

**MEETING OF QUEENS COLLEGE
ACADEMIC SENATE**

DATE: December 9, 2021

TIME: 3:35 p.m.

PLACE: Virtual Via Zoom

A G E N D A

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of November 11, 2021
3. Announcements, Administrative Reports, and Memorials:

The Agenda for the Academic Senate meeting on February 10, 2022 will be prepared at the Executive Committee meeting on Thursday, January 27, 2022. Any lengthy material to be considered by the Executive Committee on that date should be emailed to: Kevin.Ferguson@qc.cuny.edu or Brenda.Salas@qc.cuny.edu by January 17, 2022.

4. Special Motions
5. Committee Reports:
 - a. Undergraduate Curriculum Committee Minutes dated November 11, 2021
 - b. Graduate Curriculum Committee Minutes dated November 3, 2021
 - c. Nominating Committee Report dated December 2021
 - d. Subcommittee on Honorary Degrees November 12, 2021

6. Old Business
 - a. Nominations to the Nominating Committee

Faculty – At-Large May 2023

Math & Natural Sciences May 2023

Student – Education May 2023

7. New Business

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE November 11, 2021

The meeting will come to order:

Chair Kevin L. Ferguson called the meeting to order at 3:40 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Ferguson:

“To approve the agenda”

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

2. Approval of Minutes:

- i. MOTION: Duly made by Chair Ferguson:

“To approve the minutes dated October 14, 2021”

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

3. Announcements, Administrative Reports and Memorials:

1. Senator Cherice Evans, Chemistry and Biochemistry, announced the passing of Raymond L. Disch. He was a long standing professor at Queens College and retired in 2005. Professor Disch was a computational chemist and worked with experimentalist in the department.

The Senate paid its respect with a moment of silence.

2. Senator Monica Casco, Hispanic Languages and Literatures and Chair of Senate Committee on Academic Technology, announced that there are open student positions on the committee. Both undergraduate and graduate students were encouraged to apply. Students can fill an application to join the committee on the Academic Senate website.
3. Chair Ferguson announced that the Academic Senate plans to meet in person for the Spring semester.

4. Special Motions: (None)

5. Committee Reports:

a. Undergraduate Curriculum Committee

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

“To accept the UCC minutes of October 14, 2021 as distributed”

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

1. General Education Matters

FNES 147. Family Relations. (IS)

2. Mathematics and Quantitative Reasoning Advisory Committee

3. Writing Intensive Advisory Committee.

4. STEM variant courses.

None.

1. Media Studies

a. New course.

Media Studies 247. Introduction to Video Editing. 3 hours.; 3 credits.

Prerequisite: MEDST 243

The basic techniques of digital video editing. Emphasis placed upon methods and aesthetics of visual storytelling, both narrative and documentary, through continuity editing principles. Students will learn non-linear editing practices using editing software.

b. New Course.

Media Studies 248. Experimental Media. 3 hours.; 3 credits.

Prerequisite: MEDST 243

Examination of alternative approaches to the visual elements of storytelling by exploring graphic novels and short films that experiment with images and narrative technique. Students will create short films, utilizing stop-motion animation, and documentary-style graphic novels.

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(5a. UCC continued)

- c. New Course.

Media Studies 266. Podcasting. 3 hours.; 3 credits.

Prerequisites: MEDST 100, MEDST 101 and MEDST 201W.

The popular, emerging and innovative new media form of Podcasting. Analyze critically the technical, narrative and aesthetic aspects of Podcasting. Students will learn sound design, recording and interview techniques, storytelling approaches to production of fictional and documentary audio stories and create their own Podcasts.

2. Studio Art

DESN 321 Animation Production

Prerequisites: DESN 193 and at least three of the following: DESN 157, 192, 207, 210, 213, 215, 221, 279, 290, 370 or permission from the instructor.

Students with a strong background in animation practices will apply this skillset to create an animated short film. Over the course of the semester students will be responsible for every stage of the process from conception of the idea to completion of the film, concluding with a public screening of the work. Combining multiple animation techniques, integration of other disciplines and experimentation are encouraged.

3. Program Deregistrations – for information

- a. Studio Art- BA
- b. Music – BAMA
- c. Design- BS
- d. Audiology- BA

4. BALA

Addition to list of electives.

BALA 250. Principles of Marketing.

3 hr.; 3 cr. Prereq.: BALA 100.

Develop skills needed to position a brand, business, or product. Students will learn to think strategically about marketing in today's global environment. Not open to students who have received credit for MEDST 260.

5. School of Social Sciences - Resolution to Establish a School of Business at Queens College -Separate document.

6. Anthropology

Change in Course Title, Prerequisites, and Description:

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(5a. UCC continued)

To Read:

ANTH 262. The Nonhuman Primates. 3 hr.; 3 cr.

Prereq.: ANTH 102 or permission of the instructor. A broad survey of natural history and diversity of our closest relatives, the living nonhuman primates – lemurs, lorises, galagos, tarsiers, monkeys, and apes – focusing on anatomical, ecological, and behavioral differences among primate taxonomic groups and implications of this variation for human biology, behavior, and evolution.

7. Latin American and Latino Studies

a. Changes to the Latin American Area Studies Major to include one new elective from existing courses: ENGL 360 VT: Latino/Latina Literature

To:

Requirements for the Major in Latin American Area Studies (Major Code LAAST-BA)

Required: 30 credits from the area and language courses listed. The 30 credits must include

HIST 105 or 106,

PSCI 239 or 259,

SPAN 312 or 377 or 378,

ECON 212,

ANTH 205,

LALS 381 or its equivalent.

Elective (12 credits):

AFST 201W or 232W or 300W or

ANTH 205 or 206 or 215 or 239 or 241 or 243 or 245 or 397 or

ARTH 280 or ARTH 282 or 284 or

DANCE 163 or

ECO 212 or

ENGL 360 or

HIST 105 or 105W or 106 or 106W or 118 or 121 or 200 or 355 or HIST 356 or 392W or

393 or 394 or

LALS 202 or 203 or 204 or 208 or 220 or 294 or 380 or 391 or

LCD 1913 or

PORT 41 or

PSCI 209 or PSCI 230 or 233 or 239 or 244 or 246 or 247 or 249 or 259 or 291 or 292W or

293 or

SOC 211 or 238 or 239 or 240 or 274 or 392 or

SPAN 41 or 45 or 47 or 51 or 60 or 240 or 280 or 290 or 291 or 312 or 370 or 371 or 372 or

373 or 374 or 377 or 379 or 390.

b. Changes to the Latin American Area Studies Minor to include one new electives from existing courses: ENGL 360 VT: Latino/Latina Literature

To:

for the Minor in Latin American Area Studies (Minor Code LALS-MIN)

The minor consists of **18 credits**, which include the following required and elective courses:

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Required (12 credits):

HIST 105 or 106,
PSCI 239 or 259,
ANTH 205 or 206,
SPAN 312 or 377 or 378.

Elective (6 credits): To be chosen from the wide variety of courses from the major or the Puerto Rican and Latino Studies minor.

ARTH 282 or
ANTH 205 or 206 or
ECON 212 or

ENGL 360 or

HIST 105 or 105W or 106 or 106W or HIST 356 or
LALS @
PSCI 239 or 259 or
PORT 41 or
SPAN 312 or 375 or 376

8. Art

- a. Change in Art History Elective offerings:

To read:

Plus one (1) course from: ARTH 200-299, MEDST 100, 101, 144, 146, PHOTO 200

Justification: PHOTO 200 Imaging Resistance: Photographic Media and Socially Engaged Art was recently created for the Photography & Imaging major and is suitable to fulfill the Art History elective for the degree.

