

**MEETING OF QUEENS COLLEGE
ACADEMIC SENATE**

DATE: March 10, 2022

TIME: 3:35 p.m.

PLACE: Remote

A G E N D A

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of February 10, 2022
3. Announcements, Administrative Reports, and Memorials:
 - a. VP for Institutional Advancement, Alumni Relations, Laurie Dorf

The Agenda for the Academic Senate meeting on April 14, 2022 will be prepared at the Executive Committee meeting on Thursday, March 24, 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 March 18, 2022.

4. Special Motions
5. Committee Reports:
 - a. Undergraduate Curriculum Committee Minutes dated February 10, 2022
 - b. Graduate Curriculum Committee Minutes dated February 2, 2022
 - c. Nominating Committee Report dated March 2022
 - d. Teaching Excellence & Evaluation Committee – Music Proposed Survey
6. Old Business
 - a. Nominations to the Nominating Committee
 - i. Student – Education May 2023
7. New Business

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE February 10, 2022

The meeting will come to order:

Chair Kevin L. Ferguson called the meeting to order at 3:37 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 December 9, 2021”

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

3. Announcements, Administrative Reports and Memorials:

1. President Frank Wu spoke about the different issues experienced by students with access to QC campus on the first week of classes. He assured that the goal is to get students on campus while ensuring compliance. President Wu also spoke briefly about the graffiti discovered in Delany Hall on January 6. He stated that they are doing everything they can to investigate this incident. President Wu then introduced our new Chief Diversity Officer & Dean of Diversity, Jerima DeWese.
2. Chief Diversity Officer & Dean of Diversity, Jerima DeWese began by thanking President Wu for summarizing the important work that they do. Dean DeWese stated that the incident that occurred in Delany Hall will not be tolerated. The safety and well-being of all community members is of utmost importance. Resources are available to support any community member who has been affected by it. Dean DeWese spoke about the ongoing work and safety measures that are being put in place. She assured the Senate that this investigation is being taken very seriously.

4. Special Motions: (none)

5. Committee Reports:

a. Undergraduate Curriculum Committee

- i. MOTION: Duly made by Ken Lord, Chair of the Undergraduate Curriculum Committee:

“To accept the UCC minutes of December 9, 2021 as distributed”

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

Undergraduate Curriculum Committee

Minutes of 12/9/2021

A. General Education

1. General Education Matters

Women and Gender Studies 104. Introduction to LGBTQ Studies (IS)
PSCI 234. Contemporary Western Europe (WCGI)
PSCI 241. Politics of Ethnic Cleansing and Genocide (IS)
SEYS 150. Youth and Society (IS)
Africana Studies 203. Africa in the World (WCGI)
Africana Studies 100. Introduction to Africana Studies (USED)
Classics 11. Scientific and Medical Terminology (College Option: LANG)

2. Mathematics and Quantitative Reasoning Advisory Committee

3. Writing Intensive Advisory Committee.

ANTH 212, 212W. Peoples and Cultures of the Middle East.
Media Studies 223W: Media Writing

4. STEM variant courses.

None.

1. Psychology

Change to a major: Psychology

To Read:

Advanced course list: 323, 334, 337, 341, 345, 346, 347, 349, 352, 353, 354, 357, 358, 359, 360, 362, 375

2. Linguistics and Communication Disorders

Change to a Major: Communication Sciences and Disorders

To Read:

First Level: Must obtain an average GPA of 3.0 across the three 100 level courses (LCD 105, LCD 106, LCD 110). One course retake at the 100 level is allowed if the student did not meet the minimum GPA of 3.0 across all three courses. Students who have met the minimum GPA but would like to retake a course would be allowed to subject to availability of seats.

3. Media Studies

Change In Title and Description:

To Read:

MEDST 146. History of the Cinema III: 1970 to 2000.
4 hr., 3 cr. Development of the cinema from 1970 to 2000. Covers economic, institutional, and aesthetic changes in cinema from the rise of the blockbuster to the emergence of new national cinemas around the world.

4. European Languages and Literatures

Change in program name.

To:

French and Francophone Studies

5. Mathematics

Changes to Requirements for a Major

Proposal 1: Update requirements for Pure Mathematics Option of the Mathematics Major.

TO READ:

Required: MATH 151 and 152 (or the equivalents), 201 and 202 (or 207), 231, 301 (or 601), and 310, and eight elective MATH courses at the 200-, 300-, 600-, or 700-level (not including MATH 271, 272, or 385). Two of the following courses may be taken to fulfill elective requirements: CSCI 111, CSCI 320, PHYS 207, PHYS 243. (Some of these elective courses require a prerequisite (CSCI 220 or PHYS 146.4) that does not count toward the math major, but would count toward a major or minor in that subject.)

Proposal 2: Update requirements for Secondary Education Option of the Mathematics Major.

TO READ:

THE SECONDARY EDUCATION OPTION (CONCENTRATION CODE MATH-SEC)

A co-major in SEYS is required; see SEYS.

Required: MATH 151 and 152 (or the equivalents), 201, 220, 231 (or 237), 241, 301 (or 601), 385, 505, and 518, CSCI 111 (or 112), and one of CSCI 211, CSCI 212, PHYS 121, or PHYS 145. Three or four additional courses as follows: Three additional courses chosen from Lists X and Y below, of which at least two must be from List X, or four additional courses chosen from Lists X and Y below, of which at least one must be from List X. At least fifteen credits of these required and elective courses must be taken at Queens College.

