

The meeting will come to order:

Chair Roberta Brody called the meeting to order at 3:45 p.m.

1. Approval of Agenda

MOTION: Duly made by Chair Brody and seconded:

“To approve the agenda”

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

2. Approval of Minutes:

MOTION: Duly made by Chair Brody and seconded:

“To approve the minutes dated March 7, 2013”

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

3. Announcements, Administrative Reports, and Memorials:

1. Senator Meghan Healey, Drama Theatre and Dance announced the opening of the musical comedy “A Funny Thing Happened on the Way to the Forum” in the Goldstein Theatre. Tickets are now on sale.

**4. Special Motion
(None)**

5. Committee Reports

5a. Undergraduate Curriculum Committee

MOTION: Duly made by Senator Kenneth Lord, Chair of the UCC:

“To accept the Undergraduate Curriculum Committee Minutes dated –March 7, 2013”

Hearing no objection to the motion, Senator Kenneth Lord moved unanimous consent.

A. General Education

Numbered proposals available for review at senate.qc.cuny.edu/Curriculum

1. General Education Advisory Committee

- | | | |
|---------|--------------------------------------|-----|
| a. #264 | BIOL 17. Science, Medicine and You | LPS |
| b. #391 | LCD 288/ANTH 288. Voices of New York | SYN |
| c. #435 | SOC 208. Social Problems | IS |

2. Mathematics and Quantitative Reasoning Advisory Committee

- a. #613 SOC 206. Introduction to Social Statistics MQR

3. Writing Intensive Advisory Committee

- a. #647. SOC 190. Writing For Sociology
EC2 (New course, c.f. item B.4.a)

4. STEM Variant

- a. SOC 205. Social Statistics I. 6 hr. lec./lab; 4 cr. (MQR)

B. Curriculum Changes

1. FNES (13-03)

- a. Change to a major

To Read:

THE MAJOR PROGRAM IN NUTRITION AND EXERCISE SCIENCES

...The curriculum for the major comprises 36 credits in nutrition and exercise sciences, as well as a science core of an additional 23 credits in biology, chemistry, and statistics. Students must receive a grade of B- or better in FNES 211. Students must receive a grade of C or better in all other courses required for the program in Nutrition and Exercise Sciences. A grade of C or better is also required for all prerequisite and major classes before advancing to the next level of courses. A student may not repeat a major course more than once beyond the initial enrollment in the course. Students interested in this program should consult with the department's undergraduate advisor.

2. SEYS (13-04)

- a. Changes to prerequisites.

To Read:

SEYS 370.2–374.2. Initial Clinical Experience in for Secondary School.
370.2. Initial Clinical Experience in English for Secondary School
371.2. Initial Clinical Experience in Mathematics for Secondary School
372.2. Initial Clinical Experience in Science for Secondary School
373.2. Initial Clinical Experience in Social Studies for Secondary School
374.2. Initial Clinical Experience in Foreign Language for Secondary School.
100 hr. at a secondary school; 2 cr. Prereq.: SEYS 201W, 221, and 340; coreq.: SEYS 350; coreq: Submission of CST official score report, with overall score and sub-scores (candidates who do not pass must develop a remediation plan signed by

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advisor prior to student teaching). prereq or coreq.: 360–364. Open only to students who are matriculated in the secondary education program. This initial clinical experience is designed to provide undergraduates in the secondary education program with school-based classroom experiences that prepare them to effectively student teach at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher and a college-based supervisor.

3. Sociology

a. New Course. (#646)

SOC 190. Writing for Sociology.

3.0 lec.; 3.0 cr.

Introduction to basic writing proficiencies such as constructing arguments and evaluating evidence. Students will strengthen these proficiencies by producing writing products common to the discipline of Sociology.

4. Computer Science

a. Courses to be put on reserve.

CSCI 280 Self-Study Programming 3 hr.; 1 cr.

CSCI 310 WWW Programming 1 hr.; 1 cr.

CSCI 345 Logic Design Lab 2 lec., 3 lab hr.; 3 cr.

b. Change to a minor: Financial Modeling

To Read:

REQUIREMENTS FOR THE MINOR IN FINANCIAL MODELING

CS majors: ACCT 123; BUS 105, 241, 350 (prereq: ECON 249 or MATH 241), 352, 353, and 384 (or ECON 382); ECON 102,382 (or BUS 384), 386; CSCI 48 or 88, and 365 (the latter also counts as an elective for the CS major). BA students must also complete Math 231 (which may count as an elective for the CS major if no other non-CS course is used to satisfy the elective requirements).

Finance majors: CSCI 48 or 88, 111, 120, 212, 314, 331, and 365; MATH 231; ECON 386 (also counts as an elective for the Finance major).

Other majors: Students in any other major have to complete both lists of required courses.

The minimum grade in any required course is C–; the minimum combined grade-point average for courses in the minor is 2.7 (B–). At least half the required course credits must be completed at Queens College.

c. Change to title, prerequisite, description (#651)

To Read:

CSCI 12. Introduction to Computers and Computation

2 lec., 2 lab. hr.; 3 cr.

Concepts of thinking computationally and the technical tools to function effectively

in the digitally-connected world. Hands-on introduction to computers, computation, the Internet, and the basics of computer hardware and software. Students will have experience during the instructed computer lab with a number of software environments including an operating system, a word processor, a presentation tool, a spreadsheet, and a database system. The course will focus on problem solving and programming within the context of a wide range of applications, and prepare students for further study in a variety of majors and minors. In addition, students will acquire the skills needed to learn other similar tools on their own.

5. Secondary Education and Youth Services (SEYS)

- a. Change to the major.

To Read:

e. Foreign Language 7-12: a major in Chinese, French, German, Italian, Latin, or Spanish; core education courses; and professional courses SEYS 364, 374.2, 374.4 and 384 (minimum 2.75 GPA in the major) Prereq.: score of at least “advanced low” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in Spanish, French, Italian, German, Hebrew, Portuguese, and Russian. Prereq.: score of at least “intermediate high” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in Arabic, Mandarin, Japanese, and Korean.

- b. Change to prerequisite.

To Read:

364. Methods of Teaching Foreign Language in Middle and High School.
3 hr., 20 hr. field experience; 3 cr. Prereq.: SEYS 201W, 221, 340; prereq.orcoreq.: SEYS 350; Prereq.: Appropriate score on Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in the target language. Score of at least “advanced low” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Spanish, French, Italian, German, Hebrew, Portuguese, and Russian. Prereq.: score of at least “intermediate high” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Arabic, Mandarin, Japanese, and Korean. coreq.: Subject-specific practicum from SEYS 370.2–374.2. Open only to students in teacher education programs.
Focuses on the development of students’ pedagogical content knowledge in their specific subject areas. Secondary school curriculum, along with research-based learning, instructional and assessment strategies, will be examined.

- c. Change to Prerequisite.

To Read:

374.2. Initial Clinical Experience in Foreign Language for Secondary School.
100 hr. at a secondary school; 2 cr. Prereq.: SEYS 201W, 221, and 340; coreq.: SEYS 350; prereq or coreq.: 360–364; Prereq.: score of at least “advanced low” on both the

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Oral Proficiency Interview (OPI Prereq.: Appropriate score on Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in the target language. Score of at least “advanced low” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Spanish, French, Italian, German, Hebrew, Portuguese, and Russian. Prereq.: score of at least “intermediate high” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Arabic, Mandarin, Japanese, and Korean. Open only to students who are matriculated in the secondary education program.

- d. Change in Prerequisite.

To Read:

384. Curriculum and Assessment in Teaching Foreign Language.
3 hr.; 3 cr. Prereq.: Appropriate score on Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in the target language. Score of at least “advanced low” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Spanish, French, Italian, German, Hebrew, Portuguese, and Russian. Prereq.: score of at least “intermediate high” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Arabic, Mandarin, Japanese, and Korean. Coreq.: The subject specific student teaching course from SEYS 370.4–374.4. Open only to students in teacher education programs.
An examination of curriculum development and assessment for classroom teaching designed to integrate New York State Learning Standards and required testing, such as the Regents exams, into the curriculum. The course builds on the fundamental pedagogical content knowledge in specific disciplines.

