

The meeting will come to order:

Chair Roberta Brody called the meeting to order at 3:39 p.m.

1. Approval of Agenda:

i. MOTION: Duly made:

“To approve the Agenda”

ii. MOTION: Duly made by Professor Ronald Rothenberg:

“To amend the Agenda to add under Old Business Item #6a.”

Motion passed. Objection (1)

iii. MOTION: Duly made by Chair Brody:

“To approve the Agenda as amended”

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

2. Approval of Minutes:

i. MOTION: Duly made and seconded:

“To approve the minutes dated February 9, 2012”

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

3. Announcements, Administrative Reports, and Memorials:

1. Senator Kenneth Lord announced there will be a meeting on Pathways Implementation Plan on March 9, at 10:00am in BRL Conference Room 1.
2. Senator Meghan Healy announced Drama Theatre and Dance has many upcoming performances. For more information see <http://kupferbergcenter.org/>.
3. Brian Lupo, Project coordinator for NYPIRG, thanked all involved in the events that have taken place this year. Brian introduced Daniella Rosenblatt, Intern for NYPIRG and she announced there will be an event “Rock the Bedrock: “Rock Against Fracking” on April 3rd from 6pm-9pm in the Student Union 4th Floor West Ballroom.
4. Senator Ronald Rothenberg announced there will be a town hall meeting on Pathways tonight from 6:00pm-8:30pm at the Community Church of New York, 40 East 35th Street.

4. Special Motions: (none)

5. Committee Reports

5a. Undergraduate Curriculum Committee

Editorial Corrections: pg 1. A. General Education b. i. delete:
pg 1. Soc 205 change Sociological to Social
pg.5 4.d. delete the word ~~and~~
pg.6. Environmental Science change 4. ENSCI ~~393~~ to 383
pg.6.i.Change ENSCI ~~393~~ to 397

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

“To accept the UCC Minutes dated –February 9, 2012 as amended”

Hearing an objection to the motion, discussion followed.

- ii. MOTION: Duly made by Senator Stephen Grover:

“To edit EECE(12-01) and remove the sentence starting with ...
We often think...ending with Victor Frankenstein.”

Motion ii. withdrawn.

- iii. MOTON: Duly made by Professor Kenneth Lord and 2nd Senator Lowe:

“To divide out EECE (1201) and send back to the committee”

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

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

“To accept the UCC Minutes dated – February 9, 2012 as amended”

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

A. General Education

- a. Writing-Intensive Sub-committee. No report.
- b. General Education Advisory Committee. (Meeting of 2/1/2012)
 - i. Deleted
 - ii. Synthesis proposals. None.
 - iii. Global Contexts course proposals. None.
 - iv. Capstone course proposals
(Details available at: <http://senate.qc.cuny.edu/GEAC/Proposals>)
 - a. #213: LCD 342. Student Teaching Internship in TESOL II
 - v. Spirit of PLAS. None.

B. Curriculum Changes

1. Mathematics (11-44)

- a. Change to hours, credits, and catalog description

To Read:

MATH 385, 385W. Mathematical Foundations of the Secondary School Curriculum.
4 hr. lec, 2 hrs. lab; 4 cr. Prereq.: MATH 201, SEYS 201, SEYS 221, and permission of instructor.

Designed to give prospective secondary school mathematics teachers an understanding of the mathematics they will be teaching as well as the history of mathematics. An examination will be made of the thought underlying the secondary curriculum, from a consideration of the nature of mathematics and mathematical thought to the construction of simple mathematical models drawn from secondary school topics. Students work in small groups to create and implement lessons. Spring.

2. Sociology (11-45)

- a. Change in prerequisites:

To Read:

Soc 205. Social Statistics.

6 hr.; 4 cr. Prereq.: Sociology 101 or ANTH 101 or ECON 101 or FNES 106 or HSS 1 or PSCI 100 or PSCI 101 or URBST 101.

Introduction to descriptive, inferential, bi-variate, and multivariate statistical techniques to analyze social science data. In the statistics lab, students learn how to generate and interpret output produced by a standard statistical computer package. Lab exercises are used to reinforce the meaning of the statistics and how they behave.

3. MUSIC (11-46)

- a. Change to the BA in Music (HEGIS 1004, SEC 02732)

To Read:

Standard Music Major (BA in Music)

Required: MUSIC 246, 247, 346, 347; 171, 173; 172, 174; 271, 273; 272, 274; 373, 374, 270, 276, 377, 378; 187, 188, 287, 288, 387, and 388.

- b. Change to the BMus (HEGIS 0832, SEC 02729)

To Read:

The Performance Major (BMus, major code 077):

The Bachelor of Music program is planned for the student advanced in instrumental or vocal performance and is comparable to conservatory training. Admission is by competitive audition in the major instrument. Students accepted receive up to eight semesters of private instruction in the major instrument from an instructor assigned by the School of Music. They will also take the requirements for the Standard Music Major (BA in

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Music), but need take only one course from MUSIC 270 (Conducting), MUSIC 276 (Instrumentation), and MUSIC 378 (Composition); in addition, they will take at least two semesters of MUSIC 282 (Survey of Repertory for Major Instrument or Voice) and at least four semesters of MUSIC 255 (Chamber Music). There may not be more than one year's difference (2 semesters) between the theory level and the semester of lessons. Lessons may be at level 4 while taking Theory 2 (MUSIC 174), but no greater difference will be permitted. Should the theory level fall further behind, a student will be suspended from lessons until the theory requirement is fulfilled. Piano majors will take MUSIC 283 (Keyboard Accompaniment) and two semesters of MUSIC 286 (Practical Accompanying), or one semester each of MUSIC 286 and 284 (Continuo Playing). Voice majors will take MUSIC 129, 130, 229, and 230 (diction courses in Italian, German, French, and English, respectively). Voice majors will also take two college-level courses in each of two languages, which must be chosen from Italian, German, or French. Each May Bachelor of Music students must demonstrate satisfactory progress in a performance of several contrasting works before a faculty jury. In their last year they are required to present a senior recital that includes major repertoire and that meets the high standards of performance of the School of Music.

