

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE May 5, 2011

1. The meeting will come to order:

Chair, Roberta Brody called the meeting to order at 3:46 p.m.

2. Approval of Agenda:

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

i. MOTION: “To approve the agenda”

ii. MOTION: Duly made by Senator Ken Lord:

“To amend the agenda to add under Special Motion Item #4a

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

iii. MOTION: Duly made by Dr. June Bobb:

“To amend the agenda to add under Special Motion Items #4b. 4c. 4d.”

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

3. Approval of Minutes:

i. MOTION: Duly made and seconded:

“To approve the Minutes dated March 31, 2011”

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

ii. MOTION: Duly made and seconded:

“To approve the Minutes dated April 14, 2011”

Editorial Correction: UCC minutes Page 3 add the word “Enlightenment”

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

4. Announcements, Administrative Reports and Memorials:

1. Chair Brody thanked all our senators for all their work this year after a stormy start with a tornado after our first Senate meeting on September 16. Chair Brody made the following announcements for Alternate Senator Andrew DeMasters; On Wednesday, May 11, there will be a Town Hall meeting in the Summit Flex Space during free hour; On Monday, May 9, the “War on Hate 9” series continues and the guest

speaker will be Nadine Strosson “Current Challenges to Civil Liberties” in the Dining Hall Patio Room, 12:15-1:30pm. Both events are worth one CLIQ point and food will be provided.

2. Senator Charlie Wohlberg announced QC EMS along Committee for Disable students with will be offering a CPR course for American Heart Association certification free of charge. Thursday, May 12, 2011 between 5-8pm in the Student Union room 403 To RSVP for this event: qcems.@qc.cuny.edu.
3. Senator Allan Ludman announced, the annual Society of the Sigma Xi ,National Science Research Honor Society’s meeting will be held on May 12, from 4-6pm in the Powdermaker Hall Dome. This year’s guest speaker will be Dean Malouta who retired from Shell Oil Company and he will be discussing the Gulf oil disaster.
4. Senator Dean Savage announced the Graduate School of Library and Information Studies Archives Program will have a presentation on Thursday, May 12 from 4-7pm in BRL President’s conference room 2.

4. Special Motions

- 4a. MOTION: Duly made by Professor Kenneth Lord, Chair of the UCC Committee:

“To accept as specified, changes to the Undergraduate Teaching Programs (11-17)”

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

1. Family, Nutrition & Exercise Sciences (part of 11-17)

- a. Change to a Major: BA in Family and Consumer Sciences Teacher Education K-12, Initial Certification Program (059) HEGIS Code: 1301, NYS Education Code: 02759

To Read:

Requirements for the Major in Family and Consumer Sciences K-12 Teacher Education: Students seeking to qualify for a New York State Initial teaching certificate can do so by completing a competency-based program, which in addition to the core courses, includes FNES 101, 104, 121, 126, 140, 153, 156, 163 (or 263 and 264), 203, 226 or 228W, 336, 338, and 339, and SEYS 201, 221, 340 (or EECE 340), 350, and ECPSE 350.

- b. Change to Existing Course: Change in Prerequisites/Corequisites

To Read:

FNES 338. Methods and Materials for Teaching Family and Consumer Sciences.
4 class hr.; 4 cr. Prereq. Or Coreq: SEYS 340 and ECPSE 350.

- c. Change to a Major: BS in Physical Education (PHYSED-BS) HEGIS 0835, SEC 26413.

To Read:

For admission to FNES 379, Student Teaching in Physical Education, the student must meet the following requirements:

(a) a GPA of 2.75 in the major and a 3.0 average in SEYS 201, 221, 350 SEYS 340 or EECE 340, EECE 310 and ECPSE 350;

(b) a grade of B or better in FNES 266 and 369;

(c) a grade of B– or better in ENGL 110; and

(d) resolution of all incomplete and below average grades in the major and in education courses.

Graduation requirements

1. To be eligible to graduate, the student must complete the physical education major, General Education courses, primary college competencies, and elective credits from the college's offerings. It is recommended that students select courses in the liberal arts and sciences from these electives.
2. To be eligible for the Initial Certificate in Physical Education Pre-K–12, the student must complete all courses in the major, and the following courses: FNES 161W, 266, 369, 370, and 379; SEYS 201, 221, 350, 340 (or EECE 340), EECE 310 and ECPSE 350.

d. Change to Existing Course: Change in Co-requisites

To Read:

FNES 369. Methods for Teaching Secondary Physical Education
3 hr. plus 25 fieldwork hours; 3 cr. Prereq. FNES 161W and FNES 266. Coreq: ECPSE 350

2. Linguistics & Communication Disorders (part of 11-17)

- a. Requirements for the Major in Applied Linguistics: Teaching English to Speakers of Other Languages
HEGIS: 1505, SEC: 26443

To Read:

Required: First Level: 101, 110, 116, and 120; Second Level: 205, 206, 210, 220, 240, and 241; SEYS 201 and 221; Third Level: 312, 340, and 395; EECE 310. SEYS 350
Electives: 302 or 360; 209 or 306.

3. Secondary Education and Youth Services (part of 11-17)

- a. Change in the minor.

To Read:

The program requirements for New York State certification and SEYS program completion are to complete an appropriate major with the minimum GPAs listed below; complete the minor of 24 credits with a minimum 3.0 GPA consisting of the courses below; have a 3 credit course that meets NYS standards for promoting the participation and progress of students with disabilities in the general education curriculum (please see advisor); pass three New York State Teacher Certification examinations

4. MUSIC (part of 11-17)

- a. Change to the BA in Music with Music Teacher Education K-12, Initial Certification Program (078), HEGIS 0832, SEC 26469.

To Read:

The Music Major with the Music Education Sequence
(Major code 078; concentration code 07A, instrumental; concentration code 07B, choral) Students who intend to teach music in public schools or other institutions requiring State certification must

take all of the courses listed under the Standard Music major above, plus SEYS 221, EECE 310, and either EECE 340 or SEYS 340, and ECPSE 350 and MUSIC 166, 267, 268 or 269, 367, 369, and 370.

b. Change to Existing Course: Change in Prerequisites/Corequisites

To Read:

MUSIC 366. Seminar in the Teaching of Music: Secondary. 3 hr.; 3 cr. Prereq.: MUSIC 365 with a minimum grade of *B*; coreq.: EECE 340 or SEYS 340. and ECPSE 350.

5. EECE (part of 11-17)

a. Change to the major: Bachelor of Arts, Childhood Education, Grade 1-6 HEGIS: 0802, SEC: 26419
To Read:

Semester 1

EECE 311 – Children in Cultural Contexts II: Learning and Teaching (3 credits)

EECE 341 – Language and Literacy Development: Teaching Reading (3 credits)

Semester 2

EECE 350 – Teaching Mathematics in the Elementary School (3 credits)

EECE 351 – Teaching Science in the Elementary School (3 credits)

EECE 352 – Teaching Social Studies in the Elementary School (3 credits)

EECE 360 – Practicum I: Curriculum in Action (3 credits)*

Semester 3

EECE 361 – Practicum II: Student Teaching (6 credits)

EECE 220 – Modern Learning Technologies (3 credits)

ECPSE 350 – Foundations of Special Education (3 credits)

4b. MOTION; Duly made by Dr. June Bobb:

“To accept the change in LBSCI 709”

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

4c. MOTION: Duly made by Dr. June Bobb:

“To accept the Program Change for Elementary and Early Childhood Education”

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

4d. MOTION: Duly made by Dr. June Bobb:

“To accept the Master of Arts in Teaching Childhood Education, Grades 1-6”

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

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 14, 2011”

Hearing an objection to the motion, discussion followed.

ii. MOTION: Duly made by Senator Stephen Grover:

“To remove the last sentence from URBST #258”

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

iii. MOTION: Duly made:

“To call the question”

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

iv. MOTION: Duly made:

“To accept the Undergraduate Curriculum Committee minutes dated- April 14, 2011 as amended”

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

1. Writing Intensive Subcommittee.

a. W courses.

- i. ANTH 246 W (approved 12/15/10)
- ii. EAS I W / CMLIT220 W (approved 2/16/11)
- iii. EAS II W / CMLIT 221 W (approved 2/16/11)
- iv. MES 255 W (approved 2/16/11)
- v. HIST 200 W (approved 3/22/11)

2. General Education Advisory Committee. Meeting on 4/6/2011

a. Honors in the Humanities

- i. HTH 102. Freshman Humanities Colloquium (RL)
- b. Urban Studies
 - i. URBST 107 Urban Communities: Local-Global Connections in Queens (SS, US)

3. General Education: Synthesis and Capstone Courses.

- a. Political Science
 - i. PSCI 382W. Seminar in Law and Politics (Existing course, Capstone)
 - ii. PSCI 383W. Seminar in Comparative Politics (Existing course, Capstone)
 - iii. PSCI 384W. Seminar in International Politics (Existing course, Capstone)
 - iv. PSCI 386W. Seminar in Political Theory (Existing course, Capstone)

4. HLL (11-02)

- a. New course.

Spanish 114. Spanish for Heritage Speakers I

4 hours, 4 credits. Not open to students who have received credit for Spanish 111.

Designed for heritage speakers of Spanish (students whose native language is Spanish but who have gone to school in the U.S.) this course focuses on the development of communicative competence in reading, writing, speaking, and listening, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States.

- b. New course.

Spanish 115. Spanish for Heritage Speakers II

4 hours, 4 credits. Prerequisite: Spanish 114 (or equivalent) Not open to students who have received credit for Spanish 111 or 112.

A continuation of Spanish 114 providing heritage speakers of Spanish (students whose native language is Spanish but who have gone to school in the U.S.) grammar review needed for oral and written expression and emphasizing the active use of the language through task-oriented activities and discussion of cultural and literary texts.

- c. New course.

Spanish 201. Spanish for Heritage Speakers III.

3 hours, 3 credits. Prerequisite: Fluency in speaking and understanding Spanish, as determined by a placement test or instructor's recommendation. Not open to students who have completed Spanish 111, 112 or 203.

A review of Spanish grammar with emphasis on reading and writing skills for students who are fluent in the spoken language but have little previous experience in the written language. Instruction will be primarily in Spanish. Completion of this course is equivalent to completion of Spanish 203.

d. Change in prerequisite.

To Read:

SPAN 111. Elementary Spanish I.

4 hr.; 4 cr. Not open to students who have received credit for Spanish 114.

e. Change in prerequisite.

To Read:

4 hr.; 4 cr. Prereq.: SPAN 111 or equivalent. Not open to students who have received credit for Spanish 115.

f. Change in prerequisite.

To Read:

SPAN 203. Intermediate Spanish I.

3 hr.; 3 cr. Prereq.: SPAN 112 or three years of high school Spanish. Not open to students who have received credit for Spanish 201.

g. Change in Prerequisite.

To Read:

SPAN 204. Intermediate Spanish II.

3 hr.; 3 cr. Prereq.: SPAN 201 or 203, or four years of high school Spanish.

5. Sociology (11-08)

a. Change in Prerequisite.

To Read:

Soc 235. Computers and Society.

Prereq: Soc 205 and Soc 212W

b. Change in Prerequisite.

To Read:

Soc 334. Methods of Social Research.

Prereq: Soc 205 and Soc 212W

6. Urban Studies (11-08)

a. 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.

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This course analyzes movements for change in urban policies and institutions, especially mobilizations by groups without ready access to power through normal political channels.

b. Change in Title:

To read:

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

This course explores the principal theoretical perspectives, paradigms and schools of thought that can help our understanding of such urban phenomena as gentrification, urban poverty, urban activism, neighborhood development, segregation, city politics, suburbanization, economic restructuring, and urban planning. Urban theory encompasses many interdisciplinary points of view, and we will explore the work of geographers, sociologists, economists, historians, political scientists and anthropologists. The goal of this course is to understand not only how cities have changed in recent decades, but also the theoretical basis for describing these changes. Students will learn to appreciate the importance of theory for making sense of the social world around us and will learn how to think theoretically, a skill that they can bring to bear in their future analyses of urban issues.

c. 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.~~

d. Change in Title:

To read:

252. The Changing Urban Environment.

3 hr.; 3 cr. This course introduces students to the major issues and themes in urban environmentalism. The course integrates urban theory—how we imagine and understand the city—with the contemporary practice of urban environmental design, planning, policy-making, and activism. We examine, through a series of case studies, how the modern city functions as an ecosystem, a network of infrastructure and technology, and a forum for democratic participation. Finally, we explore how these inquiries inform the issue of climate change and policy-oriented efforts to mitigate its negative effects.

7. Education and Community Programs (11-10)

a. New course.

ECPSE 350. Foundations of Special Education

3 hrs, plus 15 hours of fieldwork, 3 credits. Prerequisites SEYS 221, EECE 310; and either SEYS 201 or EECE 201. Co-requisite: A discipline-specific teacher educator course with additional fieldwork as determined in consultation with an adviser.

Preparation of teacher education candidates with the knowledge, skills, and dispositions necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum and prepares candidates with competencies to work collaboratively with colleagues. Teacher education candidates across certification areas and age-ranges are exposed to research-validated professional practice that result in the creation of effective instructional environments for all students, with specific focus on those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The historical and sociological treatment of people with disabilities, special education law, adapting curriculum and instruction, understanding Individualized Education Programs (IEPs), participating in IEP meetings, and advocacy and collaboration are also addressed. Candidates are provided with multiple opportunities to engage in reflective practice regarding the implications of course content to their specific educational disciplines in terms of personalizing instruction and building classroom communities that support the full diversity of learners. Fifteen total hours of fieldwork focusing on meeting the needs of students with disabilities within candidates' certification area or age-range are required.