- e. Change in Prerequisite.

To Read:

374.4. Student Teaching in Foreign Language for Secondary School.
Prereq.: Appropriate score on Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in the target language. Score of at least “advanced low” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Spanish, French, Italian, German, Hebrew, Portuguese, and Russian. Prereq.: score of at least “intermediate high” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Arabic, Mandarin, Japanese, and Korean.

6. English (13-06)

- 1) Change to prerequisite.

To Read:

ENGL 170W. Introduction to Literary Study
3 hr., 3 cr.; Prereq.: ENGL 130 or consent of the department

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- 2) Change to prerequisite.

To Read:

ENGL 210W.Introduction to Creative Writing
3 hr., 3 cr.; Prereq.:B in ENGL 110 or 130

- 3) Change to prerequisite.

To Read:

ENGL 211W.Introduction to Writing Nonfiction
3 hr., 3 cr.; Prereq.:B in ENGL 110 or 130

- 4) Change to prerequisite.

To Read:

ENGL 225.Newspaper and Article Writing
3 hr., 3 cr.; Prereq.:B in ENGL 110 or 130

- 5) Change to prerequisite.

To Read:

ENGL 251.British Literature Survey I
3 hr., 3 cr.; Prereq.: ENGL 130 or consent of the department

- 6) Change to prerequisite.

To Read:

ENGL 252.British Literature Survey II
3 hr., 3 cr.; Prereq.: ENGL 130 or consent of the department

- 7) Change to prerequisite.

To Read:

ENGL 253.American Literature Survey I
3 hr., 3 cr.; Prereq.: ENGL 130 or consent of the department

- 8) Change to prerequisite.

To Read:

ENGL 254.American Literature Survey II
3 hr., 3 cr.; Prereq.: ENGL 130 or consent of the department

- 9) Change to prerequisite.

To Read:

ENGL 255.Global Literatures in English
3 hr., 3 cr.; Prereq.: ENGL 130 or consent of the department

- 10) Change to prerequisite.

To Read:

ENGL 265.Introduction to Folklore
3 hr., 3 cr.; Prereq.: ENGL 130 or consent of the department

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11) Change to prerequisite.

To Read:

ENGL 280.Literature and Film
3 hr., 3 cr.; Prereq.: ENGL 130 or consent of the department

12) Change to prerequisite.

To Read:

ENGL 285.Studies in Literature and Film
3 hr., 3 cr.; Prereq.: ENGL 130 or consent of the department

13) Change to prerequisite.

To Read:

ENGL 290.The English Language
3 hr., 3 cr.; Prereq.: ENGL 170W

14) Change to prerequisite.

To Read:

ENGL 295.Modern English Grammar
3 hr., 3 cr.; Prereq.: ENGL 130 or consent of the department

15) Change to prerequisite.

To Read:

ENGL 310.Old English
3 hr., 3 cr.; Prereq.: ENGL 170W

16) Change to prerequisite.

To Read:

ENGL 311.Literature of the Anglo-Saxon Period
3 hr., 3 cr.; Prereq.: ENGL 170W

17) Change to prerequisite.

To Read:

ENGL 312.Medieval Literature 1100-1500
3 hr., 3 cr.; Prereq.: ENGL 170W

18) Change to prerequisite.

To Read:

ENGL 313.The Arthurian Tradition
3 hr., 3 cr.; Prereq.: ENGL 170W

19) Change to prerequisite.

To Read:

ENGL 320.Literature of the English Renaissance
3 hr., 3 cr.; Prereq.: ENGL 170W

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20) Change to prerequisite.

To Read:

ENGL 321.Literature of the Seventeenth Century
3 hr., 3 cr.; Prereq.: ENGL 170W

21) Change to prerequisite.

To Read:

ENGL 322.Literature of the Restoration and Eighteenth Century
3 hr., 3 cr.; Prereq.: ENGL 170W

22) Change to prerequisite.

To Read:

ENGL 323.The Age of Romanticism
3 hr., 3 cr.; Prereq.: ENGL 170W

23) Change to prerequisite.

To Read:

ENGL 324.Victorian Literature
3 hr., 3 cr.; Prereq.: ENGL 170W

24) Change to prerequisite.

To Read:

ENGL 325.Topics in Gender and Sexualities
3 hr., 3 cr.; Prereq.: ENGL 170W

25) Change to prerequisite.

To Read:

ENGL 326.Women Writers and Literary Tradition
3 hr., 3 cr.; Prereq.: ENGL 170W

26) Change to prerequisite.

To Read:

ENGL 327.Environmental Literature
3 hr., 3 cr.; Prereq.: ENGL 170W

27) Change to prerequisite.

To Read:

ENGL 328.Topics in Children's Literature
3 hr., 3 cr.; Prereq.: ENGL 170W

28) Change to prerequisite.

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To Read:

ENGL 329.Young Adult Literature
3 hr., 3 cr.; Prereq.: ENGL 170W

29) Change to prerequisite.

To Read:

ENGL 330.Chaucer: The Early Works
3 hr., 3 cr.; Prereq.: ENGL 170W

30) Change to prerequisite.

To Read:

ENGL 331.Chaucer: The Canterbury Tales
3 hr., 3 cr.; Prereq.: ENGL 170W

31) Change to prerequisite.

To Read:

ENGL 332.Shakespeare I
3 hr., 3 cr.; Prereq.: ENGL 170W

32) Change to prerequisite.

To Read:

ENGL 333.Shakespeare II
3 hr., 3 cr.; Prereq.: ENGL 170W

33) Change to prerequisite.

To Read:

ENGL 334.Milton
3 hr., 3 cr.; Prereq.: ENGL 170W

34) Change to prerequisite.

To Read:

ENGL 340.English Drama to 1642
3 hr., 3 cr.; Prereq.: ENGL 170W

35) Change to prerequisite.

To Read:

ENGL 341.Drama of the Restoration and Eighteenth Century
3 hr., 3 cr.; Prereq.: ENGL 170W

36) Change to prerequisite.

To Read:

ENGL 344.English Novel I
3 hr., 3 cr.; Prereq.: ENGL 170W

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37) Change to prerequisite.

To Read:

ENGL 345.English Novel II
3 hr., 3 cr.; Prereq.: ENGL 170W

38) Change to prerequisite.

To Read:

ENGL 346.British Fiction 1900-1945
3 hr., 3 cr.; Prereq.: ENGL 170W

39) Change to prerequisite.

To Read:

ENGL 352.American Fiction to 1918
3 hr., 3 cr.; Prereq.: ENGL 170W

40) Change to prerequisite.

To Read:

ENGL 353.American Fiction 1918-1945
3 hr., 3 cr.; Prereq.: ENGL 170W

41) Change to prerequisite.

To Read:

ENGL 354.African American Literature to 1930
3 hr., 3 cr.; Prereq.: ENGL 170W

42) Change to prerequisite.

To Read:

ENGL 355.African American Literature 1930-Present
3 hr., 3 cr.; Prereq.: ENGL 170W

43) Change to prerequisite.

To Read:

ENGL 356.Literature of the American Indians
3 hr., 3 cr.; Prereq.: ENGL 170W

44) Change to prerequisite.

To Read:

ENGL 357.Puritanism in American Literature
3 hr., 3 cr.; Prereq.: ENGL 170W

45) Change to prerequisite.

To Read:

ENGL 358.American Transcendentalism
3 hr., 3 cr.; Prereq.: ENGL 170W

46) Change to prerequisite.

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To Read:

ENGL 359.Regionalism, Realism, and Naturalism in American Literature
3 hr., 3 cr.; Prereq.: ENGL 170W

47) Change to prerequisite.

