

The meeting will come to order:

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

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Yearwood:

“To approve the agenda”

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

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

- iii. MOTION: Duly made by Chair Yearwood:

“To accept the agenda as amended.

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

2. Approval of Minutes:

- i. MOTION: Duly made by Chair Yearwood:

“To approve the minutes dated April 2, 2020”

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

3. Announcements, Administrative Reports and Memorials:

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

The Senate paid its respect with a moment of silence.

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

The Senate paid its respect with a moment of silence.

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

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

The Senate paid its respect with a moment of silence.

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

4. **Special Motions:**

(None)

5. **Committee Reports:**

5a. Undergraduate Curriculum Committee

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

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

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

A. General Education

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

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

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(5a. UCC continued)

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

a. Changes to the BA Economics Program.

To Read:

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

Required: 33 credits

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

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

b. Changes to the BBA Finance Program:

To Read:

Choose two Electives from:

BUS350: Investment Analysis

BUS351: Financial Markets

BUS352: Investment Management

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

Choose two Electives from:

ECON201: Intermediate Macro

ECON215: Money and Banking

ECON229: History of International Business and Finance

BUS354: Multinational Financial Management

BUS356: Applied Financial Analysis or RM 711 Applied Financial Analysis

BUS386: Financial Econometrics

c. Changes to pre-requisites for ECO 249

To Read:

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

- a. New course:

URBST 264. VT: Special Topics in Environmental Studies.

3 hours, 3 credits. Prerequisite: None.

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

3. English

- a. Change to the minor.

To:

Required (8 credits)

ENGL 170W

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

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

5b. Graduate Curriculum Committee

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

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

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

GCC Minutes Dated April 1, 2020

A. ITEMS FOR CAPP

1. ECP (Educational and Community Programs)

a. Program Change

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

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(5b. GCC continued)

PROGRAMS & SPECIALIZATIONS

School Counseling Program

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

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

(a) School counseling specialty courses:

ECPCE 700. Foundations of School Counseling

ECPCE 802. Clinical and Contextual Issues in School Counseling

ECPCE 806. Administration and Organization of School Counseling Programs

ECPCE 808. Child and Adolescent Counseling

ECPCE 809. Learning & Motivation in School Counseling

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

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

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

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

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

Course Descriptions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ECPCE 829.1. 1 cr. (75 hr.)

ECPCE 829.2. 2 cr. (150 hr.)

ECPCE 829.3. 3 cr. (225 hr.)

ECPCE 829.4. 4 cr. (300 hr.)

b. Program Change

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

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

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

Adolescent Special Education (Grades 7-12)

ECPSE 700 Foundations of Special Education

(waived contingent on an acceptable equivalent completed

prior to acceptance into the program)

3cr.

ECPSE 740 Curriculum and Instruction for Adolescent Special Education

3 cr.

ECPSE 703 Introduction to Assessment in Adolescent Special Education

3 cr.

ECPSE 722 Applied Behavior Analysis & Positive Behavior Support

3 cr.

ECPSE 726 Practicum in Severe Disabilities

3 cr.

Total

12-15 cr.

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c. Program Change

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

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

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

Childhood Special Education (Grades 1-6)

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

d. Program Change

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

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

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

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

B. ITEMS FOR UNIVERSITY REPORT

1. Accounting

a. New Course

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

Prerequisites or corequisites: ACCT 747

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

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

b. New Course

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

Prerequisites: ACCT 757

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

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

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

c. New Course

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

Prerequisites: None

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

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

d. New Course

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

Prerequisites: ACCT 757

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

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

e. New Course

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

Prerequisites: ACCT 757

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

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

f. New Course

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

Prerequisites: ACCT 747, 757 & 760.

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

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

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

2. ECP (Educational and Community Programs)

a. New Course

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

Prerequisites or corequisites: None

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

b. New Course

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

Prerequisites or corequisites: None

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

c. Minor Change

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

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

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

d. Minor Change

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

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

e. Minor Change

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

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

f. Minor Change

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

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

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(5b. GCC continued)

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

g. Minor Change

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

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

h. Minor Change

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

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

ECPCE 829.1. 1 cr. (75 hr.)

ECPCE 829.2. 2 cr. (150 hr.)

ECPCE 829.3. 3 cr. (225 hr.)

ECPCE 829.4. 4 cr. (300 hr.)

3. Risk Management

a. New Course

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

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

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

4. SEYS (Secondary Education and Youth Services)

a. New Course

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

Prerequisites or corequisites: None

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

5c. Nominating Committee

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

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

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

1) Committee on Academic Technology

The following faculty members were elected by unanimous consent:

Matthew Day

Education

April 2022

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Alla Rozovskaya

Math and Natural Sciences

April 2022

2) Special Committee on Governance

The following faculty member was elected by unanimous consent:

Dave Fields

April 2022

3) Committee on Honors and Awards

The following faculty member was elected by unanimous consent:

Brais Outes-Leon

Arts and Humanities

April 2021

6. Old Business

(none)

7. New Business

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

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



Board of Trustees of The City University of New York

RESOLUTION TO

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

Queens College

March 9, 2020

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

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

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

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

NOW, THEREFORE, BE IT

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

BE IT FURTHER

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

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

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

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

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

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

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

“To accept Faculty Nominations to the Auxiliary Enterprises Corporation”

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

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

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

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

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

“To Adjourn”

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