

**MEETING OF QUEENS COLLEGE  
ACADEMIC SENATE**

**DATE:** December 8, 2022

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

**PLACE:** Kiely Hall Room 170

**A G E N D A**

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of November 10, 2022
3. Announcements, Administrative Reports, and Memorials:
  - a. Guest Speaker, Frank H. Wu, President

The Agenda for the Academic Senate meeting on February 9, 2023, will be prepared at the Executive Committee meeting on Thursday, January 26, 2023. 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 January 16, 2023.

4. Special Motions
5. Committee Reports:
  - a. Undergraduate Curriculum Committee Minutes dated November 10, 2022
  - b. Graduate Curriculum Committee Minutes dated November 9, 2022
  - c. Nominating Committee Report dated December 8, 2022
  - d. Elections Committee Report dated November 14, 2022
  - e. Subcommittee on Honorary Degrees dated November 17, 2022
6. Old Business
  - a. Nominations to the Nominating Committee

Student – Math and Natural Sciences May 2023  
At-Large May 2023
  - b. Nominations to the Executive Committee:

Faculty member  
Student member
7. New Business

## MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE November 10, 2022

### The meeting will come to order:

Chair Kevin L. Ferguson called the meeting to order at 3:42 p.m.

### 1. Approval of Agenda:

- i. MOTION: Duly made by Chair Ferguson:

“To approve the agenda”

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

### 2. Approval of Minutes:

- i. MOTION: Duly made by Chair Ferguson:

“To approve the senate minutes dated October 13, 2022”

Editorial Correction: to Nominating Committee Report term dates.

“To approve the senate minutes dated October 13, 2022, as amended”

Hearing no objection to the motion the minutes were approved as amended

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

- a. GEOL 78 - Pathways Course - Scientific World designation

Chair Ferguson announced that the Academic Senate Executive Committee was asked to conditionally approve Geology 78 for Pathways designation in order to move it forward to the CCRC in a timely manner.

- b. Guest Speaker, Jennifer Jarvis, Vice President for Student Affairs and Enrollment Management

Chair Ferguson introduced our guest speaker VP Jennifer Jarvis, Vice President for Student Affairs and Enrollment Management. VP Jarvis began by giving a short description about her role and the departments listed within the Office of Student Affairs and Enrollment Management. A copy of the organizational chart was available at the meeting. VP Jarvis explained that one of the things Queens College is facing is enrollment numbers. The college needs to work to get more applications this upcoming fall semester and retain our continuing students. One of the things she will work on with other departments and programs is a satisfaction survey. VP Jarvis encouraged faculty to contact her office when a student is not feeling satisfied. She also discussed changes in the QC hub as well as other changes that have been happening on campus. There will be a meeting to talk about new student orientation to determine what a campus wide orientation should look like over the summer. She also discussed initiatives coming from CUNY including a program called Reconnect and a payment plan beyond Nelnet for students having financial difficulties. VP Jarvis spoke about the future for QC which includes continuing with in person events. She encouraged the senate to reach out to her with feedback. VP Jarvis answered questions from senators.

## Academic Senate Minutes – November 10, 2022

- c. Chair Ferguson read the following memorial:

From Bobbie Kabuto, Interim Dean, School of Education:

It is with profound and deep sorrow that we announce the passing of one our dearest colleagues in the School of Education, Dr. Peishi Wang. Peishi began her career at Queens College as an Assistant Professor in 2006 and was promoted to Professor in the spring of 2022. A special education scholar, Peishi made an impact on the field in both the United States and China.

Peish was the wife of Gary Levenson, and the mother of Max and Simone. She was also the sister of Peter Wang and the daughter of Shumao Wang and Xin Wang.

A private burial was held on Tuesday, October 25.

The Senate paid its respect with a moment of silence

- d. Chair Ferguson read the following memorial:

Charles served multiple terms as Chair of the English Department in the 1980s and 1990s. He was the author of two books of poetry and biographies of modernist writers, including Alain Locke, Countee Cullen and Marianne Moore. His books of literary criticism included studies of Gary Snyder and Donald Barthleme. He was also the author of many articles on the visual arts and the regular art critic for *Salmagundi*. After stepping down as Chair, Charles served for many years as the PSC grievance counselor at Queens College and later as the lead grievance counselor CUNY-wide for the union.

Tony O'Brien adds:

Just a sentence of salute to my dear friend Charles, who arrived the same day with me at Queens in 1967. He was devoted to the department as a space of work and dare I say love, and did his powerful best to sustain it in our hostile culture. We worked together against the Vietnam War in marches and forums on the language of war in the antiwar strikes and moratoriums at Queens. We worked together in the union, where working-class loyalty found an unlikely outlet in academia. I admired and tried to emulate his probity and zeal. We exchanged writing and ideas for fifty-five years, and I loved him. Rest in power!

The Senate paid its respect with a moment of silence

4. **Special Motions:** (none)

5. **Committee Reports:**

### 5a. Undergraduate Curriculum Committee

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

“To accept the UCC minutes dated October 13, 2022 as distributed”

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

**A. General Education**

1. General Education Matters

- a. GEOL 78. Climate change: What it means to us and what you can do about it (SW)

2. Mathematics and Quantitative Reasoning Advisory Committee

3. Writing Intensive Advisory Committee.

4. STEM variant courses.

*None.*

**1. Communication Sciences and Disorders**

Change to a Major: (COMSCI-BA)

To Read:

Required Courses that can be taken anytime: 12-13 credits

- PSYCH 214
- Statistics: DATA 205 (previously SOC 205), or SOC 206 and SOC 207, or PSYCH 107.1 and 107.3, or MATH 114 or MATH 114W. (Note: MATH 114 is 3 credits).
- \* One course in biological science from the following list: BIO 9, 9+10, 11, 21, 22, 40, 105, 106.
- \* One course in physical science from the following list: PHYS 3, 5, 7, 11 + 14, 121.1 +121.4; CHEMISTRY 16.3, 16.3 + 16.1 (in combination), 101.1+101.3, 113.1 + 113.4.

**2. Art**

**a. Change to existing courses: Credit/Hour**

To read: **PHOTO 376. Senior Photography Seminar.**

**3 hr.;3 cr.** Prereq.: Permission of adviser. This is the first of two final required courses for the major. This course will be followed by the senior portfolio class. They cannot be taken simultaneously. The outcome of the senior seminar is to define a specific vision and develop ideas in your work. Working toward a thesis statement and portfolio, in this class students will demonstrate their experience and knowledge from the classroom in order to transition into “real-world” application. In addition to producing a body of work, and as part of the seminar, topics of discussion will include how to prepare for the job market, graduate school, and other future endeavors. An artist statement, resume, and website will be honed to best represent your skills and will also be required for the final.

## Academic Senate Minutes – November 10, 2022

(5a. UCC continued)

### b. Change to existing courses: Credit/Hour

To read: PHOTO 377. Senior Photography Thesis.

**3 hr.;3 cr.** Prereq.: PHOTO 376. This final semester in the BFA photography program will be a culmination of all previous work completed by students to develop a thesis with well- defined, imaginative ideas. Students will exhibit advanced digital and analog techniques, combined with creative vision and a personal aesthetic in the production of a final portfolio for their thesis exhibition. In addition to creating a portfolio, students will submit a written artist statement describing the viewpoints with their work, a bio, and printed and online self-promotional materials and presentations. Also, there will be discussion of historical and contemporary photographers' work as well as gallery and museum visits. Readings will cover early and contemporary theory, analysis of aesthetics, and other, related topics in the photographic industry. Students will also acquire knowledge of professional exhibition procedures and artistic practices, and learn how to prepare for the job market, graduate school, and other future endeavors.

### 3. Learning outcomes for the College Option Language (LANG) requirement.

Proposal to the Academic Senate to Amend the Learning Goals for College Option Language Courses.

Submitted September 27, 2022

By:

William McClure, Dean of Arts and Humanities

Drew Jones, Special Assistant to the Provost for Curriculum.

The current learning goals for College Option Language Courses, as passed by the Academic Senate, are:

#### COLLEGE OPTION LANGUAGE COURSES

***This course satisfies the following five Queens College Language learning outcomes:***

QC1: Address how, in the discipline (or disciplines) of the course, data and evidence are construed and knowledge is acquired; that is, how questions are asked and answered.
QC2: Position the discipline(s) in the liberal arts curriculum and the larger society
QC 3: Understand and use the concepts and methods of a discipline or interdisciplinary field
QC 4: Gather, interpret, and assess information from various sources, and evaluate arguments critically
QC 5: Solve problems, support conclusions, or defend insights.

***In Addition, this QC College Option LANG course satisfies the following learning outcomes (specify at least 2):***

LANG 1: Differentiate types of language and appreciate their structures.
LANG 2: Appreciate what is lost or gained in translations among languages.
LANG 3: Relate language, thought, and culture.
LANG 4: Compare natural languages, formal languages, and logic.
LANG 5: Understand the processes involved in learning languages.

## Academic Senate Minutes – November 10, 2022

(5a. UCC continued)

**We Propose to change this to eliminate QC 3, QC 4 and QC 5 as required learning outcomes.**

### **Justification:**

You will see pasted below the student learning outcomes for the three other categories of College Option courses, and will note that they all require the same two learning outcomes common to the College Option, numbered QC 1 and QC 2. We feel that these are sufficient for all QC College Option courses, and should be applied evenly across all college option courses. We are unsure how the three additional learning outcomes were added for the Language designation, but feel that this may have been done in error. Satisfying the two QC outcomes, plus two of the five Language-specific outcomes, should be sufficient for College Option Language Courses.

