

The meeting will come to order:

Chair Simone L. Yearwood called the meeting to order at 3:36 p.m.

1. Approval of Agenda:

i. MOTION: Duly made by Chair Yearwood:

“To approve the agenda”

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

2. Approval of Minutes: (None)

Chair Yearwood announced there was no meeting on March 12, 2020. The Executive Committee acted on behalf of the Academic Senate on March 26, 2020 and approved the material on the agenda for March 12.

3. Announcements, Administrative Reports and Memorials:

1. Siddharth Malviya, Deputy Holder of the Chair and senator, announced Frank H. Wu was approved by the Board of Trustees to serve as the Queens College President.
2. Cherice Evans, senator from Chemistry and Biochemistry, announced Dr. Wilma Saffran from Chemistry and Biochemistry is retiring and she will be taking over her duties as Director of Honors in Math and Natural Sciences.
3. Annie Tummino, alternate senator from the Library, announced Joe Brostek passed away from coronavirus on March 15, 2020. Brostek worked at the college for many years in planning events and in the development in alumni sphere including many of the Queens College commencements.

The senate paid its respect with a moment of silence.

4. Special Motions: (None)

5. Committee Reports:

5a. Undergraduate Curriculum Committee

i. MOTION: Duly made by Ken Lord, Chair of the UCC:

“To accept the UCC minutes dated March 12, 2020”

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

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(5a. UCC continued)

A. General Education

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

1. General Education Advisory Committee
No report.
2. Mathematics and Quantitative Reasoning Advisory Committee
No report.
3. Writing Intensive Advisory Committee.
4. STEM variant courses.
None.

1. English

- a. Change in hours and credits.

To Read:

ENGL 391W. Senior Seminar: Topics in Literature.

4.0 lec.; 4.0 cr.; Pre-requisites: PRE: English major with senior status or consent of the instructor.

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

- b. Change in hours and credits.

To Read:

ENGL 399W. Department Honors Seminar.

4.0 lec.; 4.0 cr.; Pre-requisites: PRE: ENGL 110.

This seminar, required of department Honors candidates, is organized around a broad theme, often interdisciplinary, and includes individual research projects, which are presented at a student conference in the Spring. The seminar is taken twice, in the Fall and Spring of the same academic year, and this two-semester sequence counts toward the requirements for Honors in English. Three credits of 399W replace the senior seminar required for the major, and the additional three credits replace one of the six electives for the major.

2. Journalism

Change to a minor: Journalism

- a. Change in prerequisite:

To Read:

JOURN 201. Digital Journalism

3 hr., 3 cr. No Prerequisite

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b. Change in prerequisite:

To Read:

JOURN 202. Visual Storytelling
3 hr., 3 cr. No prerequisite

b. Change in requirement for journalism minor:

To:

Passing all of the courses that are required for the journalism minor

3. FNES

Proposed Change in Course Description:

TO READ:

FNES 307W. Experimental Food Science. 2 lec. hr.; 3 lab hr; 3 cr. Prereq.: FNES 101 and 263, PSYCH 107.1 and 107.3. Techniques in food experimentation. The completion of an individual food study requiring interpretation and evaluation of results. Fall, Spring (MAT)

4. Political Science

Proposal for the Establishment of a Minor in Legal Studies in the Division of the Social Sciences at Queens College

Rationale

A career in law has long been a goal for students whose interests lead them to major in a discipline in the social sciences and humanities, and for good reason. The legal profession offers high incomes and diverse and rewarding career paths. Moreover, job prospects are relatively good. According to the Bureau of Labor Statistics, the number of law jobs will expand in the coming decade by about 6 percent.¹

We believe that the College can better prepare students interested in legal careers by offering a focused minor that will develop skills required for success in law school and in a legal practice. At present, students who plan to apply for law school are usually advised to take courses that build and demonstrate general skills in writing, textual analysis, and critical thinking. These skills are essential for success in law school, but they do little to prepare students for the specific American legal context in which they will be working. Students and future lawyers need to think clearly and write well, but they also need to have a clear command of the institutional setting in which they will be practicing law and to understand the distinct features of legal argumentation and communication.

¹ U.S. Bureau of Labor Statistics, *Occupational Outlook Handbook*

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The Legal Studies minor will concentrate courses that focus on American legal institutions, the judicial process, and case law in several substantive areas and drawn from several disciplines. It will also include targeted courses in legal communication and reasoning. Students can develop their general writing and analytic skills in the major of their choice and use the minor to explore their interest in the law, to develop knowledge and skills specific to the legal profession, and to demonstrate to law schools that, regardless of their major, they are prepared to hit the ground running when they enter law school. Although the number of law school applications experienced a steady decline in the wake of the financial crisis, they are now on the rebound, increasing by 8 percent between 2017 and 2018.² In this competitive environment, the opportunity to pursue a Legal Studies minor will give QC students a competitive edge.

At present, pre-law students often major in political science, not because of their interest in that discipline but because they believe that the political science major provides the best opportunity of acquiring basic knowledge and skills set necessary for success in a legal career. A minor in legal studies will make it easier for students to prepare for law school while studying the full range of liberal arts disciplines available at the College.

Finally, the Legal Studies Minor will serve students who may be interested in a law-related career other than attorney. These include paralegal, legal assistant, and administrative positions in a variety of law related settings, including the criminal justice system. Predicted job growth for paralegals over the coming decade is double that for lawyers.³ As is the case with students interested in law schools, students interested in law-related occupations can combine a major in the discipline of their choice while gaining specialized training in basic aspects of the legal system and the skills necessary to thrive within it.

Structure

The Legal Studies Minor will be administered by the Department of Political Science in the Division of the Social Sciences. The College's Legal Studies Advisor has long been based on the Political Science Department and it is anticipated that the core courses in the minor will be taught by Political Science faculty. One-third of the QC students applying to law school are Political Science majors, making Political Science by far the most popular pre-law major.⁴

The minor will be open to all Queens College students who have declared a major. The minor will consist of 18 credits. These will include three required courses, two covering the basic institutional structure of the American legal system, and one course on legal reasoning and argument. In addition, the minor will include a variety of elective courses, drawn from Accounting, Economics, English, History, Philosophy, Political Science, Sociology, and Urban Studies that deal with substantive legal issues or with skills and methods connected to the study of law. Courses are listed in a table below.

² Law School Admissions Council

³ U.S. Bureau of Labor Statistics, *Occupational Outlook Handbook*

⁴ Communication from Carl Bonomo, QC Pre-Law Advisor

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Students majoring in any of the disciplines whose courses are included in the minor may take some of the pre-law courses to fulfill their major requirements. Students will be able to use no more than 6 credits taken toward their major to fulfill the requirements of the Legal Studies minor. Likewise, transfer students can transfer no more than 6 credits from other institutions to fulfill the minor's requirements.

We anticipate that the minor can be implemented with existing resources, with the addition of one dedicated adjunct position.

Students and Recruitment

Even without a dedicated legal studies minor, Queens College already has one of the strongest legal studies programs in CUNY, ranking second only to John Jay in the number of applicants to law school. Based on the LSAT scores and GPAs of applicants, Queens College is outperforming John Jay in preparing students for law school.⁵ A legal studies minor will allow the College to build on these strengths and to signal to incoming students that we are as committed as any other institutions to preparing them for success in a legal career.

Conclusion

A legal studies minor will provide multiple benefits for the College and our students. It will aid recruitment by signaling to applicants that we are making an institutional commitment toward preparing students for one of the most popular career paths among talented liberal arts majors. By concentrating our pre-law efforts, it will enable us to approach our task more systematically and to provide more accurate assessments of how we can help our students. Finally, in addition to the improved academic and advisement focus provided by the minor, it will provide students with a source of community as they face the daunting process of applying to law school.

Table 1
Legal Studies Minor Course Offerings
[All courses are 3 credits unless otherwise noted]

Required: (9 credits):

PSCI 100. American Politics and Government (USED, SS US)
PSCI 280. The Judicial Process (USED, SS US; under application)
PSCI 290.1. Legal Reasoning [proposed new course]

Electives: (9 credits from the following)

ACCT 261. Business Law I. (IS, CV, US)
ACCT 362, 362W Business Law II.
ACCT 363. Business Law III.

⁵ *Ibid.*

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ECON 242. Regulation of American Business. 3 credits
HIST 186. Introduction to Legal History. 3 credits
HIST 288. Law, Crime, and Society in U.S. History
HIST 329. Civil Rights Movement.
HIST 340. American Constitutional History to 1865.
HIST 341. American Constitutional History since 1865.
MEDST 357 (3 credits), 357W (4 credits). Media, Law, and Ethics.
PHIL 109. Modern Logic.
PHIL 223. Philosophy of Law.
PHIL 121. Law, Ethics, and Medicine.
PSCI 273. American Political Thought.
PSCI 281. Constitutional Law I: The American Federal Scheme.
PSCI 282. Constitutional Law II: Civil Liberties and Civil Rights.
PSCI 283. Politics of Crime.
PSCI 284. Justice and Law.
PSCI 285. Race, Class, Gender, and Law.
PSCI 286. Theories of Law and Human Rights
PSCI 287. Law, Politics, and the Environment.
PSCI 290.2. Legal Writing. [proposed new course]
PSCI 290.3. The Rule of Law [proposed new course]
PSCI 295W. Internship in Law and Advocacy
PSCI 382W. Seminar in Law and Politics. (4 credits)
SOC 209. Criminal Justice.
SOC 217. Crime and Juvenile Delinquency.
SOC 247. Sociology of Law
URBST 225. Urban Criminal Justice System.
URBST 226. Drugs and Criminal Justice.
URBST 228. Domestic Violence and Criminal Justice.
URBST 229. Employment and Labor Law.
URBST 246. Human Resources and Law.

b. New course proposed:

Political Science 290.1 Legal Reasoning. 3 hrs., 3 cr.

This course will provide students with the necessary skills to extract the key elements from a law, define those elements, and then appropriately apply them to a set of known facts. Students will learn how to critically assess the legal reasoning process in the formation of public policy. Understanding the relationship between legal reasoning and the creation of public policy in the United States is an essential first step for gaining a deeper and more meaningful insight into the far-reaching impact it has on the foundational social, economic, and political power structures that shape and sustain the republic.

c. New course.

Political Science 290.2 Legal Writing, 3 hrs., 3 cr.

Introduction to the widely accepted conventions of legal writing based on expressing the three modes of legal reasoning: rule-based, analogical, and policy reasoning and their interdependence. Legal Writing examines the conventions applicable to a predictive memo (memorandum) and an appellate oral argument of the type that students prepare for Moot Court. Students will learn about the materials and sources used in productive legal discourse and the importance placed on each in the structuring of public policy that creates the structure and tenure of a republic. The design of the course is to mirror, on an undergraduate level, the mandatory writing course that first-year law students are required to take.

c. New course.

Political Science 290.3 Rule of Law, 3 hrs., 3 cr.

The history and theory of the foundational underpinnings of the rule of law. The focus of the course will be on the essential questions concerning the rule of law's relationship to democracy, liberty, economic growth, and equality. The course explores the principles of the rule of law from the perspective of philosophers, political scientists, and legal scholars. Although the course has a philosophical bent, it takes a decidedly practical approach by examining the rule of law in light of past and current controversies that have defined it over time.

5. Media Studies

a. Change In Title and Description:

To Read:

MEDST 255. Social Media.

3 hr.; 3 cr. Prereq.: MEDST 100.

Exploration of the impact of new media technologies upon communication and society, but will include greater emphasis upon Social Media, both the technological and cultural components, given how such recent digital and Internet innovations have revolutionized society and politics. Students will be able to reflect upon and critically analyze how Social Media, particularly their own engagement with such new technological forms, have altered dramatically our understanding of what 'media is' and what it 'does'.

b. Change In Title:

To Read:

MEDST 242. Three Camera Studio Television.

4 hr.; 3 cr. Prereq.: MEDST 200.

Change In Title and Description:

To Read:

MEDST 243. Introduction to Filmmaking.

4 hr.; 3 cr. Prereq.: MEDST 200. The basic techniques of location digital video production. Emphasis is placed on visual storytelling. Students will produce individual and small group shooting and editing exercises targeted to learn how to operate and control the camera, 3-point lighting skills, and basic storyboarding techniques, along with recording and capturing audio. Students will learn nonlinear editing practices using Adobe Premiere. Differences in techniques and styles between studio and field film production are emphasized.

c. Course withdrawn.

MEDST 244. 16MM Film Production.

d. New course.

MEDST 318. Cinematography.

4 hr.; 3 cr. Prereq.: MEDST 243. Students learn techniques and aesthetics digital movie cinematography by working with professional 4K cameras. Students acquire skills in digital lens, lighting, camera movement and color grading techniques to enhance the storytelling process. Coursework includes in-class camera and lighting assignments as well as editing and color grading of short dramatic scenes. Students gain practical experience by working as crew members on each other's projects. Not open to students who have taken MEDST 244.

e. Change In Title and Description:

To Read:

MEDST 310. Documentary Filmmaking.

4 hr.; 3 cr. Prereq.: MEDST 243 or 244 or permission of the department. Creation of documentary video. Skills in research, documentation, storyboarding, and image acquisition will be emphasized. Technically, students will learn 3-Chip-camera operation and procedures, compound lighting proficiency, and advanced editing techniques. Students will shoot documentary-style projects and learn comprehensive editing skills in Final Cut Pro (including Live Type and Soundtrack). Prior technical experience in Final Cut Pro editing, video camera use, location shooting, and lighting required (ex. MEDST 243).

f. Change In Title and Description:

To Read:

MEDST 314. Directing.

4 hr.; 3 cr. Prereq.: MEDST 242, or permission of the department. Creative processes involved in directing. Emphasis is placed on the role of the director as a storyteller,

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interpreting material through creative use of camera, lighting, sound, action, scenery, and people. Students produce and direct projects individually. Prior technical experience with studio equipment, 3-pt. lighting, camera movement. and framing required (ex. MEDST 242)

g. Change In Title and Description:

To Read:

MEDST 317. Advanced Post-Production.

4 hr.; 3 cr. Prereq.: One course from MEDST 241, 242, 244, 310, 313, 316. Post-production as a creative discipline. The class will discuss the language of the fiction film through shot-by-shot analysis of scenes from feature films. Story structure and storyboarding, picture and sound editing, titling, special effects, and professional DVD authoring will be covered. Each student will be required to complete a short editing exercise. Subsequently each student will write, storyboard, direct, and edit a short fiction film. Students are also required to work as crew members on each other's films. The following software applications are covered: Final Cut Pro, Live Type, and DVD Studio Pro.

h. Change In Title and Description:

To Read:

MEDST 264. The Business of Media.

3 hr.; 3 cr. Prereq.: MEDST 101. Introduction to the business aspects of broadcast, cable and media industries. Explores techniques and skills needed to manage modern media organizations. Subjects studied include programming, production, advertising, regulation, and the effects of new technologies.