8. Urban Studies (11-12)

a. New Course.

URBST 248. Organizational Behavior and Urban Politics.

3 hr., 3 cr.

An introduction to the theory of the operation and behavior of public, private, and nonprofit organizations. Students will be introduced to the works of theorists such as Woodrow Wilson, Max Weber, Frederick Taylor, Chester Barnard, Robert Merton, Abraham Maslow, Douglas MacGregor, Frederick Moshier, Robert Dahl, and Charles Lindblom. Students will examine selected aspects of organizational operation including organizational decision-making, organizational culture, motivation and politics. The course will study human behavior in organizations at the individual and group level, including the effect of organizational structure on employees' performance. Issues such as diversity in the workplace, ethics, and social responsibility will be analyzed and specific problems discussed in detail. Case analyses are drawn from City and State agencies and contemporary political issues.

b. New Course

URBST 234. Advocacy, Politics, and Disease.

3 hr., 3 cr.

The politics of emergent diseases, the controversies and conflicts among various social groups -- communities of sufferers, "disease champions," medical specialists, and their disciplinary organizations, biomedical researchers and their institutions, politicians and political institutions at the local, state and federal levels, and governmental bureaucracies -- and their impact on whether or not an emergent disease is recognized as a legitimate ailment, and if it is, what level of priority or neglect it deserves in the allotment of scarce financial and bio/scientific resources. The course emphasizes diseases found disproportionately in urban populations, but not to the exclusion of diseases found scattered in the general population.

c. New Course

URBST 260. Planning and Politics.

3 hr., 3 cr.

Land use planning in New York City is governed by a number of regulatory programs including zoning, environmental regulations, and the NYC building code. However, in New York City, as in many other cities, powerful economic and political forces really determine how land is developed. Community and special interest groups confront politicians and developers in determining what eventually gets built. This course looks at all of these factors, focusing in particular on current planning controversies.

9. Drama, Theater and Dance (11-12)

- a. Change in hours.

From:

Dance 396. Special Topics in Dance and Movement. 2hr.; 2 cr. Exploration of movement styles/theories not routinely included in the curriculum. Focus is on studio work. May be repeated if different material is taught.

10. Studio Art (11-13)

- a. Change in prerequisite, description.

To Read:

ARTS 241. Graphic Design 1, 4 hr.; 3 cr. Introduction to graphic design for students who have a basic knowledge of page layout and web authoring software (InDesign and Dreamweaver), or have completed ARTS 191 or equivalent. Knowledge of introductory 2D design (ARTS 171) is also recommended.

- b. Change in prerequisite, description.

To:

ARTS 242. Typography 1. 4 hr.; 3cr. Introduction to typography, mainly intended for graphic design majors. Students must have a basic knowledge of page layout and web authoring software (InDesign and Dreamweaver) or they must complete ARTS 191 or equivalent. May be taken at the same time as ARTS 241.

- c. Change in prerequisite, description.

To:

ARTS 245 Typography 2. 4 hr.; 3 cr. Prereq.: ARTS 242. Text-intensive projects involving typographic grid systems, the organization of typographic hierarchies, and the use of type in charts, graphs, and diagrams. Assignments will include a series of experimental and practical projects in a variety of media. Spring

- d. Change in prerequisite, description.

To:

ARTS 246. Graphic Design II. 4 hr.; 3 cr. Prereq.: ARTS 241. A continuation of ARTS 241 with a new emphasis on the use of research methods, critical thinking, oral presentation, and writing skills as part of the design process. Assignments may include three-dimensional, time-based, and large scale projects. In addition to the prerequisite, graphic design majors should have completed ARTH 102 and ARTS 242 and 243. Spring

- e. Change in prerequisite, description.

To:

ARTS 345 Graphic Design 3. 4 hr.; 3 cr. Prereq.: ARTS 246. A continuation of ARTS 244 with an increased recognition of the designer's personal style and working methods, and of specific audiences, commercial contexts, and production issues. Fall

- f. Change in prerequisite, description.

To:

ARTS 395. Senior Portfolio. 4 hr.; 3 cr. Prereq.: ARTS 345. Senior graphic design majors will create portfolio pieces demonstrating their acquired skills and personal interests in graphic design. Documentation of process and a final presentation are required. Should be taken in a student's final semester before graduation. [Enrolling students should have completed all major and nonmajor credits necessary for graduation with the possible exception of one or two design electives, which may be taken concurrently. [Spring] Generally offered Fall and Spring only.

11. Urban Studies (11-15)

- a. New Course

URBST 373. Special Problems in Environmental Studies.

3 hr., 3 cr.

A seminar-type course at the advanced level. Open to environmental studies and environmental science majors. Research into an actual environmental policy or management problem through interactive, self-directed investigations by student teams. Oral and written presentations will be required. (May be repeated for credit provided the project is different.)

- b. New Course

URBST 372. Fieldwork in Environmental Studies,

1–7 hr. fieldwork; 3 cr. Prereq.: Permission of the department.

This course is designed to give the student practical experience in environmental studies and may take a variety of forms, such as development and execution of a research project requiring collection of data in the field, or practical experience under special supervision in a public or non-profit institution carrying out environmental activities. Students will be assigned appropriate required reading. (May be repeated once for credit provided the project is different.)

12. Urban Studies (11-16)

- a. New Course.

AACS 107: Experience Queens: Cultural Diversity and Local-Global Communities.

3 hr., 3 cr.

An introduction to the diverse communities of Queens and the local and global issues and networks encountered in them. The students will have an opportunity to analyze their individual identity in the context of the cultural diversity of Queens and to perceive their own community within an increasingly globalized world.

b. New Course.

AACS 200: Making of Asian/American History.

3 hr. 3 cr. Prereq: AACS 107.

An historical overview of different Asian Americans communities, their immigration to the United States, the formation of an Asian American identity around common cultural backgrounds and social issues, relations between Asian Americans and multicultural America, and significance of documenting history of groups such as Asian Americans.

c. New Course.

AACS 220: Asian American Communities: Culture, Power, and Agency.

3 hr., 3cr. Prereq: AACS 200

The shaping of Asian American communities have been by state policies, social constructions such as race and gender, inter-community relations, and by literary and cultural productions. A key component of the course will be analysis of community organizations, their structure and mandate, and the various issues they address such as educational opportunities, health care, citizenship rights.

d. New Course.

AACS 370: Field Work in Asian American Communities-Opportunities for Service Learning and Research.

3 hr., 3 cr. Prereq: AACS 220.

A credit-bearing internship for students interested in pursuing applied knowledge in Asian American community organizations and American agencies serving these populations which is meant as a capstone for the AACS minor. The internships are accompanied by regular meetings with a faculty who will supervise the learning experiences and outcomes of the students. (A waiver to the Internships may be granted to students willing to pursue an independent study research project with a faculty from any department and division of the College. An approval by the director will be required for this waiver.)

e. Minor in Asian American Community Studies.

The minor consists of 18 credits:

Core Requirements (4 courses, 12 credits)

AACS 107, 200, 220 and 370;

Distribution Requirements (2 courses, minimum 6 credits)

The students may select any two from a wide range of courses offered across campus on Asian American/multicultural community studies topics. The program office will provide a list of eligible courses every semester.

“(SAMPLE LIST)”

Asian American Comedy (English 391W)

Asian American Literature (English 369)

Chinese Calligraphy and Dance (Dance 397)

Global Literatures in English (English 255)

Literature and History of the Asian Caribbean (Comparative Literature 340)

Modern Protest Literature of the Pacific (English 379)

Graphic Narratives (English 395W)
Sociology of Asian Americans (Sociology 275)
Asian American Racial Formation (Urban Studies 220)
Planning the Future of Downtown Flushing (Urban Studies 220)
Oral History and Community Activism in Queens (History 200)
Voices of New York (Linguistics 288/ Anthropology 288)
Healthy Dietary Practices in Northeast Asian Culture (FNES 390.3)

5b. **Graduate Curriculum Committee:**

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

“To accept the Graduate Curriculum minutes dated –April 13, 2011”

Editorial Correction: pg. 26 prerequisites SEYS 552 Educational Psychology and SEYS 536- Educational Foundations; or (b) EECE ~~702~~ change to 704 or 705.

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

1. **Educational and Community Programs (G11-04)**

TO READ:

ECPCE 829 Internship in School Counseling. 2hr plus fieldwork. 1 to 4 credits. May be repeated for credit.
Prereq: Permission of Advisor and completion of the School Counseling Practicum course ECPCE 729. Students will be placed for 75 to 300 hours per semester in a K-12 educational setting under supervision of field clinician and Queens College faculty. Graded on a Pass/Fail basis only.

ECPCE 829.1 1 credit (75 hrs)
ECPCE 829.2 2 credits (150 hrs)
ECPCE 829.3 3 credits (225 hrs)
ECPCE 829.4 4 credits (300 hrs)

2. Secondary Education & Youth Services G11-05

Coursework in Initial Certificate Program

The Initial Certificate program comprises the following:

1. An education sequence of 21 credits:
2. Completion of 36 credits in the student's area of certification.
3. Students are required to take four seminars offered through the college's Continuing Education Program: (a) The Child Abuse, Identification, and Reporting Seminar, (b) The Drug and Alcohol Abuse Seminar, (c) Violence Prevention Seminar, and (d) School Safety

Upon completion of the Initial Certificate program (outlined above in 1, 2, and 3), students will have satisfied the academic requirements for initial certification as teachers of secondary academic subjects in New York State. Passing of the following New York State Teacher Certification Examinations will complete their qualifications for initial certification: Liberal Arts and Sciences Test (LAST), the Secondary version of the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialty Exam. LAST and the content area specialty exam may be taken prior to the beginning of the Initial Certificate program or at any time thereafter. ATS-W would normally be taken near the end of the program or upon its completion.

When students have fulfilled these requirements they will apply through the Office of Teacher Certification for New York State initial certification.

Change To:

and (d) School Safety

4. A 3 credit course that meets NYS standards for promoting the participation and progress of students with disabilities in the general education curriculum (please see advisor).

Upon completion of the Initial Certificate program (outlined above in 1, 2, 3 and 4), students

3. Department of Secondary Education & Youth Services G11-06

TO READ:

SEYS 706 : **Globalization and Comparative Education** 3 hr.; 3 cr. No prerequisite

4. Graduate School of Library & Information Studies G11-07

TO READ:

LBSCI 720. The Design and Evaluation of Visual Information for the Web. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Introduction to the techniques and tools used in the planning, production, and evaluation of multimedia visual displays of information. Special attention will be devoted to Internet Web pages and ways of presenting statistical and qualitative information in multimedia.

TO READ:

LBSCI 723. Issues in the Organization of Materials. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. Advanced topics in cataloging and classification, the treatment of special types of materials, the organization of collections, as a whole, will be covered.

TO READ:

729. Introduction to Metadata for Cataloging and Classification of Internet Resources. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703, 720. Covers encoding and applying metadata standards to describe and represent electronic information as objects (e.g., eBooks, web sites, etc.) in a distributed network environment. Includes various applications in libraries and information institutions, with a focus on the meta mark-up languages.

TO READ:

LBSCI 730. Archival Appraisal, Arrangement and Access. 3 hrs.; 3 cr. Prereq.: 700, 701, 702, 703; or permission of instructor. This course provides an in-depth exploration of the archival principals of Appraisal, Arrangement and Description. Within a practical and theoretical framework students will consider how recent advances in technology provide opportunities for more dynamic and interactive tools for archival access. They will construct electronic finding aids, including Encoded Archival Description (EAD).

TO READ:

LBSCI 731. Archives and Manuscripts and the Shapes of Material History. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703 or permission of the instructor. An introductory course designed to orient students to fundamental archival theories as well as current practices. Historic background to archival methods will be discussed in order to understand current discipline perspectives. Theoretical concerns will address the meaning, formation, and contestation of “memory” in current post-modern archival discourse. Students will also be introduced to basic archival practices of appraisal, arrangement, description and access.

TO READ:

LBSCI 736. Records Management. 3 hr; 3 cr. Prereq.: LBSCI 700, 701, 703. Examines the theories and practices of modern records management both in routine and non-routine organizational procedures and situations. Contemporary records and information management (RIM) focuses on traditional and on electronic records; approaching their management (storage, retrieval, access, disposal) by evaluating the record’s life cycle as a whole. These processes are performed in the context of legal requirements, system architecture, industry standards and organizational guidelines.

TO READ:

LBSCI 738. Mythology and Folklore for Children and Adolescents. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702. Introduces students to myths, folklore and fairy tales from a wide range of cultures. The major recorders and collectors of mythology, folklore, and fairy tales and the place of these stories in library/information center programs will be addressed. Professional resources and the criteria for selection of these materials for the K–12 audience will be examined.

TO READ:

LBSCI 739. Materials for Young Adults. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702. Survey of materials for young people ages 12–17; includes historical development of specific genres, and consideration of the reading interests and information needs of young adults.

TO READ:

LBSCI 740. The Information Environment in Contemporary Society. 3 hr.; 3 cr. Prereq.: LBSCI 701. An introduction to information products and services and how they relate to societal issues. The following will be studied: the interdisciplinary nature of research; industries that generate information products; human communication; information networks; the economics of information; intellectual property issues; and information policy.

TO READ:

LBSCI 748. Web Programming. 3 hrs.; 3 cr. Prereq.: LBSCI 700, 720, or permission of the instructor. This course examines the basic principles, elements, and concepts of design, writing, debugging and implementation of programmatic utilities in a distributive environment i.e. the Internet. The focus is on problem solving and learning to design web programs that are readable, well documented, efficient and correct. The emphasis of the course is digital library applications.

