

## MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE    May 9, 2013

### **The meeting will come to order:**

Chair, Roberta Brody called the meeting to order at 3:37 p.m.

### **1. Approval of Agenda:**

Chair Brody entertained a motion to approve the agenda, which was then moved and seconded.

i.        MOTION: Duly made by Chair Roberta Brody:

          “To approve the Agenda”

ii.       MOTION: Duly made by Senator Ken Lord:

          “To amend the Agenda to add Item 5a.i.”

iii.      MOTION: Duly made by Senator Joyce Tang:

          “To amend the Agenda to add Item 5e”

iv.      MOTION: Duly made:

          “To accept the Agenda as amended”

Hearing no objection to the motion, the Agenda was approved as amended.

### **2. Approval of Minutes:**

i.        MOTION: Duly made by Chair Brody:

          “To approve the Minutes dated April 11, 2013”

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

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

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

1. Senator Ken Lord announced that he has replaced the batteries in the clickers and we will be using them today.

#### **3a. State of the Senate – Roberta Brody, Chair QC Academic Senate**

She then thanked all the Senators for being here and participating during the year. Chair Brody also thanked the Senate’s Executive Committee members and all committee members who worked so hard during this year. Chair Brody then read a very brief humorous highlight of the past academic year.

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4. Special Motions
  - a. Appreciation of Professor Elizabeth Lowe

Senator Victoria Brown read the following resolution:

**WHEREAS, IT IS THE DUTY OF THE ACADEMIC SENATE TO RECOGNIZE ONE WHO HAS GIVEN YEARS OF SERVICE; AND**

**WHEREAS, EXTRAORDINARY SERVICE MUST BE RECOGNIZED WHEN ONE HAS BEEN A MEMBER OF THE ACADEMIC SENATE FOR NEARLY ALL OF HER 24 YEARS OF SERVICE AND THE HOLDER OF THE CHAIR FOR 4 OF THOSE YEARS; AND**

**WHEREAS, TODAY MARKS HER FINAL MEETING WITH THIS ACADEMIC SENATE; THEREFORE BE IT**

**RESOLVED THAT THE ACADEMIC SENATE OF QUEENS COLLEGE EXTENDS ITS MOST SINCERE GRATITUDE TO PROFESSOR ELIZABETH LOWE OF THE FNES DEPARTMENT FOR HER YEARS OF DEDICATED SERVICE, AND BE IT FURTHER**

**RESOLVED THAT THE SENATE RISE AND EXPRESS ITS APPRECIATION WITH A ROUND OF APPLAUSE.**

Chair Brody presented Professor Lowe with a plaque of dedication. Professor Lowe thanked the Senate.

5. **Committee Reports**
  - 5a. **Undergraduate Curriculum Committee**

Corrections to the Minutes

Page 1. Item A1.c. (first A1.c.) Withdrawn

Page 11. Item 11a. DTD, Course #272 should remain in the “To read section”

Page 11. Item 12 delete completely.

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

“To accept the Undergraduate Curriculum Committee minutes dated –April 11, 2013 as amended”

Hearing no objection the UCC minutes were accepted as amended.

### **A. General Education**

Numbered proposals available for review at [senate.qc.cuny.edu/Curriculum](http://senate.qc.cuny.edu/Curriculum)

#### **1. General Education Advisory Committee (meeting of 4/3/2013)**

- a. Courses Proposed for the College Option Language Requirement (LANG)

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(5a. UCC continued)

Arabic 101, 102, 203, 204  
 Aramaic 205  
 Chinese 101, 102, 201, 203, 204, 210, 211, 250, 251  
 French 111, 112, 203, 204, 223, 224, 225, 231, 235  
 German 109, 110, 111, 112, 203, 204, 223, 224, 228, 235, 236  
 Greek 251, 252  
 Modern Greek 111, 112, 203, 204, 223, 228, 231  
 Hebrew 101, 102, 203, 204  
 Italian 111, 112, 203, 204, 223, 224, 228, 231, 232, 235  
 Japanese 101, 102, 203, 204, 211, 212  
 Korean 101, 102, 203, 204  
 Latin 101, 102, 203, 204  
 Portuguese 111, 112, 203, 204  
 Russian 111, 112, 203, 204, 214, 215, 225  
 Spanish 111, 112, 114, 115, 201, 203, 204, 215, 221, 222, 224, 225  
 Yiddish 101, 102, 203, 204, 210

### b. Residency requirement for College Option

To Read:

Once a student matriculates at Queens College, all remaining “College Option” courses and at least one Writing Intensive (“W”) course must be satisfied using courses taken at Queens College.