6. Math

a. New Course:

MATH 128. Mathematical Design.

3 hours, 3 credits. Prerequisite: MATH 115 or the equivalent.

Students will program computers to create digital art based on mathematical exploration of two-dimensional geometry. Topics include transformations of the plane, trigonometric functions, polar coordinates, parametric functions, and Mobius transformations. No prior experience in programming is necessary. (MQR)

b. Course withdrawn.

MATH 213W. Discovering Mathematics with Mathematica. 4 hr.; 4 cr. Prereq.: One semester of calculus. Students will learn to program in Mathematica, a high-level programming language, and use this capability to explore a number of interesting problems taken from number theory, combinatorics, probability, game theory, and calculus. They will learn how to conduct research in mathematics, using Mathematica, and also how to write up their research effort in a final

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project. No prior experience in programming is necessary. (Students may not receive credit for both this course and MATH 503.)

c. **New Course:**

MATH 250. Mathematical Computing. 3 hr.; 3 cr. Prereq.: One semester of calculus. Introduction to a mathematical programming language such as Mathematica, Maple, MATLAB, or Sage. Students will learn algorithmic thinking and apply these ideas to explore problems arising in various areas of mathematics. No prior experience in programming is necessary.

d. **Updating the requirements of the data science and statistics math major.**

Replacement Major Requirements:

THE DATA SCIENCE AND STATISTICS OPTION
(CONCENTRATION CODE MATH-DSS)

Required: MATH 151 and 152 (or the equivalents), 201, 231 (or 237), 241, 310 (or 320), 341, **342**, 368 (or 621), 369 (or 633); CSCI 111, 212 (or 211); ECON 382, 387; and **DATA 205** (or BIOL 230 **or MATH 242**). We recommend that MATH 241 be taken before **DATA 205** (or BIOL 230). There is an additional requirement of three electives from list A and **one elective** from list B. Note that no course may be counted as both a required and an elective course. At least twenty credits of these required and elective courses must be taken at Queens College.

List A: SOC 235, CSCI 48, CSCI 211, CSCI 212, CSCI 220, **CSCI 240**, CSCI 313, BUS 386, BIOL 330, PSYCH 323, or one relevant course not on this list (upon prior approval by your advisor).

List B: MATH 202, 220, 223, 232 or any MATH course 310 and above.

e. **Updating the requirements of the pure math major.**

Replacement Major Requirements:

THE PURE MATHEMATICS OPTION (CONCENTRATION CODE MATH-PURE)

Required: MATH 151 and 152 (or the equivalents), 201 and 202 (or 207), 231, 310, and 333 and eight elective MATH courses at the 200-, 300-, 600-, or 700-level (not including MATH 271, 272, or 385). Two of the following courses may be taken to fulfill elective requirements: CSCI 111, CSCI 320, PHYS 207, PHYS 243. [Some of these elective courses require a prerequisite (CSCI 220 or PHYS 146.4) that does not count toward the math major, but would count toward a major or minor in that subject.]

It is recommended that all pure math majors take computational courses such as MATH 250 or CSCI 111. Students who aim for Honors in Mathematics or who intend to continue their studies toward an eventual Masters or PhD degree in Mathematics are encouraged to take the more advanced and theoretical 300-, 600-, and 700-level courses.

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At least eighteen credits of these required and elective courses must be taken at Queens College.

f. Updating the requirements of the applied math major.

Replacement Major Requirements:

THE APPLIED MATHEMATICS OPTION (CONCENTRATION CODE MATH-APPL)

Required: MATH 151 and 152 (or the equivalents), 201 and 202 (or 207), 231, 241, CSCI 111 (or MATH 250), six elective MATH courses at the 200-, 300-, 600-, or 700-level (not including MATH 271, 272, or 385), and the courses from one of the following specialization tracks.

- **Computer Science track:** Three computer science courses numbered CSCI 211 or higher that each carry 3 or more credits.
- **Economics track:** ECON 101, 102, 201 (or 226) and 202 (or 225).
- **Sciences track:** Any four courses that carry 3 or more credits from the following:
 - BIOL 105 and above
 - CHEM 113 and above
 - ENSCI 100 and ENSCI 112 and above
 - GEOL 101 and above
 - PHYS 145, 146, and PHYS 221 and above

The set of courses followed must form a meaningful concentration approved by the department.

- **Psychology track:** PSYCH 101 and any three psychology courses numbered PSYCH 214 or higher.
- **Operations Research track:** Three additional MATH courses to make a total of nine elective courses; the nine courses must include MATH 247 (or 248), 369 (or 633), and 623.
- **Custom track:** A series of courses making up a meaningful program in an area in which mathematics has significant application. This series must be approved by the department.

At least eighteen credits of these required and elective courses must be taken at Queens College.

g. Updating the requirements of the math minor.

Updated Minor Requirements:

MATH 201, 231 and at least 10 credits from other 200-, 300-, 600-, and 700-level MATH courses, not including MATH 271, 272, or 385. Nine credits must be taken at Queens College. (Elementary education students should consult that department for their special requirements for a minor in mathematics.)

Proposal for a General Education
REQUIRED CORE MATHEMATICAL AND QUANTITATIVE REASONING COURSE

Please use one form per course proposal.

Department or Departments: **Mathematics**

Contact(s): **Christopher Hanusa**

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Email of primary contact: **chanusa@qc.cuny.edu**

This is a X new or an ___ existing course. (Please mark with X)

This is a ___ Capstone or ___ Synthesis course. (Please mark with X)

Course Number: **MATH 128** Course Title: **Mathematical Design**

Pre-requisites (if any): MATH 115 or the equivalent

For what majors, if any, does this course satisfy a requirement? None

With what courses, if any, is this course cross-listed? None

All Queens College General Education courses must satisfy the following two criteria.

1. Address how, in the discipline (or disciplines) of the course, data and evidence are construed and knowledge is acquired; that is, how questions are asked and answered.

Students will be solving design problems algorithmically, which involves exploring alternative approaches, establishing correctness and, when the design does not meet intentionality, discovering remedies.

2. Position the discipline(s) in the liberal arts curriculum and the larger society.

The knowledge of Mathematics is a fundamental component of a liberal education. This course is the intersection of Mathematics, Computing, and Design shows that mathematics is a basis for concepts that are not only the life, social, and natural sciences.

1. Music

Change to a Major: Bachelor of Arts in Music (MUSIC-BA; major code 075; state code 02732; HEGIS 1004)

We are in the final stages of securing accreditation from the National Association of Schools of Music (NASM). One of NASM's requirements is that we reduce the number of music courses required for the BA to 30–45% of the degree, or 36–54 credits out of 120. This is because, for NASM, a BA is a liberal arts degree and not a professional degree.

NASM has indicated their approval of our proposed revisions to the BA in Music. They are reserving final accreditation until all curricular changes that they have requested, both undergraduate and graduate, have received all necessary approvals and are ready to go into effect.

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Unlike the current BA in Music, the proposed BA in Music will have four discrete tracks: (1) general music; (2) music history; (3) music theory; and (4) composition. Tracks (2)–(4) are designed to prepare students for specialized training in musicology, ethnomusicology, music theory, or composition at the graduate level; they do not themselves suffice as professional training in these disciplines.

The minimum number of music credits required in the proposed BA in Music ranges from 45 in the general music track to 54 in the music history and music theory tracks. For comparison, the existing BA in Music requires up to 63 credits in music. See [Appendix A](#) for a list of major requirements in the existing BA in Music.

Lists of major requirements for the proposed BA in Music may be found in [Appendix B](#). Each track is listed separately.

What follows, on pages 2–7, are proposals concerning courses that are being (1) added to, (2) changed, or (3) subtracted from the existing BA in Music. Sample syllabi for new and substantially revised courses may be found in [Appendix C](#).

New course:

MUSIC 301. Topics in Musicology. 3 hr.; 3 cr. Prereq.: A grade of C- or higher in MUSIC 246, 247, and 273. A topical course in music of the Western world. May be repeated for credit if the topic changes. Fall, Spring

New course:

MUSIC 302. Topics in Non-Western Music. 3 hr.; 3 cr. Prereq.: A grade of C- or higher in MUSIC 121 or MUSIC 122, and permission of the department. A topical course in music of the non-Western world. May be repeated for credit if the topic changes. Fall, Spring

New course:

MUSIC 390. Senior Project. 1 hr.; 3 cr. Prereq.: Grades of B or higher in MUSIC 301W or 302W, and permission of the department. Required of all candidates for the BA in Music in the Music History track. Supervised scholarly writing. May be repeated to a maximum of 6 credits. Open only to students in the Music History track.

Change in Course Title and Description:

To read: MUSIC 74. Piano Skills I. 2 hr.; 1 cr. An intensive course in musicianship at the keyboard, with an emphasis on piano technique, performance, and sight reading. Satisfactory completion (with a minimum grade of B-) will constitute the keyboard prerequisite for MUSIC 173. Fall, Spring

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Change in Course Title and Description:

To read: MUSIC 75. Piano Skills II. 2hr.; 1 cr. Prereq.: A grade of B– or higher in MUSIC 74, or placement by examination. Primarily for music majors with little previous training in piano playing. Standard piano literature beginning at a NYSSMA Upper Level 2 and concluding with NYSSMA Level 3 or higher. Additional piano skills such as realizing figured bass, playing from a lead sheet, improvisation, and sight reading. Normally taken concurrently with MUSIC 171 and 173. May be repeated once for credit with permission of the School of Music.

Change in Course Description:

To read: MUSIC 100. Recital Attendance. 0 hr.; 0 cr. Recital Attendance is a zero-credit course designed to expose music students to a variety of live performances at the Aaron Copland School of Music. Undergraduate music majors are required to complete six semesters of recital attendance starting in their first semester at Queens College. Students must attend a minimum of seven concerts or recitals for each of the six semesters, but it is encouraged that students continue to attend concerts even after the course requirement has been completed. Repeatable for zero credit each semester. The course is graded on a *P/F* basis

Change in Course Description:

To read: MUSIC 121. Writing about Music. 3 hr.; 3 cr. Prereq.: ENGL 110. MUSIC 121 fulfills the College Writing 2 requirement and builds on the work of ENGL 110 (College Writing 1), in order to teach the conventions of writing in the discipline of music. Writing-intensive class open to students from all majors and schools. The content is focused on the various genres of writing; repertoire will be selected from classical or popular musics of the Western world. (EC2)

Change in Course Description:

To read: MUSIC 122. Writing Musical Culture. 3 hr.; 3 cr. Prereq.: ENGL 110. MUSIC 122 fulfills the College Writing 2 requirement and builds on the work of ENGL 110 (College Writing 1), in order to teach the conventions of writing in the discipline of music. The content is focused on music of the non-Western world. (EC2)

Change in Course Title and Description:

MUSIC 246. Music History I. *A proposal to change MUSIC 246 was submitted to the UCC on 2/5/2020 as part of the proposed degree Bachelor of Music in Music Education.*

Change in Course Title and Description:

MUSIC 247. Music History II. *A proposal to change MUSIC 247 was submitted to the UCC on 2/5/2020 as part of the proposed degree Bachelor of Music in Music Education.*

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Change in Course Title and Description:

To read: MUSIC 373. Model Composition and Score Reading. 3 hr.; 3 cr. Prereq.: Minimum grade of C– in MUSIC 274 and passing work in both written work and keyboard skills. Composition in historical styles of the 18th and/or 19th centuries, combined with advanced work in score reading at the keyboard. Required of students in the theory and composition tracks of the BA in Music. Fall, Spring

Existing courses, currently elective, that will be required:

Any two semesters of the following:

MUSIC 68. Balinese Gamelan Ensemble. 2 hr.; 1 cr.
MUSIC 244. Baroque Ensemble. 2 hr.; 1 cr.
MUSIC 2551. Chamber Music or Small Ensemble. 1 hr.; 1 cr.
MUSIC 2561. Opera Studio. 2 hr., 1 cr.
MUSIC 2571. Ensemble of Related Instruments. 2 hr.; 1 cr.
MUSIC 291. Jazz Band and Ensembles. 3 hr.; 1 cr.
MUSIC 3561. Vocal Ensemble. 2 hr.; 1 cr.
MUSIC 3571. Renaissance Band. 2 hr.; 1 cr.

Existing courses for which the number of required semesters is being reduced:

MUSIC 59, 156, 158, 159, 253, 258, 259

These are course numbers for large performing ensembles (Queens College Orchestra, Symphonic Wind Ensemble, Choral Society, etc.). Currently, students in the BA in Music are required to elect a large ensemble during every semester of residence. To keep the number of required music credits down, we are reducing this requirement to four semesters of any large ensemble.

Courses being removed from the major but retained (for now) in the Undergraduate Bulletin:

MUSIC 346W. Music History III. Music from 1800 to 1890.
MUSIC 347W. Music History IV. Music from 1890 to the Present.
MUSIC 378. Composition I.

MUSIC 346–347, which are currently required of all music majors, will continue to be taught to continuing students for 1–2 years after the inauguration of the revised BA in Music. These students will complete their degree using the requirements that were in place at the time they were admitted.

MUSIC 378 will become an elective, offered occasionally.

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An existing course requirement that will be removed from some degree tracks:

MUSIC 377. Musical Form and Analysis. (SYN)

This course is currently required of all music majors. In the revised BA in Music, it will be required of students in the music history and music theory tracks only.

APPENDIX A. CURRENT MAJOR REQUIREMENTS FOR THE BA IN MUSIC

(Prose is taken from the “gray box” in the 2019–2020 Undergraduate Bulletin, p. 289)

MUSIC 246W. Music History I: Music from 1200 to 1650. (WCGI)	3 hr.; 3 cr.
MUSIC 247W. Music History II: Music from 1650 to 1800. (IS)	3 hr.; 3 cr.
MUSIC 346W. Music History III: Music from 1800 to 1890.	3 hr.; 3 cr.
MUSIC 347W. Music History IV: Music from 1890 to the Present.	3 hr.; 3 cr.
MUSIC 171. Sight Singing and Dictation I. lab hr.; 2 cr.	2 hr., 1
MUSIC 173. Harmony, Counterpoint, and Keyboard Skills I.	3 hr.; 3 cr.
MUSIC 172. Sight Singing and Dictation II. lab hr.; 2 cr.	2 hr., 1
MUSIC 174. Harmony, Counterpoint, and Keyboard Skills II.	3 hr.; 3 cr.
MUSIC 271. Sight Singing and Dictation III. lab hr.; 2 cr.	2 hr., 1
MUSIC 273. Harmony, Counterpoint, and Keyboard Skills III.	3 hr.; 3 cr.
MUSIC 272. Sight Singing and Dictation IV. lab hr.; 2 cr.	2 hr., 1
MUSIC 274. Harmony, Counterpoint, and Keyboard Skills IV.	3 hr.; 3 cr.
MUSIC 373. Harmony, Counterpoint, and Keyboard Skills V.	3 hr.; 3 cr.
MUSIC 374. Musical Techniques of the Twentieth Century.	3 hr.; 3 cr.
MUSIC 270. Conducting I. 3 hr.; 2 cr.	
MUSIC 276. Principles of Instrumentation. cr.	3 hr.; 3
MUSIC 377. Musical Form and Analysis. (SYN) cr.	3 hr.; 3
MUSIC 378. Composition I. 3 hr.; 3 cr.	
MUSIC 187. Individual Study in Performance I. 1 cr.	½ hr.;
MUSIC 188. Individual Study in Performance II. 1 cr.	½ hr.;
MUSIC 287. Individual Study in Performance III.	½ hr.; 1 cr.
MUSIC 288. Individual Study in Performance IV.	½ hr.; 1 cr.
MUSIC 387. Individual Study in Performance V. 1 cr.	½ hr.;
MUSIC 388. Individual Study in Performance VI.	½ hr.; 1 cr.
MUSIC 100. Recital Attendance (each semester up to 6 semesters)	0 hr.; 0 cr.

