

**MEETING OF QUEENS COLLEGE  
ACADEMIC SENATE**

**DATE:** February 10, 2022

**TIME:** 3:35 p.m.

**PLACE:** Remote

**A G E N D A**

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of December 9, 2021
3. Announcements, Administrative Reports, and Memorials:
  - a. Chief Diversity Officer & Dean of Diversity, Jerima DeWese

The Agenda for the Academic Senate meeting on March 10, 2022 will be prepared at the Executive Committee meeting on Thursday, February 24, 2022. Any lengthy material to be considered by the Executive Committee on that date should be emailed to Kevin.Ferguson@qc.cuny.edu or Brenda.Salas@qc.cuny.edu by February 18, 2022.

4. Special Motions
5. Committee Reports:
  - a. Undergraduate Curriculum Committee Minutes dated December 9, 2021
  - b. Nominating Committee Report dated February 2022
  - c. Undergraduate Scholastic Standards Committee - Academic Senate Policy
6. Old Business
  - a. Nominations to the Nominating Committee
    - i. Faculty - Math & Natural Sciences May 2023
    - ii. Student – Education May 2023
7. New Business
  - a. University Faculty Senate

## **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

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**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.

**A. General Education**

## 1. General Education Matters

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

## 2. Mathematics and Quantitative Reasoning Advisory Committee

## 3. Writing Intensive Advisory Committee.

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

## 4. STEM variant courses.

*None.*

## 1. Psychology

Change to a major: Psychology

From:

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

To Read:

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

*Justification:*

*Due to an omission when Psych 375 was approved, the course was not included in the Advanced course list for the Psychology Major. The course should be included as one of the courses on the list.*

## 2. Linguistics and Communication Disorders

### Change to a Major: Communication Sciences and Disorders

From:

First Level: Must obtain a ~~2.6 or above~~ GPA average across these 3 courses. ~~One course retake allowed.~~

To Read:

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

*Justification:*

*Students must successfully complete the foundational courses to succeed in the major. The minimum GPA is being raised to 3.0 across the three 100 level courses to increase the likelihood of success in the 200 and 300 level courses.*

## 3. Media Studies

### Change In Title and Description:

From:

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

To Read:

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

*Justification:*

*The content of the course will not change substantially. However, the time period covered by the course will be condensed from covering the period of 1970 – today, a duration of five decades and open ended, to thirty years, with the definitive*

*concluding end point of 2000. This change is being proposed for three reasons: First, it is the department's intention to create a new course MEDST 147: Contemporary Cinema: 2000 - Today (the proposal for which is in development and will be forwarded to the Undergraduate Curriculum Committee for consideration in January 2022). Thus, the title change is being proposed for practical reasons. Second, the film industry changed dramatically in the late 1980s and throughout the 1990s, in terms of its artistic, industrial, corporate and technological aspects, many of which led to transformations in to the cinema audience's consumption of, and participation in, popular culture, art and entertainment. Third, segmenting the Film History Sequence in Media Studies in this matter (and creating the Contemporary Cinema course to follow MEDST 146) will provide an enhanced opportunity for instructors and students to consider with much more depth and insight the changes to American and Global Cinema in the three decades covered by the course, without the added need to cover an additional twenty years, a period where the film industry has undergone an even more dramatic restructuring, due to innovations in theater, camera and exhibition technology, emerging Internet marketing synergies, fandoms and ancillary markets, corporate consolidation and the advent of home streaming. The course will be altered slightly to consider such structural and aesthetic transformations in much greater detail and will provide a fuller picture of the historical period covered.*

#### 4. European Languages and Literatures

Change in program name.

From:

French

To:

French and Francophone Studies

*Justification:*

*In recent years, the French program has added a number of new courses to the curriculum that specifically address Francophone culture and literature, including FREN 370 (Topics in Francophone Literature), FREN 750 (Studies in Francophone Culture) and FREN 730 (Studies in Francophone Literature). We also teach about Francophone culture and literature in courses such as: FREN 45 (French and Francophone Cultures and Thought), FREN 41 (French and Francophone Literatures in Translation), and FREN 250 (French and Francophone Film and Media). We have also added an interdisciplinary minor in Francophone African Studies. The name change will better reflect the diversity of courses offered by the program.*

*This change will be for the program name only—the degrees offered will not change.*

#### 5. Mathematics

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##### Changes to Requirements for a Major

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

**FROM:**

**Required:** MATH 151 and 152 (or the equivalents), 201 and 202 (or 207), 231, 310, ~~and 333~~, and eight elective MATH courses at the 200-, 300-, 600-, or 700-level (not including MATH 271, 272, or 385). Two of the following courses may be taken to fulfill elective requirements: CSCI 111, CSCI 320, PHYS 207, PHYS 243. (Some of these elective courses require a prerequisite (CSCI 220 or PHYS 146.4) that does not count toward the math major, but would count toward a major or minor in that subject.)