Here are the learning outcomes for the other courses:

### **COLLEGE OPTION LITERATURE COURSES**

***This course satisfies the following two Queens College General Education learning outcomes:***

QC 1: Address how, in the discipline (or disciplines) of the course, data and evidence are construed and knowledge is acquired; that is, how questions are asked and answered.
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QC 2: Position the discipline(s) in the liberal arts curriculum and the larger society
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***In Addition, this QC College Option LIT course satisfies the following four learning outcomes:***

LIT 1: Understand and be able to express the advantages of reading literature.
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LIT 2: Engage in the practice of reading.
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LIT 3: Appreciate different genres, including narratives, poetry, essays, or drama in their original language or in English translation.
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LIT 4: Through discussion and writing, develop and improve upon skills used in understanding and appreciating literature.
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### **COLLEGE OPTION SCIENCE COURSES**

***This course satisfies the following two Queens College General Education criteria:***

QC 1: Address how, in the discipline (or disciplines) of the course, data and evidence are construed and knowledge is acquired; that is, how questions are asked and answered.
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QC 2: Position the discipline(s) in the liberal arts curriculum and the larger society
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***In Addition, this QC College Option SCI course satisfies the following three learning outcomes:***

SCI 1: Familiarity with a body of knowledge in the physical or biological sciences.
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SCI 2: Successful study of the methods of science, including the use of observation, the information of hypotheses and the testing of models.
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SCI 3: Experience and awareness of the impact of science on modern society.
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**COLLEGE OPTION SYNTHESIS (SYN) COURSES**

*This course satisfies the following two Queens College General Education criteria:*

QC 1: Address how, in the discipline (or disciplines) of the course, data and evidence are construed and knowledge is acquired; that is, how questions are asked and answered
QC 2: Position the discipline(s) in the liberal arts curriculum and the larger society

*In Addition, this QC College Option SYN course satisfies the following:*

*Offer a culminating experience either in one discipline or across the disciplines. Should offer opportunities for rich intellectual experiences that allow students to integrate knowledge and make connections across cultural, philosophical, scientific, artistic, political, or other issues, while advancing their critical and creative abilities. Synthesis courses should be open to all advanced students, regardless of their major.*

**5b. Graduate Curriculum Committee**

- i. MOTION: Duly made by Ping Li, Chair of the GCC:

“To accept the GCC minutes dated October 12, 2022 as distributed”

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

**GCC Minutes Dated October 12, 2022**

**A. ITEMS FOR UNIVERSITY REPORT**

**1. GSLIS**

- a. **Minor Change: Change in Course Title**

**TO:**

**LBSCI 705. Managing Information Services.** 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Fundamentals of administration; functions of management (planning, organizing, staffing, controlling and communicating) in various types of libraries and information centers.

**2. GSLIS**

- b. **Minor Change: Change in Course Title & Course Description**

**TO:**

**LBSCI 723. Advanced Subject Cataloging and Classification.** 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Advanced topics in the theories, principles, and practices of subject cataloging and classification will be covered.

**3. GSLIS**

- c. **Minor Change: Course Withdrawal**

**TO:**

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(5b. GCC continued)

**~~LBSCI 727. Serials Librarianship~~**

**4. GSLIS**

- d. **Minor Change: Course withdrawal**

**TO:**

**~~LBSCI 735. History of Children's Literature to the Twentieth Century~~**

**5. GSLIS**

- e. **Minor Change: Change in Course Title**

**TO:**

**LBSCI 737. Materials for Children.** 3 hr.; 3 cr. Introduction to the forms and types of literature, including but not limited to both print and digital material; criteria for excellence; techniques for selection and evaluation for collection development; and identification of appeal and suitability for different types of young users.

**6. GSLIS**

- f. **Minor Change: Course Withdrawal**

**TO:**

**~~LBSCI 740. The Information Environment in Contemporary Society~~**

**7. GSLIS**

- g. **Minor Change: Course Reinstatement**

**TO:**

**LBSCI 748. Programming.** 3 hr.; 3 cr. Prereq.: LBSCI 700 or permission of the instructor. This course examines the basic principles, elements, and concepts of design, writing, debugging, and implementation of programmatic utilities in a distributive environment (i.e., the Internet). The focus is on problem-solving and learning to design web programs that are readable, well documented, efficient, and correct. The emphasis of the course is digital library applications.

**8. GSLIS**

- h. **Minor Change: Course Reinstatement**

**TO:**

**LBSCI 761. Organization and Management: School Library Media Centers.** 3 hr.; 3 cr. Prereq.: LBSCI 700, 701. Roles, services, programs, organization and management of the school library media center including teaching, information access and delivery, and program administration. Emphasis on collaboration with the school community, integrating state and national standards in the school library curriculum, integrating the school library curriculum into the wider school curriculum and the importance of information literacy. Assistive technology and other relevant information technology are addressed. Twenty-five hours of fieldwork in a school library media center are required.



## Academic Senate Minutes – November 10, 2022

(5b. GCC continued)

### 9. GSLIS

#### i. Minor Change: Change in Course Title

TO:

**LBSCI 764. Information Literacy Instruction for K-12.** 3 hr.; 3 cr. Prereq.: LBSCI 700 or 706, 702, 703. Evaluation, selection, and utilization of appropriate instructional methods to serve the needs of all members of the K-12 school community. Emphasis is on teaching information literacy skills to K-12 children and youth as well as methods and formats supportive of diverse learners. Twenty-five hours of fieldwork in a school library media center are required.

### 10. GSLIS

#### j. Request: New Course

Please state the course as follows:

Course number and title: **LBSCI 776. Community Engagement, Outreach and Partnerships**

Hours and credits: 3 hours, 3 credits

**Prerequisites or corequisites:** LBSCI 700,701,702,703

**Description (as it should read in the Graduate Bulletin):**

This course focuses on developing the skills needed to embed the library into the community and virtually, identifying potential partners, building partnerships, developing a community relations plan, and envisioning the library's future. This course includes in-class experiential opportunities and virtual community service components that focus on understanding the core ideas of community engagement, outreach, identifying and listening to communities while learning to develop, implement and evaluate programs.

### 11. GSLIS

#### k. Minor Change: Change in Course Title

TO:

**LBSCI 777. Public Library Services for Young Adults.** 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Overview of contemporary public library services for adolescents, with an emphasis on how to conceptualize or customize services that meet the development trends of this age group, while flourishing within organizational, political, and community cultures.

### 12. PHYSICS

#### l. Minor Change: Change in Course Hours & Course Credits

TO:

**PHYS 621, Optoelectronics 4 hr.; 4 cr.** This course will cover the physics of optoelectronic devices addressing both theoretical and experimental aspects. Topics to be covered include historical survey of optical communication, electromagnetic waves, waveguides, photonic crystals, microcavities, mechanism of light emission and absorption in semiconductors, lasers, photodetectors, solar cells, and nonlinear optics.

## Academic Senate Minutes – November 10, 2022

### 5b. Nominating Committee

- i. MOTION: Duly made by Stephen Grover, Chair of the Nominating Committee:

“To accept the Nominating Committee report dated November 9 2022”

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

#### 1) Graduate Curriculum Committee

The following faculty member was elected by unanimous consent:

William Orchard	Arts and Humanities	December 2023
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#### 2) Elections Committee

The following student was elected by unanimous consent:

Natalie Sanchez	Social Sciences	December 2023
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#### 3) Undergraduate Curriculum Committee

The following students were elected by unanimous consent:

Caroline Mena	Education	December 2023
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Lux Marc	Social Sciences	December 2024
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Arianna Arce	Arts and Humanities	December 2023
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The following faculty were elected by unanimous consent:

Nancy Foasberg	Arts and Humanities	December 2023
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Michelle Fraboni	Education	December 2023
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Kenneth Lord	Math and Natural Sciences	December 2024
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#### 4) Undergraduate Scholastic Standards Committee

The following students were elected by unanimous consent:

Krishna Dudani	Math and Natural Sciences	December 2023
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#### 5) Special Committee on Governance

The following student was elected by unanimous consent:

Lux Marc	Social Sciences	April 2023
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## Academic Senate Minutes – November 10, 2022

### 6) Dean of Education Search Committee

The following student was elected by unanimous consent:

Stephanie Bisram                      Education                      -----

### 6. Old Business:

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

Faculty – Education May 2023

The Chair accepted nominations from the floor to fill the OPEN Education seat:

The following faculty member was nominated from the floor:

Sunghee Shin                      May 2023

Seeing no further nominations, the Chair moved unanimous consent.

Student – Math and Natural Sciences May 2023 (no nominees)

At-Large May 2023 (no nominees)

#### b. Nominations to the Executive Committee:

Faculty member (no nominees)

Student member (no nominees)

### 7. New Business: (none)

#### i. MOTION: Duly made by Dave fields:

“To Adjourn”

The meeting was adjourned at 4:07 p.m. The next Academic Senate meeting will be on Thursday, December 8, 2022.

**A. General Education**

1. General Education Matters
2. Mathematics and Quantitative Reasoning Advisory Committee.
3. Writing Intensive Advisory Committee.
  - a. ENGL 290W. The History of the English Language
4. STEM variant courses.

## 1. CMAL

a. New course.

### **EAST 282. Body Politics and Transnational Korean Popular Culture**

3 hours; 3 credits.

Exploration of interdisciplinary and intersectional approaches to Korean humanities by engaging with critical discourses on race, ethnicity, and gender involved in the transnational production, consumption, and reception of contemporary South Korean cultural works, including cinema, K-pop, television dramas, and other types of television shows.

#### ***Justification:***

*This course was developed with funding from the CUNY Black, Race, and Ethnic Studies Initiatives (BRESI). It is an elective course open to all undergraduate students. The course is also provided as an elective course for students majoring in East Asian Studies and/or Chinese and students minoring in East Asian Studies, Korean, Chinese, and Japanese. The purpose of the course is to enhance students' theoretically sophisticated and historically nuanced understanding of the complex ways in which race and ethnicity have operated in global cultural politics as well as Korean creative industries. Students will look at how race and ethnicity have been defined and how definitions, media representations, and performativity in racial and ethnic practices have changed over time.*

## 2. Chemistry and Biochemistry

Proposed Changes:

(I) Conversion of B.A. Program Award to B.S.