- b. Change in Photography & Imaging Elective offerings:

To read:

Photography & Imaging Elective Courses: Seven (7): 21 Choose from DESN 150-399 or PHOTO 150-399 or from ARTS 150-399 *Four (4) of the seven electives must be taken from: ARTS 200 or ARTS 300 level courses, DESN 200 or DESN 300 level courses, PHOTO 200 or PHOTO 300 level courses

9. Resolution to Create a School of the Arts – Separate document.

b. Graduate Curriculum Committee

- i. MOTION: Duly made by Ping Li, Chair of the GCC:

“To accept the GCC minutes of October 6, 2021 as distributed”

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

GCC Minutes Dated October 6, 2021

A. ITEMS FOR UNIVERSITY REPORT

1. ACSM

a. Minor Change: Change in course description

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

TO:

JAZZ 721, 722, 723. Jazz Lessons in Composition. 1 hr.; 4 cr. each. Prereq.: Admission to the jazz composition major. Weekly lessons in jazz composition.

2. ACSM

b. Minor Change: Change in course description

TO:

JAZZ 724, 725, 726. Private Instruction in Jazz Performance. 1 hr.; 4 cr. Prereq.: Permission of Director of Jazz Studies. Weekly private lesson in major applied instrument.

3. ACSM

c. Minor Change: Change in prerequisite or corequisite and course description

TO:

MUSIC 759. Studies in Tonal Harmony and Counterpoint. 3 hr.; 2 cr. Prereq.: Permission of the department. An intensive study of tonal harmony and counterpoint, including chord prolongation and long-range structure. Practical applications. Open to interested students, but required of those who fail the written portion of the Theory Qualifying Examination.

A grade of B- or higher in MUSIC 759 will be regarded as equivalent to a passing grade on the written portion of the Theory Qualifying Examination.

4. ACSM

d. Minor Change: Change in course description

TO:

MUSIC 768. Western Music History Survey. 3 hr.; 2 cr. A survey of Western music covering the major periods through the 20th century. Assigned readings and listening, plus one individualized research project. Final exam on: (1) historical information, and (2) style recognition.

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(5b. GCC continued)

A grade of B- or higher in MUSIC 768 will be regarded as equivalent to a passing grade on the History Qualifying Examination.

5. GSLIS

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

HEGIS: 1699.00

TO:

Core (required) courses:

LBSCI730: Archival Appraisal, Arrangement, and Access

LBSCI732: Introduction to Archival Studies

LBSCI795: Internship

Two additional Archival Studies electives (6 credits) as approved by Coordinator.

6. SEYS

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

Advanced certification program in bilingual education (7-12 grades)

HEGIS: 0899.00

TO:

Course Number	Title	Credits	Date Taken
SEYS 716	<u>Bilingual Education: Theories and Practices</u> (Fieldwork: 10 hours)	3	
SEYS 720	Education of Immigrant Students in the U.S. (Fieldwork: 10 hours)	3	
SEYS 744	Methods and Materials in Teaching English to Speakers of Other Languages in the Content Areas (Fieldwork: 10 hours)	3	
SEYS 745	Reading and Writing for Diverse Learners (Fieldwork: 10 hours)	3	
SEYS 715	Language Acquisition and Learning for Bilingual Students (Fieldwork: 10 hours)	3	
	Total number of credits	15	

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(5b. GCC continued)

7. SEYS

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

2) Please give HEGIS number if known to you:

MSED program in Mathematics and Bilingual Education (7-12 grades):

HEGIS: 0834.00

TO:

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

Graduate studies in Mathematics Education

Course Number	Title	Credits	Date Taken
SEYS 701-708 (Select one not 706)	Educational Foundations: Social, cultural, historical, and philosophical	3	
SEYS 709-710, 717-719, 768 (Select one)	Educational Psychology	3	
SEYS 751	Curriculum/Methods Course in Secondary Mathematics Education (Taken before SEYS 775)	3	(spring only)
SEYS 775 Prereq. SEYS 751	Research in Mathematics Education I	3	(fall only)
SEYS 776 Prereq. SEYS 775	Research in Mathematics Education II	3	(spring only)
	Total number of credits	15	

Graduate studies in Bilingual Education

Course Number	Title	Credits	Date Taken
<u>SEYS 716</u>	<u>Bilingual Education: Theories and Practices (Fieldwork: 10 hours)</u>	3	
SEYS 720	Education of Immigrant Students in the U.S. (Fieldwork: 10 hours)	3	
SEYS 744	Methods and Materials in Teaching English to Speakers of Other Languages in the Content Areas (Fieldwork: 10 hours)	3	
SEYS 745	Reading and Writing for Diverse Learners (Fieldwork: 10 hours)	3	
SEYS 715	Language Acquisition and Learning for Bilingual Students (Fieldwork: 10 hours)	3	
	Total number of credits	15	

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(5b. GCC continued)

8. SEYS

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

MSED program in Science and Bilingual Education (7-12 grades):

HEGIS: 0834.00

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

The MSED program in science and bilingual education was a new program approved by the state in March, so it doesn't have a previous concentration form. We only have a new concentration form.

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

The concentration form for the MSED in science and bilingual education includes SEYS 716 see tables for present requirements and proposed requirements in yellow shade below)

Master of Science in Education (MSEd) in Science and Bilingual Education (7-12)*

Course Number	Title	Credits	Date Taken
SEYS 758	Cognition in Learning Science and Mathematics	3	
SEYS 753	Digital Applications in Science Education	3	
SEYS 754	Curriculum Innovations in Science Education	3	
SEYS 777	Seminar in Research in Science Education I	3	
SEYS 778	Seminar in Research in Science Education II	3	
GEOL 552	GLOBE® Program Environmental Research (Course to be determined with program advisor)	3	

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<u>SEYS 716</u>	<u>Bilingual Education: Theories and Practices (Fieldwork: 10 hours)</u>	<u>3</u>	
SEYS 720	Education of Immigrant Students in the U.S. (Fieldwork: 10 hours)	3	
SEYS 744	Methods and Materials in Teaching English to Speakers of Other Languages in the Content Areas (Fieldwork: 10 hours)	3	
SEYS 715	Language Acquisition and Learning for Bilingual Students (Fieldwork: 10 hours)	3	
SEYS 745 (take after SEYS 744 & SEYS 715)	Reading and Writing for Diverse Learners in Content Areas (Fieldwork: 10 hours)	3	

* Master of Science in Education (MSEd) in Science and Bilingual Education (Grades 7-12) is a 33 credit program designed for students who have attained an initial certification in Biology, Chemistry, Earth Science, or Physics (grades 7-12) and are themselves proficient in a Language Other Than English (LOTE) who wish to gain professional certification as secondary science teachers as well as a bilingual extension.

The program provides coursework in education, science education and bilingual education as well as guided field experiences to prepare these teachers for the special challenges of teaching science to English language learners who are bilinguals in mainstream as well as bilingual classrooms. The 33-credit course of study required leads to professional certification in either Biology, Chemistry, Earth Science, or Physics (grades 7-12) as well as the New York State Bilingual Extension (7-12). **A total of 50 hours of fieldwork experience is required.**

c. Nominating Committee (No report)

d. Elections Committee Report

i. MOTION: Duly made by Sayashmini Madhow, Chair of the Elections Committee:

“To accept the Elections Report Dated November 5, 2021 as distributed”

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



ELECTIONS COMMITTEE
Friday, November 5, 2021

Committee Members		
Name	Dept	Email
Faculty		
Sayashmini Madhow - Chair	M&NS	Sayashmini.Madhow@qc.cuny.edu
Simone Yearwood	Library	Simone.Yearwood@qc.cuny.edu
Jose Sanchez	GSLI	Jose.sanchez2@qc.cuny.edu
Students		
Shaline Mahadeo	-	shaline.mahadeo82@gmail.cuny.edu
Abhinandan Gaba	-	abhinandan.gaba36@gmail.cuny.edu
Tasnia Jennifer	-	tasnia.jennifer84@gmail.cuny.edu

The Student & Faculty 2022 Elections dates are as follows:

Nominations 2022

- Beginning 12:01 a.m. on Sunday 2/13/22 – 2/26/22 Saturday at 11:59 p.m.
- Date of record: 2/18/22 Friday at 11:59 p.m.