**TO READ:**

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

**Justification:**

We are updating the course number for Algebra I.

**Dean's Justification:**

This is an administrative change. There is one additional credit in MATH 301 than MATH 333, which will be important pedagogically for the students to fully learn the material that is the core part of any pure math major.

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

THE SECONDARY EDUCATION OPTION (CONCENTRATION CODE MATH-SEC)

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

**Required:** MATH 151 and 152 (or the equivalents), 201, 220, 231 (or 237), 241, ~~333 (or 613)~~, 385, 505 and 518; CSCI 111, ~~CSCI 112 or one of PHYS 121, 145~~. Three or four additional courses as follows: Three additional courses chosen from Lists X and Y below, of which at least two must be from List X, or four additional courses chosen from Lists X and Y below, of which at least one must be from List X. At least fifteen credits of these required and elective courses must be taken at Queens College.

**List X:** MATH 310, 317 (or 617), 609, 612, 618, ~~619~~, 626, and 634. MATH 310 is recommended for those who expect to teach calculus. Also especially recommended are MATH 317 (or 617), 618, ~~and 619~~.

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

**TO READ:**

THE SECONDARY EDUCATION OPTION (CONCENTRATION CODE MATH-SEC)

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

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

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

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

**Justification:**

There was a typo in the original bulletin entry. CSCI 112 should have been CSCI 212. We are updating the requirements to include equivalent courses (CSCI 111 and 112) and (CSCI 211 and 212) and clarify the language. This also updates the numbers for Algebra I and Number Theory.

**Dean's Justification:**

These are administrative changes. There is one additional credit in MATH 301 than MATH 333, which will be important pedagogically for the students to fully learn the material, especially for these secondary education students.

**Point of Information:**

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

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 New Courses
 

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**Proposal 3: Reforming the Abstract Algebra Sequence****TO READ:**

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

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

**Justification:**

MATH 301/601 and 302/602 replace MATH 333 and MATH 613. There is repetition in the course content of MATH 333, 613, and 702. We are updating and rationalizing the course content which will give undergraduate students the opportunity to take a second abstract algebra course that does not repeat material. The courses are cross-listed between undergraduate and graduate levels as MATH 601 and 602. The hour added to Algebra I will allow faculty to spend time going over problems in class and cover the full complement of material. MATH 333 was required for the Pure and Secondary Education Options of the Mathematics Degree. MATH 301 takes its place. See **Appendix B** for syllabi.

**Dean's Justification:**

We do not expect this to impact the number of sections of each class being offered, only the content taught. Instructors teaching MATH 301/601 and 302/602 will have well defined mandates for the courses they are teaching. MATH 301, which replaces MATH 333 does have one additional hour, which we have determined is important pedagogically for this required course.

**Point of Information:**

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

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

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

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

**Justification:**

We are starting to cross-listing graduate courses that have a large undergraduate enrollment and that are often offered at other institutions as undergraduate courses. MATH 619 (Theory of Numbers) is being renumbered as MATH 605 in order to align with the abstract algebra flavored courses MATH 601 and 602. MATH 305 will be cross-listed with MATH 605. MATH 619 already serves as an elective for many undergraduate students.

**Dean's Justification:**

Creating a cross-listed undergraduate version of this class will be more friendly for undergraduate students to enroll in than the graduate version. This class belongs as an undergraduate course. Having an undergraduate number will make it even more attractive for undergraduate students to take.

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 Changes to Existing Courses
 

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**Proposal 5: Update prerequisites for MATH 250****FROM:**

**MATH 250. Mathematical Computing.** 3 hr.; 3 cr. Prereq.: ~~One semester of calculus.~~ Introduction to a mathematical programming language such as Mathematica, Maple, MATLAB, or Sage. Students will learn algorithmic thinking and apply these ideas to explore problems arising in various areas of mathematics. No prior experience in programming is necessary.

**TO READ:**

**MATH 250. Mathematical Computing.** 3 hr.; 3 cr. Prereq.: MATH 201 or MATH 231. Introduction to a mathematical programming language such as Mathematica, Maple, MATLAB, or Sage. Students will learn algorithmic thinking and apply these ideas to explore problems arising in various areas of mathematics. No prior experience in programming is necessary.