WITHDRAWN (DELETE):

[LBSCI 749. Libraries and the Internet. 3 hr.; 3 cr. Prereq. : LBSCI 700, 701, 702, 703. This course will introduce the student to the Internet on both a conceptual and practical basis. Special attention will be directed to the utilization of the Internet in libraries and information centers and in its overall societal problems and promise. A series of exercises will provide the student with the rudiments of access to and use of the Internet.]

TO READ:

LBSCI 752. Digital Preservation 3 hrs.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703; or permission of the instructor. Complementing LBSCI 733: Preservation of Cultural Heritage Materials, this course examines the theory, tools/technologies and issues associated with the long-term retention, preservation and accessibility of material digitally born or subsequently digitized/reformatted. Topics covered will include the characteristics of digital media, standards and quality control, digital asset management, and best practices. The role of digital preservation in the process of digital curation will be highlighted. Completion of LBSCI 729: Introduction to Metadata and/or LBSCI 757: Digital Imaging, prior to enrollment, is recommended. The goal is to introduce students to the theoretical, practical and technological aspects of digital preservation and to place preservation in the broader context of digital curation.

TO READ:

LBSCI 753. Digital Libraries. 3 hr.; 3 cr. Prereq.: LBSCI 700, 703 Overview of digital libraries; the historical reasons for their development; the nature of their creation, uses and evaluation. Methods of collection building, knowledge organization, interface design and information retrieval techniques appropriate to multimedia digital materials are covered. Emphasis is also given to social, economic and legal aspects of digital libraries, in particular as they relate to the traditional library.

TO READ:

LBSCI 754. Human-Computer Interaction. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 703. Introduces students to the fundamental principles of human-computer interaction (HCI) with a strong focus on understanding the nature of how people interact with, or avoid, computer technology; the problems they encounter in these interactions, and the design principles that address the tactics used in making computers more usable and effective to a wide variety of people, including children, the elderly, the handicapped and other special populations.

TO READ:

LBSCI 755. Design and Production of Multimedia. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703 & 720. Provides an overview of the theories, tools, and techniques involved in the design and production of digitized information communication and interaction in varied formats; introduces students to practical technological methods related to digital capture and manipulation of textual, audio and video information and materials.

TO READ:

LBSCI 756. Managing New Technologies. 3 hr. ; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. This course will introduce students to the administration of digital and multimedia resources (software, hardware, peripherals, tools and services) in libraries, with an emphasis on strategic planning and change management. Other issues addressed will include funding, staffing, training issues, evaluation, selection, accessibility and intellectual property issues relating to new technologies. There will be a practical focus on technology grant writing. Current and developing uses of emerging technologies (e. g. Web 2.0, Library 2.0) in libraries and information centers will be discussed and demonstrated

TO READ:

LBSCI 757. Introduction to Digital Imaging. 3 hr. ; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. This course will introduce students to the theoretical and practical aspects of digital imaging, with an emphasis on evolving guidelines and lessons learned from existing digitization projects. Among the topics to be examined are: selection principles, project and workflow planning, digitization of images, file formats, quality control, rights management, metadata, access, funding issues, assessment and evaluation, digital asset management and preservation. Theoretical concepts will be reinforced through hands-on production experience in digitizing and managing images and/or archival materials.

TO READ:

LBSCI 761. Organization and Management: School Library Media Centers. 3 hr.; 3 cr. Prereq.: LBSCI 700, 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 and other relevant information technology are addressed.

TO READ:

LBSCI 764. Instructional Technologies for K – 12 Information Literacy] 3 hr.; 3 cr. Prereq.: LBSCI 700, 702, 703. Evaluation, selection, and utilization of appropriate instructional technologies to serve the needs of all members of the K – 12 school community. Emphasis is on teaching information literacy skills to K – 12 children and youth as well as methods and formats supportive of diverse learners.

TO READ:

LBSCI 765. Resources for the School Curriculum. 3 hr.; 3 cr. Prereq.: LBSCI 700, 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.

TO READ:

LBSCI 767. Reading Motivation Techniques for Children and Adolescents. 3 hr.; 3 cr. Prereq.: LBSCI 700, 702, 737 or 739. Development of techniques that 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.

TO READ:

LBSCI 775. Librarianship in a Multicultural Society: Material and Services. 3 hr.; 3 cr. Prereq.:701. Evaluation, selection, and utilization of book and nonbook materials to serve minority and ethnic clientele; traditional and innovative approaches to programming.

TO READ:

LBSCI 778. Information Literacy Instruction for Adults. 3 hr.; 3 cr. Prereq.: LBSCI 700, 702. 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

TO READ:

LBSCI 778. Information Literacy Instruction for Adults. 3 hr.; 3 cr. Prereq.: LBSCI 700, 702. 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

TO READ:

LBSCI 795. Internship. Fieldwork, hr. to be arranged; 3 cr. Prereq.: LBSCI 700, 701, 702, 703 & completion of at least 21 credits. Designed to provide students with practical experience in a library, archive, school library media or other information center; students for whom this course is a required part of their program should check with program coordinators for specific requirements. No internship hours may be earned before the course begins

TO READ:

LBSCI 733. Preservation of Cultural Heritage Materials. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703, or permission of the instructor. Examines the preservation needs of different information formats commonly found in libraries, archives, and institutions of social memory including book, paper, photographic, and audio-visual materials. Attention will be paid to how environmental and storage conditions influence rates of deterioration. A range of preservation functions required for long-term stability of materials, will be explored. Funding sources for preservation activities will be discussed.

5. Aaron Copland School of Music G11-08

TO READ

MUSIC 774. Chamber Music I. 1 hr.; 1 cr. The study of music literature through participation in a performance group. Fall, Spring

MUSIC 775. Chamber Music II. 1 hr.; 1 cr. Fall, Spring

MUSIC 776. Chamber Music III. 1 hr.; 1 cr. Fall, Spring

MUSIC 774 used to be Liturgical Chant, but that course has not been offered since the 1990s. MUSIC 776 used to be Performance Workshop for Conductors, but that course was changed in the 2006–9 Graduate Bulletin to MUSIC 778. That change of number, too, seems never to have been approved by the GCC and the Academic Senate; a proposal to make that change official is being submitted together with the current proposal.

Please note: In the newly submitted Letter of Intent for a Master of Music program in Classical Performance, we propose a four-semester (rather than three-semester) requirement in Chamber Music for certain students. If the new Master of Music program is approved, a further change in course numbering for Chamber Music will become necessary.

TO READ:

MUSIC 778. Performance Workshop for Conductors. 2 hr.; 2 cr. Prereq.: permission of the instructor. This course consists of assistantships to the directors of the Orchestra, Opera Workshop, and Choir and leads to public performances with one or more of these large performing groups. May be repeated for credit. (Required for all conducting majors.)

MUSIC 774 used to be Liturgical Chant, but that course has not been offered since the 1990s. As explained above, MUSIC 776 was Performance Workshop for Conductors, but that course was changed in the 2006–9 Graduate Bulletin to MUSIC 778.

Queens College of the City University of New York

Aaron Copland School of Music

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

***Master of Music (M.M.) Program in
Classical Performance***

Approved by Aaron Copland School of Music faculty, February 28, 2011

Approved by the Graduate Curriculum Committee of Queens College, [fill in date]

Approved by the Queens College Academic Senate, [fill in date]

Program Implementation Target Date: Fall 2013

Edward Smaldone, Professor and Director of the Aaron Copland School of Music
(Edward.Smaldone@qc.cuny.edu)

Jane Cho, Director of Administration, Aaron Copland School of Music (Jane.Cho@qc.cuny.edu)

William Rothstein, Professor, Graduate Advisor, and Chair of the Curriculum Committee, Aaron Copland School of Music (William.Rothstein@qc.cuny.edu)

INTRODUCTION

The Aaron Copland School of Music and its predecessor, the Queens College Department of Music, have been training classical performers at the Masters level since the mid-1970s. During this entire time, our only Masters program has been the Master of Arts in Music (NYSED program code 02731), which was established in 1976. In the same year we inaugurated two undergraduate degree programs, a Bachelor of Arts for general music (program code 02732) and a Bachelor of Music (02729) for students pursuing careers in classical performance. A Bachelor of Arts in K–12 music education had been established earlier, in 1969; this program still exists under a new program code (26469). Through the Division of Education, we also offer graduate study in music education, including a Master of Science degree (26449).

Since 1980 our offerings have expanded to include graduate study in jazz performance and, most recently, jazz composition. These areas are included within the existing Master of Arts program (02731).

PURPOSE AND GOALS

In its early years our Master of Arts program, like our Bachelor of Arts program, was heavily oriented toward the composition, theory, and history of classical music. Especially in the last twenty years, as our performance faculty has expanded and our reputation in performance has grown, enrollment in our M.A. program has come to consist mostly of performers, who are now divided more or less evenly between classical and jazz concentrations.

Our degree structure at the graduate level no longer reflects the reality of what we do. Classical composition, music theory, and music history—fields in which M.A. degrees are commonly given—now represent, in total, approximately 15% of our M.A. population. Classical performance and jazz—fields in which Master’s degrees are normally called Master of Music—account for the other 85%. The evolution of our graduate curriculum, driven by student demand, requires that we register new graduate programs in classical performance and jazz studies. Furthermore, a Master of Music program in classical performance is needed to correspond to, and attract additional students from, our Bachelor of Music program in classical performance.

Because training in classical and jazz performance differs fundamentally, we seek to establish two Master of Music programs rather than one. This Letter of Intent addresses the classical program only.

The proposed Master of Music in Classical Performance would give classical performers a credential that reflects their training and their career aspirations. It would match Masters-level programs in classical performance at peer institutions, which are overwhelmingly Masters of Music and not Masters of Arts (see Appendix). Thus, graduates applying for doctoral study in performance—the degree is called Doctor of Musical Arts—would not be penalized for having earned their Masters degree in what, on the face of it, appears to be a generalist program rather than one offering specialized professional training. Offering a specialized degree in classical performance would also serve as a recruiting tool, enabling us (to the extent that faculty resources permit) to enlarge further our enrollment in this area. It would demonstrate our commitment to the training of classical performers.

If the proposed Master of Music programs are approved, we will propose revisions to our existing Master of Arts program to address the needs of aspiring composers, musicologists, and music theorists. Our Master of Arts program would become much smaller than it is now, but by becoming more specialized it would serve students better.

NEED AND JUSTIFICATION

Note: Sources of information in this and the following section are: CUNY’s API (Academic Programs Inventory) Reports of February and November 2010; Peterson’s 2009 College Guide for Performing Arts Majors; and, for Queens College enrollments, CUNYFirst. Unless otherwise indicated, program codes listed herein are NYSED codes.

The Aaron Copland School of Music—henceforth ACSM—has become the third-largest professional school for musicians in New York City, enrolling 565 graduate and undergraduate music majors in the Fall 2010 semester. Only the Manhattan School of Music (969 students in 2009) and The Juilliard School (601 music majors in 2009) are larger. Enrollments in ACSM’s M.A. in Music have more than doubled since 2005. Approximately 85% of M.A. students are now performers, up from roughly two-thirds in 2005. At the same time, enrollments in other CUNY music programs suggest that ACSM’s growth has not come at the expense of other CUNY colleges.

Since 2005, enrollment in CUNY music-performance programs has been on an upward trend while, except at City College, liberal-arts music programs have contracted somewhat. Anecdotal evidence suggests that applications to

conservatories and university music schools have been increasing across the United States during this period. We are aware of at least three reasons for this trend. First, there has been a large influx of music students from overseas, especially East Asia. Second, more employers expect applicants to have post-baccalaureate degrees, especially for teaching. Third, the D.M.A. is now almost universally required of performers who wish to teach at the college level; this stimulates enrollment in Master of Music programs, since the M.M. or its equivalent is prerequisite to the D.M.A. D.M.A. programs in New York State include those at The Juilliard School, the Manhattan School of Music, the Eastman School of Music (University of Rochester), and CUNY’s Graduate Center. CUNY’s D.M.A. program is thriving, with an enrollment of approximately 80 students and an acceptance rate below 20%.

Table 1, on the next page, shows enrollments in selected undergraduate and graduate music degree programs in four CUNY colleges: City, Brooklyn, Hunter, and Queens. Programs in music education are omitted, as are Certificate and Diploma programs and double-degree programs.¹ Figures given are for the Fall 2005 and Fall 2010 semesters. Programs shown are: the B.A. in Music, a liberal-arts music major; the B.Mus. or B.F.A. in Music, undergraduate degrees in music performance; the M.A. in Music, generally regarded as a degree for music scholars rather than performers; and the M.M. in Music, the Master’s degree awarded to performers by almost all conservatories and university schools of music in the United States. As indicated above, Queens’s M.A. program includes both performers and non-performers.

Table 1: Enrollments in selected CUNY music programs, 2005–2010
 (Sources: for Queens College, CUNYFirst; for others, CUNY API Reports)
 (comp = composition; perf = performance)

CUNY unit	MA/ '05	MA/ '10	MM/ '05	MM/ '10	BA/ '05	BA/ '10	BM/'05 (or BFA)	BM/'10 (or BFA)
City	N/A	N/A	N/A	N/A	132	201	93	96
Brooklyn	5	14	17 comp, 46 perf	11 comp, 55 perf	61	36	N/A	N/A
Hunter	38	30	N/A	N/A	107	95	15	15
Queens	91*	191	N/A	N/A	76	55	62	89

* This figure represents the sum of M.A. students enrolled in Queens College major codes 334 (music) and 335 (music performance). The 335 code was discontinued in 2008, all students henceforth being assigned the 334 code.

