<i>Alternates</i>	<i>Present</i>
	<b>At Large</b>			
1.	Siddharth Malviya	P		
2.	Zaire Couloute	P		
3.	OPEN			
4.	OPEN			
5.	Shompa Islan	P		
5.	Enrique Peña	P		
7.	Aimen Hassan			
8.	Karandeep Singh			
9.	Gurleen Boparai	P		
10.	Elahie Baksh			
	<b>Undergraduate Upper Junior - Senior</b>			
1.	Mariyah Farooqi			
2.	OPEN			
3.	Yana Zheng	P		
	<b>Undergraduate Upper Sophomore - Lower Junior</b>			
1.	Alihaider Hassan	P		
2.	Rolando Martinez	P		
3.	David Malinovsky			
	<b>Undergraduate Freshman - Lower Sophomore</b>			
1.	Thomas Olsen			
2.	Zainab Farooqi			
3.	Rida Zaidi	P		
	<b>SEEK</b>			
1.	Wilson Delmas			

**QUEENS COLLEGE  
ACADEMIC SENATE  
2019-2020**

**ATTENDANCE –May 14, 2020- Last Senate**

<b><u>EXOFFICIO (NON VOTING) MEMBERS</u></b>	<b><i>Present</i></b>
Dr. William Tramontano, Interim President	
Sandy A. Curko, Interim General Counsel	
Meghan Moore-Wilk Interim Chief of Staff	
Dr. June Bobb, Assistant VP for Enrollment and Student Retention	
Dr. Elizabeth Hendrey, Provost	P
Dr. Kristin Hart, Chief Librarian	
Jay Hershenson, VP for Communications and Marketing and Senior Advisor to the President	
Adam Rockman Vice President for Student Affairs	
Dr. Alicia Alvero, Associate Provost for Academic and Faculty Affairs	P
Dr. Eva Fernández, Associate Provost for Innovation and Student Success	
Dr. Yongwu Rong, Associate Provost for Research and International Programs	
Mr. William Keller, VP for Finance and Administration	
Dr. William McClure, Dean for Division of Arts and Humanities	
Dr. Michael Wolfe, Dean of Social Science	
Dr. Daniel C. Weinstein, Acting Dean of M&NS	
Dr. Craig Michaels, Dean of the Division of Education	
Vacant, Office of Registrar	
Mr. Joseph Cobourne, President Student Association	
Dave Fields, Esq., Parliamentarian	
Mr. Vincent Angrisani, Executive Director of Enrollment and Admissions	
Dr. John Andrejack, Executive Director of the Student Union	
Dr. Richard P. Alvarez, VP of Enrollment and Retention	
Dr. Cheryl Littman, Dean of Institutional Effectiveness	
Dr. Glenn Burger, Dean of Graduate Studies	P
<b><u>CHAIRPEOPLE OF STANDING COMMITTEES</u></b>	
Peishi Wang, Nominating Committee	P
Ken Lord, Undergraduate Curriculum Committee	P
Jeremy Czerw, Elections Committee	
<b><u>GUESTS</u></b>	
Laura Silverman	P
Mohammad Ashraf	P
Jennifer Ross	P
Andre Benjamin	P

**QUEENS COLLEGE  
ACADEMIC SENATE  
2019-2020**

**ATTENDANCE –May 14, 2020- Last Senate**

Andrea Buzon	P
Aura Pena	P
Barbara Moore	P
Cayla Kempf	P
Elizabeth D’Amico-Ramirez	P
Gagandeep Singh	P
James Mellone	P
Veronica Hinton	P
Joan Bell	P
Kimberly Wyllie	P
Kristine Rosales	P
Morena Corradi	P
Oliver Ngai	P
Patricia Cooper	P
Ray Fredrick	P
Rosemary Twomey	P
Plummer	P



## FACULTY SENATE ROSTER 2020-2022

### Attendance-May 14, 2020 New Senate

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Accounting & Information Systems	Renee Weis	2	P	Jeffrey Satenstein	2	
Anthropology	Thomas Plummer	2	P	Omri Elisha	2	
Art	Chloe Bass	1	P	Lawrence Waldron	1	
Biology	OPEN	2		OPEN	2	
Chemistry & Biochemistry	Cherice Evans	2	P	Junyong Choi	2	
Classical, Middle Eastern & Asian Languages and Cultures	Namhee Han	2	P	Ji Young Kim	2	
Comparative Literature	Charles Martin	1		Christopher Winks	1	
Computer Science	Kenneth Lord	2	P	Robert Goldberg	2	
Drama, Theatre & Dance	OPEN	2		OPEN	2	
Earth & Environmental Sciences, School of	William Blanford	1	P	Jackie Bracco	2	P
Economics	Jennifer Roff	2		Mathew Bradbury	2	
Elementary and Early Childhood Education	Karla Manning	1		Ashraf Shady	1	
Secondary Education and Youth Services	OPEN	2		OPEN	2	
Educational & Community Programs	OPEN	2		OPEN	2	
English	Miles Grier	1	P	Sue Goldhaber	1	
European Languages & Literatures	Morena Carradi	2	P	Karen Sullivan	2	P
Family, Nutrition & Exercise Sciences	Ray Fredrick	1	P	Allison Charny	1	P
Graduate School of Library & Information Studies	Shuheng Wu	1	P	James Lowry	1	
Hispanic Languages & Literatures	Monica Casco	1	P	Brais Outes-Leon	1	P
History	OPEN	1		OPEN	1	
Library	Simone L. Yearwood	1	P	Annie Tummino	1	

