

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE May 6, 2010
Kiely Hall Room 170

1. The meeting will come to order:

Chair, Dean Savage called the meeting to order at 3:56 p.m.

2. Approval of Agenda:

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

MOTION: "To approve the agenda"

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

3. Approval of Minutes:

The Chair asked for a motion to adopt the minutes of the previous meeting, which was then moved and seconded.

MOTION: "To adopt the minutes of April 8, 2010"

Editorial correction: add end quotes pgs. 2, 9, 10, 11 and 12.

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

4. Announcements, Administrative Reports and Memorials:

1. Chair Savage announced that the professor and course evaluations are now on the QC Homepage. The message to students will go out tonight and he urged the faculty to remind the students to use the online evaluation.
2. Alternate Senator Dear Aunaetitrakul thanked Chair Savage for his service to the Senate and making the Academic Senate fun. Chair Savage highlighted some of the ways in which the Senate has moved forward: Reducing the size of the body of the senate and always having a quorum at meetings; how student elections have improved over the years; moving General Education forward and the Senate's role in curriculum changes; online professor and course evaluations. He also mentioned the Charter designated role in Admissions, Admissions Standards and Re-Entry Standards and how we should play a more active role in the future. Chair Savage admitted that some days were a pleasure and other days were a challenge. He is looking forward to going on sabbatical leave next year.
3. Alternate Senator Yitzchak Lockerman thanked Chair Savage for going beyond the call of duty. On behalf of the Senate he presented Chair Savage with a plaque honoring him for his hard work and dedication over the past 4 years. The Senate gave the Chair a standing ovation.
4. Chair Savage announced Alternate Senator Yitzchak Lockerman will be attending the Doctoral program in Computer Science at Yale University next year.
5. Senator Daniel Muchnick, Student Association President, thanked the entire faculty, staff, Executive Committee and especially Dr. Savage for making the role of shared governance such an important part of student government for both delegates and alternates.
6. Vice President for Student Affairs, Joe Bertolino expressed how delighted he was that how over the past 6 years student elections have unfolded from a one party system to a multi party system. This was the first

(4.6. Announcements, Administrative Reports continued)

year that over 30% of our student body voted in Student Elections and that was the highest in all of CUNY. He congratulated the students on how they represented themselves and treated each other with dignity and respect.

7. Alternate Senator Richard Davies, on behalf of the Student Association and Political Affairs Association thanked Chair Savage for all he has done to further the cause for students and faculty. He also encouraged the students to continue to work together along with the faculty to reach a common goal.
8. Alternate Senator Yitzchak Lockerman and member of the Executive Committee thanked all the Chairs of the Academic Senate committees and their members for all the hard work they do throughout the year.

5. Committee Reports

5a. Undergraduate Curriculum Committee

- i. MOTION: Duly made by Professor Kenneth Lord, Chair of the UCC Committee:

“To accept the Undergraduate Curriculum Committee minutes dated – April 8, 2010”

Hearing an objection to motion, discussion followed.

- ii. MOTION: Duly made by Senator Gillian Stewart:

“Remove the last line of the justification on pg. 7 Item 6b New Course”

“Hearing no objection to the motion, the Chair moved unanimous consent”

Editorial Correction: pg 4, Item e. add: In addition, students must have passed the freshman listening examination in order to register for MUSIC 246, 246W.

- iii. MOTION: Duly made:

“To accept the Undergraduate Curriculum Committee minutes as amended”

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

1. Writing Intensive Subcommittee. Meeting of 3/15/2010.

No report.

2. General Education Advisory Committee. Meeting of February 3, 2010.

(see qcpages.qc.cuny.edu/ctl/gened/geac/03Feb10/)

Submission #61: MEDST 143: History of Cinema I (1880-1930)

Department Contacts: Amy Herzog and Richard Maxwell (amy.herzog@qc.cuny.edu)

Area of Knowledge and Inquiry: Appreciating and Participating in the Arts (AP)

Context of Experience: Not Applicable

[\[Abstract\]](#) [\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #62: MEDST 144: History of Cinema II (1930-1970)

<p>Department Contacts: Amy Herzog and Richard Maxwell (amy.herzog@qc.cuny.edu) Area of Knowledge and Inquiry: Appreciating and Participating in the Arts (AP) Context of Experience: Not Applicable [Abstract] [Justification, Materials, Assessment, Administration (DOC)] [Syllabus/Syllabi (DOC)]</p>
<p>Submission #63: MEDST 240: Styles of Cinema Department Contacts: Amy Herzog and Richard Maxwell (richard.maxwell@qc.cuny.edu) Area of Knowledge and Inquiry: Appreciating and Participating in the Arts (AP) Context of Experience: Not Applicable [Abstract] [Justification, Materials, Assessment, Administration (DOC)] [Syllabus/Syllabi (DOC)]</p>
<p>Submission #138: ENGL 253: American Literature Survey I Department Contacts: Sian Silyn Roberts and Tom Frosch (sian.silynroberts@qc.cuny.edu) Area of Knowledge and Inquiry: Reading Literature (RL) Context of Experience: United States (US) [Abstract] [Justification, Materials, Assessment, Administration (DOC)] [Syllabus/Syllabi (DOC)]</p>
<p>Submission #140: ENGL 151: Works of English Literature Department Contacts: Thomas Frosch (tfrosch@nyc.rr.com) Area of Knowledge and Inquiry: Reading Literature (RL) Context of Experience: European Traditions (ET) [Abstract] [Justification, Materials, Assessment, Administration (DOC)] [Syllabus/Syllabi (DOC)]</p>
<p>Submission #143: HIST 229: Politics, Religion, and Literature in Early Modern England and Ireland Department Contacts: Clare Carroll and Sarah Covington (clare.carroll@qc.cuny.edu) Area of Knowledge and Inquiry: Reading Literature (RL) Context of Experience: European Traditions (ET) [Abstract] [Justification, Materials, Assessment, Administration (DOC)] [Syllabus/Syllabi (DOC)]</p>
<p>Submission #145: SPAN 047: Hispanic Film in English Translation Department Contacts: Barbara Simerka (bsimerka@hotmail.com) Area of Knowledge and Inquiry: Appreciating and Participating in the Arts (AP) Context of Experience: Not Applicable [Abstract] [Justification, Materials, Assessment, Administration (DOC)] [Syllabus/Syllabi (DOC)]</p>
<p>Submission #152: MEDST 146: History of Cinema III: 1970 - present Department Contacts: Amy Herzog (amy.herzog@qc.cuny.edu) Area of Knowledge and Inquiry: Appreciating and Participating in the Arts (AP) Context of Experience: Not Applicable [Abstract] [Justification, Materials, Assessment, Administration (DOC)] [Syllabus/Syllabi (DOC)]</p>
<p>Submission #147: ENGL 255: Global Literatures in English</p>

