

**The meeting will come to order:**

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

**1. Approval of Agenda:**

i. MOTION: Duly made by Chair Yearwood:

“To approve the agenda”

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

**2. Approval of Minutes:**

i. MOTION: Duly made by Chair Yearwood:

“To approve the minutes dated November 7, 2019”

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

ii. MOTION: Duly made by Chair Yearwood:

“To approve the minutes dated December 12, 2019”

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

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

1. Chair Yearwood announced there is one Delegate and two Alternate open seats in the University Faculty Senate.
2. James Vacca, Senator announced that Monday, February 24, 2020 at 12:30 p.m. in the Campbell Dome, the Urban Studies Club will be having a forum for candidates seeking to become the Queens Borough President. Melinda Katz, previously served as the Borough President of Queens, and was elected to become the Queens DA. She took office on January 1 and now there is a vacancy in that office. This Special election will be held in March.
3. Meghann Williams, NYPIRG announced that representatives from the MTA will come to Queens College to hear all concerns about the bus network redesign, on Wednesday, February 19, 2020 at 6 p.m. in the Rosenthal Auditorium, Lecture Hall room 230.
4. Meghann Williams announced the Student Action meeting is next Wednesday during free hour, Student Union in room 301.

## Academic Senate Minutes – February 13, 2020

5. Meghann Williams announced that Higher Education Action Day is February 27, 2020 in Albany. Students were encouraged to attend.
6. Siddharth Malviya, Vice President for Student Association and Senator thanked the Senate for attending Club Day.
7. Siddharth Malviya, congratulated Simone L. Yearwood who was voted in by the Student Senate to serve on the Student Services Corporation.

### 4. Special Motions:

(None)

### 5. Committee Reports:

#### 5a. Undergraduate Curriculum Committee

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

“To accept the UCC minutes dated November 7, 2019”

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

### A. General Education

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

1. General Education Advisory Committee  
#953. ARTS 185. Contemporary Art in a Global Society (WCGI)
2. Mathematics and Quantitative Reasoning Advisory Committee  
*No report.*
3. Writing Intensive Advisory Committee.  
ENGL 394W. Writing Multilingualism  
ENGL 396W. VT: Writing Studies  
ENGL 397W. VT: Seminar in Teaching Writing
4. STEM variant courses.  
*None.*

## Academic Senate Minutes – February 13, 2020

(5a. UCC continued)

### 1. Jewish Studies

a. Change to the major and minor.

#### To Read:

#### REQUIREMENTS FOR THE MAJOR IN JEWISH STUDIES (MAJOR CODE JEWST-BA)

Majors in Jewish Studies are required to take 36 credits, distributed as follows:

History Surveys (2 courses, 6 credits) Two of the following: HIST 114, HIST 115, HIST 116

Electives (9 courses, 27 credits) Nine additional courses from those listed on the next page, five of which must be at the 200-level or higher.

Senior Seminar (1 course, 3 credits) Students must complete ONE advanced seminar either by undertaking an independent research tutorial approved and guided by a Jewish Studies faculty member, or by enrolling in a senior seminar/colloquium in another department and writing a research paper on a Jewish Studies-related topic. Courses satisfying this requirement include: ENGL 391W, HIST 392, HIST 393, JEWST 365, MES 380, PHIL 383W, PSCI 381W, PSCI 382W, PSCI 383W, PSCI 384W, PSCI 386W, PSCI 387W, SOC 381(W), SOC 382.

Language Requirement: Majors are required to demonstrate competence in Hebrew by taking, or placing out of HEBRW 101, 102, 203 and 204. Students placed in these courses may use them as electives and count the credits towards the 36 required for the major. For placement students should contact the director of the Hebrew Program.

#### REQUIREMENTS FOR THE MINOR IN JEWISH STUDIES (MINOR CODE JEWST-MIN)

Minors in Jewish Studies are required to take 18 credits, distributed as follows:

History Surveys (6 credits): Two of the following courses: HIST 114, HIST 115, HIST 116.

Electives (12 credits): Four additional courses from those listed below, two of which must be at the 200-level or higher.

Courses satisfying the Major and Minor in Jewish Studies:

##### 1. Jewish Social and Intellectual History

###### *History*

HIST 114: History of the Jewish People, Part I

HIST 115: History of the Jewish People, Part II

HIST 116: History of the Jewish People Part III

HIST 147. The Modern Middle East, 1789-1923

HIST 237. Eastern Europe to the World Wars

HIST 248. Special Topics in Jewish History

HIST 249. American Jewish History until 1945

HIST 251. The Jews in Medieval Christendom

HIST 252. Medieval Spanish Jewry

HIST 253. The Jews in Early Modern Europe

HIST 254. The Jews in Eastern Europe

HIST 255. Transformational Moments in the Arab/Israeli Conflict (VT)

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(5a. UCC continued)

HIST 256. History of Modern Israel

HIST 257. History and Culture of the Bukharian Jews

HIST 290. Law, Crime, and Society in Jewish History (VT)

HIST 295. Sephardic Jewish History

HIST 311. Jewish Society in the Islamic Lands, 632-1517

HIST 312. The Holocaust

HIST 336. Women and Gender in Jewish History

HIST 338. History of Zionism

HIST 349. The Jews of Russia and the Soviet Union

HIST 160, 200, and 392W have themes that vary from semester to semester and may count if on a Jewish Studies topic. Prior approval from the director of Jewish Studies is required.