The programs showing the largest increases over the period are City’s B.A. (up 52%), Brooklyn’s M.A. (up 180%, albeit from a very low base), Brooklyn’s M.M. in Performance (up 20%), Queens’s B.Mus. in Performance (up 44%), and Queens’s M.A. (up 110%). Music enrollments at Hunter have been flat or slightly declining except in music education (not shown), where enrollment has increased. We note especially the 20% increase in Brooklyn’s M.M. in Performance, the CUNY program most directly comparable to the M.M. program proposed here. The 44% increase in Queens’s B.Mus., ACSM’s undergraduate degree in classical performance, is significant because that program acts as a feeder to the graduate study of classical performance.

Not only the quantity but also the quality of classical performance students at ACSM has increased markedly. In 2000 we could not have performed works such as the opera *Orpheus Descending* by Bruce Saylor (Professor of

¹ In cooperation with the Queens College Division of Education, ACSM offers a Bachelor of Arts in music education, a post-baccalaureate Advanced Certificate in music education, and a Master of Science in Education.

Composition at ACSM), Beethoven's Missa solemnis, Shostakovich's Symphony No. 5, or Smetana's Ma Vlast. All of these works have been or soon will be performed by Queens College players and singers. Those who heard the Queens College Orchestra then and now can hardly believe the difference. The quality of vocal and operatic performances by ACSM students has increased, if anything, to an even greater degree.

STUDENT INTEREST/ENROLLMENT

Student interest in the program has been demonstrated in the previous section. We note, though, that for some years ACSM has had more students in graduate than in undergraduate programs. At both levels, the most striking growth has occurred in performance studies. Our other large major is Music Education, in which enrollment has remained steady at the graduate level (around 90 students) while increasing at the undergraduate level (from 62 to 89 over the period 2005–2010).

ACSM has recently inaugurated four Certificate or Diploma programs in classical performance, all at the graduate level. Enrollments in these programs are not included in Table 1, but they currently add approximately 20 classical performers to ACSM, helping to raise further the quality of performances at the school.

In short, ACSM has become primarily a school for performers (both classical and jazz) and music educators. Enrollments in other programs—the B.A. in Music, plus non-performance concentrations within the M.A.—now represent only 15% of the ACSM student body. The growth of ACSM over the past five years has been due almost entirely to the growth in our performance programs. Clearly, both the need and the interest exist for ACSM to institute specialized degree programs in performance.

Admission to the proposed Master of Music program in classical performance would not change from the current process whereby classical performers are admitted to the M.A. program. An audition is required, in person unless great distance makes this impossible; in that case, and with special permission, an audition on DVD will be accepted. Audition requirements also would not change. The current requirements are listed on the ACSM website at <http://qcpages.qc.cuny.edu/music/index.php?L=6&M=69&R=1#Auditions>

CURRICULUM

The proposed Master of Music in Classical Performance would comprise four different tracks: (1) **Orchestral Instruments**; (2) **Keyboard Instruments**; (3) **Voice**; and (4) **Conducting**. In all tracks, a minimum of 36 credits would be required for graduation, along with several non-course requirements. New and revised courses appear in boldface; their descriptions are given below the list of requirements. A rationale for the proposed curriculum follows the course descriptions.

Required courses in all degree tracks

MUSIC 701. Writing about Music	2 cr.
MUSIC 707, 708, 709. Individual Musical Performance	9 cr.
Four semesters of MUSIC 747, 748, 749, 750, 751, or 752 (course number depends on the student's major instrument). Survey of Repertory	4 cr.
Any two of MUSIC 777.1, 777.2, 777.3, 777.4 (Seminars in Performance Practice)	6 cr.
MUSIC 779. Musical Analysis for Performers	3 cr.
MUSIC 789. Thesis (a complete recital accompanied by a written document)	3 cr.

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Total of these required courses 27 cr.

Additional courses required of students in Track 1, *Orchestral Instruments* (8 cr.)

Four semesters of MUSIC 775. *Chamber Music* 4 cr.

MUSIC 792 (*Orchestra*) in every semester of matriculation (minimum of 4) 4 cr.

Additional courses required of students in Track 2, *Keyboard Instruments* (4 cr.)

Four semesters of MUSIC 775. *Chamber Music* 4 cr.

Additional courses required of students in Track 3, *Voice* (4 cr.)

MUSIC 775 (*Chamber Music*), 794.1 (*Vocal Ensemble*), or 796 (*Opera Studio*) in every semester of matriculation (minimum of 4) 4 cr.

Additional courses required of students in Track 4, *Conducting* (7 cr.)

Three semesters of MUSIC 778 (*Performance Workshop for Conductors*) 3 cr.

MUSIC 792 (*Orchestra*) in every semester of matriculation (minimum of 4) 4 cr.

Total credits in all required courses:
31–35

Non-course requirements

In addition to passing the courses listed above, students must fulfill all of the following requirements:

1. The Theory Qualifying Exam, taken before a student registers for the first semester. All of the exam's four parts must be passed before graduation. For each part of the exam, a corresponding course is available to students who do not pass. A student who fails one or more parts of the exam may fulfill the requirement by passing the corresponding course with a grade of B- or higher.

- a. Harmonization (course: MUSIC 759, *Studies in Tonal Harmony and Counterpoint*)
- b. Sight singing (course: MUSIC 758, *Musicianship for Graduate Students*)
- c. Dictation (course: MUSIC 758, *Musicianship for Graduate Students*)
- d. Keyboard harmony (course: MUSIC 758, *Musicianship for Graduate Students*)

2. The History Qualifying Exam, taken before registering for the first semester. This exam must be passed before graduation. A student who fails the exam may fulfill the requirement by passing the corresponding review course (MUSIC 768, *History Survey*) with a grade of B- or higher.

3. The Terms Exam, offered twice each semester. This is an exam on foreign-language musical terms (Italian, German, and French). No paper or online resources may be used. The exam must be passed before graduation.

New and revised courses:

MUSIC 701, Writing about Music (2 hrs., 2 cr.). This course received final approval from the CUNY Board of Trustees on January 24, 2011. It has not yet been offered.

Description: The course is designed for Masters students in classical performance. It should be taken during the first or second semester of residence. Students will acquire the skills needed to research and write about topics in music. The use of library resources, both paper and online, will be emphasized.

MUSIC 758, Musicianship for Graduate Students (3 hr., 2 cr.). This course received final approval from the CUNY Board of Trustees on January 24, 2011. It has not yet been offered.

Description: An intensive course in sight singing, dictation, and keyboard harmony for graduate students. Students may place out of MUSIC 758 by passing the three corresponding parts of the Theory Qualifying Examination. This course is not available to students in Music Education.

MUSIC 778, Performance Workshop for Conductors. We propose to change this existing course from 2 hr., 2 cr. to 2 hr., 1 cr. The course consists of assistantships to the directors of the Queens College Orchestra, the Opera Workshop, and the Queens College Choir.

MUSIC 789, Thesis (3 cr.). This is a new course, which we plan in the future to require of all Masters students in music, both M.A. and M.M. For classical performers, the thesis will consist of a complete recital, to be evaluated by a faculty jury. The recital will be accompanied by well-researched program notes, written by the student, on the works being performed. The student's preparation for the recital will be supervised by a member of the faculty; weekly private lessons are not part of this course. A DVD of the recital and a copy of the program notes will be retained by ACSM as a permanent record.

Rationale for the proposed curriculum:

The curriculum outlined above focuses on three areas: (1) intensive study of the student's major instrument or voice, including three semesters of private lessons and preparation of a full recital; (2) supervised ensemble performance; and (3) related academic training. Category (1) is self-explanatory: performers need to hone their performance skills to as high a level as possible. Category (2) places students in real-life musical situations: it includes both large ensembles, such as the Queens College Orchestra, and small chamber-music groups; for singers it includes fully staged operas, opera scenes, and vocal chamber music. Required courses in category (3) are intended to provide historical contexts for performance styles, to enable students to understand the structure of music they perform, and to improve their ability to express their ideas about music in writing.

FACULTY

Launching the proposed Master of Music program is possible using current faculty resources. As may be seen above under “Curriculum,” the only new course being proposed is MUSIC 789, Thesis, which will be taught by existing faculty. Rotating course offerings (many courses will be offered once per year) will permit all required courses to be offered with sufficient frequency.

COST ASSESSMENT

The only new costs anticipated for the implementation of this program are the small costs involved in the increased workload of faculty who will be supervising MUSIC 789 (Thesis). This is the only new course that we are proposing, other courses having already been approved. These costs should be more than offset by increased enrollments.

**APPENDIX
MASTERS PROGRAMS IN CLASSICAL PERFORMANCE IN NEW YORK STATE AND THEIR DESIGNATIONS**

SUNY–Binghamton (Binghamton University):	Master of Music
SUNY–Buffalo (University at Buffalo):	Master of Music
SUNY–Fredonia:	Master of Music
SUNY–Potsdam (Crane School of Music):	Master of Music
SUNY–Purchase:	Master of Music
SUNY–Stony Brook (University at Stony Brook):	Master of Music
CUNY–Brooklyn College (Conservatory of Music):	Master of Music
University of Rochester (Eastman School of Music):	Master of Music
Ithaca College (School of Music):	Master of Music
Syracuse University:	Master of Music
Bard College (Conservatory of Music):	Master of Music (voice and conducting)
The Juilliard School:	Master of Music
Manhattan School of Music:	Master of Music
New School University (Mannes College of Music):	Master of Music
New York University (Steinhardt School):	Master of Music

None of the schools listed here offers a Master of Arts degree in classical performance.

Queens College of the City University of New York

Aaron Copland School of Music

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

*Master of Music (M.M.) Program in
Jazz Studies*

Approved by Aaron Copland School of Music faculty, February 28, 2011

Approved by the Graduate Curriculum Committee of Queens College, [fill in date]

Approved by the Queens College Academic Senate, [fill in date]

Program Implementation Target Date: Fall 2013

Edward Smaldone, Professor and Director of the Aaron Copland School of Music
(Edward.Smaldone@qc.cuny.edu)

Jane Cho, Director of Administration, Aaron Copland School of Music (Jane.Cho@qc.cuny.edu)

William Rothstein, Professor, Graduate Advisor, and Chair of the Curriculum Committee, Aaron Copland School of Music (William.Rothstein@qc.cuny.edu)

Michael Mossman, Professor, Director of Jazz Studies
(michael.mossman@qc.cuny.edu)

INTRODUCTION

The Aaron Copland School of Music and its predecessor, the Queens College Department of Music, have been training jazz performers at the Masters level since the mid-1980s. For the past several years we have also offered graduate training in jazz composition. During this entire time, our only Masters program has been the Master of Arts in Music (NYSED program code 02731), which was established in 1976.

While the Aaron Copland School of Music (henceforth ACSM) has not offered a formal degree in jazz, our jazz studies courses have been a source of considerable status and international acclaim. NEA Jazz Master Jimmy Heath, Donald Byrd, and Sir Roland Hanna helped put ACSM on the map as an international destination for students wishing to study with world-class jazz performers and composers, teacher/artists who helped shape the history of jazz. That tradition continues with the present faculty: award-winning arranger and trumpeter Michael Mossman; Grammy-nominated saxophonist Antonio Hart; and pianist, author, and award-winning composer David Berkman, who also teaches regularly at the Prince Claus Conservatory in Groningen, The Netherlands.

The jazz program at ACSM is an important part of the cultural life of Queens College and the borough of Queens. Director of Jazz Studies Michael Mossman serves as an advisor to the Kupferberg Center in Programming, Education, and Outreach, and as an advisor to the Flushing Town Hall Concert Series. Prof. Antonio Hart is the liaison to the Louis Armstrong archives. Housed at Louis and Lucille Armstrong's residence in Corona and at Queens College, this is, according to Armstrong biographer Terry Teachout, "the largest publicly held archival collection in the world devoted to a jazz musician."

PURPOSE AND GOALS

In its early years our Master of Arts program, like our Bachelor of Arts program, was heavily oriented toward the composition, theory, and history of classical music. More recently, as our performance faculty has expanded and our reputation in musical performance has grown, enrollment in our M.A. program has come to consist mostly of performers, who are now divided more or less evenly between jazz and classical concentrations.

Our degree structure at the graduate level no longer reflects the reality of what we do. Classical composition, music theory, and music history—fields in which M.A. degrees are commonly given—now represent, in total, approximately 15% of our M.A. population. Classical performance and jazz—fields in which Master's degrees are normally called Master of Music—account for the other 85%. The evolution of our graduate curriculum, driven by student demand, requires that we register new graduate programs in classical performance and jazz studies.

Because training in jazz and classical performance differs fundamentally, we seek to establish two Master of Music programs rather than one. This Letter of Intent addresses the jazz program only.

Among the ways that jazz and classical training differ are these: (1) improvisation is fundamental to jazz performance but not to classical performance; (2) the repertoire played by jazz and classical performers is almost entirely different; (3) jazz theory is only distantly related to classical music theory, the two having diverged during the first half of the twentieth century; (4) arranging is a fundamental skill for jazz performers, merely a desirable one for classical performers. Separating jazz from classical degrees will add clarity to our graduate offerings, making our degrees immediately comprehensible to prospective students and their future employers.

Although the vast majority of our jazz students are performers, the proposed degree would offer a separate track in jazz composition. Details of the two tracks are offered below under “Curriculum.”