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A major ensemble each semester of enrollment 3 hr.; 1 cr. each semester
Senior Concentration Exam
0 hr.; 0 cr.

Students are advised to elect additional courses in music literature and history, composition, and conducting, according to their needs. BA students who are taking MUSIC 187, 188, 287, 288, 387, or 388 (Individual Study in Performance I–VI) must perform on their major instrument each May before a faculty jury. These juries, known as Progress Evaluations, are evaluated on a pass-fail basis. Three Progress Evaluations must be passed prior to graduation. 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. Additionally, the student must complete the requirements for MUSIC 100 for each semester they are registered up to a maximum of six semesters.

Total credits in music: 63 (if the student is enrolled in the major for eight semesters)

APPENDIX B. PROPOSED MAJOR REQUIREMENTS FOR THE BA IN MUSIC
New or changed requirements are underlined.

I. GENERAL MUSIC TRACK

MUSIC 74. Piano Skills I.
2 hr.; 1 cr.
MUSIC 75. Piano Skills II.
2 hr.; 1 cr.
MUSIC 246. Music History I: Music from 1200 to 1750. (WCGI) 3 hr.; 3 cr.
MUSIC 247. Music History II: Music from 1750 to the Present. (IS) 3 hr.; 3 cr.
MUSIC 301W or 302W.
3 hr.; 3 cr.
301W = Topics in Musicology
302W = Topics in Non-Western Music
MUSIC 171. Sight Singing and Dictation I. 2 hr., 1 lab hr.; 2 cr.
MUSIC 173. Harmony, Counterpoint, and Keyboard Skills I. 3 hr.; 3 cr.
MUSIC 172. Sight Singing and Dictation II. 2 hr., 1 lab hr.; 2 cr.
MUSIC 174. Harmony, Counterpoint, and Keyboard Skills II. 3 hr.; 3 cr.
MUSIC 271. Sight Singing and Dictation III. 2 hr., 1 lab hr.; 2 cr.
MUSIC 273. Harmony, Counterpoint, and Keyboard Skills III. 3 hr.; 3 cr.

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MUSIC 272. Sight Singing and Dictation IV. lab hr.; 2 cr.	2 hr., 1
MUSIC 274. Harmony, Counterpoint, and Keyboard Skills IV.	3 hr.; 3 cr.
MUSIC 187. Individual Study in Performance I. 1 cr.	½ hr.;
MUSIC 188. Individual Study in Performance II. 1 cr.	½ hr.;
MUSIC 287. Individual Study in Performance III.	½ hr.; 1 cr.
MUSIC 288. Individual Study in Performance IV.	½ hr.; 1 cr.
MUSIC 387. Individual Study in Performance V. 1 cr.	½ hr.;
MUSIC 388. Individual Study in Performance VI.	½ hr.; 1 cr.
MUSIC 100. Recital Attendance (each semester up to 6 semesters) <u>4 semesters of a major ensemble</u> 3 hr.; 1 cr. each semester	0 hr.; 0 cr.
<u>2 semesters of a small ensemble</u> 2 hr.; 1 cr. each semester	
Senior Concentration Exam 0 hr.; 0 cr.	

Total credits in music: 45

II. MUSIC HISTORY TRACK

<u>MUSIC 74. Piano Skills I.</u> 2 hr.; 1 cr.	
<u>MUSIC 75. Piano Skills II.</u> 2 hr.; 1 cr.	
<u>MUSIC 246. Music History I: Music from 1200 to 1750. (WCGI)</u>	3 hr.; 3 cr.
<u>MUSIC 247. Music History II: Music from 1750 to the Present. (IS)</u>	3 hr.; 3 cr.
<u>MUSIC 301W (2 semesters) or MUSIC 301W and 302W*</u> semester	3 hr.; 3 cr. each
<u>301W = Topics in Musicology</u> <u>302W = Topics in Non-Western Music</u>	
MUSIC 171. Sight Singing and Dictation I. lab hr.; 2 cr.	2 hr., 1
MUSIC 173. Harmony, Counterpoint, and Keyboard Skills I.	3 hr.; 3 cr.
MUSIC 172. Sight Singing and Dictation II. lab hr.; 2 cr.	2 hr., 1
MUSIC 174. Harmony, Counterpoint, and Keyboard Skills II.	3 hr.; 3 cr.
MUSIC 271. Sight Singing and Dictation III. lab hr.; 2 cr.	2 hr., 1
MUSIC 273. Harmony, Counterpoint, and Keyboard Skills III.	3 hr.; 3 cr.
MUSIC 272. Sight Singing and Dictation IV. lab hr.; 2 cr.	2 hr., 1

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MUSIC 274. Harmony, Counterpoint, and Keyboard Skills IV.	3 hr.; 3 cr.
MUSIC 377. Form and Analysis (SYN) 3 hr.; 3 cr.	
<u>MUSIC 390. Senior Project.</u> 1 hr.; 3 cr.	
MUSIC 187. Individual Study in Performance I. 1 cr.	½ hr.;
MUSIC 188. Individual Study in Performance II. 1 cr.	½ hr.;
MUSIC 287. Individual Study in Performance III.	½ hr.; 1 cr.
MUSIC 288. Individual Study in Performance IV.	½ hr.; 1 cr.
MUSIC 387. Individual Study in Performance V. 1 cr.	½ hr.;
MUSIC 388. Individual Study in Performance VI.	½ hr.; 1 cr.
MUSIC 100. Recital Attendance (each semester up to 6 semesters) 4 semesters of a major ensemble 3 hr.; 1 cr. each semester 2 semesters of a small ensemble 2 hr.; 1 cr. each semester	0 hr.; 0 cr.
Senior Concentration Exam 0 hr.; 0 cr.	

Total credits in music: 54

* If MUSIC 302W is not elected, another course in non-Western music (such as MUSIC 122) must be taken in addition to the courses listed here.

III. MUSIC THEORY TRACK

<u>MUSIC 74. Piano Skills I.</u> 2 hr.; 1 cr.	
<u>MUSIC 75. Piano Skills II.</u> 2 hr.; 1 cr.	
<u>MUSIC 246. Music History I: Music from 1200 to 1750. (WCGI)</u>	3 hr.; 3 cr.
<u>MUSIC 247. Music History II: Music from 1750 to the Present. (IS)</u>	3 hr.; 3 cr.
<u>MUSIC 301W. Topics in Musicology</u> 3 hr.; 3 cr.	
MUSIC 171. Sight Singing and Dictation I. lab hr.; 2 cr.	2 hr., 1
MUSIC 173. Harmony, Counterpoint, and Keyboard Skills I.	3 hr.; 3 cr.
MUSIC 172. Sight Singing and Dictation II. lab hr.; 2 cr.	2 hr., 1
MUSIC 174. Harmony, Counterpoint, and Keyboard Skills II.	3 hr.; 3 cr.
MUSIC 271. Sight Singing and Dictation III. lab hr.; 2 cr.	2 hr., 1
MUSIC 273. Harmony, Counterpoint, and Keyboard Skills III.	3 hr.; 3 cr.

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MUSIC 272. Sight Singing and Dictation IV. lab hr.; 2 cr.	2 hr., 1
MUSIC 274. Harmony, Counterpoint, and Keyboard Skills IV.	3 hr.; 3 cr.
<u>MUSIC 373. Model Composition and Score Reading.</u> cr.	3 hr.; 3
MUSIC 374. Musical Techniques of the Twentieth Century.	3 hr.; 3 cr.
MUSIC 377. Form and Analysis (SYN) 3 hr.; 3 cr.	
MUSIC 187. Individual Study in Performance I. 1 cr.	½ hr.;
MUSIC 188. Individual Study in Performance II. 1 cr.	½ hr.;
MUSIC 287. Individual Study in Performance III.	½ hr.; 1 cr.
MUSIC 288. Individual Study in Performance IV.	½ hr.; 1 cr.
MUSIC 387. Individual Study in Performance V. 1 cr.	½ hr.;
MUSIC 388. Individual Study in Performance VI.	½ hr.; 1 cr.
MUSIC 100. Recital Attendance (each semester up to 6 semesters) <u>4 semesters of a major ensemble</u> 3 hr.; 1 cr. each semester	0 hr.; 0 cr.
<u>2 semesters of a small ensemble</u> 2 hr.; 1 cr. each semester	
Senior Concentration Exam 0 hr.; 0 cr.	

Total credits in music: 54

IV. COMPOSITION TRACK

<u>MUSIC 74. Piano Skills I.</u> 2 hr.; 1 cr.	
<u>MUSIC 75. Piano Skills II.</u> 2 hr.; 1 cr.	
<u>MUSIC 246. Music History I: Music from 1200 to 1750. (WCGI)</u>	3 hr.; 3 cr.
<u>MUSIC 247. Music History II: Music from 1750 to the Present. (IS)</u>	3 hr.; 3 cr.
<u>MUSIC 301W. Topics in Musicology.</u> 3 hr.; 3 cr.	
MUSIC 171. Sight Singing and Dictation I. lab hr.; 2 cr.	2 hr., 1
MUSIC 173. Harmony, Counterpoint, and Keyboard Skills I.	3 hr.; 3 cr.
MUSIC 172. Sight Singing and Dictation II. lab hr.; 2 cr.	2 hr., 1
MUSIC 174. Harmony, Counterpoint, and Keyboard Skills II.	3 hr.; 3 cr.
MUSIC 271. Sight Singing and Dictation III. lab hr.; 2 cr.	2 hr., 1

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MUSIC 273. Harmony, Counterpoint, and Keyboard Skills III.	3 hr.; 3 cr.
MUSIC 272. Sight Singing and Dictation IV. lab hr.; 2 cr.	2 hr.; 1
MUSIC 274. Harmony, Counterpoint, and Keyboard Skills IV.	3 hr.; 3 cr.
<u>MUSIC 270, 276, or 381 (any one)</u>	
3 hr.; 2–3 credits	
270 = Conducting I (3 hr.; 2 cr.)	
276 = Principles of Instrumentation (3 hr.; 3 cr.)	
381 = Arranging and Composing for School Ensembles (3 hr.; 2 cr.)	
<u>MUSIC 373. Model Composition and Score Reading.</u>	3 hr.; 3
cr.	
MUSIC 374. Musical Techniques of the Twentieth Century.	3 hr.; 3 cr.
MUSIC 329. Composer’s Workshop	2 hr.; 1
cr.	
MUSIC 330. Undergraduate Composition Tutorial	½ hr.; 2 cr.
MUSIC 187. Individual Study in Performance I.	½ hr.;
1 cr.	
MUSIC 188. Individual Study in Performance II.	½ hr.;
1 cr.	
MUSIC 287. Individual Study in Performance III.	½ hr.; 1 cr.
MUSIC 288. Individual Study in Performance IV.	½ hr.; 1 cr.
MUSIC 387. Individual Study in Performance V.	½ hr.;
1 cr.	
MUSIC 388. Individual Study in Performance VI.	½ hr.; 1 cr.
MUSIC 100. Recital Attendance (each semester up to 6 semesters)	0 hr.; 0 cr.
<u>4 semesters of a major ensemble</u>	
3 hr.; 1 cr. each semester	
<u>2 semesters of a small ensemble</u>	
2 hr.; 1 cr. each semester	
Senior Concentration Exam	
0 hr.; 0 cr.	

Total credits in music: 53–54

2. CMAL

- a. New course.

EAST 252. Korean Women’s Writings. 3.0 lec.; 3.0 cr.; No prerequisites.

An exploration of literature by Korean women writers, from a memoir of a crown princess in the eighteenth century Chosŏn dynasty to the contemporary, international award-winning novel by Han Kang. The course examines the various manifestations of the female image, the construction of gender identity and the change of women’s social role, women’s colonial and war experience, and how women writers have engaged with the social and political transformation of modern Korea—challenging and adapting to the longstanding

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Confucian tradition. All readings are available in English translation and no previous knowledge of Korean language is necessary.

We are currently working on building a new undergraduate major program in Korean Studies due to the growing demand, and this goal requires us to offer various new courses related to Korea. This course will serve as an elective course to choose from for the EAST major and Korean minor (and eventually major) students. The course will enable students to understand the experience and representation of Korean women, to have knowledge of the Korean literary tradition and genre as well as Korean history, culture, and society, and to develop their analytical and critical thinking skills through discussion and writing practice. The course was offered as a Topics in East Asian Studies course in 2017 and cross-listed with CMLIT 229 (Women in Modern World Literature).

3. Media Studies

Proposal for a new major in Advertising. Please see accompanying document.