- c. Change to the Music Major with the Music Education Sequence (HEGIS 0832, SEC 26469)

To Read:

The Music Major with the Music Education Sequence (major code 078):

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 (BA in Music), except that MUSIC 276 and MUSIC 378 are replaced by MUSIC 381. In addition, students in the music education sequence must take SEYS 221, EECE 310, and either EECE 340 or SEYS 340, plus ECPSE 350 and MUSIC 166, 267, 268 or 269, 365, 366, 369, and 370. MUSIC 267 (Introduction to Music Education) is a prerequisite to all other music education courses. Students must pass this course with a minimum grade of B– in order to continue the music education sequence. Students must select a concentration in either instrumental or choral music education. The required instrumental sequence includes MUSIC 161, 162, 163, 167, 168, and 269. The required choral sequence includes MUSIC 266 and 268 and, for those whose keyboard skills are found upon examination to be less than adequate, MUSIC 265. Those who want to obtain the broadest possible professional preparation may elect to take both sequences.

- d. New course.

MUSIC 382. Introduction to Schenkerian Analysis. 3 hr.; 3 cr. Prereq. or coreq: MUSIC 373. Prereq.: Permission of the School of Music. An introduction to the theories of Heinrich Schenker and their practical application to music analysis.

- e. Change to hours, credits, prerequisite, description.

To Read:

MUSIC 377. Musical Form and Analysis. 3 hr., 3 cr. Prereq.: MUSIC 373. Prereq. or coreq.: MUS 374. An intensive study of musical forms and genres from ca. 1700 to ca. 1950, including

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both instrumental and vocal music. Primary emphasis is on standard formal types associated with music of the eighteenth century. Adaptations of these forms by nineteenth- and early twentieth-century composers will also be covered. Students must achieve a minimum grade of C- in MUSIC 377 for the course to count toward the music major. Fall, Spring

- f. Course withdrawn.

Music 277. Analysis I

4. SEES (11-47)

- a. New Course

ENSCI 395. Internship in Environmental Science.

45 hours placement, 1 cr. Prereq.: Advanced standing and permission of the department.

The student completes a 15-week internship directly related to the environmental sciences at a private company, government agency, or non-profit institution under the supervision of a SEES faculty member. Credits are based on the number of weekly internship hours.

- b. New Course

ENSCI 396. Internship in Environmental Science.

90 hours placement; 2 cr. Prereq.: Advanced standing and permission of the department.

The student completes a 15-week internship directly related to the environmental sciences at a private company, government agency, or non-profit institution under the supervision of a SEES faculty member. Credits are based on the number of weekly internship hours.

- c. New Course

ENSCI 397. Internship in Environmental Science.

135 hours placement, 3 cr. Prereq.: Advanced standing and permission of the department.

The student completes a 15-week internship directly related to the environmental sciences at a private company, government agency, or non-profit institution under the supervision of a SEES faculty member. Credits are based on the number of weekly internship hours.

- d. Change to Environmental Science Major (HEGIS 1914, SEC 21974)

To read:

Environmental Sciences

The interdisciplinary BA in Environmental Science (Major code 110) requires the courses listed below:

1. ENSCI 100, 200, and the capstone ENSCI 373; and completion of
2. the following introductory science courses that are prerequisite for one or more of the core courses or advanced courses that follow: GEOL 101, CHEM 113.4 and 113.1, BIOL 105.0, MATH 151 (or equivalent), and PHYS 121.4 and 121.1;
3. one of the following 200-level Core Courses in addition to the ENSCI 200 listed above: GEOL 208, 216, or ENSCI 203; and
4. two of the following 300-level Advanced Courses:
GEOL 318, 342, 347, 349, 356, 370, 377, 383, ENSCI 383, 397 or BIOL 340).

(Since additional advanced courses will be added to this list in the future, students are advised to check with the Undergraduate Advisor to find out about recently approved additions.)

For the BS in Environmental Science (Major code 111) the student must satisfy the requirements for the BA and complete

1. MATH 114 (or equivalent);
2. the second semester of three of the required introductory Mathematics and Science courses listed for the BA: (GEOL 102, BIOL 106.0, CHEM 114.4 and 114.1, MATH 152 (or equivalent) or PHYS 122.4 and 122.1);
3. one additional 200-level Core Course; and
4. two additional 300-level Advanced Courses.

Justification: SEES is proposing to include 3 additional courses to the list of elective *Advanced Courses* eligible to satisfy the requirement for ENSCI-BA (i.e., 2 Advanced courses) and ENSCI-BS (i.e., 4 Advanced courses) majors:

- i. ENSCI 397 *Internship in Environmental Science, 3 hrs lec., 3 cr.*
- ii. ENSCI 383 *Special Topics 3 hrs lec., 3 cr.*
- iii. GEOL 383 *Special Topics 3 hrs lec. 3 cr.*

The Internship course (ENSCI 397) will meet a need for a guided, experiential learning component to the environmental science major curriculum. The addition of GEOL 383 and ENSCI 383 as Advanced Course options would allow for the eligibility of periodic, topical courses that are in-depth examinations of topics in the environmental sciences and geosciences.

Changes made to PHYS 121/122 are editorial as the numbers were changed.