The proposed Master of Music in Jazz Studies would give jazz musicians a credential that reflects their training and their career aspirations. It would match Masters-level programs in jazz at peer institutions, which are overwhelmingly Masters of Music and not Masters of Arts (see Appendices A, B, and C). Offering a specialized degree in jazz studies would also serve as a recruiting tool, enabling us—to the extent that faculty resources permit—to enlarge further our enrollment in this area. It would demonstrate our commitment to the training of jazz musicians.

If the proposed Master of Music programs are approved, we will propose revisions to our existing Master of Arts program to address the needs of classical composers, musicologists, and music theorists. Our Master of Arts program would become much smaller than it is now, but by becoming more specialized it would serve students better.

NEED AND JUSTIFICATION

Note: Sources of information in this and the following section are: CUNY’s API (Academic Programs Inventory) Report of November 2010; for Queens College M.A. enrollments, CUNYFirst; for numbers of ACSM students concentrating in jazz studies, internal ACSM records. Program codes listed herein are NYSED codes.

New York City has long been considered the jazz capital of the world. Jazz musicians from all over the world come to New York to study, to perform, and to chase their dreams. Currently, no CUNY college offers a graduate degree in jazz studies. Queens College has the largest graduate jazz enrollment within CUNY, and is thus the logical place to establish such a degree. While City College trains jazz performers as part of its M.A. in Music (NYSED code 02195), their Fall 2010 enrollments numbered only 20 M.A. students in all areas of music, versus 191 students in Queens College’s M.A. program.

One factor in creating the demand for jazz study at Queens College is cost. In and around New York City, M.M. programs in jazz exist mostly at private institutions such as New York University and the Manhattan School of Music. (As Appendices A–C attest, Master’s programs in jazz are customarily called Master of Music rather than Master of Arts.) Compared with these programs, CUNY tuition is encouragingly affordable, even for the out-of-state and international students who make up the largest part of ACSM’s jazz enrollments. This is undoubtedly one reason why applications to our M.A. program have continued to rise in spite of the recent economic downturn.

Students who complete a Master of Music in jazz studies usually do one of two things afterward: they apply to a doctoral (D.M.A.) program in jazz studies; or they seek employment in a music-related field, employment that may or may not require a Masters degree. In New York State, D.M.A. programs in jazz studies exist at the Manhattan School of Music and the Eastman School of Music (University of Rochester). The Juilliard School offers an Artists Diploma in jazz performance.

The proposed M.M. in Jazz Studies would offer a degree worthy of the prestige of recent ACSM graduates: Antonio Hart, Grammy-nominated alto saxophonist who recently performed at the White House; Conrad Herwig, Grammy-winning trombonist; Arturo O’Farrill, Jr., director of the Lincoln Center Afro-Latin Jazz Orchestra; Darren Barrett, winner of the 1997 Thelonious Monk Trumpet Competition; Diego Urcola, runner-up in the same competition; Lage Lund, winner of the 2005 Thelonious Monk Guitar Competition; Jeb Patton, pianist in the Heath Brothers Band; Joe Fiedler, trombonist in the Toshiko Akiyoshi Orchestra and the Mingus Big Band; Luis Perdomo, pianist in Ray Baretto’s New World Spirit and the Ravi Coltrane Quartet.

Another part of ACSM’s jazz-studies mission has been to offer places in the program to professional jazz players who are returning to school after 20, 30, or 40 years traveling and performing jazz music in concerts, clubs, and festivals around the world. These world-class players bring a wealth of experience and knowledge to the school, and help enrich the student body (particularly ensemble classes) with their insight, skill, and experience. These top-level players come to the program for many reasons: to receive a valuable credential for employment in academia; to further their skills in composition and arranging; or to fill other gaps in their musical backgrounds.

Finally, a significant part of the jazz-studies mission at ACSM has been to offer places in the program to New York public school teachers who are required to earn Master’s degrees. These students, while not professional jazz performers, are helping to improve the level of jazz education at high schools and middle schools around New York State.

STUDENT INTEREST/ENROLLMENT

The number of jazz musicians enrolled in ACSM’s M.A. program has been increasing steadily:

Fall 1999: 28 students
Fall 2001: 30 students
Fall 2003: 41 students
Fall 2009: 58 students
Spring 2011: 77 students

The growth in jazz studies at ACSM parallels the growth in classical performance. Our Bachelor of Music program in classical performance grew over the period 2005–2010 from 62 students to 89. Total enrollment in ACSM’s M.A. program grew over the same period from 91 to 191, and the proportion of performers—both jazz and classical—within the program grew from below 70% to approximately 85%.

In short, ACSM has become a magnet for performing musicians, both jazz and classical. From its 1930s origins as a liberal-arts music department with special strength in classical composition, ACSM has become a major professional school on the New York musical scene.

Admission to the proposed Master of Music program would not change from the current admissions process for jazz performers and composers. An audition is required, in person unless great distance makes that impossible; in that case, and with special permission, auditions by DVD are permitted. Currently, about 45 students audition each semester, of whom approximately 50% are accepted.

Audition requirements will not change. These are listed on the ACSM website at <http://qcpages.qc.cuny.edu/music/index.php?L=6&M=69&R=1#Auditions>

CURRICULUM

The proposed Master of Music in Jazz Studies requires a minimum of 36 credits for graduation, along with several non-course requirements. Curricula for the two tracks, performance and composition, are listed separately. New and revised courses appear in **boldface**; their descriptions may be found below the list of requirements.

Track 1: Jazz Performance

Jazz Private Instruction (MUSIC 717, 718, 719)	12 cr.	
Jazz Harmony I		2 cr.
Jazz Improvisation I (MUSIC 754)		3 cr.
Jazz Arranging & Composition I (MUSIC 755)		3 cr.
Jazz History (MUSIC 756)		3 cr.
Jazz Ensemble (3 semesters @ 1 cr. each)		3 cr.
TOTAL of required courses		26 credits
Electives		10 credits

Track 2: Jazz Composition

Jazz Lessons in Composition (MUSIC 714, 715, 716)	12 cr.	
Jazz Harmony I		2 cr.
Jazz Arranging & Composition I (MUSIC 755)		3 cr.
Jazz History (MUSIC 756)		3 cr.
Jazz Arranging & Composition II (MUSIC 757)		3 cr.
Jazz Style & Analysis	3 cr.	
Jazz Counterpoint		3 cr.
TOTAL of required courses		29 credits
Electives		7 credits

Non-course requirements

In addition to passing the courses listed above, students must fulfill all of the following requirements:

1. General Jazz Competency Tests, taken towards the end of each semester. Students must be able to recognize key jazz styles and performers in a listening test; show competency at improvising over common chord progressions and standards from memory; demonstrate sight-reading ability and demonstrate keyboard harmony skills, including playing chord progressions on the piano and harmonizing a melody line with full chords. For students failing parts of the exam, review courses are available.
2. Graduate recital. In the final semester of enrollment, each student must perform a one-hour program of original material and arrangements, to be judged by a faculty jury.

New and Revised Courses

Jazz Harmony I (2 hrs., 2 cr.)—new course

Description: Study of harmonization techniques used in tonal jazz compositions and standards from the American Songbook. Functional harmonic principles practiced through writing assignments and studied through transcription.

Rationale: We have determined that our students need a course dedicated to studying the essential principles of jazz harmony. We plan to propose a more advanced course, Jazz Harmony II, as an elective for students who do not need or have already taken Jazz Harmony I. Skills learned in Jazz Harmony I are relevant to all courses in the jazz curriculum, especially the more advanced courses.

MUSIC 754: Jazz Improvisation I (3 hrs., 3 cr.)—course revision

Description and rationale: The name will be changed from Advanced Jazz Improvisation and Theory. With the splitting-off of Jazz Harmony I into a separate course (see above), MUSIC 754 will be able to focus more exclusively on improving students' skills in improvisation. This class will give students knowledge of improvisational techniques used in jazz, including the interpretation, ornamentation, and phrasing of melodies, together with a wide variety of approaches to creating lines over chord changes.

MUSIC 755: Jazz Arranging & Composition I (3 hr., 3 cr.)—course revision

Description: A study of form, orchestration, melodic development, and harmony geared toward the writing and arrangement of jazz compositions. This course will be required of all jazz majors. Students who can demonstrate mastery of the relevant techniques may be exempted from the course by examination.

The only real change to this course, besides the name, is the removal of the option to repeat the course for credit.

Rationale: The proposed name more accurately reflects the content of the course, which focuses mostly on arranging. Students who have passed MUSIC 755 will take MUSIC 757 rather than repeating MUSIC 755.

MUSIC 757: Jazz Arranging & Composition II (3 hr., 3 cr.)—course revision

Description: Jazz Arranging and Composition II continues the training of jazz composers in more advanced techniques and processes specific to certain styles and functions of jazz scores. These include the study of ethnic jazz fusions (such as Afro-Cuban Jazz, Brazilian Jazz, and Jazz-Rock fusion styles) and the scoring of jazz pieces for symphonic orchestra. Students will have their works rehearsed and performed by jazz ensembles.

Rationale: The skills listed above cannot fit into Jazz Arranging and Composition I. Also, many jazz composition majors already have substantial skills in the fundamentals offered in the first-level course. Although this course will not be required of jazz performance majors, many of our jazz performers are skilled and experienced in jazz composition and arranging, and are drawn to our program for more advanced training.

Jazz Style & Analysis (3 hrs., 3 cr.)—new course

Description: This course entails in-depth analysis of masterworks by a variety of jazz composers and arrangers. The class will study sophisticated issues of form, harmonic language, stylistic markers, and the development of musical ideas. The course will be required of students in the Jazz Composition track.

Rationale: Just like classical composers, jazz composers need to study musical works from the recent and more distant past. Though required only of jazz composers, this course will also be of interest to many jazz performers and some classical composers. It will fill a need not satisfied by existing courses in jazz composition and arranging, which (as their names imply) focus on writing original compositions and arrangements. This course will feature existing works by master composers and arrangers. It will provide students the time and focus to learn techniques that do not fit into other courses in the jazz curriculum.

Jazz Counterpoint (3 hrs., 3 cr.)—new course

Description: This course is designed to give the developing composer and arranger the skills to write melody lines with power and structure. It will give composers and arrangers the ability to manage multiple lines simultaneously while maintaining a clear harmonic structure. This course will be required of students in the Jazz Composition track.

Rationale: Serious composers and arrangers need to master contrapuntal techniques in order to work effectively with large string groups, symphonic and chamber orchestras, and large jazz ensembles. No existing course in the curriculum teaches these skills directly and at an appropriate level. This course has been offered on a trial basis as a Special Problems course (MUSIC 790.3). Its success confirms the desirability that the course be incorporated into the regular curriculum.

FACULTY

Jazz Studies have been an element of our M.A. curriculum since the mid-1980s. As a consequence, ASCM already has a dedicated faculty of jazz scholar/performers who teach classes on a regular and ongoing basis. While many of the newly required courses were previously offered only as electives, the large jazz enrollment at ACSM has meant that most of these electives have been offered at least annually over the past few years. Existing courses, such as MUSIC 714–719 and 754–757, will continue to be taught by existing line and adjunct faculty; similarly, revised courses will provide no additional drain on current faculty.

Adjunct faculty will be required for two new courses, Jazz Style & Analysis and Jazz Counterpoint. Each of these courses will be taught once per year, so three new hours of adjunct teaching per semester will be required. Other new courses will be taught by existing line faculty.

COST ASSESSMENT

As indicated in the preceding section, the only added costs needed to launch the proposed program are those for three adjunct hours per semester. Increased enrollments more than pay for these costs.

APPENDIX A: MASTERS PROGRAMS IN JAZZ PERFORMANCE IN NEW YORK AND NEW JERSEY, AND THEIR DESIGNATIONS

SUNY–Purchase	MM
The Juilliard School	MM
Manhattan School of Music	MM
Eastman School of Music (University of Rochester)	MM*
William Paterson University	MM
New York University (Steinhardt School)	MM
Rutgers (Mason Gross School of the Arts)	MM

APPENDIX B: SELECTED MASTERS PROGRAMS IN JAZZ PERFORMANCE OUTSIDE OF NEW YORK AND NEW JERSEY

University of Northern Texas	MM in Jazz Studies*
University of Miami	MM
Indiana University	MM
University of Illinois (Urbana-Champaign)	MM

Michigan State University	MM
University of Southern California	MM
University of South Florida	MM in Jazz Studies*

APPENDIX C: SELECTED MASTERS PROGRAMS IN JAZZ COMPOSITION AND THEIR DESIGNATIONS

Manhattan School of Music	MM
Eastman School of Music (University of Rochester)	MM*
University of North Texas	MM in Jazz Studies*
New England Conservatory	MM
University of Massachusetts, Amherst	MM
University of Miami	MM in Studio Jazz Writing
University of Southern California	MM
University of South Florida	MM in Jazz Studies*

*This degree offers tracks in jazz performance and jazz composition, like the degree proposed here. In addition, The University of North Texas offers a track in jazz pedagogy.

None of the schools listed above offers a Master of Arts degree in jazz. All jazz degrees are Master of
QUEENS COLLEGE GRADUATE CURRICULUM COMMITTEE

REQUEST FOR NEW COURSE

Department: FNES

Department Contact: Eve Bernstein

Telephone Number: 1-718-997-2716

Date Approved by Departmental Curriculum Committee: December 6th, 2010

Please note: Append a syllabus and course outline. The syllabus must follow the attached GCC guidelines.

Please state the course as follows:

Course number and title: FNES 716, Application of Contextual Issues in Physical Education

Hours and credits: 3 hours and 3 credits (plus 4-6 site visits)

Pre-requisites or co-requisites: The prerequisites for this course will be FNES 705, FNES 713. The Co-requisite for this course will be FNES 714

Description (as it should read in the Graduate Bulletin):

This course studies the contextual issues in suburban and urban physical education settings. Topics, such as technology, resources in physical education, body composition, fitness testing, and alternate ways of teaching competitive sport in physical education will be studied and applied within the school setting.