## FACULTY SENATE ROSTER 2020-2022

### Attendance-May 14, 2020 New Senate

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Linguistics & Communication Disorders	Karen Ball	1	P	Kate Menken	1	
Mathematics	Joe Pastore	1	P	Adam Kapelner	1	
Media Studies	SinJoung Yeo	2	P	Richard Maxwell	2	
Music, Aaron Copland School of	Susan Davis	1	P	Jeff Nichols	1	
Philosophy	Stephen Grover	1	P	OPEN	1	
Physics	OPEN	2		OPEN	2	
Political Science	Alexander Reichl	1		John Bowman	1	
Psychology	Claudia Brumbaugh	2	P	Patricia D'Ateno	2	P
Sociology	Nicholas Alexiou	1		Steven Leventhal	1	
Urban Studies	James Vacca	2	P	Chris Ioannides	2	P
<i>DIVISIONAL AT LARGE</i>						
Arts & Humanities	Dustin Grella	2	P	OPEN	2	
Social Sciences	Rosemary Twomey	2	P	OPEN	2	
Education	Pam Gershon-Wershba	1	P	Patsy Cooper	1	P
Mathematics & Natural Sciences	Steven Schwarz	1	P	George Hendrey	1	
<i>COLLEGE-WIDE AT LARGE</i>						
	Marco Navarro	1	P	OPEN	1	
	Barbara Moore	2	P	Alicia Alvero	2	P
	James T. Mellone	2	P	Veronica J. Hinton	2	P
	Kristine M. Morlaes	2	P	OPEN	2	
<i>COLLEGE WIDE AT LARGE - ADJUNCT</i>						
	Jennifer Valad	1	P	James McElwaine	1	

**Queens College**  
**of The City University of New York**  
**ACADEMIC SENATE STUDENT MEMBERS**  
**2020-2021**

**Attendance –May 14, 2020 – New Senate**

	<i>Delegates</i>	<i>Present</i>	<i>Alternates</i>	<i>Present</i>
	<b>At Large</b>			
1.	Andre Benjamin	P		
2.	Joseph Coubourne	P		
3.	Kimberly Wyllie	P		
4.	Rolando Martinez	P		
5.	Oliver Ngai	P		
5.	Enrique Peña-Oropeza	P		
7.	Cayla Kempf	P		
8.	Gagandeep Singh	P		
9.	Thomas Olsen	P		
10.	Shompa Islam	P		
	<b>Undergraduate Upper Junior - Senior</b>			
1.	Siddharth Malviya	P		
2.	Andrea Buzon	P		
3.	Alihaider Hassan	P		
	<b>Undergraduate Upper Sophomore - Lower Junior</b>			
1.	Rida Zaidi	P		
2.	Parisiah Zaman	P		
3.	OPEN			
	<b>Undergraduate Freshman - Lower Sophomore</b>			
1.	Aura Maria Pena	P		
2.	Nariah Greene	P		
3.	Alexander Kestenbaum	P		
	<b>SEEK</b>			
1.	Marie James			

**QUEENS COLLEGE  
ACADEMIC SENATE  
2020-2021**

**ATTENDANCE –May 14, 2020- New Senate**

<b><u>EXOFFICIO (NON VOTING) MEMBERS</u></b>	<b><i>Present</i></b>
Dr. William Tramontano, Interim President	
Sandy A. Curko, Interim General Counsel	
Meghan Moore-Wilk Interim Chief of Staff	
Dr. June Bobb, Assistant VP for Enrollment and Student Retention	
Dr. Elizabeth Hendrey, Provost	P
Dr. Kristin Hart, Chief Librarian	
Jay Hershenson, VP for Communications and Marketing and Senior Advisor to the President	
Adam Rockman Vice President for Student Affairs	
Dr. Alicia Alvero, Associate Provost for Academic and Faculty Affairs	P
Dr. Eva Fernández, Associate Provost for Innovation and Student Success	
Dr. Yongwu Rong, Associate Provost for Research and International Programs	
Mr. William Keller, VP for Finance and Administration	
Dr. William McClure, Dean for Division of Arts and Humanities	
Dr. Michael Wolfe, Dean of Social Science	
Dr. Daniel C. Weinstein, Acting Dean of M&NS	
Dr. Craig Michaels, Dean of the Division of Education	
Vacant, Office of Registrar	
Ms. Zaire Couloute, President Student Association	P
Dave Fields, Esq., Parliamentarian	
Mr. Vincent Angrisani, Executive Director of Enrollment and Admissions	
Dr. John Andrejack, Executive Director of the Student Union	
Dr. Richard P. Alvarez, VP of Enrollment and Retention	
Dr. Cheryl Littman, Dean of Institutional Effectiveness	
Dr. Glenn Burger, Dean of Graduate Studies	
<b><u>CHAIRPEOPLE OF STANDING COMMITTEES</u></b>	
Peishi Wang, Nominating Committee	P
Ken Lord, Undergraduate Curriculum Committee	P
Jeremy Czerw, Elections Committee	P
<b><u>GUESTS</u></b>	
Timothy Benseman	P
Luis Villa	P
Leslee Grey	P
Joan Bell	P

**QUEENS COLLEGE  
ACADEMIC SENATE  
2020-2021**

**ATTENDANCE –May 14, 2020- New Senate**

Elizabeth D’Amico-Ramirez  
Charles Gomez  
Roberta Brody  
Andrew DeRosa  
Jennifer Ross  
Gloria Stoyanova

P  
P  
P  
P  
P  
P