

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

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(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.

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(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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(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,

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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.

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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

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(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)

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(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

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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.

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(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	20
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 OR <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	17
Total <u>technology and laboratory</u> credits	
C. <u>Experiential Learning Courses</u>	
	2
PHYS 680 Internship	4
PHYS 798 Final Project	6
Total <u>experiential</u> credits	

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

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(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.

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(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):

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(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):

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(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.**):

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(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.

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

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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

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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

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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.