Rationale (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.):

This course is designed for graduate candidates in physical education. Before enrolling in this course students will have taken: FNES 705 - Research methods: an exploration of methodology in research. Candidates, in this course, read research and understand the systematic types of inquiry used in the field and FNES 713 – Curriculum

Development, a course designed to understand the different curricular models in physical education. Candidates can register for FNES 714 - Analysis of Teaching while taking FNES 716. FNES 714 is a course designed to analyze, plan and apply pedagogical content knowledge. In FNES 713 guided by the NASPE standards, backward design and vertical articulation are used to develop a curricular P-12 model. The P-12 model focuses on student learning and uses the resources of the school and community. The new course proposed will take the skills learned from, FNES 705, FNES 714, and FNES 713 and candidates will implement a program plan that will improve the physical education program within their schools.

Justification:

The proposed course will add to both the students' and candidates' knowledge by exploring and applying relevant content in movement and pedagogy. Topics, such as technology, resources in physical education, body composition, fitness testing, and alternate ways of teaching competitive sport in physical education will be discussed and applied within the school setting. Candidates will work with students and teachers in the school to develop a professional plan based on the need of the school. The candidates will be required to: 1) hold a pre-observation meeting within the school setting and collect data based on the needs of the school and students. 2) Candidates will conduct an extensive literature review based on a need of the school. 3) Candidates will implement a professional program plan based on the need of the school and reflect on the professional plan.

Projected Enrollment: 20

Projected Frequency: Every spring semester

On-line Instruction. (If any or all class instruction is to be held on-line, please describe the rationale for this approach. Discuss the skills/training required of the instructor, and describe how instructor and students will interact on-line.): none

Graduate courses for 3 credits typically meet 3 hours per week, the "2 hour plus conference" being an exception. If the proposed course is a "2 hour plus conference" course, please give a detailed rationale explaining why this format is appropriate.

If this course will require additional costs, such as additional faculty, special facilities (laboratory, computer, library facilities), please attach a description and rationale. No special facilities will be necessary for this course

Educational and Community Programs,

***Course number and title:* ECPSE 550, Foundations of Special Education**

Hours and credits: 3 hrs, plus 15 hours of fieldwork, 3 credits

Prerequisites either: (a) SEYS 552—Educational Psychology and SEYS 536—Educational Foundations; or (b) EECE ~~702~~ 704 or 705 Social Foundations of Education, EECE 704—Major Contemporary Issues in Education and EECE 705—School and Community Relations

Co requisite A discipline-specific teacher educator course with fieldwork¹

Course Description

ECPSE 550 prepares non-special education teacher education candidates with the knowledge, skills, and dispositions necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum and prepares candidates with competencies to work collaboratively with colleagues. Teacher education candidates across certification areas and age-ranges are exposed to research-

validated professional practice that result in the creation of effective instructional environments for all students, with specific focus on those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The historical and sociological treatment of people with disabilities, special education law, adapting curriculum and instruction, understanding Individualized Education Programs (IEPs), participating in IEP meetings, and advocacy and collaboration are also addressed. Candidates are provided with multiple opportunities to engage in reflective practice regarding the implications of course content to their specific educational disciplines in terms of personalizing instruction and building classroom communities that support the full diversity of learners. Fifteen hours of fieldwork focusing on meeting the needs of students with disabilities within candidates' certification area or age-range are required.

Course Rationale

New regulations for teacher education programs (effective February 2, 2011) from the New York State Education Department “*require that all teacher education programs include three semester hours of study for teachers to develop the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum. In addition for traditional programs, 15 of the 100 hours of introductory field experience...must focus on understanding the needs of the students with disabilities.*” (Frey memo to Deans and Directors of Institution of Higher Education Offering Teacher Education Programs, dated 11/3/2010) ECPSE 550 was specifically developed to ensure that all graduate teacher education programs at Queens College that prepare candidates for initial teacher certification will be in compliance with these new NYSED requirements and also that all teacher education candidates will be exposed to content, pedagogy, and field experiences related to meeting the needs of students with disabilities that are instructionally appropriate and meaningful.

Projected enrollment: approximately 30 candidates per semester

Projected frequency: 1 course section per semester that would meet once a week for 15 weeks

6. FNES G11-09

Requirements for the MS in Ed Degree

To complete the MS in Education degree in Physical Education, the student must satisfy the following requirements:

1. FNES 702, 705, 713, 714, 715, 716, 722,730,740; one elective from SEYS or EECE 700-level offerings. The elective course must be approved in advance by the graduate advisor.
2. Students must complete a minimum of 30 graduate credits with an academic average of at least B (3.0 GPA).

TO READ:

1. FNES 702, 705, 713, 714, 715, 716, 722,730,740; one elective from SEYS or EECE 700-level offerings. The elective course must be approved in advance by the graduate advisor.

7. Library Science G11-10

TO READ:

LBSCI 709. Research in Library and Information Studies. 3 hr.; 3 cr. Prereq. : LBSCI 700, 701, 702, 703, and completion of 21 course credits. Survey of research methods in library and information studies and supervised project which will prepare students to critically evaluate relevant research in the field and to make professional contributions

8. FNES G11-11

Post Baccalaureate Program for the Initial Certification in Family and Consumer Sciences Teacher Education K-12

HEGIS Code: 1301.01

NYS Education Code: 26442

Change in requirements for degree/certification

TO READ:

Requirements for Initial Certificate

1. An overall average of B (GPA of 3.0) or better.

2. Completion of the following content core courses or their equivalent: SEYS 536, 552, 700, ECPSE 550, and FNES 538, 563, 574, 637.

3. At least 6 semester hours, or its equivalent, of a language other than English.

REQUEST TO CHANGE EXISTING COURSES

Change in a course prerequisite

To Read:

FNES 563. Seminar in the Teaching of Family and Consumer Sciences. 4 hr.; 3 cr. Prereq. or coreq.: FNES 538, SEYS 552, and ECPSE 550.

9. Elementary & Early Childhood Education G11-12

TO READ:

General Sequence of Coursework
Master of Arts in Teaching
Childhood Education, Grade 1-6

Pedagogical Core

Ecology of Childhood (select one)

EECE 702 Social Foundations of Educations

EECE 704 Major Contemporary Issues

EECE 705 School and Community Relations (3 credits)

Child Development (select one)

EECE 710 Ecological Perspectives on Development: The Early Years (3 credits)

EECE 711 Ecological Perspectives on Development: The Childhood Years (3 credits)

EECE 703 Classroom Realities in Diverse Settings (3 credits)

EECE 703 must be taken within the first 12 credits of the program.

Curriculum in Action (21 credits)

EECE 520 Language Development and Emergent Literacy (3 credits)

Prereq: EECE 525

EECE 525 Language and Literacy in the Elementary Years	(3 credits)
EECE 545 Social Studies in the Elementary School	(3 credits)
EECE 550 Mathematics in the Elementary School	(3 credits)
EECE 555 Science in the Elementary School	(3 credits)
EECE 750 Modern Learning Technologies	(3 credits)
(Prereq: EECE 525 or EECE 545 or EECE 550 or EECE 555)	
<u>EECE 550 Foundations of Special Education [(3 credits)]</u>	
(Prereq: EECE 525 or EECE 545 or EECE 550 or EECE 555 or EECE 750)	

Student Teaching

EECE 566 Early Childhood: First-Sixth grade	(6 credits)
(Prereq: All MAT coursework excluding EECE 781 and specialty elective)	
<u>EECE 780 Introduction to Educational Research</u>	<u>(3 credits)</u>

It is strongly recommended that EECE 780 be taken with student teaching

Research into Practice

EECE 781 Inquiry into Teaching	(3 credits)
Prereq: All MAT coursework (excluding specialty elective) and student teaching	

Specialty Electives (3 credits)

The 3 credit specialty elective is the only course that may be taken with EECE 781.

10. Elementary & Early Childhood Education G11-13

TO READ:

Master of Arts in Teaching
Early Childhood Education B–2

Pedagogical Core (12 credits)

Ecology of Childhood (Students select one):

- EECE 702 Social Foundations of Education
- EECE 704 Major Contemporary Issues in Education
- EECE 705 School and Community Relations 3 cr.
- EECE 710 Ecological Perspectives on Development: The Early Years 3 cr.
- EECE 721 Professional Issues in Early Childhood 3 cr.
- EECE 550, Foundations of Special Education 3 cr.

Curriculum in Action (21 credits)

- EECE 520 Language Development and Emergent Literacy 3 cr.
- EECE 525 Language and Literacy Learning in the Elementary Years 3 cr.
- EECE 724 Curriculum and Environmental Design or Early Childhood, Part I 3 cr.
- EECE 725 Curriculum and Environmental Design for Early Childhood, Part II 3 cr.
- EECE 750 Modern Learning Technologies 3 cr.
- EECE 728 Expressive Arts 3 cr.
- EECE 737 Infants and Toddlers: Curriculum and Teaching 3 cr.

Student Teaching (6 credits)

EECE 565 6 cr.

Research into Practice (6 credits)

EECE 780 Introduction to Educational Research 3 cr.

EECE 781 Inquiry into Teaching 3 cr.

Total 45 cr.

The current MAT B-2 program does not include this course.

Early childhood faculty decided to use an existing course, 768/Supporting Development in Children With Special Needs to meet the new stipulation. As noted, 768 is a required course in the Education for Diverse Populations Specialty. This suggests its introductory nature, which is suitable for students in the MAT program who have no prior educational background.

At the same time, faculty decided against adding another course to the 45-credit program to avoid delaying graduation rates and increasing student costs. Faculty therefore decided to drop 703/Classroom Realities in Diverse Settings as a requirement. The choice of 703 for elimination is based on the fact that the course description refers to the study of both diverse and special needs children. Content related to special needs children will be covered in the new special education course. Content related to diverse populations will be emphasized in the required 721/Professional Issues in Early Childhood, the focus of which is an investigation into current issues that have an impact on teaching and student success.

The sequence of courses will be revised in all appropriate materials, including the Graduate Bulletin, Queens College website, Elementary and Early Childhood website, matrices, and so on.

Course descriptions in question are listed below.

The end result of this change and addition is that no additional credits have been added to the program requirements.

ECPSE 550. Foundations of Special Education. 3hr; 3 cr. Required course in the B-2 MAT and 1-6 MAT programs. Prepares non-special education teacher education candidates with the knowledge, skills, and dispositions necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum and prepares candidates with competencies to work collaboratively with colleagues. Teacher education candidates across certification areas and age-ranges are exposed to research-validated professional practice that result in the creation of effective instructional environments for all students, with specific focus on those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The historical and sociological treatment of people with disabilities, special education law, adapting curriculum and instruction, understanding Individualized Education Programs (IEPs), participating in IEP meetings, and advocacy and collaboration are also addressed. Candidates are provided with multiple opportunities to engage in reflective practice regarding the implications of course content to their specific educational disciplines in terms of personalizing instruction and building classroom communities that support the full diversity of learners. Fifteen hours of fieldwork focusing on meeting the needs of students with disabilities within candidates' certification area or age-range are required.

EECE 721. Professional Issues in Early Childhood. 3 hr.; 3 cr. Required course in the B-2 MAT and MS programs; must be taken prior to student teaching. Based upon review of research data, students examine current issues in the education of children in the B-2 range and alternative views of these issues to develop an understanding of optimal practice.

EECE 703. Classroom Realities in Diverse Settings. 3 hr.; 3 cr. Prereq.: Required course in all EECE graduate programs. Students in MAT programs must complete Student Teaching before taking this course. Sessions are directed at beginning teachers. Students develop strategies to handle the persistent challenges that educators face every day in diverse classrooms, such as increasing numbers of students with limited English ability, cross-cultural misunderstandings, student and parent illiteracy in home languages, lack of parent participation and support, and mainstreamed students with physical and/or emotional difficulties.

11. FNES G11-14

Post Baccalaureate Program for the Initial Certification in Physical Education
HEGIS Code: 0835

Change in requirements for degree/certification

TO READ:

Requirements for Initial Certificate

To complete the Initial Certificate the student must satisfy the following requirements:

1. Completion of the following courses, or their equivalents: FNES 560, 561, 562, 573, 722, 730, and 740, ECPSE 550, SEYS 536, 552, and 700, or EECE 525 and 711.
2. Students may enter FNES 573, Student Teaching in Physical Education, following the completion of FNES 560, 561, 562, 730, and 740, ECPSE 550, SEYS 536, 552, and 700, or EECE 525 and 711.
3. Students are required to complete training in safety education, and prevention of child and substance abuse, and school violence prevention. In addition, students must hold a current certification in First Aid and Cardiopulmonary Resuscitation (CPR).

12. Aaron Copeland School of Music G11-15

Post Baccalaureate Program for the Initial Certification in Music Teacher Education K-12
HEGIS Code: 1301.01
NYS Education Code: 26442

Change in requirements for degree/certification:

TO READ:

The coursework consists of requirements from the following list of courses:

MUSIC 690. Foundations of Music Education, 3 cr.

or

SEYS 536. Educational Foundations, 3 cr.

SEYS 552. Educational Psychology, 3 cr.

EECE 711. Ecological Perspectives on Development: The Childhood Years, 3 cr.

ECPSE 550.

and either

EECE 525. Language and Literacy Learning in the Elementary Years, 3 cr.

or

SEYS 700. Language, Literacy, and Culture in Education, 3 cr..