Department Contacts: Wayne Moreland and Thomas Frosch (waphalpa@aol.com)
Area of Knowledge and Inquiry: Reading Literature (RL)
Context of Experience: World Cultures (WC)
[\[Abstract\]](#) [\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)
[\[Syllabus/Syllabi \(DOC\)\]](#)

3. Hispanic Languages and Literatures (10-15)

- a. New course.

SPAN 047. Hispanic Film in English Translation

4 hr., 3 cr.

Exploration of the development of Hispanic film over the past half century, focusing on the ways that films address changing sociopolitical conditions. Students will study the terminology associated with film criticism, will learn to make more informed aesthetic judgments, and will train their critical faculties in a way that will help them better understand all forms of visual media--including plastic arts, television, and advertising.

4. Music (10-17)

- a. Change in course description: To Read:

Music 074. Basic Musicianship: Keyboard Techniques. 2 hr.; 1 cr. An intensive course in musicianship at the keyboard. Satisfactory completion (with a minimum grade of B–) will constitute the keyboard prerequisite for Music 173. Fall, Spring

- b. Change in course descriptions (the same change for each course in a 6-course sequence):

To Read:

MUSIC 187. Individual Study in Performance I.

½ hour, 1 credit. Private instruction in the student's principal instrument or voice. Prerequisite: Student must have been accepted into the Standard Music Major or the Music Major with the Music Education Sequence. Corequisite: any of the following: Music 173, 174, 175, 273, 274, 373, 374; or completion of all six of these courses. Students in the B.Mus. program (Performance Major) are not eligible for this sequence of courses; these students take Music 151 (Major Study in Performance I) and its successor courses.

MUSIC 188. Individual Study in Performance II.

½ hour, 1 credit. Prerequisite: MUSIC 187. Corequisite: any of the following: Music 173, 174, 175, 273, 274, 373, 374; or completion of all six of these courses.

MUSIC 287. Individual Study in Performance III.

½ hour, 1 credit. Prerequisite: MUSIC 188. Corequisite: any of the following: Music 173, 174, 175, 273, 274, 373, 374; or completion of all six of these courses.

MUSIC 288. Individual Study in Performance IV.

½ hour, 1 credit. Prerequisite: MUSIC 287. Corequisite: any of the following: Music 173, 174, 175, 273, 274, 373, 374; or completion of all six of these courses.

(5.a. UCC minutes continued)

MUSIC 387. Individual Study in Performance V.

½ hour, 1 credit. Prerequisite: MUSIC 288. Corequisite: any of the following: Music 173, 174, 175, 273, 274, 373, 374; or completion of all six of these courses.

MUSIC 388. Individual Study in Performance VI.

½ hour, 1 credit. Prerequisite: MUSIC 387 Corequisite: any of the following: Music 173, 174, 175, 273, 274, 373, 374; or completion of all six of these courses. May be repeated for credit up to 3 times (a total of 3 credits).

c. Change in course description: To:

MUSIC 271. Sight Singing and Dictation III. 2 classroom hr., 1 lab. hr.; 2 cr. Prereq.: Minimum grade of C– and passing work in both sight singing and dictation in MUSIC 172. In addition, students must have passed the freshman listening examination in order to register for MUSIC 271. Normally taken in the same semester as MUSIC 273. Fall, Spring

d. Change in course description: To:

MUSIC 273. Harmony, Counterpoint, and Keyboard Skills III.

3 hr.; 3 cr. Prereq.: Minimum grade of C– in MUSIC 174 and passing work in both written work and keyboard skills. In addition, students must have passed the freshman listening examination in order to register for MUSIC 273. Fall, Spring

e. Change in course description: To:

MUSIC 246, 246W. Music History I: Music from 1200 to 1650.

3 hr.; 3 cr. Prereq.: A passing score in the School of Music qualifying examination or a minimum grade of C– in MUSIC 101; prereq. or coreq.:MUSIC 273. PN) Fall, Spring . In addition students must have passed the freshman listening examination in order to register for MUSIC 246, 246W.

f. Change to the Undergraduate Bulletin (“Important Information for All Music Majors”): To:

2. **Scholastic Requirements:** Students enrolled in any academic music course (i.e., music history, theory, sight singing, analysis, orchestration, composition, and conducting) must earn a grade of C– or higher for the course to be credited toward the major requirements. Students enrolled in MUSIC 071, 073, and 074 must receive a grade of B– or higher to be admitted to MUSIC 171 and 173. A student may retake a course for the major once and credit toward the degree will be given only once. Students may not register in more advanced sight singing courses than in the parallel theory courses without the permission of the theory coordinator.

