

**MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE December 8, 2022**

**The meeting will come to order:**

Chair Kevin L. Ferguson called the meeting to order at 3:40 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 November 10, 2022”

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

**3. Announcements, Administrative Reports and Memorials: (none)**

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

**5. Committee Reports:**

**5a. Undergraduate Curriculum Committee**

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

“To accept the UCC minutes dated November 10, 2022 as distributed”

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

Undergraduate Curriculum Committee

Minutes of 11/10/2022

**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

## Academic Senate Minutes – December 8, 2022

(5a. UCC continued)

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.

### 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)

### 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)

### 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.

## Academic Senate Minutes – December 8, 2022

### (5a. UCC continued)

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
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## Academic Senate Minutes – December 8, 2022

(5a. UCC continued)

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
Sociology				General Intro to
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.

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.

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,

## Academic Senate Minutes – December 8, 2022

### (5a. UCC continued)

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.

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.

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.

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.

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.

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.

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.

### III. Changes to Existing Courses.

#### 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.

#### To read:

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

## Academic Senate Minutes – December 8, 2022

(5a. UCC continued)

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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

## 5. Drama, Theater and Dance

## Academic Senate Minutes – December 8, 2022

(5a. UCC continued)

### Addition of a new track in Acting.

#### 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)

## Academic Senate Minutes – December 8, 2022

(5a. UCC continued)

### **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

## **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.

### **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.

### **e. Change to the major: Photography & Imaging BFA**



## Academic Senate Minutes – December 8, 2022

(5a. UCC continued)

### 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

## 7. FNES

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

#### 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)**

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

#### 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**

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

**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"

**8. Urban Studies**

Withdrawal of a course:

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

**5b. Graduate Curriculum Committee**

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

“To accept the GCC minutes dated November 9, 2022 as distributed”

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

**GCC Minutes Dated November 9, 2022**

**A. ITEMS FOR UNIVERSITY REPORT**

**1. GSLIS**

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

**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.

## Academic Senate Minutes – December 8, 2022

(5b. GCC continued)

### 2. PHYSICS/PHOTONICS

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

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

**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.

A. <u>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>
B. <u>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	
C. <u>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.

## Academic Senate Minutes – December 8, 2022

(5b. GCC continued)

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.

### 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.*

**Academic Senate Minutes – December 8, 2022**

(5b. GCC continued)

**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**

**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.

**5. SEYS**

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

**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):**

## Academic Senate Minutes – December 8, 2022

(5b. GCC continued)

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):**

## Academic Senate Minutes – December 8, 2022

(5b. GCC continued)

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.**):

## Academic Senate Minutes – December 8, 2022

(5b. GCC continued)

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).



**5c. Nominating Committee**

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

“To accept the Nominating Committee report dated December 8 2022”

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

**1) Graduate Scholastic Standards Committee**

The following faculty member was elected by unanimous consent:

Clive Bellfield      Social Sciences      December 2024

**2) Campus Affairs, Environment, and Graduation**

The following faculty member was elected by unanimous consent:

Salvador Ruiz      Math & Natural Sciences      December 2024

**3) Undergraduate Curriculum**

The following student was elected by unanimous consent:

Osman Khan      Math & Natural Sciences      December 2024

The following faculty member was elected by unanimous consent:

Anna Bounds      Social Sciences      December 2024

**4) Undergraduate Scholastic Standards**

The following faculty member was elected by unanimous consent:

Patricia D’Ateno      Math and Natural sciences      December 2024

**5) Undergraduate Admissions & Re-entry**

The following faculty members were elected by unanimous consent:

Saima Cheema      Math and Natural Sciences      December 2024

Mitchell Proux      Education      December 2024

## Academic Senate Minutes – December 8, 2022

### 6) Teaching Excellence & Evaluation

The following faculty member was elected by unanimous consent:

Sonali Sugrim      Arts & Humanities      December 2024

### 7) Dean of Education Search Committee

The following student was elected by unanimous consent

Kelly Herrera      Education      -----

### 5d. Elections Committee

- i. MOTION: Duly made by Sayashmini Madhow, Chair of the Elections Committee:

“To accept the Elections Committee report dated November 14, 2022”

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

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

### 5e. Subcommittee on Honorary Degrees

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

“To accept the Subcommittee on Honorary Degrees dated November 17, 2022”

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



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

## Academic Senate Minutes – December 8, 2022

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

## Academic Senate Minutes – December 8, 2022

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

### 6. Old Business:

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

Student – Math and Natural Sciences May 2023

At-Large May 2023

The Chair accepted nominations from the floor to fill the OPEN **Math and Natural Sciences** and **At-Large** seat:

There were no nominees.

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

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

There were no nominees.

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

Chantal Gutjahr                      May 2023

### 7. New Business: (none)

#### i. MOTION: Duly made by Chair Ferguson

“To Adjourn”

The meeting was adjourned at 3:52 p.m. The next Academic Senate meeting will be on Thursday, February 9, 2023.

Queens College  
City University of New York

**Undergraduate Curriculum Committee**

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Minutes of 12/8/2022

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1. Administrative matters.
  - a. Meeting Schedule for Fall 2022/Spring 2023: Thursdays at 11:30.  
12/8/2022, 2/9/2023, 3/9/2023, 4/13/2023, 5/11/2023
2. General Education (Section A)
  - a. Writing-Intensive Sub-committee.
  - b. General Education Advisory Sub-committee.
  - c. Abstract and Quantitative Reasoning Sub-committee.
3. Curriculum Proposals (Section B)
4. Old Business
5. New Business.

**A. General Education**

1. General Education Matters
  - a. EAST 252. Korean Women's Writings. (College Option LIT)
  - b. EAST 132. Civilization of Korea (WCGI)
  - c. CMLIT 102W. Global Literatures II (WCGI)
  - d. FREN 250, 250W. French and Francophone Film and Media (CE)
2. Mathematics and Quantitative Reasoning Advisory Committee.
3. Writing Intensive Advisory Committee.
  - a. CHEM 331.1W. Physical Inorganic Chemistry Laboratory
  - b. CHEM 395W. Senior Thesis
4. STEM variant courses.