**Justification:**

Students need experience with 3D coordinate systems in order to take full advantage of the module on 3D printing. This is introduced in multivariable calculus and in linear algebra.

**Courses Withdrawn**

MATH 333. Introduction to Algebraic Structures.

**Courses Added to the Reserve List**

MATH 237. Honors Linear Algebra.

MATH 337. Honors Abstract Algebra.

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

**FROM:**

**MATH 337. Honors Abstract Algebra.** 3 hr.; 3 cr. Prereq.: Permission of the chair. An intensive course for students intending to do advanced work related to mathematics. Definitions, examples, and basic properties of groups, rings, fields, and vector spaces. ~~(Credit may not be received for both MATH 337 and either MATH 333 or 613. It is suggested that students needing a slower presentation of abstract algebra register for MATH 333 or 613 instead.)~~††

**TO READ:**

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

**Justification:**

MATH 337 has not been offered in a long time and it will not be offered for the foreseeable future, so we would like to add it to the reserve list. Its language should be updated due to the new course numbering for MATH 301 and to match other bulletin anti-requisite language.

**6. Media Studies**

## a. New Course.

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

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

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

**Justification:**

**Media Studies 366. Class And Media:** *The tumultuous political and social events of the past few years have prompted scholars, activists and American citizens to interrogate the economic structure of our society with great urgency and attention. Following the sudden and shocking collapse of the global economic system in 2008, questions about the nature of capitalism, globalism, neo-liberalism and the persistence of income inequality have come to the fore of America political and social discourse. The political election campaigns of recent decades have foregrounded the structural elements of capitalism as*



*well as the opportunity for debating the possibility of implementing alternatives to the neo-liberal model. Thus, Class has become central to discussions of identity and citizenship in our contemporary moment.*

b. New Course.

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

Prerequisites: MEDST 201W and MEDST 245.

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

***Justification:***

*Script Analysis has been offered three times as a MEDST 281: Intermediate Studies in Media (Variable Topics) course with solid results and positive student feedback. At present, there is a single course in Screenwriting and Screenplay development being offered by the Media Studies department – MEDST 245: Screenwriting. The Media Studies Department seeks to address the dearth of coursework in Film Writing and bolster its Film and Media Production classes in order to provide students with additional classes allowable to fulfill the recently inaugurated Media Arts Certificate Program. Towards this end, the Media Studies Department looks to augment its offerings in creative arts production in order to expand the number of courses available to both Film Majors and Media Arts students and address demand for more hands on film and media production.*

**Change To A Major: Media Studies**

From:

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

**Required**

MEDST 100, 101, ~~200~~, and ~~300W~~, and three courses at the 300 level, at least two of which must be designated as writing intensive (W).

**Electives**

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

(NOTE: The Undergraduate Course Bulletin inaccurately lists 300W as one of the required core courses. 201W is correct. A few years ago, the course number was changed, though the title and content remained the same. The language contained above reflects what is published in the Bulletin – the information is correct in CUNYFirst and on the Department's web page. This will be corrected for the 2022-2023 version of the Bulletin).

To Read:

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

**Required**

MEDST 100, 101, and 201W; one additional Media Arts or Media Production Course from the following list: MEDST 241, 242, 243, 245, 246, 247, 248, 266, 310, 313, 314, 317, 318, or 361; and three courses at the 300 level, at least two of which must be designated as writing intensive (W).

**Electives**

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

**Change To A Minor: Media Studies**

From:

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

MEDST 100, 101, ~~200~~, and ~~300W~~.

**Electives**

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

(NOTE: The Undergraduate Course Bulletin inaccurately lists 300W as one of the required core courses. 201W is correct. A few years ago, the course number was changed, though the title and content remained the same. The language contained above reflects what is published in the Bulletin – the information is correct in CUNYFirst and on the Department's web page. This will be corrected for the 2022-2023 version of the Bulletin).

To Read:

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

MEDST 100, 101, and 201W.