List X: MATH 305 (or 605), 310, 317 (or 617), 609, 612, 618, 626, and 634. MATH 310 is recommended for those who expect to teach calculus. Also especially recommended are MATH 305 (or 605), 317 (or 617), and 618.

List Y: MATH 202, 223, 232, 242, 245, 247, 248, 250, 320 and all 500- and 600-level courses not already used to satisfy the above requirements. MATH 202 is usually required for entry into master's degree programs in mathematics.

Point of Information:

These changes have been made in consultation with the Math Education program in SEYS.

New Courses

Proposal 3: Reforming the Abstract Algebra Sequence

TO READ:

MATH 301. Abstract Algebra I. 4 hr., 4 cr. Prereq: MATH 231 or the equivalent. Theory of groups, including cyclic and permutation groups, homomorphisms, normal subgroups and quotient groups. Theory of rings, including integral domains and polynomial rings. Additional topics may be discussed. Not open to students who are taking or who have received credit for MATH 601 or 702.

MATH 302. Abstract Algebra II. 3 hr., 3 cr. Prereq: MATH 301 (or 601) or the equivalent. This is a continuation of Math 301. Advanced topics in group and ring theory. Fields and field extensions. Not open to students who are taking or who have received credit for MATH 602 or 702.

Point of Information:

These changes have been made in consultation with the Math Education program in SEYS.

Proposal 4: Cross-listing Number Theory as an Undergraduate Course

To Read:

MATH 305. Number Theory. 3 hr.; 3 cr.

Prereq.: MATH 231 or 237. Prime numbers, the unique factorization property of integers, linear and non-linear Diophantine equations, congruences, modular arithmetic, quadratic reciprocity, contemporary applications in computing and cryptography. Not open to students who are taking or have received credit for MATH 605.

Changes to Existing Courses

Proposal 5: Update prerequisites for MATH 250

TO READ:

MATH 250. Mathematical Computing. 3 hr.; 3 cr. Prereq.: MATH 201 or MATH 231.

Introduction to a mathematical programming language such as Mathematica, Maple, MATLAB, or Sage. Students will learn algorithmic thinking and apply these ideas to explore problems arising in various areas of mathematics. No prior experience in programming is necessary.

Courses Withdrawn

MATH 333. Introduction to Algebraic Structures.

Courses Added to the Reserve List

MATH 237. Honors Linear Algebra.

MATH 337. Honors Abstract Algebra.

In addition, please update the course description of MATH 337:

TO READ:

MATH 337. Honors Abstract Algebra. 3 hr.; 3 cr. Prereq.: Permission of the chair. An intensive course for students intending to do advanced work related to mathematics. Definitions, examples, and basic properties of groups, rings, fields, and vector spaces. Not open to students who are taking or who have received credit for MATH 301 or 601.

6. Media Studies

a. New Course.

Media Studies 366. Class And Media: Intersectional Economies. 3 hours.; 3 credits.

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

Exploration of the representation of class in media, with emphasis upon an intersectional approach. Examination of how class narratives impact both production and consumption of media, as well as how activists can challenge power and give voice to the experience and perspectives of everyday working people through media. Students will consider how narratives about class intersect with elements of identity, such as race, ethnicity, gender and sexuality and how they influence media production and representation.

b. New Course.

Media Studies 267. Script Analysis. 3 hours.; 3 credits.

Prerequisites: MEDST 201W and MEDST 245.

In-depth analysis of the televisual screenplay's structure, storylines, characters, dialogue, and themes. Explore a wide range of narrative techniques and storytelling styles, from Hollywood to independent and alternative. Students read screenplays and view films critically to explore story elements are communicated through visual means, how dramatic momentum is built and how characters are made credible and complex. Students will apply lessons to their own screenwriting.

Change To A Major: Media Studies

To Read:

REQUIREMENTS FOR THE MAJOR IN MEDIA STUDIES (MAJOR CODE MEDST-BA)

Required

MEDST 100, 101, and 201W; one additional Media Arts or Media Production Course from the following list: MEDST 241, 242, 243, 245, 246, 247, 248, 266, 310, 313, 314,

317, 318, or 361; and three courses at the 300 level, at least two of which must be designated as writing intensive (W).

Electives

Five additional elective courses, possibly including three credits of MEDST 299, Internship.

Change To A Minor: Media Studies

To Read:

REQUIREMENTS FOR THE MINOR IN MEDIA STUDIES (MINOR CODE MEDST-MIN)

Required

MEDST 100, 101, and 201W.

Electives

Four courses of the student's choice from departmental offerings. At least two of the four must be at the 200 level or above.

(The following Justification explains the proposed changes to both the Media Studies Major and Media Studies Minor).

7. Linguistics and Communication Disorders

Change in prerequisite:

To Read:

LCD 207. Anatomy and Physiology for Speech and Language. 3 hr.; 3 cr.

Prereq.: LCD 105, 106, and 110 with a combined GPA of at least 2.6, and open to CSD majors only.

LCD 208. Hearing Science. 3 hr.; 3 cr.

Prereq.: LCD 105, 106, and 110 with a combined GPA of at least 2.6, and open to CSD majors only.

LCD 216. Language Acquisition. 3 hr.; 3 cr.

Prereq.: LCD 105, 106, and 110 with a combined GPA of at least 2.6, and open to CSD majors only.