To Read:

ENGL 361.The American Dream
3 hr., 3 cr.; Prereq.: ENGL 170W

48) Change to prerequisite.

To Read:

ENGL 362.The Immigrant Experience
3 hr., 3 cr.; Prereq.: ENGL 170W

49) Change to prerequisite.

To Read:

ENGL 363.Studies in Global Literatures
3 hr., 3 cr.; Prereq.: ENGL 170W

50) Change to prerequisite.

To Read:

ENGL 364.Studies in African Drama, Film, and Literature
3 hr., 3 cr.; Prereq.: ENGL 170W

51) Change to prerequisite.

To Read:

ENGL 365.Celtic Myth and Literature
3 hr., 3 cr.; Prereq.: ENGL 170W

52) Change to prerequisite.

To Read:

ENGL 366.Introduction to Irish Literature
3 hr., 3 cr.; Prereq.: ENGL 170W

53) Change to prerequisite.

To Read:

ENGL 367.Modern Irish Literature
3 hr., 3 cr.; Prereq.: ENGL 170W

54) Change to prerequisite.

To Read:

ENGL 368.Irish Writers
3 hr., 3 cr.; Prereq.: ENGL 170W

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55) Change to prerequisite.

To Read:

ENGL 369.Asian-American Literature

3 hr., 3 cr.; Prereq.: ENGL 170W

56) Change to prerequisite.

To Read:

ENGL 370.British and American Drama 1890-1945

3 hr., 3 cr.; Prereq.: ENGL 170W

57) Change to prerequisite.

To Read:

ENGL 371.British and American Drama 1945-Present

3 hr., 3 cr.; Prereq.: ENGL 170W

58) Change to prerequisite.

To Read:

ENGL 373.British and American Poetry 1910-1945

3 hr., 3 cr.; Prereq.: ENGL 170W

59) Change to prerequisite.

To Read:

ENGL 374.British and American Poetry 1945-Present

3 hr., 3 cr.; Prereq.: ENGL 170W

60) Change to prerequisite.

To Read:

ENGL 376.British and American Fiction 1945-Present

3 hr., 3 cr.; Prereq.: ENGL 170W

61) Change to prerequisite.

To Read:

ENGL 377.Modern South Asian Literature

3 hr., 3 cr.; Prereq.: ENGL 170W

62) Change to prerequisite.

To Read:

ENGL 378.Topics in Caribbean Literature

3 hr., 3 cr.; Prereq.: ENGL 170W

63) Change to prerequisite.

To Read:

ENGL 379.Topics in Transnational/Postcolonial Literature

3 hr., 3 cr.; Prereq.: ENGL 170W

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64) Change to prerequisite.

To Read:

ENGL 380. Classical Backgrounds of English Literature
3 hr., 3 cr.; Prereq.: ENGL 170W

65) Change to prerequisite.

To Read:

ENGL 381. The Literature of the Bible
3 hr., 3 cr.; Prereq.: ENGL 170W

66) Change to prerequisite.

To Read:

ENGL 382. Aspects of Literary Criticism
3 hr., 3 cr.; Prereq.: ENGL 170W

67) Change to prerequisite.

To Read:

ENGL 383. Aspects of Poetry
3 hr., 3 cr.; Prereq.: ENGL 170W

68) Change to prerequisite.

To Read:

ENGL 384. Aspects of Fiction
3 hr., 3 cr.; Prereq.: ENGL 170W

69) Change to prerequisite.

To Read:

ENGL 385. Aspects of Drama
3 hr., 3 cr.; Prereq.: ENGL 170W

70) Change to prerequisite.

To Read:

ENGL 386. Literature and Religion
3 hr., 3 cr.; Prereq.: ENGL 170W

71) Change to prerequisite.

To Read:

ENGL 387. Literature and Politics
3 hr., 3 cr.; Prereq.: ENGL 170W

72) Change to prerequisite.

To Read:

ENGL 388. Literature and Psychology
3 hr., 3 cr.; Prereq.: ENGL 170W

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73) Change to prerequisite.

To Read:

ENGL 389. Myth and Archetype and Literature
3 hr., 3 cr.; Prereq.: ENGL 170W

74) Change to prerequisite.

To Read:

ENGL 390. Comedy and Satire
3 hr., 3 cr.; Prereq.: ENGL 170W

75) Change to prerequisite.

To Read:

ENGL 395. Selected Studies in Literature
3 hr., 3 cr.; Prereq.: ENGL 170W

8. History

a. Changes to a Major

To Read:

Requirements for the Major in History
(Major code 056)

Majors are required to take a minimum of 36 credits in history distributed among the following six components. At least 18 credits must be taken at Queens College.

1. Introductory Surveys in European and U.S. History (4 courses, 12 credits)

All of the following: HIST 101, 102, 103, and 104.

2. Introductory Surveys in Non-Western History (2 courses, 6 credits)

Two courses from among the following: HIST 105, 106, 111, 112, 125, 126, 140-142, 144-149.

3. Upper-Division Course in Non-Western History (1 course, 3 credits)

One course from among the following: HIST 160, 166, 255, 294, 295, 332, 339, 355, 360, 361.

4. Concentration (3 courses, 9 credits)

Three additional courses in one of the following areas:

Ancient and Pre-Modern History

Includes HIST 100, 113, 114, 140, 144, 148, 204-206, 208, 209, 251, 301, 311, 352.

European History since the Fall of Rome

Includes HIST 100, 107-110, 115, 116, 164, 169, 209-211, 213, 215-216, 217, 218, 222, 225, 227, 228, 229, 230-233, 236, 237, 238 239-242, 251-254, 291, 292, 295, 296, 302, 303, 305, 308, 309, 310, 312, 313, 314, 315, 332, 352.

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United States History

Includes HIST 163, 168, 258-260, 262, 263, 265-267, 270-278, 284, 285, 297, 299, 340-343, 345, 347, 348, 350, 351.

History of Areas of the World other than the United States and Europe

Includes HIST 105, 106, 111, 112, 117, 118, 125, 126, 140-142, 144-149, 160, 166, 255, 256, 294, 295, 309, 311, 339, 355, 360, 361.

Jewish History

Includes HIST 114-116, 237, 248, 249, 251-254, 255, 256, 295, 311, 312, 336, 338, 339.

Gender History

Includes HIST 270-272, 298, 308, 336, 342, 345.

Students may create a specialty with the permission of the Director of Undergraduate Studies and the Chair. Students choosing this option must do so at the start of their junior year.

5. Colloquium (1 course, 4 credits)

HIST 392W.

6. Elective (1 course, 2-3 credits)

An additional history course, at any level and on any topic.

Please note: HIST 200, 370, 393 and 394 have topics that vary from semester to semester and will be included in whichever area is appropriate for their content. Depending on the topic, HIST 392W may be used to satisfy the Upper-Division Course in Non-Western History; it may not be used to satisfy the concentration requirement.

b. Change in title:

To:

HIST 117. The History and Civilization of Islam.

c. Change in title:

To:

HIST 164. Social and Cultural History: Europe (VT).

d. Change in title:

To:

HIST 168. History and Memory: United States (VT).

e. Change in title and description:

To:

HIST 121. Introduction to Brazilian History.

3 hr.; 3 cr.

An introduction to Brazilian history, from first contact to the present.

f. Change in title and description:

To:

HIST 294. Topics in Brazilian History. 3 hr.; 3 cr. An intermediate-level course on

Brazilian history from the 16th to the 21st centuries, with an emphasis on both the country's history and how that history has been preserved and analyzed.

g. Courses to be put on Reserve

HIST 339 Palestinian-Israeli Relations, 1967 to the Present.

HIST 360 South Asian Diaspora

8. Courses taken off Reserve and returned to Active Status (information)

a. ARTS 261. Watercolor I.

b. ARTS 262. Watercolor II.

9. Courses Withdrawn

a. CSCI 18. Computers with Business Applications.

b. HIST 337. Russia and the Jews.