**Electives**

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

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

*Justification:*

*The Media Studies Major Core Curriculum is being changed to reflect wide-ranging transformations in the role and status of media institutions and patterns of media consumption in contemporary society. Changes to the Core Curriculum reflect not only a radical shift in the definition of 'media' in the past two decades, but also changes in the scope and focus of the discipline of Media Studies during the same time period. When the Core Curriculum was last revised "Media" was limited to 'traditional' forms such as Film, Television, Radio and Print; today Media is defined more broadly and encompasses myriad disparate forms and technologies. In addition, today's students are able to more readily create, distribute and exhibit their own media productions than those in years prior. The Core Curriculum is being altered to reflect this dramatic industrial, social and cultural paradigm shift.*

*Media Studies 200: The Principles of Sound and Image is being removed from the Core Curriculum and replaced with a menu of courses, from which students will be required to select one Media Arts or Media Production class which aligns with their interest in the theory and practice of Media. Media Studies 200 was conceived of, and still functions as, a course in rudimentary film and television visual and narrative analysis, with students permitted to submit creative*

*short film projects as part of the coursework. However, given the more expansive notion of what constitutes 'media' today, a class which instructs students in elementary concepts of cinematic storytelling is both too limited and too tangential to a Media Studies curriculum. (It remains appropriate for Film Studies and will still be required of Film Studies Majors).*

*In addition, the transformation of the Core Curriculum is meant to align the department's offerings with the recently announced Queens College School of Arts by increasing the emphasis upon student creative expression and artistic production. All Media Studies Majors will complete the program having had the opportunity to conceptualize and execute their own artistic productions, utilizing developments in Media to achieve their personal artistic goals. Lastly, the change to the curriculum will complement the recently created Media Arts Certificate program by affording more students the opportunity to complete coursework in Media creation.*

## 7. Linguistics and Communication Disorders

Change in prerequisite:

From:

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

Prereq.: LCD 105, 106, and 110 with a combined GPA of at least 2.6.

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

Prereq.: LCD 105, 106, and 110 with a combined GPA of at least 2.6.

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

Prereq.: LCD 105, 106, and 110 with a combined GPA of at least 2.6.

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

Prereq.: A grade of B– or better in LCD 207 and 208.

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

Prereq.: A grade of B– or better in LCD 216.

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

Prereq.: A grade of B– or better in LCD 207.

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

Prereq.: A grade of B– or better in LCD 207 and 216.

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

Prereq.: A grade of B– or better in LCD 207 and 208.

To Read:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Justification:*

*Due to the large number of CSD majors and the limited number of seats in a class, CSD major classes are reserved only for our major students. Detailing this information clearly in the bulletin and CourseDog will reduce the problem of non-CSD majors taking seats from our CSD majors and allow our major students to successfully advance in the program. Students who want to take CSD major courses must formally apply and be accepted into our major based on entrance criteria.*

**8. English****Proposal 1: Change in course title**

From:

**ENGL 360. VT: Latino/Latina Literature in English.**

To:

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

***Justification:** This new title reflects recent changes in how the field has been describing itself and was proposed by the two members of the department teaching in this field.*

**Proposal 2: Change in course title and description**

From:

**ENGL 356. ~~Literature of the American Indians.~~** 3 hr.; 3 cr. Prereq.: ENGL 170W. A study of the tales, poems, religious beliefs, and literature of Native American peoples, which may also include some literature about Native Americans since the onset of settler colonialism. (LIT)

To:

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

***Justification:** This new title and description reflects changes in the field that treat Native American and Indigenous literatures as a significant and important body of work on par with other ethnic American literatures taught in universities. The new title is also more expansive and inclusive and reflects how the field defines itself.*

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

**Proposal 3: Change to English major**

From:

Of the 7 electives, at most 3 creative writing courses (~~200W~~, 210W, 211W, 301W, 302, 303W, 304) may be applied to the major. The remaining four electives must be literature or noncreative writing courses.

To:

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

***Justification:** We are asking for English 200W to be removed from the above list because it is a noncreative writing course and should not be included in the list of creative writing courses that are limited as counting toward the major.*

**Proposal 4: Change to the Writing Minor**

From:

**Writing for Professions: choose one 3-credit course**

English 201W: VT: Writing for Special Fields  
English 203W. Writing Science and Technology for the Public  
English 220. Editorial Practices  
English 396W. Writing Studies  
English 397W: Seminar in Teaching Writing  
English 392. Composing Digital Media [Variable Topics: Web Development, Video production, podcasting, data visualization, etc.]  
English 2993. Internship [with permission of the department]

To:

**Writing for Professions: choose one 3-credit course**

English 201W: VT: Writing for Special Fields  
English 203W. Writing Science and Technology for the Public  
English 220. Editorial Practices  
English 396W. Writing Studies  
English 397W: Seminar in Teaching Writing  
English 392. Composing Digital Media [Variable Topics: Web Development, Video production, podcasting, data visualization, etc.]  
English 2993. Internship [with permission of the department]  
Media Studies 223 and 223W: Media Writing

From:

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

English 190: Reading as Writers  
English 200W: Writing about Writing  
English 201W: Essay Writing for Special Fields  
English 203W. Writing Science and Technology for the Public  
English 204W: Writing from the Field  
English 205W: Methods for Writing Research  
English 206: Writing Studio [1 cr.]  
English 210W: Introduction to Creative Writing  
English 211W: Introduction to Writing Nonfiction  
English 220: Editorial Practices  
English 2993: Internship [with permission of the department]

English 301W. Fiction Workshop  
 English 302. Playwriting Workshop  
 English 303W. Nonfiction Workshop  
 English 304. Poetry Workshop  
 English 382: Composing Digital Media  
 English 394W: Writing Multilingualism  
 English 396W: Writing Studies  
 English 397W: Seminar in Teaching Writing  
 English 398: Portfolio Workshop  
 MEDST 245. Screenwriting  
 MEDST 246. Art of the Adaptation

To:

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

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

**Justification:** *In consultation with the Media Studies department, we would like to add their new Media Studies course, Media Studies 223 and 223W (it's in the process of being approved as a W course) to the Writing minor. It's very much an appropriate course for the minor because it teaches students how to write for various professional mediums and therefore should count as both a "Writing for Professions" course and an elective for the minor.*

## 9. Family, Nutrition & Exercise Sciences

**BS-Nutrition and Dietetics Program (NUTDTS-BS)****Proposed Change in Admission GPA and Minimum grade Requirement****From:**

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

- a. An overall GPA of ~~3.0~~, including courses taken at Queens College and other accredited institutions;
  - b. A grade of B or better ~~in FNES 101, The Science of Foods~~
- A ~~3.0~~ GPA from Queens College will be needed to receive a Verification Statement, a document required by the ~~American Dietetic Association~~ for entry into a Dietetic Internship. A student may be denied a Verification Statement if an Academic and/or Disciplinary Sanction was deemed necessary due to academic dishonesty.

**To Read:**

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

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

***Justification:***

1. *Certain criteria need to be corrected to maintain accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).*
  - a. *80% must pass the credentialing exam necessary to become a Registered Dietitian (RD) while only 76% have passed the exam on average over the last three years.*
  - b. *Our data shows being admitted into Dietetic Internships and passing the RD exam are associated with their GPA upon entering the Nutrition and Dietetics program being  $\geq 3.2$ .*
  - c. *Increasing the minimum grade from C (GPA of 2.0) to B (GPA of 3.0) would improve overall GPA associated with admittance into Dietetic Internships and provide evidence of greater knowledge level to be able to pass the RD exam.*

**10. Secondary Education and Youth Services****New Course.**

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

***Justification:***

*This new course was developed with funding from a *Discimus ut Serviamus (We Learn So That We May Serve)* grant to expand experiential education opportunities for QC students and to build on QC's commitment to community-engaged*

*education. This course does not require any additional funds. The SEYS Department Curriculum Committee will review the outcomes of this new course on a periodic basis and will make adjustments as deemed necessary.*

## 11. CMAL

### New Course.

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

*Justification:*

*This course was developed collaboratively between the Biology and CMAL departments. The purpose of the course is two-fold, it will provide an additional regularly taught elective for students majoring in CLAS and for students of the sciences it will provide a critical area of knowledge, as such a course is required as a pre-req for many Physician assistance programs.*

## 12. Africana Studies

### a. New Course.

**AFST 100. Intro to Africana Studies.** 3 hr.; 3 cr. Prereq.: None

An introduction to the field of Africana Studies. Drawing from history, philosophy, sociology, anthropology, political science, literature, gender and sexuality studies, philosophy, the health sciences, and performance studies the course explores the African foundational relationship to and connections with its Diaspora populations. Africana Studies investigates the lives, histories, cultures, and thought of Africans and African-descended people. The purpose of this course is to introduce students to several of the key concepts, moments, and debates that prevail in the discipline. Over the course of the semester, we will examine the role of race, the mechanics of global slavery, and the importance of both in the making of the modern world.