### c. Meeting of 4/3/2013

#390 LCD 101. Introduction to Language. 3.0 lec.; 3.0 cr. (LANG)

### d. Flexible core courses.

ID	Course	Designation*
247	ANTH 101	WCGI
251	ANTH 102	SW
294	ANTH 103	SW
253	ANTH 104	IS

\*Designations:

CE	Creative Expression	Pathways Flexible Core
IS	Individual and Society	Pathways Flexible Core
LANG	Language	College Option
LPS	Life and Physical Sciences	Pathways Required Core
SW	Scientific World	Pathways Flexible Core
US	United States Experience in its Diversity	Pathways Flexible Core
WCGI	World Cultures and Global Issues	Pathways Flexible Core

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(5a. UCC continued)

### 2. Mathematics and Quantitative Reasoning Advisory Committee

### 3. Writing Intensive Advisory Committee

#### a. Courses approved for EC-2.

1. EURO 120. Writing about European Literature and Culture. (#546)
2. LIB170. Writing and Library Research Methods. (#677)
3. MUSIC 121. Writing about Music. (#670)
4. DRAMA 130. Writing About Performance. (#679)

#### b. Recommended change in title and description

To Read:

HIST 190. Writing and History

3 hr.; 3 cr. Prerequisite: ENGL 110

HIST 190 fulfills the College Writing 2 requirement and builds on the work of English 110 (College Writing 1), in order to teach the conventions of writing in the discipline of History with special attention paid to problems of evidence, argument, and authority.

Concentrating on one historical theme, students consider a discrete set of primary and secondary sources and practice analyzing sources and constructing arguments in clear, correct, and formal academic prose.

#### c. Recommended change in title and description

To Read:

ENGL 130. Writing About Literature In English.

3.0 lec.; 3.0 cr. Pre-requisite: ENGL 110.

ENGL 130 fulfills the College Writing 2 requirement and builds on the work of English 110 (College Writing 1), in order to teach the conventions of writing in the discipline of English.

The course focuses on the study of Anglophone literature and how to engage in scholarly conversations about literature by using close reading of primary and secondary sources, conducting original research, and developing analytical arguments about literary texts in different genres.

#### d. Recommended change in title and description

To Read:

SOC 190. Writing for Sociology.

3.0 lec.; 3.0 cr.

SOC 190 fulfills the College Writing 2 requirement and builds on the work of English 110 (College Writing 1), in order to teach the conventions of writing in the discipline of Sociology. 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.

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(5a. UCC continued)

- e. Change to Writing Intensive course.

To Read:

HIST 200,200W. Selected Studies in History

### B. Curriculum Changes

#### 1. Media Studies

- a. Change in Title.(13-655)

To Read:

MEDST 250. Introduction to Media Law

3.0 lec.; 3.0 cr.;Prereq.: MEDST 110 OR 145.

Regulation and control of communication through legal restriction, censorship, and self-regulation.

- b. Change in hours and description. (13-656)

To Read:

MEDST 241. Multimedia.

4.0lec.; 3.0 cr..

Introduction to the following software: Final Cut Pro (video editing), Adobe Photoshop (photo manipulation), and Adobe Dreamweaver (website design). Students learn to edit video, add soundtracks, use transitions and color correct footage. This course also covers photo manipulation, photo correction, and compositing to create new images. Each student completes a web site that incorporates movies, gif animations, images, and text.

Consideration is given to graphic design, user interface, user communication, and the most productive and efficient way to work with the software.

- c. New Course. (13-654)

MEDST 270. Media and the Environment.

3.0 lec.; 3.0 cr.

Introduction to the study of media technologies' material environmental impact and media portrayals of environmental themes and issues.

#### 2. URBST

- a. Change in Title and Description (13-657)

To Read:

URBST 216. Immigration in Metropolitan New York.

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(5a. UCC continued)

3 hr., 3 cr.

Examination of the social, political, economic, and environmental factors affecting the successive waves of migration to New York from the 1800s to the present. Students will analyze the development and role of ethnic and immigrant organizations during the early migrations and through the changes in contemporary migrant flows. The course introduces theories of immigration and models of assimilation/acculturation and analyzes these processes for several of the newer immigrant groups (Asian, Latino, Afro-Latinos, Indo-Caribbean and others) as compared to several of the older groups (Irish, Jewish, Italian). Finally, the course assists students in conducting immigrant enclave analysis for some of the major groups that have settled in the area in the recent period.

b. New Course. (13-663)

URBST 120. Writing in Urban Studies.

3.0 lec.; 3.0 cr.; Prereq.: English 110.

URBST 120 fulfills the College Writing 2 requirement and builds on the work of English 110 (College Writing 1), in order to teach the conventions of writing in the discipline of urban studies with special attention to issues of evidence and authority. Students practice analyzing sources and constructing analyses and arguments in clear, formal academic prose. They complete the course by writing a research paper on a topic in the area of urban studies.

c. New Course

URBST 371. VT: Service Learning Project.

3-6 hr.; 3 cr. Prereq.: URBST 200, junior standing, and permission of the department.