PROPOSAL TO ESTABLISH A PROGRAM IN ADVERTISING

LEADING TO THE BA DEGREE

EFFECTIVE **xxxx (xxxx)**

SPONSORED BY THE DEPARTMENT OF MEDIA STUDIES

CURRICULUM

- A. Overview of the curriculum.** Advertising remains the primary revenue source for the majority of media outlets even with the advent of digital platforms. However, with the transformation of the media landscape has come new types of advertising which are evolving at a rapid pace. The Advertising major takes a liberal arts approach to understanding advertising within the context of how it shapes society as well as the media platforms it supports. These important critical skills will be bolstered by practical skills necessary for working in the field, notably strategic planning and creative analysis as well as an understanding of marketing research methods and media tools and planning. The program's core curriculum of 9 courses (27 credits) will focus on the introduction of media and advertising, including basic courses in media types, Advertising & Marketing, the aesthetics of advertising as well as media writing. Advanced courses include 2 Advertising courses as well as an internship. The goal is to introduce students to the terminology and concepts in promotional communication today. With the exception of three new required courses (Advertising Aesthetics: A Survey of Commercial Design and Process; Media Writing,

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and Advertising & Inequality), the majority of the courses for curriculum utilizes pre-existing courses from Media Studies, Anthropology, Sociology, Art, and Economics. **Advertising majors would fill seats in Media Studies Department classes at limited additional cost to the college.**

Core requirements (18 credits)

Contemporary Media	MEDST 101
Advertising Aesthetics: A Survey of Commercial Design and Process	MEDST 160
Social Media—Technology, Industry & Society	MEDST 255
Advertising & Marketing	MEDST 260
Media Writing	MEDST 223
Essentials of Cultural Anthropology	ANTH 201
Or Photography and the Visual World.	ANTH 232
Or Language and Social Identity	ANTH 280

Electives (12 credits)

Introduction to Public Relations	MEDST 222*
Political Economy of Media	MEDST 262
Media Management	MEDST 264
Propaganda	MEDST 350, 350W
Media Law and Ethics	MEDST 357
Shoot, Edit, Post (social media-based image making and sharing)	ARTS-370
Statistics	DATA 205**
Social Media Marketing Analytics	SOC 765
Data and Society	SOC 235
Ethnography	SOC 353
Economics of Technology, Media and Telecommunications	ECON 245

“Capstone” & Internship (9 credits)

Advertising, Consumption and Culture	MEDST 364, 364W
“Advertising & Inequality”	MEDST 362W
Internship	MEDST 299.3

Proposed New classes:

Branding
Digital Media & Advertising
Consumer Behavior
Methods in Media Audience Research

*Revise to be an upper-level course

** DATA 205 is a pre-req for Social Media Marketing Analytics

*** Students interested in Advertising Research/Account Planning should take the Data Analytics Minor in Sociology and Marketing Research (ECON 344; pre-reqs are ECO249 or DATA 205 **and** BUS 243 are pre-reqs; BUS 243 pre-reqs are: ECO 101 or 102 **and** MEDST 101 or BUS160W)

**** Students interested in Creative Production should minor in ARTS (Graphic Design, Animation and Illustration, or Interactive Design)

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Students will be required to take the 6 core courses that cover the foundations of media, advertising, writing, and research. In addition, students will take four electives to explore areas of interest. Students will be required to do an internship (requires a 3.0 GPA) and we will monitor students' progress against that requirement. The internship cannot be done before Junior year. The final two courses (6 credits) include Advertising, Consumption & Culture and a new course tentatively entitled Advertising Inequalities, which are criticism classes that examine the interaction of advertising and social structures and advertising and people left out of consumer culture, respectively. Each course is three credits with 39 credits for the major and a total of 120 credits for the degree.

B. Complete course descriptions for all courses required in the major:

MEDST 101. Contemporary Media (3 hr, 3 cr.)

Survey of contemporary media institutions and their economic, social, political and cultural implications.

MEDST 160. Advertising Aesthetics: A Survey of Commercial Design and Process

Historical survey course that examines advertising from the printed page to commercials to augmented and virtual realities using multiple analytical perspectives with an emphasis on semiotics, linguistics, and aesthetics.

MEDST 222. Introduction to Public Relations (3 hr, 3 cr.)

Prereq: MEDST 101. Introduction to the study of public opinion research, media relations, public communication campaigns, consumer and/or constituent identities, and representational ethics. Students gain practical experience in designing integrated public relations campaigns.

MEDST 223. Media Writing

This course offers students the opportunity to develop writing skills across a wide variety of traditional and new media. Students will learn and hone the techniques required for mastery of particular media and platforms, while studying the changing nature of rhetoric and narrative in different media environments.

MEDST 255. Social Media—Technology, Industry & Society

This course is designed to help students learn to use social media more effectively and purposefully in their personal and professional lives, as well as to understand social media platforms from social, political, and economic perspectives.

MEDST 260. Advertising and Marketing (3 hr, 3 cr.)

Prereq: MEDST 101. Study of the development, production, placement, and evaluation of advertisement as a form of business communication which also reflects and influences consumer and popular culture in the United States.

MEDST 264. Media Management (3 hr, 3 cr.)

Prereq.: MEDST 101. Introduction to management of the broadcast and cable industries. Explores techniques and skills needed to manage modern television organizations.

MEDST 262. Political Economy of Media (3 hr, 3 cr.)

Prereq: MEDST 101 or 110 or 145. Examines the economic underpinnings of the communication industries and their impact on the production, consumption, form and content of cultural goods.

MEDST 299.3 Internship (3 cr.) or 299.6 (6 cr.)

Prereq: MEDST or Film Studies major or minor with upper junior or senior standing and with a minimum of 3.0 grade point average and evidence of sufficient preparation through relevant prior

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(5a. UCC continued)

course work. Permission of the department is required. Students with less than a 3.0 grade point average may petition the departmental Undergraduate Studies Committee for the privilege of taking the course. The course will usually involve unpaid off-campus work with a media organization in the New York Area with approximately 135 hours at the internship. Additional requirements: An initial prospectus (includes a description of the student's duties by a representative of the sponsoring organization); a final research report; and several short essay assignments.

MEDST 350, 350W. Propaganda (3 hr, 3 cr.)

Prereq.: MEDST 100 and 110. Use of media to influence public opinion in political and social campaigns, Media audiences and theories of attitude change.

MEDST 357. Media Law and Ethics (3 hr, 3 cr.)

Prereq: MEDST 250 or 256. This course is an advanced study of issues and problems arising from legal regulations and ethical considerations of media activities. such areas as defamation, informational privacy, reporter's rights, shield laws, copyright laws, and the covering of terrorist activities will be explored.

MEDST 362W. "Advertising & Inequality"

This criticism course examines who or what is left out or seen as a second-class citizen in a society steeped in consumer culture. Included in this analysis are demographic groups such as minorities, children and the elderly, immigrants, and gender minorities as well as areas of social impact such as the environment.

MEDST 364, 364W. Advertising, Consumption and Culture (3 hr.; 3 cr.)

Prereq.: MEDST 260 or permission of the department. An overview of the commercialization of American society and culture via the widespread use of advertising and sophisticated marketing techniques. A combination of theories will be used from political economy, sociology, feminist studies, management, and semiotics to analyze commercial messages and develop an understanding of the impact of these messages on different demographic groups particularly children, tweens, teens, and women as well as cultural institutions like family, politics, education, and religion.

ANTH 201. Essentials of Cultural Anthropology. 3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing. Ethnography—the descriptive study of peoples—is the cornerstone of anthropological endeavor. This course explores the relationship between intensive examinations of small populations and broad interpretations of the human condition. Emphasis is placed on close analyses of ethnographies representing differing theoretical positions. Fall, Spring

ANTH 232. Photography and the Visual World. 3 hr.; 3 cr,

Prereq.: Six credits in social science or sophomore standing. Development of perceptual, interpretive, and technical skills for the use of visual media in ethnographic representation.

ANTH 280./LCD 280. Language and Social Identity. 3 hr.; 3 cr.

Prereq.: 6 credits in social science, in courses in the Department of Linguistics and Communication Disorders, or by permission of instructor.

This course will introduce the linguistic and social theories that are used to examine the relationship between identities and the use of language. It explores these issues through reading ethnographic accounts and conducting projects in conversational analysis. +

ARTS 370. VT: Special Topics in Design. 4 hr.; 3 cr. [Shoot, Edit, Post] Offered occasionally according to student interest and availability of faculty. Topic will be announced before pre-registration. A strong knowledge of the Mac operating system and graphics software (a minimum of ARTS 191 or equivalent) and suitable design experience are required. See instructor for details. May be taken three times for credit if topic is different

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SOC 205. Social Statistics I. 6 hr. lec./lab; 4 cr. Prereq.: Sociology 101 or SOC 235 or ANTH 101 or ECON 101 or FNES 106 or HSS 100 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. Not open to students with credit for ECON 249 or PSYCH 107. (MQR)

SOC 235. Data and Society. 3 hr.; 3 cr. A scientific examination of the relationships of digital technology and big data to the individual and society. Topics include issues of privacy and ethics, artificial intelligence, interpersonal communication, healthcare, education, business, media, national security and politics, and science and technology. (SCI, SW)

SOC 353. Ethnography. 3 hr.; 3 cr. Prereq.: SOC 101. Strategies of sociological field research and techniques of observation, documentation and analysis of groups, cultures, and communities.

SOC 765. Social Media Marketing Analytics

ECO 245 Economics of Technology, Media and Telecommunications 3hr.; 3 cr. Prereq.: Eco 100 or Eco 102. The origin, evaluation, and present pattern of government regulation of the media, telecommunications, and high-tech industries, and the impact of these regulations on their industries.

NEED AND JUSTIFICATION

Advertising remains the primary revenue support of media. Whether we are talking about television, print or digital, sponsored content provides the backbone for the industry. Even as some companies move to a mixed model of subscription and advertising, the need for professionals who can promote a product is not reduced. Subscribers have to be persuaded to purchase the content, whether it is Hulu or Netflix or the *New York Times*. More broadly, the degree will serve students interested in pursuing careers in fields outside of media that require marketing skills.

5b. Graduate Curriculum Committee

- i. MOTION: Duly made by Glenn Burger, Interim Dean of Graduate Studies:

“To accept the GCC minutes dated March 11, 2020”

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

GCC Minutes Dated March 11, 2020

ITEMS FOR CAPP

1. Articulation Agreement - FSC, SUNY & Queens College, CUNY

Priority Admissions Agreement

Between

Queens College of the City University of New York

And

Farmingdale State College of the State University of New York

This Priority Admissions Agreement (the “Agreement”), is entered into on this ____ day of _____ 2020 (the “Effective Date”), by and between the STATE UNIVERSITY OF NEW YORK, (hereinafter “SUNY”), an educational corporation organized and existing under the laws of the State of New York, and having its principal place of business located at State University Plaza, Albany, New York 12246, for and on behalf of FARMINGDALE STATE COLLEGE (hereinafter “FSC”) with offices located at 2350 Broadhollow Road, Farmingdale, NY 11735 and the CITY UNIVERSITY OF NEW YORK, for and on behalf of QUEENS COLLEGE (hereinafter, “QC-CUNY”) with offices located at _____ . FSC and QC-CUNY collectively may be referred to as the “Parties” and may each individually be referred to as a “Party” to this Agreement.

WHEREAS, FSC and QC-CUNY wish to establish an arrangement to provide educational opportunities to eligible students of FSC, leading to matriculation into the Master of Science in Photonics Degree Program at QC-CUNY;

NOW THEREFORE, for good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

I. PURPOSE

This document is an agreement between QC-CUNY and FSC in connection with Priority Admissions into the Master of Science in Photonics Degree Program administered by Physics Department of Queens College. The purpose of this agreement is to provide students with guidance on which courses to master before completion of their Bachelor of Science degree program in Electrical Engineering Technology at FSC.

II. ADMISSIONS

Students must meet the following criteria to be eligible for priority admission into the Master of Science in Photonics Degree Program at QC-CUNY:

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(5b. GCC continued)

a. Graduates of FSC must have completed the following set of courses:

- MTH 130 Calculus I with Applications
- MTH 236 Calculus II with Applications
- PHY 356 or MTH 356 Mathematical Methods in Math and Physics
- PHY143 General Physics I
- PHY144 General Physics II
- PHY255 Oscillatory Motion and Waves
- PHY323 Electromagnetic Theory
- PHY333 Modern Physics
- PHY334L Modern Physics Laboratory

b. Eligible FSC students must have grades of no less than a B- in all of the above listed courses, and an overall major GPA no less than 3.0.

c. Submit their application before the April 30th deadline.

d. Farmingdale students participating in the program

- will not be required to submit recommendation letters during the admission process
- will have TOEFL or similar language exam requirements waived (if normally these exams would be required)
- will have the requirement to take an elective laboratory course waived

e. Meet all other admission criteria as established by the Office of Graduate Admissions of Queens College.

f. Applications from students who do not meet the criteria for priority admission will be accepted and will be considered within the normal competitive admission process.

III. TERM AND TERMINATION

a. Term. This Agreement shall be in effect for five (5) years from the Effective Date. Thereafter, This Agreement may be renewed for an additional period upon prior mutual written consent of both Parties.

b. Termination. Either Party may terminate this Agreement by formal written notification to be received by October 1st of any academic year, with cancellation effective at the end of that academic year.

c. Post-Termination. Upon expiration or termination of this Agreement for any reason, College students previously accepted by or admitted to QC-CUNY under this Agreement shall continue to receive the benefits contemplated by this Agreement.

IV. MUTUAL RESPONSIBILITIES

a. Each institution shall designate an individual who will serve as the liaison officer for this

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(5b. GCC continued)

Agreement, and be responsible for coordinating the specific aspects of the program. The coordinator will be responsible for promoting the affiliation to prospective and current students by providing information to their respective admissions staff, career planning and placement officers, and all student advisors.

b. The parties will collaborate on the timing of release and content of messaging related to this Agreement to ensure compliance and appropriateness of messaging for all of their respective constituencies.

c. Neither party shall discriminate against any employee, applicant, or student because of race, color, creed, sex, religion, marital status, disability, veteran status or national origin.

d. Each party warrants that it has, or its personnel have or will obtain and maintain all necessary and relevant licenses, permissions, certifications, accreditations, authorizations, registrations and approvals.

e. Each party shall perform its respective obligations hereunder as an independent contractor. Nothing contained in this Agreement shall create any agency, partnership, association or joint venture between the parties hereto. Neither party shall have the right or authority to create any obligation or responsibility, express or implied, on behalf of or in the sake of the other party, or to bind the other party contractually in any manner whatsoever. Under no circumstances, as a result of this Agreement, shall any officer, agent, employee or representative of one party be considered an officer, agent, employee or representative of the other party.

f. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) rules governing student records, privacy and access rights shall apply to all enrolled student records.

g. The laws of New York State will govern this Agreement without regard for New York State's choice of law statute. The parties agree to bring any action to construe, interpret or enforce this Agreement in a New York State court of competent jurisdiction. Parties agree to submit themselves to such court's jurisdiction.

h. Both Parties shall comply with all laws, rules, orders, regulations, and requirements of federal, State and municipal governments applicable hereto.

i. Neither party may assign or transfer its rights or obligations under this Agreement without the prior written consent of the other party. Failure of a party to enforce any provision of this Agreement will not be a waiver of such provision nor of the right to enforce such provision.

V. INDEMNITY

a. Neither Party shall be responsible for the acts of the other or for the acts of any student participating in the program.

b. QC-CUNY shall fully indemnify, defend and save harmless SUNY, its officers, employees

Academic Senate Minutes – April 2, 2020

(5b. GCC continued)

and agents without limitation, from and against any and all damages, expenses (including reasonable attorneys fees), claims, judgments, liabilities, losses, awards, and costs which may be finally assessed against SUNY in any action for or arising out of or related to this Agreement. The State of New York reserves the right to join in any such claim, demand or suit, at its sole expense, when it determines there is an issue involving a significant public interest.

c. Subject to the availability of lawful appropriation and consistent with the New York State Court of Claims Act, SUNY shall hold QC-CUNY harmless from and indemnify it for any final judgment of a court of competent jurisdiction to the extent attributable to the negligence of SUNY or of its officers or employees when acting within the course and scope of their employment in connection with this Agreement.

