

## **MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE    December 9, 2021**

### **The meeting will come to order:**

Chair Kevin L. Ferguson called the meeting to order at 3:37 p.m.

### **1. Approval of Agenda:**

i. MOTION: Duly made by Chair Ferguson:

“To approve the agenda”

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

“To amend the agenda and add item 6b. Old Business: Proposal on Honors and Awards”

iii. MOTION: Duly made by Jennifer Roff, Senator:

“To amend the agenda and add item 4a. Special Motions: Amendment to the previous adopted resolution on the School of Business”

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

### **2. Approval of Minutes:**

i. MOTION: Duly made by Chair Ferguson:

“To approve the minutes dated November 11, 2021”

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

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

1. Chair Ferguson announced that the President’s office will appoint an ad hoc working group on recognition. The Senate was asked to submit seven nominations for the committee. He also announced that the Senate has its own Standing Committee on Campus Affairs, Environment, and Graduation Advisory whose charge is to review proposals to name buildings or memorials on campus. The Senate was encouraged to apply to the open seats.

**4. Special Motions:**

- i. MOTION: Duly made by Senator Jennifer Roff:

“To amend the resolution to establish the School of Business and insert the word economics”

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

**RESOLUTION TO**

**Establish a School of Business at Queens College**

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

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

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

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

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

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

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

**NOW, THEREFORE, BE IT**

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

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

**5. Committee Reports:**

**a. Undergraduate Curriculum Committee**

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

“To accept the UCC minutes of November 11, 2021 as distributed”

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

Undergraduate Curriculum Committee

Minutes of 11/11/2021

---

**A. General Education**

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

1. General Education Matters

MES 245. The 1001 Nights in World Literature and Film. (College Option: Literature)  
ASL 111. American Sign Language 1 (College Option: Language)  
GEOL 64. Planetary Geology (College Option: Science)

2. Mathematics and Quantitative Reasoning Advisory Committee

3. Writing Intensive Advisory Committee.

4. STEM variant courses.

*None.*

**1. Anthropology**

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

ANTH 248: World of the Vikings

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

ANTH 282: Linguistic Subjectivities in Latin America

**2. Biology**

- a. Change in prerequisites and course description.

**TO READ:**

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

**3. BALA**

1. Change in prerequisites:

To read:

BALA 200. Entrepreneurship and Innovation.

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

An introduction to the process of beginning a new enterprise; learning how to take an idea for a new or improved product or service and turn it into a business. Students will create a business plan using a spreadsheet program for data analysis and documentation, suitable to be sent to possible investors and lenders as well as serving as a blueprint for operating the enterprise. Students will learn leadership and teambuilding skills required to succeed as an entrepreneur or innovator.

To read:

BALA 201W. Business Communications.

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

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

To read:

BALA 303. Strategic Management and Leadership.

(5a. UCC continued)

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

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

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

To read:

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

Required (21 credits)

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

List of Electives:

BALA 250. Principles of Marketing

**4. Hispanic Languages and Literatures**

a. Change in description.

To Read:

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

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

b. Change to the major in Spanish

To Read:

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

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

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

**5. CMAL**

a. New course.

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

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

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

**b. Graduate Curriculum Committee**

i. MOTION: Duly made by Ping Li, Chair of the Graduate Curriculum Committee:

“To accept the GCC minutes of November 3, 2021 as distributed”

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

**GCC Minutes Dated November 3, 2021**

**A. CAPPR REPORT**

**1. LCD**

- Linguistics and Communication Disorders: MS in Ed in TESOL

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

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

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

**2. LCD**

- Linguistics and Communication Disorders: Postmasters  
Advanced Certificate in TESOL

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

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

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

**3. LCD**

- Linguistics and Communication Disorders: MA in Applied Linguistics

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

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

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

**4. PSYCH**

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

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

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

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

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

## **ADVANCED CERTIFICATE PROGRAM IN APPLIED BEHAVIOR ANALYSIS**

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

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

### **Requirements for Matriculation and Continuation in the Program**

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

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

### **Curriculum of the Program**

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

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

Psych 730.00: Psychology of Learning (3 cr)

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

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

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

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



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

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

Psych 791.30: Record Keeping (3 cr)

## 5. PSYCH

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

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

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

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

### **MASTER'S IN APPLIED BEHAVIOR ANALYSIS**

(39 credits)

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

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

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

### **Degree Requirements for the Master's in Applied Behavior Analysis**

*39 credits distributed as follows:*

**Required courses (30 credits)**

PSYCH 705. Statistics 3 credits

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

PSYCH 730. Psychology of Learning 3 credits

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

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

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

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

PSYCH 771.03. Ethical Issues in Psychology 3 credits

PSYCH 791.3. Special Topics: Record Keeping 3 credits

PSYCH 795.00. Fieldwork Project in Applied Behavior Analysis 3 credits

**Comprehensive Exams and  
9 Credits of Elective Courses**

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

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

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

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

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

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

### **Applied Behavior Analysis Elective Courses**

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

### **Appeals Process**

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

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

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

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

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

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

### **Requirements for Continuance in the Psychology MA Programs**

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

### **Non-Matriculated Studies**

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

#### **c. Nominating Committee**

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

“To accept the Nominating Committee Report dated December 9, 2021”

Editorial correction: Change Faculty to Student for Emma Richter.

