

The meeting will come to order:

Chair Manuel Sanudo called the meeting to order at 3:42p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Sanudo:

“To approve the agenda”

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

2. Approval of Minutes:

- i. MOTION: Duly made and seconded:

“To adopt the minutes dated December 11, 2014”

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

3. Announcements, Administrative Reports, and Memorials:

1. Tiffany Brown, representative of NYPIRG, announced Higher Education Action Day is on Thursday, February 26, 2015 in Albany, bus service and lunch will be provided.
2. Senator Chris Labial announced Club Day is on Wednesday, February 11, 2015 during free hour in the Student Union ballroom. All are invited to attend.
3. Raj Maheshwari, Student Association President recapped this past semester’s events; programing for students; puppy room; 24 hour study period; midnight breakfast; yoga classes; and he thanked all the departments that helped to make these events successful.
4. Chair Sanudo announced that the Middle States Accreditation process has started on campus and is running from 2015 ending in 2017. Overall there are 3 co-chairs and eight working groups with 2 co–chairs on each group. The Steering committee has met and they are looking for faculty and students to join the working groups. If any faculty/students are interested contact either Manuel Sanudo or Phyllis D’Alessio.
Chair Sanudo announced the CUNY Board of Trustees at its January 26, 2015 meeting passed the Charter Amendment¹ to allow Adjunct Faculty to run and be elected to one seat on the Academic Senate at the College Wide At-Large level.

¹ Charter Amendment passed by the Academic Senate on December 11, 2014.

(3a. Guest Speaker)

3a. Guest Speaker- Dr. Eva Fernández, Assistant Vice Provost and Executive Director, Center for Teaching and Learning.

Chair Sanudo announced our guest speaker for today is Dr. Eva Fernández. She has a Bachelor of Arts from New York University and a Master of Arts and a Ph.D. from the CUNY Graduate Center. Her research focuses on cross-linguistic language processing in monolingual and bilingual populations. Her work at Queens College includes supporting and advocating for faculty use of instructional technology and online instruction; bringing information about learning trends to campus and incorporating these into assessment activities; providing centralized support for adjunct faculty; and supervising experiential education programs.

Dr. Eva Fernández began with a power point presentation of student/ faculty evaluations. She outlined the effectiveness of evaluations and the data they provide. Faculty evaluations improve teaching; help students make informed enrollment choices; and study the effectiveness of curriculum assessment and accreditation. They study numerous variables including: academic discipline; class size; course difficulty; course level; instructor rank; instructor expressiveness; student motivation and expected grades. In closing she mentioned that interpreting the student/ teaching evaluations is complicated and invited faculty to join and form a study group to explore both the reliability and the validity of the evaluations. Dr. Fernández answered questions from the senators. For complete chart details see: https://public.tableausoftware.com/profile/emf5887#!/vizhome/evaluations_forSenate/Difficulty

4. Special Motions: (none)

5. Committee Reports

5a. Undergraduate Curriculum Committee

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

“To accept the Undergraduate Curriculum Minutes dated December 11, 2014”

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

A. General Education

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

1. General Education Advisory Committee

Hebrew 356. Modern Hebrew Literature - 1948 to present day. (LANG)

Hebrew 352. Modern Hebrew Literature - 1880 to 1948. (LANG)

Hebrew 358. Modern Hebrew Media in Israel. (LANG)

Hebrew 321. Reading in the Hebrew Bible. (LANG)

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2. Mathematics and Quantitative Reasoning Advisory Committee

No report.

3. Writing Intensive Advisory Committee. (Meeting of November 17, 2014)

a. Math 114, 114W. Elementary Probability and Statistics.

4. STEM variant courses.

None.

B. Curriculum Changes

1. Studio Art.

a. Change in the name of a major.

To:

The department offers major programs in three areas: Art History (BA), Design (BS), and Studio Art (BA, BFA). The Bachelor of Arts and Bachelor of Science programs provide training in their disciplines within the framework of a liberal arts curriculum, as does the more intensive Bachelor of Fine Arts program. It is assumed that further professional and scholarly pursuits may need to take place after graduation, according to the needs and objectives of the individual student.

b. Change to a major.

To:

Design

The department offers a Bachelor of Science degree in Design that prepares students for careers or graduate study in the rapidly evolving field of design. Students in the major learn visual communication using industry-standard technology across interactive, time-based, digital and traditional media. Students have the option of pursuing a concentration in Communication Design, Interaction Design, or Animation and Illustration. See the box on page 96 for the specific requirements for the major.

Transfer students who want to major in design must present a transcript, or a transcript and portfolio, to the Design faculty for evaluation. Except as specifically exempted by portfolio review, all transfer students must take ARTS 246, 345, and 395, along with four upper division electives (ARTS247 or higher) at Queens College. Up to 15 studio credits may be granted toward the major. In addition, students may receive as many additional blanket studio credits as permitted by the BS degree, which requires that at least 60 credits be in liberal arts.

Students who wish to major in Design must meet with an advisor prior to declaring the major. Admission requirements include a minimum overall GPA of 2.75 or approval by portfolio review. Program standards for satisfactory progress require students to maintain a

(5a. UCC minutes continued)

GPA of 2.75 or better within the major and receive no grade lower than C in any requirements for the major. Students accepted into the major are requested to meet with an advisor once each semester to ensure adherence to major requirements. An Apple laptop computer with Adobe Creative Suite software is strongly encouraged for students majoring in ~~graphic design~~ Design.

c. Change to the major.

Changes Boxed Information (Currently on page 96 of Bulletin—the bulletin does not reflect the most recent approved changes (60 credit degree).

To:

Design (ARTD), For the BS Design degree (total 60 credits), a student must complete the following basic sequence:

Art History Core Courses (6 credits)

ARTH 101 or 102

One course from ARTH 200–299, MEDST 100, 101, 144, 146.

To:

DESIGN: Required Courses (33 credits)

ARTS151 or ARTS188; ARTS189; ARTS190; ARTS191; ARTS193; ARTS241; ARTS242; ARTS245; ARTS246; ARTS345; ARTS395.