An exploration of several methodological approaches to social research in the urban area. Group research projects utilizing a combination of field research, community service, and in-class learning to build academic and professional skills and help students connect their academic studies to field and community experience. (May be taken twice if the project is different.)

d. New Course ( 13-672)

URBST 383. VT: Special Topics in Environmental Studies.

3.0 lec.; 3.0 cr.; Prereq.: Permission of the department.

The topic varies from semester to semester. May be repeated for credit provided the topic is different.

### 3. Linguistics and Communication Disorders

a. Change to the Major: Applied Linguistics/TESOL

**To Read:**

Applied Linguistics: Teaching English to Speakers of Other Languages (Major code 073)

Required:

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(5a. UCC continued)

First Level: LCD 101/ANTH 108, 102, 120, and 130;

Second Level: LCD 205/ANTH 285, 206, 220, 240, and 241;SEYS 201W and 221; Third Level: LCD 307, 312, 340, 341,and 342; EECE 310; ECPSE 350.

Note: No course will count toward this major with a grade lower than C–.

### b. Change in Title and description:

To read:

LCD 116. Introduction to Morphology

3hr; 3 cr.

Morphological theory; how words are formed; rules for determining the meaning and pronunciation of words cross-linguistically.

### c. New course.

LCD 380. Research Design and Methods in Linguistics

3 hr; 3 cr. Prerequisite: LCD 110 or LCD 130, LCD 205, and LCD 220.

The goal of this class is to develop professional research techniques in Linguistics. The course provides students with an opportunity to carry out a research project on a topic of their choosing, which will culminate in a final presentation and a final project. Class will meet weekly in a seminar format. Class meeting time will be divided principally between two types of activities: (i) workshops on research design and data analysis including basic inferential statistical techniques; and (ii) small group work where classmates will discuss problems and progress on student projects.

## 4. Sociology

### a. New course. (13-662)

BALA 200. Introduction to Entrepreneurship.

3hr.; 3cr. Prereq.: ACCT 100, and CSCI 12 or CSCI 48.

An introduction to the process of beginning a new enterprise; learning how to take an idea for a new or improved product or service and turn it into a business. Students will create a full-fledged business plan, suitable to be sent to possible investors and lenders as well as serving as a blueprint for operating the enterprise. Emphasis will be placed on creating the plan, and then presenting that plan in an effort to convince investors of the viability of the business. Students will learn the thought processes and skills required to succeed when tackling the problems faced by the entrepreneur. Open only to students enrolled in the BALA minor.

### c. Change to a minor: Business and Liberal Arts

To Read:

Requirements for the Minor in Business and Liberal Arts  
(Minor code 12)

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(5a. UCC continued)

Required (24 credits)

BALA 100, 103W, 165, 200, 302W, and 303; ACCT 100, Financial and Managerial Accounting; and ENGL 201W, Essay Writing for Special Fields: Writing for Business.

### 5. Music

- a. New course. (13-669)

MUSIC 121. Writing about Music.

3.0 lec.; 3.0 cr.; Prereq.: ENGL 110.

MUSIC 121 fulfills the College Writing 2 requirement and builds on the work of English 110 (College Writing 1), in order to teach the conventions of writing in the discipline of music.

Writing-intensive class open to students from all majors and schools. The content is focused on the various genres of writing; repertoire may include Western classical music, Western popular musics, non-Western musics and any combination thereof.

### 6. ELL

EURO 120. Writing about European Literature and Culture.

3.0 lec.; 3.0 cr.; Prereq.: English 110.

EURO 120 fulfills the College Writing 2 requirement and builds on the work of English 110 (College Writing 1), in order to teach the conventions of writing in the discipline of European Literature and Culture. Students will read, discuss, and write about authentic French, German, Italian, Modern Greek, and/or Russian literary and cultural materials. Students will develop analytical and writing skills by performing close readings of primary texts, contextualizing their interpretations through discussions of secondary texts, and developing their own original theses on European literary and cultural productions.

### 7. Music

- a. Change in hours

To Read:

MUSIC 158. Queens College Chorus.

MUSIC 158.0, 4 hr.; 0 cr., MUSIC 158.1, 4 hr.; 1 cr.

Prereq.: Permission of the instructor; admission is by audition.

A singing group designed for those with relatively little previous experience. A wide variety of musical works is performed. Satisfies the large-ensemble requirement for music majors. May be repeated for credit. Fall, Spring

- b. Change in hours and description.



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(5a. UCC continued)

To Read:

MUSIC 257. Ensemble of Related Instruments.

MUSIC 257.0, 2 hr.; 0 cr., MUSIC 257.1, 2 hr.; 1 cr. Prereq.: Permission of the instructor; MUSIC 2570 additionally requires permission of the department.

Ensembles currently available include Brass Ensemble, Saxophone Ensemble, Percussion Ensemble, and Guitar Ensemble. With permission of the department, may substitute for any or all required semesters of MUSIC 255 for Bachelor of Music students who play appropriate instruments. May be repeated for credit. Fall, Spring

c. Change in hours.