*Justification:*

*This course was developed by Africana Studies (AFST). Presently, the Africana Studies curriculum does not include an introductory course that provides a comprehensive overview of the field nor its methodologies and applications. To enhance the options available to students pursuing the Africana major or minor, The Africana Advisory Board has begun a full assessment of course offerings to determine where gaps lay and/or revision may be necessary. **Intro to Africana Studies** fills a gap in the current curriculum as it will serve as a foundational course to introduce students to the field; provide them exposure to frameworks that will inform their pursuit of the major/minor while also helping them to expand their interest in the subfields which inform Africana Studies; and as it is being proposed as a purpose of the PATHWAYS USED it will also serve to increase exposure and awareness of African Studies to QC students and our campus community. We plan for **AFST 100**.*

### b. New Course

**AFST 203. Africa In the World.** 3 hr.; 3 cr. Prereq.: None

Examination of contemporary and historical cultural production on and from Africa across a range of registers, including literary, musical, and visual arts, material culture, and science and technology. We



employ key theoretical concepts from history, anthropology, political science, psychology, sociology, literature, and social theory to analyze these forms and phenomena, and help to both situate contemporary cultural production and to interrogate the future directions of African being in the world. Anchoring our discussions in case studies, we consider how Africa's place in and relationship to the global is articulated through creative practices. The course shows creative cultures and cultural production as not only aesthetic or functional, but also thoroughly political. We explore cases from throughout the continent.

***Justification:***

*This course was developed by Africana Studies (AFST). The course adds to the current Africana Studies curriculum by filling a large gap in its offerings related to the global expanse of Africa and its ongoing influence on modern cultures. Essential to any successful Africana Studies program, is highlighting the centrality of Africa itself to all fields of study, cultures, world-views, and creative economies in the modern context. The Africana Studies Advisory Board, while reviewing the current curriculum noted that a weakness in our offerings included a course focused on African cultural production that uses the epistemology and methodologies of Africana Studies and its subfields. The Board determined to fill that gap by proposing **AFST 203. Africa In the World** as a PATHWAYS WGCi course for students majoring/minoring in Africana Studies. The course will also serve as an option for students in other majors seeking to fulfill their WGCi requirements.*

### 13. Art

a. Change in Art History Elective offerings:

From:

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

To read:

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

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

b. Change in Photography & Imaging Elective offerings:

From:

Photography & Imaging Elective Courses: Seven (7): 21 Choose from ARTS 150-199 or from ARTS 200-399 \*Four (4) of the seven electives must be taken from: ARTS 200 or ARTS 300 level courses

To read:

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

*Justification: The addition of the new electives for the major reflects the recent prefix changes in the Design BFA prefix from ARTS to DESN and the Photography & Imaging BFA prefix from ARTS to PHOTO.*

c. New Course:

**PHOTO 245 Digital Pinhole Imaging & Large Format Printing I**

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

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

*Justification: Students are required to take seven (7) elective courses to fulfill their degree requirements for the new BFA in Photography and Imaging. Currently there are few elective course offerings in PHOTO. This new course will provide photography specific option for students. Also this course is consistent with similar courses offered at other CUNY schools, which will help with potential CUNY transfer students. Courses in making and design-thinking that utilize makerspaces are continuing to grow in popularity among our students.*

d. New course

**PHOTO 345 Digital Pinhole Imaging & Large Format Printing II**

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

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

*Justification: Students are required to take seven (7) elective courses to fulfill their degree requirements for the new BFA in Photography and Imaging. Currently there are few elective course offerings in PHOTO. This new course will provide photography specific option for students. Also this course is consistent with similar courses offered at other CUNY schools, which will help with potential CUNY transfer students. Advanced courses in making and design-thinking that utilize makerspaces are continuing to grow in popularity among our students.*

e. New course

**PHOTO 230 3D Modeling, Printing, & Casting I**

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

Emphasis on the role new imaging technologies play in analog sculptural processes. In this course students will learn how to take advantage of new imaging tools such as 3D modeling and 3D printing and apply it to the traditional art of mold making and casting. The course will explore the rudiments of 3D modeling, how to prepare 3D files for 3D printing using Fused Deposition Modeling, the basics of molding models in various materials and the unique properties of casting in those materials. Students will study the aesthetic qualities of sculptural form as well as the technical aspects of the imaging process.

*Justification: Students are required to take seven (7) elective courses to fulfill their degree requirements for the new BFA in Photography and Imaging. Currently there are few elective course offerings in PHOTO. This new course will provide photography specific option for students. Also, this course is consistent with similar courses offered in other CUNY schools, which will help with potential CUNY transfer students. Courses that teach essential skills needed in CAD modeling and fabricating are increasingly valuable skills for a variety of commercial and fine art related photography and imaging fields.*

f. New course

PHOTO 330 3D Modeling, Printing, & Casting II  
(4 hours per week / 3 credits) Prerequisite: PHOTO 230