To:

Design: Elective Courses (21 credits) Seven of the following courses:

ARTS 157, 165, 171, 187, 188, 193, 195, 205, 207, 210, 212, 213, 214, 215, 217, 221, 247, 248, 249, 259, 269, 277, 278, 279, 286, 287, 289, 290, 296, 347, 358, 359, 370, 393. Four of the seven electives must be taken from the upper division courses ARTS 247 or higher).

To:

In addition, Graphic Design majors may take additional studio art courses (including those needed for the Minors, as long as 60 credits of the total credits are liberal arts credits. Students who elect any of the minors cannot count the same courses for both the design major and the minor. Instead, additional courses must be taken.

Students may opt to pursue a concentration in Communication Design, Animation & Illustration or Interaction Design by selecting five courses from the list of design electives. At least three of the electives are required to come from upper division courses (ARTS247 or higher).

Communication Design Concentration (5 courses, three from ARTS247 or higher)

ARTS 165, 171, 188, 195, 205, 207, 210, 212, 213, 243, 248, 249, 257, 269, 277, 278, 279, 286, 289, 290, 296, 370, 393

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Animation and Illustration Concentration

ARTS 157, 165, 171, 187, 188, 207, 210, 213, 214, 215, 217, 221, 247, 257, 277
278, 279, 287, 290, 296, 347, 358, 359, 370, 393

Interaction Design Concentration

ARTS 157, 165, 171, 188, 195, 205, 207, 210, 212, 213, 214, 217, 221, 243, 249, 257, 269,
277, 278, 279, 286, 290, 370, 393

d. Change to requirements for the minor.

REQUIREMENTS FOR MINORS IN ART

To:

Graphic Design (Minor code 61)—Required: 21 credits

ARTS 190, 191, 241, plus any four from ARTS 189, 242, 243, 244, 245, 246, 248, 286, 289, 290, 296, 357, 370, 387, 396.

To:

Animation and Illustration—Required: 21 credits

Seven courses from ARTS 151, 190, 187, 188, 193, 205, 207, 210, 213, 215, 221, 247, 259, 277, 278, 279, 286, 290, 347, 359.

To:

Digital Moviemaking and Imagemaking—Required: 21 credits

Seven courses from ARTS 157, 165, 205, 207, 210, 217, 221, 225, 235, 277, 278, 279, 287, 290.

e. Change in title and description.

To:

ARTS 191 Basic Software for Design

An introduction to the fundamentals of prevailing software applications used in design; such as InDesign, Illustrator and Photoshop. Students work with multiple software applications to create projects that communicate through a variety of forms both digital and in print. This class prepares students with the necessary software skills required for ARTS 241 and 242.

f. Change in title and description.

To:

ARTS 214. Web Design I. 4 hr.; 3 cr. Prereq: ARTS191

An introduction to the basic concepts of web design. Topics include scripting languages, markup languages, design practices, hosting, SEO and the best architectural practices for information.

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g. Change in title and description.

To:

ARTS 241 Design 1. 4 hr.; 3 cr.
Prereq.: ARTS190 and ARTS191; coreq.: ARTS 242
Introduction to design principles applied through interactive, time-based, digital and traditional media.

h. Change in description.

To:

ARTS 242. Typography I. 4 hr.; 3 cr.
Prereq.: ARTS 191 or equivalent
Introduction to typography, mainly intended for design majors. Topics covered include typeface classification, anatomy, hierarchy, grids and typesetting. May be taken at the same time as ARTS 241.

i. Change in title and description.

To:

ARTS 246. Design II . 4 hr.; 3 cr. Prereq.:ARTS 241. coreq.: ARTS 245
An further exploration of design principles with an emphasis on collaboration, research methods, critical thinking, presentations, and writing skills as part of the design process. Assignments may include interactive, time-based, and large-scale projects.

j. Change in title and description.

To:

ARTS 345. Design III . 4 hr.; 3 cr. Prereq.: ARTS 246.
A continuation of ARTS 246 with assignments of larger scope and executed across a variety of media A focus on the development of the designer's personal style and working methods, and of specific audiences, commercial contexts, and production issues.

k. Change in description.

To:

ARTS 395. Senior Portfolio. 4 hr.; 3 cr. Prereq.: ARTS 345.
Senior Design majors will fine-tune past projects and create new projects for the development of a print and digital portfolio demonstrating their acquired skills.
Documentation of process and a final presentation are required. Should be taken in a student's final semester before graduation. (Capstone)

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1. Change in title and description.

To:

ARTS 214. Web Design I. 4 hr.; 3 cr. Prereq: ARTS191

An introduction to the basic concepts of web design. Topics include scripting languages, markup languages, design practices, hosting, SEO and the best architectural practices for information.

2. Drama, Theater and Dance

a. Change to the major.

To Read:

At least 39 credits, including (15 credits):

- DRAM 101. Play and Performance: Introduction
- DRAM 201. History of Theatre from Antiquity to Renaissance
- DRAM 202. History of Theatre from the Renaissance
- DRAM 111. Introduction to Design for the Theatre
- DRAM 115. Introduction to Technical Theatre

Plus one course from each of the following groups (12 credits):

- DRAM 203. Play and Performance: Modern Theatre
- DRAM 204. Play and Performance: Contemporary Theatre
- DRAM 308. Studies in Play and Performance

- DRAM 318. Projects of Theatre Design
- DRAM 319. Projects in Technical Theatre

- DRAM 100. Introduction to Acting
- DRAM 121. Acting I

- DRAM 230. Stage Management
- DRAM 231. Introduction to Directing

Plus 12 elective credits.

3. FNES

a. Change to a Major:

Change in requirements for the Major in Human Development and Family Studies Specialization (HDFS)

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To Read:

Requirements for the Major in Human Development and Family Studies: FNES 140, 153, either 163 or both 263 and 264, 248, 249, 250, 345, 347, 348, 349, 356, and 376.

b. New course:

FNES 345. Theories of Lifespan Development. 3 hours, 3 credits. Prerequisite: FNES 147. An overview of theories and research pertaining to individual and family development across the life course from birth through old age. Examination of the tasks and challenges that are unique to each state of development.