5b. Graduate Curriculum Committee

MOTION: Duly made by Professor Richard Bodnar, Dean of Research and Graduate Studies:

“To accept the Graduate Curriculum Committee Minutes – dated March 13, 2013”

Hearing no objection to the motion, Professor Richard Bodnar moved unanimous consent.

10. English

a. **Change in Description**

To Read:

ENGL 760. Fiction in Theory and Practice. 2 hr. plus conf.; 3 cr. An intensive study of the theory of fiction, with close reading of a number of stories, novellas, and/or

novels and readings in literary criticism. (This is not a writing workshop course but one in the critical reading of fiction. It is designed especially for creative writers.) Repeatable for Credit.

b. Change in Description

To Read:

ENGL 762.Drama in Theory and Practice.2 hr. plus conf.; 3 cr.An intensive study of the theory of drama, with close reading of a number of plays and readings in literary criticism. (This is not a writing workshop course but one in the critical reading of drama. It is designed especially for creative writers.) Repeatable for Credit

c. Change in Description

To Read:

ENGL 761.Poetry in Theory and Practice.2 hr. plus conf.; 3 cr.An intensive study of poetical theory, with close reading of a number of poets and readings in literary criticism. (This is not a writing workshop course but one in the critical reading of poetry. It is designed especially for creative writers.) Repeatable for Credit.

11. Music

a. New Course.

JAZZ 702, Jazz Harmony II

3 hr., 3 cr. Prereq.: JAZZ 701 or permission of the instructor.

This course is a continuation of Jazz Harmony 701. It covers more advanced jazz harmony topics, particularly focusing on non-functional ways of creating chord progressions in modern jazz compositions and arrangements. This study will help students refine their skills in composing, arranging and improvising.

b. Change in number, title and description.

To Read:

JAZZ 705.Jazz Arranging and Composition I.

3 hr.; 3 cr. Prereq.: Permission of the instructor.

The development of skills and techniques in the use of various jazz idioms and their application to individual creative expression.

c. Change in number and title.

To Read:

JAZZ 724, 725, 726.Private Instruction in Jazz Performance.

1 hr.; 4 cr. Prereq.: Permission of Director of Jazz Studies.

Weekly private lesson in major applied instrument.

d. Change in number.

To Read:

JAZZ 794.Jazz Ensemble.

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1 hr.; 1 cr. Prereq.: Permission of the instructor.

The study and performance of selected repertoire, published and unpublished, including student work. May be repeated for credit.

- d. Change in number.

To Read:

JAZZ 721, 722, 723. Jazz Lessons in Composition.

1 hr., 4 cr. Prereq.: Admission to the jazz composition major.

Weekly lessons in jazz composition.

12. SEYS

- a. Change in prerequisite.

To Read:

SEYS 570.2–574.2 Initial Clinical Experience in for Secondary School. 100 hr. at a secondary school; 2 cr. Prereq.: SEYS 536, 700; coreq.: SEYS 552; Submission of CST official score report, with overall score and sub-scores (candidates who do not pass develop a remediation plan signed by advisor prior to student teaching); Prereq. or coreq.: SEYS 560–564. Open only to students who are matriculated in the secondary education program. This initial clinical experience is designed to provide students with school-based classroom experiences that prepare them to effectively student teach at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher and a college-based supervisor. Fall

570.2. Initial Clinical Experience in English for Secondary School.

571.2. Initial Clinical Experience in Mathematics for Secondary School.

572.2. Initial Clinical Experience in Science for Secondary School.

573.2. Initial Clinical Experience in Social Studies for Secondary School.

574.2. Initial Clinical Experience in Foreign Language for Secondary School.

13. Library Science

- a. Change in title and description.

LBSCI 734. [~~Art Librarianship~~].

3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703.

[Survey, evaluation and application of reference and bibliographic resources in the visual arts; techniques and procedures for serving the needs of various clientele; special issues in art and museum libraries.]

To Read:

LBSCI 734. Art Librarianship & Visual Resources Curatorship.

3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703.

Survey of present practices in art and visual resources librarianship/curatorship; organization, administration, collection development, instruction and assessment of patron needs; special issues in art libraries and visual resources collections.

- b. Change in title and description.

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To Read:

LBSCI 737 Materials, Literature and Collection Development for Children and Youth
3 hr.; 3 cr.

Introduction to the forms and types of literature, including but not limited to both print and digital materials; criteria for excellence; techniques for selection and evaluation for collection development; and identification of appeal and suitability for different types of young users

14. History

a. Course withdrawn.

HIST 791. Introduction to Latin American Research and Historiography

15. SEYS

a. Change in prerequisite.

To Read:

SEYS 560–564. Methods of Teaching in Middle and High School.

3 hr. plus 30 hr. field experience; 3 cr. Prereq.: SEYS 536, 700, ECPSE 550; pre- or coreq.: SEYS 552; coreq.: SEYS 570.2–574.2. Prereq.: score of at least “advanced low” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in Spanish, French, Italian, German, Hebrew, Portuguese, and Russian. Prereq.: score of at least intermediate high on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in Arabic, Mandarin, Japanese, and Korean.

Students’ pedagogical content knowledge in their specific subject areas is developed in this course. Research-based learning, instructional and assessment strategies, as well as the secondary school curriculum will be examined. The course also examines issues of language, literacy, and culture and how they impact the learning and teaching of the specific content. As well, emphasis is placed on the use of technology in instruction. Fall

560. Methods of Teaching English in Middle and High School.

561. Methods of Teaching Mathematics in Middle and High School.

562. Methods of Teaching Science in Middle and High School.

563. Methods of Teaching Social Studies in Middle and High School.

564. Methods of Teaching Foreign Language in Middle and High School.

b. Change in prerequisite.

To Read:

SEYS 570.2–574.2. Initial Clinical Experience in for Secondary School.

100 hr. at a secondary school; 2 cr. Prereq.: SEYS 536, 700, ECPSE 550; pre- or coreq.: SEYS 552; Prereq or coreq.: SEYS 560–564. Prereq.: score of at least advanced low on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in Spanish, French, Italian, German, Hebrew, Portuguese, and Russian. Prereq.: score of at least intermediate high on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in Arabic, Mandarin, Japanese, and Korean.

Open only to students who are matriculated in the secondary education program. This initial clinical experience is designed to provide students with school based classroom experiences that prepare them to effectively student teach at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher and a college based supervisor. Fall

570.2. Initial Clinical Experience in English for Secondary School.

571.2. Initial Clinical Experience in Mathematics for Secondary School.

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572.2. Initial Clinical Experience in Science for Secondary School.

573.2. Initial Clinical Experience in Social Studies for Secondary School.

574.2. Initial Clinical Experience in Foreign Language for Secondary School.

c. Change in prerequisite.

To Read:

564. Methods of Teaching Foreign Language in Middle and High School.

Prereq.: score of at least advanced low on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in Spanish, French, Italian, German, Hebrew, Portuguese, and Russian. Prereq.: score of at least intermediate high on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in Arabic, Mandarin, Japanese, and Korean.

d. Change in prerequisite.

To Read:

574.4. Student Teaching in Foreign Language for Secondary School.

Prereq.: score of at least advanced low on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in Spanish, French, Italian, German, Hebrew, Portuguese, and Russian. Prereq.: score of at least intermediate high on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in Arabic, Mandarin, Japanese, and Korean.

e. Change in prerequisite.

To read:

584. Standards-Based Curriculum and Assessment in Teaching Foreign Language.

Prereq.: score of at least advanced low on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in Spanish, French, Italian, German, Hebrew, Portuguese, and Russian. Prereq.: score of at least intermediate high on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in Arabic, Mandarin, Japanese, and Korean.

f. Change in prerequisite.

To Read:

SEYS 743. Curriculum and Instruction in Foreign Language Education.

3 hr.; 3 cr. Prereq.: score of at least advanced low on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in Spanish, French, Italian, German, Hebrew, Portuguese, and Russian. Prereq.: score of at least intermediate high on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) in Arabic, Mandarin, Japanese, and Korean. Basic under graduate or graduate course in curriculum and methods of teaching foreign languages in the secondary schools.