VI. CONFIDENTIALITY

This Agreement is subject to the New York State Freedom of Information Law (“FOIL”) as set forth in Article 6 of the New York State Public Officers Law, and only the parties’ Confidential Information that satisfies the requirements of Section 87 (2) (d) of the Public Officers Law, and SUNY’s implementing regulations at 8 NYCRR Section 311.6 shall be exempted from disclosure thereunder.

VII. AMENDMENT

No changes, modifications, or waivers are to be made to this Agreement unless evidenced in writing and signed for and on behalf of both parties.

VIII. COUNTERPARTS; FACSIMILE SIGNATURES

This Agreement may be executed in multiple counterparts, all of which shall be originals and which together shall constitute a single agreement. For the purpose of interpreting this Agreement, facsimile signatures shall be considered equivalent to original signatures.

IX. NOTICES

Any notice to parties hereunder must be in writing, signed by the party giving it and shall be served either personally or by registered mail, addressed as follows:

TO FARMINGDALE STATE COLLEGE:

John S. Nader, President
Farmingdale State College
Horton Hall, Room 242
2350 Broadhollow Road
Farmingdale, NY 11735

TO QUEENS COLLEGE:

X. ENTIRE AGREEMENT

This agreement constitutes the entire agreement of the parties hereto and all previous communications between the parties, whether written or oral, with reference to the subject matter of this contract are hereby superseded.

IN WITNESS WHEREOF, the parties have executed this Agreement effective as of the Effective Date.

QUEENS COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

BY: _____
SIGNATURE

DATE

____ Elizabeth Hendrey _____
PRINTED NAME

____ Provost _____
TITLE

FARMINGDALE STATE COLLEGE OF THE STATE UNIVERSITY OF NEW YORK

BY: _____
SIGNATURE

DATE

PRINTED NAME

ITEMS FOR UNIVERSITY REPORT

1. ACCOUNTING

a. Minor Change

To:

ACCT 747. Tax and Accounting Communications. 3 hr.; 3 cr.

3 hr.; 3 cr. Prereq.: Open to students who have completed an undergraduate degree in accounting or who have completed the graduate core coursework for the MS in Accounting or graduate core coursework for the MS in Taxation or the basic core coursework for the MS in Risk Management, or permission of the department. The examination, both verbally and nonverbally, of communications required in the business life of an accountant. The objectives of this course

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(5b. GCC continued)

will be to enhance the ability to write, speak, and listen more effectively in the business environment. Topics covered will be writing a resume and a job application for an accounting position, writing instructions to staff for an audit, writing a letter to a client on the results of an audit, preparing an analysis of an annual report, communicating during an interview and a business meeting, listening skills, and preparing a financial presentation with multimedia aids.

2. ACCOUNTING

b. Minor Change

To:

ACCT 757. Federal Taxation of Business Entities. 3 hr.; 3 cr.

Open to students who have completed an undergraduate degree in accounting or who have completed the graduate core coursework for the MS in Accounting or graduate core coursework for the MS in Taxation or the basic core coursework for the MS in Risk Management Accounting/CPA concentration, or permission of the department. This course focuses on the taxation of the primary forms of business entities: sole proprietorship, corporations, including S corporations, and partnerships, including limited liability companies (LLCs). The decision process necessary to select a particular type of business entity as well as the tax advantages and disadvantages inherent in the operations, liquidation, and termination of these entities will be stressed. Emphasis is placed on tax planning, problem-solving, and research.

3. ACCOUNTING

c. Minor Change

To:

ACCT 758. State and Local Taxation, and Tax-Exempt Entity. 3 hr.; 3 cr.

Open to students who have completed an undergraduate degree in accounting or who have completed the graduate core coursework for the MS in Accounting or graduate core coursework for the MS in Taxation or the basic core coursework for the MS in Risk Management Accounting/CPA concentration, or permission of the department. This course examines the laws of state and local taxation with a particular emphasis on the tax laws of the State of New York. Income, corporate franchise, inheritance, and sales taxes are studied where appropriate, distinguished from the rules of federal taxation that apply (including Tax-exempt entity). Both substantive and procedural rules are studied. Problems of multistate residence and taxation, related constitutional issues, and conflict of laws are studied. The course addresses ongoing compliance issues as well as tax dispute resolution mechanisms such as making and pleading disputes to the Tax Tribunal.

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(5b. GCC continued)

4. ACCOUNTING

d. Minor Change

To:

ACCT 759. Estate, Gifts and Trust Taxation. 3 hr.; 3 cr.

Open to students who have completed an undergraduate degree in accounting or who have completed the graduate core coursework for the MS in Accounting or graduate core coursework for the MS in Taxation or the basic core coursework for the MS in Risk Management Accounting/CPA concentration, or permission of the department. This course focuses on the rules and regulations governing Estate, Gifts and Trust Taxation and the administration of estates. Topics covered include the rules and regulations governing gifts and bequests, both from the standpoint of tax compliance and tax planning. The administrative rules governing probate administration are covered, as is the role of the accountant in the administrative process.

5. ECP (Educational & Community Programs)

e. Minor Program Change: Change of seminar courses to permanent courses

TO:

A) CHANGES TO TABLE ON PAGE 137:

p. 137 (Column 1-THREE-YEAR program):

Summer-first year

ECPSP ~~866 Seminar in Special Issues:~~ Multicultural Interventions 3*

Fall-second year

ECPSP ~~861 Seminar in Special Issues~~ 3*

p. 137 (Column 2-FOUR-YEAR PART-TIME program)

Summer-first year

ECPSP ~~866 Seminar in Special Issues:~~ Multicultural Interventions 3*

Fall-second year

ECPSP ~~861~~ Assessment of Linguistically and Culturally Diverse Students/~~Seminar in Special Issues~~ 3*

p. 137 (Column 3-FOUR-YEAR PART-TIME Program)

Spring-second year

ECPSP ~~866 Multicultural Interventions/Seminar in Special Issues~~ 3*

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(5b. GCC continued)

B) CHANGES TO PAGE 140 Nothing to be deleted.

C) CHANGES TO PAGE 141

~~ECPSP 861. Seminar in Special Issues: Assessment of Linguistically and Culturally Diverse Students. 3 hr.; 3 cr. Candidates will develop competencies in assessing linguistically and culturally diverse students. A major emphasis is placed on learning appropriate procedures in assessing language proficiency, intellectual, academic, and personality-behavioral functioning of these students. Nontraditional alternative assessment approaches and nonbiased assessment are also covered. May be repeated for credit for different course topics.~~

~~ECPSP 866. Seminar in Special Issues: Multicultural Interventions. 3hr.; 3 cr. Candidates acquire knowledge related to classroom procedures, curriculum programs, teaching techniques, and system interventions that are effective with culturally and linguistically diverse students.~~

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was crossed out above, and underline new material you are substituting or adding:

A) REVISIONS TO TABLE ON 137

p. 137 (Column 1-THREE-YEAR program):

Summer-first year

ECPSP 782 Multicultural Interventions 3*

Fall-second year

ECPSP 781 Assessment of Linguistically and Culturally Diverse Students 3*

p. 137 (Column 2-FOUR-YEAR PART-TIME program)

Summer-first year

ECPSP 782 Multicultural Interventions 3*

Fall-second year

ECPSP 781 Assessment of Linguistically and Culturally Diverse Students 3*

B) ADDITIONS TO PAGE 140

Add ECPSP 781 and ECPSP 782 course descriptions between ECPSP 780. Educational and Psychological Tests and Measurements and ECPSP 860 Human Development:

ECPSP 781. Assessment of Linguistically and Culturally Diverse Students. 3 hr.; 3 cr. Students develop knowledge and skills needed to assess linguistically and culturally diverse students. A major emphasis is placed on learning culturally responsive assessment methods and procedures to assess language proficiency, intelligence, academic skills and personality-behavioral functioning. Fall

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(5b. GCC continued)

ECPSP 782: Multicultural Interventions. 3hr.; 3 cr. Students acquire knowledge and skills related to instructional, mental health, and systemic interventions for culturally and linguistically (CLD) diverse students. Summer.

C) REVISIONS TO PAGE 141

ECPSP 781. Assessment of Linguistically and Culturally Diverse Students. 3 hr.; 3 cr. Students develop knowledge and skills needed to assess linguistically and culturally diverse students. A major emphasis is placed on learning culturally responsive assessment methods and procedures to assess language proficiency, intelligence, academic skills and personality-behavioral functioning. Fall

ECPSP 782. Multicultural Interventions. 3hr.; 3 cr. Students acquire knowledge and skills related to instructional, mental health, and systemic interventions for culturally and linguistically (CLD) diverse students. Summer.

6. ECP (Educational & Community Programs)

f. New Course

ECPSP 781: Assessment of Linguistically and Culturally Diverse Students. 3hr.; 3 cr. Coreq.: ECPSP 779: Multicultural Issues in School Psychology.

Students develop knowledge and skills needed to assess linguistically and culturally diverse students. A major emphasis is placed on learning culturally responsive assessment methods and procedures to assess language proficiency, intelligence, academic skills and personality-behavioral functioning.

7. ECP (Educational & Community Programs)

g. New Course.

ECPSP 782: Multicultural Interventions. 3hr.; 3 cr., plus 45 days in supervised field site. Prereq.: ECPSP 799: Multicultural Issues in School Psychology

The goal of this course is to have students acquire knowledge and skills related to instructional, mental health, and systemic interventions for culturally and linguistically diverse (CLD) students.

8. ECP (Educational & Community Programs)

h. Minor Change

To:

ECPSP 778. Counseling Techniques for School Psychologists. 3 hr.; 3 cr.
Prerequisite: Matriculation in the Graduate Program in School Psychology.

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(5b. GCC continued)

This course is intended to build skills in the helping process using a cognitive behavioral therapy model. Students practice micro skills with volunteer subjects and with each other. Students also develop beginning skills in conducting play sessions with young children. Active listening using the language of play is taught, as well as structured play techniques that may be used in cognitive behavioral play therapy or incorporated into counseling with younger children. Class sessions are devoted primarily to direct instruction in and micro training of counseling and interviewing skills, and play therapy techniques. Both cultural and developmental adaptations to cognitive behavioral therapy are discussed. In addition, relaxation and social skills training and stop and think interventions are introduced. (Fall)

9. ECP (Educational & Community Programs)

i. Minor Change

To:

ECPSP 779. Multicultural Issues in Schools. 3 hr.; 3 cr.

This course introduces graduate students to multicultural issues with “multicultural” defined broadly. It examines the theoretical, empirical, and practical literature relevant to racially, ethnically, culturally and linguistically diverse clients as well as issues relevant to gender, sexual identity, and social class. Multicultural issues are explored in terms of their relevance to the development of cross-cultural competencies and the delivery of multiple services provided by school professionals (e.g., assessment, counseling, consultation). Candidates will have the opportunity to discuss multicultural issues within the contexts of families, classrooms, and schools. Issues discussed will be relevant to culturally and linguistically diverse children ranging from early childhood to adolescence. The course is part of the multicultural and bilingual specializations for school psychologists, and the bilingual extension for bilingual pupil personnel. Fall

10. ECP (Educational & Community Programs)

j. Minor Change

To:

ECPSP 866. Seminar in Special Issues. 3 hr.; 3 cr.

This course will be devoted to special topics of current interest to school psychologists. The subject matter will change as needs arise. Topics to be addressed will include interventions, assessment and intervention with linguistically and culturally diverse students, cognitive theory and research, consultation models, legal and ethical issues, etc. Summer

11. SEYS (Secondary Education & Youth Services)

k. Minor Change

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(5b. GCC continued)

To:

SEYS 704. Philosophies of Teaching and Learning and Digital Pedagogy. 3 hr.; 3 cr.

Prereq.: Basic undergraduate or graduate course in educational foundations (historical, philosophical, or social). This course is aligned with NYC and NYS learning outcomes for digital citizenship as well as recommendations of the International Society for Technology in Education (ISTE). The course develops foundational knowledge of the history, purposes of and current state of digital citizenship education in K-12 settings. In this course, learners will be asked to analyze what it means to be a citizen of digital spaces and to consider the implications of educational technology for K-12 teaching and learning as well as broader societal implications of technology use. This course aims to equip educators with knowledge, skills, and dispositions to bring digital citizenship into their classrooms in equitable, ethical, and meaningful ways. Learners will understand the historical context and present state of educational technologies through the lens of digital citizenship: legal obligation, various sets of learning standards, traditional frameworks of citizenship education, and research on youth and technology. Participants will learn how to integrate these topics into various content areas and to make informed decisions regarding teaching and learning with technologies. Throughout this course, learners will engage in discussions and assignments that encourage thinking critically about how to use online technologies in safe, ethical, equitable, and effective ways.

12. SEYS (Secondary Education & Youth Services)

I. New Course

SEYS 755: Practical Applications in Educational Technology. 3hr.; 3 cr. Prereq: None

This course will teach educators how to appropriately assess technology for integration in their classrooms. It will also support organization and creation of a Learning Management System (LMS). Topics include: digital applications, content creation, assessment, and technological pedagogical content knowledge (TPCK).

This new course will be added to the elective pool for both the Science MSED and MAT, along with the current offerings, SEYS 753 and 754. This fourth elective option will give the faculty the option of rotating these four elective classes for different populations of students, will increase the fully online offerings in both graduate science programs, and will enhance both graduate programs with regard to courses addressing student use of technology.

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5c. Nominating Committee (no report)

6. Old Business

6a. Nominations to the Nominating Committee

Faculty-Social Sciences (no nominees)

Student-Education (no nominees)

Social Sciences –Kimberly Wyllie

The following student was nominated from the floor to fill the OPEN Social Sciences seat:

Kimberly Wyllie Social Sciences May 2020

Seeing no further nominations, the Chair moved unanimous consent.

7. New Business

7a. Calendar of Senate and Executive Committee meetings

MOTION: Duly made by Chair Yearwood:

“To approve the calendar of Senate and Executive Committee for 2020 and 2021”

Hearing no objection to the motion the chair moved unanimous consent.

Academic Senate

Fall 2020-September 10, October 8, November 12, December 10

Spring 2021- February 11, March 11, April 8, May 13, May 13 Limited Meeting-New Senate

Executive Committee

Fall 2020 -August 27, September 24, October 29, November 19,

Spring 2021-January 28, February 25, March 25, April 29

MOTION: Duly made by Chair, Yearwood:

“To Adjourn”

The meeting was adjourned at 3:58 pm. The next Academic Senate meeting will be on Thursday, May 14, 2020.

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[Attached here: March 12, 2020 Academic Senate content approved by the Academic Senate Executive Committee on March 26, 2020. The February 13, 2020 Academic Senate minutes are available on the website.]

a) Undergraduate Curriculum Committee minutes dated February 13, 2020

A. General Education

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

1. General Education Advisory Committee
PORT 41. (*LIT*)
2. Mathematics and Quantitative Reasoning Advisory Committee
No report.
3. Writing Intensive Advisory Committee.
4. STEM variant courses.
None.