4. SEYS

a. Change to title, hours, prerequisite, description.

To Read:

SEYS 375. Student Teaching in Visual Arts PreK-6. 3cr., Prereq.; SEYS 333. 190-240 Hrs.- 3-4 periods of daily participation or its equivalent for 15 weeks in a PreK-6 setting. The course provides undergraduate students in the Art Education program with school-based teaching experiences that prepare them to teach Art at the PreK-6 level. Students are expected to prepare daily lesson plans and update and maintain student teaching portfolios.

b. New course.

SEYS 376 Student Teaching in Visual Arts 7-12. 3cr., Prereq.; SEYS 365. 190-240 Hrs.- 3-4 periods of daily participation or its equivalent for 15 weeks in a 7-12 setting. The course provides undergraduate students in the Art Education program with school based teaching experience that prepares them to teach at the 7-12 level. Students are expected to prepare daily lesson plans and update and maintain student teaching portfolios.

c. Change to a major.

To Read:

The major in secondary education for Art K–12 certification consists of the following sequence: SEYS 201W, 221, SEYS or EECE 340, and SEYS 350 (with a minimum GPA of 3.0) plus EECE 333, SEYS 365, SEYS 375 and SEYS 376 with a minimum grade of B for each.

To be eligible for student teaching, students must meet the following requirements:

1. pass 201W, 221, 340, and 350 with a combined 3.0 average;
2. receive a B or higher in EECE 333, SEYS 365, SEYS 375 and SEYS 376 and
3. complete a minimum of 24 credits in the major.

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Students must see an advisor to obtain current information and updates about additional program certification requirements and New York State certification regulations.

5. FNES

- a. Change in prerequisites.

To Read:

FNES 235. Analysis of Human Movement. 3 hr. plus lab demon.; 3 cr. Prereq: BIO 40 and BIO 41. Study of the structure and function of the skeletal, articular, and muscular systems, and principles and physical laws of motion, in relation to human motor performance. Spring

- b. Change in credits.

To Read:

FNES 311. Physical Fitness and Training Programs. 3 hr. plus fieldwork; 3 cr. Prereq.: FNES 161W and 230. Experience and direct application of scientific methods of assessment and training in physical conditioning activities for physical education majors.

- c. Removing course from the reserve list.

FNES 381. Special Physical Education. 2 rec., 3 lab. hr.; 3 cr : Prereq.: SEYS 222, RE. 264, and RE. 15 (beginning swimming or equivalent swimming ability). An introduction to the theory and methods of physical education for the special individual. Laboratory experience includes working with the handicapped.

- d. Change to a Major: BS Nutrition and Exercise Sciences (NEXSCI-BS)

To Read:

Required courses in Nutrition and Exercise Sciences include: FNES 211, FNES 230, FNES 263 (prereq. CHEM 102.1 and 102.3 and PSYCH 107), FNES 264 (prereq. FNES 263), FNES 340, FNES 341 (prereq. FNES 340), FNES 342 (prereq. BIO 40), FNES 352 (prereq. FNES 342), FNES 353 (prereq. FNES 211 and FNES 342), FNES 362 (pre/co-req: FNES 264, CHEM. 103.3/103.1, BIO 41), one Department approved Elective and FNES 377 (prereq. FNES 353 or permission). The sciences core includes: BIO 40 and BIO 41, CHEM 101.1 and 101.3, CHEM 102.1 and 102.3 (prereq. CHEM 101.1 and 101.3), CHEM 103.1 and 103.3 (prereq. CHEM 102.1 and 102.3), and Statistics (PSYCH 107.).

- e. Change in prerequisite and description.

To Read:

FNES 352. Physiological Principles of Exercise Training
3 hr. plus lab. demon.; 3 cr. Prereq. FNES 342. Physiological impact of long-term exercise training with special consideration of the body's morphologic and physiologic adaptation to

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specific forms of training. Various training and conditioning methods are examined.

f. Change in prerequisite.

To Read:

FNES 353 Fitness Assessment & Prescription of Exercise Programs

3 hr. plus lab demon; 3 cr. prereq: FNES 211 and FNES 342; co-req FNES 352. Application of scientific principles of exercise physiology to the measurement and evaluation of fitness in healthy individuals. Techniques of exercise testing commonly used in corporate and other adult fitness settings. Training methods for improvement in exercise capacity and good health. Designing exercise programs for individuals and groups.

g. Change in prerequisite.

To Read:

FNES 362. Nutrition for the Exercise Professional.

3 hr.; 3 cr. Prereq. or coreq.: FNES 264, CHEM 103.3/103.1, and BIO 41. The foundation of nutrition assessment and nutrition intervention across the life cycle and for diseases commonly encountered by the exercise professional.

h. Change in prerequisite.

To Read:

FNES 342. Physiology of Muscular Activity.

3 hr. plus lab. demon.; 3 cr. Prereq. BIO 40. The acute and long-term physiological adjustments occurring in the human organism as a result of sport and other physical activities.

6. Political Science

a. New Course.

PSCI 200. Research Skills in Political Science. 3 hr., 3 cr.

Introduction to the tools used for conducting political science research. Students will learn (1) how to ask and frame the research question; (2) how to formulate and implement a research design; (3) how to find and evaluate information and data; and (4) how to analyze politics systematically using diverse research methods. This course is required of all majors in political science.

b. Change to the major.

To Read:

Requirements for the Major in Political Science (Major code 086)

(5a. UCC minutes continued)

Required: 31 credits in political science, including: three of the following courses (PSCI 100, 101, 102, 103, 104 and 105); PSCI 200; fifteen 200-level elective credits in Political Science courses and one 300-level seminar. The introductory course in each category is, on principle, a prerequisite for the intermediate courses and seminars in each category. Exemptions from this rule may be given by the advisor with the concurrence of the instructor. A minimum of 9 hours must be taken in one or in several of the following departments: anthropology, economics, history, philosophy, psychology, sociology, and urban studies, with the permission of the department.