5. Psychology (10-18)

a. Change in Course Number: To Read:

Psych 248 History and Systems of Psychology

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(5.a. UCC minutes continued)

b. Change in Course Number: To Read:
Psych 231 Psychology of Human Motivation

c. Change in Course Number: To Read:
Psych 238 Social Behavior

d. Change in Course Number: To Read:
Psych 242 Comparative Psychology

e. Change in Course Number: To Read:
Psych 323 Psychometrics

f. Change in Course Number: To Read:
Psych 361 Consumer Psychology

g. Change in Course Number: To Read:
Psych 362 Organizational Psychology

6. Urban Studies (10-19)

a. Change in Title: To read:

URBST 330, 330W. Contemporary Urban Theory.
3 hr.; 3 cr.

b. New Course

URBST 258. Climate Change and Public Policy.
3 cr., 3 hr.

Examination of the science, politics, and economics of global climate change and its likely impact on humankind's use of energy. Data showing the past and likely future of global warming will be examined, including alternative interpretations and the controversy surrounding these data. The future of energy production and consumption will be studied. Issues related to climate change including population growth, urbanization, transportation, energy consumption and energy alternatives will be discussed. The role of public policy, including urban policy, and of the environmental movement will be examined. Videos, internet sources, and guest speakers will be brought into the course to provide the most up-to-date information. Students will examine and report on particular topics raised in the course.

c. Change in Title: To read:

(5.a. UCC minutes continued)

URBST 252. The Changing Urban Environment.
3 hr.; 3 cr.

d. Change in Title: To read:

URBST 210. Urban Social Movements.
3 hr.; 3 cr. Prereq.: 6 credits in urban studies, anthropology, history, political science, or sociology.

7. BALA (10-20)

a. Change in hours: To:

Accounting 100. Financial and Managerial Accounting
3 hrs 3 credits, Prereq BALA 100

b. Change in prerequisite: To:

BALA 302W. Law and Ethics of Business
Prereq: All required BALA courses except BALA 303, and junior or senior standing

c. Change in prerequisite. To:

BALA 303. Applied Problem Solving and Decision Making in Business
Prereq All required BALA courses, but may be taken concurrently with BALA 302W

8. FNES (10-21)

a. Change to a specialization title: B.A. in Family and Consumer Sciences (058), Specialization in Food and Nutrition (058-04B): To Read:

Food Service Management (058 – 04B)

b. Change to specialization course requirements: To Read:

Food Service Management (Concentration code 04B): FNES 101, 104, 203, 275, and 378. (Note: In this specialization, students must complete, CHEM 101.3/101.1, FNES 163 or equivalent and ACCT 101.)

9. General Education

a. Accounting 322. Auditing II.
Prereqs: Acct. 321, Econ. 249, & Upper Senior Standing

This is an existing Capstone course.

(5.a. UCC minutes continued)

Brief Description of the Course: This is the second half of the department's Auditing sequence and serves as the capstone course for the Accounting major. It includes a cumulative review of the content of the financial and managerial Accounting curricula previously taken by students for their degree. Specific topics include Risk Management and Assessment, Internal Control, Audit Sampling, Auditing the Major Business Processes for compliance and substantive testing. Ethical dilemmas confronting the auditor are examined and integrated throughout the course. The impact of politics and culture are critically discussed as they relate to the U.S. and international auditing arenas.

The capstone course will be open to advanced students in a specific major, while the synthesis course will be open to all advanced students, regardless of their major. In both cases, the courses should offer "culminating experiences" either in one discipline or across the disciplines. These courses should offer opportunities for rich intellectual experiences that allow students to integrate knowledge and make connections across cultural, philosophical, scientific, artistic, political, or other issues, while advancing their critical and creative abilities.

Please explain in a brief paragraph how this course will offer upper-level students opportunities to probe deeply into cultural, philosophical, scientific, artistic, political issues, etc., while advancing their critical and creative abilities:

This is the second half of the department's Auditing sequence and serves as the capstone course for the Accounting major. It includes a cumulative review of the content of the financial and managerial Accounting curricula previously taken by students for their degree. Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) and their application to the attestation function for public and non-public entities are emphasized. The course includes an in-depth examination of the Assurance Services offered by CPAs in the United States with a focus on the Attestation function using U.S. Generally Accepted Auditing Standards (GAAS) and International Auditing Standards (IAS). Specific topics include Risk Management and Assessment, Internal Control, Audit Sampling, Auditing the Major Business Processes (revenue-cash receipts, purchases-payments, capital acquisition and financing, product-service conversion, inventory management, and human resources) for compliance and substantive testing, and providing assurance using agreed-upon procedures. Ethical dilemmas confronting the auditor are examined and integrated throughout the course. The impact of politics and culture are critically discussed as they relate to the U.S. and international auditing arenas.

b. ANTH 354. Time

Prereq: ANTH 101 or 103, and 6 credits of courses which satisfy the Analyzing Social Structures PLAS requirement, 3 credits Culture and Values, 3 credits Natural Science

This is an existing Synthesis course.

Brief Description of the Course: This course encourages the exploration of the topic of the human understanding and experience of time from multiple perspectives including the social sciences, philosophy, literature, and the natural sciences.

(5.a. UCC minutes continued)

The capstone course will be open to advanced students in a specific major, while the synthesis course will be open to all advanced students, regardless of their major. In both cases, the courses should offer “culminating experiences” either in one discipline or across the disciplines. These courses should offer opportunities for rich intellectual experiences that allow students to integrate knowledge and make connections across cultural, philosophical, scientific, artistic, political, or other issues, while advancing their critical and creative abilities.