1. Macaulay Honors Program

- a. New course.

HNRS 202. Career Exploration Colloquium. 1 hour, 1 credit.

This 1-credit colloquium is designed to help honors students develop and solidify their career plans – exploring job prospects within key sectors of industry, devising strategies to find opportunities and build professional networks, applying for internships, and building practical skills like tailoring resumes and cover letters, preparing for job interviews, and developing soft skills to navigate today's workplaces. The course will focus explicitly on how students' values and interests can be reflected in their career choices. Making the world of work more familiar and approachable, the course is also geared to relieving anxieties related to career planning and performance.

2. Math

- a. New course.

MATH 342. Data Science via Machine Learning and Statistical Modeling.

4 hr. lec.; 2 hr. lab; 4 cr. Prereq.: MATH 231, MATH 241, CSCI 111 (or equivalent).

Philosophy of modeling and learning using data. Prediction using linear, polynomial, interaction regressions and machine learning including neural nets and random forests. Probability estimation with asymmetric cost classification. Underfitting vs. overfitting and R-squared. Model validation. Correlation vs. causation. Interpretations of linear model coefficients. Formal instruction of statistical computing. Data manipulation and visualization using modern libraries. Spring.

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3. Music

QUEENS COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL FOR A CHANGE IN TITLE AND A CHANGE IN DEGREE AWARD
LEADING TO THE

***BACHELOR OF MUSIC (B.MUS.) IN
MUSIC EDUCATION, ALL GRADES DEGREE***

EFFECTIVE FALL 2020

SPONSORED BY THE DEPARTMENT OF THE AARON COPLAND SCHOOL OF MUSIC

APPROVED BY

Aaron Copland School of Music faculty, [May 6, 2019]

Undergraduate Curriculum Committee of Queens College, [fill in date]

Queens College Academic Senate, [fill in date]

College Representative: Associate Professor and Coordinator of Music Education, Susan A. Davis, Aaron Copland School of Music
Telephone: 718-997-3800
Fax: 718-997-3849
Email: susan.davis@qc.cuny.edu

Professor and Director of the Aaron Copland School of Music, Michael Lipsey, michael.lipsey@qc.cuny.edu

Director of Administration of the Aaron Copland School of Music, Jane Cho, jane.cho@qc.cuny.edu
Provost's Signature:

Provost's Name:

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ABSTRACT FOR A PROPOSAL TO PERMIT QUEENS COLLEGE TO CHANGE THE BACHELOR OF ARTS (B.A.) IN MUSIC EDUCATION TO A BACHELOR OF MUSIC (B.MUS.) IN MUSIC EDUCATION, ALL GRADES

The Aaron Copland School of Music at Queens College seeks to change the current BA in Music Education to a BMus in Music Education, All Grades. This will allow the degree title and award to more accurately reflect the professional content of the program, and bring clarity to the public about the rigor of the degree. Obtaining the new degree title, and attendant curricular modifications, is one last requirement in our pursuit of membership in and accreditation from the National Association of Schools of Music (NASM). With this degree change, we anticipate obtaining NASM accreditation in July 2020. The primary purpose for the BMus in Music Education degree is to serve as a New York State Education Department (NY-SED) accredited undergraduate program leading toward Initial Teacher Certification in Music, All Grades. This will be a 120-credit undergraduate degree housed in the Division of Arts and Humanities and shared with the Division of Education Educator Preparation Program (EPP). Approximately 65-75 undergraduate music education majors are enrolled currently; we foresee that number remaining stable or increasing slightly. As a part of this proposal, we are reducing credit requirements from the current 140+ credits down to 120 credits, with the expectation that our students will complete the program in four years. Because the music education program is already in place, the budgetary impact on Queens College is modest.

INTRODUCTION

The Aaron Copland School of Music has offered a Bachelor of Arts in Music Education for many years (NYSED program code 26469 – BA in Music Teacher, All Grades and program code 60363 – MHC – Music Teacher, All Grades). This degree has been housed in the Division of Arts and Humanities at Queens College

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(along with the entire Aaron Copland School of Music) rather than the Division of Education, although the program also functions as a satellite program of the Division of Education EPP.

As a part of our application for membership in and accreditation from the National Association of Schools of Music (NASM), it has come to our attention that the content and curriculum of our current BA degree is far closer to a BMus degree in music education, when compared with national standards and practices. We were given the recommendation, therefore, to retitle our degree. As a part of that process, we are proposing several modifications to the content of the degree, including some reductions in credits and coursework, in order to completely satisfy the standards and practices required for a professional BMus degree in music education, and to meet the CUNY standard of a 120-credit undergraduate degree.

We are proposing this Bachelor of Music in Music Education, All Grades in order to satisfy NASM's requirements and obtain national accreditation, but we believe that refining this degree will also help our students complete the program in a timely manner. Offering a BMUS in Music Education will give music education students the appropriate recognition of the rigorous specialized requirements fulfilled at the undergraduate level. It also makes our program more competitive with comparable music education degrees across the state and region.

As we refine this degree, we also plan to make modest adjustments to our music education curriculum. These changes are described below under "Curriculum."

PURPOSE AND GOALS

The primary purpose for the BMus in Music Education, All Grades degree is to serve as a New York State Education Department (NY-SED) accredited undergraduate program leading toward Initial Teacher Certification in Music, All Grades. This proposed degree is a professional degree, housed in the Division of Arts and Humanities at Queens College and functioning as a satellite program of the Division of Education EPP. Other purposes of the program are to offer knowledge and skills in the areas of musicianship, general studies, pedagogy, performance and conducting. The program also prepares the students for the state-mandated tests, including the Content Specialty exam in music and the Performing Arts edTPA (Education Teacher Performance Assessment).

For the National Association of Schools of Music (NASM), the proper characterization of our music education curriculum is a BMus degree since approximately 60% of our degree content is in the area of music and 40% of the degree content is in the area of liberal arts. NASM has, therefore, directed us to retitle our BA in Music Education degree a BMus in Music Education degree in order to meet national norms and secure NASM accreditation.

The Bachelor of Music in Music Education is offered at many NASM-affiliated music schools across the United States. In New York State, there are BMus in Music Education programs at SUNY Potsdam, Ithaca College, SUNY Fredonia, and Nazareth College, to name a few other NASM-accredited institutions. Within CUNY, Brooklyn College offers a BMus in Music Education. Changing our program title would bring us in line with them, which would make sense, since the curriculum is very similar. In fact, Brooklyn College modeled much of the curriculum for their BMus in Music Education (program code 26815) on Queens College's BA in Music Education (program code 26469). The degree titles should be the same.

NEED AND JUSTIFICATION

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As stated above, the primary justification for retitling this degree and changing the award is to conform to policies of the National Association of Schools of Music for purposes of accreditation. A second justification is to revise the degree requirements to conform to CUNY undergraduate 120-credit load standards. Our BA in Music Education has required upwards of 140+ credits for students to complete, making it difficult for students to finish the program in four years. The proposed changes will allow students to stay on track for program completion. Additionally, the BMus acknowledges the specialized and prestigious nature of our students' undergraduate curriculum, with a strong emphasis and foundation in music and pedagogy.

STUDENT INTEREST/ENROLLMENT

We typically have about 65-75 students enrolled in the current BA in Music Education degree. We expect that those numbers will remain the same or possibly increase because of the proposed changes. Having a BMus degree is attractive for many music students because of the specialized nature of the music designation.

Music Education students are attracted to Queens College for a combination of reasons: its location in New York City; its relatively low tuition; its long history of producing successful music educators and the reputation of its faculty. Our music education majors primarily come to us from NYC, Long Island, and Westchester County. Although Brooklyn College also offers a BMus in Music Education, we draw more from the communities north and east of the city, so we expect enrollment to remain the same or increase a bit because of the specialized title. Admissions requirements, auditions, and interviews will remain the same as our current BA degree.

CURRICULUM

As a part of our curricular redesign, we have reviewed the NASM handbook and purposefully revised the degree to align with NASM competencies, national and NY standards. The BMus in Music Education degree addresses a common body of knowledge and skills in music as all music education students in the Aaron Copland School of Music complete a rigorous academic music core. Within the BMus in Music Education, All Grades degree, students select one of two tracks, instrumental or choral. We have modified the two-track design slightly from the current BA.

We have not modified the pedagogical core and all courses housed in the Division of Education remain the same. In addition, members of the Division of Education have reviewed our proposal and are supportive of the curricular changes.

Comments on the proposed curriculum:

The proposed BMus in Music Education curriculum modifies the existing BA in Music Education curriculum in the following ways:

1. NASM requires all BMus degrees to include weekly, one-hour, individual lessons in performance on an instrument or voice. Our current BA in Music Education degree requires weekly, half-hour lessons in performance. So, there is an increase in studio lesson time for each student from weekly half-hour lessons to weekly hour lessons. These are accompanied by a set of new course numbers: MUSIC 148; MUSIC 149; MUSIC 248; MUSIC 249; MUSIC 348; MUSIC 349.
2. Within the choral track, it adds MUSIC 164, Group Instruction in Guitar, a 3-hour, 1-credit methods course in guitar. This has been a course lacking in our curriculum. Many NYC and NYS schools are offering guitar classes, and we have not been preparing

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students to teach guitar. This course satisfies that deficit in our program and helps prepare our undergraduates with another harmonic instrument for the classroom.

3. Within the choral track, two 2-hour, 1-credit piano courses will be required (MUSIC 75 and/or MUSIC 265). These courses are already offered every semester. Some of our students have taken them, but choral track music education majors will now be required to take them to ensure strong piano accompaniment skills. In recent years, it has come to our attention from partner schools that music education students' piano skills need to be at a higher level.
4. The new BMus in Music Education degree requires one course less in music history and one course less in music theory than our current BA in Music Education degree, to help students meet the 120-credit undergraduate degree standard. We will still require four semesters of music history and literature (including one course on writing about music and one course on non-Western music) and six semesters of music theory and analysis; both exceed state and national standards in music education.
5. Seminar 1 (Elementary Music Methods), MUSIC 365 and Seminar 2 (Secondary Music Methods), MUSIC 366 are both being reduced from 3-hour, 3-credit classes to 3-hour, 2-credit classes. Both courses are being restructured to allow for more fieldwork experiences and methods-based peer teaching, which require in-person class time. Some current course materials from 365-366 are being moved to other courses: MUSIC 268, School Choral Program and MUSIC 269, School Instrumental Program.
6. MUSIC 381, Arranging and Composing for School Ensembles will be reduced from a 3-hour, 3-credit course to a 3-hour, 2-credit course. Some course content is being moved from this class to allow for more workshopping and performances of arrangements and compositions. But these performances, as part of this class, require guidance of the professor and in-class time for rehearsal, workshop critique, and performance of the arrangements and compositions.

A minimum of 120 credits is required for the degree. Required courses are listed below in a comparison table showing the current BA in Music Education as compared with the proposal for the new BMus in Music Education.

Courses in Existing Program (BA)			Courses in the Newly Modified Program (BMus)		
Course Number	Course Title	Course Credits	Course Number	Course Title	Course Credits
ENGL 110	College Writing I	3	ENGL 110	College Writing I	3
MUS 121	College Writing II – Writing About Music*	3	MUS 121	College Writing II – Writing About Music	3
MATH 110 or MATH 114	Mathematical and Quantitative Reasoning*	3-4	MATH 110 or MATH 114	Mathematical and Quantitative Reasoning	3-4
CHEM 1013 + 1011; or FNES 101; or	Life and Physical Sciences *	3-4	CHEM 1013 + 1011; or FNES 101; or	Life and Physical Sciences	3-4

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Courses in Existing Program (BA)			Courses in the Newly Modified Program (BMus)		
ENSCI 100			ENSCI 100		
LCD 103; or PSCI 100; or URBST 103	U.S. Experience in its Diversity*	3	LCD 103; or PSCI 100; or URBST 103	U.S. Experience in its Diversity	3
ARTH 102; or DANCE 150; or DRAM 100	Creative Expression (e.g. History of Western Art II; Intro to Dance; Intro to Acting) *	3	ARTH 102; or DANCE 150; or DRAM 100	Creative Expression (e.g. History of Western Art II; Intro to Dance; Intro to Acting)	3
ANTH 102; or ASTR 1; or PSYCH 101	Scientific World (e.g. Intro to Human Evolution; General Astronomy; General Psychology) *	3-4	ANTH 102; or ASTR 1; or PSYCH 101	Scientific World (e.g. Intro to Human Evolution; General Astronomy; General Psychology)	3-4
CLAS 150; or ENGL 151; or SPAN 41	Literature (e.g. Greek and Latin Classics in Translation; Works of English Literature; Masterpieces of Hispanic Literature in Translation)*	3	CLAS 150; or ENGL 151; or SPAN 41	Literature (e.g. Greek and Latin Classics in Translation; Works of English Literature; Masterpieces of Hispanic Literature in Translation)	3
ITAL 111; or GERM 111	Language (e.g. Elementary Italian 1; Elementary German *	3	ITAL 111; or GERM 111	Language (e.g. Elementary Italian 1; Elementary German	3
PHYS 3; or FNES 163; or GEOL 12	Science * Note: This category overlaps with others, but each category is slightly different in its requirements. *	3-4	PHYS 3; or FNES 163; or GEOL 12	Science Note: This category overlaps with others, but each category is slightly different in its requirements.	3-4
PHIL 101; or MUS 247	Individual & Society	3		* Approved S'19 that MUS 247 counts toward Individual & Society	0
ANTH 101; or URBST 326	World Cultures & Global Issues	3		* Pending CCRC approval MUS 246 will serve as a WCGI course	0
	College Option: One additional course in general studies, chosen from any of several categories	3		* Pending CCRC approval MUS 377 will serve as a SYN course	0
MUS 171	Sight Singing and Dictation I	2	MUS 171	Sight Singing and Dictation I	2
MUS 172	Sight Singing and Dictation II	2	MUS 172	Sight Singing and Dictation II	2
MUS 271	Sight Singing and Dictation III	2	MUS 271	Sight Singing and Dictation III	2
MUS 272	Sight Singing and Dictation IV	2	MUS 272	Sight Singing and Dictation IV	2
MUS 173	Harmony, Counterpoint, and Keyboard Skills I	3	MUS 173	Harmony, Counterpoint, and Keyboard Skills I	3