**1. Biology**

- a. Change to the major in Biology (MAJOR CODE BIOL-BA)

**FROM:****Required**

At least 36 credits in biology, including BIOL 105, 106, and two of BIOL 285, 286, or 287 with the remainder being in 200-level courses and above, of which at least three of the advanced courses, not including BIOL 344, 381, 390, 391, 395, or 396, must be at the 300 level, and at least four must be laboratory courses. One year of general chemistry (CHEM 113.1, CHEM 113.4, 114.1 and 114.4 or equivalent) plus one semester of organic chemistry (CHEM 251 or equivalent) plus one semester of calculus (MATH 142 or 151 or equivalent) or BIOL 230 or equivalent. At least 20 of the biology credits above BIOL 105 and 106 must be taken at Queens College. Course selection must be made in consultation with a departmental advisor.

**TO READ:****Required**

At least 36 credits in biology, including BIOL 105, 106, and two of BIOL 285, 286, or 287 with the remainder being in 200-level courses and above, of which at least three of the advanced courses, not including BIOL 344, 381, 390, 391, 395, or 396, must be at the 300 level, and at least four must be laboratory courses. One year of general chemistry (CHEM 113.1, CHEM 113.4, 114.1 and 114.4 or equivalent) plus one semester of organic chemistry (CHEM 251 or equivalent) plus one semester of calculus (MATH 132, 142 or 151 or equivalent) or BIOL 230 or equivalent. At least 20 of the biology credits above BIOL 105 and 106 must be taken at Queens College. Course selection must be made in consultation with a departmental advisor.

***JUSTIFICATION:***

*Math 131 then 132 is considered by the Math Department to be equivalent to Math 141 followed by Math 142. Thus, Biology will accept Math 132 as satisfying the math requirement for the Biology Major.*

- b. Change to the major in Biology Education (MAJOR CODE BIOLED-BA)

**FROM:****Required**

At least 30 credits in biology, including BIOL 105, BIOL 106, and two of BIOL 285, 286 or 287; the remainder must be in 200- and 300-level courses, of which at least two must be 300-level courses and at least three must be laboratory courses. A minimum of a year of chemistry (normally CHEM 101.1, 101.3, 102.1 and 102.3, or equivalent); and one semester of calculus (MATH 142 or 151, or equivalent) or BIOL 230 or equivalent. At least 16 of the credits above BIOL 105 and 106 must be taken at Queens College. Course selection must be made in consultation with the biology- education advisor.

Also required are 16 credits in major-level courses in the following cognate departments: Chemistry & Biochemistry; Computer Science; Earth & Environmental Sciences; Family, Nutrition & Exercise Sciences; Mathematics; Physics. These courses are to be chosen in consultation with the advisor.



Also required is a co-major in Elementary & Early Childhood Education or a major in Secondary Education & Youth Services, as prescribed by a subject matter advisor of the pertinent EECE or SEYS Department.

## TO READ:

### Required

At least 30 credits in biology, including BIOL 105, BIOL 106, and two of BIOL 285, 286 or 287; the remainder must be in 200- and 300-level courses, of which at least two must be 300-level courses and at least three must be laboratory courses. A minimum of a year of chemistry (normally CHEM 101.1, 101.3, 102.1 and 102.3, or equivalent); and one semester of calculus (MATH 132, 142 or 151, or equivalent) or BIOL 230 or equivalent. At least 16 of the credits above BIOL 105 and 106 must be taken at Queens College. Course selection must be made in consultation with the biology- education advisor.

Also required are 16 credits in major-level courses in the following cognate departments: Chemistry & Biochemistry; Computer Science; Earth & Environmental Sciences; Family, Nutrition & Exercise Sciences; Mathematics; Physics. These courses are to be chosen in consultation with the advisor.

Also required is a co-major in Elementary & Early Childhood Education or a major in Secondary Education & Youth Services, as prescribed by a subject matter advisor of the pertinent EECE or SEYS Department.

### **JUSTIFICATION:**

*Math 131 then 132 is considered by the Math Department to be equivalent to Math 141 followed by Math 142. Thus, Biology will accept Math 132 as satisfying the math requirement for the Biology Major.*

## 2. CMAL

### a. New course.

**EAST 280. History, Identity, and Reconciliation in Korea** 3hr.; 3cr. An exploration of how Korea's colonial experience (1910–1945) has shaped Korean identity, society, and culture during the colonial period through the present day. This course focuses on the transformation of Korean identity within East Asia and the world, as well as ongoing sociopolitical conflicts and attempts toward reconciliation between East Asian nations. The course materials vary from literature, film, popular culture, to recent scholarship on Korea and the Japanese empire. All texts are available in English translation and no previous knowledge of the Korean language is necessary.

***Justification:** This course has been developed with funding from CUNY's Black, Race, and Ethnic Studies Initiatives. We are currently working on building a major program in Korean Studies to meet the growing demand, and this goal requires us to offer various new courses related to Korea. This course will teach students modern Korean history, and its political, social, and cultural ramifications that shape contemporary Korean identities. Also, this course will provide opportunities for students to explore the complex politics of sentiment in Korea and East Asia. The course will serve as an elective course for students in the East Asian Studies major and Korean minor (and eventually, major). Also, we plan to develop this course for the Pathways requirement (WCGI).*

## 3. Political Science

### a. New course:

**PSCI 201. The Internet, Technology, and Politics.** 3 hrs; 3 cr. Examination of the relationship between the internet (and other new technologies) and politics. Students will study the impact of the internet on politics, power, and democracy and consider topics like social networks, AI, algorithms, automated decision-making, digital surveillance, computational propaganda, protest movements, online activism, various forms of information disorders and their offline effects (e.g. violence). Students will be asked to hone their critical thinking skills and to develop tools for information and digital literacy.