Please explain in a brief paragraph how this course will offer upper-level students opportunities to probe deeply into cultural, philosophical, scientific, artistic, political issues, etc., while advancing their critical and creative abilities:

As a topic, the study of time spans many academic disciplines, and this course is designed to encourage students to engage in cross-disciplinary explorations. The readings in the course include works of fiction, geography, history, biology, primatology, theology, archaeology, literary criticism, social theory, philosophy, and cultural anthropology. The assignments are designed to force students to link domains of thought in creative ways. Forging such linkages fosters critical and creative perspectives on the domains of knowledge that are linked. The writing assignments include a term paper that can be on any topic having to do with time. Paper topics that students in the fall 2009 semester developed indicate the way in which this course cultivates a creative synthesis of knowledge—the topics included: concepts of time in how forensic scientists determine the age of teeth in skeletons; differences in the representation of the passage of time in versions of the film “King Kong” from three different periods (the original, the 1970s version, and the 1990s version); and an evaluation of arguments concerning the lengthening of the school day. Students must present their papers to the class and lead a class discussion on their topic. The diversity of interests expressed through the term paper presentations augments the synthetic elements of the course at the same time making each instantiation of the course a unique synthesis experience.

The course is specifically designed for upper level students, but not targeted at anthropology majors. The prerequisite structure of the course targets students who have completed or nearly completed their “perspectives” requirements.

- c. ENGL 391W. Senior Seminar: Topics in Literature.
Pre-requisites (if any): English major with senior status or consent of the instructor.

This is an existing Capstone course.

Brief Description of the Course: This course allows the instructor and a small group of advanced English majors to pursue in depth a topic in literature or literary theory.

The capstone course will be open to advanced students in a specific major, while the synthesis course will be open to all advanced students, regardless of their major. In both cases, the courses should offer “culminating experiences” either in one discipline or across the disciplines. These courses should offer opportunities for rich intellectual experiences that allow students to integrate knowledge and make connections across cultural, philosophical, scientific, artistic, political, or other issues, while advancing their critical and creative abilities.

(5.a. UCC minutes continued)

Please explain in a brief paragraph how this course will offer upper-level students opportunities to probe deeply into cultural, philosophical, scientific, artistic, political issues, etc., while advancing their critical and creative abilities:

English 391W explores in depth significant historical, critical, methodological or theoretical issues within the study of literature. The course enables advanced students, as they complete the English major, to rethink, reintegrate, and make connections across their previous work in the field. Readings might be drawn from, for example, a range of historical periods, a variety of genres, or a mix of canonical and non-canonical writings. The course also asks students to think creatively and analytically about literary texts alongside other media, discourses, or modes of critical inquiry and to reflect upon the broader implications of literary studies in relation to other academic disciplines and the world beyond. The course differs from the typical elective in being taught as a small seminar for students with advanced standing, allowing for increased student participation and more ambitious individual projects.

d. HIST 392W. Colloquium

Prereqs: Upper Junior or Senior level History Majors

This is an existing Capstone course.

Brief Description of the Course: An intensive study in a selected field of history. The subject to be studied will vary from semester to semester and will be announced in advance. Several different sections will be offered each semester.

The capstone course will be open to advanced students in a specific major, while the synthesis course will be open to all advanced students, regardless of their major. In both cases, the courses should offer “culminating experiences” either in one discipline or across the disciplines. These courses should offer opportunities for rich intellectual experiences that allow students to integrate knowledge and make connections across cultural, philosophical, scientific, artistic, political, or other issues, while advancing their critical and creative abilities.

Please explain in a brief paragraph how this course will offer upper-level students opportunities to probe deeply into cultural, philosophical, scientific, artistic, political issues, etc., while advancing their critical and creative abilities:

The course will be an intensive study in a selected field of history that will emphasize analytical and critical thinking, research methods, and the writing and communicative skills important to the history major in a liberal arts curriculum. The topics chosen will require the student to draw on their previous skills in analyzing documents and interpreting historical events, and to demonstrate that they are able to research a topic and connect it to a larger historically interpretative framework. The last will require students to be able to locate their subject within the intellectual, social, and political context of its period.

10. Editorial correction

a. General Education: Perspectives (Appreciating and Participating in the Arts)

MUSIC 008: Title should read: "Studies in the Literature of Music", not "Politics of Music"

(5. Committee Reports continued)

5b. Graduate Curriculum Committee:

MOTION: Duly made by Dr. June Bobb, Assistant Provost:

“To accept the Graduate Curriculum minutes dated –April 7, 2010”

Hearing no objection to the motion, Dr. June Bobb moved unanimous consent.

1. School of Library and Information Studies (G10-07)

New Course

LBSCI 778. Information Literacy Instruction for Adults. 3 hr.; 3 cr. Prereq.: LBSCI 700, 702; Coreq.: LBSCI 701, 703. This course will provide students with both a theoretical and practical foundation for functioning as an instructor within a library or information center. It will cover both the basic knowledge and skills necessary for designing, implementing, delivering and evaluating instructional programs in all types of library settings, with a focus on adult patrons.

2. Psychology (G10-08)

Change in course prerequisite or corequisite & course description

To Read:

732. Motivation and Reinforcement. 2 lec., 4 lab. hr.; 4 cr. Prereq.: A graduate course in basic learning processes, such as Psych 730 or equivalent. The role of motivation in behavior theory, and the experimental manipulation of reinforcement variables as these interact with motivational variables. Topics include, response strength, contingency, motivation and establishing operations, schedules of reinforcement, choice, and conditioned reinforcement.

3. Urban Studies (G10-09)

Change in course title, hours & course description: **To Read:**

730. The Urban Economy. 3 hr.; 3 cr. This course examines the multiple, dynamic industry sectors that comprise an urban economy, along with trends in economic growth and related consequences for employment conditions and patterns of inequality. We will study emergent sectors based on immigrant entrepreneurship as well as declining sectors such as industrial manufacturing. By focusing on New York City, the class examines the economic restructurings of this current period of globalization, and how these changes in the urban economy create opportunities for immigrants, along with hardships for native-born minorities.