MES 240. Images of the Middle East

### 2. The Anthropology, Sociology, Political Life, and Folklore of Jews

#### *Sociology*

RLGST 212. Religion, Myth and Language

SOC 221. Sociology of Religion

SOC 241. The American Jewish Community

SOC 242. Modern Israel: Sociological Aspects

SOC 348. Orthodox Jews in America

#### *Music*

MUSIC 232. Jewish Music

### 3. Jewish Religious and Philosophical Thought

#### *Philosophy*

PHIL 124. Philosophy and the Holocaust

PHIL 250. Plato and the Bible

PHIL 251. Aristotle and Maimonides

PHIL 252. Existentialism and Modern Jewish Philosophy

#### *Jewish Studies*

JEWST 202. Jewish Ethics

JEWST 301. Jewish Mysticism and Hasidism Religious Studies

RLGST 103. Introduction to Judaism

### 4. Jewish Languages and Literatures

#### *Jewish Languages: Hebrew*

HEBRW 150. Modern Hebrew Literature in Translation

HEBRW 160. Masterpieces of Hebrew Literature in Translation

HEBRW 190. Topics in Culture, Art, and Literature in Israel

HEBRW 101. Elementary Hebrew I

HEBRW 102. Elementary Hebrew II

HEBRW 203. Intermediate Hebrew I

HEBRW 204. Intermediate Hebrew II

HEBRW 305. Advanced Modern Hebrew

HEBRW 307. Classical Hebrew

HEBRW 311. Hebrew Conversation

HEBRW 315. Hebrew Writing Workshop: Free Writing, Poetry, and Prose

HEBRW 317. Skills and Art of Translation

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(5a. UCC continued)

HEBRW 361. History of the Hebrew Language

HEBRW 362. Hebrew Root Studies

HEBRW 390. Studies in Hebrew

*Jewish Literatures: Hebrew*

ENGL 153W. Introduction to the Bible

HEBRW 321. Readings from the Torah

HEBRW 325. Early Prophets and Kings

HEBRW 328. Later Prophets, Minor Prophets, and Megillot

HEBRW 331. Poetry and Wisdom Literature in the Bible

HEBRW 340. Talmudic Literature

HEBRW 341. Midrash and Aggada

HEBRW 345. Poetry of the Middle Ages

HEBRW 346. Prose of the Medieval Age

HEBRW 350W. Biblical Narrative and Poetry in Translation

HEBRW 351. Modern Hebrew Drama

HEBRW 352. Modern Hebrew Literature: 1880–1947

HEBRW 356. Modern Hebrew Literature: 1948 to the Present Day

HEBRW 358. The Modern Hebrew Media

## 2. Sociology

- a. Change in prefix and title.

To:

DATA 235. Data and Society 3 hr.; 3 cr.

## 3. Studio Art

### a. New Course:

**PHOTO 256. VT. Alternative Processes in Photography I** (4 hours/week; 3 credits)

Prerequisite: PHOTO 165 and PHOTO 176

An introductory course designed to familiarize students with the materials and methods of hand coated liquid emulsion in alternative and historic photographic processes. Historical techniques explored will include but are not limited to cyanotype, Van Dyke, Kallitype and Gum Bichromate. Students will also explore different means of creating negatives including digital negatives, pinhole photography and photograms.

### b. New Course:

**PHOTO 356. VT. Alternative Processes in Photography II** (4 hours/week; 3 credits)

Prerequisite: PHOTO 256

This advanced course will allow students to refine their craft and techniques learned in Alternative Processes in Photography I while also learning other advanced methods for making photographic objects. Topics to be discussed will include combining historic processes with contemporary photographic techniques and practices. Critics will discuss

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(5a. UCC continued)

how the language of the processes used will contribute to the content of the photographs being made.

### c. New Course:

#### **PHOTO 257. Studio Lighting I** (4 hours/week; 3 credits)

Prerequisite: PHOTO 165 and PHOTO 176

This entry-level course will introduce students to the fundamental techniques and principles of basic studio lighting. Students will learn how to use different continuous lighting and strobe equipment to be used in studio and location settings. Students will learn the principles of metering and exposure for analog and digital and how to control the quality, intensity and direction of the light. Students will understand the principles of color temperature and learn how to control the color balance in their pictures while shooting.

### d. New Course:

#### **PHOTO 357. Studio Lighting II** (4 hours/week; 3 credits)

Prerequisite: PHOTO 257

This advanced course expands on the basic lighting techniques learned in Studio Lighting I with an emphasis on lighting incorporated in a variety of genres including fashion, portraiture, still life and architectural photography. Students will explore creative lighting techniques such as how to employ mixed lighting sources, light as color and night photography with artificial lighting.

### e. New Course:

#### **PHOTO 258. VT. Documentary and Narrative Photography** (4 hours/week; 3 credits)

Prerequisite: PHOTO 165 and PHOTO 176

Exploration of the ideas and practices of still photographs as a means of visual communication in documentary and narrative photography. Applications include photojournalism, photo essay, editorial and other approaches to the picture story. Topics to be discussed include the “captured moment” vs. the “constructed reality” and documentary and narrative photography in the current age of social media. Students will be introduced to the work of contemporary and historical photographers during gallery/museum visits and lectures.

### f. New Course:

#### **PHOTO 259. Medium and Large Format Photography** (4 hours/week; 3 credits)

Prerequisite: PHOTO 165 and PHOTO 176

Introduction to medium and large format photography equipment and techniques used in fine art and commercial applications. Students will learn both analog and digital approaches including medium format digital cameras and medium and large format scanning techniques.

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(5a. UCC continued)

### g. New Course:

#### **PHOTO 376. Photography Internship** (4 hours/week; 3 credits)

Prerequisite: Completion of level 1 & 2 requirements and department permission

In this experiential learning course, students will gain valuable “real-life” experience working in an arts organization or other photography related entity in New York City while getting practical knowledge in preparation for graduate school or jobs in the field.

### h. New Course:

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

(4 hours/week; 3 credits)

Prerequisite: NONE

The aim of this introductory photo-imaging survey course is to explore the myriad ways that politically committed image-makers have employed photographic media in support of social justice, community reform movements and political revolutions. Students will gain an understanding of how photo-based imagery is fundamental to diverse socially engaged art forms over the past 150 years. Weekly readings and writing assignments, lecture presentations and class discussions, and a final research project presentation and paper constitute the requirements, a site visit to museums and/or galleries may be scheduled.

## 4. Studio Art

Change in hours and description.

To Read:

ARTS 185 Contemporary Art in a Global Society 3 Credits: 3 Hours

Students attending this seminar gain knowledge and expertise about the variety of ways contemporary visual art reflects upon, and in turn helps to shape our ideas about world cultures in a global context. The course consist of select readings, lecture-presentations, individual and group research projects and presentations, as well as regular sessions of debate and discussion focusing on a wide variety of national, ethnic and indigenous Post World War II cultural formations from around the globe. Whenever possible, the class will also incorporate visits to museums and art galleries, as well as classroom presentations by professional, guest artists.