REQUEST TO CHANGE EXISTING COURSES

TO READ:

Music 646. Seminar in Teaching Music: secondary. 3 hr.; 3 cr. Prereq.: MUSIC 645 with a minimum grade of B; coreq.: SEYS 552 and ECPSE 550.

13. Linguistics and Communications Disorders G11-17

PROGRAM FOR THE ADVANCED CERTIFICATE IN TESOL:ITI

Advisor: Robert M. Vago

This program is intended for certified teachers holding a bachelor's or master's degree who have obtained a commitment for an ESL teaching appointment. It leads to NYS certification in TESOL through Queens College. Admitted students will be recommended to the Intensive Teacher Institute of Eastern Suffolk BOCES for tuition assistance.

Admissions Requirements

1. Applicants must hold a current, valid New York State (NYS) certification, awarded as a result of either undergraduate or graduate study.
2. Applicants must work full time in the K–12 grade continuum in a NYS school district as an English as a Second Language (ESL) teacher or have a written commitment for appointment in an ESL setting pending completion of this certificate.
3. Applicants must have achieved a minimum cumulative grade-point average (GPA) of 3.0 in their highest degree program.
4. Three letters of recommendation.
5. A personal essay of approximately 500 words.
6. The credentials of each applicant will be examined by the Linguistics Graduate Admissions Committee. An interview may be requested.

Maintenance Requirements

1. Minimum overall GPA of B (3.0).
2. All students must file a Program of Study form with the program director.

Program Requirements

1. Pre- or co-requisites: LCD 701 and 702 or equivalent.
2. Satisfactory completion of the following 15 credits: LCD 706, 712, 740, 741, and 742.
3. Completion of course requirements with a minimum overall GPA of B (3.0).
4. In consultation with the program director, any deficiencies in a broad liberal arts and sciences background (e.g., courses in English/comparative literature/literary criticism, mathematics, biological and physical sciences, information technology, social studies, and at least 12 semester hours or the equivalent of study of a language other than English) and pedagogy (e.g. Child Educational Psychology, Adolescent Educational Psychology, Students with Disabilities) must be made up by completing college courses prior to graduating from the program.

PROGRAM FOR THE ADVANCED CERTIFICATE IN ENGLISH LANGUAGE TEACHING

Advisor: Robert M. Vago

This program provides basic preparation for students to teach ESL at venues other than the public school system

(e.g., private schools, adult education programs, English Language Institutes, colleges and universities, overseas programs); it does *not* lead to NYS teaching certification. It is a credit bearing program: Students who wish to pursue the MA in Applied Linguistics program will have their credits transferred upon admission.

Admissions Requirements

1. Completion of a bachelor's degree with a 3.0 GPA minimum (or its foreign university equivalent).
2. Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from an accredited American institution of higher education must submit proof of either having achieved a score of 600 or higher on the written version of the Test of English as a Foreign Language (TOEFL), or having passed the TOEFL Internet-based Test (iBT) with a minimum Total score of 100 and a minimum Speaking score of 25.
3. Three letters of recommendation.
4. A personal essay of approximately 500 words.
5. The credentials of each applicant will be examined by the Linguistics Graduate Admissions Committee. An interview may be requested.

Maintenance Requirements

1. Minimum overall GPA of B (3.0).
2. All students must file a Program of Study form with the program director.

Program Requirements

1. Satisfactory completion of the following 21 credits: LCD 701, 702, 703, 720, 740, 741, and 750.
2. Completion of course requirements with a minimum overall GPA of B (3.0).

PROGRAM FOR THE POST-MASTER'S ADVANCED CERTIFICATE IN TESOL

Advisor: Robert M. Vago

This program leads to an initial certificate to teach ESL in the NYS public school system, all grades.

Admissions Requirements

- Applicants must hold a current, valid NYS initial or professional teaching certificate in any area; must have earned a master's degree; must have achieved a minimum cumulative GPA of 3.0 in their master's degree program.
- An interview may be requested.
- Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from an accredited American institution of higher education must submit proof of having passed the Test of English as a Foreign Language (TOEFL) with the following minimum scores: 600 (paper-based test), 250 (computer-based test), 100 (Internet-based test).
- Fall matriculation only. Admitted students may begin their studies in the Summer.
- Application deadline: April 1.

Course Work Requirements

This is a 21 credit program, consisting of the following 7 courses (6 credits of transfer, approved by the Program Director, is the maximum allowed): LCD 701, 702, 706, 712, 740, 741, 742

Sample Programs of Study

- | | |
|-----------------------------|------------------------|
| 1. Summer: 701, 706 | 2. Summer: 701 |
| Fall: 702, 740 | Fall: 702, 740 |
| Spring: 712, 741 | Spring: 712, 741 |
| Fall: 742 | Summer: 706 |
| | Fall: 742 |
| 3. Fall: 701, 702, 740 | 4. Fall: 701, 702, 740 |
| Spring: 712, 741 | Spring: 712, 741 |
| Fall: 706, 742 | Summer: 706 |
| | Fall: 742 |
| 5. Fall: 701, 702, 706, 740 | |
| Spring: 712, 741 | |
| Fall: 742 | |

Certification Requirements

Candidates accepted into the program must also satisfy the following NYS certification requirements prior to graduation (course deficiencies must be made up in consultation with the Program Director):

- a broad liberal arts background that includes courses in English / comparative literature / literary criticism; American history; mathematics; biological sciences; physical sciences; information technology; social sciences; 12 semester hours or the equivalent of study of a language other than English
- a course in both Child Development / Psychology and Adolescent Development / Psychology
- a course in Students with Disabilities
- passing the Content Specialty Test in TESOL
- completion of seminars (child abuse; substance abuse; school violence; school safety)

PROGRAM FOR THE MASTER OF ARTS DEGREE IN SPEECH-LANGUAGE PATHOLOGY

Program Director: Arlene W. Kraat

Clinical Coordinator, Admissions Coordinator and Associate Director: Patricia McCaul

The department's program in speech-language pathology is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The program provides the academic and practicum requirements for clinical certification by the American Speech-Language-Hearing Association and for professional licensure by the New York State Department of Education. It also provides the necessary academic and pedagogical preparation for certification by New York State as a Teacher of Students with Speech-Language Disabilities—SED Program (IRP) Code: 02710.

Admissions Requirements

Students are accepted into the program in the Fall semester. The requirements noted here are in addition to the general requirements for admission to graduate programs at Queens College.

1. A GPA of *B* (3.0) or better.
2. Applicants from undergraduate programs other than Queens College must satisfy minimum requirements for admission as well as those required by the American Speech-Language-Hearing Association for admission to graduate study in Speech-Language Pathology. By meeting the equivalent of Queens College's Primary College Competencies and Liberal Arts and Sciences Area Requirements (LASAR), applicants will have had at least 3

semester credit hours in the biological sciences, 3 semester credit hours in the physical sciences, 3 semester credit hours in mathematics, and 6 semester credit hours in the behavioral or social sciences. They also must have the following courses (or their equivalent) in basic science, communication processes, education, and child development:

- 3 semester credit hours in Child Development (Psychology 224)
- 3 semester credit hours in Introduction to Communication Disorders (LCD 106)
- 3 semester credit hours in Audiology (LCD 330)
- 15 semester credit hours in anatomical/physiological bases (LCD 207, Anatomy & Physiology for Speech and Language); physical/psychophysical bases (e.g., LCD 110, Phonetics; LCD 208, Hearing Science; LCD 309, Speech Science); and linguistic bases (LCD 216, Language Acquisition)

3. At least three letters of recommendation from undergraduate instructors, normally two from faculty in communication science and disorders and one from a faculty member in another area. Applicants who have been employed full time following receipt of their undergraduate degree may wish to submit letters from employment supervisors. An interview may be required.

4. Results of the Graduate Record Examination.

5. Applicants who present international credentials or whose native language was not English must receive a minimum score of 650 on the TOEFL.

6. A personal essay.

7. The credentials of each applicant will be examined by the Graduate Admissions Committee, which may accept, accept with conditions, or reject candidates.

8. The number of applicants approved for matriculation is limited by the training facilities available; therefore, applicants who otherwise meet minimum requirements for matriculation may not necessarily be admitted.

The application deadline is February 1 for the year in which the prospective candidates apply. Because only a limited number of candidates are admitted each year, the process is competitive. Permission of the program director is required for enrollment in any of the courses in the program.

Graduation Requirements

These requirements are in addition to the general Queens College requirements for the Master of Arts degree.

1. Candidates in Speech-Language Pathology must complete between 48 and 54 credits and be enrolled as full-time students for four consecutive semesters. In addition, students must take a course in Foundations of Education (SEYS 536), or its equivalent. Attendance during the summer semester of the year following their admission to the program may also be required.

2. In addition to coursework, candidates must complete at least 12–14 hours a week of supervised clinical practicum each semester.

3. Candidates must complete a minimum of 400 clock hours of supervised clinical experience. One of those placements must be in an elementary or secondary school setting.

4. Candidates must maintain a GPA of *B* (3.0) or better.

5. Students must consult with the program director for additional requirements (e.g., tests, seminars) to obtain certification from the NYS Department of Education to teach children with speech and language disabilities.

**PROGRAM FOR THE MASTER
OF ARTS DEGREE IN APPLIED
LINGUISTICS**

Program Director: Robert M. Vago

The goal of this program is to train graduate students to be effective teachers of adult learners of English as a second or foreign language.

Admissions Requirements

These requirements are in addition to the general requirements for admission.

1. Completion of a bachelor's degree with a minimum GPA of 3.0.
2. Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from an accredited American institution of higher education must submit proof of having achieved a score of 600 or higher on the Test of English as a Foreign Language (TOEFL).
3. Three letters of recommendation.
4. A personal essay of approximately 500 words.
5. The credentials of each applicant will be examined by the Linguistics Graduate Admissions Committee. An interview may be requested.
6. The number of applicants approved for matriculation is limited by available resources; therefore, applicants who otherwise meet minimum requirements for matriculation may not necessarily be admitted.

Maintenance Requirements

1. Minimum overall GPA of *B* (3.0).
2. All students must file a Program of Study form with the program director.

Degree Requirements

These requirements are in addition to the general requirements for the Master of Arts degree.

1. Satisfactory completion of the following 36 credits: LCD 701, 702, 703, 705, 706, 707, 720, 740.3, 741.3, 742, 750, and 790.
2. Completion of course requirements with a minimum overall GPA of *B* (3.0).

**PROGRAM FOR THE MASTER
OF SCIENCE IN EDUCATION
DEGREE: TESOL**

Program Director: Robert M. Vago

This graduate program prepares students for New York State certification to teach English to speakers of other languages (TESOL) in school settings (all grades). The curriculum is grounded in the study of the structure of human language in general and English in particular, and addresses issues of language acquisition, literacy, educational technology, sociolinguistics, and psycholinguistics. The program emphasizes involvement with both elementary and secondary schools: it provides a student teaching course and field experiences in two methods courses at both levels.

Admissions Requirements

These requirements are in addition to the general requirements for admission.

1. Completion of a bachelor's degree with a minimum GPA of 3.0.
2. Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from an accredited American institution of higher education must submit proof of having achieved a score of 600 or higher on the Test of English as a Foreign Language (TOEFL).
3. Three letters of recommendation.
4. A personal essay of approximately 500 words.
5. The credentials of each applicant will be examined by the Linguistics Graduate Admissions Committee. An interview may be requested.
6. The number of applicants approved for matriculation is limited by available resources; therefore, applicants who otherwise meet minimum requirements for matriculation may not necessarily be admitted.

Maintenance Requirements

1. Minimum overall GPA of *B* (3.0).
2. All students must file a Program of Study form with the program director.

Degree Requirements

These requirements are in addition to the general requirements for the Master of Science in Education degree.

1. For students who possess a NYS teaching certificate, satisfactory completion of the following 39 credits: LCD 701, 702, 703, 705, 706, 707, 712, 720, 740.3, 741.3, 742, 790, and 796.
2. For students who do not possess a NYS teaching certificate, satisfactory completion of the following 44 credits: LCD 701, 702, 703, 705, 706, 707, 712, 720, 740.4, 741.4, 742, 790, 794, and 795.
3. Completion of course requirements with a minimum overall GPA of *B* (3.0).

Certification Requirements

1. Students who do not possess a NYS teaching certificate will be required to undertake additional coursework in pedagogy: Foundations of Education (~~SEYS 536~~), Child Educational Psychology Development (~~EECE 710, 711, or 712~~), and Adolescent Educational Psychology (~~SEYS 552~~), and Students with Disabilities.

2. Students must complete a general education core in liberal arts and sciences:
 - (a) two courses in English, comparative literature, or literary criticism;
 - two courses in American history;
 - two courses in world history, geography, economics, or political science;
 - one course in the biological sciences;
 - one course in the physical sciences;
 - one course in information technology;
 - two courses in mathematics, scientific methodology, or quantitative reasoning;
 - 12 semester hours or equivalent of study of a language other than English. Students may satisfy the general education core in liberal arts and sciences requirement as part of their previous programs of study (undergraduate or graduate). In case of any deficiencies, appropriate coursework may be taken in conjunction with and in addition to the course requirements for the master's degree.
3. Students must consult with the program director for additional requirements (tests, seminars, etc.) for NYS certification.

COURSES IN COMMUNICATION DISORDERS

LCD 700. Research Methodology in Communication Sciences and Disorders. 2 hr. plus conf.; 3 cr. Methods of experimental and statistical control in the design of research for the speech, hearing, and language sciences. Issues addressed include research concerning developmental processes; speech and language acquisition and disabilities; diagnostic and intervention strategies in clinical and school environments, instructional and assistive technology; validation of instructional strategies; and program evaluation.