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

*Justification: Students are required to take seven (7) elective courses to fulfill their degree requirements for the new BFA in Photography and Imaging. There are currently few elective course offerings in PHOTO. This new course will provide photography specific option for students. Also, this course is consistent with similar courses offered at other CUNY schools, which will help with potential CUNY transfer students. Courses that teach essential skills needed in CAD modeling and fabricating are increasingly valuable skills for a variety of commercial and fine art related photography and imaging fields.*

g. New Course

PHOTO 285 Gaming a System - Imaging a Community  
(4 hours per week / 3 credits) Prerequisite: PHOTO 176, PHOTO 165

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

*Justification: Students are required to take seven (7) elective courses to fulfill their degree requirements for the new BFA in Photography and Imaging. Currently there are few critical theory, community based, or social practice elective course offerings in PHOTO. This new course will provide photography specific seminar for students and teach strategies of conceptual thinking through studies of specific conceptual issues and historical and contemporary theories.*

h. New Course

PHOTO 240 Images in Round - Leaving the Plane  
(4 hours per week / 3 credits) Prerequisite: PHOTO 176, PHOTO 165

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

*Justification: Students are required to take seven (7) elective courses to fulfill their degree requirements for the new BFA in Photography and Imaging. Currently there are few elective course offerings in PHOTO. This new course will provide photography specific option for students. Our students need and request multi-disciplinary courses that allow the expansion of the traditional definition of photography. Also, this course is consistent with similar courses offered at other CUNY schools, which will help with potential CUNY transfer students.*

i. New Course.

PHOTO 195 Photography & Imaging Software  
(4 hours per week / 3 credits) Prerequisite: none

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

*Justification: Students are required to take - DESN 195 Photoshop Basics - to fulfill their degree requirements for the new BFA in Photography and Imaging. This course is taught with design majors in mind and as such does not satisfy all of what our Photography & Imaging majors need. Our Photography & Imaging majors need a course that focuses solely on software for photography and imaging. This new course will provide photography specific option for students. Also, this course is consistent with similar courses offered at other CUNY schools, which will help with potential CUNY transfer students.*

#### 14. Music

From:

**[MUSIC 111. Music of Diverse Genres and Style**

**Periods.** 3 hr.; 3 cr. Prereq.: MUSIC 1. An elective continuation of MUSIC 1 to expand contact with the repertory and understanding of musical forms and procedures.]

**[MUSIC 204. The Symphony Up to and Including**

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

**[MUSIC 205. The Symphony from Schubert to**

**the Present.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent).]

**[MUSIC 206. The Concerto.** 3 hr.; 3 cr. Prereq.:

MUSIC 1 or 101 (or its equivalent). From the Baroque era to the present.]

**[MUSIC 207. Chamber Music.** 3 hr.; 3 cr. Prereq.:

MUSIC 1 or 101 (or its equivalent). Comprehensive

study of outstanding examples of duo sonata, trio, quartet, quintet, sextet, and larger chamber music groups from the time of Bach.]

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

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

**[MUSIC 210. The Violin: Its History and Literature.** 3 hr.; 3 cr. Prereq.: MUSIC 1 or 101 (or its equivalent). Lecture-recital course focusing on selected works from Bach to the present.]

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

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

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

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

To:

None. All of these courses are to be withdrawn.

Justification:

*None of these courses has been offered in the twenty-first century. Our model for courses for non-majors has changed radically since the 1990s. We wish, in the future, to be able to use these course numbers for other courses.*

### 15. Art

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

From:

Art History Core Courses (6 credits)

ARTH 101 or 102

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

To Read:

ARTH 101 or 102

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

*Justification:*

*History of Photography is a sub-discipline of Art History at many colleges and universities. ARTH258: History of Photography is regularly taught and serves both as an elective for all majors in the Department (Art History, Design, Photography & Imaging, and Studio) and a Pathways course (CE). PHOTO200 is proposed as an additional Art History elective because the course specifically studies the history and use of photography in political and social situations and issues. Students will gain an understanding of photography-based imagery has fundamental to diverse socially engaged art forms produced over the past 150 years.*

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

From:

**Art History Core Courses (9 credits)**

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

To Read:

**Art History Core Courses (9 credits)**

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

*Justification:*

*History of Photography is a sub-discipline of Art History at many colleges and universities. ARTH258: History of Photography is regularly taught and serves both as an elective for all majors in the Department (Art History, Design, Photography & Imaging, and Studio) and a Pathways course (CE). PHOTO200 is proposed as an additional Art History elective because the course specifically studies the history and use of photography in political and social situations and issues. Students will gain an understanding of photography-based imagery has fundamental to diverse socially engaged art forms produced over the past 150 years.*

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

From:

**Art History**

ARTH 101 and 102 plus two additional Art History courses, one from Modern and one from any of the other general areas of Art History.