To Read:

MUSIC 258. Concert Choir.

MUSIC 258.0, 4 hr.; 0 cr., MUSIC 258.1, 4 hr.; 1 cr. Prereq.: Permission of the instructor; admission is by audition.

A mixed chorus devoted to the study and performance of music from the Renaissance to the present. Satisfies the large-ensemble requirement for music majors. May be repeated for credit. Fall, Spring

### 8. Library

a. New course.

LIB 170. Writing and Library Research Methods.

3.0 lec.; 3.0 cr.; Prereq.: English 110.

LIB 170 fulfills the College Writing 2 requirement and builds on the work of English 110 (College Writing 1), in order to teach the conventions of writing in the discipline of the Library. In this variable topics course, students will engage in the research practices and writing valued in one discipline or specific area of inquiry. Students will acquire practical strategies for finding and using academic information within a particular context, in addition to improving their information literacy in a more general sense. The course includes several research and writing assignments, including an annotated bibliography and a formal research paper (or a discipline-appropriate equivalent).

### 9. Drama, Theater and Dance

a. New Course

DRAM 130. Writing About Performance.

3.0 lec.; 3.0 cr.; Prereq.: ENGL 110.

DRAMA 130 fulfills the College Writing 2 requirement and builds on the work of English 110 (College Writing 1), in order to teach the conventions of writing in the discipline of drama. In this writing seminar students will examine and practice the art of writing about .

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(5a. UCC continued)

performance in order to develop their eyes as audience members and their voices and technique as writers. Different iterations of this course will focus on mastering performance writing genres such as the review essay or professional arts/grant writing; all iterations will conclude with a research paper on a performance-based topic.

### 10. English

- a. Change in title.

To Read:

English 110. College Writing 1.

- b. Change to a major:

To Read:

REQUIREMENTS FOR THE MAJOR IN ENGLISH (MAJOR CODE 038)

Required Courses (8 courses, 24 credits)

1. Critical Reading and Writing (2 courses, 6 credits): ENGL 130 and 170W.
2. ...

### 11. Drama, Theater and Dance

- a. Change to the Major in Dance

To Read:

Electives: 7 Credits in DANCE from 255, 257, 271, 272, 273, 275, 352, 373, 375, 376, 380, 381, 385, 395.1, 395.2, 395.3, 398, 396, 397

### 12. EECE- Withdrawn

### 13. Courses taken off Reserve and returned to Active Status

- a. BIOL 51. Sociobiology.

Prereq.: Open only to juniors and seniors.

An evolutionary and ecological analysis of social behavior and communication in humans and animals. Nature and nurture from a modern scientific perspective. Examines the biological and social basis of behaviors such as altruism, male and female reproductive strategies, parenting, generation gaps, cultural patterns, and language. May not be used to fulfill biology major or minor requirements.

### 14. Courses Withdrawn

None.

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(5a. UCC continued)

**5a.i.** MOTION: Duly made by Professor Kenneth Lord, Chair of the UCC:

“To accept the Undergraduate Curriculum Committee minutes dated- May 9, 2013”

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

NOTE: Senator Lord announced there is an open A&H seat on the UCC.

### A. General Education

Numbered proposals available for review at [senate.qc.cuny.edu/Curriculum](http://senate.qc.cuny.edu/Curriculum)

1. General Education Advisory Committee (meeting of 4/3/2013)

a. #475: ENGL 152. Works of American Literature: A Course for Nonmajors. (USED\*)

\*Designations:

CE	Creative Expression	Pathways Flexible Core
IS	Individual and Society	Pathways Flexible Core
LANG	Language	College Option
LPS	Life and Physical Sciences	Pathways Required Core
SW	Scientific World	Pathways Flexible Core
USED	United States Experience in its Diversity	Pathways Flexible Core
WCGI	World Cultures and Global Issues	Pathways Flexible Core

2. Mathematics and Quantitative Reasoning Advisory Committee

3. Writing Intensive Advisory Committee

### B. Curriculum Changes

#### 1. Music

a. New Course. (13-665)

MUSIC 122. Writing Musical Culture.

3.0 lec.; 3.0 cr.; Prereq.: ENGL 110.

MUSIC 122 fulfills the College Writing 2 requirement and builds on the work of English 110 (College Writing 1), in order to teach the conventions of writing in the discipline of music.

The content is focused on the musical cultures of a specific population or nation state. Topics may include world musics, North America, popular music subcultures (such as punk or rock-and-roll), queer communities, New York City.

#### 2. English

a. Revision of changes approved by the UCC 3/7/2013.

Prerequisite for ENGL 251-255:

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(5a. UCC continued)

To Read:

Prereq.: ENGL 130 or 170W or consent of the department

### 3. CSCI

- a. Change in number.

To Read:

CSCI 381. Special Topics in Computer Science.  
3 hr.; 3 cr. Prereq.: Permission of the department.