## 5. School of Earth and Environmental Sciences

Change to the major.

To Read:

**ENVIRONMENTAL STUDIES (MAJOR CODE ENSTD-BA)**

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(5a. UCC continued)

The interdisciplinary major (BA) in Environmental Studies requires the following courses: ENSCI 100 and 112; URBST 252 and 372; and either ENSCI 373W or URBST 373. Additionally, students will choose six electives from the following list, at least two of which must be in the Natural Sciences and two of which must be in the Social Sciences/Humanities. ~~The list of acceptable electives will be expanded as new courses are developed.~~ Natural Sciences: BIOL 106 (~~prerequisite BIOL 105~~), CHEM 240 (~~prerequisite CHEM 113~~); ENSCI 200 (prerequisite CHEM 113.4 and 113.1), ENSCI 383, GEOL 383, GEOL 101: Social Sciences/Humanities: ANTH 270, 302, ECON 228 (or 228W), ECON 232, ENGL 327, 327W, MEDST 270, PHIL 125, PSCI 287, PSCI 289, URBST 206, 207, 230, 235, 236, 241, 253, 254, 265, 265W, ~~258~~, 358, 373.

### 6. Secondary Education and Youth Services

#### a. Change in course description

To read:

SEYS 375. Student Teaching in Visual Arts I. 3 cr. Pre or co-req.: SEYS 333. 100 – 150 hours in a school-based setting. The course provides undergraduate students in the Art Education program with school-based teaching experiences that prepare them to teach Art. Students are expected to prepare lesson plans and update and maintain student teaching portfolios.

#### ii. MOTION: Duly made by Ken Lord, Chair of the UCC:

“To accept the UCC minutes dated December 12, 2019”

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

### A. General Education

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

#### 1. General Education Advisory Committee

HEBRW 190: VT: Topics in Hebrew Culture, Art and Literature in Israel (*LIT*)

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

*No report.*

#### 3. Writing Intensive Advisory Committee.

ENGL 202W

#### 4. STEM variant courses.

*None.*



## Academic Senate Minutes – February 13, 2020

(5a. UCC continued)

### 1. English

#### a. New course.

ENGL 314. VT: Studies in Popular Genres.

3 hr.; 3 cr.; Prerequisites: ENGL 170W.

A study of popular genres such as science fiction, mystery, detective, romance, dystopian literature, thrillers, fantasy, and fanfiction, with attention to the defining features of major popular genres as they have changed over time. The course might be devoted to one major popular genre, or cover multiple genres in a comparative way. Topics may include the role of genre texts in contemporary culture, questions of the “popular” and the “canonical,” diversity and inclusion in popular genres, cross-media adaptations of popular genres (such as drama, film, television and digital media), hybrid and experimental forms, and the contributions of genre theory to literary analysis.

#### b. New course

ENGL 394. Writing Multilingualism.

3 hr.; 3 cr.; Prerequisites: ENGL 170W or ENGL 200W.

Active engagement and experience in the playful and academic practice of writing from and for multilingual realities. Specific attention on audience awareness, ethical choices, and multilingualism as lived experience.

#### c. New course.

ENGL 396. VT: Writing Studies.

3 hr.; 3 cr.; Prerequisites: ENGL 170W or ENGL 200W.

Advanced instruction and practice in the theoretical, stylistic, and ethical matters connected to the study of writing. Topics may include methodologies of writing research, histories and theories of literacy and writing, theories on composing and language use, rhetorical theory, or digital composing. The course may be taken for credit more than once if the topic is different.

#### d. Change in title, prerequisite and description

#### To Read:

ENGL 397. VT: Seminar in Teaching Writing.

4 hr.; 4 cr.; Prerequisites: ENGL 170W or ENGL 200W.

Various issues in the teaching of writing. Topics may include composition theory, theory of language, community literacy practices, college writing instruction, writing center practices, and teacher or tutor training. The course may be taken for credit more than once if the topic is different.

#### e. New Course

ENGL 202W. Rhetoric and Writing in English Education.

3.0 hr.; 3.0 cr.; Prereq: ENGL 110 or permission of the instructor.

This course focuses on raising rhetorical and language awareness in English Education writing and teaching. Emergent English Educators in the course are actively involved in identifying rhetorical strategies, methods of inquiry, oral communication techniques, and revision practices that can better guide them in the teaching of writing.

## Academic Senate Minutes – February 13, 2020

(5a. UCC continued)

### f. Change in title and description

To Read:

ENGL 311. Medieval Literature, Pre-1100.

3.hr.; 3 cr.; Prereq.: ENGL 170W.

Old English literature in translation studied in the context of Western European culture of the 7th to 11th centuries. Topics include the relations among races, religions, and cultures, ideas of heroism, devotional practices, and feudalism. Texts and genres taken up might include Beowulf, the Old English elegies, saints' lives, riddles and wisdom literature, and sermons. (LIT)

## 2. Secondary Education and Youth Services

Change in program description:

To read:

### ART EDUCATION PROGRAM

The Art Education program provides for a 30-credit education major, and 48 credits of studio art. This program leads to New York state certification in the Visual Arts, All Grades.

#### Program Requirements

■ Prospective Art Education majors are required to meet with a program advisor and file a major declaration card for admission to the program.

■ Students must maintain a 3.0 average in education courses, and a minimum GPA of 3.0 in their studio art coursework, as well as meet the graduation requirements of the college. The requirements for New York State certification and program completion are a minimum 3.0 GPA in the studio art coursework; complete the major for Art Education with a minimum 3.0 GPA consisting of the courses below; pass three New York State Teachers Examinations (Content Specialty Exam in Visual Art, Educating All Students exam (EAS) and edTPA Performance exam) complete fingerprint screening; have a minimum 3.0 overall GPA; and complete three seminars on child abuse identification and reporting, violence intervention and dignity for all students.

■ The major in secondary education for Art Education consists of the following sequence: SEYS 201W, 221, EECE 310, SEYS 340, ECPSE 350 and SEYS 350 (with a combined GPA of 3.0 and no grade lower than C) plus SEYS 333, SEYS 365, SEYS 375 and SEYS 376 with a minimum of 3.0 in each.