The course examines advanced elements and/or issues of foreign language pedagogy.

16. SEYS. Letter of Intent. MS in Curriculum Instruction.

SECONDARY EDUCATION AND YOUTH SERVICES DEPARTMENT

QUEENS COLLEGE CITY UNIVERSITY OF NEW YORK

LETTER OF INTENT

10-15 pages

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Brief version of final proposal but must include complete curricular design, listing course requirements. A thorough estimate of all necessary costs required to implement the program and the status of required faculty resources should also be stated clearly. Indeed, the proposed program should be well along in the planning process, with the clear understanding of the College's ability to offer the program, before the LOI is submitted to the Office of Academic Affairs.

I. PURPOSE AND GOALS. *Rationale of the program (Academic Senate)*

II. *Purpose succinctly: audience doesn't have expertise in the field of study.*

III. *Explicit statement of the educational goals and career objectives for students*

Issues to address are national local educational trends, faculty interest and commitment, program's relation to existing departmental or college offerings, other compelling factors leading to development of program

Purpose

The purpose of this program is to provide professional certification in all languages certified in New York State other than French, Italian, and Spanish. (Queens College already has anMSEd for professional certification in French, Italian, and Spanish). The foreign language faculty members in SEYS want to provide professional certification as well as professional development for teachers already certified in other languages in New York State. Interested individuals in the New York City and Metro area need a central location to provide access to such a program. We are also hopeful that we may draw a larger audience from the eastern US by eventually offering study for potential candidates from the eastern US using hybrid courses. The current program is entirely comprised of in-person courses.

The program will be structured as a cutting edge graduate curriculum and instruction program designed for practicing teachers who a) want to expand their teaching, reflective, and standards-based curriculum and assessment skills; b) have expanded roles in mentoring teachers and curriculum development, and/or c) who want to prepare for district-level curriculum oversight and development positions.

Rationale of the program

Teachers already initially certified in languages other than French, Italian, and Spanish in the New York City and Metro area would benefit from such a program because it allows them to gain their professional certification and improve their professional teaching, curricular, and assessments skills. Teachers who already have professional or permanent certification (including French, Italian, and Spanish) would also benefit from a program that provides access to best practices in designing curriculum, standards-based assessment and teaching, and action research to expand reflective and professional skills. The latter group of teachers this program may apply the credits of a second degree to meet the salary differential teachers receive after earning 30 credits above the Masters degree.

The current MS Ed program in foreign languages at Queens College consists of 15 credits of graduate language courses and 18 credits of graduate coursework in foreign language education. Queens College only offers graduate language coursework in French, Italian, and Spanish, so only teachers initially certified in those three languages can currently obtain the MS Ed and professional certification. The world language education faculty, however, want to provide professional certification as well as professional development for teachers who are already initially or provisionally certified by New York State in languages other than French, Italian, and Spanish. This program will be structured as a graduate curriculum and instruction program with no language components required. A requirement for admission to the program is to have strong language content

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preparation. We propose a separate degree, the M. Ed, to distinguish this program from the MS Ed.

Educational goals and career objectives for students

This program will provide professional certification for our candidates who already have teaching jobs in New York City, Westchester, and Long Island, as well as candidates from the eastern US. Candidates who complete this program will be prepared with state-of-the-art skills to teach language, to create standards-based curricula and assessments, and to develop and revamp school language programs with strong articulation from levels K-12. Our graduates will also have skills to work with curriculum, assessment, and program coordination at the school or district level.

Evidence of the need for teachers of other languages in the area consists of a survey that was distributed in late September 200- (YEAR) to school districts with representatives in Long Island Language Teachers (LILT). Responses were received from 13 school districts in Long Island (9 in Nassau County, 4 in Suffolk County). Two districts reported they had Chinese programs established- 1 at the K-4 Level and one at the secondary level. Three districts reported they wanted to expand their Chinese offerings but had difficulty finding teachers to staff positions. Eleven districts responded they would like to offer Chinese in the future, two districts wanted to add Arabic to their offerings, and one district wanted to offer Japanese. These results indicate that there will be jobs available for teachers of Chinese in particular. All districts indicated they had difficulty finding qualified teachers for languages offered in their schools, collectively Spanish, American Sign Language, Japanese, Latin, French, and German.

An additional feature of the program will be the Foreign Language in the Elementary School extension course that is optional among the choices. The state requires one course that extends our baseline secondary certification down to Kindergarten. We have had numerous interest in providing this at the college, particularly for teachers in Long Island Schools. This course is listed below in the choices, SEYSW 703.

National and Local Educational Trends

Activity across the country shows interest in learning critical languages and was one motivation to develop this program. Events such as 9/11, conflicts in the Middle East, as well as emerging economically and politically powerful countries in the East, Middle East, and other areas of the globe clarify the necessity to study critical and other languages for commercial and political reasons in US schools.

An indicator of this nationwide interest in expanding language awareness is the National Security Language Initiative (NSLI) of 2006, with the goal of increasing US citizens' studies of critical need foreign languages including Arabic, Chinese, Russian, Hindi, Farsi, and others from kindergarten through university. Included in this initiative were grants for critical language development through the U.S. Department of Education, the U.S. Department of State, The U.S. Department of Defense, & The Office of the Director of National Intelligence. The focus of these grants includes teacher certification programs, teaching materials development, and elementary language programs.

Rationale of the program

Queens College has language offerings at the graduate level in only French, Italian, and Spanish. The foreign language education faculty, however, want to provide professional certification as well as professional development for teachers who are already initially or provisionally certified in other languages (other than French, Italian, and Spanish) with New York State.

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This program compliments Goal 1 of the Queens College Strategic Plan, Advance Academic Programs a) with the plan to offer strong language programs for Arabic, Chinese, Hindi, Japanese, Korean, and Spanish and “educate prospective teachers in language pedagogies” (p. 7). The program also compliments Goal 1 to “Ensure that our undergraduate and graduate teacher education programs are national leaders...” (p. 9). The program will compliment these goals because it provides cutting edge advancements in curriculum, assessment, research, cultural pedagogy, and program design that provides in-depth development well beyond what is possible in the current model of 15 credits in education in the MSED programs.

Faculty commitment:

Another motivation for developing this program is the faculty conviction about the importance of learning to communicate across cultural and language barriers through language study given Queens College’s location in one of the most diverse counties in the country.

The Queens College foreign language education faculty members have expertise preparing language teachers for 7-12 programs. These faculty members have also keep abreast of the latest developments in the language teaching field and integrate these developments into their teaching practice and as content in language pedagogy courses. Our candidates in the program will be equipped with the knowledge and skills to design standards-based, interdisciplinary, and articulated K-12 curriculum; standards-based assessments based on best practices in the field; knowledge of meeting the common core standards; and to develop teaching materials that are standards-based and integrate knowledge of educational learning theory and diversity.

Relation to existing departmental or college offerings

French, Italian, and Spanish teachers will not be allowed to apply without professional or permanent certification or a present MA or MSED in the language to avoid competition with the established MSED programs in French, Italian, and Spanish. French, Italian, and Spanish teachers who already attained professional or permanent certification or who have an MA or MSED in the language, however, will be eligible to apply for the program.

The program incorporates six credits of offerings that can be selected from the secondary literacy program, the special education program, or the bilingual extension program. Representatives from these programs have agreed to allow our students to take these courses. There is an additional cognate course that can be taken outside the Division of Education from another CUNY school that has graduate offerings in the language or as a study abroad component. Study abroad components are strongly encouraged among NCATE accredited programs. This cognate will be determined in consultation with an advisor.

The program will offer professional certification for completers of the Chinese Post Baccalaureate program. There is not currently an MSED provided for languages other than French, Italian, and Spanish. SEYS is also in the process of creating additional Post Baccalaureate programs in Korean, Japanese, Russian, Hebrew, and Latin, among others, and the completers of the Post Baccalaureates will have graduate programs to provide professional certification.