(II) Conversion of Dual B.A. and M.A. Program Award to B.S. and M.S. (pending approval of the GCC)

*Justification: The department currently offers B.A. degree program in Chemistry with Chemistry or Biochemistry concentration. Students expect a Bachelor of Science (B.S.) and Master of Science (M.S.) degrees in line with domestic as well as international designation of a degree earned in chemistry discipline. All SUNY colleges and some CUNY colleges already offer B.S. and M.S. in chemistry. The course requirements are unaffected by these changes.*

*We expect to implement this change from Spring 2024. Students who have declared their Chemistry major with Chemistry or Biochemistry concentration prior to spring 2024 in the B.A. program and those admitted into the M.A. program prior to Spring 2024 will be offered the option to keep their current registration or switch to B.S. and M.S. award, as applicable. All students will be automatically enrolled for the B.S. or M.S. degree award, starting in Spring 2024.*

## 3. Media Studies

New minor in Advertising (15 credits)

Core Classes: MEDST 160 Advertising Aesthetics  
MEDST 223 Media Writing  
MEDST 260 Advertising & Marketing  
Plus 2 Advertising electives (See electives for the major)

*Justification: In Fall 2021 the department launched the Advertising major. Majors do an internship, which requires a 3.0 GPA. This has precluded a number of students who would like to study this material. This is supported by a survey fielded by the department.*

#### 4. Drama, Theater and Dance

New major in Fashion and Design

##### CURRICULUM

**A. Overview of the curriculum:** Fashion Studies encompasses the study of sustainability, workers' rights, and social justice, issues which are front and center in the fashion industry today. Courses in the program investigate world dress and design and race, gender, religion, and politics. Design courses including Fashion Sketching and Design Studio directly contribute to Fashion Studies. Another arm of Fashion Studies trains students in museum and archive practices, curation and collections management using the QC Fashion and Textiles Collection. Our practicum in both material culture and design actively prepare our students for internships.

We are in conversation with several museums and archives in NYC and out of state, and we have continuing relationships with businesses within the fashion industry who have placed our students in internships. Both have led to students finding jobs in the fashion field. We are in conversation with costume design practitioners for more internships and will continue to cultivate and expand these sponsorships in the field.

The new freestanding Fashion and Design BA (FASH) will be 39 credits. 30 credits of existing courses from the current program will be merged into the new Fashion BA. We are introducing nine new fashion courses, along with offering many new electives from other departments.

Students will be advised that their elective credits must include the requisite number of liberal arts credits to reach 90 for the BA. Degree Works will be scripted to assist with this.

Courses that support Fashion Studies include History of Fashion: Origins to 19th Century; History of Fashion: 20th Century to the Present; Dress Matters Seminar: Contemporary Dress Experiences; Fashion and Film, Global Fashion and Textiles, Fashion in the Museum, Material Matters: Fashion Era; and Fashion, Sustainability, and Social Justice. Sketching and Design I & II offer observational and diagrammatic skills for Material Culture Studies, along with training for Fashion Design and Costume Design. Fashion Design Studio I & II offer technical skills and construction details directly relating to a deeper understanding of dress for Fashion and Design Studies, with the additional benefit of crossing over into Fashion and Costume Design.

##### Fashion BA 39 credits

##### 39 credits, including 18 Core credits:

FASH 120	The World of Fashion
FASH 121	Textiles Exploration
FASH 157	History of Fashion in the West: Origins to 19th Century
or	
FASH 158	History of Fashion in the West: 20th Century to Present (Gen Ed SI course)
FASH 201	Global Fashion and Textiles
FASH 202	Fashion and Film
FASH 227	Dress Matters Seminar: Contemporary Dress Experiences

**Plus two courses from each of the following two groups (12 credits):****Liberal Arts Fashion Electives:**

FASH 228	Fashion, Sustainability, and Social Justice
FASH 370	Fashion in the Museum
FASH 380	Material Matters: Fashion Era
FASH 390	Special Topics in Fashion and Design** (with permission)

**Fashion Design Electives:**

FASH 225	Fashion Sketching Design and Illustration I
FASH 325	Fashion Sketching Design and Illustration 2 (pre-req FASH 225)**
FASH 126	Fashion Design Studio 1
FASH 226	Fashion Design Studio 2

**Plus three Fashion Major Elective courses (9 credits):**

ARTS 151	Drawing I
ARTH 101	History of Western Art I
ARTH 102	History of Western Art II
ARTH 104	Survey of Asian Art
ARTH 200	Art of the Silk Roads
ARTH 211	Early Christian and Byzantine Art
ARTH 258	History of Photography
ARTH 282	Art and Architecture of the Andes
ARTH 286	African Art
DANCE 350	Time and the Dancing Image in the U.S, I
DANCE 351	Time and the Dancing Image in the U.S. II
DESN 173	Shoot, Edit, Post
DESN 191	Basic Software for Design
DRAM 120	Introduction to Dramatic Literature
DRAM 201	History of World Theater I
DRAM 202	History of World Theater II
DRAM 214	Costume Design I
DRAM 314	Costume Design II
EURO 201W	The Arts in Europe
EURO 301W	Topics in European Studies
FASH 358	Independent Study: Fashion Archive
FASH 359	Independent Study: Fashion Design Projects
FASH 373	Internship**
ITAL 45W	Italian Civilization
ITAL 250W	Italian Cinema and Media
MEDST 101	Contemporary Media SOC 101 General Intro to Sociology
WGS 101W	Intro to Women & Gender Studies

\* Current Gen Ed course

\*\* Repeatable course

**II. New Courses.**

FASH 126. Fashion Design Studio 1. 3h, 3cr.

Introduction to a variety of hand and machine-sewing techniques along with pattern drafting for constructing garments. Students will learn how to cut, construct, and apply finishing techniques to apparel. Research includes analysis of garment construction details from outside sources. This course has an M&T Fee.

***Justification:***

*The current FNES126 clothing construction and design course has been modified to suit the needs of Family and Consumer Science majors who will be teaching grades K-12. As such, it is primarily an introductory hand sewing course, and doesn't meet the industry standards that QC fashion students need to succeed. This course directly supports Fashion Studies by experiential learning that allows students an important understanding of the structures and design components of dress.*

FASH 201. Global Fashion and Textiles. 3h, 3cr.

Introduction to world fashion and textiles from their origins to current use in the fashion industry by exploring objects, materials, techniques, and dyeing methods along with their applications and meaning in daily and ritual contexts. Regional world fashion and textiles are examined to understand how particular local practices have become part of global trade and cultural exchange, and issues of appropriation and cultural assimilation are examined.

***Justification:***

*Fashion history has long been focused on dress in the West, which has a long and varied history. But dress and fashion in the rest of the world has long been neglected or relegated to an "ethnic" dress category and/or summarily marginalized. This course has been created to begin to rectify the narrowly defined hegemonic Western view of dress and fashion and is an essential part of our new program curriculum.*

FASH 202. Fashion and Film. 3h, 3cr.

Introduction to the rise of fashion and costume design in films from the late 19th to the late twentieth century in order to understand, contextualize, and critique the hegemonic structures of twentieth century cinema. Following an historic timeline, it will examine stereotypes, tropes and types in cinematic history, including the Vamp, the Arab, the American Indian savage, the African American Mammie, the Asian Dragon Lady, Latinx Zoot Suiters, the Black Action Film Heroine in Blaxploitation films, and Disability as Narrative within the development of cinema. Seminal costume designers as well as Fashion designers who made film costumes will be addressed.

***Justification:***

*Fashion and Film ties together fashion studies, fashion history and costume design, and perfectly aligns with the vision of our program. It additionally addresses needs of Drama Theatre and Dance students and therefore has a far interdisciplinary reach.*

FASH 228. Fashion, Sustainability, and Social Justice. 3h, 3cr.

Exploration of fashion and social justice through global case studies to understand the meaning and significance of dress as an instrument of political action in both history and the present moment. It addresses the global fashion industry and its relationship to environmental degradation along with solutions to these problems in the current field.

***Justification:***

*This course is essential to fashion studies and the world today, especially as the fashion industry is under a justifiably intense scrutiny. Sustainability and Social Justice are inextricably linked to issues including industrial production, human and artificial intelligence labor, and environmental concerns.*

FASH 325. Fashion Design Sketching and Illustration II. 3h, 3cr. (Repeatable class)

Prereq.: FASH 225. This course builds on competencies from FASH 225, with the addition of multiple design groups, technical flats, and in-depth rendering techniques. Research includes fashion designers and museum exhibitions. May be repeated for credit.



***Justification:***

*This second sketching directly supports Fashion Studies by giving students observational and sketching techniques used in scaling and documenting historic dress. It additionally addresses the needs of students who may be interested in fashion design, and supports the Drama Theater and Dance Costume Design courses.*

FASH 370W. Fashion in the Museum. 3h, 3cr.

Through museum visits, discussion, and writing, this seminar-style course analyzes and interrogates fashion and its history within the museum context, and uses exhibitions as a source of inspiration for writing practices and creative vision. Writing skills are developed through reading responses, reflective essays, and a formal exhibition review.

***Justification:***

*This course feeds Fashion Studies along with supporting the archive and collections work our students pursue with the Queens College Fashion and Textiles collection.*

FASH 359. VT: Independent Study: Fashion Design Projects.

Prereq: Permission of program director.

This supervised independent study course allows students to pursue advanced research projects in both fashion and costume design. Fashion majors of upper junior or senior standing with a minimum of 3.0 grade point average are eligible. Evidence of sufficient preparation through relevant prior course work is necessary. May be repeated for credit.

***Justification:***

*This independent study course allows Fashion and students who wish to pursue historic dress construction and design projects, and also supports students interested in both fashion and costume design.*

FASH 380W. Material Matters: Fashion Era. 3 hr, 3 cr. Prereq.: FASH 123 or 125.

Using a multidisciplinary approach, this course combines research, writing and material culture investigation to examine one period in the history of fashion and how it functions intrinsically as a part of history, culture and society. Garments, textiles, and accessories from the historic Queens College Fashion and Textiles Collection are explored and used as a point of departure for writing projects.

***Justification:***

*This course also feeds Fashion and Museum Studies in our program. It hones our student's experiential skills, bringing together writing, observational diagrammatic methods, research and cataloging, for a thorough understanding of the importance of material culture.*

FASH 390. VT: Special Topics in Fashion and Design. 3h, 3cr. Prereq: Permission of Instructor

Offered according to student interest and needs. Topic will be announced before pre-registration. May be repeated for credit if topic is different.

***Justification:***

*This course is part of the existing program as FNES 390, however it also is a universal number that we cannot change, as it would delete the FNES department's ability to use it. Therefore we have to submit it as a new course.*

**III. Changes to Existing Courses.**

**From:**

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**FNES 325. The Apparel Industry.**

3 hr, 3 cr. Prerequisite: ECON 100, 101, or 102; FNES 121 and 227

An overview of the domestic and international apparel industry, including its historical evolution and current trends. ~~Types of enterprises, merchandising practices, and relationships within and among sectors of this industry are explored.~~

**To read:**

FASH 120. The World of Fashion. 3 hr, 3 cr.