By the upper sophomore year, majors should have worked out a comprehensive course of study in political science with their faculty advisor before registering for more courses. Transfer students who plan to major in political science must take a minimum of 18 credits in the department regardless of the number of political science credits earned at other institutions.

7. Courses taken off Reserve and returned to Active Status

FNES 381. Special Physical Education

8. Courses Put on Reserve

None.

9. Courses Withdrawn

None

C. Policy Changes

5b. Graduate Curriculum Committee

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

“To accept the Graduate Curriculum Minutes dated December 17, 2014”

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

1. Library Science

a. Change in title and description

To Read:

LBSCI 703. Introduction to Organization of Information. 3 hr.; 3 cr. The focus will be on the principles of providing access to information items using the current cataloging code and the provision of subject access to items. Study and practical exercises in various areas of information organization.

2. Family, Nutrition and Exercise Sciences

a. Change in description

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To Read:

FNES 711. *VT. Contemporary issues in FNES. 3 hr.; 3 cr. Prereq.: Permission of the department. Topics vary from semester to semester. Controversies and emerging topics of professional interest in FNES. May be repeated for credit when the topic is different.

3. Change in GPA calculation

To read:

“Required Grade-Point Average, Probation, and Dismissal

All programs must be completed with a minimum GPA of at least *B* (3.0). A matriculated graduate student whose GPA falls below 3.0 during the course of the program will be placed on probation. The student will then have up to 12 graduate credits within which to raise the GPA to 3.0. If this standard is not met, the student will be dismissed.

If, after full completion of all of the requirements for a Graduate Program, a student has an overall GPA above 2.950, the student can appeal to his or her MA Advisor to request that the overall GPA be “rounded up” for administrative purposes to a 3.0, and thereby be allowed to graduate. The MA Advisor in consultation with their program can approve or decline the request. If the MA Advisor declines the request, they must do so in writing, and indicate what remedies the student must perform (take an additional course or retake an existing course). If the MA Advisor approves the request, they must do so in writing to the Dean of Research and Graduate Studies detailing why the request should be granted. If the student’s overall GPA falls between 2.970 and 2.999, the Dean of Research and Graduate Studies can approve the request, however if the student’s overall GPA falls between 2.950 and 2.969, the request and the Dean’s recommendation must be approved by the Graduate Scholastic Standards Committee (GSSC). The GSSC can approve the request, or if not, must detail what remedies the student must perform. Please note that if the appeal to round up the GPA is granted by either the GSSC or Dean of Graduate Student, the overall GPA displayed on your transcript and academic record will not be changed. The rounding will only be used for eligibility for graduation. It must be emphasized that any overall GPA BELOW 2.950 cannot use this appeal process because the “rounding process” would lower, not raise the value.

4. Physics

a. Change in number, title description.

To Read:

PHYS 615.1. Electromagnetic theory - 1 . Prereq.: An undergraduate course in electromagnetism and mathematics approved by the Department .Topics will include: electrostatics, Poisson and Laplace equations, special techniques: method of images, separation of variables, and multipole expansion, electric fields in matter, magnetostatics, magnetic fields in matter.

b. New Course.

PHYS 615.2. Electromagnetic Theory - 2; 4 cr., Prereq.: Phys 615.1. Topics will include: electromagnetic waves in vacuum, electromagnetic waves in media, wave guides, Lienard- Wiechert potentials, dipole radiation, special theory of relativity, relativistic electrodynamics.

(5b. GCC minutes continued)

5. Early and Elementary Childhood Education

- a. Change in description.

To Read:

EECE 787. Research in Language and Literacy. 3 hr.; 3 cr. Prereq.: EECE 722 and two electives in Language and Literacy. Required course in the Language and Literacy Specialty; open only to MSED students in this specialty. Deals with specific issues in language development, emergent literacy, reading instruction, writing process, language arts, and cross-cultural differences in linguistic and literacy practices and perceptions. Students develop projects for the improvement of practices in homes and schools.

TABLE 3. Coursework for MSED in Literacy Education and NYS Professional Certificate for Literacy Specialist B-6

Foundations, Theory, and Research (21 credits)

EECE 722. Language Learning in Cross-Cultural Perspectives 3 cr.

EECE 731. Teaching Beginning Reading and Writing 3 cr.

EECE 746. Nonfiction for Children 3 cr.

EECE 773. Families, Stories, and Literacy 3 cr.

EECE 780. Introduction to Educational Research 3 cr.

EECE 787. Research in Language and Literacy 3 cr.

EECE 782. Teacher as Researcher 3 cr.

Professional Specialization (18 credits)

EECE 764. Learning the Content Areas in Multilingual Settings: Teaching and Assessment 3 cr.

EECE 801. The Role of the Literacy Specialist 3 cr.

EECE 802. Teaching Strategies for the Literacy Specialist 3 cr.

EECE 803. Authentic Assessment 3 cr.

EECE 804. Standards-Based Assessment 3 cr.

EECE 805. Literacy Practicum 3 cr.

The elimination of EECE 787 is due to (1) the overlap in course content with EECE 780, (2) the unneeded amount of coursework that may cause financial strains on program candidates, and (3) the comparability of the MSED B-6 Literacy Program research sequence to other MSED program in the Elementary and Early Childhood Education Department.

Table 1 illustrates the overlap in course content among EECE 780 Introduction to Educational Research and EECE 787 Research in Language and Literacy. According to the current course description, MSED Literacy students must take EECE 780 in their first 12 credits of the program. At this time, they create a research topic and literature review. There are several concerns with the current design and layout of these courses. First, B-6 Literacy program faculty observe that candidates do not have enough experience in their first 12 credits to generate quality research topics and literature reviews in the area of literacy in EECE 780. As a result, program candidates end up creating a different topic area and literature review in EECE 787, which they take in the last 12 credits of the program, for their Literacy Enhancement Projects. Candidates implement and present their Literacy Enhancement Project in EECE 782, which is a B-6 Literacy Program SPA Assessment and implemented in the final semester of the program.