4. Urban Studies (G10-10) To Read:

749. Urban Education. 2 hr. plus conf.; 3 cr. This course explores the structure and history of education in the United States, especially in urban areas. It examines such questions as racial, ethnic, and class segregation, financing, school restructuring, school choice, high-stakes accountability policies, the role of

socioeconomic class, the education of multicultural populations, and teaching as a profession within the city. Students will gain an understanding of the cultural, economic, sociological, historical, and political factors

that impact teaching and learning in urban schools and the efforts of educators and policymakers to improve teaching and learning within that environment.

4. Graduate School of Library Information Studies (G10-11)

Overview of Proposed New GSLIS LMS Program Code 603

Colleagues:

I would like to propose a new program code in the Graduate School of Library and Information Studies that will enable students without prior NYS teacher certification to complete the NYS requirements for teacher certification in the area of Library Media Specialist (LMS). Presently, GSLIS requires students to have prior teacher certification in another area before they can be admitted to the LMS program. Since January 2008 there have been over 60 inquiries from potential LMS students who do not have teacher certification. A new LMS program code including the education courses required by New York State would enable us to accommodate these potential students. Queens College is the only school in New York State offering an LMS program that does not accommodate uncertified LMS students.

New York State requires a Pedagogical Core totaling 21 credits for LMS certification. Courses available at GSLIS satisfy 15 of these credits. GSLIS would need a means to fulfill Pedagogical Core requirements in the following areas:

- *Enhancing the Learning of Students with Disabilities*
- *Human Development and Learning*
- *Foundations of Education*

The proposed new program would satisfy the SED pedagogical core requirement in the following manner:

State Requirement	Fulfilled By
Planning and delivering School library media services – 6 cr	GSLIS 761 – Organization and Management of Library Media Centers GSLIS 765 – Resources for the School Curriculum (all in place and required)
Increasing the literacy of all students – at least 6 cr	GSLIS 737 – Literature for Children and Adolescents GSLIS 764 – Instructional Technologies for Information Literacy GSLIS 767 – Reading Motivation Techniques (all in place and required)
Human Development and Learning – 3 cr	EECE 711 Ecological Perspectives on Development: The Childhood Years ok Or SEYS 552 Educational Psychology Or Equivalent
Enhancing the Learning of Students w/ Disabilities – 3 cr	ECPSE 700: Foundations of Special Education Or

	SEYS 700 Language, Literacy, and Culture in Education Or Equivalent
Foundations of Education – 3 cr	EECE 702 Social Foundations of Education Or SEYS 536 Educational Foundations Or Equivalent

TOTAL 21 CREDITS REQUIRED PEDAGOGICAL CORE

The number of credits required to complete LMS program code 603 would be 36 (the number of credits presently required to complete the Masters Degree in Library Studies) plus 9 credits in Education for a total of 45 credits.

In the fall of 2009, our GSLIS Department Chair advised me to speak to Dean Bodnar and accompanied me to a meeting with him. Dean Bodnar instructed me to begin preparation of a Letter of Intent and secure letters of support. The necessary letters have been secured from representatives of SUNY Buffalo (Kay Bishop), SUNY Albany (Joette Stefl-Mabry), NYC School Library System (Barbara Stripling), Nassau BOCES School Library System (Eva Efron, and Suffolk BOCES School Library System (Roger Podell). In addition, I have spoken to and received support from Dean Hendry, Dean Peterman, and representatives from Elementary Education (Mary Bushnell Greiner), Secondary Education (Eleanor Armour-Thomas), and Graduate Programs in Special Education (Craig Michaels). The Dean of Education and the Chairs of the Education departments involved have agreed to support our students by allowing them to take the courses indicated in the table above.

Queens College of the City University of New York

Graduate School of Library and Information Studies

**Letter of Intent
For A New Program Proposal
For A**

*Masters Program in
Library and Information Studies
Library Media Specialist
for Students Who Do Not Hold Prior Teacher Certification*

Approved by Graduate School of Library and Information Studies February 25, 2010

Program Implementation Target Date: Spring 2011

Elizabeth Hendrey, Dean of Social Sciences and Professor of Economics (elizabeth.hendrey@qc.cuny.edu)

Thomas T. Surprenant, Acting Director/Acting Chairperson, Graduate School of Library and Information Studies (Thomas.Surprenant@qc.cuny.edu)

Linda Cooper, Associate Professor and Coordinator of the Library Media Specialist Program, Graduate School of Library and Information Studies (linda.cooper@qc.cuny.edu)

INTRODUCTION

School Library Media Specialist (LMS) is an area of teacher certification in New York State (NYS). Public secondary schools are mandated by the state to employ only New York State certified LMS for their school libraries. Institutions in New York State that offer programs to prepare students for this teacher certification must be registered with New York State Education Department (SED).

PURPOSE AND GOALS

Our present LMS Program 604 in the Graduate School of Library and Information Studies (GSLIS) is designed for students who already hold a prior teacher certification and this is reflected in its program registration with the state. Program 604 does not include a means for students who do not hold prior teacher certification to satisfy the pedagogical core of education courses required for all teachers in NYS. Interested students who are not already certified must, therefore, attain teacher certification in some other area before they can be accepted to our LMS program.

Needless to say, this discourages many potential students and puts additional burdens of time commitment and tuition on those who are willing to complete an additional certification. Private schools in the geographic area that accept LMS students who are not already certified teachers are unaffordable for many students who wish to attend a public institution such as ours. Thus, many potential downstate LMS students in New York City, Nassau, Suffolk, and Westchester may be unable to pursue this career path. The current economic downturn exacerbates the financial problem for these potential LMS.

Every other LMS program in New York State offers a means for students to satisfy the required NYS pedagogical core of education courses as a part of their LMS program. GSLIS is the only LMS program in New York State that is closed to applicants who do not hold prior NYS teacher certification.