An overview of the domestic and international apparel industry, including its historical evolution and current trends. Trend forecasting, major topics in the fashion industry, and various sectors of the industry are explored.

***Justification:***

*The course will be a part of the new Fashion and Design program and will need a FASH designation. The new number and course description accurately reflect its content. This course has always been an overview of the industry and should not have an upper-level number. The prerequisites no longer apply.*

**From:**

~~FNES 121. Textiles.~~

~~3h, 3cr.~~

~~A study of textile fibers, fabrics, and finishes. Testing and identification of fabrics. This course has an M&T Fee. For more info visit: <http://qc.cuny.edu/?id=JU9F>~~

**To read:**

FASH 121. Textiles Exploration. 3h, 3cr.

A study of textiles that includes the physical properties of natural and synthetic fibers, yarn production, construction of woven fabrics, dyeing techniques, printing, and finishes. Textiles will be examined and tested in a hands-on laboratory experience. This course has an M&T Fee.

***Justification:***

*The course will be a part of the new Fashion and Design program and will need a FASH designation. The new description defines the course more accurately. The MAT link has been removed because it appears to be a non-functioning link.*

**From:**

~~FNES 157. Fashion History Origins through the 19th Century. 3h, 3cr.~~

~~Fashion and dress from Ancient Egypt up to the 20th century will be explored. This course uses an interdisciplinary approach to investigate how dress and fashion function intrinsically as a part of the culture within its time period. Students will be able to understand fashion and dress in its historical, societal, economic, industrial, and global context. Diverse cultural influences across history are investigated as a foundation for Western dress and fashion.~~

**To read:**

FASH 157. Fashion History in the West: Origins through the 19th Century. 3h, 3cr.

A survey class on fashion and dress in the West from caves to 1900. This course uses a multidisciplinary approach to investigate how fashion and dress function intrinsically as a part of their respective cultures, and situates them within historical, societal, economic, technological, and global contexts.

**Justification:**

*The course will be a part of the new Fashion and Design program and will need a FASH designation. The edits to the description accurately describe the course, and articulate that the focus is on dress in the West.*

**From:**

~~FNES 158 Fashion History from the 20th Century to the Present.  
3h, 3cr.~~

~~Fashion and dress in the West from the 20th century to the present will be explored. This course uses an interdisciplinary approach to investigate how fashion and dress function intrinsically as a part of the culture within its time period. Students will be able to understand fashion and dress in its historical, societal, economic, industrial, and global context. The history of diverse cultural influences and their adoption in Western fashion are investigated.~~

**To read:**

~~FASH 158. Fashion History in the West from the 20th Century to the Present. 3h, 3cr.~~

~~A survey class on fashion and dress in the West from 1900 to the present. This course uses a multidisciplinary approach to investigate how fashion and dress function intrinsically as a part of their respective cultures, and situates them within historical, societal, economic, technological, and global contexts.~~

**Justification:**

*The course will be a part of the new Fashion and Design program and will need a FASH designation. The edits to the description tighten up the description for the course, and articulate that the focus is on dress in the West.*

*Please note: This is a Flexible Core course for the Individual and Society*

**From:**

~~FNES 225. Fashion Design Sketching.  
3h, 3cr.~~

~~Students will learn basic proportions of the body and sketching techniques to apply them to fashion sketches. Emphasis is on drawing basic fashion figures and garments through a variety of media and techniques.~~

**To read:**

~~FASH 225. Fashion Design Sketching and Illustration I. 3h, 3cr.~~

~~Basic proportions of the body and sketching techniques are studied and applied to fashion and costume design sketches and design development. Emphasis is on drawing and rendering basic fashion figures and garments with a variety of media and techniques.~~

**Justification:**

*The course will be a part of the new Fashion and Design program and will need a FASH designation. The edits both to the title and the description are an important update that reflect that this class will be offered to both Fashion and Costume Design students.*

**From:**

~~FNES 226. Apparel Science II.  
4 hr 3cr. Pre-req. FNES 121 and 126; With minimum grades of C~~

~~Continuation of FNES 126. Instruction in advanced construction techniques, handling of specialty fabrics, and alteration of patterns. This course has an M&T Fee. For more info visit: <http://qc.cuny.edu/?id=JU9E>~~

**To read:**

FASH 226. Fashion Design Studio II. 3h, 3cr. Pre-req.: FASH 126.

This class will build on methods introduced in FASH 126. Students will apply draping, construction, and pattern making skills to craft quality garments for production, and develop and create a group using industry techniques. This course has an M&T Fee.

**Justification:**

*The course will be a part of the new Fashion and Design program and will need a FASH designation. The edits to the description accurately reflect the course. The MAT link has been removed because it appears to be a non-functioning link.*

**From:**

~~FNES 227. Fashion, the Individual, and Society~~

~~3h, 3cr.~~

~~This multidisciplinary course will address the individual's identity in society as expressed through fashion and the body. An individual's choice of fashion will be explored through the complexities surrounding gender, local and global nationalities, ethnicity, class, and religion.~~

**To read:**

FASH 227. Dress Matters Seminar: Contemporary Dress Experiences. 3h, 3cr.

This multidisciplinary course addresses contemporary issues surrounding dress in society, and how the individual's identity is expressed through fashion, dress, and the body. Complexities surrounding local and global nationalities, gender, ethnicity, class, religion, and modesty are explored.

**Justification:**

*The course will be a part of the new Fashion and Design program and will need a FASH designation. The new description fleshes out the course more exactly and removes a repetitious phrase. We have included a W designation as this course fits well into the required writing parameters.*

**From:**

~~FNES 358. Research in Historic Costume~~

~~Development of an independent research project in the conservation, analysis, dating, and/or restoration of historic costume materials.~~

**To read:**

FASH 358. Independent Study: Fashion Archive.

By permission of program director. Independent study with an historic collection, including research, cataloging, exhibitions, and collections management.

**Justification:**

*The course will be a part of the new Fashion and Design program and will need a FASH designation. The new title accurately reflects this course and the fleshed out description accurately describes the class.*

**From:**

~~FNES 373. Fieldwork in Textiles and Apparel.~~

~~1 or 2 credits~~

Fieldwork courses provide professional experience for majors in approved institutions, agencies and firms. ~~or community activities in areas related to family and consumer sciences. (One or two semesters; the two semesters may be taken concurrently.)~~ A minimum of 45 hours is required for one credit, 90 hours for two credits. ~~This course has an M&T Fee. For more info visit: <http://qc.cuny.edu/?id=JU9F>~~

**To read:**

FASH 3731, 3732, 3733. Internship in Fashion and Design. 1, 2, or 3 cr.

With permission of program director. Internships provide professional experience for fashion students in approved institutions, agencies, and firms. A minimum of 45 hours is required for one credit., 90 hours for two credits, 135 hours for three credits.

***Justification:***

*The course will be a part of the new Fashion and Design program and will need a FASH designation. The new title accurately describes this internship class. The description updates the new Fashion program name. An M&T fee has been removed because there is no justification for it to be in place for an internship. The MAT link has been removed because it appears to be a non-functioning link.*

**5. Drama, Theater and Dance****Addition of a new track in Acting.****From:****DRAMA MAJOR BA**

Credits: 39 Major Code DRAM-BA

**DRAM 120, 201, 202, 111, 115, 218**

**Plus one course from each of the following groups (9 credits)**

- **DRAM 303, 304, 308**
- **DRAM 100, 121**

Note: Students pursuing the acting concentration must take Drama 121)

- **DRAM 230, 231**
- **Plus 12 elective credits**

**To Read:****DRAMA MAJOR BA**

Credits: 39 Major Code DRAM-BA

**DRAM 120, 201, 202, 111, 115, 218**

**Plus one course from each of the following groups (9 credits)**

- **DRAM 303, 304, 308**
- **DRAM 100, 121**

Note: Students pursuing the acting concentration must take Drama 121)

- **DRAM 230, 231**
- **Plus 12 elective credits (Drama BA majors only)**

**BA Drama major: Acting Concentration Track**  
**Major code ( DRAM-BA -AC)**  
**48 credits**

**Complete the requirements for the Drama BA above, plus the following (21 credits):**

Plus, the following five courses (15 credits)

- DRAM 222. Acting 2
- DRAM 225.Voice and Articulation for the Actor
- DRAM 323. Acting 3
- DRAM 227. Physical Training for the Actor I
- DRAM 324. Acting 4

Plus, select two drama elective courses chosen in consultation with your advisor (6 credits)

- DRAM 110. Musical Theater Workshop I
- DRAM 210. Musical Theater Workshop II
- DRAM 241. Experimental Theater Workshop
- DRAM 242. Puppet Theater Workshop
- DRAM 328. Physical Training for the Actor II
- DRAM 329. Acting Projects (may be repeated for credit)
- DRAM 332. Directing II
- DRAM 342. Shakespeare Workshop I
- DRAM 343. Shakespeare Workshop II
- DRAM 344W. Playwriting I
- DRAM 354. Advanced Playwriting II
- DRAM 381. Collaborative Workshop in Theater and Dance
- DRAM 390. Special Problems in Drama and Theater (Departmental Productions)
- DRAM 399. Acting Capstone (Note: what was “ M.F.A. Prep” course is being added to DTD curriculum)

**DECLARING AN ACTING CONCENTRATION**

Students must have passed Drama 100 or 121 with a grade of B or higher, and Drama 111, 115 and 120 with grades of C or higher before they can declare the Acting Concentration; and before they can take any of the following 300 level acting courses:

Drama 323: Acting 3

Drama 324: Acting 4

Drama 328: Physical Training for the Actor II

Drama 342: Shakespeare Workshop I

Drama 343: Shakespeare Workshop II

Drama 399: Acting Capstone

***Justification:***

*Queens College offers a BA in Drama with no concentrations currently available in our department. Many of our drama majors have an interest in performing and several aspire to become professional actors. We offer a wonderful array of courses but after our required preliminary acting class and 12 elective credits are fulfilled, it becomes difficult for transfer students and students who have fulfilled their general elective credits to take the more advanced acting courses. Our program has proven itself to be a great foundational training ground for students looking to become actors and teachers. Creating a concentration will enhance our enrollment and more importantly allow those students with talent and desire to expand their education as performers while they are at Queens College. We already have an impressive track record with many of our most recent alumni working professionally*

*in T.V. and Theater. We have been the B.A. launching pad, helping students receive their M.F.A.'s from Yale, Juilliard, Tisch School of the Arts, Rutgers, A.C.T. in San Francisco, A.R.T. at Harvard and London Conservatory of Music and Art just to name a few. Creating this acting concentration will strengthen the training for current and future students and make our program more prestigious and financially affordable. The way the concentration is designed it will not pull students away from our current major but will allow for an exciting expansion in this specialty and may increase overall enrollment in our department.*

6. Art

a. Course withdrawal.