LCD 309. Speech Science. 3 hr.; 3 cr.

Prereq.: A grade of B– or better in LCD 207 and 208, and open to CSD majors only.

LCD 316. Language and Communication in the School-Aged Child. 3 hr.; 3 cr.

Prereq.: A grade of B– or better in LCD 216, and open to CSD majors only.

LCD 322. Disorders of Speech. 3 lec., 1 clinical lab. hr.; 4 cr.

Prereq.: A grade of B– or better in LCD 207, and open to CSD majors only.

LCD 323. Disorders of Language. 3 hr. lec., 1 hr. clinical lab.; 4 cr.

Prereq.: A grade of B– or better in LCD 207 and 216, and open to CSD majors only.

LCD 330. Audiology I. 3 hr.; 3 cr.

Prereq.: A grade of B– or better in LCD 207 and 208, and open to CSD majors only.

8. English

Proposal 1: Change in course title

To:

ENGL 360: VT: Latina, Latino, and Latinx Literature.

Proposal 2: Change in course title and description

To:

ENGL 356. Native American and Indigenous Literatures. 3 hr.; 3 cr. Prereq: ENGL 170W. A study of the literatures and expressive cultures of Native American and Indigenous communities, which may include such topics as intellectual and cultural sovereignty, responses to settler colonialism, cultural appropriation, rhetorical practices of self-representation, and narrative and storytelling methods. (LIT)

The following changes are program changes to the English major and Writing minor that were approved by the English Department Curriculum Committee on November 22, 2021.

Proposal 3: Change to English major

To:

Of the 7 electives, at most 3 creative writing courses (210W, 211W, 301W, 302, 303W, 304) may be applied to the major. The remaining four electives must be literature or noncreative writing courses.

Proposal 4: Change to the Writing Minor

To:

Writing for Professions: choose one 3-credit course

English 201W: VT: Writing for Special Fields

English 203W. Writing Science and Technology for the Public

English 220. Editorial Practices

English 396W. Writing Studies

English 397W: Seminar in Teaching Writing

English 392. Composing Digital Media [Variable Topics: Web Development, Video production, podcasting, data visualization, etc.]

English 2993. Internship [with permission of the department]

Media Studies 223 and 223W: Media Writing

To:

Electives: choose three 3-credit courses (a total of 9 credits) (note that the same course cannot be used as an elective if it was used to fulfill one of the required areas 1-3 above):

English 190: Reading as Writers
English 200W: Writing about Writing
English 201W: Essay Writing for Special Fields
English 203W: Writing Science and Technology for the Public
English 204W: Writing from the Field
English 205W: Methods for Writing Research
English 206: Writing Studio [1 cr.]
English 210W: Introduction to Creative Writing
English 211W: Introduction to Writing Nonfiction
English 220: Editorial Practices
English 2993: Internship [with permission of the department]
English 301W: Fiction Workshop
English 302: Playwriting Workshop
English 303W: Nonfiction Workshop
English 304: Poetry Workshop
English 382: Composing Digital Media
English 394W: Writing Multilingualism
English 396W: Writing Studies
English 397W: Seminar in Teaching Writing
English 398: Portfolio Workshop
MEDST 223 and 223W: Media Writing
MEDST 245: Screenwriting
MEDST 246: Art of the Adaptation

9. Family, Nutrition & Exercise Sciences

BS-Nutrition and Dietetics Program (NUTDTS-BS)

Proposed Change in Admission GPA and Minimum grade Requirement

To Read:

For admission to the Nutrition and Dietetics program the student must meet the following requirements:

- a. An overall GPA of 3.2, including courses taken at Queens College and other accredited institutions
- b. A grade of B or better for all courses required in the Nutrition and Dietetics program
A 3.2 GPA from Queens College will be needed to receive a Verification Statement, a document required by the Accreditation Council for Education in Nutrition and Dietetics for entry into a Dietetic Internship. A student may be denied a Verification Statement if an Academic and/or Disciplinary Sanction was deemed necessary due to academic dishonesty.

10. Secondary Education and Youth Services

New Course.

SEYS 150. Youth & Society. 3 hr.; 3 cr. Prereq.: None. This course is a General Education Pathways (IS) course serving undergraduate students (including students with majors outside of education) who are interested in exploring the intersections between individuals, learning, and society. Students will explore various historical conceptualizations of youth and adolescence to deepen their critical understanding of the social, economic, and public policy issues that affect young people today. Learners will gain experiential knowledge and problem-solving skills by participating in a coordinated service-learning project in partnership with local youth-focused organizations. Outside of class meetings, students will spend 16 hours engaging in on-site learning experiences, which take place during Weeks 4-12 of the semester (2 hours per week over the course of 8 weeks).

11. CMAL

New Course.

CLAS 11. Scientific and Medical Terminology 3 hr.; 3 cr. Prereq.: none. Examination of the dependence on Greek and Latin for the terminology, prefixes, suffices, and roots of words in the sciences. This course will demystify scientific and medical language and further amplify the student's understanding of English vocabulary.

12. Africana Studies

a. New Course.