***Justification:** This course was first taught as a “Controversies in Political Science” course. Students quickly noted that this course is timely and much needed. Many suggested this should be a requirement because the class teaches digital and information literacy. They learn how search engine algorithms are designed, how search results are far from objective or neutral and how technology can both create and reinforce political and racial biases. Students gain a deeper understanding of democratic principles (e.g. the media as a democratic institution, distribution of power, representation of interests, etc.), develop a critical understanding of new information technologies, AI, algorithms, and computational propaganda and acquire digital and information literacy – which supports civic competence.*

**b. New course:**

**PSCI 202. Political Psychology.** 3 hrs; 3 cr. Examination of what the field of social and cognitive psychology tells us about politics and political behavior. Students will analyze politics by focusing on the psychology of individuals, e.g., how individuals make voting decisions, process information, and form opinions. Students will understand the effect of group or social identity (e.g. race or religion) on political beliefs, preferences, and partisan affiliation. Furthermore, this class will highlight the role of the media, prejudice and stereotypes, as well as genetics and neuroscience in politics.

***Justification:** This course is currently not offered in the Political Science Department but is standard at comparable institutions. The course is crucial to a full account of political decision-making. The course is interdisciplinary by nature and could be cross-listed with psychology.*

**c. New course:**

**PSCI 243. Fascism, Populism, and Authoritarianism. 3 hrs; 3 cr.** What does it mean to be, and to be labeled, a fascist, a populist, or an authoritarian regime, movement, and/or political actor? This course will provide students with an understanding of fascism, populism, and authoritarianism from a comparative perspective. We will examine the origins, ideologies and varieties of one or more of the above movements, as well as the rise of extremism at the domestic and international level in contemporary times.

***Justification:** The resurgence of strongman and extremist politics in the United States and abroad calls for a course on fascism, populism, and authoritarianism. Students will apply their understanding of the above movements and regimes across time and place to engage critically with current crises facing states, including the rise of xenophobic violence and the mainstreaming of nativist rhetoric. This course will be of interest to Political Science majors, as well as students from History, Sociology, Jewish Studies and Italian American Studies.*

**d. New course:**

**PSCI 227. Latino Politics and Immigration.** 3 hrs.; 3 cr. Examination of how the social constructs of race and ethnicity shape the history of immigration in the U.S. The course is divided into two parts. The first part analyzes the histories and evolution of some of the largest Latino groups in the U.S. (Mexican Americans,

Cuban Americans, Puerto Ricans, South and Central Americans). The second part focuses on the Latino electorate, or the role that pan-ethnic, racial and ethnic identities play in voting behavior. Students further explore how different national origins may shape political attitudes and ideologies. Is the Latino electorate the sleeping giant the media often suggests it is?

**Justification:** *Queens College is one of the 16 CUNY Hispanic-Serving institutions, nearly a third (29%) of Queens College students are Latino. Yet, the Political Science Department does not have a “Latino Politics” course—which are quite common at comparable departments. This course has been taught as an American Politics Colloquium every year since 2018, and until the pandemic, has enjoyed consistently high enrollments.*

**e. From:**

**PSCI 234. Contemporary ~~Western~~ Europe.** 3 hr.; 3 cr. Analysis of European political institutions and processes, including the dynamic interaction between the European Union and its western and eastern European member states in the post-1990 era to the present. (SS, ET)

**To:**

**PSCI 234. Contemporary Europe.** 3 hr.; 3 cr. Analysis of European political institutions and processes, including the dynamic interaction between the European Union and its western and eastern European member states in the post-1990 era to the present. (SS, ET)

**Justification:** *The current course title is inconsistent with the course description. The course title specifies “Western Europe,” but the course description states that the course covers “European political institutions and processes” and EU’s “western and eastern European member states.” The new title conveys entire Europe.*

**f. From:**

**PSCI 257. ~~Western~~ Europe in World Politics.**  
3 hr.; 3 cr. The role of the European states and the European Union in world politics. Cohesion and conflict within the regions: the politics of European integration, a Common European Foreign and Security Policy, the European Neighborhood Policy, transatlantic cooperation, and EU relations with third countries. (SS, ET)

**To:**

**PSCI 257. Europe in World Politics.** 3 hr.; 3 cr. The role of the European states and the European Union in world politics. Cohesion and conflict within the regions: the politics of European integration, a Common European Foreign and Security Policy, the European Neighborhood Policy, transatlantic cooperation, and EU relations with third countries (SS, ET).

**Justification:** *The current course title is inconsistent with the course description. The course title specifies “Western Europe,” but the course description states that the course covers “European states,” not just western Europe. The new title conveys entire Europe.*

**4. Africana Studies**

**a. New course:**

**AFST 103 The Making of the Black Race and Racism in US Popular Culture. 3cr 3 hr.**

Interrogation of the historical, political, social, and ideological processes and practices that have shaped racialized identities. This course will focus on [re]presentations of racial identities on contemporary media through (1) music, (2) film, (3) television but will also analyze gendered and sexualized identities, while being attentive to the ways in which US society has been affected by the varied portrayals present in today's media-saturated era. This course will also consider the attempt by cultural producers of marginalized groups to destabilize stereotypes and broaden the range of those depictions to reorient these concepts within the American imagination. The goal of this course is to provide students with an introductory understanding of how racialized media depictions play a role in the formation of American culture, as well as the problematic ways in which they inform, mediate, and legitimize social relations within and across American demographics.

***Justification:***

*In keeping with Africana Studies aim to foster spaces where students can explore historical issues and modern-day dilemmas, this course presents students from a variety of disciplinary backgrounds with the opportunity to use multiple frameworks to tackle questions about their campus, neighborhoods, and world. This course reflects Africana Studies' overall emphasis on helping students explore the various dimensions of structural and systemic racism through a myriad of academic disciplines. At present, there is no one course in QC's catalogue that speaks to the multidimensional scripting of Blackness in America as this course proposes. We plan for AFST 103 to be offered tri-annually.*

**b. Proposed course listing:****AFST 104 Race and Racism in American Popular Music, 3cr 3 hr.**

Exploration of how musical representations and experiences figure in the creation of public and private notions of race and nation. It grapples with music's power to mediate imagined and inscribed cartographies of self and other. The course provides a broad foundation for discussing matters of music, race, and nationalism.