LCD 717. The Acquisition of Language. 2 hr. plus conf.; 3 cr. Development of language in the normal child; theoretical and empirical issues. The course involves the study of the processes and variations of speech, language, communication and preliteracy skills in typically developing mono- and bilingual children. Objectives include an exploration of the impact of cultural, ethnic, gender, socioeconomic, and individual variations on the child's acquisition of language; an understanding of the processes involved in language learning, language use, and the foundations of literacy from prelinguistic stages to complex language development.

LCD 721. Language and Learning Disorders of Children I. 2 hr. plus conf.; 3 cr. Application of studies in normal language acquisition to the study of pre-school language and learning disorders; emphasis on the assessment of, and intervention with pre-school children with language and learning disorders. Units include interdisciplinary views of the child with speech, language, and communication challenges; issues in speech, language, communication, social-emotional and cognitive development related to specific language impairment, pervasive developmental delay, autism, mental retardation, and developmental apraxia; challenges in learning and in the classroom for children with developmental language disorders.

LCD 722. Speech Disorders: Stuttering. 2 hr. plus conf.; 3 cr. Theoretical and empirical approaches to the symptoms, etiology, and management of fluency disorders from childhood to adolescence to adulthood. Topics include working with children as members of families and school environments; special considerations for pre-school and school-aged children; and interactions with children, parents, and teachers.

LCD 723. Alternative and Augmentative Communication Systems and Use for the Persons with Severe Communication Impairments. 2 hr. plus conf.; 3 cr. Nature of alternative and augmentative communication (AAC) technologies, sign systems, and strategies used with children and adults across a range of impairments; individualized assessment and assignment of assistive technologies; teaching language and communication skills to persons using AAC in home, school, and, workplace settings; and the use of technology to communicate.

LCD 724. Neuromotor Communication Disorders. 2 hr. plus conf.; 3 cr. Emphasis on problems of children with various neuromuscular disorders. Topics include speech, oral motor, and respiratory/phonatory issues in normal and abnormal neuromotor development from 1–12 months; development of feeding skills, oral motor assessment of infants and young children, multidisciplinary assessment and treatment.

LCD 725. Diagnostic Methods in Speech-Language Pathology. 2 hr. plus conf.; 3 cr. Theoretical principles underlying the assessment of communication disorders; includes procedures for formal test selection and use, interviewing, and report writing. Units include assessment of language interactions in home, clinic, and school settings.

LCD 726. Language Disorders: Adolescents and Adults I. 2 hr. plus conf.; 3 cr. Symptoms, etiology, and management of adolescents and adults with language difficulties related to acquired aphasia.

LCD 727. Speech Disorders: Voice. 2 hr. plus conf.; 3 cr. Vocal pathologies in children and adults: etiology, symptoms, and treatment approaches. Topics include laryngeal histopathology, neurological vocal disorders; laryngectomy; and the impact and management of a variety of pediatric vocal disorders including working with children as members of family and school environments.

LCD 728. Speech-Language Pathology Services in the Schools. 2 hr. plus conf.; 3 cr. A study of the research findings and professional practices basic to decision-making. Units include models of service delivery; individualized educational programming; rights and responsibilities of teachers and other staff; instructional design and planning including case selection; collaborative assessment and teaching; computerized teaching programs, national and state legislation and regulations; multicultural differences and bilingual considerations.

LCD 729. Clinical and Classroom Practicum in Speech-Language Pathology.

1, 2, or 3 cr. The course requires 12–14 hours per week of supervised clinical and classroom practicum. It includes staffings; instructional planning; case conferences; analysis of clinical and classroom management and instruction; the critical appraisal of behavioral teaching objectives; outcomes assessment; and professional practice issues. The course is taken during each semester of matriculation. It is repeatable for one, two, or three credits. The course is graded on a Pass/Fail basis only.

LCD 730. Speech Disorders: Articulation and Phonology. 2 hr. plus conf.; 3 cr. Review of current literature on phonological disorders with a view toward assessment and management in the clinic and the classroom. Topics include theories of phonological development; various forms of phonological and articulatory assessment; development of phonological awareness and impact on speech, spelling, and reading; impact of culture and heritage on phonological patterns; and remedial techniques.

LCD 731. Language Disorders: Adolescents and Adults II. 2 hr. plus conf.; 3 cr. This course examines the language of dementia, traumatic brain injury, and right hemisphere brain damage, along with motor speech disorders. Each disorder, especially as it relates to the adult and adolescent population, is discussed according to its symptoms, etiology, diagnosis, and treatment.

LCD 732. Language and Learning Disorders of Children II. 2 hr. plus conf.; 3 cr. Application of research in normal oral and written language acquisition to the study of language and learning disorders in school-aged children and adolescents; emphasis on the assessment of, and intervention with school-age children with language and learning disorders in the clinic and the classroom. Units include the history of special education; perceptual disorders, linguistic diversity; narrative and discourse development; reading acquisition; medication, drug abuse, and language issues related to dyslexia, attention deficit disorder, oppositional behavior, and central auditory processing disorder.

LCD 733. Dysphagia. 2 hr. plus conf.; 3 cr. The anatomy and physiology of normal and disordered glutton. Emphasis is on medical issues related to the etiology, symptomatology, diagnosis, and treatment of swallowing disorders. Topics include various technological methods of assessment including modified barium swallow and fiberoptic endoscopic evaluation of swallowing; interdisciplinary concerns; and impact of ethical and cognitive issues.

LCD 734. Communication and Auditory Impairment. 2 hr. plus conf.; 3 cr. Communication problems of the hearing impaired; clinical strategies for intervention; production and comprehension of speech and language as well as psychological considerations. Topics include language, cognitive, educational, and psychosocial issues; hearing

aids; classroom acoustics and group amplification systems; assistive technology; cochlear implants and tactile aids.

LCD 759. Studies in Communication Disorders. 3 hr.; 3 cr. May be repeated for credit if topic changes.

LCD 797. Special Problems. Prereq.: Approval of program director and department chair.

LCD 797.1. 1 hr.; 1 cr.

LCD 797.2. 2 hr.; 2 cr.

LCD 797.3. 3 hr.; 3 cr.

COMMUNICATION DISORDERS COURSES IN RESERVE

LCD 704. The Psychology of Speech

LCD 708. Speech Science

LCD 710. Physiological Acoustics

LCD 714. Sociology of Speech: Sociolinguistics

LCD 715. Semantics

LCD 743. Advanced Audiology I

LCD 744. Hearing Aids

LCD 745. Audiological Assessment of the Young Child

LCD 746. Advanced Audiology II

LCD 747. Psychological Acoustics

LCD 748. Auditory Disorders in Children

LCD 749.1, 749.2, 749.3. Clinical Practicum in Audiology

COURSES IN LINGUISTICS

LCD 701. Introduction to Linguistics.

3 hr.; 3 cr. Structural aspects of language most relevant to the ESL and/or literacy teacher.

LCD 702. Teaching English Sentence Structure I. 3 hr.; 3 cr. Prereq. or coreq.: LCD 701. Introduction to the grammar of English and applications to teaching ESL, Part I.

LCD 703. Teaching English Sentence Structure II. 3 hr.; 3 cr. Prereq.: LCD 702. Introduction to the grammar of English and applications to teaching ESL, Part II. Continuation of LCD 702.

LCD 705. Language and Cross-Cultural Communication. 3 hr.; 3 cr. Prereq. or coreq.: LCD 701. The acquisition and use of non-native languages from a cross-cultural perspective. Introduction to research on how non-native speakers learn the sociolinguistic and pragmatic rules of the target language and how inappropriate use of such rules often results in miscommunication between native and non-native speakers. Developing effective pedagogical techniques in teaching communicative competence to ESL learners.

LCD 706. Bilingualism. 3 hr.; 3 cr. Prereq. or coreq.: LCD 701. Sociolinguistic and psycholinguistic properties of bilingualism, legal history, and educational foundations of bilingual education. Bilingual education will be

compared to other approaches. An emphasis is placed on the implications of bilingualism for ESL and/or literacy teachers.

LCD 707. Evaluation and Measurement in TESOL. 3 hr.; 3 cr. Prereq. or coreq.: LCD 703 and 741. Discussion of contemporary issues and problems in ESL testing. Construction and evaluation of tests and assessments in all areas of language skills. Analysis of published standardized ESL tests, such as LAB and TOEFL.

LCD 712. Multiple Literacies in TESOL. 3 hr.; 3 cr. Prereq. or coreq.: LCD 741. This course provides a strong background in the teaching of the multiple literacies that English language learners need to thrive in today's technologically changing society. The class explores the teaching of traditional alphabetic literacy skills involved in English Language Arts. It also prepares students for instruction in emerging forms of communication, including media literacy, information literacy, and information technology. Components include assessment, methods, and materials development.

LCD 720. Teaching English Sound Structure. 3 hr.; 3 cr. Prereq. or coreq.: LCD 701. Introduction to the sound structure of English and applications to teaching ESL.

LCD 740. Second Language Acquisition and Teaching. Prereq. or coreq.: LCD 701. Introduction to the linguistic and pedagogical theories and methods of teaching ESL. There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations.

740.3. 3 hr. plus 25 hr. fieldwork observation; 3 cr. (For students who possess a New York State teaching certificate.)

740.4. 3 hr. plus 50 hr. fieldwork observation; 4 cr. (For students who do not possess a New York State teaching certificate.)

LCD 741. Methods and Materials of TESOL: Listening, Speaking, Reading, Writing. Prereq.: LCD 702 and 740. This course is a comprehensive review of the methods and materials used in TESOL/ESL classes to teach the four language skills: listening, speaking, reading, and writing. The class covers how to adapt methods and materials to suit learner populations of different ages and at varying levels of English proficiency. The role of instructional technology (e.g. audiovisual, multimedia, computers in ESL instruction) will also be addressed. There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations.

741.3. 3 hr. plus 25 hr. of fieldwork tutorial; 3 cr. (For students in the TESOL:ITI and post-master's TESOL advanced certificate programs there is a requirement for 10 full school days of supervised student teaching in ESL classes at either the elementary or secondary level.)

741.4. 3 hr. plus 50 hr. of fieldwork tutorial; 4 cr. (For students in the *M.S. in Education: TESOL* program who do not possess a New York State teaching certificate.)

LCD 742. Methods and Materials of TESOL: The Content Areas. 3 hr.; 3 cr. Prereq.: LCD 741. In this course students learn the principles and practices for TESOL/ESL through academic content areas such as mathematics, science, social studies, and language arts. Readings, model lessons, and authentic materials are used to examine the theoretical issues involved and apply them to teaching practices for ESL learners at the elementary and secondary levels. (For students in the TESOL:ITI and post-master's TESOL advanced certificate programs there is a requirement for 10 full school days of supervised student teaching in ESL classes at either the elementary or secondary level, complementing the level of student teaching in LCD 741.)

LCD 750. Practicum in Adult TESOL.

3 hr. plus 20 hr./wk of teaching experience; 3 cr. Prereq.: LCD 741. Supervised teaching experience plus a weekly two-hour seminar focused on classroom-related issues in second language acquisition and instruction. This course does *not* fulfill the State Education requirements for certification in elementary or secondary schools.

LCD 790. Seminar in Research in TESOL. 3 hr.; 3 cr. Prereq.: LCD 707 and 742. Analysis of selected research studies related to TESOL.

LCD 794. Student Teaching Internship in TESOL I. 3 hr. plus 20 hr./wk. student teaching; 3 cr. Prereq. or coreq.: LCD 742. Supervised student teaching in ESL classes, plus a weekly seminar at the college. (For students who do not possess a New York State teaching certificate.)

LCD 795. Student Teaching Internship in TESOL II. 3 hr. plus 20 hr./wk. student teaching; 3 cr. Prereq.: LCD 794. Supervised student teaching in ESL classes at either the elementary or secondary level, complementing the level of student teaching in LCD 794, plus a weekly seminar at the college. (For students who do not possess a New York State teaching certificate.)

LCD 796. Student Teaching Internship in TESOL for Certified Teachers. 3 hr. plus 20 hr./wk. student teaching; 3 cr. Prereq.: LCD 742. Supervised student teaching in ESL classes, plus a weekly seminar at the college. (For students who possess a New York State teaching certificate.)

LINGUISTICS COURSES IN RESERVE

LCD 709. Teaching Writing and Reading to the Adult ESL or Basic Education Student

LCD 781. Survey of Adult Literacy Practices and Theory

LCD 782. Language, Literacy, and Society

LCD 784. Practicum in Adult Literacy and Reading

LCD 791. Seminar in Research in Applied Linguistics

5c. Nominating Committee:

MOTION: Duly made by Professor Chris Vickery, Chair of the Nominating Committee:

“To accept the Nominating Committee Report dated May 5, 2011”

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

1. Technology and Library Committee

The following faculty member was elected by unanimous consent:

Eva Fernández Arts and Humanities April, 2013

5d. **Campus Affairs, Environment and Graduation Advisory Committee:**

MOTION: Duly made by Professor Inas Kelly, Chair of the Campus Affairs, Environment and Graduation Advisory Committee:

“To accept the Academic Calendar Fall 2011-Spring 2012”

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

6. Old Business (none)

7. New Business

7a. MOTION: Duly made by Parliamentarian Dave Fields:

“To accept the Academic Senate Scheduled Meeting Dates – Fall 2011-Spring 2012”

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

MOTION: Duly made by Parliamentarian Fields:

“To adjourn”

The Forty-First meeting of the Academic Senate was adjourned at 4:05 p.m. *sine die*.