Second, by taking EECE 787, program candidates are completing twice the amount of unneeded coursework in preparation for their Literacy Enhancement Projects. Due to the repetitious course content and to create a better flow of coursework for the research sequence, the B-6 Literacy Program would like to remove EECE 787.

Table 1

| EECE 787 Research in Language and Literacy Course Content | Deals with specific issues in language development, emergent literacy, reading instruction, writing process, language arts, and cross-cultural differences in linguistic and literacy practices and perceptions. | Students develop projects for the improvement of practices in homes and schools. |
|--|---|---|
| EECE 787 | (1)10 Article Literature Review (2)Literacy Enhancement Project Proposal | (1)10 Article Literature Review (2)Literacy Enhancement Project Proposal |
| EECE 780 | (1)Article Summaries and Critiques (2)Research Topic (3)Literature Review | (1)Article Summaries and Critiques (2)Research Topic (3)Literature Review |

c. Change in description.

To Read:

EECE 802. Teaching Strategies for the Literacy Specialist. 3 hr.; 3 cr. This course is designed to present the various techniques that the literacy specialist will need. It will prepare teachers to use their knowledge of literacy teaching techniques to meet the needs of individuals, small groups, and whole classes.

TAB LE 3. Coursework for MEd in Literacy Education and NYS Professional Certificate for Literacy Specialist B-6

Foundations, Theory, and Research (21 credits)

EECE 722. Language Learning in Cross-Cultural Perspectives 3 cr.

EECE 731. Teaching Beginning Reading and Writing 3 cr.

EECE 746. Nonfiction for Children 3 cr.

EECE 773. Families, Stories, and Literacy 3 cr.

EECE 780. Introduction to Educational Research 3 cr.

EECE 787. Research in Language and Literacy 3 cr.

EECE 782. Teacher as Researcher 3 cr.

Professional Specialization (18 credits)

EECE 764. Learning the Content Areas in Multilingual Settings: Teaching and Assessment 3 cr.

EECE 801. The Role of the Literacy Specialist 3 cr.

EECE 802. Teaching Strategies for the Literacy Specialist 3 cr.

EECE 803. Authentic Assessment 3 cr.

EECE 804. Standards-Based Assessment 3 cr.

EECE 805. Literacy Practicum 3 cr.

The integration of the content from EECE 802 into EECE 803 and EECE 804 is primarily designed to stay current with contemporary models of teaching, learning and assessment. Current models of teaching and learning suggest a cyclical pedagogical model that reflects how assessment informs instruction. Consequently, separating course content that addresses instruction from course content that addresses assessment in the B-6 Literacy Program creates an artificial divide that does not reflect current models of teaching and learning. EECE 802 is taken before EECE 803 and EECE 804 resulting in a semester to one academic year disconnect between course content on instruction and content on assessment.

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- d. Change in title, prerequisite and description.

To Read:

EECE 803. Assessment and Instruction I. 3 hr.; 3 cr. Prereq.: EECE 722, 731, 773, 780, 801, 764. This course is open only to students in the Literacy B-6 MEd and the Literacy Post-Master's. This course is the first course of two designed to provide the literacy specialist with the knowledge of an assessment and instruction framework. It provides a theoretical and practical basis for informed instruction based on assessment data. The course focuses on the selection and administration of authentic and performance-based assessments and the interpretation of assessment data to inform instruction to support student learning. Teachers practice classroom diagnostic procedures to assess, analyze, and provide instruction to enhance the reading and writing performance of students, and build their knowledge of literacy teaching techniques to meet the needs of individuals, small groups, and whole classes.

Other: The B-6 Literacy Program requests that information in Table 3 on page 85 (see below) of the current Graduate Bulletin reflect the course title change for EECE 803.

TAB LE 3. Coursework for MEd in Literacy Education and NYS Professional Certificate for Literacy Specialist B-6

Foundations, Theory, and Research (21 credits)

EECE 722. Language Learning in Cross-Cultural Perspectives 3 cr.

EECE 731. Teaching Beginning Reading and Writing 3 cr.

EECE 746. Nonfiction for Children 3 cr.

EECE 773. Families, Stories, and Literacy 3 cr.

EECE 780. Introduction to Educational Research 3 cr.

EECE 787. Research in Language and Literacy 3 cr.

EECE 782. Teacher as Researcher 3 cr.

Professional Specialization (18 credits)

EECE 764. Learning the Content Areas in Multilingual Settings: Teaching and Assessment 3 cr.

EECE 801. The Role of the Literacy Specialist 3 cr.

EECE 802. Teaching Strategies for the Literacy Specialist 3 cr.

EECE 803. Assessment and Instruction I 3 cr.

EECE 804. Standards-Based Assessment 3 cr.

EECE 805. Literacy Practicum 3 cr.

- e. Change in title, prerequisite and description.

To Read:

EECE 804. Assessment and Instruction II. 3 hr.; 3 cr. Prereq.: EECE 722, 731, 773, 780, 801, 764, 803.

This course is open only to students in the Literacy B-6 MEd and the Literacy Post-Master's. This course is the second of two courses designed to provide the literacy specialist with the knowledge of an assessment and instruction framework. It provides a theoretical and practical basis for informed instruction based on assessment data. The course focuses on the selection and administration of standardized assessments and the interpretation of assessment data to inform instruction to support student learning. The teacher will learn techniques for using and interpreting standardized tests and will practice administering standardized tests to assess, analyze, and provide instruction to enhance the reading and writing performance of students, as well as build their knowledge of literacy teaching techniques to meet the needs of individuals, small groups, and whole classes.

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(5b. GCC minutes continued)

Other: The B-6 Literacy Program requests that information in Table 3 on page 85 (see below) of the current Graduate Bulletin reflect the course title change for EECE 804.