***Justification:***

*The specificity of the course title and its stated purpose serves to assist students who seek to focus their undergraduate pursuits in the study of American cultural identities and how race relations are personified through art form of music. The course will mirror MUSIC 121 3 hr.; 3 cr. Writing About Music Section 3, Race and Racism in Popular Music. The course reflects Africana Studies' overall emphasis on helping students explore the various dimensions of structural and systemic racism through a myriad of academic disciplines. This course's purpose is to further assist AFST Major/Minor round out their degree pursuits. The course also presents an additional elective for students majoring in AFST, MUS, HIST, URB, ANTH, WGSS, and ANTH.*

**c. New course:****AFST 204 Origins of African American Literature - 3cr 3 hr.**

The evolution of Black literature and literary culture in often in the face of (often legalized) racial oppression from the mid-18th century to late 19<sup>th</sup> Century. Moving across a range of genres - from poetry to drama to fiction - and mediums - from the periodical to the bound novel - we will interrogate the relationship between literary form, aesthetics, and cultural politics, while developing a deep understanding of the emergence of an African American literary tradition.

***Justification:***

*The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take a cross-listed course with one or more departments. The course follows AFST's focus on helping students explore the various dimensions of structural racism using a myriad of academic disciplines. The course also serves to encourage students to broaden their understandings of the multifaceted lives of African descended peoples. This course's aim is to further assist AFST*

*Major/Minor round out their degree pursuits. The course presents an additional elective for students majoring in AFST, ENG, POL, HIST, SOC., ANTH, URB and WGSS. We plan for AFST 204 to be taught annually by a qualified instructor.*

**d. New course:**

AFST 205 African American Literature, 3cr 3 hr. Prereq: AFST 100 or permission of the instructor. A survey of 20th- and 21st century African American literature, including the tradition's key aesthetic manifestos. Special attention will be given to how modern African American literature is periodized and why certain innovations in genre and style emerged when they did. Readings will include poetry, essays, novels, popular fiction, stage productions, and related visual texts.

***Justification:***

*The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take a cross-listed course in one or more departments. The course presents AFST Majors/Minors with a more equitable opportunity to take a cross-listed course with one or more departments under a heading that sufficiently reflects their degree focus. The course follows AFST's emphasis on helping students explore the various dimensions of structural racism through exposure to a myriad of academic disciplines. The course also serves to encourage students broaden their understandings of the heterogeneous lives of African descended peoples. This course's aim is to further assist AFST Major/Minor round out their degree pursuits. The course presents an additional elective for students majoring in AFST, ENG, POL, HIST, SOC., ANTH, URB and WGS. We plan for AFST 205 to be taught annually.*

**e. New course:**

**AFST 206 The Black Family in a Global Context 3cr 3hr**

An interdisciplinary course examining institutional factors that affect the structure, evolution, and function of the Black family in the United States and throughout the Diaspora. Students will be introduced to the diverse institutional, cultural, and historical issues relating to the past and present life circumstances of African American Families. A Comparison will be made with families in Africa and the Diaspora. This course may be co-listed with Sociology 271.

***Justification:***

*The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take a cross-listed course. The course follows AFST's focus on helping students explore the various dimensions of structural racism using a myriad of academic disciplines. This course's aim is to further assist AFST Major/Minor round out their degree pursuits. Presently, no such course exists in the QC curriculum that has as its focus Black families across time and space. The course presents an additional elective for students majoring in AFST, SOC, POL, HIST, ANTH, URB and WGSS.*

**f. New course:**

**AFST 207 Inequality: Race, Class, and Gender 3cr 3hr**

The impact of inequalities in property, power, and prestige for their effects on life chances and lifestyles of Africans and African-descended people in the Western Hemisphere. The course primarily focuses on socioeconomic classes in modern societies. Special attention is given to the role of religious, racial, gender, and ethnic factors in the lives of African descended people. The course will engage comparisons of different systems of stratification in the world today.

***Justification:***

*The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take a cross-listed course with one or more departments. The course follows AFST's focus on helping students explore the various dimensions of institutionalized racism using a myriad of academic disciplines and its broad ranging impacts. This course's aim is to further assist AFST Major/Minor round out their degree pursuits. Presently, no such course exists in the QC active curriculum that has as its specific focus the effects of the intersection of inequities on African descended people. The course presents an additional elective for students majoring in AFST, ECO, SOC, POL, HIST, ANTH, URB, and WGS.*

**g. New course:**

**AFST 211 The Anthropology of Africa (ANTH 211) 3cr Pre req AFST 100**

Exploration of the diversity of African people and culture through an interdisciplinary lens. It provides a specific anthropological and ethnographic lens on the hundreds of societies and cultures that exist in Africa. The course will focus on the basic elements/building blocks/pillars of African social and cultural systems, including subsistence practices and economic systems, marriage and family, religion, and politics. May be cross listed with ANTH 211.

***Justification:***

*The purpose of the course is to provide specific course heading under AFST that would provide for a more equitable opportunity for students to take a cross listed course. The course reflects Africana Studies' overall emphasis on helping students trace the lives, interactions, and myriad experiences of Africans and African descended peoples as a part of the undergraduate learning experience. This course's aim is to further assist AFST Major/Minor round out their degree pursuits. The course presents an additional elective for students majoring in AFST, MUS, ANTH, HIST, and MED. The course presents an additional elective for students majoring in AFST, ANTH, POL, HIST, SOC. We plan for AFST 211 to be taught annually by a qualified professor.*

**h. New course:**

**AFST 250 Caribbean Worlds 3 Cr 3 hr. Pre req AFST 100 or permission of the instructor**

This interdisciplinary course of the study of the Caribbean will begin with examinations of what constitutes the Caribbean and an understanding of Caribbean space. We will then study its peoples, contact between Europeans and indigenous peoples, African enslavement, and resistance, Indian indentureship and other forced migrations. The course will explore a cross-section of leading thinkers and ideas while giving attention to identity, migration, and the creation of the Caribbean diaspora.