■ To be eligible for student teaching, students must meet the following requirements:

1. Pass SEYS 201W, SEYS 221, SEYS 340, and SEYS 350 with a combined 3.0 average;
2. Receive a 3.0 or higher in SEYS 333, SEYS 365, SEYS 375 and;
3. Complete a minimum of 21 credits in the education major. Students must see an advisor to obtain current information and updates about additional program certification requirements and New York State certification regulations

## Academic Senate Minutes – February 13, 2020

(5a. UCC continued)

### 3. FNES

#### a. Change to a Program- Removal of a Course

##### To Read:

**Nutrition and Dietetics Program:** FNES 101, 104, 203, 260, 263, 264, 275, 300, 307W, 337, 365, 366, 368, 378, 382 and 1 (3 credit) department approved elective; CHEM 101.1 and 101.3, CHEM 102.1 and 102.3 and CHEM 103.1 and 103.3; BIO 40, BIO 41 and BIO 44; PSYCH 101 and 107.3 and 107.1.

#### b. Change to Pre/Co-requisites

##### To Read:

**FNES 264. Nutrition II.** 3 hr.; 3 cr. Prereq. or Coreq.: FNES 263. A study of vitamin and mineral requirements; the utilization of nutrients in the body; and the application of nutritional principles. Fall, Spring

#### c. Change to Prerequisite

##### To Read:

**FNES 365. Nutrition Assessment.** 2 hr. lec., 2 hr. lab; 3 cr. Prereq. FNES 263. Prereq. or coreq.: CHEM 103.1, 103.3, FNES 264 and BIOL 40 and 41. Introduction to nutrition assessment and other components of medical nutrition therapy, utilizing the nutrition care process. Fall, Spring

### 4. Math

#### a. Course withdrawn:

**MATH 171. Computer Solutions of Mathematical Problems.**

#### c. Change to existing course:

##### To read:

**MATH 151. Calculus/Differentiation and Integration.** 4 hr.; 4 cr. Prereq.: Grade of B- or above in MATH 122 or permission of the department. The first part of a two-semester sequence (MATH 151 and 152) intended for students who want to study mathematics,

## Academic Senate Minutes – February 13, 2020

(5a. UCC continued)

physics, chemistry, or engineering. Credit is given for each course satisfactorily completed; a student need not take the entire sequence. Students who want a less rapid introduction to calculus should take MATH 141. Topics include sets, inequalities, straight lines, circles, functions, limits, continuity, the derivative, formulas of differentiation, implicit differentiation, velocity, acceleration, maxima and minima, Rolle's theorem, the mean value theorem, points of inflection, curve sketching, antiderivatives. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course. Not open to students who have received either a D or F in MATH 141.  
Fall, Spring (MQR)

### d. Change to existing course:

#### To read:

**MATH 131. Calculus with Applications to the Social Sciences I.** 3 hr.; 3 cr. Prereq.: MATH 122, or a grade of A- or above in MATH 115, or permission of the department. Introduction of the fundamental ideas and techniques of calculus to nonscience students. Special emphasis is given to applications. Topics include functions and graphs; derivatives and differentiation techniques; the marginal concept in economics; optimization methods; compound interest; exponential and logarithmic functions. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course. Fall, Spring (MQR)

## 5. Art

### a. Change in Prefix:

#### To read:

PHOTO 376. Senior Photography Seminar

### b. Change in Prefix:

#### To read:

PHOTO 377. Senior Photography Thesis. PHOTO 376 Senior Photography Seminar.

## Academic Senate Minutes – February 13, 2020

### 5b. Graduate Curriculum Committee

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

“To accept the GCC minutes dated November 6, 2019”

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

### GCC Minutes Dated November 6, 2019

#### A. ITEMS FOR CAPPRA

##### **Risk Management – MS in Risk Management, Environmental Risk Management**

This is a new area of concentration (new degree).

New material should be added to the 2018-19 Graduate Bulletin page 230, 232, 233, 234.

Please also revise the Table of Contents on page 11:

Should read:

##### MASTER OF SCIENCE DEGREES:

Risk Management: Accounting

Risk Management: Actuarial Studies

Risk Management: Finance

Risk Management: Dynamic Financial Analysis

Risk Management: Environmental Risk Management

On the 2018-19 Graduate Bulletin (page 230):

Should be revised to:

This is a series of MS degree programs designed for highly motivated individuals with strong communication and analytical backgrounds looking to advance their careers or to gain a foothold in the growing area of risk management within corporate and financial organizations. There are five degrees offered: MS in Risk Management, Accounting Concentration (“CPA track”), MS in Risk Management, Actuarial Studies (“Actuarial track”), MS in Risk Management, Finance Concentration (“CFA track”), [and] MS in Risk Management, DFA Concentration (“DFA track”), and MS in Risk Management, Environmental Risk Management.

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(5b. GCC continued)

Also on page 230 please remove the following footnote:

[\* The MS in Risk Management, Actuarial Studies (“Actuarial Track”) has been approved by the CUNY Board of Trustees, but is pending final approval from New York State. Please speak to the program director for its exact status and for how to begin to take classes pending that final approval.]

Also on page 230, under FACULTY:

Should be revised to:

This interdisciplinary program draws full-time faculty from the Economics, Accounting & Information Systems, Mathematics, Computer Science, and Environmental Science departments.

Also on page 230, under ADMISSIONS:

Should be revised to:

The faculty admissions committee will make admissions decisions.

Also on page 230 under ADMISSIONS REQUIREMENTS, BULLET #8 should be revised to include the new Environmental Risk Management degree concentration:

8. Students must apply to one of five degree concentrations: Accounting/CPA, Actuarial Studies, Finance/CFA, [or] DFA Modeling, or Environmental Risk Management.

On page 232:

Should be revised to:

Evaluation of the transferred credits will be by the program director.

Also on page 232 should be revised to include environmental science:

Although students with any undergraduate background are encouraged to apply to the program, students with finance, accounting, computer science, environmental science, or math backgrounds will be able to complete the program faster. Accepted accounting majors, students graduating in any of the majors leading to the Bachelor of Business Administration at Queens College, environmental science majors, or computer science or math majors or minors may be able to complete their respective program in 30 credits. Students with other backgrounds or other majors may need to complete additional graduate foundation courses, as described below.