Elections 2022

- Student Beginning 12:01 a.m. Sunday 4/10/22 – 4/16/22 Saturday at 11:59 p.m.
- Faculty Beginning 12:01 a.m. Sunday 4/10/22 – 4/16/22 Saturday at 11:59 p.m.

6. Old Business

a. Nominations to the Nominating Committee:

Faculty – At-Large May 2023 (no nominees)

Math and Natural Sciences May 2023 (no nominees)

Social Sciences May 2022

The following faculty was nominated from the floor to fill the OPEN Social Sciences seat:

Stephen Grover May 2022

Student – Education May 2023 (no nominees)

At-Large May 2023

The following student was nominated from the floor to fill the OPEN At-Large seat:

Dylan Tyler May 2023

7. New Business

a. Charter Amendments – Divisions to Schools

i. MOTION: Duly made by Ken Lord, member of the Special Committee on Governance:

“To accept the Charter Amendments-Divisions to Schools”

Discussion followed.

Seeing no further discussion, Chair Ferguson called for a vote.

*Note Chair Ferguson announced that this is a senator vote only.

Motion to accept Charter amendment - passed.

Report of the Special Committee on Governance

Proposed Amendments to the

**Queens College Academic Senate
Charter**

Changing Divisions to Schools

Be it Resolved;

The Academic Senate requests that the Board of Trustees amend the Charter of the Queens College Academic Senate to change the name of the structures that contains the academic departments, other units and programs from Divisions to Schools as stated in the revised Charter below:

Justification: These amendments to the Queens College Academic Senate Charter formalize the decision at Queens College to change the term of the major academic structures that contain the various academic college departments, other units and programs from Divisions to Schools.

The allocation of departments, units and programs within the four current Divisions will remain the same in the four new Schools. The Academic Senate is not recommending any changes in the allocation of votes or other representation at this time.

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b. Bylaw Amendments – Divisions to Schools

i. MOTION: Duly made by Ken Lord, member of the Special Committee on Governance:

“To accept the Bylaw Amendments – Divisions to Schools”

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

Report of the Special Committee on Governance

Proposed Academic Senate Bylaw Amendments

Changing Divisions to Schools

Be it resolved;

1. The Academic Senate approve the following amendments to the Queens College Academic Senate Bylaws and Standing Rules that formalizes changing Divisions to Schools.

2. Implementation: These Bylaw amendments shall only take effect when and if the Board of Trustees approves the Charter Amendments changing the four academic Divisions of Queens College to Schools.

c. **School of Business**

MOTION: Duly made by Dean Kate Pechenkina:

“To move the resolution on the School of Business”

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

RESOLUTION TO

Establish a School of Business at Queens College

WHEREAS, In response to the projected workforce demand for business professionals in the Borough of Queens and New York City in general, Queens College (“QC”) is committed to preparing highly qualified practitioners and professionals in finance, business, and accounting who are culturally competent and have an understanding of the changing landscape of business; and

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WHEREAS, QC has developed a suite of degree programs and career services in a variety of business fields, leading to careers in finance, accounting, actuarial studies, and other career paths in business; and

WHEREAS, QC currently offers six undergraduate business-related majors, including BBAs in Actuarial Studies, Finance, and International Business, a BS in Quantitative Economics, and BAs in Accounting and Economics, as well as MS programs in Accounting and Risk Management, currently housed in three different academic units: the Economics Department, the Accounting Department, and Interdisciplinary Programs unit; and

WHEREAS, The consolidation of these degree programs into one school will strengthen connections among existing programs and give students a comprehensive experience, including advising, co-curricular and extracurricular activities, networking, internships, and other career opportunities, creating a culture of support, development, and innovation; and

WHEREAS, QC is uniquely qualified to foster on-campus collaborations in the field of business, due to the presence of the Tech Incubator at Queens College, a Small Business Development Center on campus, as well as the Blackstone LaunchPad, a student entrepreneurship training program that was recently created, and its documented role as an economic engine for the borough, city, and state; and

WHEREAS, Housing the faculty members and career advisors who deliver these programs in one academic school will stimulate better cooperation in curriculum development and other endeavors, to develop an integrated strategic plan with a goal of exploring The Association to Advance Collegiate Schools of Business accreditation (AACSB) of QC Business programs; and

WHEREAS, For the purpose of facilitating collaboration among business-related programs at QC, streamlining advisement and career pathways for students in business careers, providing synergy with internship coordination and grant applications, enhancing non-credit to credit transitions, and positioning QC to enhance current programs and develop new ones.

NOW, THEREFORE, BE IT

RESOLVED, That the School of Business at Queens College be established effective January 28, 2022.

EXPLANATION: The proposed School of Business will better serve their students and the community by integrating these programs and career advising services in one school to be named the QC School of Business, housed within the School of Social Sciences, which will include the already existing Accounting and Economics Departments as well as the Risk Management program. Creating the QC School of Business will facilitate curriculum planning and development, fundraising activities, and student advising and career services, streamline budgeting for these programs, and promote faculty collaboration towards developing a strategic plan and exploring an AACSB accreditation of QC business programs. A resolution to create QC School of Business is being presented to the September QC Academic Senate meeting of faculty and students.

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d. School of Arts

MOTION: Duly made by Dean Bill McClure:

“To move the resolution on the School of Arts”

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

Board of Trustees of the City University of New York

RESOLUTION TO Establish a School of Arts at Queens College

[insert date of BOT meeting]

WHEREAS, In response to the projected workforce demand for artists and arts professionals in the Borough of Queens and New York City in general, Queens College (“QC”) is committed to preparing highly qualified practitioners and professionals in all genres of the visual and performing arts who are culturally competent and have an understanding of the changing landscape of the arts; and

WHEREAS, QC has developed a suite of degree programs and career services in the arts, leading to careers in music, design, studio, photography, drama and theater, dance, creative writing and translation, entertainment, museum professionals, arts education and as working artists; and

WHEREAS, the QC School of Arts and Humanities currently includes the Department of Art, the Department of Drama, Theater & Dance, and the Aaron Copland School of Music, offering nine undergraduate majors, seven graduate degrees, and a dozen minors and certificates. The undergraduate degrees include the BA in Art Education, Art History, Studio Art, Drama, Dance, (General) Music; the BFA in Design and Photography & Imaging; and the BMus in Music Education and Performance. Graduate programs include the MA in Art History and (General) Music; the MFA in Studio Art and Creative Writing & Literary Translation; the MMus in Classical Performance and Jazz Studies; and the MEd in Music Education; and

WHEREAS, The consolidation of these degree programs into one school will strengthen connections among existing programs and give students a comprehensive experience, including advising, co-curricular and extracurricular activities, networking, internships, and other artistic and career opportunities, creating a culture of support, development, and innovation; and

WHEREAS, QC is uniquely qualified to foster on- and off-campus collaborations in the arts, due to the presence of the Kupferberg Center for the Arts which includes the Colden Center, the Godwin Ternbach Museum, and the Louis Armstrong House Museum as well as

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existing links with Flushing Town Hall, Jamaica Center for Arts and Learning, and the Queens Museum; and

WHEREAS, Housing the faculty members and career advisors who deliver these programs in one academic school will stimulate better cooperation in curriculum development and other endeavors, to develop an integrated strategic plan with a goal of creating the most comprehensive arts curriculum in CUNY and in the Borough of Queens, including and developing accredited programs where appropriate (the Aaron Copland School is accredited by the National Association of Schools of Music); and

WHEREAS, For the purpose of facilitating collaboration among arts related programs at QC, streamlining advisement and career pathways for students in arts, providing synergy with internship coordination and grant applications, enhancing non-credit to credit transitions, and positioning QC to enhance current programs and develop new ones.