**ARTS 387. VT: Technical Workshops**

b. New course.

**PHOTO 256. VT. Alternative Processes in Photography I**

4 hours, 3 credits; Prerequisite: PHOTO 165 and PHOTO 176

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

***Justification:** This course did not exist at the time the Photography & Imaging BFA was created and was always intended to be part of the degree requirements. This course is consistent with similar courses offered at other CUNY schools, which will help with potential CUNY transfer students. Courses in alternative photographic processes also exist at private institutions and are continuing to grow in popularity among young students.*

c. Course withdrawal.

**PHOTO 355. VT: Darkroom Photography III**

d. New course.

**PHOTO 257. Studio Lighting I**

4 hours, 3 credits; Prerequisite: PHOTO 165 and PHOTO 176

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

***Justification:** This course did not exist at the time the Photography & Imaging BFA was created and was always intended to be part of the degree requirements. This course is consistent with similar courses offered at other CUNY schools, which will help with potential CUNY transfer students. Courses in studio lighting also exist at private institutions and knowledge of lighting is considered crucial for the job market.*

e. Change to the major: Photography & Imaging BFA

**From:**

Art History Courses (9 cr)

ARTH 102, History of Western Art  
 ARTH 258, History of Photography  
 One course from:  
 ARTH 200-299; MEDST 100, 101, 144, 146; PHOTO 200

Photography & Imaging Required Courses (33 cr)  
 PHOTO 176, Darkroom Photography I  
 PHOTO 276, VT: Darkroom Photography II  
~~PHOTO 355, VT: Darkroom Photography III~~  
~~DESN 195, Photoshop Basics~~  
 PHOTO 165, Digital Photography I  
 PHOTO 225, VT: Digital Photography II  
 PHOTO 235, VT: Digital Photography III  
~~ARTS 387, Technical Workshops~~  
 PHOTO 375, Photography Special Projects  
 PHOTO 376, Senior Photography Seminar  
 PHOTO 377, Senior Photography Portfolio/Thesis

### To Read:

Art History Courses (9 cr)  
 ARTH 102, History of Western Art  
 ARTH 258, History of Photography  
 One course from:  
 ARTH 200-299; MEDST 100, 101, 144, 146; PHOTO 200

Photography & Imaging Required Courses (33 cr)  
 PHOTO 176, Darkroom Photography I  
 PHOTO 276, VT: Darkroom Photography II  
PHOTO 257, Studio Lighting I  
PHOTO 195, Adobe Photoshop for Photography and Imaging  
 PHOTO 165, Digital Photography I  
 PHOTO 225, VT: Digital Photography II  
 PHOTO 235, VT: Digital Photography III  
PHOTO 256, VT: Alternative Processes in Photography I  
 PHOTO 375, Photography Special Projects  
 PHOTO 376, Senior Photography Seminar  
 PHOTO 377, Senior Photography Portfolio/Thesis

*Justification: These changes represent the addition of new courses that were just created, and the removal of old courses. There is no change in the number of credits required.*

## 7. FNES

### a. Change to existing courses: FNES 307W

#### From:

**FNES 307W. Experimental Food Science.**  
**2 lec. hr.; 3 lab hr.; 3 cr. Prereq.: FNES 101 and 263, ~~PSYCH 107.~~**  
**Techniques in food experimentation. The completion of an individual food study requiring interpretation and evaluation of results. Fall, Spring (MAT)**



**To Read:**

**FNES 307W. Experimental Food Science.**

**2 lec. hr.; 3 lab hr; 3 cr. Prereq.: FNES 101 and 263, FNES 260.**

**Techniques in food experimentation. The completion of an individual food study requiring interpretation and evaluation of results. Fall, Spring (MAT)**

***Justification for the change***

*Addition of FNES 260 as prerequisite:*

*The FNES 307W course focuses on development of research skills. Students will be better prepared for the course after taking FNES 260 Research Methods in Nutrition, which introduces research methods and design.*

*Removal of PSYCH 107 as prerequisite:*

*PSYCH 107 (composed of PSYCH 1071 and 1073) is a prerequisite for FNES 260, thus continues to be taken before the FNES 307W course when FNES 260 becomes a prerequisite.*

**b. Change to existing courses: FNES 368**

**From:**

**FNES 368. Life Cycle Nutrition.**

**3 lec. hr.; 3cr. Prereq- or Coreq: FNES 264**

**Understanding the nutrition needs and government programs and policies to support nutrition health during the different stages of the life cycle; pregnancy, infancy, childhood, adolescence, elderly.**

**Fall, Spring**

**To Read:**

**FNES 368. Life Cycle Nutrition.**

**3 lec. hr.; 3cr. Prereq: FNES 264, Prereq or Coreq: FNES 365**

**Understanding the nutrition needs and government programs and policies to support nutrition health during the different stages of the life cycle; pregnancy, infancy, childhood, adolescence, elderly.**

**Fall**

***Justification for the changes***

*Addition of FNES 365 as pre- or co-requisite:*

*As we adjust the program to steeper requirements by the accrediting agency, the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the FNES 368 course has to take on more clinical topics that require better preparation for clinical assessment of clients. The FNES 365 Nutrition Assessment course provides the foundation for nutrition assessment.*

*Change to Fall only*

*Given the current enrollment, we can only offer the course in the fall semester. This will still allow students to graduate in the same time frame as before. The change should be reflected in the bulletin.*

**b. Change to existing courses: FNES 378**

**From:**

**FNES 378 Quantity Food Purchasing, Production, and Equipment. 3 hr. and ~~practicum~~;**

**3 cr.**

This course includes institutional menu planning and purchasing, inventory control, production, and distribution. Topics will include layout and design, equipment selection, and compliance with codes and standards. ~~This course has an M&T Fee. For more info visit: <http://qc.cuny.edu/?id=JU9F>~~

**Fall, Spring**

PRE: ~~FNES 203 AND~~ FNES 275, BOTH MIN GRADE "C"

**To Read:**

**FNES 378** Quantity Food Purchasing, Production, and Equipment. 3 hr.; 3 cr.

This course includes institutional menu planning and purchasing, inventory control, production, and distribution. Topics will include layout and design, equipment selection, and compliance with codes and standards.

**Fall, Spring**

PRE: FNES 275, minimal grade "C"

***Justification for the change***

*Removal of FNES 203 as prerequisite:*

*FNES 203 has changed in its focus toward planning and preparation of menus for implementation of dietary restrictions, reducing content related to food service management. Elements needed for FNES 378 will be covered in FNES 378 directly. This elevates the courses to the new steeper requirements of the accrediting agency, the Accreditation Council of the Academy of Nutrition and Dietetics (ACEND).*

*Removal of "and practicum":*

*This course currently does not have a practicum associated with it. The practicum was moved to a separate course FNES 3721.*

***Note on M&T Fee***

*That seems to be there by error. This course does not have a fee associated with it.*

**8. Urban Studies**

Withdrawal of a course:

URBST 255. Ethnic Community Politics in the US: The Case of Greek-Americans

## GCC Minutes Dated November 9, 2022

### A. ITEMS FOR UNIVERSITY REPORT

#### 1. GSLIS

##### a. Minor Change: Course to be placed under “Courses in Reserve”

###### FROM:

**LBSCI 721. Advanced Technical Services.** 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. A survey course including several ancillary activities required for maximum access to the materials in a library collection. Principal topics are acquisitions; circulation policies and procedures; preservation and conservation; online public access catalogs; interlibrary loan procedures; and the administration of the technical services department.

###### TO:

**LBSCI 721. Advanced Technical Services.** 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. A survey course including several ancillary activities required for maximum access to the materials in a library collection. Principal topics are acquisitions; circulation policies and procedures; preservation and conservation; online public access catalogs; interlibrary loan procedures; and the administration of the technical services department.

*Justification: With new developments in our field, we decide to have this course placed under “Courses in Reserve” and not to offer it for the time being until further development.*

#### 2. PHYSICS/PHOTONICS

##### b. Program Change: Change in Program Title & Requirements for Degree

###### FROM:

2) Please give HEGIS number of known to you: **1902.00**

3) Please give the present requirements as previously passed by the Academic Senate. Cross out the material that you wish changed or eliminated:

1. Total minimum number of credits required to complete the program: 43.

2. ~~The following courses are required of all candidates for the MS in Photonics:~~

	Credits
<del>PHYS 626 Applied Quantum Mechanics</del>	<del>4</del>
PHYS 616 Applied Electrodynamics	4
PHYS 637 Modern Optics	4
PHYS 672 Photonics Laboratory	2
PHYS 661 Computational Methods in Physics	4
PHYS 621 Optoelectronics	<del>3</del>
PHYS 646 Physics of Semiconductors	4
<del>PHYS 620 Research and Writing in Physical Disciplines</del>	<del>3</del>
<del>ECON 630 Engineering Economics</del>	<del>3</del>
Total required credits	31

~~\*Students with sufficient undergraduate background in quantum mechanics can test out of this course and instead take one of the elective courses bearing the same (4) number of credits. The proficiency exam in Quantum Mechanics will be given during the week before the start of the fall semester. The exact date and place of the exam will be posted on the department's website.~~

3. ~~Students must select one of the elective laboratory courses:~~

PHYS 671 Modern Physics Laboratory	2
<del>PHYS 673 Microwave instrumentation laboratory</del>	<del>2</del>
PHYS 771, 772, 773 Graduate Laboratory (2 credits each, up to 6 credits)	6
Minimum number of elective laboratory credits	2

4. ~~MS in Photonics candidates must select one of the elective technology courses:~~

PHYS 675 Intro to Nano and Microfabrication	4
<del>PHYS 676 Foundation of Growth Techniques</del>	<del>4</del>
PHYS 623 Principles of Telecommunications	4
<del>PHYS 622 Physics of Lasers</del>	<del>4</del>

~~5. Candidates for MS in Photonics who do not have a prior or current experience in relevant industries must take at least one industrial internship course for a minimum of 2 credits. Candidates who do have relevant industrial experience might substitute industrial internship for a different elective laboratory course. The relevance of the work experience is determined by the department.~~

~~6. Candidates for MS in Photonics must complete and defend a final project, which can be done working individually or in groups up to 3 students by registering in their final semester for PHYS 798, Thesis, a course bearing 4 credits.~~

**TO:**

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

1. Total minimum number of credits required to complete the program: 43.

2. All candidates for the MS in Optics and Photonics Technology are required to take the following courses in each of the specified categories: Theoretical Courses, Technology and Laboratory Courses, Experiential Learning Courses.