AFST 100. Intro to Africana Studies. 3 hr.; 3 cr. Prereq.: None
An introduction to the field of Africana Studies. Drawing from history, philosophy, sociology, anthropology, political science, literature, gender and sexuality studies, philosophy, the health sciences, and performance studies the course explores the African foundational relationship to and connections with its Diaspora populations. Africana Studies investigates the lives, histories, cultures, and thought of Africans and African-descended people. The purpose of this course is to introduce students to several of the key concepts, moments, and debates that prevail in the discipline. Over the course of the semester, we will examine the role of race, the mechanics of global slavery, and the importance of both in the making of the modern world.

b. New Course

AFST 203. Africa In the World. 3 hr.; 3 cr. Prereq.: None
Examination of contemporary and historical cultural production on and from Africa across a range of registers, including literary, musical, and visual arts, material culture, and science and technology. We employ key theoretical concepts from history, anthropology, political science, psychology, sociology, literature, and social theory to analyze these forms and phenomena, and help to both situate contemporary cultural production and to interrogate the

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(5a. UCC continued)

future directions of African being in the world. Anchoring our discussions in case studies, we consider how Africa's place in and relationship to the global is articulated through creative practices. The course shows creative cultures and cultural production as not only aesthetic or functional, but also thoroughly political. We explore cases from throughout the continent.

13. 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

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

c. New Course:

PHOTO 245 Digital Pinhole Imaging & Large Format Printing I

(4 hours per week / 3 credits) Prerequisite: PHOTO 176, PHOTO 165

Exploration of the skills and creative aspects of imaging through the design and production of a lens less camera using a laser cutter, design and fabrication software for capturing, preparing and printing of digital negatives. Students will learn to use those negatives in the analog process of contact printing Cyanotypes and/or Gum Bichromate prints. Images will be scanned and processed through a large format print workflow. This course will reinforce the basics of photography such as composition, subject matter, and point of view through close critique of student work.

d. New course

PHOTO 345 Digital Pinhole Imaging & Large Format Printing II

(4 hours per week / 3 credits) Prerequisite: PHOTO 235

This course advances student research into the design and creative aspects of imaging through the design and production of a lens less camera using a laser cutter, fabricating and coding of a digital sensor, capturing, preparing and printing of digital images, and an advanced large format digital printing workflow. This course will introduce more advanced principles of photography and imaging such as critical theory, conceptual meaning, and abstraction through close critique of student work. In addition to the traditional concerns of photography we will explore the effects that new digital tools have on the art of photography and how we communicate with this new photography.

e. New course

PHOTO 230 3D Modeling, Printing, & Casting I

(4 hours per week / 3 credits) Prerequisite: None

Emphasis on the role new imaging technologies play in analog sculptural processes. In this course students will learn how to take advantage of new imaging tools such as 3D modeling and 3D printing and apply it to the traditional art of mold making and casting. The course will explore the rudiments of 3D modeling, how to

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(5a. UCC continued)

prepare 3D files for 3D printing using Fused Deposition Modeling, the basics of molding models in various materials and the unique properties of casting in those materials. Students will study the aesthetic qualities of sculptural form as well as the technical aspects of the imaging process.

f. New course

PHOTO 330 3D Modeling, Printing, & Casting II

(4 hours per week / 3 credits) Prerequisite: PHOTO 230

3D Modeling, Printing, and Casting II builds on the advanced imaging skills available with 3D modeling and more advanced mold making. This course will emphasize the role of new imaging technologies, how these new ways of imaging are affecting the art world and the role they play in analog sculptural processes. In this course students will learn advanced techniques in imaging using 3D modeling and 3D printing as it applies to the traditional practice of mold making and casting. The course will explore advanced methods and tools of 3D modeling, how to prepare files for Fused Deposition Modeling, Stereolithography, and Laser Sintering 3D printing. Students will explore the genre of installation made with multiples and the way reproducible art, such as photography and casting, are similar and what this type of work is able to communicate.

g. New Course

PHOTO 285 Gaming a System - Imaging a Community

(4 hours per week / 3 credits) Prerequisite: PHOTO 176, PHOTO 165

Queens College students have much to discover about Queens College, our diverse borough of Queens, and their place in it. Students today have at their disposal tools to navigate the increasingly conceptual and political nature of photography and imaging, and more broadly art, such that the picture of their landscape can be more robust. In this course, students can take advantage of new digital, social, and communication technology in data collection methods and graphic display techniques to create a multi-media “portrait” of a neighborhood nearby to QC. The course will explore the methods and materials needing to code and develop a cellphone game app for Android and iOS. Students will create team projects and presentations. As students gain the skills to control a variety of new tools and tech they can use them to enrich their photographic and Imaging practice and ability to visually communicate.

h. New Course

PHOTO 240 Images in Round - Leaving the Plane

(4 hours per week / 3 credits) Prerequisite: PHOTO 176, PHOTO 165

This intermediate course will research the application of photography and images to sculptural form. Students will become familiar with various processes of applying photography to 3 dimensional surfaces which include but are not limited to iron oxide transfer, water-slide decals for fired on ceramics, silk screening, cyanotype, polaroid lifts, and liquid emulsions on ceramics, glass, and wood. Students will explore the materials and methods used to apply photographs and images to nontraditional surfaces as well as engage in critique and discussion on why to use these techniques and what they may communicate.

i. New Course.

PHOTO 195 Photography & Imaging Software

(4 hours per week / 3 credits) Prerequisite: none

This introductory course will explore the critical software programs made by Adobe that are used in photography and imaging. Students will become familiar with Photoshop, Lightroom, Bridge, Illustrator, and Premier. Students will learn the purpose and function of the major Adobe programs and how they apply to photography and imaging while completing assignments that help them gain skills in using the most common tools. Utilizing various software for the production and/or post-production of imagery is an increasing necessary skill.