NOW, THEREFORE, BE IT RESOLVED, That the Queens College School of Arts be established effective January 28, 2022.

EXPLANATION: The proposed School of Arts will better serve their students and the community by integrating these programs and career advising services into one school to be named the Queens College School of Arts (QC Arts), housed within the existing School of Arts and Humanities. Creating QC Arts will facilitate curriculum planning and development, fundraising activities, and student advising and career services, streamline budgeting for these programs, and promote faculty collaboration towards developing a strategic plan, and developing accredited programs where appropriate. A resolution to create QC Arts is being presented to the September QC Academic Senate meeting of faculty and students.

e. Charter Amendment – Add one non faculty member of the Instructional Staff to Deans, Provost, Chief Lib. Search and review committees.

- i. MOTION: Duly made by Ken Lord, member of the Special Committee on Governance:

“To accept the Charter Amendments to Add one non faculty member of the Instructional Staff to Deans, Provost, Chief Lib. Search and review committees”

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

**Proposed Amendment to the
Queens College Academic Senate
Charter**

Add one non-faculty member of the Instructional Staff to Search and Review Committees

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Be it Resolved;

The Academic Senate requests that the Board of Trustees amend the Charter of the Queens College Academic Senate to allow for the addition of one non-faculty member of the Instructional Staff on College Search and Review Committees for Deans, the Provost and the Chief Librarian by adding a new part G to Section X of the Academic Senate Charter as follows:

SECTION X – Selection and Review of Academic Officers

G. The Academic Senate shall add one member of the non-teaching Instructional Staff to each search and review committee established under this Section.

Justification: The Academic Senate is seeking to include one non-teaching member of the Instructional Staff on College Search and Review Committees for Deans, the Provost and the Chief Librarian in recognition of the knowledge and expertise they would add to such searches and reviews.

f. Bylaw Amendment- Change Ex Office member of Honors and Awards Committee from VP for Student Affairs to Assoc. Provost for Innovation & Student Success.

i. MOTION: Duly made by Ken Lord, member of the Special Committee on Governance:

“To accept the Bylaw Amendment- Change Ex Office member of Honors and Awards Committee from VP for Student Affairs to Assoc. Provost for Innovation & Student Success”

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

Proposed Academic Senate Bylaw Amendments

Change Ex Officio (nonvoting) member

On Honors and Awards Committee

Be it resolved;

1. The Academic Senate approve the following amendment to the Queens College Academic Senate Bylaws Article VII Section 26 B 2 b as follows:

NB: All words to be deleted are in [brackets] and all words to be added are underlined.

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B. College Committee on Honors and Awards

2. Membership: Eight voting, one nonvoting.

b) Ex officio (nonvoting): [Vice President for Student Affairs]
Associate Provost for Innovation & Student Success

g. College Committee on Honors and Awards Proposal

i. MOTION: Duly made by Dan Lee, Chair of the College Committee on Honors and Awards:

“To accept the College Committee on Honors and Award Proposal”

Hearing an objection, discussion followed.

Motion to accept the College Committee on Honors and Awards proposal – failed.

ii. MOTION: Duly made by Senator Cherice Evans, Chemistry and Biochemistry:

“To amend the College Committee on Honors and Awards Proposal “To be eligible for honors, a student must attempt at least **45 credits**”

Discussion followed.

Seeing no further discussion, Chair Ferguson called for a vote.

Motion to amend the proposal - failed.

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

“To Adjourn”

The meeting was adjourned at 3:40 pm. The next Academic Senate meeting will be on Thursday, December 9, 2021.

A. General Education

Numbered proposals available for review at senate.qc.cuny.edu/Curriculum

1. General Education Matters

MES 245. The 1001 Nights in World Literature and Film. (College Option: Literature)

ASL 111. American Sign Language 1 (College Option: Language)

GEOL 64. Planetary Geology (College Option: Science)

2. Mathematics and Quantitative Reasoning Advisory Committee

3. Writing Intensive Advisory Committee.

4. STEM variant courses.

None.

1. Anthropology

a. Addition to the list of electives for the Human Ecology Minor:

ANTH 248: World of the Vikings

Rationale:

This course fulfills the objectives of this Minor, but it was not originally on our list of electives because it had not yet been approved as a new course. This course was previously taught as Anth 249 (our archaeology intermediate level topics course number), which is on the list of electives for this Minor, but the new course number is not.

b. Addition to the list of electives for the Power & Inequality Minor:

ANTH 282: Linguistic Subjectivities in Latin America

Rationale:

This is a new course that fulfills the objectives of this Minor, but it was not originally on our list of electives because it had not yet been approved as a new course.

2. Biology

a. Change in prerequisites and course description.

From:

BIOL 230. Biostatistics. 2 lec., 1 rec., 3 lab. hr.; 4 cr. Prereq.: BIOL 105 and BIOL 106 or the equivalent. ~~Not open to students who have successfully completed any one of the following courses (or their equivalents): ECON 249; MATH 14, 241; PSYCH 107; SOC 205, 306.~~ Probability models, statistical inference, design of experiments, and critical analysis of statistical applications in biology. ~~(SQ)~~

TO READ:

BIOL 230. Biostatistics. 2 lec., 1 rec., 3 lab. hr.;
4 cr. Prereq.: BIOL 105 and 106 or the equivalent. Probability models, statistical inference, design of experiments, and critical analysis of statistical applications in biology.

JUSTIFICATION:

We wish to eliminate the prohibition against taking BIOL 230 when students have previously completed other statistics courses at Queens College because we consider the topics covered to be sufficiently different in nature. Further, the UCC likes to simplify the description and considers listing a BIOL 106 requirement to also include a BIOL 105 requirement. However, because we allow students to take BIOL 106 before BIOL 105 due to lab space constraints, some students wish to take BIOL 230 before they take BIOL 105 and say incorrectly that the course description does not preclude this.

3. BALA

1. Change in prerequisites:

From:

BALA 200. Entrepreneurship and Innovation.

3 hr., 3 cr. Prereq.: ~~none~~

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 business plan using a spreadsheet program for data analysis and documentation, suitable to be sent to possible investors and lenders as well as serving as a blueprint for operating the enterprise. Students will learn leadership and teambuilding skills required to succeed as an entrepreneur or innovator.

To read:

BALA 200. Entrepreneurship and Innovation.

3 hr., 3 cr. Prereq.: BALA 201W

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 business plan using a spreadsheet program for data analysis and documentation, suitable to be sent to possible investors and lenders as well as serving as a blueprint for operating the enterprise. Students will learn leadership and teambuilding skills required to succeed as an entrepreneur or innovator.

Justification:

BALA 200 was modified and approved by the CUNY Board of Trustees in 2021. Without any prerequisites, students were not adequately prepared to handle the entrepreneurship course workload of BALA 200 without the knowledge and training of Business Communications (BALA 201W).

From:

BALA 201W. Business Communications.

3 hr.; 3 cr. Prereq.: ENGL 110 and ~~BALA 100~~.

Introduction to fundamental skills in oral and written communication combined with intercultural competence. Intensive practice in writing effectively across various businesses, drafting and revising documents based on current events and case-studies, creating external and internal communication pieces for organizations, and writing for digital platforms.

To read:

BALA 201W. Business Communications.

3 hr.; 3 cr. Prereq.: ENGL 110 and BALA 101 or BALA 100.

Introduction to fundamental skills in oral and written communication combined with intercultural competence. Intensive practice in writing effectively across various businesses, drafting and revising documents based on current events and case-studies, creating external and internal communication pieces for organizations, and writing for digital platforms.