5. MATH (11-48)

- a. Change to Major (The Secondary Education Option)

To Read:

The Secondary Education Option (Concentration code 06C)

Required: MATH 231 or 237; 201, 505; MATH 241 or 611; MATH 518; MATH 220; 333, or 613; MATH 385W; CSCI 111; CSCI 212 or one of PHYS 121, 145. Three or four additional courses as follows: *Three* additional courses chosen from Lists X and Y below, of which at least *two* must be from List X, OR *four* additional courses chosen from Lists X and Y below, of which at least *one* must be from List X.

List X: MATH 310, 317 (or 617), 609, 612, 618, 619, 626, and 634. MATH 310 is recommended for those who expect to teach calculus. Also especially recommended are MATH 317 (or 617), 618, and 619.

List Y: MATH 202, 213W, 223, 232, 242, 245, 247, 248, 320 and all 500- and 600-level courses not already used to satisfy the above requirements. MATH 503 and MATH 524 are suggested electives for SEYS minors. MATH 202 is usually required for entry into master's degree programs in mathematics.

A student pursuing this option is required to declare and complete a minor in Secondary Education.

A year of college physics is recommended.

- b. Change to Major (The Elementary Education Option)

To Read:

The Elementary Education Option (Concentration code 06D)
Required: MATH 119, 141-143 (or 151-152), 220 231, 241, 509, 518 (or 618) and CSCI 080 or higher. One additional math course will be chosen with the advice and approval of the student's department advisor. Each student must obtain a department advisor by the beginning of the junior year. A student pursuing this option is required to declare and complete a second major in EECE.

6. FNES (11-49)

- a. Recertification of FNES programs.

RESOLVED, that the undergraduate degree in Home Economics (IRP Code 02759) leading to a Bachelor of Arts be changed to Family and Consumer Sciences, leading to a Bachelor of Science, effective May 1, 2012. In addition, the program will contain three tracks: Family and Consumer Studies; Food Service Management; and Textiles and Apparel.

EXPLANATION: the field formerly known as Home Economics has transformed from a general major to more specific tracks. A common core of courses is shared by each of the three tracks. **Note:** Majors must achieve a grade of C or better in all required courses listed above, both inside and outside of the FNES Dept. A Student may not repeat a required course more than once beyond the initial enrollment in the course. The remaining requirements for each track are articulated immediately following this explanation.

FAMILY AND CONSUMER STUDIES TRACK

This program is for students interested in working with consumers, families, and children in such settings as consumer agencies, family service agencies, family service departments of hospitals and clinics, financial institutes, financial counseling agencies, nursing homes for the aged, adolescents' and children's residencies, day care centers, departments of social welfare, etc. It is also designed for students who plan to enter the consumer economics fields in positions with consumer protection agencies, consumer relations departments of business and industry, etc. This specialization is recommended for those wishing to obtain an advanced degree in family studies, consumer studies, social work, marriage and family counseling, or management.

PROGRAM REQUIREMENTS

Family and Consumer Sciences Core:

FNES 106: Intro to Family and Consumer Sciences	3 cr.
FNES 147: Family Relations	3 cr.
FNES 151: The Family and Consumer Studies	3 cr.
FNES 380: Seminar in Family & Consumer Sciences (Prereq. FNES 106 and 18 FCS credits)	1 cr.

Family and Consumer Studies Core:

FNES 140: Child Development and Parenting	3 cr.
FNES 153: Family Resource Management	3 cr.
FNES 163: General Nutrition	3 cr.

OR

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FNES 263 (CHEM 102.3&102 Prereq.) and 264 Nutrition (Prereq. FNES 263)	6 cr.
FNES 248: Problems in Marriage and Family (Prereq.) FNES 147	3 cr.
FNES 249: Child and Family Policies (Prereq. FNES 147)	3 cr.
FNES 252: Current Problems in Consumer Sciences (Prereq. FNES 151)	3 cr.
FNES 347: Families in Cross-Cultural perspectives (Prereq. FNES 147)	3 cr.
FNES 348: Families and Communities (Prereq. FNES 147)	3 cr.
FNES 349: Family Issues and Conflict Resolution (Prereq. FNES 248)	3 cr.
FNES 350: Practicum in Personal and Family Finances (Prereq. FNES 252)	3 cr.
FNES 351: Seminar in Family Management & Consumer Behavior (Prereq. FNES 252)	3 cr.
FNES 356: Counseling Sexuality (Prereq. FNES 147)	3 cr.
FNES 376: Fieldwork – Community	1, 2, 3 cr.

Required Out-of-Department Courses:

(L) Chemistry 16.3 and 16.1 (L) Or Chemistry 101.3&101.1	4 cr.
Biology 11 (PLAS), 9 and 10 (L), or 20 (L) or 22(PLAS) or 108 (L)	<u>3-4 cr</u>
Total credits: 54-60 cr.	

FOOD SERVICE MANAGEMENT TRACK

The **mission** of the Food Service Management specialization is to impart an understanding of the scientific principles of management of food service institutions by integrating didactic and laboratory instruction in institutional food administration, and food science.

The **goals** of the Food Service Management specialization are to:

1. Impart fundamentals of food science and institutional administration knowledge and their application.
2. Develop students' ability to solve problems and think critically in areas of food service management in preparation for careers in a variety of settings that include: hospitals, nursing homes, school meal service or other institutional meal service programs and the hospitality industry.

Note: This track does not meet the American Dietetic Association (to be renamed the Academy of Nutrition and Dietetics as of January 1, 2012) requirements to receive a Verification Statement which is necessary for becoming a Registered Dietitian (RD).

PROGRAM REQUIREMENTS

Family and Consumer Sciences Core:

FNES 106: Intro to Family and Consumer Sciences	3 cr.
FNES 147: Family Relations	3 cr.
FNES 151: The Family and Consumer Studies	3 cr.
FNES 380: Seminar in Family & Consumer Sciences (Prereq. FNES 106 and 18 FCS credits)	1 cr.