- b. Change in number.

To Read:

CSCI 90. Topics in Computing  
3 hr.; 3 cr.

### 4. Women's Studies

- a. Change in name of program.

To Read:

Women and Gender Studies

### 5. Urban Studies

- a. Change to a Major: Urban Studies

To Read:

Required (36 credits) URBST 101 (or 2434), 105, 200 (or BASS 1211, or equivalent), URBST 221, 330; either URBST 370 or 371 (may be waived for students holding a full-time job in an urban-related field); 18 credits of courses in urban studies that will be arranged with, and approved by, an advisor.

### 6. History

- a. Change to Major: History

To read:

4. Concentration (3 courses, 9 credits)  
Three additional courses in one of the following areas:

*United States History*

Includes HIST 163, 168, 255, 258-260, 262, 263, 265-267, 270-278, 284, 285, 297, 299, 340-343, 345, 347, 348, 350, 351.

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(5a. UCC continued)

b. New Course

HIST 257. History and Culture of the Bukharian Jews.

3 hours, 3 credits. Prerequisites: none.

An overview of the origins and history of the Jewish population in Central Asia, paying special attention to the period beginning with the Russian conquest of the region in 1865 and continuing to the migration from the former Soviet Union in recent years and the subsequent establishment of new communities in Israel and the U.S.

c. New course:

History 238. Eastern Europe under Communist Rule.

3 hours, 3 credits. No prerequisites.

An examination of the approximately 40-year era of Communist domination of Eastern Europe, focusing on the means by which Communist regimes were established, their sources of strength and legitimacy, their strategies of rule, and their weaknesses leading to their collapse in 1989-90.

### 7. Courses taken off Reserve and returned to Active Status

none.

### 8. Courses Withdrawn

none.

### 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 –April 17, 2013

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

### 9. Music

a. New course.

JAZZ 713. Jazz Transcription and Ear Training

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

An interactive, drill-oriented course in the accurate hearing and transcription of recorded jazz performances. Students will also improve their aural recognition of chord qualities, tensions, and piano voicings in live jazz performances.

b. New course.

JAZZ 704. Jazz Improvisation II

3 hr., 3 cr. Prereq.: JAZZ 703 or permission of the instructor

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(5a. UCC continued)

Part 2 of the Jazz Improvisation sequence focuses on advanced concepts that professional musicians encounter in the contemporary music scene. Topics include: odd- and mixed-meter playing; complex harmonic forms; free improvisation; and further studies in the modern and contemporary jazz repertoires.

### 10. History

- a. Change in title and description.

To Read:

HIST 796. Advanced Research Seminar.

2 hr. plus conf.; 3 cr.

Taken at the end of MA coursework, prepares students for the process of writing the Master's thesis. Research techniques are reviewed. Students devise a research question for their MA thesis, prepare a historiographic review, and draft a research proposal. Required of all History MA graduate students.

- b. New course.

HIST 789 The United States Since 1945

2 hours plus conference, 3.0 credits

Examines major developments in the history of the U. S. from the end of World War II to the present. Major themes include the dynamics of economic growth and stagnation, the politics of liberalism and conservatism, the struggles for political and social equality by African Americans and other groups, cultural change, the Cold War, the War in Vietnam, and the militarization of American foreign policy.

- c. New course.

HIST 711 Urbanism in Antiquity

2 hours plus conference, 3.0 credits

Surveys the evolution of cities in the Greek and Roman worlds, from the Bronze Age through Late Antiquity. Examining cities offers a way to explore issues not covered in the typical sources on the ancient world, such as social relations, the economy, religion, culture, and the lives of non-elites as well as elites.

- d. New course.

HIST 708 Arab-Israeli Wars 1948-73

2 hours plus conference, 3.0 credits

Focuses on the events, circumstances and personalities that led to establishment of the state of Israel, from the nineteenth-century rise of Zionism through into the twentieth century. Special emphasis will be placed on the Arab-Israeli conflict, wars with Egypt and Jordan, history of the Israeli-Palestinian conflict, and the United States' role in Israel.

- e. New course.

HIST 729 The Cold War: Communism vs. Democracy

2 hours plus conference, 3.0 credits

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(5b. GCC continued)

Focuses on the period 1945-1990 when a bipolar confrontation developed between the United States and the Soviet Union, characterized by propaganda, competing military alliances, arms races, nuclear brinkmanship and proxy wars. The course will analyze historians' competing interpretations of the origins and expansion of the Cold War from the end of World War Two through the collapse of communism.

f. New course.

HIST 730 US-Israeli Relations 1948-Present  
2 hours plus conference, 3.0 credits

The United States was the first country to recognize Israel in 1948 and their support has been crucial to Israel's survival ever since. Course will explore this relationship in terms of strategic and national interests, moral and philosophical debates, domestic politics on both sides, and the US role in the Middle East peace process.

g. Course withdrawn.