The proposed LMS Program 603 will enable students to satisfy the NYS required pedagogical core courses in education within the LMS program without necessitating prior certification in another area in order to enter the program.

NEED AND JUSTIFICATION

There is a need for this program at the community level:

- There is presently a shortage of NYS certified LMS in the greater metropolitan area
- Many of the certified LMS presently in schools are approaching retirement age.

- These retirements will exacerbate the present shortage.

There is a need for this program by teacher education students:

- GSLIS is the only publicly supported ALA accredited school of library and information studies in the metropolitan area
- GSLIS is the only school in the CUNY system that offers a NYS registered program leading to teacher certification in the area of LMS
- However, GSLIS presently requires prior teacher certification in another area in order for students to pursue the LMS program.
- Students without prior certification are obliged to obtain certification in another area necessitating far greater expenditures of time and money that are often a burden, especially during the present economic downturn
- GSLIS is the only school in NYS that requires prior teacher certification in another area in order for students to pursue their LMS program.
- Private schools presently supporting the needs of uncertified LMS students are unaffordable for many students.
- Potential LMS students may be obliged to change their professional direction due to lack of affordable education opportunities.

Of the total 45 required credits in the proposed program described on the following pages, 36 are in common with the program currently in place and functioning for certified LMS students in GSLIS and 9 are currently in place and functioning in EECE, SEYS, or ECPSE. No new courses, additional faculty or facilities are needed to accomplish the proposed program. This will enhance the effective scheduling of classes. The proposed program will support both teacher education students and the wider community. Please see accompanying letters of support from SUNY Albany, SUNY Buffalo, the New York City School Library System, Nassau BOCES School Library System, and Suffolk BOCES School Library System.

STUDENTS

GSLIS presently has 80 LMS students. These students account for approximately 15% of enrollment in GSLIS. Since January 2008, there have been approximately 60 written inquiries regarding the LMS program from potential students who do not have prior teacher certification. Several of these have indicated that they will investigate other institutions in the area that support pedagogical requirements within their LMS program.

Projected Enrollment Full Time Students

Year 1	Year 2	Year 3	Year 4	Year 5
3-4	5-8	8-15	5-8	5-8

Projected Enrollment Part-time Students (Full Time Equivalent in Parenthesis)

Year 1	Year 2	Year 3	Year 4	Year 5
10-15 (5-7 FTE)	20-30 (10-15 FTE)	30-60 (15-30 FTE)	20-30 (10-15 FTE)	20-30 (10-15 FTE)

Total Projected Enrollment Full Time Plus Full Time Equivalent Students

Year 1	Year 2	Year 3	Year 4	Year 5
8-11	15-23	23-45	15-23	15-23

Attrition due to drop out is estimated at 2 students per year based on LMS attrition for the past several years.

GOVERNANCE

The proposed LMS Program 603 for non certified students will run in conjunction with the present LMS Program 604 for certified students and will follow the same governance procedures as LMS Program 604. The Program Coordinator will be Dr. Linda Cooper, who presently coordinates LMS Program 604.

ADMISSIONS REQUIREMENTS

Applicants to this program will need to first be admitted to GSLIS via the standard application procedure. Upon acceptance to GSLIS, students who do not hold prior teacher certification and wish to enter LMS Program 603 will be interviewed by the LMS Program Coordinator who will review their prior transcripts to ascertain whether applicants have the Core Liberal Arts and Science background required by NYSED for teachers. Applicants lacking any part of this requirement will need to complete this coursework at an accredited institution of higher education before acceptance to Program 603. NYSED specifies exactly what type of coursework is acceptable for each of these areas at <http://www.highered.nysed.gov/tcert/> Office of Teaching Initiatives.

- Core Liberal Arts and Science - 30 credits
 - Artistic Expression
 - Communication
 - Information Retrieval
 - Humanities
 - Language Other Than English
 - Written Analysis and Expression
 - History and Social Sciences
 - Scientific Processes
 - Mathematical Processes

In addition, applicants will be required to present:

- Passing score on the NYS Liberal Arts & Science Test (LAST)
- Satisfactory onsite writing sample evaluated by the LMS Program Coordinator

All of these requirements must be fulfilled before students can be accepted into the proposed LMS Program 603 for uncertified teachers.

CURRICULUM

NYSED has specific requirements for students pursuing teacher certification. The curriculum presently in place for our LMS Program 604 satisfies all requirements for students holding prior teacher certification. The proposed LMS Program 603 will need to include additional Pedagogical Core courses and additional hours of College Supervised Practicum. Program 603 students will also need to pass the Secondary Assessment of Teaching Skills (ATS-W) and obtain fingerprint clearance.

The following outline indicates the curriculum requirements for Program 603. Requirements that are bulleted with a ‘check’ indicate courses/requirements already in place for the present Program 604. Items bolded, italicized, and bulleted with a ‘dot’ indicate courses/requirements that will be additional requirements for Program 603 students.

These are necessary in order to fulfill NYSED teacher certification requirements. Course descriptions are included at the end of this document.