<u>A. Theoretical Courses</u>	Credits
PHYS 616 Applied Electrodynamics	4
PHYS 637 Modern Optics	4
PHYS 661 Computational Methods in Physics	4
<u>PHYS 621 Optoelectronics</u>	<u>4</u>
PHYS 646 Physics of Semiconductors	4
Total <u>theoretical</u> credits	<b>20</b>
<u>B. Technology and Laboratory Courses</u>	
PHYS 672 Photonics Laboratory	2
PHYS 675 <u>Microfabrication and Growth Techniques</u>	4
PHYS 623 Principles of Telecommunications	4
PHYS 671 Modern Physics Laboratory <b>OR</b> <u>PHYS 674 Laboratory in Laser and Fiber Optics Technology</u>	<u>2</u>
<u>PHYS 674 Laboratory in Laser and Fiber Optics Technology</u>	<u>3</u>
<u>PHYS 699 Introduction to Management of Scientific and Engineering Projects</u>	2
PHYS 771 Graduate Laboratory	<b>17</b>
Total <u>technology and laboratory</u> credits	
<u>C. Experiential Learning Courses</u>	
	2
PHYS 680 Internship	4
PHYS 798 Final Project	<b>6</b>
Total <u>experiential</u> credits	

3. Students can choose one of the following technology and laboratory courses: PHYS 671 or PHYS 674.

4. Candidates who have relevant industrial experience might substitute industrial internship for a different elective laboratory course. The relevance of the work experience is determined by the department.

*Justification: We are revamping the program to make more competitive and attractive for potential students and to justify the proposed change of the name from M.S. in Photonics to M.S. in Optics and Photonics Technology. The pertinent request is being prepared for submission to the NYED. We are decreasing the number of purely theoretical courses such as quantum mechanics and increasing the number of lab and technology related courses.*

### 3. PHYSICS/PHOTONICS

**c. Request New Course**

Please state the course as follows:

Course number and title: **PHYS 674. Laboratory in Laser and Fiber Optics Technology**

Hours and credits: 4 hours, 2 credits

**Prerequisites or corequisites:** Prereq: PHYS 621,637,672; Coreq: PHYS 621.

**Description (as it should read in the Graduate Bulletin):**

This laboratory course will cover topics of laser technology, laser amplifiers, processing and characterization of optical fibers, and characterization of opto-electronic devices. The students will learn both theoretical and practical aspects of those technologies as well as how to use precision electronic instruments for characterization of opto-electronics devices.

**Rationale (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.):**

*This is a new course added to our redesigned M.S. program to enhance its technological and hands-on offerings. The course serves as a lab component to PHYS 621, which is a co-requisite for this course.*

**Projected Enrollment:** 5

**Projected Frequency:** Once a year

**Online Instruction** (If any or all class instruction is to be held online, please describe the rationale for this approach. Discuss the skills/training required of the instructor and describe how the instructor and students will interact online.) *N/A*

**Graduate courses for 3 credits typically meet 3 hours per week, the “2 hour plus conference” being an exception. If the proposed course is a “2 hour plus conference” course or some other format than 3 hours/3 credits, please give a detailed rationale explaining why this format is appropriate.**

*The 4 hours 2 credits format is a standard for upper level laboratory courses. The same format is used in PHYS. 235, 377, 671 and 672 courses.*

**If this course will require additional costs, such as additional faculty, special facilities (laboratory, computer, library facilities), please attach a description and rationale.**

*The course will require development of new labs, which will be financed by internal departmental resources. No additional faculty and no additional space are required. The course will share its lab space with existing PHYS. 671 and 672 lab courses.*

#### 4. PHYSICS/PHOTONICS

##### d. Minor Change: Change in Course Title & Course Description

###### FROM:

~~PHYS 675, **Introduction to Nano and Microfabrication**. 4 hr., 4 cr. This hands-on course will introduce the students to the basic techniques and concepts related to nano and microfabrication. The course will discuss topics such as lithography, chemical vapor deposition, dry and wet etching of semiconductors, growth of semiconductor nanostructures and structural and optical characterization. The students will gain in depth understanding of the techniques and obtain hands-on training on the various tools needed for nano and microfabrication.~~

###### TO:

**PHYS 675 Microfabrication and Growth Techniques** 4 hr.; 4 cr. This hands-on course will teach students tools for the design of micro and nanostructured optical elements and devices. Students will learn aspects of computational design of optical elements, microfabrication and testing. The course will consist of three consecutive modules: 1) Device design with Lumerical and Zemax, 2) Techniques for micro and nanofabrication, including photolithography, e-beam lithography, thin-film growth (e-beam and thermal evaporation, sputtering, plasma enhanced chemical vapor deposition, atomic layer deposition), and dry and wet etching. 3) Experimental characterization of the fabricated devices in a photonics lab environment.

*Justification: We are streamlining the theme of microfabrication and growth techniques by adding the growth techniques to the existing course on microfabrication.*

#### 5. SEYS

##### e. Minor Change: Change in Course Title

###### FROM:

**SEYSL 701. Foundations of Literacy Development and Instruction**

###### TO:

**SEYSL 701: Historical Foundations of Literacy**

*Justification: The title is being changed in the new MS in Applied Literacy to better differentiate this course from SEYSL 705, Multiple Perspectives of Literacy and signal that this course is about the historical foundations of literacy specifically. The course description and content remain unchanged.*

## **6. SEYS**

### **f. Request: New Course**

Please state the course as follows:

Course number and title: **SEYSL 755: Literacy Assessment as Advocacy**

Hours and credits: 3 hours, 3 credits

**Prerequisites or corequisites:** None

#### **Description (as it should read in the Graduate Bulletin):**

This course helps practicing teachers recognize and assess literacy problems in their classrooms, while providing practical and effective intervention strategies to help all students succeed. It explores the major components of literacy found in teacher-made and standardized assessments, suggested methods and tools for diagnosis and intervention, strategies, activities, and technology applications to increase students' literacy skills. It offers appropriate teaching ideas for how to use literacy assessment as advocacy for diverse learners and their instructional needs.

#### **Rationale (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.):**

*This course will help practicing teachers recognize and assess literacy problems, while providing practical, effective intervention strategies to help every student succeed. It was designed to explore the major components of literacy, offering an overview of research, suggested methods and tools for diagnosis and assessment, intervention strategies and activities, and technology applications to increase students' skills. It will address scaffolding for English Language Learners (ELLs) and Students with Disabilities (SWDs) and offer appropriate instructional strategies and tailored teaching ideas to help teachers and their students. It will also expose teachers to new literacy intervention strategies and activities and highlight technology components This course is being included in the MS in Applied Literacy to help change the conversation surrounding literacy and literacy instruction by enabling teachers to explain to colleagues, administrators, parents, and community members why they teach in particular ways, often contradicted by mandated curricula. Additionally, this course has been included in the program to introduce an advocacy approach to practicing teacher to help positively influence the public narrative surrounding schools, teachers, testing, and literacy teaching and learning.*

**Projected Enrollment:** 20-25

**Projected Frequency:** 1x per year

**Online Instruction** (If any or all class instruction is to be held online, please describe the rationale for this approach. Discuss the skills/training required of the instructor and describe how the



instructor and students will interact online.) *This course will be offered online as part of a new fully online MS in Applied Literacy (syllabus attached).*

## 7. SEYS

### **g. Request: New Course**

Please state the course as follows:

Course number and title: **SEYSL 758: Instructional Coaching and Professional Development**

Hours and credits: 3 hours, 3 credits

**Prerequisites or corequisites:** None

### **Description (as it should read in the Graduate Bulletin):**

This course will introduce teachers to the roles and responsibilities of instructional coaches and provide them with a working knowledge of how to engage in effective instructional coaching practices in their schools. The course will provide all of the components needed for successful coaching, including how to conduct data-driven needs assessments and collaborate productively with colleagues and administrators. It will also discuss all aspects of planning and implementing valuable professional development across a wide array of educational contexts.

### **Rationale (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.):**

*This course aims at providing educators with an understanding of the complex, dynamic role that collaboration plays in all areas of content instruction. Through participation in vignettes, class activities, reflective writing and interactions with texts, participants will explore strategies for collaboratively teaching literacy skills with diverse populations of students and content area teachers. This course will clearly define the roles and responsibilities of instructional coaches and help educators learn to make effective decisions and identify program needs. It will provide guidelines to support teachers to implement effective research-based instructional practices and improve student achievement. When coaches, school leaders and teachers apply the principles of student-focused coaching, student outcomes improve. Communication strategies, virtual coaching tips, reflections, and application exercises will engage teachers and ensure the coaching relationship is collaborative and productive. Through the inclusion of this course, teachers will be exposed to issues surrounding the design and implementation of effective professional development and learn how to implement PD successfully in their schools. Additionally, inclusion of this course in their Master of Science in Applied Literacy will enable participants to better understand how to establish and maintain collaborative relationships and help teachers use data to better inform their instruction.*

**Projected Enrollment:** 20-25

**Projected Frequency:** 1x per year.

**Online Instruction** (If any or all class instruction is to be held online, please describe the rationale for this approach. Discuss the skills/training required of the instructor and describe how the instructor and students will interact online.) *This course will be offered online as part of a new fully online MS in Applied Literacy (syllabus attached).*

**8. SEYS**

**h. New Program & Proposal to add distance education**

Program Title: **Master of Science (MS) in Applied Literacy**

Proposal to add the distance education format: [X]

2) Please give HEGIS number of known to you:

3) Please give the present requirements as previously passed by the Academic Senate. Cross – out the material that you wish changed or eliminated (**For a new program, please indicate the precise location where the new requirements should appear in the Graduate Bulletin.**):

This new program description will completely replace the Literacy, Grades 5-12 MSED program in the Graduate Bulletin. The MSED in Literacy, Grades 5-12 will be eliminated.