Cooperating teachers who receive tuition waivers for working with our student teachers and practicum students will be able to enroll in the program and use their vouchers. The program will provide these teachers with an opportunity to update their pedagogical skills and meet professional development needs.

Other compelling factors leading to development of program

The language education faculty attempted to put this program forward in 2007 but due to NCATE and reregistration of all the undergraduate certification programs we were asked to postpone our efforts until now. Increasing enrollments in critical languages, the shortage of teacher preparation programs, and the population of Queens are all factors that contributed to the development of this program.

Enrollments at all levels of education are rising in critical languages, particularly in Chinese and Arabic (Cutshall, 2007a; Sweley, 2006). Many of these teachers are not certified, because there are few teacher education programs around the country to provide needed programs. For example, a 2005 report stated there were only four Chinese language teacher education programs accredited by NCATE in the US- the University of Iowa, New York University, Ohio State University, and University of Massachusetts at Amherst (Sweley, 2006). Since then Queens College registered a Post Baccalaureate Program with New York State to provide initial certification in Chinese. There were no programs listed on the New York State web site of registered programs for Arabic certification, although SEYS is applying for a Post Baccalaureate program for Arabic certification.

The shortage of certified teachers in critical languages is another factor for developing this program. Sweley (2006) cites a 2003 report that stated approximately 24,000 K-12 students were learning Chinese. The English version of the *People's Daily Online* (July 11, 2006) has an article that describes an initiative by the Confucius Institute (based in New York) to provide Chinese teachers for New York schools. The article stated that “New York has at least 2,400 elementary and secondary schools and institutions of higher learning that need Chinese teachers.... Only 270 schools have Chinese teaching staffs [sic].”

The large population of speakers of critical languages in New York City is another factor to encourage the foreign language education faculty to develop programs in these languages. The 2000 Census data reports the following figures for Asian or Pacific Islander- Chinese population in the area: New York State- 284,144; Bronx, NY- 7015, Kings, NY-68,191, New York, NY- 71,723; and Queens, NY- 86,885. Likewise,

New York City is home to the largest population of Arabs in the US. Of the 8,008,278 New York City population in 2000, 69,985 were Arab (De la Cruz & Brittingham, 2003). Arabic is the 11th most spoken language in the US (Cutshall, 2007a).

The New York City Department of Education provides language courses covered in traditional high school language courses, as well as heritage courses, language arts courses, and dual language programs beginning in kindergarten in the following: Arabic, Bengali, Chinese (Mandarin and Cantonese), French, German, Greek (Classic and Modern), Haitian Creole, Hebrew, Italian, Japanese, Korean, Latin, Polish, Portuguese, Russian, Spanish, Urdu, and Yiddish (New York City Department of Education, (n.d.). Many of our candidates from the foreign language education program are hired to teach in language arts programs for heritage learners.

IV. NEED. Relevant are those of students, college, community, and economy

The mission of Queens College is “...that a great education should be accessible to talented young people of all backgrounds- ethnic and financial.” Its purpose is “...to prepare students to become leading citizens of an increasingly global society... and to embrace its special obligation to serve the larger community” (Institutional Report, 2005, p.2).

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This program meets several of Queens College's goals, such as increasing graduate student enrollments, qualifying for outside funding sources, serving our global community, as well as Goal One of the Strategic Plan for advancing academic programs. First, Queens College is attempting to increase graduate student enrollments, and this program provides a service for those groups of teachers whose needs we do not currently meet.

Second, the college offerings to professionally certify language teachers are limited to three languages at the graduate level, French, Italian, and Spanish. This is not in sync with the College's mission to work with an increasingly global society and to meet the needs of the community. In order to expand our offerings to include teachers from other languages we need a program that does not rely on graduate language offerings in the additional languages as QC does not provide those programs, and the language departments have no current plans to offer them.

Fourth, many of our cooperating teachers were educated before the development of the standards in foreign language learning, the NCATE standards for teacher preparation, the INTASC standards for new teachers, and the NBPTS standards for experienced teachers were developed in language. This program will provide a needed vehicle for such teachers to update their pedagogical knowledge and gain curriculum development skills that more traditional foreign language education programs did not provide in the past. Other school-related personnel at the local level, private language school teachers and owners, and language teachers with the Greek Orthodox Diocese of New York are also interested in retooling and updating their pedagogical knowledge. From new courses in this program and our current MSED we will be offering professional development certificate programs to meet those professional development needs.

Finally the program compliments Goal One of Queens College's Strategic Development Plan for 2008-2013 to strengthen academic programs in Arabic, Chinese, Hindi, Japanese, Korean, and Spanish, and to develop teacher education programs that are nationally recognized.

We surveyed school nine school districts in Nassau County and four districts in Suffolk County (N=13) they responded to what staff development needs they had for foreign language teachers. Six districts reported they need more curriculum design development (one specifically mentioned advanced curriculum design, five districts reported they need professional development on foreign language assessment, eight districts replied they need staff development for K-12 program articulation, and four replied they need foreign language certification development from Pre-K- 6th grade.

We also surveyed teachers, administrators and chairs of languages and received 30 responses. Of fourteen respondents to professional development needs of teachers, thirteen indicated that assessment was needed, 13 standards-based best practices, 12 selected curriculum design, 8 chose articulation, and 5 chose methods and materials for teaching levels Pre-K-6.

V. STUDENTS.

Evidence for student interest in program and sources of potential students. Give numerical estimate of enrollments anticipated for each of the first five years of the program's existence. Projected enrollment should be presented in a table showing how many students will attend full-time and how many part-time.

Anticipated attrition rate indicated with discussion how it was determined

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General discussion include factors that led to the estimates, including student interest, employment trends and needs, enrollment in similar programs at the College or at other campuses within the University.

The SEYS department has had requests from teachers in Japanese and Latin who wanted advanced pedagogical development. We are preparing Post-Baccalaureate programs in Arabic, Hindi, Urdu, and Korean. Candidates from those programs will be potential candidates for this curriculum and instruction degree. We have current candidates who completed the graduate initial certification in Chinese who wish to enroll into the program as soon as it becomes available.

In October 2007 we received responses for two separate surveys. From the first survey, in Nassau and Suffolk County we received 14 responses from LOTE administrators. The first survey was a simple email survey sent directly to the appropriate personnel in the districts. The second survey was put on Survey Monkey and distributed to members of New York City Association of Foreign Language Teachers (NYCAFLT). The latter survey was more detailed and we received 30 responses from Westchester, Queens, Brooklyn, Staten Island and Putnam Counties consisting of 23 teachers, five department chairs, 2 assistant principals, and 4 administrators who hire LOTE teachers.

The results will be separated into trends from the two surveys.

The first finding of interest relates to languages that administrators find difficult to staff. The languages are listed following the number of responses:

Long Island : Spanish (5), Italian (3), ASL* (1), ALL languages (2), Latin (1), and German (1).

Responses from Other Counties in the NYC area: Overwhelmingly 10 individuals reported hiring Spanish teachers that were less qualified given the difficulty of finding certified teachers. Three respondents reported difficulty Latin teachers and hiring less qualified teachers, while other individuals reported difficulty finding (2 each) qualified teachers for Hebrew, Italian, Bengali, and Japanese. One individual each reported difficulty staffing positions for the following: German, Korean, Arabic, Russian, Afrikaans, Farsi, Haitian Creole, Greek, Hindi, Mohawk, Swahili, Urdu, Polish, Punjabi, Tagalog, Ukrainian, Vietnamese, Armenian, & Dutch.

Respondents also reported they could not expand language offerings in different levels because of the shortage of teachers. Three individuals from Long Island were unable to expand Chinese, two Italian, and one was unable to expand French across school levels.