HIST 791. Introduction to Latin American Research and Historiography.

### 11. GSLIS

a. Change in title.

To Read:

LBSCI 729. Metadata for Digital Resources.  
3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703.

This is a course about encoding and applying metadata standards to describe and represent electronic information as objects (e.g., eBooks, web sites, etc.) in a distributed network environment. Covers various applications in libraries and information institutions, with a focus on the meta mark-up languages.

### 12. FNES

a. Change in description.

To Read:

FNES 711. \*VI. Contemporary issues in FNES.  
3 hr.; 3 cr. Prereq.: Permission of the department.

Topics vary from semester to semester .Controversies and emerging topics of professional interest in FNES.

### 13. ECP

a. Change to Graduate Program in Special Education.

## OVERVIEW OF REQUESTED CHANGES

ECP's Graduate Programs in Special Education (GPSE) request a series of program changes to its currently NYSED registered and approved **Alternative Certification, Transitional B, MAT Program** in Teaching Students with Disabilities (**i.e., special education teachers**) at the Adolescent Generalist level(*current*

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(5b. GCC continued)

HEGIS code: 899.50, current NYSED program code: 32462, and QC program code: 595). These changes are requested based on (a) reforms in teacher certification implemented by the New York State Education Department (NYSED) in the initial/professional licensing of teachers of students with disabilities at the adolescent level, and (b) CUNY's recent successful application to the New York City Department of Education (NYCDOE) for contracts for all its teacher education colleges to offer alternative certification programs (i.e., New York City Teaching Fellows) for teachers in high needs areas within their respective boroughs.

### ***Specifically, program changes are requested in three areas:***

1. Changes in the initial/professional teacher certification candidates are eligible to receive from NYSED through the program, including the addition of certification extensions reflecting NYSED students with disabilities (SWD) content extensions.
2. Changes in the courses and sequence to reflect NYSED changes in the pedagogical core.
3. Changes in the acceptance and transcript review process for New York City Teaching Fellows referred for program acceptance by the NYCDOE.

### **1. Changes in NYSED Teacher Certification Candidates are Eligible to Receive**

<b><i>Existing Certifications associated with MAT Program Registered with NYSED</i></b>	<b><i>New Certifications to be associated with MAT Program Registered with NYSED</i></b>
ALT CERT: GENERALIST 5-9 INT/PRF and SP ED GNRLST 5-9 INT/PRF	ALT CERT: SP ED GNRLST 7-12 INT/PRF and SP ED GNRLST 7-12 INT/PRF with Content Extensions <sup>1</sup>

***Rationale.*** A change is requested in the initial/professional teacher certification candidates are eligible to receive from NYSED through the program, because NYSED:

- **ELIMINATED** the adolescent generalist certification for teachers of students with disabilities (grade 5 through grade 9);
- **REPLACED** the eliminated certification with the adolescent generalist certification for teachers of students with disabilities (grade 7 to grade 12).(5b. GCC continued)(5b. GCC continued)
- **ELIMINATED** the need for candidates getting certified at the adolescent generalist level in special education to also get certified in regular education (or general education) at middle school (i.e., general education—grades 5 to 9).
- **ELIMINATED** all the different secondary level content area specializations leading to individual certifications in special education (i.e., teacher of students with disabilities adolescent content specialist grades 7-12)—examples of these include chemistry education and special education (7-12), English education and special education (7-12), mathematics education and special education (7-12).

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<sup>1</sup>SWD Earth Science (7-12), SWD Biology (7-12), SWD Chemistry (7-12), SWD Physics (7-12), SWD Social Studies (7-12), SWD Mathematics (7-12), SWD English Language Arts (7-12), and SWD Languages other than English—Spanish, Italian, French & Chinese (7-12).



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- **REPLACED** all the eliminated adolescent content specialist certifications in special education with the single adolescent generalist certification for teachers of students with disabilities (7-12); and
- **ADDED** a group of SWD content extensions to this certification: SWD Earth Science (7-12), SWD Biology (7-12), SWD Chemistry (7-12), SWD Physics (7-12), SWD Social Studies (7-12), SWD Mathematics (7-12), SWD English Language Arts (7-12), and SWD Languages other than English—Spanish, Italian, French & Chinese (7-12).

***New Program Certification and Content Extensions.*** ALT CERT: SP ED GNRLST 7-12 INT/PRF and SP ED GNRLST 7-12 INT/PRF with Content Extensions (i.e., added major or **Concentration**).