Justification:

BALA 100 was modified and replaced with BALA 101. It was approved by the CUNY Board of Trustees in 2021. However, the current prerequisite for BALA 201W does not reflect the change.

From:

BALA 303. Strategic Management and Leadership.

3 hr.; 3 cr. Prereq.: ~~Permission of the Director.~~

A capstone course that brings management and leadership skills together. Students will learn how long-term strategic plans are formulated, implemented and evaluated in the business and not-for-profit spheres. The process of melding business analytics, intuition, social responsibility, and ethical considerations to form successful strategies will be explored.

To read:

BALA 303. Strategic Management and Leadership.

3 hr.; 3 cr. Prereq.: BALA 101, BALA 103W, BALA 200 and BALA 201W.

A capstone course that brings management and leadership skills together. Students will learn how long-term strategic plans are formulated, implemented and evaluated in the business and not-for-profit spheres. The process of melding business analytics, intuition, social responsibility, and ethical considerations to form successful strategies will be explored.

Justification:

Currently, every student needs to be manually registered into BALA 303. Setting a prerequisite will streamline the process. Since it is a capstone course for the BALA honors minor program, the course should be taken at the end of a student's academic path in BALA once all other required courses are completed. As Law and Ethics of Business (BALA 302) is a 300-level course, it could be taken concurrently.

2. Change in elective for a Minor: Business and Liberal Arts (BALA)

From:

The BALA minor consists of seven required 3-credit courses totaling 21 credits, which may be taken in conjunction with any major. See the box on this page for specific requirements for the minor. Students who complete the BALA minor will satisfy the Pathways requirement for writing-intensive courses. BALA 103W and 201W each fulfill one unit of the writing-intensive requirement.

Required (21 credits)

BALA 100, 103W, 200, 201W, 302, and 303; and one elective which focuses on Leadership and Business from the list below:

List of Electives:

~~BALA 398.3. Principles of Marketing~~

To read:

The BALA minor consists of seven required 3-credit courses totaling 21 credits, which may be taken in conjunction with any major. See the box on this page for specific requirements for the minor. Students who complete the BALA minor will satisfy the Pathways requirement for writing-intensive courses. BALA 103W and 201W each fulfill one unit of the writing-intensive requirement.

Required (21 credits)

BALA 100, 103W, 200, 201W, 302, and 303; and one elective which focuses on Leadership and Business from the list below:

List of Electives:

BALA 250. Principles of Marketing

Justification:

BALA 398.3 was modified, replaced with BALA 250, and approved by the CUNY Board of Trustees in 2021. It was also approved as an elective for the BALA minor.

4. Hispanic Languages and Literatures

- a. Change in description.

From:

SPAN 041. Masterpieces of Hispanic Literature in Translation. 3 hr.; 3 cr.

Prereq.: ENGL 110. Readings in English translation of some outstanding works of Hispanic literature from its beginnings to the twentieth century, illustrating a variety of genres. The specific works to be considered will vary from semester to semester and from section to section, and will be announced in advance. The course is intended for students who are unable to read Spanish; it is not open to students who have received credit for SPAN 204 or higher numbered courses.

To Read:

SPAN 041. Masterpieces of Hispanic Literature in Translation. 3 hr.; 3 cr.

Prereq.: ENGL 110. Readings in English translation of some outstanding works of Hispanic literature from its beginnings to the twentieth century, illustrating a variety of genres. The specific works to be considered will vary from semester to semester and from section to section, and will be announced in advance. ~~The course is intended for students who are unable to read Spanish; it is not open to students who have received credit for SPAN 204 or higher numbered courses.~~

Justification:

Since the class is conducted in English, there is no reason to prevent Spanish-speaking students from taking SPAN 41.

- b. Change to the major in Spanish

From:

The Major in Spanish consists of 36 credits taken in the following sequence:

I.Required (27 credits): SPAN 221 (for native speakers) or SPAN 222 (for non-native speakers), SPAN 224, 225, 240 (these courses are prerequisites for all higher-numbered courses), SPAN 250, 260, 280, and 290 (one or more of these courses is prerequisite for all higher-numbered literature courses), and SPAN 310 or 312.

II.Electives: 9 additional credits chosen from the following courses, including at least one capstone/writing-intensive seminar (SPAN 390 [literature] or 391 [language]); SPAN 350, 337, 338, 340, 341, 350–353, 356–359, 370, 371–374, 377–379, 390, and 391.

To Read:

The Major in Spanish consists of 36 credits taken in the following sequence:

I.Required (27 credits): SPAN 221 (for native speakers) or SPAN 222 (for non-native speakers), SPAN 224, 225, 240 (these courses are prerequisites for all higher-numbered courses), SPAN 250, 260, 280, and 290 (one or more of these courses is prerequisite for all higher-numbered literature courses), and SPAN 310 or 312.

II. **Electives:** 9 additional credits chosen from the following courses, including at least one capstone/writing-intensive seminar (SPAN 390 [literature] or 391 [language]); SPAN 350, 337, 338, 339, 340, 341, 350–353, 356–359, 370, 371–374, 377–379, 390, and 391.

Justification:

Adding SPAN 339 to the list of elective for the Spanish Major will increase the number of HLL course offerings available thus allowing students to graduate in a timely fashion.

5. CMAL

a. New course.

MES 245. The 1001 Nights in World Literature and Film.

3 hr., 3 cr.; Prereq: ENGL 110

A study of the origins, history, tales, and influences of The 1001 Nights (Alf Layla wa Layla) in both their medieval Arab-Islamic milieu and modern adaptations in world literature and film. Major goals of the course include understanding the original frame story and embedded tales in the literary and political context of the Abbasid era, analyzing the key themes of justice, mercy, fate, and faith as well as gender roles in the text, tracing major European translations of the text and their relationship to Orientalism, and investigating how modern authors and filmmakers have adapted The 1001 Nights to comment on varying historical, political, and social issues. All readings will be in English translation.

Justification:

This course was developed as a new, independent course to provide an additional, regularly taught elective for the Middle East Studies major and Arabic minor. It is also intended to replace elective courses that are no longer consistently being offered

GCC Minutes Dated November 3, 2021

A. CAPPR REPORT

1. LCD

- Linguistics and Communication Disorders: MS in Ed in TESOL

Program Change: From in-person to 75% on-line

2) Please give HEGIS number of known to you: 1508.00

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

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: <N/A, because prior form did not mention mode of instruction>

Justification: The program change in primary mode of instruction is a response to student demand and the conviction of program members that this demand can be met without sacrificing pedagogical quality. Even before last year's forced move to fully on-line instruction, the program surveyed students about their preferences in mode of instruction. We were aware that competing programs had moved to on-line and many potential applicants were asking us about that possibility. Survey results were definitive. Most students preferred to have instruction delivered remotely. It was difficult for them to make it campus after a long workday. They felt that prior on-line instruction had been quite successful. This year's admission cycle backed this up since we had a substantial increase in enrollment. However, some students expressed an interest in in-person instruction, and we prefer to maintain the option. Therefore, we have decided on 75% on-line to allow students a choice in most classes.

2. LCD

- Linguistics and Communication Disorders: Postmasters
Advanced Certificate in TESOL

Program Change: From in-person to 75% on-line

- 2) Please give HEGIS number of known to you: <1508.00>
- 3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated:<N/A>
- 4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: <N/A, because prior form did not mention mode of instruction>

Justification: The program change in primary mode of instruction is a response to student demand and the conviction of program members that this demand can be met without sacrificing pedagogical quality. Even before last year's forced move to fully on-line instruction, the program surveyed students about their preferences in mode of instruction. We were aware that competing programs had moved to on-line and many potential applicants were asking us about that possibility. Survey results were definitive. Most students preferred to have instruction delivered remotely. It was difficult for them to make it campus after a long workday. They felt that prior on-line instruction had been quite successful. This year's admission cycle backed this up since we had a substantial increase in enrollment. However, some students expressed an interest in in-person instruction, and we prefer to maintain the option. Therefore, we have decided on 75% on-line to allow students a choice in most classes.