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Courses in Existing Program (BA)			Courses in the Newly Modified Program (BMus)		
MUS 174	Harmony, Counterpoint, and Keyboard Skills II	3	MUS 174	Harmony, Counterpoint, and Keyboard Skills II	3
MUS 273	Harmony, Counterpoint, and Keyboard Skills III	3	MUS 273	Harmony, Counterpoint, and Keyboard Skills III	3
MUS 274	Harmony, Counterpoint, and Keyboard Skills IV	3	MUS 274	Harmony, Counterpoint, and Keyboard Skills IV	3
MUS 373	Harmony, Counterpoint, and Keyboard Skills V	3	MUS 373	Harmony, Counterpoint, and Keyboard Skills V	3
MUS 374	Musical Techniques of the Twentieth Century (1900-1945)	3	MUS 374	Musical Techniques of the Twentieth Century (1900-1945)	3
MUS 377	Musical Form and Analysis	3	MUS 377	Musical Form and Analysis *SYN Course - Pending	3
MUS 246	Music History I	3	MUS 246	Music History I (Music from 1200-1750) * WCGI course - Pending	3
MUS 247	Music History II	3	MUS 247	Music History II (Music from 1750 to the Present) * I&S course - Approved	3
MUS 346	Music History III	3	MUS 122	Writing Musical Culture (must be non-Western topic)	3
MUS 347	Music History IV	3	MUS 347	Music History IV	3
MUS 187	Individual Study in Performance I (half hour)	1	MUS 148	Individual Study in Performance I (one hour)	1
MUS 188	Individual Study in Performance II (half hour)	1	MUS 149	Individual Study in Performance II (one hour)	1
MUS 287	Individual Study in Performance III (half hour)	1	MUS 248	Individual Study in Performance III (one hour)	1
MUS 288	Individual Study in Performance IV (half hour)	1	MUS 249	Individual Study in Performance IV (one hour)	1
MUS 387	Individual Study in Performance V (half hour)	1	MUS 348	Individual Study in Performance V (one hour)	1
MUS 388	Individual Study in Performance VI (half hour)	1	MUS 349	Individual Study in Performance VI (one hour)	1
MUS 270	Conducting I	2	MUS 270	Conducting I	2
MUS 370	Conducting II	2	MUS 370	Conducting II	2
MUS 158; or MUS 253; or MUS 259	Orchestra or Concert Choir or Wind Ensemble (7 Semesters of a Major Ensemble)	7	MUS 158; or MUS 253; or MUS 259	Orchestra or Concert Choir or Wind Ensemble (7 Semesters of a Major Ensemble)	7
MUS 100	Recital Attendance (6 Semesters)	0	MUS 100	Recital Attendance (6 Semesters)	0
MUS 267	Intro to Music Education	3	MUS 267	Intro to Music Education	3
SEYS 221	Development & Learning in Middle Childhood	3	SEYS 221	Development & Learning in Middle Childhood	3
EECE 310	Children in Cultural Contexts	3	EECE 310	Children in Cultural Contexts	3
EECE 340/SEYS 340	Language, Literacy, and Culture	3	EECE 340/SEYS 340	Language, Literacy, and Culture	3

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Courses in Existing Program (BA)			Courses in the Newly Modified Program (BMus)		
ECPSE 350	Foundations of Special Education	3	ECPSE 350	Foundations of Special Education	3
MUS 365	Seminar I in Elementary Methods	3	MUS 365	Seminar I in Elementary Methods	3 2
MUS 366	Seminar II in Secondary Methods	3	MUS 366	Seminar II in Secondary Methods	3 2
MUS 381	Composing & Arranging for School Ensembles	3	MUS 381	Composing & Arranging for School Ensembles	3 2
MUS 369	Student Teaching Seminar	6	MUS 369	Student Teaching Seminar	6
MUS 269	School Instrumental Program (INST Track Only)	3	MUS 269	School Instrumental Program (INST Track Only)	3
MUS 161	Group Instruction in Upper Strings (INST Track Only)	1	MUS 161	Group Instruction in Upper Strings (INST Track Only)	1
MUS 162	Group Instruction in Lower Strings (INST Track Only)	1	MUS 162	Group Instruction in Lower Strings (INST Track Only) <i>optional</i>	0-1
MUS 163	Group Instruction in Woodwinds (INST Track Only)	1	MUS 163	Group Instruction in Woodwinds (INST Track Only)	1
MUS 166	Group Instruction in Voice (INST Track Only)	1	MUS 166	Group Instruction in Voice (INST Track Only)	1
MUS 167	Group Instruction in Brass (INST Track Only)	1	MUS 167	Group Instruction in Brass (INST Track Only)	1
MUS 168	Group Instruction in Percussion (INST Track Only)	1	MUS 168	Group Instruction in Percussion (INST Track Only)	1
MUS 268	School Choral Program (Choral Track Only)	3	MUS 268	School Choral Program (Choral Track Only)	3
MUS 266	Vocal Pedagogy (Choral Track Only)	2	MUS 266	Vocal Pedagogy (Choral Track Only)	2
			MUS 75	Piano Skills (Choral Track Only)	1
			MUS 265	Applied Keyboard Skills (Choral Track Only)	1
			MUS 164	Group Instruction in Guitar (Choral Track Only)	1

note: Pathways courses listed above are just an example of what students can take to satisfy the varied General Education requirements. See other choices at: <http://gened.qc.cuny.edu/course-lists>

FACULTY

The full-time faculty who will teach in this program are the Coordinator of Music Education (currently Associate Professor Susan A. Davis), Professor Janice Smith (currently on sabbatical), and Assistant Professor Eric Rubinstein. The program has 5 full-time faculty positions allocated for teaching and leadership, but currently there are two full-time faculty substitutes (Esther Liu Harris and Ruth Aguirre) while we complete a search for a new Lecturer in Instrumental Music Education. There are a number of full-time and adjunct faculty members who additionally serve this program. The current faculty assignments are adequate and appropriate for the current proposal.

COST ASSESSMENT

Additional costs for this program will be modest:

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1. The primary cost addition is for individual lessons in performance. NASM requires all professional music degrees (Bachelor of Music) to include weekly one-hour individual lessons in performance on an instrument or voice. Our current BA in Music Education degree requires weekly half-hour individual lessons in performance. With BMus students required to take 6 semesters of performance lessons at an average cost (for a 1-hour lesson) of approximately \$1,000 per student, we will see an increase in cost of about \$500 per student per semester, or a total of \$30,000 per semester for 60 students. (This assumes a total of 80 students in the degree program, because three-quarters of students would be enrolled in performance lessons in any one year.)
2. Many of our choral students are already taking MUSIC 75 and MUSIC 265 to improve their piano proficiency skills. We will now require 2 semesters of piano proficiency for choral track students in lieu of other instrumental methods courses. Since MUSIC 75 and MUSIC 265 are already budgeted, we expect these requirements will not really affect the budget.
3. The addition of MUSIC 164, Group Instruction in Guitar, to be offered once per year will be an official increase of about \$4500 per year. (We have offered this course as a special topics class the past two years – 2018 and 2019 – and it has been figured into the adjunct budget.)

Savings will be realized in the following ways:

1. Additional costs for private lessons will be partly offset by extra fees that students are charged for private lessons.
2. Music education students will no longer be required to take MUSIC 346, 347, or 373, although they will be required to take MUSIC 122. This represents a net reduction of two 3-credit courses. Since 300-level courses are usually taught by full-time faculty, and 100-level courses are often taught by adjunct faculty, the savings are significant. The affected full-time faculty can be assigned to other courses, allowing corresponding reductions in our adjunct budget.

There will be no capital costs associated with this program. The existing facilities of the Aaron Copland School of Music are adequate, so long as they are kept in good repair.

N.B. – It should be noted that the college might expect some decline in tuition revenue from students in this program, inasmuch as the new degree complies with the required 120 credit maximum, and students completing the old degree took approximately 140 credits of required courses. It must also be noted, however, that it is impossible to know exactly how many of the additional credits of the old degree resulted in tuition revenue, given the fact that over 90% of our Mus. Ed. students are in-state, and the vast majority take well above 12 credits each semester of matriculation, the maximum number for which tuition is collected. One final note, the modified degree we have proposed will be a higher value degree and should attract the best candidates to an already strong program. NASM certification along with the prestige of a B.Mus. in Mus. Ed. degree (without the need to travel to upstate New York) will provide a strong attraction to the program. The changes in credits, while it may bring in slightly fewer tuition dollars, will dramatically improve our four-year graduation rates, as students will be required to complete fewer credits in the new program.

EVALUATION

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The BMus in Music Education program will be under frequent scrutiny via multiple internal and external evaluation procedures. NASM will review the program within five years to ensure program goals, learning outcomes, and faculty qualifications all remain in line with national standards. The program will also be closely monitored as part of the Division of Education EPP, where we collect and analyze program data through a Quality Assurance System, and via Chalk & Wire program assessments. As part of the Quality Assurance System, we track our students' performance on licensure exams. We also monitor job placement and are about to implement a new survey for tracking administrator assessments of our graduates' effectiveness in the field.

APPENDIX A SAMPLE SCHEDULE, NEW COURSES, & SYLLABI

SAMPLE SCHEDULE

- *Indicate academic calendar type: Semester Quarter Trimester Other (describe):*
- *Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)*
- *Use the table to show how a typical student may progress through the program; copy/expand the table as needed.*

Term: Fall 1		Credits per classification				Term: Spring 1		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
ENGL 110 College Writing I (Required Core)	3	3				FNES 101 or other Life and Physical Sciences (Required Core)	3	3			
MATH 110 or other Mathematical and Quantitative Reasoning (Required Core)	3-4	3				MUS 121 Writing About Music (College Writing II – Required Core)	3	3	x		ENGL 110
Drama 100 or other Creative Expression (Flexible Core)	3	3				MUS 172 Sight Singing II	2		2		MUS 171
MUS 171 Sight Singing I	2		2			MUS 174 Harmony, Counterpoint, and Keyboard II	3		3		MUS 173
MUS 173 Harmony, Counterpoint, and Keyboard I	3		3			MUS 149 Individual Studio Instruction II	1		1	x	MUS 148
MUS 148 Individual Studio Instruction I	1		1	x		MUS 156 or 158 or 253 or other Major Ensemble	1		1		
MUS 156 or 158 or 253 or other Major Ensemble	1		1			MUS 100 Recital Attendance	0		0		
MUS 100 Recital Attendance	0		0			MUS 267 Intro to Music Education	3		3		MUS 171

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Term credit total:		16-17	9-10	7		
Term: Fall 2		Credits per classification				
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	
URBST 101 Urban Poverty and Affluence or other US Experience in Its Diversity (Flexible Core)	3	3				
MUS 246 Music History I (World Cultures and Global Issues – Flexible Core - * Pending CCRC Approval)	3	3	x		MUS 121 MUS 174	
MUS 271 Sight Singing III	2		2		MUS 172	
MUS 273 Harmony, Counterpoint, and Keyboard III	3		3		MUS 174	
MUS 248 Individual Studio Instruction III	1		1	x	MUS 149	
MUS 156 or 158 or 253 or other Major Ensemble	1		1			
MUS 100 Recital Attendance	0		0			
MUS 166 Group Instruction in Voice (Instrumental Track)	1		1			
MUS 164 Group Instruction in Guitar (Choral Track)	1		1	x		
SEYS 120 Critical Social Theory or other Flexible Core	3	3				
Term credit total:	17	9	8			
Term: Fall 3		Credits per classification				
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	
PHYS 3 Physics of Musical Sound or	3	3				

Term credit total:		16	6	10		
Term: Spring 2		Credits per classification				
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	
ENGL 165 Introduction to Poetry or other Literature (College Core)	3	3				
MUS 247 Music History II (Individual and Society – Flexible Core)	3	3	x		MUS 246	
MUS 272 Sight Singing IV	2		2		MUS 271	
MUS 274 Harmony, Counterpoint, and Keyboard IV	3		3		MUS 273	
MUS 249 Individual Studio Instruction IV	1		1	x	MUS 248	
MUS 156 or 158 or 253 or other Major Ensemble	1		1			
MUS 100 Recital Attendance	0		0			
MUS 168 Group Instruction in Percussion (Instrumental Track)	1		1			
MUS 75 Piano Class (Choral Track)	1		1			
SEYS 221 Development and Learning in Middle Childhood	3		3		MUS 267	
Term credit total:	17	6	11			
Term: Spring 3		Credits per classification				
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	
ITAL 203 Intermediate Italian I or other	3	3				

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other Scientific World (Flexible Core)						Language (College Core)					
MUS 122 Writing Music Culture (non-Western)	3		3			MUS 377 Form and Analysis (College Option: Synthesis - * Pending CCRC Approval)	3		3		MUS 274
MUS 374 20 th Century Techniques	3		3		MUS 274	MUS 349 Individual Studio Instruction VI	1		1	x	
MUS 348 Individual Studio Instruction V	1		1	x		MUS 370 Conducting II	2		2		MUS 270
MUS 156 or 158 or 253 or other Major Ensemble	1		1			MUS 365 Seminar I in Teaching Music	2		2		MUS 267 SEYS 221
MUS 100 Recital Attendance	0		0			MUS 156 or 158 or 253 or other Major Ensemble	1		1		
MUS 270 Conducting I	2		2			MUS 100 Recital Attendance	0		0		
MUS 161 Group Instruction in Upper Strings (Instrumental Track)	1		1			MUS 163 Group Instruction in Woodwinds (Instrumental Track)	1		1		
MUS 167 Group Instruction in Brass (Instrumental Track)	1		1			MUS 266 Vocal Pedagogy (Choral Track)	2		2		
MUS 265 Applied Piano (Choral Track)	1		1			SEYS or EECE 340 Language, Literature, and Culture in Education	3		3		MUS 267
EECE 310W Children in Cultural Contexts	3		3		MUS 267						
Term credit total:	17-18	3	14-15			Term credit total:	16-17	3	13-14		
Term: Fall 4		Credits per classification				Term: Spring 4		Credits per classification			
Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)	Course Number & Title	Cr	LAS	Maj	New	Prerequisite(s)
ENSCI 112 Our Changing Planet or other Science (College Core)	3	3				MUS 369 Student Teaching & Seminar	6		6		MUS 366; MUS 267; MUS 365
MUS 381 Composing & Arranging for School Ensembles	2		2		MUS 274						
MUS 269 School Instrumental Program	3		3		MUS 267; MUS 270; MUS 161;						

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(Instrumental Track) or MUS 268 School Choral Program (Choral Track)				MUS 162; MUS 163; MUS 167; MUS 168						
MUS 366 Seminar 2 in Teaching Music	2		2	MUS 365						
ECPSE 350 Intro to Special Education	3		3	MUS 267						
MUS 156 or 158 or 253 or Instrumental Ensemble	1		1							
Term credit total:	14	3	11		Term credit total:	6		6		
Program Totals:										
Credits: 119-120*		Liberal Arts & Sciences: 39-40			Major: 80			Elective & Other: n/a		
Cr= credits LAS = Liberal Arts and Sciences Maj = major requirement New = new course Prerequisite(s) = list prerequisite(s) for the noted courses										

*MUS 377 approved as SYN course. MUS 246 approval is pending.