Food Service Management Core:

FNES 101: Science of Foods	3 cr.
FNES 104 (F): Social, Cultural & Economic Aspects of Foods	3 cr.
FNES 163: General Nutrition	3 cr.
FNES 203: Meal Planning & Meal Management (Prereq. FNES 101)	3 cr.
FNES 275: (S) Institutional Management (Prereq. FNES 101)	3 cr.

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FNES 378: (F) Quantity Food Purchasing, Production & Equipment 3 cr.
(Prereq. FNES 203 & 275)

Required Out-of-Department Courses:

Biology 11 or 20 or 22 or 105: Introduction to College Biology 4 cr.
Chemistry 101.3&101.1 or 113: Basic Chemistry 4 cr.
Acct. 101: Introduction to Theory and Practice of Accounting 3 cr.
Total credits: 39 cr.

TEXTILES AND APPAREL TRACK

The study of textiles and apparel is based on an interdisciplinary approach. Social science principles derived from psychology, sociology, history, and economics are combined with physical science principles and aesthetics. Graduates seek employment in industries related to the design, production, distribution, or retailing of textiles and apparel. Others seek employment with historical societies, pattern companies, or fashion publications.

This program at Queens College provides a firm liberal arts education with fundamental knowledge in textiles and apparel. Those students wishing to combine this general approach with the more specialized areas of fashion merchandising or design may wish to participate in the **Visiting Student Program with Fashion Institute of Technology**. (See F.I.T. faculty liaison.)

PROGRAM REQUIREMENTS

Family and Consumer Sciences Core:

FNES 106: Intro to Family and Consumer Sciences 3 cr.
FNES 147: Family Relations 3 cr.
FNES 151: The Family and Consumer Studies 3 cr.
FNES 380: Seminar in Family & Consumer Sciences (Prereq. FNES 106 and
FCS credits) 1 cr.

Textiles and Apparel Core:

FNES 121: Textiles 3 cr.
FNES 126: Apparel Science I 3 cr.
FNES 157: History of Costumes & Furnishings: Ancient Egypt to
or the French Revolution **Pre-Industrial** 3 cr.
FNES 158: History of Costumes & Furnishings: French Revolution
to the Present 3 cr.
FNES 226: Apparel Science II (Prereq. FNES 126) 3 cr.
FNES 227: Interdisciplinary Aspects of Textiles & Clothing
(Prereq. FNES 157 or 158) 3 cr.
FNES228W: Individual & Family Clothing Problems
(Prereq. 121 & 126) 3 cr.
FNES 325: The Apparel Industry (Prereq. Economics 100, 101, or 102;
FNES 121, 227) 3 cr.
FNES 327: Apparel Design (Prereq. FNES 121, 226) 3 cr.

Required Out-of-Department Courses

Biology 11 (Introduction to College Biology) **PLAS** 4 cr.
Chemistry 16.1 & 16.3 or (101.1&101.3) 4 cr.
Economics 100 or 101 or 102 3 cr.
Total credits 45 cr.

RESOLVED, that a Bachelor of Science in Nutrition and Dietetics be established at Queens College as a free standing degree with its own IRP Code, based upon the underlying curriculum in place in the program currently registered as Home Economics (IRP Code 02759), effective May 1, 2012 subject to financial ability.

EXPLANATION: The college has offered a curriculum accredited by CADE (Commission on Accreditation for Dietetics Education of the American Dietetic Association (to be renamed the Academy of Nutrition and Dietetics as of January 1, 2012)). The program prepares students to participate in a dietetic internship, after which they may take a credentialing examination to become Registered Dietitians. By offering this as a free standing program, independent of other related curricula, prospective students and potential employers among others will more clearly understand the options offered by the Department of Family, Nutrition and Exercise Sciences.

DIDACTIC PROGRAM IN DIETETICS

PROGRAM REQUIREMENTS

Family and Consumer Sciences Core:

FNES 106: Intro to Family and Consumer Sciences	3 cr.
FNES 147: Family Relations	3 cr.
FNES 151: The Family and Consumer Studies	3 cr.
FNES 380: Seminar in Family & Consumer Sciences (Prereq. FNES 106. and 18 FCS credits)	1 cr.

Food Science, Nutrition, and Institution Management Core:

FNES 101: Science of Foods	3 cr.
FNES 104: Social, Cultural, and Economic Aspects of Foods	3 cr.
FNES 203: Meal Planning and Meal Management (Prereq. FNES 101)	3 cr.
FNES 263: Nutrition I (Prereq. Chem. 102.3, 102.1; Psych 107)	3 cr.
FNES 264: Nutrition II (Prereq. FNES 263)	3 cr.
FNES 275: Institutional Management (Prereq. FNES 101)	3 cr.
FNES 307W: Experimental Food Science (Prereq. FNES 101, 263; Psych. 107)	4 cr.
FNES 337: Nutrition Education (Prereq. FNES 263)	3 cr.
FNES 365: Nutrition Counseling and Assessment (Pre or co-req. FNES 264; Chem. 103.3, 103.1)	3 cr.
FNES 366: Medical Nutrition Therapy (Prereq. Chem. 103.3, 103.1; FNES 264, 365)	3 cr.
FNES 368: Life Cycle & Community Nutrition (Prereq. Bio. 43; Prereq. or co-req. FNES 264)	3 cr.
FNES 378: Quantity Food Purchasing, Production & Equipment (Prereq. FNES 203, 275)	3 cr.

Required Out-of-Department Courses:

Bio. 11: (L, PLAS)* Introduction to College Biology	4 cr.
Bio. 43: Anatomy & Physiology (Prereq. Bio. 11; Chem. 102.3, 102.1)	4 cr.
Bio. 44: Food and Human Microbiology (Prereq. Bio. 11; Chem. 102.3, 102.1)	4 cr.
Chem. 101.3/101.1: Basic Chemistry	4 cr.
Chem. 102.3/102.1: *Basic Organic Chemistry (Prereq. Chem. 101.3, 101.1)	4 cr.
Chem. 103.3/103.1: Basic Biochemistry (Prereq. Chem. 102.3, 102.1)	4 cr.