### Content Extensions to Adolescent Generalist

- SWD Earth Science (7-12)
- SWD Biology (7-12)
- SWD Chemistry (7-12)
- SWD Physics (7-12)
- SWD Social Studies (7-12)
- SWD Mathematics (7-12)
- SWD English Language Arts (7-12)
- SWD Languages other than English—Spanish, Italian, French & Chinese (7-12)

## 2. Changes in the Courses and Sequence

Table 1 illustrated the changes proposed to the courses and sequence of this Alternative Certification Adolescent Generalist program in special education by highlighting the differences between the existing and proposed courses and sequences. Please note that all courses in the existing and proposed (modified) programs are approved existing courses. Also note that existing courses in the approved program that also appear in the modified or proposed program with slightly different course titles (i.e., ECPSE 740, ECPSE 720, ECPSE 708) are included here with the original names in the existing program for historical purposes as those are the names that were submitted to NYSED. In other words the course titles appearing in the proposed program are the approved titles listed in the most current Graduate Bulletin.

**Table 1**

### *Side by Side Comparison of Existing Alternative MAT Program and Proposed Modified Program Courses and Sequences*

Existing Program (Approved)			Modified Program (Changes Requested)		
Course Number	Course Title	Credits	Course Number	Course Title	Credits
ECPSE 700	Foundations of Special Education	3	ECPSE 700	Foundations of Special Education	3
ECPSE 750	Seminar in Instruction & Classroom Management: Adolescent -Level <sup>2</sup>	3	ECPSE 703	Introduction to Assessment in Adolescent Special Education <sup>3</sup>	3
ECPSE 740	Instruction for Adolescent Special Education	3	ECPSE 740	Curriculum and Instruction for Adolescent Special Education <sup>4</sup>	3

<sup>2</sup> ECPSE 750 was deleted from program to make room for an assessment course (see # 3 below).

<sup>3</sup> ECPSE 703, an assessment course in adolescent special education, was added to address NYSED program-specific requirement (v) assessment, diagnosis, and evaluation of students with disabilities.

<sup>4</sup> ECPSE 740 remains in program but the title and focus have been modified to reflect increased focus on curriculum/instruction as described program-specific requirement (vi) methods of teaching reading and

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SEYS 700	Language, Literacy, and Culture in Education	3
SEYS 536	Educational Foundations <sup>5</sup>	3
ECPSE 742	Foundations of Assistive Technology and Instructional Technology	3
SEYS 552	Educational Psychology	3
ECPSE 722	Applied Behavior Analysis and Positive Behavior Supports	3
SEYS 767.3	Seminar in Interdisciplinary Teaching at the Secondary Level (grades 5-9) <sup>8</sup>	3
ECPSE 708	Collaboration and Transdisciplinary Planning	3
SEYS 767.3	Seminar in Interdisciplinary Curriculum and Assessment (grades 5-9)	3
ECPSE	Trends and Issues in	3

SEYS 700	Language, Literacy, and Culture in Education	3
ECPSE 741	Advanced Seminar in Curriculum and Instruction for Adolescent Special Education <sup>6</sup>	3
ECPSE 714	Language and Literacy: Principles and Practices in Adolescent Special Education <sup>7</sup>	3
SEYS 552	Educational Psychology	3
ECPSE 742	Foundations of Assistive Technology and Instructional Technology	3
ECPSE 722	Applied Behavior Analysis and Positive Behavior Supports	3
ECPSE 708	Collaboration with Families and School-Based Teams <sup>9</sup>	3
ECPSE 720	Trends and Issues in the Education of Learners with Severe Disabilities <sup>10</sup>	3
ECPSE	Research in Special Education <sup>11</sup>	3

mathematics, and an revised focus on instructional/teaching methods in the four core subjects (mathematics, English language arts, social studies, and science).

<sup>5</sup> SEYS 536 was deleted to make room for a second adolescent special education curriculum and instruction course (see # 6 below).

<sup>6</sup> ECPSE 741 was added to deepen skills development in curriculum and instruction for students with disabilities at the adolescent level with a particular focus on differentiating instruction in the four core subjects and address NYSED program-specific requirement (vi) methods of teaching reading and mathematics.

<sup>7</sup> ECPSE 714 a second course on language and literacy for adolescent special education was added to address NYSED program-specific requirement (vii) six semester hours of study of teaching literacy skills.

<sup>8</sup> Both sections of SEYS 767.3 were deleted, as these seminars in general education instructional methods for grades 5 to 9 were no longer relevant to NYSED's revised special education generalist certification (7-12).

<sup>9</sup> ECPSE 708 remains in program but the title and focus have been modified to reflect increased focus on working with families and providing access to content in a variety of direct teaching and supportive roles (e.g., consultant teachers, resource room service providers, integrated co-teachers, District 75 self-contained classroom teachers).

<sup>10</sup> ECPSE 720 remains in program but the title and focus have been modified to reflect its increased emphasis on NYSED program-specific requirement (ix) understanding the needs of students with autism.

<sup>11</sup> ECPSE 746 has been added to serve as the capstone experience and to address NYSED requirement §52.2(c) (8), research or a comparable occupational or professional experience shall be a component of each master's degree program.