- Pedagogical Core required by NYS – 21 credits
 - ✓ Planning and delivering school library media services (LBSCI 761 -includes 25 hours of field observation, LBSCI 765 – includes 25 hours of field observation)
 - ✓ Increasing the Literacy Skills of All Students – 6 credits (LBSCI 764 – includes 25 hours of field observation, LBSCI 767 – includes 25 hours of field observation, LBSCI 737)
 - ***Enhancing the Learning of Students with Disabilities***
 - ***Human Development and Learning***
 - ***Foundations of Education***

- Graduate Coursework – 30 credits
 - ✓ Library Science
(LBSCI 700, 701, 702, 703, 737, 761, 764, 765, 767, 709, 795, plus 1 elective)

- College Supervised Practicum
 - Elementary LMS – ***20 Days supervised by NYS certified LMS***
 - Secondary LMS – ***20 Days supervised by NYS certified LMS***

- Required field observation (100 hours LBSCI 761 – 25 hours, 764 – 25 hours, 765 – 25 hours, 767 – 25 hours)

- NYS examinations:
 - ***Secondary Assessment of Teaching Skills (ATS-W)***
 - ✓ Content Specialty Test (CST) – LMS

- Required workshops
 - Child Abuse Identification
 - School Violence Prevention
 - Substance Abuse
 - School Safety (Fire and Life Safety)

- ***Fingerprint clearance***

Thus, the proposed Program 603 already has most of the required coursework in place and will only need the addition of three Pedagogical Core requirements and additional College Supervised Practicum days. The present practicum requirement for Program 604, approved by SED for certified teachers, is less than the 20/20 days that will be necessary for Program 603 for uncertified students. Uncertified students taking the practicum course will simply accomplish more practicum days to complete the course already in place.

Pedagogical Core required by NYS for LMS Certification

NYS requires 21 credits in the following pedagogical core areas for LMS certification:

Planning and Delivering School Library and Media Services

Human Development and Learning

Enhancing the Learning of Students with Disabilities

Increasing the Literacy Skills of All Students (at least 6 credits)

Foundations of Education

Coursework in Planning and Delivering School Library and Media Services is ‘a given’ in LMS Programs. Other institutions in NYS having LMS Programs accomplish the remaining pedagogical core coursework required by SED in the following ways:

Pratt Institute –

- Prior NYS certification not required
- Students must take 9 Education credits at Pratt Institute
 - Advanced Studies in History and Philosophy of Education – 3 cr
 - Advanced Studies in American Education – 3 cr
 - Child and Adolescent Development – 3 cr
- The literacy requirement is fulfilled via Materials for Children and Materials for YA courses.

Long Island University –

- Prior NYS certification is not required
- Students must take 3 Education credits at LIU
 - Literacy Teaching and Learning, Birth-Grade 5 – 3 cr

St. John’s University –

- Prior NYS certification is not required
- Students must provide transcripts of Education coursework taken
- Exact number of credits is not specified

SUNY Buffalo –

- Prior NYS certification is not required
- Students must take 12 credits for the ped core/transcripts required
 - Reading, Writing or Language Arts – 6 cr
 - Foundations of Education – 3 cr
 - Psychology of Learning and Instruction – 3 cr

Syracuse -

- Prior NYS certification is not required
- Students do not need to take any Education courses/pedagogical requirement in integrated into LMS coursework.

Albany –

- Prior NYS certification is not required
- Students must take 15 credits in Education at Albany or provide transcripts
 - Human Development/Social Concerns in Education – 3 cr
 - Language Acquisition/Literacy/Reading and Writing Instruction – 6 cr
 - Curriculum and Instructional Design/Program Development – 3 cr
 - Enhancing the Learning of Students with Disabilities – 3 cr

Thus, the pedagogical core requirement of education and literacy courses at LMS schools in NYS (excluding GSLIS) varies from 0-15 credits. The following table summarizes the manner in which LMS Programs in the state fulfill SED pedagogical core requirements in education and proposes a means for GSLIS to do this:

	Prior Cert Required	# Education Credits Required	Education credits taken at school v Transcripts accepted
NYC/LI area			
Pratt	No	9	At School
LIU	No	3	At School
St. John's	No	unclear	Transcripts Accepted
Present 604 QC	Yes	Up to 36	Off QC campus
Proposed 603 QC	No	Propose 9	Propose suggested QC ED courses with equivalent courses from off campus schools accepted upon review of syllabi and transcripts (see following table)
Upstate			
Buffalo	No	12	Transcripts Accepted
Syracuse	No	0	-
Albany	No	15	Transcripts Accepted

It is proposed that Program 603 will satisfy the SED pedagogical core requirement in the following manner (See course descriptions on following pages):

State Requirement	Fulfilled By
Planning and delivering School library media services –	LBSCI 761 – Organization and Management of Library Media Centers (25 hrs. field obs. req.) LBSCI 765 – Resources for the School Curriculum (25 hrs. field obs. req.) (all in place and required)
Increasing the literacy of all students – at least 6 cr	LBSCI 737 – Literature for Children and Adolescents LBSCI 764 – Instructional Technologies for Information Literacy (25 hrs. field obs. req.) LBSCI 767 – Reading Motivation Techniques (25 hrs. field obs. req.) (all in place and required)
Human Development and Learning –	EECE 711 Ecological Perspectives on Development: The Childhood Years Or SEYS 552 Educational Psychology Or Equivalent

Enhancing the Learning of Students w/ Disabilities –	ECPSE 700: Foundations of Special Education Or Equivalent
Foundations of Education	EECE 702 Social Foundations of Education Or SEYS 536 Educational Foundations Or Equivalent

The number of credits required to complete Program 603 will be 36 (the number of credits presently required to complete the Masters Degree in Library Studies) plus 9 credits in Education for a total of 45 credits. Of the total 45 required credits, 36 are currently in place and functioning in GSLIS and 9 are in place and functioning in EECE, SEYS, or ECPSE. No new courses, additional faculty or facilities are needed to accomplish the proposed program.

If students wish to fulfill the pedagogical core requirement via transfer of equivalent courses, the LMS Coordinator will determine whether the transfer credits are the equivalent of the suggested coursework available at Queens College. S/he will do this via examination of official transcripts, bulletin descriptions, and syllabi for the courses in question.