***Justification:***

*The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take a cross-listed course in connection with one or more departments. This course's aim is to further assist AFST Major/Minor round out their degree pursuits. The course reflects Africana Studies' overall emphasis on helping students trace the lives, interactions and myriad experiences of African descended peoples globally as a part of the undergraduate learning experience. At present there is no course in QC's curriculum that seeks to blend and combine the experiences of persons in the English, Spanish, French, Dutch and Portuguese Caribbean for synthesis by undergraduates. The goal of the course is to provide an additional regularly taught elective for students majoring in AFST, HIST, POLI, SOC, URB, MEDIA, WGS, DRAMA, MUS, ANTH, PSY, and LALS. We plan for AFST 250 to be taught annually by a qualified professor.*

**i. New course:**

**AFST 277 African American History to Reconstruction**

Exploration of African American history from the Atlantic slave trade up to the Civil War. It is centrally concerned with the rise of and overthrow of human bondage, and how they shaped the modern world.

***Justification:***

*The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take a cross-listed course that speaks specifically to the aims of their pursuit of the AFST Major and/or Minor. The course title and description reflect Africana Studies' overall emphasis on helping students understand the makings of structural and systemic racism in a global context. The course follows AFST's focus on helping students explore the various dimensions of institutionalized racism using a myriad of academic disciplines and its broad ranging impacts. The course presents an additional elective for students majoring in AFST, HIST, URB, POL and SOC. We plan for AFST 277 to be taught annually.*

***j. New course:*****AFST 278 African American History Since Reconstruction 3cr 3hr****Pre req AFST 100 or permission of the instructor**

An introduction to the major themes, critical questions, and pivotal moments in post-emancipation African American history. It traces the social, political, cultural, intellectual, and legal contours of the black experience in the United States from Reconstruction to the rise of Jim Crow, through the World Wars, Depression, and the Great Migrations, to the long civil rights era and the contemporary period of racial politics. Using a wide variety of texts, images, and creative works, the course situates African American history within broader national and international contexts.

***Justification:***

*The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take a cross-listed course that speaks specifically to the aims of their pursuit of the AFST Major and/or Minor. The course title and description reflect Africana Studies' overall emphasis on helping students understand the makings of structural and systemic racism in a global context. The course follows AFST's focus on helping students explore the various dimensions of institutionalized racism using a myriad of academic disciplines and its broad ranging impacts. The course presents an additional elective for students majoring in AFST, HIST, URB, POL and SOC. We plan for AFST 278 to be taught annually.*

***k. New course:*****AFST 280 African American Political Thought**

Exploration of the African American community's diverse responses to the predominant challenges it has faced (including, but not limited to, slavery); the economic and political legacies of those challenges; and American political culture more broadly. This course is an engagement with African American political thought from approximately 1830 to the present. It focuses on issues such as slavery, systemic racism, and segregation, as criticized by prominent African American philosophers, public intellectuals, and activists. May be cross listed with PSCI 277.

***Justification:***

*The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take a cross-listed course in one or more departments. The course presents AFST Majors/Minors with a more equitable opportunity to take a cross-listed course with one or more departments under a heading that sufficiently reflects their degree focus. The course follows AFST's emphasis on helping students explore the various dimensions of structural racism through exposure to a myriad of academic disciplines. The course also serves to encourage students broaden their understandings of the heterogeneous lives of African descended peoples. This course's aim is to further assist AFST Major/Minor round out their*

degree pursuits. The course presents an additional elective for students majoring in AFST, POL, HIST, SOC., ECON and BALA. We intend for the course to be taught annually.

***l. New course:***

**AFST 299 Music of the African Diaspora, 3 cr. 3hr. Pre req AFST 100 ENGL 110**

Exploration of the history and significance of musical performance in the African Diaspora. Tracing intersecting and multi-directional movements of people, music, and culture across the oceanic divide between Africa, Europe, and the Americas—the “Atlantic Triangle”—the course will examine the significant role that music has played in the construction of social identities and movements, from the era of the transatlantic slave trade to the present day.

***Justification:***

*The course reflects Africana Studies’ overall emphasis on helping students trace the lives, interactions, and myriad experiences of African descended peoples as a part of the undergraduate learning experience. At present there is no course in QC’s curriculum that seeks to blend and combine the musical expressions and experiences of people throughout the African Diaspora. This course’s aim is to further assist AFST Major/Minor round out their degree pursuits. The course presents an additional elective for students majoring in AFST, MUS, ANTH, HIST, and MED.*

***m. New course:***

**AFST 302 The African American Experience in Film and Media 3cr 3 hr. Pre req AFST 100 junior standing or permission of the instructor**

Analysis of African American achievement in the genres of film and media, from the earliest days of the silent film to the contemporary moment. We will pay close attention to the political, historical, and artistic contexts of African American representation, participation, and creative agency in the motion picture industry. This course provides an opportunity to study some of the most significant films, actors, and directors in African American cultural history.

***Justification:***

*The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take a cross-listed course in one or more departments. The course presents AFST Majors/Minors with a more equitable opportunity to take a cross-listed course with one or more departments under a heading that sufficiently reflects their degree focus. The course follows AFST’s emphasis on helping students explore the various dimensions of structural racism through exposure to a myriad of academic disciplines. The course also serves to encourage students broaden their understandings of the heterogeneous lives of African descended peoples. This course’s aim is to further assist AFST Major/Minor round out their degree pursuits. The course presents an additional elective for students majoring in AFST, MED, HIST, SOC, PSY, ANTH and WGSS. We plan for AFST 302 to be taught annually.*

***n. New course:***

**AFST 303. The Global Black Experience in Media and Film 3cr. 3hr. Pre req AFST 100 junior standing or permission of the instructor**

Examination of the complex dialogue between Black media representations and the lived cultural, social, and historical experiences of people of African descent world-wide. It explores the interdependent roles of Black individuals, groups, and communities as cultural producers, consumers, and subjects of media representations and discourses.