**SEYS FULLY ONLINE MASTER OF SCIENCE IN APPLIED LITERACY**

This fully online 30-credit Master of Science program in Applied Literacy provides targeted coursework in curriculum, instruction, and assessment and prepares individuals to be better teachers of literacy, including reading, writing, speaking, and listening, in their content area classrooms. Program courses focus on the literacy needs of diverse learners, including English-language learners (ELLs) and students with disabilities (SWDs). Emphasis is placed upon the planning, presentation and incorporation of teaching and learning strategies that promote student comprehension. Additionally, teachers will further develop their understandings about language and literacy learning, differentiation of instruction, and the importance literacy skills play in their content area instruction and assessment. Literacy development of upper level elementary, middle and high school students will be studied primarily through a content area lens and practical classroom applications. Teachers with Initial Certification may be able to receive a Professional Teacher Certification in New York State through NYSED Individual Pathways.

**Courses:**

SEYSL 700. Research Investigation for Literacy Instruction, Part I (3 cr.)

SEYSL 701. Historical Foundations of Literacy (3 cr.)

SEYSL 702. Literacy in the Content Areas (3 cr.)

SEYSL 703. Literacy Instruction for Diverse Learners (3 cr.)

SEYSL 704. Young Adult Literature Across the Curriculum (3 cr.)

SEYSL 705. Multiple Perspectives of Literacy (3 cr.)

**SEYSL 755. Literacy Assessment as Advocacy (3 cr.)**

**SEYSL 758. Instructional Coaching and Professional Development (3 cr.)**

SEYSL 790. Research Investigation for Literacy Instruction, Part II. (3 cr.)

**SEYS Restrictive Elective** (by Advisement only): This elective requires approval and will include online SEYS courses with literacy curriculum, instruction, and/or assessment components, such as SEYS 720, 739, and 764 and special topics 767.3 courses. (3 cr.)

**Total 30 credits**

\*Note: All courses above are existing courses that have been approved by NYSED and are currently running and the two courses in *italics* are new courses.

### **Requirements for Admission**

Admission is limited, competitive, and open to individuals who hold Initial or Professional New York State Teaching Certification in any secondary or elementary area, including English, Social Studies, Mathematics, Science, Music, Art, TESOL, World Languages, Special Education, and Elementary Education or are employed as teachers in private or charter schools that do not require NY State Teaching Certification. Applicants must complete the online graduate application and admissions essay and submit three letters of recommendation. The applicant's entire record is considered, including undergraduate and graduate GPA, teaching and other experiences with children and adolescents, and demonstration of leadership and scholarship. An overall GPA of 3.0 is required. The GRE examination is not required. For more information, please contact the program coordinator, Dr. Jacqueline Darvin, via email at: [Jacqueline.Darvin@qc.cuny.edu](mailto:Jacqueline.Darvin@qc.cuny.edu).

*Justification: The New York State Board of Regents adopted a regulatory amendment in September of 2022 to establish a Literacy (All Grades) Certificate. It can be accessed in its entirety at: <https://www.regents.nysed.gov/common/regents/files/922brca4.pdf>*

*A summary of the changes can be accessed at:*

*[https://www.highered.nysed.gov/tcert/news/newsitem09.14.22\\_lit.html](https://www.highered.nysed.gov/tcert/news/newsitem09.14.22_lit.html)*

*New York State institutions of higher education can apply to register Literacy All-Grades Certification programs beginning September 28, 2022. NYSED will no longer register new programs leading to the current Literacy (Birth-Grade 6) and Literacy (Grades 5-12) Certificates on or after October 1, 2022. All Literacy (B-6) and Literacy (5-12) programs will be discontinued on or after September 1, 2026. As a result of the aforementioned changes and to be proactive, the EECE Department will be submitting a new Literacy All Grades program. That will be a new program, leading to Literacy P-12 Teaching Certification in NY State. The existing Literacy, Grades 5-12 MSED will no longer lead students to an additional teaching certification in Literacy, Grades 5-12 since this teaching license will no longer exist. This new proposed MS program in SEYS will still lead teachers of most secondary subjects and elementary teachers to Professional Certification through the NYSED Individual Pathway, upon completing the master's and two years of approved teaching experience in the field.*

*Two courses are being removed from the current MSED in this new MS program. These two courses are the two practicum courses, SEYSL 760 and 761, and are being replaced by one previously approved course that is currently in reserve, SEYSL 705, Multiple Perspectives of Literacy, and a restrictive elective that requires approval and will include online SEYS courses with literacy curriculum, instruction, and/or assessment components, such as SEYS 720, 739, and 764 and special workshop topics 767.3 courses.*

*Additionally, two more courses that were designed specifically for licensing of Literacy, Grades 5-12 Reading Specialists in NY State, SEYSL 750 and 752, are being removed from the existing MSED and replaced by two new courses in the online MS program, SEYSL 755: Literacy Assessment as Advocacy*

*and SEYSL 758: Instructional Coaching and Professional Development. These two new courses reflect the needs of classroom teachers who will not become licensed reading specialists.*

*Since the overwhelming majority of teachers who graduated from the Literacy 5-12 MSED remained in their content area or elementary classrooms regardless of receiving their additional certifications in Literacy, Grades 5-12, the courses in the secondary literacy program have always focused on embedded literacy instruction in the content areas, working more effectively with ENL students, SWDs, and students with literacy challenges, and creating authentic literacy experiences for students in all content areas and grade levels. Since many schools currently utilize “unlicensed” instructional coaches and lead teachers, the new MS in Applied Literacy will continue to also focus on how teachers can become model/lead teachers in their departments, conduct effective professional development, and provide sound instructional coaching to their peers.*

*Additionally, this program will be registered with NYSED as a fully online master’s degree program. In consultation with the EECE Literacy B-6 Program Director, Dr. Christopher Wagner, the Interim Dean of the School of Education, Dr. Bobbie Kabuto, and the Chairs of EECE and SEYS, this decision was made so that the in-person All Grades Literacy MSED leading to Literacy Certification in EECE will not compete with the fully online MS (non-cert) in SEYS. The Dean consulted with the state during the planning process, and they emphasized that the two literacy programs at QC, one in all-grades leading to certification housed in EECE and the other MS in Applied Literacy (non-cert) in SEYS, should be completely different in their focus, scope, and sequence of coursework.*

*Current students in the Literacy, Grades 5-12 MSED have strongly indicated that they desire fully online coursework, so this mode of delivery for the MS in Applied Literacy will help attract new students. NYSED currently requires all practicum courses in certification programs to be taught in person. Since there are no practicum courses involving children or school partners and no certification requirements, the new MS in Applied Literacy lends itself well to a fully online format. This will enable teachers from all across New York State to register and should significantly increase new enrollment.*

**Nominating Committee - Queens College Academic Senate - Report to the Senate – December 8th, 2022**

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

Committee Type	Seat			Candidate		
	Name	Faculty/Student	School	Term	Committee	New/ Renewal
<b>Standing</b>						
	<b>Clive Bellfield</b>	<b>Faculty</b>	<b>SS</b>	<b>12/24</b>	<b>Graduate Scholastic Standards</b>	<b>Renewal</b>
	<b>Salvador Ruiz</b>	<b>Faculty</b>	<b>M&amp;NS</b>	<b>12/24</b>	<b>Campus Affairs, Environment, and Graduation</b>	<b>Renewal</b>
	<b>Osman Khan</b>	<b>Undergraduate</b>	<b>M&amp;NS</b>	<b>12/24</b>	<b>Undergraduate Curriculum</b>	<b>Renewal</b>
	<b>Anna Bounds</b>	<b>Faculty</b>	<b>SS</b>	<b>12/24</b>	<b>Undergraduate Curriculum</b>	<b>Renewal</b>
	<b>Patricia D’Ateno</b>	<b>Faculty</b>	<b>M&amp;NS</b>	<b>12/24</b>	<b>Undergraduate Scholastic Standards</b>	<b>Renewal</b>
	<b>Saima Cheema</b>	<b>Faculty</b>	<b>M&amp;NS</b>	<b>12/24</b>	<b>Undergraduate Admissions &amp; Re-entry</b>	<b>Renewal</b>
	<b>Mitchell Proux</b>	<b>Faculty</b>	<b>Ed</b>	<b>12/24</b>	<b>Undergraduate Admissions &amp; Re-entry</b>	<b>Renewal</b>
	<b>Sonali Sugrim</b>	<b>Faculty</b>	<b>A&amp;H</b>	<b>12/24</b>	<b>Teaching Excellence &amp; Evaluation</b>	<b>Renewal</b>
<b>Special</b>						
<b>Other</b>						
	<b>Kelly Herrera</b>	<b>Undergraduate</b>	<b>Ed</b>	<b>-----</b>	<b>Dean of Education Search Committee</b>	<b>New</b>

November 14, 2022 - Elections Committee Report

By majority vote of the Elections Committee:

The Faculty & Student 2023 Nominations and Elections dates are as follows:

**Nominations 2023**

- Beginning 12:01 a.m. on Sunday 2/19/23 – 3/4/23 Saturday at 11:59 p.m.
- Date of record: 2/24/23 Friday at 11:59 p.m.

**Elections 2023**

1. Student Beginning 12:01 a.m. Sunday 4/16/23 – 4/20/23 Thursday at 11:59 p.m.
2. Faculty Beginning 12:01 a.m. Sunday 4/16/23 – 4/20/23 Thursday at 11:59 p.m.

On behalf of Chair - Sayashmini Madhow - Academic Senate Elections Committee



November 17, 2022

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 2023 commencement:

**Judith Heumann: A long-time disability rights activist who worked broadly for diversity, equity, and inclusion and contributed to winning the passage of Section 504 of the Rehabilitation Act, a significant precursor of the Americans with Disabilities Act.**

Judith Heumann is an international leader in the community of individuals with a disability, and she is an important voice for diversity, equity, and inclusion, which are core values that, at Queens College, we embrace. Judith Heumann contributed to winning the passage of Section 504 of the Rehabilitation Act, a significant precursor of the Americans with Disabilities Act. She has worked with governments, non-profits, and other disability interest groups, where she significantly developed human rights legislation and policies helping children and adults with disabilities.