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Psych. 101: General Psychology 4 cr.
Psych. 107: Statistical Methods 4 cr.

* Alternative Courses: Chem. 113 = Chem. 101.3&101.1;
Chem. 251/252 = Chem. 102.3&102.1; Bio. 105/108 = Bio. 11

Note: Majors must achieve a grade of C or better in all required courses listed above, both inside and outside of the FNES Dept. A Student may not repeat a required course more than once beyond the initial enrollment in the course.

A copy of the full proposal for this program is on file in the central Office of Academic Affairs.

7. EECE (12-01)(withdrawn)

5b Graduate Curriculum Committee

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

“To accept the Graduate Curriculum Minutes dated- February 15, 2011”

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

1. Graduate School Library and Information Studies (G12-01)

Change in requirements for admission:

HEGIS: **0899.01**

PROGRAM CODE : [26411](#) -

**PROGRAM TITLE : LIBRARY MEDIA SPECIALIST FOR CERT TCHRS AWARD : MLS
INST.NAME/CITY: CUNY QUEENS COLLEGE FLUSHING HEGIS : 0899.01**

To Read:

Applicants for NYS teacher certification in the area of Library Media Specialist must satisfy all NYS Teacher Certification testing and other requirements stipulated by NYSED.

2. Graduate School Library and Information Studies (G12-02)

Change in requirements for admission, degree/certificate:

HEGIS number: **1601.00**

PROGRAM CODE : [34038](#) -

**PROGRAM TITLE : LIBRARY MEDIA SPECIALIST AWARD : MLS
INST.NAME/CITY: CUNY QUEENS COLLEGE FLUSHING HEGIS : 1601.00
FORMATS : EVE STD N-FT**

To Read:

Applicants for NYS teacher certification in the area of Library Media Specialist must satisfy all NYS Teacher Certification testing and other requirements stipulated by NYSED.

3. Graduate School Library and Information Studies (G12-03)

PROGRAM CODE : [26411](#) -

PROGRAM TITLE : LIBRARY MEDIA SPECIALIST FOR CERT TCHRS **AWARD :** MLS
INST.NAME/CITY: CUNY QUEENS COLLEGE **FLUSHING** **HEGIS :** 0899.01

To read:

Library Media Specialist for Certified Teachers

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

“To accept the Masters of Arts in Teaching in Secondary Education (MAT)”

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

College: Queens College, City University of New York
Department: Secondary Education and Youth Services
Program: Master of Arts in Teaching in Secondary Education(MAT)
Anticipated Date of Implementation: September 2012

Proposal:SEYS MAT Program: A Modular Approach

Master of Arts in Teaching (MAT)

Rationale for establishing an MAT degree in Secondary Education

The MAT degree in Secondary Education, which is comprised of existing courses, is a natural outgrowth of, and complement to, the Post Baccalaureate Initial Certification programs in Secondary Education and the MS Ed programs. As it is based on our Teaching Fellows program, it is not a new program. Much has changed in educating secondary candidates and our offerings in teacher preparation must keep pace. Additionally, due to the lagging economy and job shortages, schools are placing increasing demands on new teacher qualifications to meet their budget shortages. By offering the flexibility for candidates to get dual certification in such high-demand areas such as special education, bilingual education, and literacy and at the same time obtain their Initial Certificate in a content area and an MAT degree within a reasonable time period, we expect to drastically expand the application pool.

The MAT degree in Secondary Education takes candidates with an undergraduate degree in a content area taught in 7-12 schools and provides them with a five-pronged approach to learning to teach through a graduate degree program that encompasses:

- General pedagogical content
- Educational theory and practice related to their particular subject
- Supervised student teaching
- Subject specific content at the graduate level
- Educational research.

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As graduates in a particular discipline, candidates will have gained the necessary preparation to connect these five areas together in ways that will allow them to become exemplary teachers and bring the latest methods, techniques and skills to 7-12 classrooms. At the same time they will come to appreciate that teaching is about creating learning communities where the teacher is one member of such communities and is the important communicator.

Research supports the notion that excellent teachers are well versed in pedagogy and discipline specific content and this program is designed to bring these two very distinct areas of knowledge together in meaningful ways to produce reflective and creative teachers who are lifelong learners.

Need for the Program:

Many other local colleges offer MAT programs (for example, Hunter College, Lehman College, CCNY, NYU, Pace University, St John's University). Queens College is losing candidates to these other programs and our Post Baccalaureate enrollments are thereby decreasing. The proposed program will allow candidates to obtain initial teaching certification along with a Master's Degree with a number of credits that compete with area schools. Since it is comprised of existing courses, it can be implemented with little extra work.

These Modular MAT programs offer candidates the flexibility they need to meet growing occupational demands. The ability to obtain dual certification would be an extremely valuable asset to those seeking teaching positions in a highly competitive market.

THE MAT MODULAR PROGRAMS

All of the MAT Modular Programs are comprised of two areas: (a) the CORE Courses which lead to Initial Certification in the content area and (b) the MODULES. Modules can either be Content Specialization Courses or Extension Specialization Courses which provide the opportunity for a second area of certification (Special Education, Bilingual Education, or Literacy).

Candidates enrolling in the MAT program will be assigned an advisor in the content area of the initial certification and, if different, another advisor for the second area of certification (Special Education, Bilingual, Literacy). All candidates will take Core courses (see below) and then choose an area of specialization. Candidates will meet with their advisor(s) and together they will plan an appropriate program of graduate courses based on the candidates' area of specialization and interest.