Also on page 232, under CURRICULUM:

Should be revised to:

## Academic Senate Minutes – February 13, 2020

(5b. GCC continued)

All students across the five concentrations will take an overview course which will give them a broad view of risk management, and two additional courses: risk transfer to insurance markets, and a [team-based,] hands-on capstone course after at least 18 credits have been taken in the program.

Also on page 232, under Areas of Concentration, after the section on DFA MODELING CONCENTRATION and just before the section on ADVANCED CERTIFICATE IN RISK MANAGEMENT, please add the following description of the new Environmental Risk Management concentration:

### ENVIRONMENTAL RISK MANAGEMENT CONCENTRATION

The concentration is designed to give students a solid risk management foundation, including basic risk management skills in finance, math, insurance, and modeling. Course work also will provide a solid foundation in the environmental sciences relevant to economic risk management and to the environmental regulatory framework that might impinge on risk management decisions.

On page 233, under Additional Graduate Foundation Courses, please add a section for Environmental Risk Management after the section for Modeling/DFA Concentration and before the paragraph that begins: “Students who have successfully completed the appropriate graduate basic and additional foundation and other prerequisite courses for their concentration as described above...”:

#### *Environmental Risk Management*

Students with an undergraduate degree or minor in economics will be exempt from the following graduate foundation courses:

ECON 601. Introduction to Micro and Macro Economics  
ECON 649. Statistics as Applied to Economics and Business

Additional prerequisites include:

ENSCI 100. Our Planet in the 21st Century  
ENSCI 200. Earth System Science.  
ENSCI 373W. Environmental Problem Solving  
GEOL 101. Physical Geology  
GEOL 363. GIS in the Geosciences  
CHEM 113.1 Intro. To Chem. Tech.  
CHEM 113.4 General Chemistry  
Biol 105 General Biology  
Physics 121.4 General Physics

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(5b. GCC continued)

On page 233 under, B: REQUIRED COURSES IN RISK MANAGEMENT:

Should be revised to:

The following courses are required of all MS in Risk Management students. All courses are 3 credits.

RM 701. Risk Management

RM 706. Risk Transfer to Insurance Markets and the appropriate capstone course depending on the concentration.

The Accounting, Finance, and Actuarial Studies concentrations require RM 790. Applied Dynamic Financial Analysis

The DFA concentration requires RM 791. Applied Financial Dynamic Analysis Model Building

The Environmental Risk Management concentration requires ENSCI 799. Environmental Impact Statements

On page 235, just before G. ADDITIONAL ELECTIVES FOR ALL CONCENTRATIONS, please add the following:

### G. Environmental Risk Management Concentration

Students with an undergraduate degree in environmental science and an economics major or minor usually can complete the program in 30 credits. In addition to the courses required of all MS in Risk Management students, Environmental Risk Management concentrators must take the six courses listed below and choose from one elective. If an equivalent course has been taken at the undergraduate level, additional recommended elective courses are listed below.

#### 1. Required Courses

RM 704. Risk Measurement

RM 708. Financial Econometrics

RM 711. Applied Financial Analysis. Not open to students who completed BUS 387.

GEOL 763. Geology Information Systems & Mapping

GEOL 799. Environmental Impacts

GEOL 788. Coop Ed Placement

#### 2. Elective Courses

ENSCI 799.3. Environmental Risk Assessment

ENSCI 799.3. Managing Environmental Health Risks

ENSCI 799.3. Environmental Financial Risk Assessment

Then adjust the numbering on the subsequent headings:

[G] H. ADDITIONAL ELECTIVES FOR ALL CONCENTRATIONS

[H] I. ADVANCED CERTIFICATE



## B. ITEMS FOR UNIVERSITY REPORT

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

#### a. New Course

ECPIIL 708: School Leadership and Inclusive Education; 3 hr.; 3 cr.

Prerequisites or co-requisites: None

**Course description:** This course addresses critical issues in leadership relating to the inclusion of students with learning differences/disabilities. It considers how the improvement of educational systems can promote such students achievement, increasing their skills in core academic subjects as well in functional competencies needed for full participation in home, school, and community. Candidates learn models of systems change that include (a) assessment of one’s own leadership dispositions and skills, (b) strategies for engaging individuals to support inclusive education, and (c) models of school-wide change that are research-based.

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

#### b. New Course

SEYS 755 Cognition in Learning Science and Mathematics; 3 hr.; 3 cr.

Prerequisites or co-requisites: None

**Course description:** This course examines current trends in science and a mathematics teaching influenced by cognitive learning theory, the rise of the constructivist and neuro-constructivist approaches to learning, the use of social-interactive learning as an important instructional practice, and the use of inquiry teaching-all of which involves students in metacognition and real-life problem solving.

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

“To accept the GCC minutes dated December 11, 2019”

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

GCC Minutes Dated December 11, 2019

**A. ITEMS FOR CAPPR**

**1. Aaron Copland School of Music – Master of Music in Conducting**

New Program: [X]

Please give HEGIS number if known to you: 1004.00

Please indicate the precise location where the new requirements should appear in the Graduate Bulletin: On page 206 of the 2019-2020 Graduate Bulletin, immediately following the requirements for the Master of Music in Classical Performance but before the requirements for the Master of Music in Jazz Studies.

Please state the requirements as you wish them to read and underline new material you are substituting: (Note: Non-underlined material in the following is taken verbatim from the MM in Classical Performance, 2019-2020 Graduate Bulletin, p. 206.)

These requirements are in addition to the general requirements for Master's degrees, listed elsewhere in this *Bulletin*.

1. A student may concentrate in one of three areas: choral conducting, orchestral conducting, or wind conducting.

2. Courses required in all concentrations are MUSIC 707, 708, 709, 771, 778 (three semesters), 779, and 788.

3. Students complete 36 credits, including 24 credits of required courses and 12 credits of electives. They conduct a full concert and write program notes on their concert repertoire. The degree requires 4 semesters in residence. Conductors normally enroll as full-time students.

4. Conductors attend rehearsals of appropriate ensembles and participate in regularly scheduled workshops during each semester of residence.