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

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

The following faculty was elected by unanimous consent:

Joyce Tang                                      Social Sciences                      through: December 2023

Yael Neumann                                      Arts & Humanities                      through: December 2023

**2) Teaching Excellence & Evaluation Committee**

The following faculty was elected by unanimous consent:

Schiro Withanaachchi          Social Sciences          through: December 2023

Sara B. Woolf                  Education                  through: December 2023

Nathalia Holtzman      Math & Natural Sciences      through: December 2023

**3) Undergraduate Scholastic Standards Committee**

The following faculty was elected by unanimous consent:

David Leventhal              Social Sciences          through: December 2023

Brais Outes-Leon              Arts and Humanities      through: December 2022

The following student was elected by unanimous consent:

Gordon Bi                      Social Sciences          through: December 2023

**4) Graduate Curriculum Committee**

The following faculty was elected by unanimous consent:

Lenwood Gibson              Education                  through: December 2023

Ping Li                          Social Sciences          through: December 2023

David Lahti                  Math & Natural Sciences      through: December 2023

Caroline Hong              Arts and Humanities      through: December 2023

**5) Undergraduate Curriculum Committee**

The following faculty was elected by unanimous consent:

Esther Muehlbauer      Math & Natural Sciences      through: December 2023

The following student was elected by unanimous consent:

Emma Richter              Arts and Humanities      through: December 2023

**6) Elections Committee**

The following faculty was elected by unanimous consent:

Simone Yearwood                      Arts & Humanities      through: December 2023

**7) Committee on Academic Technology**

The following faculty was elected by unanimous consent:

Monica Casco                              Arts & Humanities                      through: April 2023

The following student was elected by unanimous consent:

Abimbola Elizabeth Olatunbosun      Arts & Humanities      through: April 2023

**d. Subcommittee on Honorary Degree**

- i. MOTION: Duly made by Hefer Bembenutty, Chair of the Subcommittee on Honorary Degrees:

“To accept the Subcommittee on Honorary Degrees report dated November 12, 2021”

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



November 12, 2021

Dear Professor Ferguson,

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

Mr. Danny Burstein earned his BA degree in drama in 1986 from Queens College before completing an MFA in acting at the University of California, San Diego, in 1990. His mother,

Virginia Vega Burstein, earned her BA in 1978 at Queens College, and his stepfather, Harvey Burstein, was a professor of philosophy at Queens College for many years.

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

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

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

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

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

While Dr. Casadevall's research and accomplishments alone merit an honorary degree, his role in promoting diversity, equity, and inclusion in science is remarkable. Dr. Casadevall is a

strong voice for promoting women and underrepresented minorities in science. Nearly half his trainees are from underrepresented groups, and over half are women, and he has pressed for gender equity in grant funding and visibility at professional conferences. His mentoring of scientists from underrepresented groups was recognized with the William Hinton Award of the American Society of Microbiology. His lifelong commitment to knowledge and the public good represents Queens College’s highest values.

## 6. Old Business

### a. Nominations to the Nominating Committee:

Faculty – At-Large May 2023

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

Kevin Ferguson May 2023

Math and Natural Sciences May 2023 (no nominees)

Student – Education May 2023 (no nominees)

### b. Proposal on Honors and Awards:

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

“To accept the amended proposal dated November 30, 2021 to change the criteria for granting general college honors”

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

Motion passed.

#### **Proposal:**

The College Committee on Honors and Awards is proposing to change the criteria for granting general college honors. The Undergraduate Bulletin entry on General College Honors would change as follows:

#### **Current version:**

General college honors—*summa cum laude*, *magna cum laude*, and *cum laude*—are conferred on graduating seniors who meet standards approved by the Academic Senate. Students who have taken at least 45 credits with letter grades (A, B, C, D, F) at Queens College may be given honors if their grade-point average—on the basis of work done only at Queens College—meets the requirements as well as their cumulative grade-point average, which includes work done at previous institutions. The cumulative academic averages required for honors degrees are 3.9 for *summa cum laude*, 3.75 for *magna cum laude*, and 3.5 for *cum laude*.



**Proposed version:**

General college honors are conferred on graduates who meet standards approved by the Academic Senate: To be eligible for honors, a student must take at least 45 credits whose grades count toward the calculation of the student’s Queens College grade-point average (GPA). For eligible students, the honors designation is determined solely by the student’s cumulative Queens College GPA upon graduation, as follows:

- *summa cum laude* for a GPA of 3.900 or higher,
- *magna cum laude* for a GPA of 3.750 to 3.899,
- *cum laude* for a GPA of 3.500 to 3.749.

**Reason for change:**

The current rule was enacted in order to open up honors eligibility to more transfer students, who only need 45 Queens College credits to graduate. (The rule that preceded the current rule required at least 60 QC credits.) At the time it was decided that the college should also take into account prior institution grades in determining honors status.

Unfortunately, the current rule has proved unwieldy and impractical to implement, because of the difficulty in accessing student records on work done at previous institutions. This has led to delays in issuing of diplomas, incorrectly printed diplomas, students being wrongly excluded from our Baccalaureate Ceremony, and various other problems. There are also reasonable arguments that a Queens College honors designation should be solely based on work done at Queens College, and that comparing grades from diverse prior institutions is an arbitrary practice anyway. Finally, the current rule, as written, technically applies to all students who did *any* work at other institutions, even if they have 100+ QC credits. This was not the intention behind the current rule and should be fixed as soon as possible.

In light of these observations, we believe that the only practical solution is to determine general college honors based solely on QC grades and QC credits. This change would also bring our rule in line with what is practiced by most other CUNY senior colleges.

The precise language of the rule is intended to clarify that honors status depends only on information easily accessible via CUNYfirst: the student’s QC GPA and the number of “Units Taken Toward GPA” (which is the credit number used to compute their QC GPA). It also clarifies that we do not round up GPA.

**7. New Business (none)**

MOTION: Duly made by Chair Ferguson:

“To Adjourn”

The meeting was adjourned at 4:08 pm. The next Academic Senate meeting will be on Thursday, February 10, 2022.