Born on December 18, 1947, Judith Heumann's parents were German Jewish immigrants. As a child, she had polio that forced her to use a wheelchair most of her life. She had to fight to be included in the educational system because they did not want her to attend school. Consequently, she was home-schooled until her mother fought, and she was placed in a special education classroom.

While attending Long Island University, Judith Heumann organized rallies and protests demanding access to her classrooms by ramps and the right to live in a dorm. She graduated from Long Island University in 1969 and earned a Master of Science degree in public health at the University of California, Berkeley, in 1975. Judith Heumann was denied her New York teaching license because the Board did not believe she could get herself or her students out of the building in case of a fire. She sued the Board of Education based on discrimination, and she became the first wheelchair user to teach in New York City.

Judith Heumann's accomplishments are many. She co-founded *Disabled in Action*, an organization focused on securing the protection of people with disabilities under civil rights laws. Judith Heumann was responsible for implementing national legislation for special education, disability research, vocational rehabilitation and independent living programs, serving more than 8 million youth and adults with

disabilities. Judith Heumann helped develop legislation that became the Individuals with Disabilities Education Act and co-founded the World Institute on Disability in 1983.

As the first Director of the Department of Disability Services, Judith Heumann was responsible for the Developmental Disability Administration and the Rehabilitation Services Administration. Judith Heumann served in the Clinton Administration as Assistant Secretary of the Office of Special Education and Rehabilitation Services at the United States Department of Education from 1993 to 2001. She became the Special Advisor on International Disability Rights for the U.S. State Department, appointed by President Barack Obama.

Judith Heumann's book, *Being Heumann: An Unrepentant Memoir of a Disability Rights Activist*, was published in February 2020. It tells her story of fighting for the right to receive an education, have a job, and "just be human." She has told her story in the film *Crip Camp*.

Concerning Judith Heumann's accomplishments and her role in promoting diversity, equity, and inclusion in our society are remarkable and merit her an honorary degree. Based on the film, book, TED talk, and impact on a number of the social justice issues our Queens College community highly value, including advocating for underrepresented groups and her contribution to winning the passage of Section 504 of the Rehabilitation Act, a significant precursor of the Americans with Disabilities Act, we seek unanimous consent in recommending Judith Heumann to receive an honorary degree.

**JoAnn Falletta: Alum of Queens College, a Grammy-winning conductor who has blazed a trail for women on the orchestral podium as the first woman to be the music director of a major American orchestra.**

JoAnn Falletta earned her master's degree in orchestral conducting from Queens College before completing a doctoral academic degree in music (Doctor of Musical Arts (DMA)) at Juilliard School of Music in orchestral conducting. She was born in an Italian American household on February 27, 1954, in Queens, New York. While the Mannes administration at that time expressed doubts about the ability of any woman to gain a music directorship, it consented to an official transfer of emphasis for JoAnn Falletta.

Appreciation for diversity, equity, and inclusion of JoAnn Falletta was revealed early in her career when she was the music director of the Jamaica Symphony Orchestra, a position she held for more than ten years. She served as music director of the Bay Area Women's Philharmonic. Later, she was the first female conductor to lead a major American ensemble, the Buffalo Philharmonic Orchestra. In the 1987 Swedish documentary, *A Woman Is a Risky Bet: Six Orchestra Conductors*, JoAnn Falletta appeared conducting the Queens Philharmonic. JoAnn Falletta is a world-class performer with a discography of over 115 titles, including women composers and contemporary composers such as John Corigliano.

As a Queens College alum, JoAnn Falletta's career exemplifies the humanity, cultural depth, and professionalism we value in our graduates. She has won numerous conducting awards. For instance, she won a Grammy Award in 2019 for her work as a conductor in the category of Best Classical Compendium for the recording of "Fuchs: Piano Concerto 'Spiritualist'; Poems of Life; Glacier; Rush," with the London Symphony



Orchestra. She won her second individual Grammy Award in 2020 as the conductor in the category of Best Choral Performance for the recording of "Richard Danielpour: Passion of Yeshua."

In 2009, JoAnn Falletta's recording with the Buffalo Philharmonic Orchestra of John Corigliano won two Grammy Awards. She has also received eleven awards from The American Society of Composers, Authors, and Publishers for her creative programming. In 2016, JoAnn Falletta was elected to the American of Arts and Sciences. In Virginia, she received a star on the Norfolk Legends of Music Walk of Fame. appointment by President George W. Bush, JoAnn Falletta's served on the National Council on the Arts from 2008 to 2012.

As a leading force for the music of our time, JoAnn Falletta is internationally celebrated as a vibrant ambassador for music and an inspiring artistic leader. JoAnn Falletta has conducted over a hundred orchestras in North America, and many of the most prominent orchestras in Europe, Asia, South America, and Africa. Her passion for music has taken her to numerous international appearances, including the London Symphony, Scottish BBC Orchestra, Czech and Rotterdam Philharmonics, Real Orquesta Sinfonica de Sevilla, the Korean Broadcast Symphony, Seoul Philharmonic, China National Symphony, Beijing Symphony, and the Shanghai Symphony.

JoAnn Falletta has blazed a trail for women on the orchestral podium as the first woman to be the music director of a major American orchestra, the first woman to win the Alice M. Ditson Conductor's Award, and as a woman elected to the American Academy of Arts and Sciences. In a career that spans forty years, sharing with the world, through her music and conducting skills, the highest standards she learned at Queens College, JoAnn Falletta exemplifies the optimism, humanism, and perseverance to which our students aspire. For all her accomplishments, we seek unanimous consent in recommending JoAnn Falletta, a Queens College's alun, to receive an honorary degree.

Sincerely yours,

Héfer Bembenutty  
Chair of the Subcommittee on Honorary Degrees

# FACULTY SENATE ROSTER 2022-2024

**Attendance – November 10, 2022**

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Linguistics & Communication Disorders	Elizabeth Viccaro Stitler	1	5	Lauren Heffernan	1	
Mathematics	Joh Dharma	1		Adam Kapelner	1	
Media Studies	Jamie Cohen	2		Julien Cornell	2	
Music, Aaron Copland School of	Jeff Nichols	1		Mark Powell	1	
Philosophy	Stephen Grover	1	4	OPEN	1	
Physics	Euclides Lins Almeida	2	10	Mohammad Ali Miri	2	
Political Science	Alexander Reichl	1	32	John Bowman	1	
Psychology	Claudia Brumbaugh	2	24	Pat D'Ateno	2	
Sociology	Hongwei Xu	1	31	Anna Maria Bounds	1	
Urban Studies	Do Lee	2	✓	James Vacca	2	
<i>DIVISIONAL AT LARGE</i>						
<i>Arts &amp; Humanities</i>	OPEN	2		OPEN	2	
<i>Social Sciences</i>	Larissa Swedell	2		Robin Rogers	2	
<i>Education</i>	Pamela Wershba Gershon	1		Grace Pai	1	
<i>Mathematics &amp; Natural Sciences</i>	Concettina Pagano	1	14	Nicholas Vlamis	1	✓
<i>COLLEGE-WIDE AT LARGE</i>						
	Yinxian Zhang	1		Ryan Sperry	1	12
	Timothy Benseman	2	28	OPEN	2	
	Jeffrey Bird	2	17	OPEN	2	
	Barbara Moore	2	15	Nathalia Holtzman	2	6
<i>COLLEGE WIDE AT LARGE - ADJUNCT</i>						
	Jennifer Valad	1		Lisa Clark	1	33

# FACULTY SENATE ROSTER 2022-2024

**Attendance – November 10, 2022**

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Accounting & Information Systems	Eric Rosano	2	2	Jeff Satenstein	2	
Anthropology	Thomas Plummer	2	27	Omri Elisha	2	
Art	Sin-ying Ho	1	8	Michael Nelson	1	
Biology	Karl Fath	2	30	John Waldman	2	
Chemistry & Biochemistry	Cherice Evans	2		Guoxiang Hu	2	
Classical, Middle Eastern & Asian Languages and Cultures	Namhee Han	2		Ji Young Kim	2	
Comparative Literature	Ali Jimale Ahmed	1		Christopher Winks	1	
Computer Science	Kenneth Lord	2	20	Bojana Obrenic	2	
Drama, Theatre & Dance	Yin Mei Critchell	2		Jeffrey Greenberg	2	
Earth & Environmental Sciences, School of	Jacqueline Bracco	1	18	William Blanford	1	
Economics	Jennifer Roff	2		Matthew Bradbury	2	
Elementary and Early Childhood Education	Sunghee Shin	1		Ashraf Shady	1	21
Secondary Education and Youth Services	Jay Shuttleworth	2	19	Salvatore Garofalo	2	
Educational & Community Programs	Bryan Thorton	2		Nakia Gray-Nicolas	2	
English	Kevin Ferguson	1	1	Christopher Williams	1	
European Languages & Literatures	Morena Corradi	2	22	Karen Sullivan	2	
Family, Nutrition & Exercise Sciences	YaChing Hung	1	11	Jihee Choi	1	
Graduate School of Library & Information Studies	James Lowry	1		Ping Li	1	7
Hispanic Languages & Literatures	Monica Casco	1	3	Brais Outes-Leon	1	
History	Elissa Bemporad	2		Fidel Tavarez	2	26
Library	Robin Naughton	1	29	Annie Tummino	1	

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

**2022-2023**

**Attendance –November 10, 2022**

	<i>Delegates</i>	<i>Present</i>	<i>Alternates</i>	<i>Present</i>
	<b>At Large</b>			
1.	Sristhi Bhatia			
2.	Jinn Choi		Rosario Diaz	
3.	Riyahauna Headley		Betina Planas	
4.	Hema Muni			
5.	Makayla Noble	25		
6.	Chantal Gutjahr	9		
7.	Minjae Kim			
8.	Kennedy Davis Nealy			
9.	Brandon Castro	16		
10.	Carmella Miller	23		
	<b>Undergraduate Upper Junior - Senior</b>			
1.	Nariah Greene	13		
2.	Shompa Islam			
3.	Anjana Rahman			
	<b>Undergraduate Upper Sophomore - Lower Junior</b>			
1.	Daniel Khan			
2.	Christa Louissant			
3.	OPEN			
	<b>Undergraduate Freshman - Lower Sophomore</b>			
1.	Elizabeth Gilbert			
2.	Braneyda Pierre			
3.	OPEN			
	<b>SEEK</b>			
1.	Melton Thorpe			