FACULTY

Dr. Linda Cooper coordinates the Library Media Specialist program for students possessing prior NYS teacher certification. Her credentials qualify her to teach both Library and Information Studies as well and Education, thus, she will be able to teach in and coordinate the proposed program for non-certified LMS students. Dr. Mary K. Chelton is an expert in areas related to children and youth closely linked to school libraries. Dr. Marianne Cooper teaches the required Internship course. Dr. Karen Smith will continue to teach on a part time basis after her retirement. In addition, GSLIS has a number of very qualified adjunct instructors including Elizabeth Basileo, Sandra Kennedy Bright, Linda Williams Bowie, Susan Holden, Rowena Lee, Ester McCray, Olga Nesi, and Margaret Tice who are qualified to teach in this area.

COST

The faculty and facilities presently in place will accommodate this program. Therefore, no additional cost is anticipated.

COURSE DESCRIPTIONS

LBSCI 737. Literature for Children and Adolescents. 3hr.; 3 cr. Prereq. or coreq. LBSCI 700, 701,702, 703. Introduction to the forms and types of literature; criteria for excellence; techniques for analysis and evaluation; and identification of appeal and suitability for different types of readers.

LBSCI 761. Organization and Management: Media Centers. 3 hr.; 3 cr. Prereq. or coreq.:_LBSCI 700 or 706, 701. Roles, services, programs, organization and management of the school library media center including teaching, information access and delivery, and program administration. Emphasis on collaboration with the school community, integrating state and national standards in the school library curriculum, integrating the school library curriculum into the wider school curriculum and the importance of information literacy. Assistive technology and automation are addressed. [25 hours required field observation]

LBSCI 763. Instructional Technologies for Information Literacy. 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700 or 706, 702, 703. Evaluation, selection, and utilization of appropriate instructional technologies to serve the needs of all members of the school community. Emphasis on information literacy and methods and formats supportive of diverse learners. [25 hours required field observation]

LBSCI 765. Resources for the School Curriculum. 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700 or 706, 702, 703. Collection development in the school library media center including selection, evaluation, and utilization of instructional materials to support the curriculum needs of all students. Selection policy, intellectual freedom,

challenged material are addressed. Special attention will be given to the growth of information literacy and to collaboration with the school community. [25 hours required field observation]

LBSCI 767. Reading Motivation Techniques for Children and Adolescents. 3 hr.; 3 cr. Prereq. or coreq.: LBSCI 700 or 706, 702, 737 or 739. Development of techniques and skills, to include collaboration with faculty in reading guidance; aspects covered include individual performance and collaborative evaluation of book talks, storytelling, and poetry reading. Strategies to work with faculty with responsibilities for literacy and students with special needs are components of the course. [25 hours required field observation]

LBSCI 795. Internship. Fieldwork, hr. to be arranged; 3 cr. Prereq.: GLIS 700, 701, 702, 703, and permission of the school. Experience in a library or information agency approved by the school under the direct supervision of an experienced librarian or information specialist and in accordance with a program jointly approved by the school and the supervisor. Students in the school library media specialist (library) program [code 604] will complete 150 clock hours of experiences to be equally divided between elementary and secondary school library media centers as stipulated by the 2004 NYSED regulations for the certification of SLMC specialists. [Students in the school library media specialist (library) program code 603 will complete 40 days of experiences to be equally divided between elementary and secondary school library media centers as stipulated by the 2004 NYSED regulations for the certification of SLMC specialists.] Students enrolling in this course must have completed at least 21 credit hours.

EECE 711. Ecological Perspectives on Development: The Childhood Years. 3 hr.; 3 cr. 1 course within Ecological Perspectives on Development (EECE 710, 711, 717) must be taken within the first 9 credits in the program. This course provides a contextually based study of development, focusing on children during the elementary school years. Highlighting the ongoing interplay between cognition, language, affect and social functioning, students examine individual differences in abilities, learning styles, and academic performance, with attention to ecologically valid assessment strategies for linguistically and culturally diverse populations. Students explore the impact of family dysfunction, stress, poverty, and violence on development and academic performance. Strategies for creating classrooms that support prosocial development and learning are discussed.

ECPSE 700: Foundations of Special Education. 3hr. 3 cr. Education and psychology in special education are stressed with emphasis on developing a broad background of knowledge about students with various disabilities and strategies for creating access to the general education curriculum. The historical and sociological treatment of people with disabilities, special education law and programs, advocacy and collaboration, and building classroom communities that support the full diversity of learners are also addressed. Twenty hours of fieldwork focusing on special education programs is required.

EECE 702. Social Foundations of Education. 3 hr.; 3 cr. Provides a forum for the beginning teacher to further investigate cultural, social, philosophical, and historical elements of education. Building on earlier studies in educational foundations, the course explores equity in schooling, school reforms, educational philosophy, and the relationship between schools and society, among other topics. Through readings, course assignments, and field experiences, students study a reflective decision-making model.

SEYS 536. Educational Foundations. 3 hr. plus 25 hr. field experience; 3 cr. Prereq.: Permission of the department. Overview of theory and research on key sociological, philosophical, historical, and political foundations of education. Consideration will be given to how these foundational issues are evident in classroom situations and practice. Attention will also be given to multilingual, multicultural, and biliteracy issues in education as well as how the growth in technology has influenced the educational environment. Includes field experience component for students not currently teaching.

SEYS 552. Educational Psychology. 3 hr. plus 25 hr. field experience; 3 cr. Prereq.: Permission of the department. Overview of developmental and instructional issues in teaching middle childhood and adolescents. The role of technology in cognition and instruction for diverse learners including those within the full range of disabilities and exceptionalities will be examined. Second language development and issues related to language acquisition and English language proficiency will also be explored.

SYLLABI FOR NEW COURSES

No new courses are necessary to implement this program code.

6. Old Business (none)

7. New Business (none)

MOTION: Duly made by Parliamentarian Fields:

“To adjourn”

The Fortieth meeting of the Academic Senate was adjourned at 4:29 p.m *sine die*.