Admission requirements and Core requirements for the MAT are the same as those of the existing Post Baccalaureate Initial Certification Program in the content areas.

CORE

Core Courses (all MAT candidates take the following courses):

SEYS 536	Educational Foundation
SEYS700	Language Literacy and Culture in Education
SEYS 552	Educational Psychology
SEYS 560-564	Methods of Teaching *** in Middle and High School
(Art candidates take SEYS 565 and EECE 533)	
SEYS 570.2-574.2	Initial Clinical Experiencein *** for Secondary School (not for art education candidates)
SEYS 570.4-575.4	StudentTeaching in ***for Secondary School
SEYS 580-584	Standards- Based Curriculum and Assessment in Teaching ***
ECPSE 550	Foundations of Special Education

*** indicates eachspecific content area (English, Science, Mathematics, World Languages, Art)

See Appendix for full Bulletin Description of Post Baccalaureate Program describing these courses in detail.

After completing these Core courses and all New York State and Queens College certification requirements candidates are eligible to apply for New York State Initial Certification.

MODULES (Specialization Courses)

Candidates need to meet with their advisor(s) about whether they are eligible to take specialization courses before they complete Initial Certification

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Content Modules

Mathematics: (15 credits)

Pedagogical Content Courses

SEYS 751	Advanced Curriculum Course in Mathematics
SEYS 775	Research in Mathematics Education I

Content Courses

Math 505	Problem Solving
Math 509	Set Theory and Logic
Math 524	History of Mathematics

Science (15 credits)

Pedagogical Content Courses

SEYS 753 or 767.3*	Advanced Curriculum
SEYS 777	Research Seminar

Content Courses

9 credits of 500-800 level courses in one of the science content areas (e.g., Biology, Physics, Chemistry, or Geology) with the approval of the content advisor.

English (18 credits)

Pedagogical Content Courses

One Reading Elective from the following:

SEYS 740, 741, 746

One Writing Elective:

SEYS 763

One Contemporary Issues/Research Course from the following:

SEYS 764, 781, 767.3*

Content Courses

Nine Credits in English

World Language Education (18 credits)

For Arabic, Cantonese, Farsi, German, Modern Greek, Hebrew, Hindi, Japanese, Korean, Latin, Mandarin, Portuguese, Punjabi, Russian, & Urdu. New York State currently offers certification for these languages.

Pedagogical Content Courses

SEYS 743	Foreign Language in the Secondary School
SEYS 785	Seminar in Research in Foreign Language

Elective Pedagogical Content Courses

12 Credits from the following:

SEYSW 710 Foreign Language and Cultural Learning through Classroom Interaction

SEYS 786 Advanced Seminar in Research in Foreign Language Education

SEYS 767.3* Workshop: to be used as a special topic

· Teaching Culture in World Language Classrooms

· Articulated Program Design

· Technology Tools for World Language Instruction

· Interdisciplinary Curriculum for Language Assessment in Secondary School

Art (18 credits)

Pedagogical Content Courses

SEYS 774	Research Seminar
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6 Credits from the following:

SEYS 712, SEYS 724, SEYS 725, SEYS 727, SEYS 732

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Content Courses

ART 600 / ARH 500 (Total of 9 credits from 500 and 600 level Art and Art History courses).

*Note that SEYS 767.3 is a generic workshop course used for special topics in specific content areas. Eligibility of topics to be determined by program advisor.

Extension Modules

Entrance into extension modules requires Initial Certification in any secondary content area.

Adolescent Literacy (21credits)

SEYSL 700	Research Investigation for Literacy I
SEYSL 701	Foundations of Literacy
SEYSL750	Assessment and Instruction I
SEYSL751	Assessment and Instruction II
SEYSL 752	Collaboration and Literacy Program Renewal
SEYSL 760	Practicum in Literacy I
SEYSL 761	Practicum in Literacy II

Special Education (18credits)

ECPSE 703	Introduction to Assessment in Adolescent Special Education
ECPSE 722	Applied Behavior Analysis and Positive Behavioral Supports
ECPSE 725	Internship in Severe Disabilities (6 credits)
ECPSE 740	Curriculum and Instruction for Adolescent Special Education
ECPSE 742	Foundations of Assistive and Instructional Technology

Bilingual Education (15 credits)

This module is only available for students with bilingual proficiency as determined by a proficiency test.

SEYS706	Globalization and Comparative Education
SEYS 720	The Education of Immigrants Children in the United States
SEYS 744	Methods and Materials in Teaching English to Speakers of Other Languages
SEYS 745	Reading and Writing for Diverse Students in Content Areas
SEYS 767.3*	Language Acquisition and Learning for Bilingual English Language Learners

Appendix

Course Descriptions for the MAT (courses are currently in use and are listed in the current college bulletin)

SEYS 536. Educational Foundations.3 hr. plus 25 hr. field experience; 3 cr. Prereq.: Permission of the department. Overview of theory and research on key sociological, philosophical, historical, and political foundations of education. Consideration will be given to how these foundational issues are evident in classroom situations and practice. This course will deal with contemporary socioeconomic and political issues that continue to influence and shape education decision- making. Theoretical analysis of major educational ideas and practices in the United States will be examined. Attention will also be given to how growth in technology has influenced the educational environment. Includes field experience component for students not currently teaching.

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

SEYS 560–564. methods of teaching in middle and high school. 3 hr. plus 25 hr. field experience; 3 cr. Prereq.: Permission of the department; coreq.: SEYS 570.2–574.2. Students' pedagogical content knowledge in their specific subject areas is developed in this course. Research-based learning, instructional and assessment strategies, as well as the secondary school curriculum will be examined. The course also examines issues of language, literacy, and culture and how they impact the learning and teaching of the

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specific content. As well, emphasis is placed on the use of technology in instruction. Fall

560. methods of teaching English in middle and high school.