TAB LE 3. Coursework for MEd in Literacy Education and NYS Professional Certificate for Literacy Specialist B-6

Foundations, Theory, and Research (21 credits)

EECE 722. Language Learning in Cross-Cultural Perspectives 3 cr.

EECE 731. Teaching Beginning Reading and Writing 3 cr.

EECE 746. Nonfiction for Children 3 cr.

EECE 773. Families, Stories, and Literacy 3 cr.

EECE 780. Introduction to Educational Research 3 cr.

EECE 787. Research in Language and Literacy 3 cr.

EECE 782. Teacher as Researcher 3 cr.

Professional Specialization (18 credits)

EECE 764. Learning the Content Areas in Multilingual Settings: Teaching and Assessment 3 cr.

EECE 801. The Role of the Literacy Specialist 3 cr.

EECE 802. Teaching Strategies for the Literacy Specialist 3 cr.

EECE 803. Authentic Assessment 3 cr.

EECE 804. Assessment and Instruction II 3 cr.

EECE 805. Literacy Practicum 3 cr.

1. History

a. New Course.

HIST 787 Advanced Internship

Minimum of 4.0 hours on site per week, 3.0 credits

Prerequisites: good standing in History M.A. program, permission of Director of Graduate Studies
A semester-long internship at a relevant site such as an archive, library, museum, historical site, or other organization. Purpose is to provide hands-on experience working with the collection or preservation of historical materials. The student must devise a program of internship work in consultation with a faculty sponsor and a representative of the host organization. The student must prepare and present a substantive final report, plus interim reports as requested. May only be counted once toward fulfillment of coursework for the History MA degree.

2. Music

a. Change in description.

To Read:

JAZZ 721, 722, 723. Jazz lessons in composition. 1 hr.; 4 cr. each. Prereq.: Admission to the jazz composition major. Weekly lessons in jazz composition. With the permission of the chair of the school of music, Jazz 723 may be repeated for credit.

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(5b. GCC minutes continued)

- b. Change in description.

To Read:

JAZZ 724, 725, 726. Private instruction in Jazz Performance. 1 hr.; 4 cr. Prereq.: Permission of Director of Jazz Studies. Weekly private lesson in major applied instrument. With the permission of the chair of the School of Music, JAZZ 726 may be repeated for credit.

- c. Change in description

To Read:

MUSIC 709. Individual Musical Performance III. 1 hr.; 3 cr. Prereq.: Music 708; coreq.: MUSIC 747, 748, 749, 750, 751, 752, or 778. Continuation of private study in an instrument, or voice, or conducting. With the permission of the chair of the School of Music, MUSIC 709 may be repeated for credit. Fall, Spring

- d. Change in description

To Read:

MUSIC 731. Private Lessons in Composition III.

1 hr. ; 3 cr. Prereq.: MUSIC 730; coreq.: MUSIC 725. Continuation of private study in composition. May not be taken in the same semester as MUSIC 789. May be repeated for credit. With the permission of the chair of the School of Music, MUS 731 may be repeated for credit. Fall, Spring

MUSIC AND PRODUCTION (MAP) ADVANCED CERTIFICATE PROGRAM

ACSM Curriculum Committee Vote on NOVEMBER 13, 2014

PROGRAM DESCRIPTION:

The MUSIC AND PRODUCTION CERTIFICATE PROGRAM (MAP) consists of six three-credit courses, with equivalencies allowed to accommodate two-credit courses. Completion of the prescribed course of study will yield a Certificate of Advanced Study.

The MAP program establishes a consistent and flexible curricular path in several aspects of music technology and content creation for graduate students at Queens College. Topics will include, but are not limited to, digital recording, MIDI sequencing, composition, and film scoring.

JUSTIFICATION FOR THE NEW PROGRAM:

All graduate students at CUNY are eligible to enroll in the MAP course of study at the Aaron Copland School of Music. The curriculum has been designed with a careful balance of technical mastery, content creation studies and independent research. Technical mastery and content creation are woven together in the four required technological courses. Independent research is emphasized in the concluding studio and production course.

Rationale for Advanced Certificate

Music and Production (MAP)

Aaron Copland School of Music, Queens College – CUNY

Presented to the ACSM Curriculum Committee on September 7, 2014

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(5b. GCC minutes continued)

The Advanced certificate in content and production provides all students in the graduate programs at CUNY with an opportunity to take a comprehensive and coherent set of music courses in content creation and music production skills.

This certificate program requires up to 15 credits drawn from existing music technology courses at the Aaron Copland School of Music at Queens College. These courses comprise a balanced curriculum of study in recording studio environments, and is independent of other music certification programs.

At least three to six additional credits are required from a set of professionally related courses in music business, electronic music, songwriting, film scoring, jazz arranging, intensive *practica* in content creation and production, internships, and service learning. At the discretion of the MAP faculty, courses in media studies, computer science, physics, and mathematics may also meet the requirements for the certificate. Students select these additional professional studies through direct consultation with the production faculty.

Similar Programs at other CUNY campuses and institutions of Higher Education in greater NY:

2-year Undergraduate degree (AA, AS)

LaGuardia Community College
Queensborough Community College
Borough of Manhattan Community College
Nassau Community College
Rockland Community College
Hudson Valley Community College
Five Towns College

4-year Undergraduate degree (BA, BMus)

City College
New York University
Montclair State
William Paterson College
Purchase College
Mercy College
Ithaca College

Graduate (MA, MMus, PhD)

Stony Brook University
Purchase College
New York University

Certificate of Advanced Study

none

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(5b. GCC minutes continued)

Admissions Requirements and Oversight:

Admission into the program requires an initial interview. During this interview, faculty will assess the applicant's current level of technical skill and experience. Qualified applicants will enroll in *Digital Recording 1*, in the fall semester, or *Audio and MIDI 1*, in the spring semester to begin the program. In certain cases less qualified applicants will be required to complete the *Recording Studio Fundamentals* course in order to qualify for full admission.