Twenty-four respondents from other counties in the NYC area suggested that if more teachers were available their schools were interested in expanding offerings in languages. Twelve respondents indicated their schools were unable to expand Chinese offerings, and six Italian. Three responses for each of the three languages reported that teacher shortages prevented expanding programs in Spanish, Arabic and Japanese. Three additional respondents reported their schools were unable to expand programs in Bengali, Green, Punjabi, and Portuguese due to the shortage of qualified teachers.

The respondents also addressed the languages their schools would like to offer in the future. In Long Island 11 wanted to add Chinese, two Arabic, and 1 Japanese and American Sign Language (ASL) respectively.

Fourteen responses from other counties in the New York area were able to provide insights into the languages that different stakeholders in their schools were interested in offering in the future. The stakeholder groups included the respondents, teachers, students, parents, and administrators. Chinese was the highest choice among all stakeholders in the schools, followed by Arabic and

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Japanese. (See chart in Appendix A).

The surveys provided us with the professional development needs of the respondents perceived were needed in their LOTE faculty in the schools. In the Long Island schools 8 out of 14 responses chose articulation issues, 6 selected curriculum design, 5 assessment, 4 technology, and 4 Pre-K certification.

Of fourteen respondents from other counties in the NYC area 13 indicated that assessment was needed, 13 standards-based best practices, 12 selected curriculum design, 8 chose articulation, and 5 chose methods and materials for teaching levels Pre-K-6.

VI. CURRICULUM.

Rationale for the curriculum should be presented and discussed. Complete curricular design must be included, listing all course titles with credit requirements and indicating new courses. Course descriptions are not needed in the LOI. Relevant accrediting or licensure requirements must be identified. Any non-course requirements, such as thesis or comprehensive exam should be indicated.

Articulation with other programs in the Univ. or with private colleges should be described. If articulation agreements are necessary for the implementation of the program, discussions with other colleges should have taken place before the LOI is submitted.

The program was designed by considering identified needs of urban teachers in New York (e.g. literacy and special education), core education courses currently in the MSED, ideas gained from examining other teacher education programs, reflecting on how to best guide candidates in the program to meet NCATE Standards (INTASC and NBPTS), and reflecting on critical elements missing from the current MSED programs in foreign language, such as a dedicated course for teaching culture, a focused examination of second language acquisition, and in-depth curriculum development courses.

Fifteen credits from the current MSED program in education are elements of Sections A and B of the program. Section C integrates courses from the literacy and special education programs in the college. Representatives from those two programs have expressed willingness to let us include these offerings in the program. Cognate courses such as in section D of the program are common offerings at the graduate level, and finally, the courses in section E represent areas that prior graduates of our MSED programs have targeted, that the faculty members of the SEYS foreign language faculty determined are areas of weakness in the current MSED, that appeal to the needs identified from administrators and teachers who responded to two surveys distributed in the fall of 2007, and offerings that will appeal to cooperating teachers and future candidates.

36 credits Masters of Education in Curriculum and Instruction (MEd)

Admission requirement:

- Oral Proficiency Interview score as follows:

- Advanced Low: Candidates in German, Hebrew, Portuguese, and Russian
- Intermediate-High: Candidates in Arabic, Chinese, Japanese, and Korean
- Latin Teacher candidates have no OPI requirements

- Writing Proficiency Test score minimum:

- Advanced Low: languages using the Roman alphabet
- Intermediate High: languages that use a non-Roman alphabet or characters

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- Introductory Foreign Language Specific Methods course and basic Curriculum and Assessments Course
- Exit Requirement: Portfolio meeting INTASC and NBPTS standards

A. Core Requirements (9 credits)

- 3 credits of Educational Psychology (regular offerings) e.g., 710, 718, 719
- 3 credits of Educational Foundations (strongly recommended SEYS 706 Introduction to Comparative Education)
- 3 credits: SEYS 743: Curriculum and Instruction in Foreign Language Education. Basic graduate level curriculum course. (Pre-requisites: Introductory Foreign Language Specific Methods course and basic Curriculum and Assessments Course)

B. Educational Research: (6 credits)

- SEYS 785: Seminar in Research in Foreign Language Education.
- SEYS 786: Advanced Seminar in Research in Foreign Language Education

C. Literacy and Special Education: 6 credits from the following upon consultation with the adviser:

- ECPSE 700 Foundations of Special Education
- ECPSE 740 Special Education for Diverse Learners
- SEYSL 702: Literacy in the Content Area
- SEYSL 703: Literacy Instruction for Diverse Learners
- EECE 763: Teaching of Reading and Language Arts in Bilingual Education

D. Cognate course: 3 credits (determined with advisor consultation): For example a candidate who has never been abroad to a country that uses the target language would be encouraged to go abroad and gain experience in that country with the language and culture (NCATE strongly suggests including study abroad experiences in language teacher preparation programs). Additional options are courses offered through STARTALK, a program for teachers of critical languages. These are offered during the summer and provide many options for teachers to work with others in that language.

E. Curriculum and Instruction: 12 credits from the following (SEYSW are new courses):

- EECE 763: Teaching of Reading and Language Arts in Bilingual Education.
- SEYSW 710: World Language and Cultural Learning through Classroom Interaction. An advanced study of world language teaching and diversity focusing on the social, cultural, psychological, and literacy aspects of learning another language. Major threads in the course include how language learning occurs through classroom interaction, how teachers can design classroom interaction to build communities that use the target language for instruction, and how potential mismatches in cultural differences and communication practices occur during classroom interaction.
- (New Course) SEYSW 703. Teaching Languages to Young Children. 3 credits. This course explores key models in elementary school world language programs, i.e., content-based instruction; FLES, FLEX, Immersion, and variations. Students will explore topics in first and second language acquisition relevant to early language learning and design age appropriate thematic units and lessons. This course fulfills the state requirement for PreK-6 LOTE extension.

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- (New Course) SEYSW 711. Teaching Culture in World Language. 3 credits. An in-depth exploration of teaching culture. Models deriving from anthropology, cultural history, aesthetic education, and intercultural competence (among others) will be examined and discussed. Students will develop units and assessments that examine products, practices, and perspectives of the target culture and will use technology tools for instructor and student learning.
- (New Course) SEYSW 704: Interdisciplinary Curriculum for Language Assessment in Secondary School. 3 credits. This course examines standards-based theory and practice for teaching languages in 7-12 schools through interdisciplinary content.
- (New Course) SEYSW 712: World Language Program Design: 3 credits. This course examines administrative program needs, requirements, and best practices in designing a vertically articulated, K-12 language program. Standards-based theory and practice, key stakeholders, and assessment systems will be discussed in preparing a performance-based language program across levels, buildings, and schools.

VII. FACULTY.

Describe the existing potential for full-time faculty available to teach in the program. Specify the number of new full-time faculty needed to implement the program and the anticipated number of adjunct faculty that may be required. Be sure to consider how the department will staff its existing offerings when the program is instituted and what impact the staffing of the new program will have on the existing programs. New programs that draw full-time faculty away from established programs are a major consideration for the approval of the proposed program.

The Queens College foreign language education faculty members have expertise preparing language teachers for K-12 programs and in developing curriculum and materials that are standards-based. Our expertise will be a strong foundation for building and strengthening language programs in New York City, Long Island and Westchester schools.

There are currently two full-time faculty members in the program and we have a group of seven well-qualified adjuncts who retired from school districts or college teaching, and have administrative, instructional, and supervision experiences. We anticipate needing two additional full-time language education faculty lines as the program grows. One faculty line will specialize in one of the critical languages. The second faculty member may be from any language background. Initially the program will begin with the two full-time faculty members and cover some of the current courses by our well-qualified adjuncts until enrollments grow.

Nine credits of the MSED program specific to foreign language education will be elements of this program, and six additional credits are offered by the educational psychology and educational foundations programs in SEYS. Therefore we do not anticipate the full-time faculty participation in the regular MSED or initial certification programs to end. Both members are committed to maintaining and strengthening our current offerings as we expand into new needs areas to serve our current and future teacher populations and work with new faculty.