**Justification:**

*The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take a cross-listed course in one or more departments. The course presents AFST Majors/Minors with a more equitable opportunity to take a cross-listed course with one or more departments under a heading that sufficiently reflects their degree focus. The course follows AFST's emphasis on helping students explore the various dimensions of structural racism through exposure to a myriad of academic disciplines. The course also serves to encourage students broaden their understandings of the heterogeneous lives of African descended peoples. No such course title exists at QC. This course's aim is to further assist AFST Major/Minor round out their degree pursuits. The course presents an additional elective for students majoring in AFST, MED, HIST, SOC, PSY, ANTH and WGSS. We plan for AFST 303 to be taught semi-annually.*

**o. New course:****AFST 308 Social Change in the African Diaspora**

Examination of the process of democratization and the implementation of economic liberalization programs within the contemporary African Diaspora. Issues that will be explored include problems of economic instability, ongoing inequality, excessive presidentialism, and limited popular participation, with a focus on developed and developing nations established by Africans and African descended people.

**Justification:**

*The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take courses that reflect their pursuit of an Africana Studies Major/Minor. The course is in keeping with AFST's aim to support students in their exploration of the various dimensions of structural and systemic racism and their impacts using a myriad of academic disciplinary tools. The course reflects Africana Studies' overall emphasis on helping students trace the lives, interactions, and myriad experiences of African descended peoples as a part of the undergraduate learning experience. At present there is no course in QC's curriculum that seeks to compare simultaneously the blended experiences of African descended peoples in seeking social change. The course will extend possibilities for students in AFST, WGSS, BALA, URBST, ECON, POLI, HIST, SOC, ANTH, MEDIA, and PHIL. We intend for the course to be offered bi-annually.*

**p. New course:****AFST 311 Black Digital Humanities 3cr 3 hr.**

**Pre req AFST 100; ENG 111; must be a junior or senior in good standing**

Introduction to the emerging field of Black Digital Humanities. This interdisciplinary course pays special attention to knowledge production, the role of archives, collections, research centers, the Black press, and digital technology. The course explores ideas related to power, memory, resistance, perspective and respectability politics in storytelling and control of the vehicles used to do so.

**Justification:**

*The purpose of the course is to provide specific course heading under AFST that would provide a more equitable opportunity for students to take courses that reflect their pursuit of an Africana Studies Major/Minor. The course is in keeping with AFST's aim to support students in their exploration of the various dimensions of structural and systemic racism and their impacts using a myriad of academic disciplinary tools. The course reflects Africana Studies' overall emphasis on helping students trace the lives, interactions, and myriad experiences of African descended peoples as a part of the undergraduate learning experience. The specificity of the course title and its stated purpose serves to assist students who seek to focus their undergraduate pursuits in the study of Digital Humanities and more specifically the contours of Black Digital Humanities. Presently there is no course offering in the QC catalogue that presents such an opportunity. The course will extend possibilities for students in AFST, WGSS, BALA, URBST, ECON, POLI, HIST, SOC, ANTH, MEDIA, and PHIL.*

**5. Music**

a. New course.

MUSIC 235. Music of the African Diaspora. 3 hours, 3 credits. Prereq.: ENG 110. To be cross-listed with AFST 299, Music of the African Diaspora.

Exploration of the history and significance of musical performance in the African Diaspora. Tracing intersecting and multi-directional movements of people, music, and culture across the oceanic divide between Africa, Europe, and the Americas—the “Atlantic Triangle”—the course will examine the central role that music has played in the construction of social identities and movements, from the era of the transatlantic slave trade to the present day.

Fulfills non-Western music requirement for undergraduate music degree students.

#### *Justification*

*Under our recently revised undergraduate curriculum, all students in all undergraduate music degree programs are required to take a class in a non-Western music. This class would fulfil that requirement. Music majors who take this course would fulfill their non-Western requirement without taking more than the required number of writing-intensive courses.*

## **6. Media Studies**

Change to the Major: Advertising

From:

Advertising majors are required to take six core courses (Media Studies 101, 160, 223, 255 and 260) as well as Anthropology 201, 232, or 280. In addition, students are required to take four electives and three capstone classes (Media Studies 363, 364 and 299, an internship).

Electives include: MEDST 222, 262, 264, 350 (W), 357, ARTS 370, DATA 205, SOC 765, 235, 353, and ECON 245.

To Read:

Advertising majors are required to take six core courses (Media Studies 101, 160, 223, 255 and 260) as well as Anthropology 201, 232, or 280. In addition, students are required to take four electives and three capstone classes (Media Studies 363, 364 and 299, an internship).

Electives include: MEDST 222, 262, 264, 266, 350 (W), 357, ARTS 370, DATA 205, SOC 765, 235, 353, and ECON 245. Other classes can be approved as electives in consultation with the department.

*Justification: As the major has grown, we have need for additional elective choices for students. We have added Podcasting (Media Studies 266). We also need the flexibility to offer classes that become available either in Media Studies, a fast-moving curriculum, or other departments, notably courses like Psychology of Marketing or Consumer Behavior that are offered under variable topic course numbers.*

## **7. Psychology**

Requesting a change of course name and description.

From:

Psych 353 - Psychology of Sex Roles

~~A survey and critical analysis of research and theory regarding similarities and differences in behavior between males and females, both human and animal. Included are considerations of biological, social, psychological, and cultural determinants of gender role development.~~

To Read:

Psych 353 - The Psychology of Sex and Gender

This course discusses the difference between sex and gender, and analyzes current research and theories of both these constructs. In addition, the course considers the role of biological, psychological, and social determinants in gender development.