3. LCD

- Linguistics and Communication Disorders: MA in Applied
Linguistics

Program Change: From in-person to 75% on-line

- 2) Please give HEGIS number of known to you: <1505.00>

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

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding: <N/A, because prior form did not mention mode of instruction>

Justification: The program change in primary mode of instruction is a response to student demand and the conviction of program members that this demand can be met without sacrificing pedagogical quality. Even before last year's forced move to fully on-line instruction, the program surveyed students about their preferences in mode of instruction. We were aware that competing programs had moved to on-line and many potential applicants were asking us about that possibility. Survey results were definitive. Most students preferred to have instruction delivered remotely. It was difficult for them to make it campus after a long workday. They felt that prior on-line instruction had been quite successful. This year's admission cycle backed this up since we had a substantial increase in enrollment. However, some students expressed an interest in in-person instruction, and we prefer to maintain the option. Therefore, we have decided on 75% on-line to allow students a choice in most classes.

4. PSYCH

Proposal to add the distance education format & licensure qualifying: We are seeking to add distance learning options to our Advanced Certificate in Applied Behavior Analysis program & also seeking licensure.

2) Please give HEGIS number if known to you: **2299**

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

The Advanced Certificate in Applied Behavior Analysis is described on pages 241-242 of the 2020-2021 graduate bulletin. It should remain in the same place, within the Psychology programs and immediately after information about the Masters in Applied Behavior Analysis program.

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

ADVANCED CERTIFICATE PROGRAM IN APPLIED BEHAVIOR ANALYSIS

The goal of the Advanced Certificate in Applied Behavior Analysis is to prepare people to design, deliver, and evaluate individualized behavioral intervention. The aim of the certificate program is to provide practitioners with high-quality academic training in applied behavior analysis. To that end, faculty carefully integrate the practicum coursework experience with didactic coursework to provide a meaningful repertoire of behavior analysis that meets the educational competence requirements necessary to pursue professional certification through the Behavior Analyst Certification Board. Students can complete the program through on-campus evening courses and synchronous and asynchronous distance learning courses.

The certificate program is not a Master's program, and thus, a graduate degree is not awarded upon completion of the coursework. The program is designed to fulfill the coursework requirements necessary to sit for the BCBA national exam (www.bacb.com). It does NOT fulfill the experience supervision requirements for the BCBA. Students (on their own) must research the requirements for the practice component of the BCBA.

Requirements for Matriculation and Continuation in the Program

Applicants for admission must possess a BA or BS degree (but are strongly encouraged to have a Master's degree) with an earned grade-point average of at least 3.0 (*B*). Maintenance of a GPA of at least 3.0 through the entire program is required. Additionally, applicants will be required to have some background in psychology (i.e., courses in learning, advanced experimental psychology, developmental disabilities, behavior analysis, etc.). Background in special education and/or field-based experience in behavior analysis are an added strength. The GRE is NOT required, but students for whom English is not a native language must show a score of 600 or higher on the TOEFL.

Transfer credits from other programs will not be applied to the completion of this program.

Curriculum of the Program

The curriculum for the 27-credit Advanced Certificate Program in Applied Behavior Analysis will include the following classes:

Psych 720.05: Autism Treatment (or Psych 791.3, Special Topic: Autism Treatment) (3 cr)

Psych 730.00: Psychology of Learning (3 cr)

Psych 730.01: Theory and Method in Applied Behavior Analysis 1 (3 cr)

Psych 730.05: Applied Behavior Analysis: Measurement and Applied Project 1 (3 cr)

Psych 730.02: Theory and Method in Applied Behavior Analysis 2 (3 cr)

Psych 730.06: Applied Behavior Analysis: Measurement and Applied Project 2 (3 cr)

Psych 795.00/791.30: Fieldwork in Applied Behavior Analysis (3 cr)

Psych 771.30: Ethical Issues in Applied Behavior Analysis (3 cr)

Psych 791.30: Record Keeping (3 cr)

Justification: Changes reflect language around the program providing students with both in person on campus courses as well as synchronous and asynchronous distance learning options.

In addition, we are pursuing status as a licensure qualifying program for the License in Behavior Analysis with New York state. To that end we have had to modify the Advanced Certificate curriculum. Changes reflect the additional courses necessary to meet state requirements.

5. PSYCH

Proposal to add the distance education format: We are seeking to add distance learning options to the Master's in Applied Behavior Analysis program.

2) Please give HEGIS number if known to you: **2099**

3) Please indicate the precise location where the new requirements should appear in the Graduate Bulletin: The Master's in Applied Behavior Analysis program is described on pages 240-241 of the 2020-2021 graduate bulletin. It should remain in the same place, within the Psychology programs and immediately before information about the Advanced Certificate in Applied Behavior Analysis program.

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

MASTER'S IN APPLIED BEHAVIOR ANALYSIS

(39 credits)

The goals of the Master's Program in Applied Behavior Analysis are to provide students with training:

- to work in a variety of fields with a variety of populations in need of behaviorally based interventions.

- that meets the educational competence requirements necessary to pursue professional certification through the Behavior Analyst Certification Board and licensure in Applied Behavior Analysis in New York.
- that helps students contribute to and advance the field through conduct and participation in research as well as presentations.
- that supports the possibility of continuing their education at the doctoral level.

Students can complete the program through on-campus evening courses and synchronous and asynchronous distance learning courses.

Degree Requirements for the Master's in Applied Behavior Analysis

39 credits distributed as follows:

Required courses (30 credits)

PSYCH 705. Statistics 3 credits

PSYCH 720.05 Autism *or* PSYCH 791.3 Special Topics: Autism Treatment 3 credits

PSYCH 730. Psychology of Learning 3 credits

PSYCH 730.01. Theory and Method in Applied Behavior Analysis I 3 credits

PSYCH 730.02. Theory and Method in Applied Behavior Analysis II 3 credits

PSYCH 730.05. Applied Behavior Analysis: Measurement and Applied Project I 3 credits

PSYCH 730.06. Applied Behavior Analysis: Measurement and Applied Project II 3 credits

PSYCH 771.03. Ethical Issues in Psychology 3 credits

PSYCH 791.3. Special Topics: Record Keeping 3 credits

PSYCH 795.00. Fieldwork Project in Applied Behavior Analysis 3 credits

Comprehensive Exams and 9 Credits of Elective Courses

Students must pass the Applied Behavior Analysis comprehensive exam and complete 9 credits of elective courses. The majority of elective courses must be Applied Behavior Analysis courses, and up to 6 credits of the 9 total can come from non-Applied Behavior Analysis courses.

The Applied Behavior Analysis comprehensive exam is a four-hour exam that examines one's responses to applied behavior analysis questions in an essay format. The questions come from the Behavior Analysis Certification Board's task list. The exam includes five questions; a passing score is an average score of 2.0 or greater, with a score of 1.3 or greater on each question (all scored on a 0- to 3-point scale by at least two faculty members). Students are allowed to take comprehensive exams a maximum of two times. If the exam is taken a second time, the second administration must be within one year of the first attempt. The student will be withdrawn from the program if they are unable to pass the exam on the second attempt.

Qualifying students may have the option to complete a thesis to substitute for a portion of the elective courses. A Master's Thesis is a written document describing a research study conducted by a student. All thesis research must be approved by the IRB prior to data collection. Student's who pursue a Master's thesis do not take the comprehensive exam and instead take either:

1) 3 credits of electives and 6 credits of independent thesis work with a faculty mentor. The 6-credit thesis must receive approval by a committee of two faculty members (faculty mentor and reader) prior to beginning research and must be defended upon completion to the same committee.