Curriculum:

All courses in the MAP program are existing courses. There are no new courses and no new faculty will be hired specifically for this program (See attached forms).

Required Courses:

| Course Numbers | Course Title | Cr. |
|---|--|--------------------|
| MUS 737 | Recording Studio Fundamentals, <i>as required by faculty based on interview</i> | (3, if required) |
| MUS 740 & 741 | Digital Recording and Composition 1&2 | 6 |
| MUS 735 & 736 | Audio and MIDI Sequencing 1&2 | 6 |
| <i>See below</i> | Additional Professional studies, as offered from list below | 3 to 6, minimum |
| | Total | 18, minimum |
| Professional Studies in music content and production (choose at least two courses) | | |
| MUS 717 | Film Scoring | 3 |
| MUS 720 | Advanced Orchestration | 3 |
| MUS 721 | Music Business | 3 |
| MUS 727 | Electronic Music | 3 |
| MUS 705, | Jazz Arranging 1, 2 | 3, 3 |

Professional studies in music production: (choose at least two courses)

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| | | |
|----------|--|-------------|
| 706 | | |
| MUS 7902 | Film Scoring Practicum <i>may be repeated for credit with different instructor</i> | 3 |
| MUS 702 | Music Career Development | 3 |
| MUS 7902 | Studio Practica: in technology, production, music business, composition, music technology history, <i>as offered</i> | VAR credits |
| MUS 7902 | Internship or Service Learning, <i>as offered</i> | VAR credits |

NB

Faculty Other courses in Media Studies, Computer Science, Physics, Visual Arts, and Film may be allowable at the discretion of the faculty.

| Faculty for Music and Production | | |
|----------------------------------|-----------|-----------|
| Name | Full Time | Part Time |
| James McElwaine | | Y |
| Peter Calandra | | Y |
| Justin Tricarico | | Y |

Program Scheduling

| FALL | | SPRING | |
|-------------------------------------|-----------|-------------------------------------|-----------|
| COURSE TITLE | CREDITS | COURSE TITLE | CREDITS |
| Recording Studio Fundamentals | 3 | Recording Studio Fundamentals | 3 |
| Audio and MIDI Sequencing 2 | 3 | Audio and MIDI Sequencing 1 | 3 |
| Digital Recording and Composition 1 | 3 | Digital Recording and Composition 2 | 3 |
| Film Scoring | 3 | Film Scoring <i>practicum</i> | 3 |
| Studio <i>practicum</i> | 3 | Studio <i>practicum</i> | 3 |
| Total Credits | 15 | Total Credits | 15 |

FACULTY

List the name and qualifications of each faculty member, for each course in the certificate program using the tables on this and the following page. Identify the core faculty responsible for the program with an asterisk. Graduate faculty must have an earned doctorate or otherwise demonstrate special competence. Faculty resumes should be available on request. These pages may be duplicated as needed.

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| Course Title (a) | No. of Credits (b) | Faculty Member(s) Assigned to Each Course. (Use "D" to Specify Program Director) (c) | Highest Earned Degree & Discipline, College or University (d) |
|--|-------------------------------|---|--|
| Audio and MIDI Sequencing 1 | 3 | P. Calandra* | MMus, Music Composition, Queens College - CUNY |
| Audio and MIDI Sequencing 2 | 3 | P. Calandra* | MMus, Music Composition, Queens College - CUNY |
| Digital Recording and Composition 1 | 3 | J. McElwaine, D * | MMus, Music Composition and Performance, Yale University |
| Digital Recording and Composition 2 | 3 | J. McElwaine, D * | MMus, Music Composition and Performance, Yale University |
| Film Scoring | 3 | P. Calandra * | MMus, Music Composition, Queens College - CUNY |
| Film Scoring <i>practicum</i> | 3 | P. Calandra * | MMus, Music Composition, Queens College - CUNY |
| Production <i>Practicum</i> (various topics) | 3 | J. McElwaine D* | MMus, Music Composition and Performance, Yale University |
| Recording Studio Fundamentals | 3 | J. Tricarico* | MMus, Music Performance, Queens College - CUNY |
| Studio <i>practicum</i> (various topics) | 3 | J. McElwaine D* | MMus, Music Composition and Performance, Yale University |

| Relevant Occupational Experience (e) | Relevant other experience (such as certification/ licensure) (f) | Recent Scholarly Contributions (optional below baccalaureate level) (g) |
|---|---|--|
| Assistant Professor, Queens College | petecalandramusic.com | petecalandramusic.com |
| Assistant Professor, Queens College | petecalandramusic.com | petecalandramusic.com |

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| | | |
|--|--|--|
| Professor <i>emeritus</i> , Purchase College – SUNY | jimmcelwaine.com | jimmcelwaine.com |
| Professor <i>emeritus</i> , Purchase College – SUNY | jimmcelwaine.com | jimmcelwaine.com |
| Assistant Professor, Queens College | petecalandramusic.com | petecalandramusic.com |
| Assistant Professor, Queens College | petecalandramusic.com | petecalandramusic.com |
| Professor <i>emeritus</i> , Purchase College – SUNY | jimmcelwaine.com | jimmcelwaine.com |
| Lecturer, Queens College | justintricaricoACSM | justintricaricoACSM |
| Professor <i>emeritus</i> , Purchase College – SUNY | jimmcelwaine.com | jimmcelwaine.com |

Faculty Assignment

| Faculty Member | Title of Position at Institution | Full-time (FT) or Adjunct (Adj.) at the Institution | Full-time (FT) or Part-time (PT) in the Program | If Part-time in the Program, Specify Other Course Responsibilities | |
|----------------|----------------------------------|---|---|--|-----------------|
| | | | | Titles of Courses Taught Which Are Not Part of the Program | Related Credits |
| J. McElwaine | Professor | Adj. | FT | NA | |
| P. Calandra | Assistant Professor | Adj. | FT | NA | |
| J. Tricarico | Lecturer | Adj. | PT | NA | |

Faculty To Be Hired

none

Admissions

Admission to the Advanced Certificate occurs through faculty interview and recommendation into the course of study. This interview ascertains the initial technological expertise of the applicant and recommends *Recording Studio Fundamentals*, or *Digital Recording and Composition 1* for fall entries or *Audio and MIDI Sequencing 1* for spring entries.