*Justification: Sex and gender are two separate topics and both topics are addressed thoroughly in this course and to clearly indicate sex and gender are not synonymous. To clearly show gender is affected by the biopsychosocial model, and to stop referring to the binary (male/female).*

## 8. FNES

Change to a major: Food Management Studies (MAJOR CODES BA-FMS),

FROM:

FNES 101, 104, 105, 151, 163, 200, 203, 204, 275, 305, 371.2, and 378; CHEM 101.1 and 101.3 (or 113.1 and 113.4); ACCT ~~404~~; BALA 200, 3983; BIOL 11, 44; ECON 100

To Read:

FNES 101, 104, 105, 151, 163, 200, 203, 204, 275, 305, 371.2, and 378; CHEM 101.1 and 101.3 (or 113.1 and 113.4); ACCT 100; BALA 200, 3983; BIOL 11, 44; ECON 100

*JUSTIFICATION. ACCT 100, a BALA course, provides knowledge and skills that are more useful in future careers of students majoring in Food Management Studies. These students will need to know how to use accounting data in managerial decision making and planning in their jobs as managers in food service and other establishments. We have obtained approval from the BALA program for our students to enroll in the course.*

**GCC Minutes Dated December 7, 2022**

**A. ITEMS FOR UNIVERSITY REPORT**

**1. CHEM/BIOCHEM**

- a. Program Change: Change in Program Award**
- b. M.A. to M.S.**
- c. 4-year B.A. & M.A. to 4-year B.S. & M.S.**

2) Please give HEGIS number of known to you: **1905.00**

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

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

*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.*

**2. CHEM/BIOCHEM**

- b. Program Change: Change in Requirements for Degree/Certificate**

2) Please give HEGIS number of known to you: **1905.00**

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

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:

Students must complete a comprehensive departmental examination or write a research thesis, as outlined below:

Comprehensive Examination: The comprehensive examination includes material from undergraduate and graduate level chemistry courses. Under the guidance of graduate program advisor, students will register for a 2-credit course as part of the total credits required for the program to carry out independent study and prepare for the examination.

Research Thesis: Those who choose to do a research thesis must have a mentor to guide their research. At the completion, a student must submit a research thesis to the department and defend it. Under the guidance of graduate program advisor, students will register for a 2-credit course as part of the total credits required for the program to write the thesis.

*Justification: Most of our students currently do mentored research for credit and write a report as part of their MA degree program. The proposed changes to write a research thesis further clarifies the graduation requirement.*

*The addition of a comprehensive examination in the proposed change provides added flexibility for students registered in the program.*

*Currently the program has some mandated coursework of about 20 credits with enough flexibility for the program advisor to structure the remaining 2 credits to accommodate the changes.*

*The additional requirement does not change the total credits or time needed for graduation.*

### 3. SEYS

#### c. Program Change: Addition of Languages to Existing Program

2) Please give HEGIS number of known to you:

**Prog code 39276 Critical Languages Education Grades 7-12 HEGIS 1199.01 MAT**

**Prog code 39277 Critical Languages Education Grades 7-12 HEGIS 1199.01 ADV CRT**

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

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

*Justification: The program is adding certification languages to the list currently offered in this existing program. No other changes to the program.*

*In our program, candidates can earn an MAT in Critical Languages Education for certification in **any world language** other than English that NYS offers.*

*The program is adding German, Modern Greek, Modern Hebrew, Portuguese and Japanese. All admissions requirements and program requirements remain the same.*

## **B. ITEMS FOR CEP/CAP**

### **4. SEYS**

#### **d. New Program: World Languages for Young Leaders**

2) Please give HEGIS number if known to you: **HEGIS 1199.01 Foreign Languages, Other, 7-12 Teacher**

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

**P. 101. DELETE Teaching Languages to Young Children. (This course will no longer be an elective option in the MAT)**

**P. 101 Insert AFTER Integrating Language, Culture, and Content in Critical Language Education**

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

**World Languages for Young Learners**

**This is an extension program for any 7-12 World Language teaching possessing an initial certificate. The program extends certification K-6. Prior to being admitted to the World Languages for Young Learners extension program, candidates must have the following:**

**1. An undergraduate, or graduate degree from a accredited institution of higher education, an institution authorized by the Board of Regents to confer degrees; or the foreign equivalent.**

**2. At least a 3.0 cumulative grade point average or its equivalent;**

**3. Initial or Initial and Professional certification in NYS in any World Language (LOTE)-7-12 grade.**

*Justification: SEYS 713 will address the goals of certified secondary teachers of world languages, 7-12 interested in extending their certification to include the instruction of world languages at grades K-6. Students who have completed an initial or professional certificate program for world languages 7-12 may take this program and apply for an addendum on the 7-12 certification. The World Languages for Young Learners K-6 program examines curriculum design, assessment techniques and instructional strategies for teaching languages to children within the full range of abilities for the research-based benefits of early language and immersion programs. This program includes 15-hours of field experience which includes observation, instruction, and reflection.*

# Report of the Special Committee on Governance

## Proposed Amendment to the

### Queens College Academic Senate Charter

#### **Allow Lecturers with a Certificate of Continuous Employment (CCE) to Serve on Departmental Personnel and Budget Committees subject to the limits that apply to untenured Assistant Professors.**

Be it Resolved;

The Academic Senate requests that the Board of Trustees amend the Charter of the Queens College Academic Senate to allow Lecturers who hold a Certificate of Continuous Employment to serve on Department Personnel and Budget Committees by adding the underlined language below to part A of Section XI of the Academic Senate Charter as follows:

#### **Section XI – Voting Rights of Lecturers, Promotion to Full Professor**

- A. In addition to those faculty members authorized by the Bylaws of the City University of New York to vote in departmental elections for chair and for members of the departmental Personnel and Budget Committee, those lecturers who hold Certificates of Continuous Employment shall be entitled to vote. **Lecturers who hold a Certificate of Continuous Employment shall also be entitled to stand for election to departmental Personnel and Budget Committees and serve on them subject to the same limits that apply to non-tenured Assistant Professors.**

#### *Justification*

*Lecturers who hold a Certificate of Continuous Employment (C.C.E.) have demonstrated an extended professional commitment to Queens College and have been evaluated and determined to be expert teachers. Allowing such Lecturers to serve on departmental Personnel and Budget Committees serves two functions, both of which are consistent with the mission of the College:*

- (i) *It creates a more inclusive governance structure that recognizes the important contributions of Lecturers to the operation and mission of a department and to the College at large;*



- (ii) *Given the role of Lecturers as expert teachers, it gives increased weight to the role of teaching in departmental decision making.*