2) 6 credits of electives and 3 credits of thesis work with a faculty mentor. (The final thesis must be defended by a committee of two faculty members (faculty mentor and reader)).

Qualifications for completing a Master's thesis: high GPA (3.5 or higher), active engagement in research prior to thesis (e.g., attendance at lab meetings), formal research relationship with ABA mentor, ABA mentor agrees to supervise thesis, completion of 730.05 and 730.06 prior to planning a thesis.

Applied Behavior Analysis Elective Courses

PSYCH 720.01. Developmental Disabilities I 3 credits
PSYCH 720.02. Developmental Disabilities II, Functional Assessment 3 credits
PSYCH 720.03. Behavioral Intervention in Developmental Disabilities 3 credits
PSYCH 720.04. Behavioral Analysis of Child Development 3 credits
PSYCH 730.04. Supervised Practicum in Applied Behavior Analysis 3 credits
PSYCH 730.07. Theories of Association 3 credits
PSYCH 731.00. Stimulus Control of Behavior 4 credits
PSYCH 732.00. Motivation and Reinforcement 4 credits
PSYCH 780. Quantitative Methods in Psychology 3 credits
PSYCH 791.3/754.00. Behavioral Science and Business 3 credits
Other Elective Courses (maximum of 6 credits allowed from this list):
PSYCH 700.00. History of Psychology 3 credits
PSYCH 703.1. Design of Psychological Research 3 credits
PSYCH 708.1. Basic Neuroscience: Neuroanatomy 3 credits
PSYCH 708.4. Behavioral Neuroscience 3 credits
PSYCH 720. Developmental Psychology 3 credits
PSYCH 746. Social Psychology 3 credits
PSYCH 755. Psychopathology I 3 credits
PSYCH 760. Psychometric Methods 3 credits
PSYCH 791/757.00. Organizational Diagnosis and Intervention 3 credits
PSYCH 791.3. Special Topics 3 credits

Appeals Process

Students who disagree with the outcomes of the Applied Behavior Analysis comprehensive exams may appeal such a decision. Appeals will only be granted following a second failed comprehensive exam, as this outcome is grounds for dismissal from the program.

Students who disagree with an unsatisfactory thesis judgment may appeal such a decision. Appeals will only be granted for decisions following the completion and defense of thesis research.

For all appeals, a student must write a letter to the Applied Behavior Analysis (ABA) committee, which governs both the ABA Master's and Certificate programs. Each letter received will be examined and discussed by the ABA committee. Additionally, the ABA committee will examine the student's academic record at Queens College. After considering the evidence, the ABA committee will vote on whether to uphold the decision or grant the appeal.

In all cases, students developing an appeal letter should consider what to say in the letter and what evidence to provide to justify one's appeal. The letter should include any and all relevant information regarding reasons why an appeal should be granted (including medical documentation, if relevant).

If an appeal is granted, the ABA committee will provide this ruling in writing and specify the contingencies under which the requirement must be completed.

Any other academic appeals relevant to disputing grades, dismissal from the program on academic grounds, and/or removal from the program on student disciplinary grounds are governed by the Queens College *Graduate Bulletin*, and should be exercised through the mechanisms described in the *Bulletin*.

Requirements for Continuance in the Psychology MA Programs

All students enrolled in any of the Master's programs who, after taking 12 graduate credits, have not achieved an academic index of 3.0, will be placed on probation or dropped from the Master's program in Psychology.

Non-Matriculated Studies

Certain graduate courses are open to qualified professionals and career specialists in psychology or other fields. These courses may fulfill a particular need for skill acquisition or credential maintenance for teachers, social workers, et al. Students who believe that a course or course sequence is relevant should contact the Head of the Master of Arts program regarding suitability for enrollment. *Applicants for non-matriculated status must receive approval of the Head of the MA program on their applications before submitting them to the Graduate Admissions Office.* A lifetime cumulative total of no more than 12 credits may be taken on a non-matriculated basis.

Justification: Changes reflect language around the program providing students with both in person on campus courses as well as synchronous and asynchronous distance learning options. We also clarified language around the certification and licensure students qualify for following completion of the Master's program. In addition, reviewing the bulletin entry revealed a miscalculation in the total number of credits for the program. The required courses total 30 credits (not the 27 as indicated in the bulletin), making the total credits for the Master's program 39. We have corrected that in the bulletin entry.



November 12, 2021

Dear Professor Ferguson,

The Members of the Subcommittee on Honorary Degrees are pleased to submit to the Academic Senate our recommendations for two recipients of an honorary doctorate at the 2022 commencement:

Mr. Danny Burstein: Alum of Queens College, an award-winning actor and singer, and a star of theatre, film, and television.

Mr. Danny Burstein earned his BA degree in drama in 1986 from Queens College before completing an MFA in acting at the University of California, San Diego, in 1990. His mother, Virginia Vega Burstein, earned her BA in 1978 at Queens College, and his stepfather, Harvey Burstein, was a professor of philosophy at Queens College for many years.

Mr. Burstein's career exemplifies the humanity, cultural depth, and sense of community we value in our graduates and public figures. He is most closely identified with Broadway, where he has performed in some of the most exciting shows ever staged (e.g., *The Seagull*, *The Drowsy Chaperone*, *Women on the Verge of a Nervous Breakdown*, *South Pacific*, *Cabaret*, *Fiddler on the Roof*). Mr. Burstein has also performed in non-profit and experimental venues and in on stages around the country. He has won two Drama Desk Awards and three Outer Critics Circle Awards, an Independent Reviewers of New England (IRNE) Award, and a Drama League Award. Mr. Burstein won the 2020 Tony Award for Best Featured Actor in a Musical, honoring his portrayal of Harold Zidler in *Moulin Rouge*!

While Mr. Burstein's multiple professional accomplishments alone merit an honorary degree, his role in promoting appreciation for multicultural values is genuinely noteworthy. Despite his fame, Mr. Burstein is involved in New York City's multicultural, cosmopolitan culture and values. He is a frequent guest lecturer at schools and universities, including Queens College. Mr. Burstein is one of Queens College's most active alumni leaders. He maintains the highest standards he learned at Queens College through his profession, and his performance expresses the empathy and insight he brings to the human condition. Mr. Burstein exemplifies the optimism, humanism, and perseverance to which our students aspire.

Arturo Casadevall: Alum of Queens College and a distinguished scientist, physician, teacher, scholar, editor, and humanist.

Dr. Arturo Casadevall is an internationally recognized expert in infectious diseases, and he is an important voice for the honesty, integrity, and value of science. He was born in Cuba, and he arrived in Elmhurst, Queens, at age 11. As a young man, he worked at McDonald's. At Queens College, he majored in chemistry and then he entered the MD/PhD program at New York University, graduating with his MS and PhD in biochemistry. The suffering he witnessed due to the early AIDS epidemic inspired his commitment to combatting infectious diseases. He was an assistant professor at Albert Einstein and served as director of the storied Division of Infectious Diseases at Montefiore Medical Center; the Selma and Jacques Mitrani Professor in Biomedical Research; and the Leo and Julia Forchheimer Professor of Microbiology and Immunology. Currently, he holds appointments at the Johns Hopkins Bloomberg School of Public Health and the Johns Hopkins School of Medicine, where he was named a Bloomberg Distinguished Professor at Johns Hopkins University.

Dr. Casadevall is a world-class researcher who has published more than 746 papers and 33 book chapters, notably in immunology, microbiology, genetics, molecular biology, biochemistry, and medicine. The core of his research concerns how microbes cause disease and how the immune system defends itself. Dr. Casadevall is the recipient of such prestigious awards as the American Society for Microbiology Founders Distinguished Service Award, the National Institutes of Health Merit Award, and the Rhoda Benham Award from the Medical Mycology Society of America. He is a fellow of the American Association for the Advancement of Science and the American Academy of Microbiology and was elected to the National Academy of Medicine and the American Academy of Arts and Sciences. He has won many teaching awards over his career.