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(5b. GCC minutes continued)

Admission practices for underrepresented populations are consonant with those of the Aaron Copland School of Music. It is anticipated that Advanced students throughout CUNY, and especially in related majors at Queens in media studies, computer science, information technologies, and the physical sciences will avail themselves of this advanced certificate program in music technology.

Projected Expenditures for the Proposed Program

| Expenditures ² | 1 st Year Academic Year ³ | 2 nd Year Academic Year ² | 3 rd Year Academic Year ² | 4 th Year Academic Year ² | 5 th Year Academic Year ² |
|-------------------------------|---|---|---|---|---|
| <i>Faculty</i> ⁴ | | | | | |
| New Resources ⁵ | | | | | |
| <i>Equipment</i> ⁶ | | | | | |
| New Resources ⁴ | | | | | |
| <i>Other</i> ⁷ | | | | | |
| New Resources ⁴ | | | | | |
| Total | | | | | |
| New Resources ⁴ | NONE | NONE | NONE | NONE | NONE |

² Specify the inflation rate used for projections.

³ Specify the academic year.

⁴ Include fringe benefits.

⁵ New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.

⁶ Include here equipment which is not a capital expenditure.

⁷ Specify what is included in "other" category, (e.g., library staff and additional acquisitions, student services staff, administrative or clerical staff, facilities, student financial aid).

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Projected Revenue Related to the Proposed Program

| Revenues ⁸ | 1 st Year Academic Year ⁹ | 2 nd Year Academic Year ² | 3 rd Year Academic Year ² | 4 th Year Academic Year ² | 5 th Year Academic Year ² |
|---|---|---|---|---|---|
| <i>Tuition Revenue</i> ¹⁰ | | | | | |
| 01. From Existing Sources ¹¹ | | | | | |
| 02. From New Sources ¹² | 17 students (in 6 courses) x 16 credits | 20 students (in 6 courses) x 16 credits | 20 students (in 6 courses) x 16 credits | 25 students (in 6 courses) x 16 credits | 25 students (in 6 courses) x 16 credits |
| 03. Total | \$99,280.00 | \$116,000.00 | \$116,000.00 | \$146,000.00 | \$146,000.00 |
| <i>State Revenue</i> ¹³ | | | | | |
| 04. From Existing Sources ⁴ | | | | | |
| 05. From New Sources ⁵ | | | | | |
| 06. Total | | | | | |
| <i>Other Revenue</i> ¹⁴ | | | | | |
| 07. From Existing Sources ⁴ | | | | | |
| 08. From New Sources ⁵ | | | | | |
| 09. Total | | | | | |
| <i>Grand Total</i> ¹⁵ | | | | | |

⁸ Specify the inflation rate used for projections.

⁹ Specify the academic year.

¹⁰ Please explain how tuition revenue was calculated.

¹¹ Existing sources means revenue that would have been received by the institution even if the proposed program were not approved.

¹² New sources means revenue engendered by the proposed program. The revenue from new sources from the previous year should be carried over to the following year as revenues from new sources with adjustments for inflation, if a continuing source of revenue.

¹³ Public institutions should include here regular State appropriations applied to the program. Independent institutions should estimate Bundy aid generated by degrees awarded in the program.

¹⁴ Specify what is included in "other" category.

¹⁵ Enter total of Tuition, State and Other Revenue, from Existing or New Sources.

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| | | | | | |
|--|-------------|--------------|--------------|--------------|--------------|
| 10. From Existing Sources ⁴ | | | | | |
| 11. From New Sources ⁵ | \$99,280.00 | \$116,800.00 | \$116,000.00 | \$146,000.00 | \$146,000.00 |
| TOTAL | | | | | |

Projected Capital Expenditures for the Proposed Program

| Expenditures | 1 st Year Academic Year ¹⁶ | 2 nd Year Academic Year ¹⁵ | 3 rd Year Academic Year ¹⁵ | 4 th Year Academic Year ¹⁵ | 5 th Year Academic Year ¹⁵ |
|---|--|--|--|--|--|
| 1. Capital Facilities | | | | | |
| 2. Equipment (Capital Expenditures) ¹⁷ | | | | | |
| 3. Total Capital Expenditures | NONE | NONE | NONE | NONE | NONE |

5c. Nominating Committee

MOTION: Duly made by Senator Sara Woolf:

Amendment: withdraw Phillip Tarantini name from the report.

“To accept the Nominating Committee Report dated February 5, 2015 as amended”

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

1) Elections Committee

The following faculty members were elected by unanimous consent.

Kelly Blanchat
Margaret McAuliffe

December, 2016
December, 2016

¹⁶ Specify the academic year.

¹⁷ Do not include equipment expenditures made from the operating budget; include these expenditures in Table 1.

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(5c. Nominating Committee continued)

2) Graduate Curriculum Committee

The following faculty member was elected by unanimous consent.

| | | |
|--------------|----------------|----------------|
| Colleen Cool | Social Science | December, 2016 |
|--------------|----------------|----------------|

3) Graduate Scholastic Standards Committee

The following faculty member was elected by unanimous consent.

| | | |
|---------------|-------------------|----------------|
| David Richter | Arts & Humanities | December, 2016 |
|---------------|-------------------|----------------|

5d. Executive Committee

- i. Election of vacant faculty seat

MOTION: Duly made by Senator Erica Davis, Executive Committee Secretary:

“To nominate Jennifer Kyle to the open seat on the Executive Committee”

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

6. Old Business (none)

7. New Business

- a. Nominating Committee Election
 - i. Student Seat- Arts & Humanities
No nominees

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

“To Adjourn”

The meeting was adjourned at 4:30pm. The next Academic Senate meeting is Thursday, March 12, 2015.