The following examinations must be passed during the course of study:

(a) Students take the Theory Qualifying Exam in *music theory and musicianship* before registering for their first semester. Each of the examination's four parts (harmonization, sight singing, dictation, and keyboard harmony) must be passed before graduation. Those students who fail in any part of the exam will consult the Graduate Advisor for coursework or other recommended study.

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(5b. GCC continued)

(b) Students are tested in the *history of music* before registering for their first semester. Those who need further work in this area will consult the Graduate Advisor for coursework or other recommended study.

(c) Students take an examination in foreign-language musical terms.

**2. Secondary Education and Youth Services – MEd in Science and Bilingual Education**

New Program: [X]

Please give HEGIS number of known to you: 899.50

On page 98 of the Bulletin, the Table of Contents on the far right column (bottom) currently appears as:

**Please change to:**

1. Master of Science in Secondary Education (MSEd) programs

a. Art Education (K–12)

b. English Education

c. Literacy Education 5–12

d. Mathematics Education, Mathematics and Computer Science, Mathematics and Bilingual Education

e. Science Education (Biology, Chemistry, Earth

Science, Physics), **Science and Bilingual Education**

f. Social Studies Education

g. World Languages Education (Spanish, French, Italian)

**On page 100, insert the following text in the first column, before the MSED in Secondary Literacy 5-12:**

**MSED in Science and Bilingual Education**

The MSED in Science and Bilingual Education is designed for students who have attained initial certification in science (grades 7–12) who are themselves proficient in a Language Other Than English (LOTE) and wish to gain professional certification as science teachers as well as a bilingual extension. Students completing this program will be eligible for both certification in Science (7–12) and a New York State Bilingual Extension (7–12).

*credits*

**Pedagogical Courses**

SEYS 755: *Cognition in Science and Mathematics* 3

SEYS 753: Digital Applications in Science Education 3

SEYS 754: Curriculum Innovations in Science Education 3

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(5b. GCC continued)

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	3

### **Bilingual Education Courses**

SEYS 706: Globalization and Comparative Education	3
SEYS 720: Education of Immigrant Students in the U.S.	3
SEYS 744: Methods and Materials in Teaching English to Speakers of Other Languages in the Content Areas	3
SEYS 745: Reading and Writing for Diverse Learners in Science	3
SEYS 715: Language Acquisition and Learning for Bilingual Students	3

## **B. ITEMS FOR UNIVERSITY REPORT**

### **1. EECE (Elementary & Early Childhood Education)**

#### **a. Minor Change: Course title, course description**

**To:**

EECE.722 Language Development and Multilingualism in Early Childhood 3 hr.; 3 cr. This course explores the language acquisition and literacy development of multilingual children from birth to age eight. Psycholinguistic and sociolinguistic views of language are used to examine social, cultural, and cognitive aspects of language acquisition and learning. Topics include multilingual language development, multiliteracy, standard and non-standard languages, language instruction in schools, bilingual education, and other topics specific to the language learning of multilingual children. Course topics explore how early childhood educators can support students from various language backgrounds through instructional approaches that meet the needs of multilingual learners.

### **2. FNES (Family Nutrition Exercise and Sciences)**

#### **b. Minor Change: Course title, course description**

**To:**

FNES 727. The Meanings of Dress. 3 hr.; 3 cr. The focus of this course is to expand awareness and understanding of the role dress plays in today's global society. The significance of dress will be investigated through different lenses that include psychology, sociology, culture, and sexual

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(5b. GCC continued)

identity. How dress reflects self-expression, establishes social identities and affects interpersonal encounters will be examined and discussed.

### 3. FNES (Family Nutrition Exercise and Sciences)

#### c. Minor Change: Course description

To:

FNES 728. New Trends in Textiles and Apparel 3 hr.; 3 cr. The study of the global textile and apparel industries and what influences trends to come and go. Discussions focus on cultural and societal trends, designer trends, and environmental trends that impact the industry. Learn how technology is changing the textile and apparel landscape to meet consumer demands and create unconventional textile products.

### 4. MATH (Mathematics)

#### d. Minor Change: Course withdrawal

~~**MATH 611. Introduction to Mathematical Probability.** 3 hr.; 3 cr. Prereq.: A one-year course in differential and integral calculus (including improper integrals). A first course in probability at an advanced level. Topics to be covered include axioms of probability, combinatorial analysis, conditional probability, random variables, binomial, Poisson, normal, and other distributions, mathematical expectation, and an introduction to statistical methods. Not open to students who have received credit for MATH 241 or 621. May not be counted toward the Master of Arts degree in Mathematics. Spring~~

### 5. MATH (Mathematics)

#### e. Minor Change: Course prerequisite or corequisite

To:

**MATH 633. Statistical Inference.** 3 hr.; 3 cr. Prereq.: A semester of intermediate calculus (the equivalent of MATH 201) and either an undergraduate probability course which includes mathematical derivations (the equivalent of MATH 241) or MATH 621. Basic concepts and procedures of statistical inference. Not open to students who are taking or who have received credit for MATH 369. Students may not receive credit for both MATH 369 and 633. Spring

### 6. MATH (Mathematics)

#### f. Minor Change: Course prerequisite or corequisite

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(5b. GCC continued)

### To:

**MATH 635. Stochastic Processes.** 3 hr.; 3 cr. Prereq.: MATH 241 or 621. A study of families of random variables

### 7. Aaron Copland School of Music (Music)

#### g. New Course

**MUSIC 771, Performance Literature Seminar.** 3 hr.; 3 cr.

Prereq.: Permission of department.

#### Course description:

A study of the repertoire for (1) chorus, (2) orchestra, or (3) wind ensemble. These topics will be offered on a rotating basis. This course is required of MM students in conducting. Conductors should take the version of the course that corresponds to their area of concentration. The course is available as an elective to other graduate students in music.