561. methods of teaching mathematics in middle and high school.

562. methods of teaching science in middle and high school.

563. methods of teaching social studies in middle and high school.

564. methods of teaching Foreign Language in middle and high school.

SEYS 570.2–574.2. initial clinical Experience in _____ for secondary school. 100 hr. at a secondary school; 2 cr. Prereq.: SEYS 536, 700; coreq.:

SEYS 552; Prereq or coreq.: SEYS 560–564. Open only to students who are matriculated in the secondary education program. *This initial clinical experience is designed to provide students with school-based classroom experiences that prepare them to effectively student teach at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher and a college-based supervisor.* Fall

570.2. initial clinical Experience in English for secondary school.

571.2. initial clinical Experience in mathematics for secondary school.

572.2. initial clinical Experience in science for secondary school.

573.2. initial clinical Experience in social studies for secondary school.

574.2. initial clinical Experience in Foreign Language for secondary school.

SEYS 570.4–574.4. student teaching in _____ for secondary school. 4 cr., 240 hr. of daily participation or its equivalent for 15 weeks at a secondary school. Prereq.: Permission of the department; a minimum grade of B in SEYS 560-564 and SEYS 570.2-574.2 and a 3.0 GPA in SEYS courses. School-based teaching experiences are provided that prepare student teachers to effectively teach students at the secondary school levels. Under the guidance of a cooperating teacher and a college-based supervisor students are expected to teach a minimum of one class. Students must earn a minimum grade of B to be recommended for NYS initial certification. Students may be required to attend a weekly or bi-weekly seminar at the college and or take SEYS 580-583 as a co-requisite. See program advisor.

570.4. student teaching in English for secondary school.

571.4. student teaching in mathematics for secondary school.

572.4. student teaching in science for secondary school.

573.4. student teaching in social studies for secondary school.

574.4. student teaching in Foreign Language for secondary school.

SEYS 580–584. standards-based curriculum and assessment in teaching. 3 hr.; 3 cr. Coreq.: SEYS 570.4–574.4. An examination of current standards-based curriculum and assessment strategies and how they can be transformed into effective classroom practice. This class is corequisite with SEYS 570.4–574.4 so as to enrich the student teacher’s understanding of curriculum and assessment issues within an actual classroom. Special topics include strategies for preparing students for Standardized Examinations, ways of integrating innovative curricula and technology in instruction, and assessment strategies for diverse student populations, including those with special needs. Spring

580. standards-based curriculum and assessment in teaching English.

581. standards-based curriculum and assessment in teaching mathematics.

582. standards-based curriculum and assessment in teaching science.

583. standards-based curriculum and assessment in teaching social studies.

584. standards-based curriculum and assessment in teaching Foreign Language.

SEYS 700. Language, Literacy, and culture in Education. 3 hr. plus 25 field hr. experience; 3 cr. Intended to deepen and broaden students’ understanding of language development in adolescence, and multilingual, multicultural, and biliteracy issues in education. Particular emphasis will be given to the role of language and culture in a pluralistic and democratic society. Students will learn about the nature of language acquisition, English-language proficiency for academic purposes, cross-cultural understanding, second language development, and strategies for teaching subject matter knowledge to English Language Learners

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(ELL). Course content will focus on the characteristics and needs of ELL populations. Students will examine the instructional strategies of the teachers in relation to the unique needs of these populations. The literacy demands of content curricula in secondary schools will also be critically examined.

SEYS 767.3. Workshop in Secondary Education. 3 hr.; 3 cr. Prereq.: Basic undergraduate or graduate courses in curriculum and methods of teaching a specific subject in secondary school; coreq.: Secondary school teaching. May be repeated for credit if topic is changed.

ECPSE 550., Foundations of special Education.

3 hr. plus 15 hr. fieldwork; 3 cr. Prereq: Either: (a) SEYS 552—Educational Psychology and SEYS 536—Educational Foundations; or (b) EECE 702— Social Foundations of Education, EECE 704—Major Contemporary Issues in Education and EECE 705— School and Community Relations; coreq.: A discipline- specific teacher educator course with fieldwork. 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.

ECPSE 703, Introduction to Assessment in Adolescent Special Education. The purpose of this course is to prepare secondary special education teachers to engage in reflective decision-making and research-validated professional practice that will result in the creation of effective instructional programs for all students including those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills and dispositions associated with the application of assessment information in individual student and program evaluation, as well as, to classroom and curriculum planning.

ECPSE 722: Applied Behavior Analysis and Positive Behavioral Supports. Program candidates will learn and examine environmental influences on student behavior. Additionally, candidates will learn about assessment of behavior problems, various educative and positive behavioral strategies, and the use of single subject designs to evaluate behavior change in applied settings for students with mild, moderate and severe disabilities. Field experiences of about 5 hours involve candidates in measurement and analysis of student behavior.

ECPSE 725: Internship in Severe Disabilities. Supervised teaching of students with severe disabilities within a candidate's certification area with a focus on students on the autism spectrum. Candidates will be placed in a classroom with students with intensive support needs, where they will be provided the opportunity and guidance to participate in application of theories and practices discussed in prerequisite courses. Clinical component consists of full-time participation and teaching for the entire semester. Seminars supplement the clinical experience. Entry into this internship requires a B or better in both ECPSE 720 and ECPSE 722.

ECPSE 740: Curriculum and Instruction for Adolescent Special Education. Theory and research about young adults with disabilities and exemplary practices in informal assessment, curriculum design and

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adaptation, effective instruction, person-centered planning, self-determination, supportive learning environments, and instructional technology for students with mild, moderate, and severe disabilities. Field experiences of at least 15 hours involve program candidates in assessment, curriculum adaptation, planning, and implementing an intervention to assist a young adult achieve his/her goals. Reflection on practice involves an analysis of self-determination, empowerment, learning, community participation, and behavior change.