14. Music

From:

[MUSIC 111. Music of Diverse Genres and Style Periods. 3 hr.; 3 cr. Prereq.: MUSIC 1. An elective continuation of MUSIC 1 to expand contact with the repertory and understanding of musical forms and procedures.]

[MUSIC 204. The Symphony Up to and Including Beethoven. 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). The origins and development of the symphony with emphasis on the symphonies of Haydn, Mozart, and Beethoven.]

[MUSIC 205. The Symphony from Schubert to the Present. 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent).]

[MUSIC 206. The Concerto. 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). From the Baroque era to the present.]

[MUSIC 207. Chamber Music. 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Comprehensive study of outstanding examples of duo sonata, trio, quartet, quintet, sextet, and larger chamber music groups from the time of Bach.]

[MUSIC 208. The String Quartet in History and Performance. 2 hr.; 2 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). A lecture-recital course surveying the history and repertory of the string quartet from Haydn and his predecessors to the present.]

[MUSIC 209. The String Quartets of Beethoven. 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Lecture-recital course presenting all the quartets of Beethoven.]

[MUSIC 210. The Violin: Its History and Literature. 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Lecture-recital course focusing on selected

works from Bach to the present.]

[MUSIC 211. Piano Literature of the Romantic Period (1800–1900). 2 hr.; 2 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Lecture-recital course: great composers from Beethoven through Brahms and Liszt.]

[MUSIC 213. The Art Song. 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Detailed study of songs and songwriters from the Troubadours and Minnesingers to the present. Songs of the major composers of various countries. Frequent live performances.]

[MUSIC 214. Masterpieces of Choral Music. 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Choral music from the Middle Ages to the present, including works by Machaut, Josquin des Prez, Palestrina, Schütz, Bach, Handel, Mozart, Beethoven, Verdi, and Stravinsky.]

[MUSIC 216. Twentieth-Century Opera. 2 hr.; 2 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). The leading composers of opera from 1890 to the present.]

To:

None. All of these courses are to be withdrawn.

15. Art

a. Change to a Major: Design (Major Code ARTGD-BFA)

To Read:

ARTH 101 or 102

One course from ARTH 200–299, MEDST 100, 101, 144, 146, PHOTO200.

b. Change to a Major: Photography and Imaging (Major Code ARTS-BFA)

To Read:

Art History Core Courses (9 credits)

ARTH 102; ARTH 258; one (1) course from ARTH 200–299, MEDST 100, 101, 144, 146, PHOTO200

- c. Change to a Major: Studio Art (Major Code ARTS-BFA)

To Read:

Art History

ARTH 101 and 102 plus two additional Art History courses, one from Modern and one from any of the other general areas of Art History. PHOTO200 may also be used as an Art History elective.

- d. Change to a Major: Art History (Major Code ARTH-BA)

To Read:

30 credits in Art History, including ARTH 101, 102, and 300 (ARTH 1 may be substituted for ARTH 101 or 102 if taken before the student has elected to major in Art History; no more than 6 credits from ARTH 1, 101, and 102 may be applied to the degree); 21 credits must be selected from ARTH 110–115, 200–299, 300–349 (including one course from at least three of the general areas of Art History: Ancient, Medieval, Renaissance-Baroque, Modern, and Non-Western) and PHOTO200.

b. Nominating Committee

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

“To accept the Nominating Committee Report dated February 10, 2022

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

1) Undergraduate Admissions & Re-Entry Standards Committee

The following student was elected by unanimous consent:

Siqi Li No major yet through: December 2022

2) Special Committee on Governance

The following student was elected by unanimous consent:

Tavia Kaplan Social Sciences through: April 2023

c. Undergraduate Scholastic Standards Committee – Academic Senate Policy

- i. MOTION: Duly made by David Leventhal, Undergraduate Scholastic Standards Committee Chair:

“To accept the Undergraduate Scholastic Standards Committee minutes”

Discussion followed.

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

Proposed

Extend an INC Grade/ Reopen an FIN Grade:

Undergraduate Academic Senate Policy (Page 24):

4. If the grade submitted was INC the Registrar's Office has not received a Report of Change of Grade Form indicating that the work had been completed by the end of the following term, then for under-graduates these grades are automatically converted to F.

If, due to extenuating circumstances, students are unable to resolve an INC grade before the end of the next regular semester (Fall or Spring), they should request permission from the instructor(s) to defer the conversion of the INC to a failing grade. Students should be advised that denial of their request is possible. The professor's denial will be final, and the student will be required to complete the missing work by the end of the final examination period the following semester.

If, due to extenuating circumstances students are unable to resolve a temporary grade of INC before conversion to FIN, they may request special permission from the instructor(s) to complete the course. If permission to resolve the grade is given, students may then complete the course with the instructor. If permission is denied, the grade will remain on the student's record as FIN. The professor's denial will be final.

Proposed:

Academic Senate Policies

Retroactive withdrawal appeals are withdrawals requested after the semester has been completed. Such withdrawals shall require documentation and verification of the extenuating circumstances that prevented the student from completing the course and from withdrawing during the appropriate time limits during the semester in question. Retroactive withdrawal appeals may be submitted in attempt to remove FIN, INC and WU grades for semesters Prior to Fall 2021. WU grades received prior to Fall 2021 are calculated in the GPA as zero and will

continue to negatively impact a student’s GPA. Retroactive withdrawals appeals can be requested from the Office of Student Advocacy/USSC within one calendar year. This time period may be extended if a student can document an emergency situation. Retroactive withdrawals are only granted with permission of the instructor or department chair and cannot be granted if the student was assigned an earned grade in the course.