While Dr. Casadevall's research and accomplishments alone merit an honorary degree, his role in promoting diversity, equity, and inclusion in science is remarkable. Dr. Casadevall is a strong voice for promoting women and underrepresented minorities in science. Nearly half his trainees are from underrepresented groups, and over half are women, and he has pressed for gender equity in grant funding and visibility at professional conferences. His mentoring of scientists from underrepresented groups was recognized with the William Hinton Award of the American Society of Microbiology. His lifelong commitment to knowledge and the public good represents Queens College's highest values.

FACULTY SENATE ROSTER 2020-2022

Attendance – November 11, 2021

<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		Jeffrey Satenstein	1	
Anthropology	Thomas Plummer	1		Omri Elisha	1	P
Art	Sin-ying Ho	2	P	Michael Nelson	2	
Biology	Karl Fath	1		John Waldman	1	
Chemistry & Biochemistry	Cherice Evans	1	P	Junyong Choi	1	
Classical, Middle Eastern & Asian Languages and Cultures	Namhee Han	1		Ji Young Kim	1	
Comparative Literature	Ali Jimale Ahmed	2		Christopher Winks	2	
Computer Science	Kenneth Lord	1	P	Robert Goldberg	1	
Drama, Theatre & Dance	Jeffrey Greenberg	1	P	Claudia Feldstein	1	
Earth & Environmental Sciences, School of	Jacqueline Bracco	2	P	Jeffrey Bird	2	
Economics	Jennifer Roff	1		Mathew Bradbury	1	
Elementary and Early Childhood Education	Sunghee Shin	2		Ashraf Shady	2	
Secondary Education and Youth Services	Jay Shuttleworth	1		Salvatore Garofalo	1	
Educational & Community Programs	YungChi Chen	1	P	Sun A. Kim	1	
English	Kevin Ferguson	2	P	Christopher Williams	2	
European Languages & Literatures	Morena Corradi	1	P	Karen Sullivan	1	
Family, Nutrition & Exercise Sciences	YaChing Hung	2	P	Jihee Choi	1	P
Graduate School of Library & Information Studies	James Lowry	2		Ping Li	2	P
Hispanic Languages & Literatures	Monica Casco	2	P	Brais Outes-Leon	2	
History	Elissa Bemporad	1		Kara Schlichting	1	
Library	Robin Naughton	2	P	Annie Tummino	2	

FACULTY SENATE ROSTER 2020-2022

Attendance – November 11, 2021

<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	Elizabeth Ijalba	2		Lauren Heffernan	2	
Mathematics	Joe Pastore	2		Adam Kapelner	2	
Media Studies	SinJoung Yeo	1	P	Richard Maxwell	1	
Music, Aaron Copland School of	Jeff Nichols	2		Mark Powell	2	
Philosophy	Stephen Grover	2	P	OPEN	2	
Physics	Timothy Benseman	1		Euclides Almeida	1	
Political Science	Alexander Reichl	2	P	John Bowman	2	
Psychology	Claudia Brumbaugh	1	P	Patricia D'Ateno	1	P
Sociology	Hongwei Xu	2		Anna Maria Bounds	2	
Urban Studies	James Vacca	1		OPEN	1	
<i>DIVISIONAL AT LARGE</i>						
Arts & Humanities	Dustin Grella	1	P	Vanessa Perez-Rosario	1	
Social Sciences	Rosemary Twomey	1	P	Elizabeth Hendrey	1	P
Education	Pamela Wershba Gershon	2		OPEN	2	
Mathematics & Natural Sciences	Concettina Pagao	2	P	Nicholas Vlamis	2	P
<i>COLLEGE-WIDE AT LARGE</i>						
	Yinxian Zhang	2	P	OPEN	2	
	Barbara Moore	1	P	Alicia Alvero	1	P
	James T. Mellone	1	P	Veronica J. Hinton	1	
	OPEN	1		OPEN	1	
<i>COLLEGE WIDE AT LARGE - ADJUNCT</i>						
	Jennifer Valad	2	P	Lisa Clark	2	P

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

Attendance –November 11, 2021

	<i>Delegates</i>	<i>Present</i>	<i>Alternates</i>	<i>Present</i>
	At Large			
1.	Gabriel Kesten		Hannah Okner	
2.	Fatima Bhutta		Thomas Olsen	
3.	Zainab Farooqi		Yudesh Sohan	
4.	Nariah Greene	P		
5.	Muslimah Abdul			
5.	Devonte Rowe			
7.	Rida Zaidi			
8.	Rasheed Robinson			
9.	Marie James	P		
10.	Leslie Jarret			
	Undergraduate Upper Junior - Senior			
1.	Emma Richter	P		
2.	Saskia Van Horn	P		
3.	Shompa Islam			
	Undergraduate Upper Sophomore - Lower Junior			
1.	Reveena Ramotar	P		
2.	Rita Igbinoba	P		
3.	OPEN			
	Undergraduate Freshman - Lower Sophomore			
1.	Melton Thorpe	P	Holden Velasco	
2.	Carmela Miller	P		
3.	Jamal Mark			
	SEEK			
1.	Gurleen Boparai			

**QUEENS COLLEGE
ACADEMIC SENATE
2021-2022**

Attendance –November 11, 2021

<u>EXOFFICIO (NON-VOTING) MEMBERS</u>	<i>Present</i>
Dr. Frank H. Wu, President	
Sandy A. Curko, General Counsel	
Meghan Moore-Wilk Chief of Staff	
Vacant, Assistant VP for Enrollment and Student Retention	
Dr. Elizabeth Hendrey, Provost	P
Dr. Simone L. Yearwood, Interim Associate Dean and Chief Librarian	P
Jay Hershenson, VP for Communications and Marketing and Senior Advisor to the President	P
Dr. Jennifer Jarvis, Vice President for Student Affairs	
Dr. Alicia Alvero, Associate Provost for Academic and Faculty Affairs	P
Dr. Nathalia Holtzman, Interim Associate Provost for Innovation and Student Success	P
Mr. vacant, VP for Finance and Administration	
Dr. William McClure, Dean for Division of Arts and Humanities	P
Dr. Ekaterina Pechenkina, Interim Dean for the Division of Social Science	P
Dr. Daniel C. Weinstein, Dean for Division of Math & Natural Sciences	P
Dr. Dana Fusco, Interim Dean for Division of Education	
James Curry, Office of Registrar	
Ms. Zaire Couloute, President Student Association	
Dave Fields, Esq., Parliamentarian	
Vacant, Executive Director of Enrollment and Admissions	
Dr. John Andrejack, Executive Director of the Student Union	
Dr. vacant, VP of Enrollment and Retention	
Dr. Rachel Fester, Interim Dean of Institutional Effectiveness	
<u>CHAIRPEOPLE OF STANDING COMMITTEES</u>	
Ping Li, Graduate Curriculum Committee	P
Ken Lord, Undergraduate Curriculum Committee	P
Dan Lee, Committee on Honors and Awards	P
Sayashmini Madhow, Elections Committee	P
<u>GUESTS</u>	
Cayla Kempf, (Student Association Vice President)	P
Corinna Singleman (Macaulay Honors College)	P
George Giannopoulos (Family, Nutrition and Exercise Sciences)	P
Julian Cornell (Media Studies, Film Studies)	P
Susan Rotenberg (Chemistry and Biochemistry)	P
Mitchell Proux, (Field Placement)	P

**QUEENS COLLEGE
ACADEMIC SENATE
2021-2022**

Attendance –November 11, 2021

Mohammad Ashraf (Academic Advising Center)	P
Schiro Withanachchi (Economics)	P