## FACULTY SENATE ROSTER 2022-2024

Attendance – December 8, 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	24	Jeff Satenstein	2	
Anthropology	Thomas Plummer	2	26	Omri Elisha	2	
Art	Sin-ying Ho	1		Michael Nelson	1	
Biology	Karl Fath	2	24	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	30	Christopher Winks	1	
Computer Science	Kenneth Lord	2	35	Bojana Obrenic	2	
Drama, Theatre & Dance	Yin Mei Critchell	2		Jeffrey Greenberg	2	
Earth & Environmental Sciences, School of	Jacqueline Bracco	1		William Blanford	1	10
Economics	Jennifer Roff	2		Matthew Bradbury	2	
Elementary and Early Childhood Education	Sunghee Shin	1		Ashraf Shady	1	
Secondary Education and Youth Services	Jay Shuttleworth	2	38	Salvatore Garofalo	2	
Educational & Community Programs	Bryan Thorton	2		Nakia Gray-Nicolas	2	3
English	Kevin Ferguson	1	1	Christopher Williams	1	
European Languages & Literatures	Morena Corradi	2	46	Karen Sullivan	2	
Family, Nutrition & Exercise Sciences	YaChing Hung	1	9	Jihe Choi	1	
Graduate School of Library & Information Studies	James Lowry	1		Ping Li	1	2
Hispanic Languages & Literatures	Monica Casco	1		Brais Outes-Leon	1	32
History	Elissa Bemporad	2		Fidel Tavarez	2	
Library	Robin Naughton	1	29	Annie Tummino	1	✓

## FACULTY SENATE ROSTER 2022-2024

Attendance – December 8, 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	7	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	23	Mark Powell	1	
Philosophy	Stephen Grover	1	32	OPEN	1	
Physics	Euclides Lins Almeida	2	17	Mohammad Ali Miri	2	
Political Science	Alexander Reichl	1	34	John Bowman	1	
Psychology	Claudia Brumbaugh	2		Pat D'Ateno	2	8
Sociology	Hongwei Xu	1		Anna Maria Bounds	1	
Urban Studies	Do Lee	2	31	James Vacca	2	
<i>DIVISIONAL AT LARGE</i>						
Arts & Humanities	OPEN	2		OPEN	2	
Social Sciences	Larissa Swedell	2	25	Robin Rogers	2	
Education	Pamela Wershba Gershon	1		Grace Pai	1	
Mathematics & Natural Sciences	Concettina Pagano	1	13	Nicholas Vlamis	1	
<i>COLLEGE-WIDE AT LARGE</i>						
	Yinxian Zhang	1		Ryan Sperry	1	4
	Timothy Benseman	2	28	OPEN	2	
	Jeffrey Bird	2		OPEN	2	
	Barbara Moore	2	27	Nathalia Holtzman	2	
<i>COLLEGE WIDE AT LARGE - ADJUNCT</i>						
	Jennifer Valad	1		Lisa Clark	1	36

**Queens College**  
**of The City University of New York**  
**ACADEMIC SENATE STUDENT MEMBERS**  
**2022-2023**

**Attendance –December 8, 2022**

	<i>Delegates</i>	<i>Present</i>	<i>Alternates</i>	<i>Present</i>
	<b>At Large</b>			
1.	Sristhi Bhatia		Rosario Diaz	
2.	Jinn Choi		Betina Planas ✓	
3.	Riyahauna Headley			
4.	Hema Muni			
5.	Makayla Noble	6		
6.	Chantal Gutjahr	23		
7.	Minjae Kim			
8.	Kennedy Davis Nealy	29		
9.	Brandon Castro	20		
10.	Carmella Miller	21		✓
	<b>Undergraduate Upper Junior - Senior</b>			
1.	Nariah Greene	5		
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	15		

**ACADEMIC SENATE  
2022-2023**

**Attendance –December 8, 2022**

<b><u>EXOFFICIO (NON-VOTING) MEMBERS</u></b>	<b><i>Present</i></b>
Dr. Frank H. Wu, President	X
Mrs. Judith Massis-Sanchez, General Counsel	
Vacant, Chief of Staff	
Vacant, Assistant VP for Enrollment and Student Retention	
Dr. Patricia Price, Interim Provost	
Dr. Simone L. Yearwood, Interim Associate Dean and Chief Librarian	
Dr. Jay Hershenson, VP for Communications and Marketing and Senior Advisor to the President	
Dr. Jennifer Jarvis, Vice President for Student Affairs and Enrollment Management	
Dr. Meghan Healey, Associate Provost for Academic and Faculty Affairs	
Dr. Nathalia Holtzman, Interim Associate Provost for Innovation and Student Success	
Vacant, VP for Finance and Administration	
Dr. William McClure, Dean for School of Arts and Humanities	
Dr. Ekaterina Pechenkina, Interim Dean for the School of Social Science	
Dr. Daniel C. Weinstein, Dean for School of Math & Natural Sciences	
Dr. Bobbie Kabuto, Interim Dean for School of Education	
Mr. James Curry, Office of Registrar	
Mr. Jamal Mark, President Student Association	✓
Mr. Dave Fields, Esq., Parliamentarian	
Vacant, Executive Director of Enrollment and Admissions	
Dr. John Andrejack, Executive Director of the Student Union	
Vacant, VP of Enrollment and Retention	
Dr. Rachel Fester, Interim Dean of Institutional Effectiveness	
<b><u>CHAIRPEOPLE OF STANDING OR COLLEGE COMMITTEES</u></b>	
Ping Li, Graduate Curriculum Committee	
Ken Lord, Undergraduate Curriculum Committee	✓
Stephen Grover, Nominating Committee	✓
Sayashmini Madhow, Elections Committee	22
Hefer Bembenuddy, Subcommittee on Honorary Degrees	
<b><u>GUESTS</u></b>	
Esther Gonzalez	
LUX, MARE	
Edisa Weeks, Drama Theatre & Dance	11
Mohammad Ashraf Academic Advising Center	
IVAN-SCOTT LEE ACEQC	
Mitchell Freux	
Abbas Akle Hajeem	