Proposed WU Grade:

Undergraduate Academic Senate Policy (Page 35):

FACULTY RIGHTS, RESPONSIBILITIES AND OBLIGATIONS

1. In undergraduate courses, the grades submitted must be from among the following: A+, A, A-, B+, B, B- C+, C, C-, D+, D, F, WU, INC, R. (4/9/81 and 10/26/83)

Failure in a course under the grading system for first- semester freshmen and under the pass/no-credit grading option is defined as receipt of an F grade from the instructor. (11/23/81) Grades of W, and WU posted for courses taken on a P/NC basis remain on the records. (4/12/84)

As of Fall 2021, WU grades no longer negatively impact a student’s G.P.A.

6. Old Business

a. Nominations to the Nominating Committee:

i. Faculty - Math & Natural Sciences May 2023

The following faculty was nominated from the floor to fill the OPEN M&NS seat:

Concettina Pagano May 2023

ii. Student – Education May 2023 (no nominees)

7. New Business

a. University Faculty Senate

Chair Ferguson announced that there are open seats on the University Faculty Senate. Faculty were encouraged to apply to the open seats.

MOTION: Duly made by Chair Ferguson:

“To Adjourn”

The meeting was adjourned at 4:12 pm. The next Academic Senate meeting will be on Thursday, March 10, 2022.

A. General Education

1. General Education Matters
2. Mathematics and Quantitative Reasoning Advisory Committee
3. Writing Intensive Advisory Committee.
4. STEM variant courses.
None.

1. Music

a. New Course.

MUSIC 254. Treble Choir. 4 hours, 1 credit. Prereq.: Permission of the instructor; admission is by audition. The purpose of this ensemble is to achieve the highest standards of choral artistry among music written for soprano and alto voices. Rehearsals are supplemented by individual preparation. Satisfies the large-ensemble requirement for music majors. May be repeated for credit. Fall, Spring

Justification: For several years, the Concert Choir (MUSIC 258) has been operating as a treble choir, with soprano and alto voices only, even though the Undergraduate Bulletin describes Concert Choir as a mixed chorus (soprano–alto–tenor–bass). Under the leadership of Prof. Eric Rubinstein, our Treble Choir has received national recognition from the American Choral Directors Association. We wish to formalize its existence as a permanent performance ensemble, while leaving the option of reviving Concert Choir as a mixed chorus in the future. Like other performance ensembles in the Aaron Copland School of Music, Treble Choir offers one credit.

2. Chemistry

a. Change to the minor (Minor code: CHEM-MIN)

From:

Required: CHEM 113.1, 113.4, 114.1, 114.4, ~~251, 252 and either CHEM 211 or 371 and one laboratory course chosen from among CHEM 212, 291, 376, 391, or the equivalent HMNS research course.~~

To read:

Required: CHEM 113.1, 113.4, 114.1, 114.4, and 10 credits taken from any of the following courses Chem 211, 212, 240, 251.4, 251.1, 252.4, 252.1, 291, 331.3, 331.1, 341.3, 341.1, 371, 372, 376, 381, 382, 385, 387, 391.1-3, HMNS 102, HMNS 291. Students may not double minor in biochemistry and in chemistry. Transfer students must complete a minimum of one lecture and one laboratory chemistry course of intermediate or upper level at Queens College to earn a minor.

Justification:

The change to this minor allows more flexibility for students with interests in computer science and/or physics to complete a minor in chemistry. With the physical sciences becoming increasingly more interdisciplinary, this flexibility in the chemistry minor will allow students with an interest in working in chemical physics, material science, or machine learning as applied to chemical and/or physical programs to obtain a minor in chemistry.

Some transfer students are likely to have completed all minor requirements at another CUNY school. With the flexibility to do elective courses listed above, they will be able to choose one lecture and one lab course that they have not transferred in already and obtain a minor in Chemistry at Queens College.

b. New Minor: Biochemistry Minor (BIOCH-MIN)

Required: CHEM 113.1, 113.4, 114.1, 114.4, 251.4, 251.1, 252.4, 252.1, AND one lecture course selected from CHEM 371, 372, 378, AND one lab course selected from CHEM 376, 291, 391.1-3,

HMNS 102, HMNS 291. Students may not double minor in biochemistry and in chemistry. Transfer students must complete a minimum of one lecture and one laboratory chemistry course of intermediate or upper level at Queens College to earn a minor.

Justification:

Majority of our current chemistry minors take Biochemistry courses to satisfy pre-requisites for health sciences and wish to list Biochemistry, instead of chemistry, as a minor in their transcript. This requires us to define the minor separately and explicitly include Biochemistry courses. Since biochemistry requires 10 credits of Organic Chemistry courses as pre-requisites, Biochemistry minor has a minimum of 25 credits and differs from the requirements of a chemistry minor. Double minor in chemistry and biochemistry is not allowed because the required courses for chemistry minor is a subset of biochemistry minor.