VIII. COST ASSESSMENT.

While all new programs incur expenditures to the college, it is expected that they will generate revenue. The financial impact of a new program on the college is often gauged by comparing anticipated costs with the anticipated revenue. To facilitate and understand the financial impact of the proposed program, each LOI should include a table which shows the cumulative costs and anticipated revenues for the new program during the first five years. Provide a narrative which describes this table and which indicates the source of funding to pay for the costs, including a reallocation of funds. Explain how the college will ensure these funds remain available for at least the first five years of the program's existence.

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The following personnel will be needed to administer the program: a) A full-time faculty line will be required to expand the program, and b) Part-time support staff member 10 hours per week will be needed to work with the proposed program. These costs depend upon faculty salaries offered at Queens College and on the hourly rate given to part-time staff. All costs for the program will be covered from tuition revenues.

The income outlined in the following table is based upon current per credit costs of graduate courses and for an estimated 6 semesters of attendance per candidate to generate student fees. We do not anticipate starting the program until the 2014-2015 school year at the earliest and have prepared a chart on that assumption. A later start date would simply push the years back, but the enrollment and income growth pattern would remain the same.

Year	# Crd	270.00 Tuition Cost Per Student	# Sem	157.25 Fees For Estimated #Semesters	Estimated Enrollment	Total Tuition Per Group	Total Fees Per Group	Total Income Per Group
2013					0			
2014	36	9720.00	6	943.50	10	97,200.00	9,435.00	106,635.00
2015	36	9720.00	6	943.50	15	145,800.00	14,152.50	159,952.50
2016	36	9720.00	6	943.50	15	145,800.00	14,152.50	159,952.50
2017	36	9720.00	6	943.50	20	194,400.00	18,870.00	213,270.00
Total								639,810.00

VII. Summary

The two surveys provide evidence that our current graduate programs in French, Italian, and Spanish still meet school needs in the area. They also indicate that the proposed curriculum and instruction graduate program will meet the needs of the teachers and schools in the NYC area that are not met in our current graduate programs, and will appeal to another audience of candidates in other states within the eastern US. With this cross section of programs Queens College will be able to provide service to more schools in the area which will generate significant income in the next five years. This program additionally reinforces Queens College's mission and supports Goal 1 of the Queens College Strategic Plan.

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Appendix A: Summarized Results from the Surveys

Results as of 12:00 p.m. October 21, 2007

1. Languages difficult to staff followed by the number of responses

Long Island : Spanish (5), Italian (3), ASL* (1), ALL languages (2), Latin (1), and German (1).

Responses from Other Counties in the NYC area:

Responses

6 Chinese (6 hired lesser trained teachers)

3 French (6 hired lesser trained teachers)

3 Latin (2 hired lesser trained teachers)

2 Spanish (10 hired lesser trained teachers)

2 Hebrew

2 Italian (2 hired lesser trained teachers)

2 Bengali

2 Japanese (1 hired lesser trained teachers)

1 German, Korean, Arabic, Russian, Afrikaans, Farsi, Haitian Creole, Greek, Hindi, Mohawk, Swahili, Urdu, Polish, Punjabi, Tagalog, Ukrainian, Vietnamese, Armenian, & Dutch.

Most of the Schools who had difficulties finding certified teachers filled the teaching positions with less prepared teachers.

2. Language offerings schools want to expand but find difficulty finding teachers:

Long Island:

Chinese (3), Italian (2), French (1), ASL* (1)

19 responses from Other Counties in the NYC area:

12-Chinese

6-Italian

3-Spanish, Arabic, and Latin

2-French and Japanese

1-Bengali, Greek, Punjabi, and Portuguese

3. Future languages schools want to offer include:

Long Island:

11-Chinese

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2-Arabic

1-Japanese and ASL*

14 respondents from Other Counties in the NYC area differentiated by the following populations::

	<u>Chinese</u>	<u>Japanese</u>	<u>Korean</u>	<u>Russian</u>	<u>Arabic</u>	<u>None of these</u>
Respondent	13	9	3	4	12	1
Teachers	11	3	1	1	3	5
Students	12	7	0	2	4	3
Parents	10	4	1	2	3	20
Administrators	9	3	1	1	3	6

*ASL- American Sign Language

4. Professional development areas needed for LOTE teachers with number of responses.

Long Island:

8- Articulation

6- Curriculum Design

5- Assessment

4- Technology and PreK-6 certification

14 responses from Other Counties in the NYC area

12- Curriculum Design

13- Assessment

13- Standards-based best practices

8- Articulation

5- Pre-K-6 methods/materials

Appendix B

Dear colleagues,

The LOTE Division of the Queens College Dept. of Secondary Education and Youth Services (SEYS) is considering creating a post baccalaureate LOTE Certification Program for those persons wishing to become teachers of some of the presently lesser taught languages (for example: Chinese, Arabic, Japanese, German).

The following is a short survey form that will aid Dr. Davis, Program Coordinator, to better ascertain which languages are needed in order for school districts to provide sequences or options for their students. If you or your district is considering introducing a new language into the department curriculum in the near future or wish to begin offering a sequence in a lesser taught language, we would appreciate it if you would kindly take the time to complete the survey below. I will compile the results and submit them to Dr. Davis.

Thank you in advance for your help.

Nancy Russo-Rumore

Adjunct Lecturer/ Supervisor

Queens College, SEYS Dept.

Needs Assessment Survey /Lesser Taught Languages

Please copy and paste the form below to an e mail and send to: prof.rumore@att.net

Thank you!

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School District: _____

LOTE Dept. Leader: _____

Contact Phone #: _____

Contact e mail address: _____

- Please write "NA" if any question is not applicable

1. What languages does your district presently offer?

2. Do you have difficulty filling LOTE positions? Yes _____ No _____

If so, for which language(s)? _____

3. Which lesser taught language(s) are presently offered in your district? _____

4. What level(s) and/or grade(s) are offered? _____

5. What language sequences would you like to expand but have difficulty finding teachers in order to do so? _____

6. Would your district be willing to offer a full sequence if teachers were available?

Yes _____ No _____

7. Which lesser taught language(s) would you like to offer in the future?

8. Would there be an opportunity for a student teacher of a lesser taught language to be placed in your district in the future? Yes _____ No _____

9. What type(s) of professional development do you think is needed for the LOTE faculty in your district? Check all that apply:

_____ Curriculum design _____ Assessment _____ Articulation

_____ Pre K – 6 certification _____ other, please list below:

10. Comments / Suggestions

Appendix C

The survey sent to the other counties along with ongoing results can be accessed online at the following link:

https://www.surveymonkey.com/sr.aspx?sm=sqq_2b2KUZiEtr5Yc_2feM481VJkWtNaCQcj3uF27yICRI_3d

5c. Nominating Committee

MOTION: Duly made by Parliamentarian Dave Fields:

“To accept the Nominating Committee Report dated April 11, 2013”

Hearing no objection to the motion, Parliamentarian Fields moved unanimous consent

1) Elections Committee

The following faculty member was elected unanimous consent:

Simone Yearwood At-Large December, 2013

6. Old Business (none)

7. New Business

7a. Academic Calendar Fall 2013- Spring 2014 (informational only)

7b. Academic Senate scheduled meeting dates – Fall 2013- Spring 2014

MOTION: Duly made by Chair Brody:

“To accept the Academic Senate scheduled meeting dates-Fall 2013-Spring 2014”

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

7c. Motion to Censure

MOTION: Duly made by Alternate Senator Michael Bento:

“To accept the motion to censure the Board of Trustees and Chancellery”

Alternate Senator Bento moved unanimous consent. Hearing an objection to unanimous consent the Senate voted.

Motion failed. Yes 20, No 13, abstention 3

MOTION: Duly made by Parliamentarian Dave Fields seconded and passed:

“To Adjourn”

The meeting was adjourned at 4:00 pm. The next Academic Senate meeting is on Thursday, May 9, 2013