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

#### h. Minor Change: Course title, course description

### To:

**On page 105 of the Graduate Bulletin in the right column at the top.**

SEYS 572.2. Student Teaching I in Science for Secondary School (7-12). 3 hr. plus 280 hours of fieldwork; 3 cr. Coreq.: SEYS 552, SEYS 536, SEYS 362, Submission of CST official score report, with overall score and sub-scores (candidates who do not pass must develop a remediation plan signed by advisor prior to student teaching). Student Teaching I is the first student teaching experience that is designed to provide undergraduates and graduates in the secondary education program with school-based classroom experiences that prepare them to effectively student teach at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher, and college-based supervisor. Aspiring teachers will learn how to plan and implement lessons based on knowledge of subject matter, and how students learn and develop; as well as how to create learning environments which encourage positive social interactions and active participation. In addition, aspiring teachers will learn how to adapt instructional and assessment strategies to the diverse needs, interests and abilities of learners.

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

#### i. Minor Change: Course title, course description

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(5b. GCC continued)

**To:**

**On page 105 of the Graduate Bulletin in the right column at the bottom.**

SEYS 572.4. Student Teaching II in Science for Secondary School (7-12). 3 hr. plus 360 hours of fieldwork; 3 cr. Prereq.: a minimum grade of B in SEYS 582 and SEYS 572.2 and a 3.0 GPA in SEYS courses; candidates must have a prepared edTPA portfolio submitted on Chalk & Wire. Student Teaching II is a full time clinically-rich student teaching experience that is designed to provide graduates in the secondary education program with school-based classroom experiences that prepare them to effectively student teach at the secondary school level. Students are usually placed at a secondary school setting under the guidance of a school-based teacher, and college-based supervisor. Aspiring teachers will demonstrate an understanding of planning and implementing lessons based on knowledge of subject matter, and how students learn and develop; as well as how to create learning environments which encourage positive social interactions and active participation. In addition, aspiring teachers will demonstrate how to adapt instructional and assessment strategies to the diverse needs, interests, and abilities of learners. It should be noted that Student Teaching II is considered a level III assessment where candidates are required to demonstrate their ability to plan, instruct and assess at a proficient to exemplary level of performance.

### **10. SEYS (Secondary Education and Youth Services)**

- j. Minor Change: Course title, course prerequisite or corequisite, course description**

**On page 109 of the Graduate Bulletin in the right column at the top.**

**To:**

SEYS 753. Digital Applications in Science and Technology Education. 3 hr.; 3 cr. Prereq.: Matriculation into the MAT or MS in secondary science education, initial certification, and/or permission of the instructor. Science teacher candidates enrolled in this course will examine the fundamental issues, concepts, and best practices surrounding the use of multimedia in science education. They will learn how to use multimedia digital systems, hardware, software, and Internet resources to support science instruction at the secondary level. Some of the teaching and learning activities will take place online.

### **11. SEYS (Secondary Education and Youth Services)**

- k. Minor Change: Course title, course prerequisite or corequisite, course description**

**On page 111 of the Graduate Bulletin in the left column at the top.**

**To:**

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(5b. GCC continued)

SEYS 777. Seminar in Research in Science Education I. 3 hr.; 3 cr. each course. Prereq.: Matriculation in MAT or MS in Education (science) program, initial certification, completion of 20 graduate credits, and 30 credits (undergraduate and graduate) in general science. The course focuses on educational research methodology to prepare students to use appropriate models, research designs, and evaluation techniques and to study educational problems in the areas of science and technology. Students will develop a proposal for a science education field-based research project that will be conducted in SEYS 778.

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

#### I. Minor Change: Course description

**On page 111 of the Graduate Bulletin in the left column at the top.**

**To:**

SEYS 778. Seminar in Research in Science Education II. 3 hr.; 3 cr. each course. Prereq.: Matriculation in MAT or MS in Education (science) program, initial certification, an approved research proposal from SEYS 777. This course is the second of two consecutive courses in research techniques and research study findings in science education. The objective is to introduce graduates to tools used in research and study how data are used to look more carefully at cause and effect in teaching and learning. In the process, graduates will complete an original research study in an area of interest. The study is expected to be well-designed and follow the appropriate APA format for a publishable paper. Quantitative studies that rely on numerical data analysis and qualitative studies that rely more heavily on observational, descriptive measures will be reviewed. Further, common statistical procedures used in various studies will be discussed.

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

#### m. New Course

**SEYS 756 Mobile Science: Data-Based Decision Making** 3 hr.; 3 cr.

Prereq.: None

#### *Course description:*

This course is designed to tap student motivation by using personal technologies such as mobile phones and tablets as tools for conducting authentic science investigations. The workshop provides tools to find and use real-time data and the analytical pedagogical foundation of how to use large data sets to engage students in detecting patterns in the natural environment. Data



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analytics is especially important in the 21st century because of two advances: computational power and a veritable explosion in the quantity of collected data.

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

#### n. Program Change: Change in requirements for degree/certificate

The program change is an addition of a new elective course offering in the Science MSED and MAT programs, under the category of “Pedagogical Content Courses” for Science on page 103 of the Graduate Bulletin.

#### On page 103 of the Graduate Bulletin

To:

Science (18 credits) *Pedagogical Content Courses*  
SEYS 753 or 754 or 756

#### 5c. Nominating Committee

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

“To accept the Nominating Committee Report dated November 13, 2019”

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

#### 1) Committee on Teaching Excellence & Evaluation

The following Student member was elected by unanimous consent:

Siddharth Malviya                      At-Large                      through: December 2021

#### 2) International Student Affairs Committee

The following Faculty member was elected by unanimous consent:

Ya Ching Hung                      M&NS                      through: December 2021

The following Student member was elected by unanimous consent:

Shanan Miller                      SS                      through: December 2021

**Academic Senate Minutes – February 13, 2020**

(5c. Nominating Committee continued)

**3) Graduate Curriculum Committee**

The following Faculty member was elected by unanimous consent:

Jacqueline Darvin                      ED                      through: December 2021

**4) Undergraduate Scholastic Standards Committee**

The following Faculty member was elected by unanimous consent:

David Leventhal                      SS                      through: December 2021

The following Student member was elected by unanimous consent:

Nelson Concepcion-Infante    At-Large                      through: December 2021

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

“To accept the Nominating Committee Report dated December 10, 2019”

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

**1) Committee on Undergraduate Admissions & Re-Entry Standards**

The following Faculty member was elected by unanimous consent:

Yael Neumann                      A&H                      through: December 2021

The following Student member was elected by unanimous consent:

Kevin Acosta                      M&NS                      through: December 2021

**2) Elections Committee**

The following Faculty member was elected by unanimous consent:

Simone Yearwood    At-Large                      through: December 2021

**3) Graduate Scholastic Standards Committee**

The following Student member was elected by unanimous consent:

Reem Elsayed                      A&H                      through: December 2021

## Academic Senate Minutes – February 13, 2020

(5c. Nominating Committee continued)

### 4) International Student Affairs

The following Student member was elected by unanimous consent:

Andre Benjamin (no major yet) through: December 2021

### 5) Committee on Teaching Excellence & Evaluation

The following Faculty member was elected by unanimous consent:

Sara B. Woolf At-Large through: December 2021

The following Student member was elected by unanimous consent:

Oliver Ngai At-Large through: December 2021

### 6) Undergraduate Curriculum Committee

The following Faculty member was elected by unanimous consent:

Nancy Foasberg A&H through: December 2021

The following Student member was elected by unanimous consent:

Rolando Martinez SS through: December 2020

### 7) Undergraduate Scholastic Standards Committee

The following Faculty member was elected by unanimous consent:

Kathleen Mangiapanello M&NS through: December 2021

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

“To amend the February 13, 2020 report and withdraw Leah Rosenberg from the DMNS search committee”

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

### 1) Committee on Undergraduate Admissions & Re-Entry Standards

The following Faculty member was elected by unanimous consent:

Joyce Tang SS through: December 2021

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The following Student member was elected by unanimous consent:

Amil Virani                      SS                      through: December 2020

### 2) Elections Committee

The following Faculty member was elected by unanimous consent:

Jose Sanchez                      At-Large                      through: December 2021

### 3) Committee on Teaching Excellence & Evaluation

The following Student members were elected by unanimous consent:

Henry Weng                      At-Large                      through: December 2021

Tasshei Mitchell                      At-Large                      through: December 2021

### 4) Undergraduate Curriculum Committee

The following Student members were elected by unanimous consent:

Zaire Couloute                      At-Large                      through: December 2020

Shompa Islam                      ED                      through: December 2021

The following Faculty member was elected by unanimous consent:

Steven Schwarz                      At-Large                      through: December 2021

### 5d. Subcommittee on Honorary Degrees:

- i. MOTION: Duly made by Dave Fields, Parliamentarian:

“To accept the Subcommittee on Honorary Degrees report dated November 21, 2019”

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

Report to Academic Senate

Subcommittee on Honorary Degrees to be awarded May 2020

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Committee Nominations determined at meeting on Nov 21, 2019

Our top selection is Dr. Miriam Rafailovich, a Distinguished Professor of Materials Science and Engineering at Stony Brook University, and recipient of the SUNY Chancellors Award for Research in Science, Engineering, and Medicine.

The committee forwarded her name in Nov. 2018, and she was approved by the Senate in early 2019. However, the conferral of her award was postponed by the President's office.

We have selected two additional nominees:

Our second selection is chef José Andres. Chef Andres is a highly successful restaurateur, with numerous locations in NYC. We are nominating him because of his activism in the area of food security, through the charitable organization World Central Kitchen. WCK supports a large number of global food security projects, including: the clean cookstoves initiative, culinary training programs, and social enterprise ventures that empower communities and strengthen economies. The service activities in which Chef Andres has taken a lead role is WCK's #Chefs for the People and "Food First Responders" serving millions of meals each year to victims of natural disasters and of political violence across the planet. His engagement helps not only directly, in feeding those whose lives are devastated, but also through his efforts to gain public recognition and support of WCK efforts. He wrote a book about WCK activism in the aftermath of Hurricanes Irma and Maria in fall 2017: *We Fed an Island: The True Story of Rebuilding Puerto Rico, One Meal at a Time*.

The third nominee is Preet Bharara, former US Attorney for the southern district of NY. Bharara was born in India and grew up in NJ, but has a long history of service to the state of NY. Bharara served as the chief counsel to Senator Chuck Schumer. He was an assistant United States Attorney in Manhattan for five years, bringing successful criminal cases against crime families and gangs in New York City. He was appointed US Attorney by President Barack Obama in 2009 and served until March 11, 2017, when he was fired by President Donald Trump, shortly after refusing to resign upon request. During his tenure as Attorney General, Bharara earned a reputation of a "crusader" prosecutor. According to *The New York Times*, during his tenure he was one of "the nation's most aggressive and outspoken prosecutors of public corruption and Wall Street crime." Under Bharara, the U.S. Attorney's Office for the Southern District of New York prosecuted nearly 100 Wall Street executives for insider trading and other offenses. He reached historic settlements and fines with the four largest banks in the United States, and closed multibillion-dollar hedge funds for activities including insider trading.

### 6. Old Business

#### 6a. Nominations to the Nominating Committee

Faculty – Social Sciences (no nominees)

Student-Arts and Humanities

The following student was nominated from the floor to fill the OPEN Arts and Humanities seat:

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Gloria Stoyanova

Arts and Humanities

May 2020

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

### **6b. Change May 7, 2020-Special meeting to May 14, 2020-Last and New Senate.**

i. MOTION: Duly made by Chair Yearwood:

“To change the Academic Senate meeting date from May 7, 2020 to May 14, 2020 Last and New Senate.”

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

## **7. New Business**

### **7a. Nominations to the Nominating Committee**

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

Sofia Taherkhani      At-Large      May 2021

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

### **7b. Nominations of Faculty to the College Association Board**

Chair Yearwood announced an email will go out for faculty interested in joining the College Association Board along with the application and Bylaws.

Siddharth Malviya explained that the Board manages a portion of the student activity fee that is designated from the Student Services Corp. Faculty were encouraged to apply.

### **7c. Election of Deputy Holder of the Chair**

The Chair accepted nominations for **Deputy Holder of the Chair:**

The following student senator was nominated from the floor:

Siddharth Malviya

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

MOTION: Duly made by Dave Fields, Parliamentarian:

“To Adjourn”

The meeting was adjourned at 3:54 pm. The next Academic Senate meeting will be on Thursday, March 12, 2020.