To Read:

**Art History**

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

*Justification:*

*History of Photography is a sub-discipline of Art History at many colleges and universities. ARTH258: History of Photography is regularly taught and serves both as an elective for all majors in the Department (Art History, Design, Photography & Imaging, and Studio) and a Pathways course (CE). PHOTO200 is proposed as an additional Art History elective because the course specifically studies the history and use of photography in political and social situations and issues. Students will gain an understanding of photography-based imagery has fundamental to diverse socially engaged art forms produced over the past 150 years.*

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

From:

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

To Read:

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

*Justification:*

*History of Photography is a sub-discipline of Art History at many colleges and universities. ARTH258: History of Photography is regularly taught and serves both as an elective for all majors in the Department (Art History, Design, Photography & Imaging, and Studio) and a Pathways course (CE). PHOTO200 is proposed as an additional elective because the course specifically studies the history and use of photography in political and social situations and issues. Students will gain an understanding of photography-based imagery has fundamental to diverse socially engaged art forms produced over the past 150 years.*

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

**The Nominating Committee recommends the following individual(s) for election to the position indicated**

<b>Committee Type</b>	<b>Seat</b>	<b>Candidate</b>				
	<b>Name</b>	<b>Faculty/ Student</b>	<b>Division</b>	<b>Term</b>	<b>Committee</b>	<b>New/ Renewal</b>
<b>Standing</b>						
	<b>Siqi Li</b>	<b>S</b>	<b>No Major yet</b>	<b>Dec 2022</b>	<b>Undergraduate Admissions &amp; Re-entry Standards</b>	<b>Yes</b>
<b>Special</b>						
	<b>Tavia Kaplan</b>	<b>S</b>	<b>Social Sciences</b>	<b>April 2023</b>	<b>Special Committee on Governance</b>	<b>No</b>
<b>Other</b>						



Current

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Extend an INC Grade/ Reopen an FIN Grade:

Undergraduate Academic Senate Policy (Page 24):

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

NOTE: The Undergraduate Scholastic Standards Committee is empowered to grant extensions of time for the completion of INC and ABS grades.

Proposed

Extend an INC Grade/ Reopen an FIN Grade:

Undergraduate Academic Senate Policy (Page 24):

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

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

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

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Retroactive Withdrawal Current:

Undergraduate Academic Senate Policy (Page 19):

Retroactive withdrawals, which are withdrawals requested after the semester has been completed, shall be handled in essentially the same manner as late withdrawals (see C. above). Such withdrawals shall require documentation and verification of the extenuating circumstances that prevented the student from completing the course and from withdrawing during the appropriate time limits during the semester in question. (2/11/82)

Proposed:

**Academic Senate Policies**

Retroactive withdrawal appeals are withdrawals requested after the semester has been completed. Such withdrawals shall require documentation and verification of the extenuating circumstances that prevented the student from completing the course and from withdrawing during the appropriate time limits during the semester in question. Retroactive withdrawal appeals may be submitted in attempt to remove FIN, INC and WU grades for semesters Prior to Fall 2021. WU grades received prior to Fall 2021 are calculated in the GPA as zero and will continue to negatively impact a student's GPA. Retroactive withdrawals appeals can be requested from the Office of Student Advocacy/USSC within one calendar year. This time period may be extended if a student can document an emergency situation. Retroactive withdrawals are only granted with permission of the instructor or department chair and cannot be granted if the student was assigned an earned grade in the course.

Current WU Grade:

Undergraduate Academic Senate Policy (Page 35):

FACULTY RIGHTS, RESPONSIBILITIES AND OBLIGATIONS

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

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

Proposed WU Grade:

Undergraduate Academic Senate Policy (Page 35):

FACULTY RIGHTS, RESPONSIBILITIES AND OBLIGATIONS

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

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

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

## FACULTY SENATE ROSTER 2020-2022

**Attendance – December 9, 2021**

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

## FACULTY SENATE ROSTER 2020-2022

Attendance – December 9, 2021

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

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

**Attendance –December 9, 2021**

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

**QUEENS COLLEGE  
ACADEMIC SENATE  
2021-2022**

**Attendance –December 9, 2021**

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

**QUEENS COLLEGE  
ACADEMIC SENATE  
2021-2022**

**Attendance –December 9, 2021**

Natanya Duncan, History	P
Susan Rotenberg, Chemistry and Biochemistry	P
Sherrie Proctor, Education and Community Programs	P