GCC Minutes Dated February 2, 2022

A. ITEMS FOR UNIVERSITY REPORT

1. PHYSICS

a. Minor Change: Change in course number

FROM:

~~ASTR 501~~, Modern Aspects of Astronomy. 4 hr.; 4 cr. Prereq.: Permission of the department. A course for teachers providing an introduction to general astronomy with emphasis on the structure and evolution of the universe. Not open to candidates for the MA in Physics.

TO:

PHYS 502, Modern Aspects of Astronomy. 4 hr.; 4 cr. Prereq.: Permission of the department. A course for teachers providing an introduction to general astronomy with emphasis on the structure and evolution of the universe. Not open to candidates for the MA in Physics.

Justification: This course is intended for teachers seeking to satisfy certification requirements in Physics; however, certification authorities do not accept it because of its designation as ASTR rather than PHYS.

2. SPAN

c. Minor Change: Change in course number

FROM:

Spanish 778. Cinema and Literature in the Hispanic World. 2 hr. plus conf.; 3 cr. The course will examine different aspects of Hispanic cinema and its relationship to literature. The approaches include: 1) Movements (neo-realism, new wave, etc.); 2) Genres; 3) Literature into films; 4) The cinema as a socio-cultural phenomenon; 5) Cinematic stylistics. Films will be shown in the original language. Students will be expected to produce substantial works of film analysis.

TO:

Spanish 779. Cinema and Literature in the Hispanic World. 2 hr. plus conf.; 3 cr. The course will examine different aspects of Hispanic cinema and its relationship to literature. The approaches include: 1) Movements (neo-realism, new wave, etc.); 2) Genres; 3) Literature into films; 4) The cinema as a socio-cultural phenomenon; 5) Cinematic stylists. Films will be shown in the original language. Students will be expected to produce substantial works of film analysis.

Justification: The new course, approved in 2006, should have been SPAN 779 instead of SPAN 778 as that number corresponded to another course, Advanced Translation in Spanish.

Not changing the number of the Cinema and Literature in the Hispanic World course to SPAN 779 will cause this title to appear on the transcripts of all students who took SPAN 778 in the past instead of the course they really took, Advanced Translation in Spanish.

3. FNES: Master of Science in Nutrition and Exercise Sciences, Exercise Specialization

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

FROM:

Required courses in the exercise science specialization include FNES 702, ~~719~~, 720, ~~721~~, 722, ~~723~~, ~~724~~, 725, 726, 796, and 797 plus ~~one~~ elective course (~~3~~ credits), or pass a comprehensive examination plus ~~two~~ elective courses (~~6~~ credits) from 707, 708, 762, 770 or other courses as approved by the graduate exercise science advisor. ~~Note: A choice of the comprehensive exam will require one additional elective course. Students interested in this program should consult with the graduate exercise science advisor, Dr. Michael Toner~~

TO:

Required courses in the exercise science specialization include FNES 702, 720, 722, 725, 726, 729, 733, 734, 796, and 797 plus two elective courses (6 credits), or pass a comprehensive examination plus three elective courses (9 credits) from 707, 708, 719, 762, 770 or other courses as approved by the graduate exercise science advisor.

Justification: The Department seeks accreditation of its Exercise Science Specialization. These program changes here address the requirements for academic programs to gain accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). This program accreditation allows students of the exercise science program to qualify for the prestigious American College of Sports Medicine's Exercise Physiologist and Clinical Exercise Physiologist certifications.

**Nominating Committee
Queens College Academic Senate
Report to the Senate: March 10, 2022**

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 |
| Standing | | | | | | |
| | Fidel J. Tavarez | F | Social Sciences | Dec 2023 | Campus Affairs, Environment, and Graduation Advisory Committee | New |
| | Norka Blackman- Richards | F | Arts and Humanities | Dec 2023 | Campus Affairs, Environment, and Graduation Advisory Committee | New |
| | Sofia Taherkhani | S | Math and Natural Sciences | Dec 2023 | Campus Affairs, Environment, and Graduation Advisory Committee | New |
| Special | | | | | | |
| | | | | | | |
| | | | | | | |
| Other | | | | | | |
| | | | | | | |
| | | | | | | |

To whom it may concern:

For many years, certain performance ensemble courses at the Aaron Copland School of Music were not subject to student evaluations. With a new generation of faculty in place, we wish to rectify this immediately. The general survey used for “classroom courses” across QC is poorly suited to the specific nature of a performance ensemble, which generally has no reading or writing assignments; the students’ primary responsibility outside of class is to practice their individual parts in advance of rehearsals. The culminating “projects” of all ensemble courses are public performances; as such, the success or failure of each student to prepare properly has a direct impact on fellow students’ experience in this collective effort, more so than in a music theory or music history class.

We therefore propose this modified survey, which better addresses the needs of our performance ensembles. Students in most programs at the School of Music are required to enroll every term in a large performance ensemble, which currently includes the following:

| | |
|------------|-----------------------------------------------------------------|
| Music 2591 | Queens College Orchestra |
| Music 792 | Queens College Orchestra |
| Music 2531 | Symphonic Wind Ensemble |
| Music 793 | Symphonic Wind Ensemble |
| Music 356 | Vocal Ensemble |
| Music 7941 | Vocal Ensemble |
| Music 156 | QC Choral Society |
| Music 606 | QC Choral Society |
| Music 258 | Queens College Concert Choir |
| Music 7948 | Queens College Concert Choir |
| Music 254 | Treble Choir (new course, proposed to UCC, to begin in 2022-23) |

I move that the Senate adopt this course evaluation survey for the Music courses listed above.