ECPSE 742: Foundations of Assistive and Instructional Technology. Theory, research, and practice in identifying, implementing, and evaluating assistive and instructional technology for students with disabilities. Candidates will develop knowledge, skills, and dispositions to: (a) integrate technology in

planning and managing the teaching and learning environment, (b) use technology to conduct assessments, and (c) make appropriate technology-related adaptations for students with disabilities. The course is designed to provide a broad knowledge base, rather than disability-specific information with the goal of assisting candidates develop technology competencies that they can apply with students with disabilities within their age specialization (elementary or adolescent) within special education and general education classrooms.

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

“To accept the MS in Secondary Education-Modular Extension as amended”

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

College:	Queens College, City University of New York
Department:	Secondary Education and Youth Services
Existing Program:	MS. Ed in Secondary Education- Modular Extension
Anticipated Date of Implementation:	September 2012

MS Ed Modular Extensions

Goal of the Program

The goal of the Modular Extensions to the MS Ed program is to allow candidates with Initial Certification to:

- fulfill professional certification requirements,
- attain eligibility for certification in Special Education, Bilingual Education, or Literacy under the umbrella of the MS Ed in the content area, and
- obtain an MS Ed.

The current MS Ed programs are comprised of 30-36 credits, 15-18 in pedagogy courses and 15-18 in content courses. In the proposed MS Ed extensions only the content courses will change. Candidates may be able to take more than one module.

Rationale for extending the existing MS. Ed degree in Secondary Education

The MS. Ed is designed to meet the growing demands of our candidates, the schools in which they work, and the educational community. Teachers find themselves increasingly asked to assume multiple roles in schools and, as such, having dual teaching certification would be extremely advantageous. This proposal is an extension of our existing MS Ed programs. By offering Modules in Special Education, Bi Lingual, and Literacy our candidates with Initial Teacher Certification will be able to expand their expertise in their initial certification area and gain an additional certification and/or an extension to their license.

Calls for program flexibility can be found in much of the education literature and it is imperative that Queens College stays in the forefront of preparing competent and proficient middle and

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secondary school teachers. Candidates enrolling in the MS Ed program will be assigned an advisor in the content area of the initial certification and, if different, another advisor for the second area of certification (Special Education, Bi Lingual, Literacy). All candidates will take pedagogy courses (see below) and then choose an area of specialization. Candidates will meet with their advisor(s) and together they will plan an appropriate program of graduate courses based on the candidates' area of specialization and interest.

This approved program will be filed with the department during the first semester of attendance. The candidate may not depart from this program without permission of the advisor(s). Each of the specialization areas will have its own course requirements. Please note that the existing content area specializations will remain unchanged.

Need for the Program:

Because of its sole emphasis on content-area advancement, Queens College is losing candidates to other programs and enrollments in our Ms Ed programs are thereby decreasing. The proposed program will allow candidates to obtain certification in an area beyond that which they received in their undergraduate studies. Initiating this program will greatly enhance our enrollments and marketability and place Queens College in the forefront of graduate pedagogical studies. Faculty within SEYS have done informal studies which have shown that our undergraduates are planning to do their graduate studies in other programs if we do not add these options.

Pedagogical Courses (Unchanged)

Historical, Philosophical, and Social Foundations of Education: (SEYS 701, 702, 703, 704, 705, 706, 707, 708, 720)	3 credits
Psychological Foundations: (SEYS 709, 710, 717, 718, 719, 738)	3 credits
Curriculum Methods in Secondary Education: Art (SEYS 711, 712, 724, 725, 727, 732, 767.3*) English (SEYS 740, 741, 745, 767.3*) World Languages (SEYS 743, 744, 767.3*) Mathematics (SEYS 750, 751, 767.3*) Science (SEYS 753, 767.3*) Social Studies (SEYS 722, 760, 761, 762, 767.3*)	3-6 credits
Research Art (SEYS 773, 774) English (SEYS 781, 782) World Languages (SEYS 785, 786) Mathematics (SEYS 775, 776) Science (SEYS 777, 778) Social Studies (SEYS 783, 784)	3-6 credits

Although the above sample set of pedagogy courses represents the general pattern of courses within the Ms. Ed, there may be differences based on each candidate's background and prior educational experiences. Specific requirements for each candidate will be established in consultation with a program advisor.

*SEYS 767.3 is a special topics course

New Extension Modules: (Comprised of existing courses)

Adolescent Literacy (21 credits)

SEYSL 700	Research Investigation for Literacy I
SEYSL 701	Foundations of Literacy
SEYSL750	Assessment and Instruction I
SEYSL751	Assessment and Instruction II
SEYSL 752	Collaboration and Literacy Program Renewal
SEYSL 760	Practicum in Literacy I
SEYSL 761	Practicum in Literacy II

5c. Nominating Committee

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

“To accept the Nominating Committee Report dated March 2, 2012”

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

1. Undergraduate Curriculum Committee

a. The following faculty member was elected by unanimous consent:

Jeff Maskovsky	At-Large	December, 2013
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b. The following student was elected by unanimous consent:

Michael Bento	At-Large	December, 2013
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2. Policy Board on Administration Committee

The following faculty members were elected by unanimous consent:

Mary K. Chelton	At-Large	December, 2013
Miryam Segal	At-Large	December, 2013

6. Old Business

a. Discussion on Whiteboards

7. New Business (none)

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

“To Adjourn”

The meeting was adjourned at 4:06 pm. The next Special Limited Academic Senate meeting is Thursday, March 29, 2012 and the next Special Academic Senate meeting is Thursday, April 5, 2012.