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720	Severe Disabilities	
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746		
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**Rationale.** NYSED has changed the adolescent generalist certification in special education from grades 5-9 to grades 7-12 with a greater focus on the roles of special education teachers in promoting access to the general education curriculum for all learners. This Alternative, Transitional B MAT Program has been modified in response to the New York City Department of Education’s RFP # 0943for Master’s and Certification Services to Alternate Route Teachers. The changes to the pedagogical core were implemented to support working teachers with a clear understanding on NY State, district, and school expectations with coursework sequenced so that learning outcomes are developmental appropriate and immediately useful to program candidates within the context of their classrooms. The program has also been designed to focus on providing access to all learners including students with severe disabilities to content in English, mathematics, science, and social studies for working teachers working in a variety of direct teaching and supportive roles (e.g., consultant teachers, resource room service providers, integrated co-teachers, District 75 self-contained classroom teachers).

### 3. Changes in the Acceptance and Transcript Review Process

As a result of the new requirements for NYSED certification a teacher of students with disabilities at the adolescent generalist level (grades 7-12), each candidate referred to Queens College for the NYCDOE Teaching Fellows Program will be evaluated individually based upon his/her entrance transcripts (i.e., all undergraduate transcripts). As required by the New York State Education Department for certification as an adolescent generalist in special education (grades 7-12), candidates will be required to have passing grades (C or better) in at least two college-level courses (6-credits) in each of four content area—English, social studies/history, mathematics, and science) to graduate from the MAT program. Should a candidate not have all the required content courses upon program referral, he/she may have pre-requisite courses that would need to be completed or tested out of (i.e., by passing a College-Level Examination Program [CLEP], see <http://clep.collegeboard.org>), prior to program completion. Any costs incurred by candidates for pre-requisite courses and/or CLEP courses would be the financial responsibility of the candidates rather than the Queens College Teaching Fellows Program.

In addition, based on the new SWD content extensions, it is anticipated that upon these entrance transcript reviews, some candidates may be able to apply for a SWD content extension along with their adolescent generalist certification without having to take any additional content courses based on their undergraduate major or minor (i.e., at least 18-credits with grades of C or better in one of the SWD content extension areas—Earth Science, Biology, Chemistry, Physics, Social Studies, Mathematics, English Language Arts, and Languages other than English). Other candidates may require one or more additional content courses to be eligible to take one of the NYSDOE Content Specialty Test (CST) and receive a SWD content extension along with their teacher of students with disabilities certification at the adolescent generalist level (grades 7-12). The choice to do so would be presented to each candidate by a program advisor and should a candidate chose to pursue the option; any additional content courses necessary to fulfill the 18-credit minimum requirement while technically not pre-requisites, would be treated as additional graduate requirements (i.e., above the 36-credits of required coursework for the alternative certification MAT program for teachers of students with disabilities at the adolescent generalist level (grades 7-12). Again, like pre-requisite requirements, any cost incurred by candidates for these additional content credits (i.e., above the 36-credits of the MAT program), would be the financial responsibility of the candidates rather than the Queens College Teaching Fellows Program.

**Rationale.** These changes in acceptance criteria and the transcript review process have been put into place to address: (a) the needs of the alternative certification program for NYCDOE Teaching Fellows; and (b) the changes in the requirements for NYSED certification as an adolescent generalist with the creation of the new

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(5b. GCC continued)

teacher of students with disabilities at the adolescent generalist level (grades 7-12) certification and the SWD content extensions.

### 5c. Nominating Committee:

MOTION: Duly made by Professor Franklin Turner, Chair of the Nominating Committee:

“To accept the Nominating Committee Report dated May 9, 2013”

Hearing no objection to the motion, Professor Franklin Turner moved unanimous consent.

#### 1) Special Committee on Governance

The following faculty member was elected by unanimous consent:

Ken Lord	April, 2015
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#### 2) International Student Affairs Committee

The following faculty member was elected by unanimous consent:

Ya Ching Hung	At-Large	December, 2014
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#### 3) College Committee on Honors and Awards

The following faculty members were elected by unanimous consent:

Susan Rotenberg	M&NS	April, 2016
John Bowman	SS	April, 2016
Mary Foote	Ed	April, 2016

### 5d. Committee on Athletic Policy

MOTION: Duly made by Parliamentarian Dave Fields:

“To accept the Committee on Athletic Policy 2013-2014 Nominees”

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

The following students elected by unanimous consent.

Francesca Mercedes Franchin
Jorge Artavia
Alexandra Troiano

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(5. Committee reports continued)

### **5e. Undergraduate Scholastic Standards Committee**

MOTION: Duly made by Senator Joyce Tang:

“To accept the USSC Proposal: Procedure for Appealing an Earned Grade”

Motion failed. Yes 28, No 15, Abstention 2

### **6. Old Business (none)**

### **7. New Business (none)**

MOTION: Duly made by Parliamentarian Fields:

“To adjourn”

The Forty-Third meeting of the Academic Senate was adjourned at 4:26 p.m. *sine die*.