Thank you for your consideration and attention.

Sincerely,
David Schober
Associate Chair, Aaron Copland School of Music, Queens College

PROPOSED SURVEY

What did you like most about this course?

Did you receive a detailed syllabus during the first week of class?

Yes

No

How difficult is the course?

Not at all difficult

Somewhat difficult

Moderately difficult

Very difficult

Extremely difficult

On average, how much time did you spend per week working on this ensemble outside of the regularly scheduled rehearsal time?

Less than 2 hours

2-4 hours

4-6 hours

More than 6 hours

What is your overall evaluation of the course, as distinct from the instructor?

Poor

Fair

Good

Very Good

Excellent

**Please explain why you would or would not recommend this instructor to a friend.
What, if anything, could the instructor have done to improve this class?**

The instructor is clear and easy to understand in rehearsals.

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

Not applicable

The instructor interacts well with students (through verbal and/or electronic communication).

Strongly disagree
Disagree
Neither agree nor disagree
Agree
Strongly agree
Not applicable

The instructor provides useful feedback (e.g., detailed critique and refinement during rehearsal, informal feedback inside/outside of rehearsal).

Strongly disagree
Disagree
Neither agree nor disagree
Agree
Strongly agree
Not applicable

The instructor is available outside of rehearsal and is responsive to e-mail.

Strongly disagree
Disagree
Neither agree nor disagree
Agree
Strongly agree
Not applicable

The instructor is effective in managing rehearsal time.

Strongly disagree
Disagree
Neither agree nor disagree
Agree
Strongly agree
Not applicable

The instructor fosters a sense of unity and shared purpose among members of this ensemble.

Strongly disagree
Disagree
Neither agree nor disagree
Agree
Strongly agree
Not applicable

What is your overall evaluation of the instructor, as distinct from the course?

Poor
Fair
Good
Very Good
Excellent

Additional comments (optional):

FACULTY SENATE ROSTER 2020-2022

Attendance – February 10, 2022

| <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 | P |
| Anthropology | Thomas Plummer | 1 | | Felicia Madimenos | 1 | P |
| Art | Sin-ying Ho | 2 | P | Michael Nelson | 2 | |
| Biology | Karl Fath | 1 | P | John Waldman | 1 | |
| Chemistry & Biochemistry | Cherice Evans | 1 | P | Junyong Choi | 1 | |
| Classical, Middle Eastern & Asian Languages and Cultures | Namhee Han | 1 | P | Ji Young Kim | 1 | |
| Comparative Literature | Ali Jimale Ahmed | 2 | P | Christopher Winks | 2 | |
| Computer Science | Kenneth Lord | 1 | P | Robert Goldberg | 1 | |
| Drama, Theatre & Dance | Jeffrey Greenberg | 1 | | Claudia Feldstein | 1 | |
| Earth & Environmental Sciences, School of | Jacqueline Bracco | 2 | P | Jeffrey Bird | 2 | |
| Economics | Jennifer Roff | 1 | P | Mathew Bradbury | 1 | |
| Elementary and Early Childhood Education | Sunghee Shin | 2 | P | Ashraf Shady | 2 | |
| Secondary Education and Youth Services | Jay Shuttleworth | 1 | P | 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 | | 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 | P |

FACULTY SENATE ROSTER 2020-2022

Attendance – February 10, 2022

| <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 | P | 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 | P | Mark Powell | 2 | |
| Philosophy | Stephen Grover | 2 | P | OPEN | 2 | |
| Physics | Timothy Benseman | 1 | P | 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 | P | Anna Maria Bounds | 2 | |
| Urban Studies | James Vacca | 1 | P | 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 | P | 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 | | Veronica J. Hinton | 1 | P |
| | Nathalia Holtzman | 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 –February 10, 2022

| | <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 | | | |
| 10. | Leslie Jarret | | | |
| | Undergraduate Upper Junior - Senior | | | |
| 1. | Emma Richter | P | | |
| 2. | Saskia Van Horn | | | |
| 3. | Shompa Islam | | | |
| | Undergraduate Upper Sophomore - Lower Junior | | | |
| 1. | Reveena Ramotar | | | |
| 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 –February 10, 2022

| <u>EXOFFICIO (NON-VOTING) MEMBERS</u> | <i>Present</i> |
|-----------------------------------------------------------------------------------------|-----------------------|
| Dr. Frank H. Wu, President | P |
| 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 | |
| Dr. Ekaterina Pechenkina, Interim Dean for the Division of Social Science | |
| 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 | P |
| Vacant, Executive Director of Enrollment and Admissions | |
| Dr. John Andrejack, Executive Director of the Student Union | P |
| 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 |
| Peishi Wang, Nominating Committee | P |
| David Leventhal, Undergraduate Scholastic Standards Committee | P |
| Hefer Bembenuddy, Subcommittee on Honors and Awards | P |
| <u>GUESTS</u> | |
| Corinna Singleman , Interim Director, MHC | P |
| Mohammad Ashraf, Academic Advising | P |
| Cayla Kempf , SA Vice President | P |
| Larissa Swedell, Anthrophony Department, Chair | P |
| Jerima DeWese , Chief Diversity Officer & Dean of Diversity | P |

**QUEENS COLLEGE
ACADEMIC SENATE
2021-2022**

Attendance –February 10, 2022

| | |
|-----------------------------------|---|
| Elizabeth D’Amico-Ramirez, QC Hub | P |
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