NEW COURSES

New Course:

MUSIC 148. Individual Study in Performance I. 1 hour, 1 credit. Prerequisite: Permission of the School of Music through audition. Students in the BMus (Performance Major) are not eligible for this sequence of courses. Individual studio instruction in the student's principal instrument or voice with regard to both technique and interpretation of appropriate music literature.

MUSIC 149. Individual Study in Performance II. 1 hour, 1 credit. Prerequisite: MUSIC 148.

MUSIC 248. Individual Study in Performance III. 1 hour, 1 credit. Prerequisite: MUSIC 149.

MUSIC 249. Individual Study in Performance IV. 1 hour, 1 credit. Prerequisite: MUSIC 248.

MUSIC 348. Individual Study in Performance V. 1 hour, 1 credit. Prerequisite: MUSIC 249.

MUSIC 349. Individual Study in Performance VI. 1 hour, 1 credit. Prerequisite: MUSIC 348.

MUSIC 164. Group Instruction in Guitar. 3 hours, 1 credit. Prerequisite: MUSIC 171, 173, and 267, or permission of the School of Music. For all majors. Development of skill in performing and pedagogical techniques for (but not limited to) guitar. Students must achieve a minimum grade of C- for this course to count toward the music major.

REVISED COURSES WITH REVISED COURSE DESCRIPTIONS

MUSIC 246. Music History I: Music from 1200 to 1750. 3 hr.; 3 cr. Prereq.: A minimum grade of C- in MUSIC 121; prereq.: MUSIC 174. In addition, students must have passed the freshman listening examination. Fall, Spring

MUSIC 247. Music History II: Music from 1750 to Present. 3 hr.; 3 cr. Prereq.: Minimum grade of C- required in MUSIC 246, or permission of the School of Music. Fall, Spring

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MUSIC 365. Seminar in the Teaching of Music: Elementary. 3 hr.; 2 cr. Prereq.: MUSIC 267 and SEYS 221; coreq.: EECE 310. In this course students will focus on curriculum, instruction, and assessment for teaching elementary classroom music. Students will learn about children’s musical thinking from a developmental point of view. Students will learn and practice teaching strategies and technologies for supporting student learning as defined by city, state, and national standards for music education. Strategies for adapting instruction to students with specific types of exceptionalities will be explored. There is an intensive field component to this class that allows students the opportunity to teach and then reflect on their experiences with children. Students must pass this course with a grade of B or higher to continue on to MUSIC 366.

MUSIC 366. Seminar in the Teaching of Music: Secondary. 3 hr.; 2 cr. Prereq.: MUSIC 365 with a minimum grade of B; coreq.: EECE 340 or SEYS 340, and ECPSE 350. In this course students will focus on curriculum, instruction, and assessment for teaching secondary general music, including music in middle schools. Students will learn about children’s musical thinking from a developmental point of view. Students will learn and practice teaching strategies for supporting student learning as defined by city, state, and national standards for music education. Students will learn and practice strategies for teaching music from a multicultural perspective. There is an intensive field component to this class that allows students the opportunity to teach and then reflect on their experiences with children. Students must pass this course with a grade of B or higher to be allowed to student teach.

MUSIC 369. Student Teaching in Music. 16 hr.; 6 cr. Prereq.: MUSIC 267; a minimum 2.7 GPA in music major courses exclusive of electives and performance ensembles; a minimum grade of B in MUSIC 366; and both junior-level listening and piano exams passed. The student teaching experience must be at least 14 weeks, full time, and in alignment with the daily schedule and annual school calendar. Students will, to the extent possible, be assigned to both urban and non-urban settings. Students are expected to prepare daily lesson plans, and will develop and maintain student teaching portfolios.

UCC Curriculum Changes

Aaron Copland School of Music

All changes approved by the department on May 6, 2019

New Courses

New Course:

MUSIC 148. Individual Study in Performance I. 1 hour, 1 credit. Prerequisite: Permission of the School of Music through audition. Students in the BMus (Performance Major) are not eligible for this sequence of courses. Students in the BA (Music) are not eligible for this sequence of courses. Individual studio instruction in the student’s principal instrument or voice with regard to both technique and interpretation of appropriate music literature.

New Course:

MUSIC 149. Individual Study in Performance II. 1 hour, 1 credit. Prerequisite: MUSIC 148.

New Course:

MUSIC 248. Individual Study in Performance III. 1 hour, 1 credit. Prerequisite: MUSIC 149.

New Course:

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MUSIC 249. Individual Study in Performance IV. 1 hour, 1 credit. Prerequisite: MUSIC 248.

New Course:

MUSIC 348. Individual Study in Performance V. 1 hour, 1 credit. Prerequisite: MUSIC 249.

New Course:

MUSIC 349. Individual Study in Performance VI. 1 hour, 1 credit. Prerequisite: MUSIC 348.

New Course:

MUSIC 164. Group Instruction in Guitar. 3 hours, 1 credit. Prerequisite: MUSIC 171, 173, and 267, or permission of the School of Music. For all majors. Development of skill in performing and pedagogical techniques for (but not limited to) guitar. Students must achieve a minimum grade of C– for this course to count toward the music major.

Existing Course, but Added Requirement for BMUS in MUSED, Choral Track

MUSIC 75. Piano Skills. 2 hr.; 1 cr. Prereq.: Permission of the School of Music; qualifying examination; coreq.: MUSIC 173 and/or 174. Primarily for music majors with little previous training in piano playing. May be required of students whose keyboard skills are deficient. May be repeated for credit with permission of the School of Music.

Existing Course, but Added Requirement for BMUS in MUSED, Choral Track

MUSIC 265. Applied Keyboard Skills. 2 hr.; 1 cr. The use of the piano for classroom and rehearsal purposes. Students will improve their own pianistic skills, practice methods, and piano proficiency. This class is also recommended for music education majors who need to improve their keyboard skills to pass departmental piano proficiency tests. May be repeated for credit.

Changes to Existing Courses:

Change in Course Title and Description:

To read: MUSIC 246. Music History I: Music from 1200 to 1750. 3 hr.; 3 cr. Prereq.: A minimum grade of C- in MUSIC 121; prereq.: MUSIC 174. In addition, students must have passed the freshman listening examination. Fall, Spring

Change in Course Title and Description:

To read: MUSIC 247. Music History II: Music from 1750 to Present. 3 hr.; 3 cr. Prereq.: Minimum grade of C- required in MUSIC 246, or permission of the School of Music. Fall, Spring

Change in Credits:

To read: From: MUSIC 381. Arranging and Composing for School Ensembles. 3 hr.; 2 cr. Prereq.: MUSIC 274 or permission of instructor. Preparation for students to create original works and arrangements appropriate for elementary and secondary school vocal and instrumental ensembles. Principles of instrumentation, orchestration, arranging, and composition will be explored. Students must achieve a minimum grade of C– for this course to count toward the music major.

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Change in Credits and Description:

To read: MUSIC 365. Seminar in the Teaching of Music: Elementary. 3 hr.; 2 cr. Prereq.: MUSIC 267 and SEYS 221; coreq.: EECE 310. In this course students will focus on curriculum, instruction, and assessment for teaching elementary classroom music. Students will learn about children's musical thinking from a developmental point of view. Students will learn and practice teaching strategies and technologies for supporting student learning as defined by city, state, and national standards for music education. Strategies for adapting instruction to students with specific types of exceptionalities will be explored. There is an intensive field component to this class that allows students the opportunity to teach and then reflect on their experiences with children. Students must pass this course with a grade of B or higher to continue on to MUSIC 366.

Change in Credits and Description:

To read: MUSIC 366. Seminar in the Teaching of Music: Secondary. 3 hr.; 2 cr. Prereq.: MUSIC 365 with a minimum grade of B; coreq.: EECE 340 or SEYS 340, and ECPSE 350. In this course students will focus on curriculum, instruction, and assessment for teaching secondary general music, including music in middle schools. Students will learn about children's musical thinking from a developmental point of view. Students will learn and practice teaching strategies for supporting student learning as defined by city, state, and national standards for music education. Students will learn and practice strategies for teaching music from a multicultural perspective. There is an intensive field component to this class that allows students the opportunity to teach and then reflect on their experiences with children. Students must pass this course with a grade of B or higher to be allowed to student teach.

Change in Description:

To read: MUSIC 369. Student Teaching in Music. 16 hr.; 6 cr. Prereq.: MUSIC 267; a minimum 2.7 GPA in music major courses exclusive of electives and performance ensembles; a minimum grade of B in MUSIC 366; and both junior-level listening and piano exams passed. The student teaching experience must be at least 14 weeks, full time, and in alignment with the daily schedule and annual school calendar. Students will, to the extent possible, be assigned to both urban and non-urban settings. Students are expected to prepare daily lesson plans, and will develop and maintain student teaching portfolios.

Change in Prerequisite:

To read: MUSIC 374. Musical Techniques of the Twentieth Century (1900–1945). 3 hr.; 3 cr. Prereq.: Minimum grade of C– in MUSIC 274. Students must achieve a minimum grade of C– for this course to count toward the music major. Fall, Spring

Change in Prerequisite:

To read: MUSIC 377, 377H. Musical Form and Analysis. 3 hr.; 3 cr. Prereq.: MUSIC 274; pre- or coreq.: MUSIC 374. Additional prerequisites for MUSIC 377H: CORE Music GPA of 3.5 or higher and permission of the theory coordinator and the ACSM Honors Coordinator. An intensive study of musical forms and genres from ca. 1700 to ca. 1950, including 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. As a final project, honors students will write a research paper. This paper will engage with relevant published research, and also include the students' own analytical insights into either one composition or group of related compositions as determined in consultation with the instructor. Students must achieve a minimum grade of B in MUSIC 377H for the

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course to be counted toward the music major. Other students must achieve a minimum grade of C– in MUSIC 377 for the course to count toward the music major.

Fall, Spring

Aaron Copland School of Music – comparative tables of existing BA in Mus.Ed. and proposed new degree:
 B.Mus in Mus. Ed, with
 two tracks: instrumental and
 Choral.

These tables prepared by Dr. Susan Davis, Mus. Ed. Coordinator/Advisor

Courses in Existing Program (BA)			Courses in the Newly Modified Program (BMus – Instrumental Track)			Courses in the Newly Modified Program (BMus – Choral Track)		
Course Number	Course Title	Course Credits	Course Number	Course Title	Course Credits	Course Number	Course Title	Course Credits
EC1	College Writing I	3	ENGL 110	College Writing I	3	ENGL 110	College Writing I	3
EC2	College Writing II *	3	EC2 MUS 121	College Writing II – Writing About Music*	3	EC2 MUS 121	College Writing II – Writing About Music*	3
MQR	Mathematical and Quantitative Reasoning*	3	MQR	Mathematical and Quantitative Reasoning*	3	MQR	Mathematical and Quantitative Reasoning*	3
LPS	Life and Physical Sciences *	3	LPS	Life and Physical Sciences *	3	LPS	Life and Physical Sciences *	3
WCGI	World Cultures & Global Issues *	3	WCGI MUS 246	World Cultures & Global Issues* (Pending CCRC approval MUS 246 will serve as a WCGI course)	3	WCGI MUS 246	World Cultures & Global Issues * Pending CCRC approval MUS 246 will serve as a WCGI course	3
USED	U.S. Experience in its Diversity*	3	USED	U.S. Experience in its Diversity*	3	USED	U.S. Experience in its Diversity*	3
CE	Creative Expression *	3	CE	Creative Expression *	3	CE	Creative Expression *	3
IS MUS 247	Individual & Society * Approved S'19 that MUS 247	3	IS MUS 247	Individual & Society * Approved S'19 that MUS 247 counts	3	IS MUS 247	Individual & Society * Approved S'19 that MUS 247	3

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Courses in Existing Program (BA)			Courses in the Newly Modified Program (BMus – Instrumental Track)			Courses in the Newly Modified Program (BMus – Choral Track)		
	counts toward Individual & Society			toward Individual & Society			counts toward Individual & Society	
SW	Scientific World *	3	SW	Scientific World *	3	SW	Scientific World *	3
FLEX	One additional Flex Core	3	FLEX	One additional Flex Core	3	FLEX	One additional Flex Core	3
LIT	Literature* with a Writing Intensive overlay	3	LIT	Literature* with a Writing Intensive overlay	3	LIT	Literature* with a Writing Intensive overlay	3
LANG	Language*	3	LANG	Language*	3	LANG	Language*	3
SCI	Science *	3	SCI	Science *	3	SCI	Science *	3
Additional Course	College Option: One additional course in general studies, chosen from any of several categories	3		MUS 377 will serve as a SYN course	3		MUS 377 will serve as a SYN course	3
MUS 171	Sight Singing and Dictation I	2	MUS 171	Sight Singing and Dictation I	2	MUS 171	Sight Singing and Dictation I	2
MUS 172	Sight Singing and Dictation II	2	MUS 172	Sight Singing and Dictation II	2	MUS 172	Sight Singing and Dictation II	2
MUS 271	Sight Singing and Dictation III	2	MUS 271	Sight Singing and Dictation III	2	MUS 271	Sight Singing and Dictation III	2
MUS 272	Sight Singing and Dictation IV	2	MUS 272	Sight Singing and Dictation IV	2	MUS 272	Sight Singing and Dictation IV	2
MUS 173	Harmony, Counterpoint, and Keyboard Skills I	3	MUS 173	Harmony, Counterpoint, and Keyboard Skills I	3	MUS 173	Harmony, Counterpoint, and Keyboard Skills I	3
MUS 174	Harmony, Counterpoint, and Keyboard Skills II	3	MUS 174	Harmony, Counterpoint, and Keyboard Skills II	3	MUS 174	Harmony, Counterpoint, and Keyboard Skills II	3
MUS 273	Harmony, Counterpoint, and Keyboard Skills III	3	MUS 273	Harmony, Counterpoint, and Keyboard Skills III	3	MUS 273	Harmony, Counterpoint, and Keyboard Skills III	3
MUS 274	Harmony, Counterpoint, and Keyboard Skills IV	3	MUS 274	Harmony, Counterpoint, and Keyboard Skills IV	3	MUS 274	Harmony, Counterpoint, and Keyboard Skills IV	3
MUS 373	Harmony, Counterpoint,	3	MUS 373	Harmony, Counterpoint, and	0	MUS 373	Harmony, Counterpoint,	0

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Courses in Existing Program (BA)			Courses in the Newly Modified Program (BMus – Instrumental Track)			Courses in the Newly Modified Program (BMus – Choral Track)		
	and Keyboard Skills V			Keyboard Skills V no longer required			and Keyboard Skills V no longer required	
MUS 374	Musical Techniques of the Twentieth Century (1900-1945)	3	MUS 374	Musical Techniques of the Twentieth Century (1900-1945)	3	MUS 374	Musical Techniques of the Twentieth Century (1900-1945)	3
MUS 377	Musical Form and Analysis	3	MUS 377	Musical Form and Analysis *SYN Course credits counted in Pathways.	0	MUS 377	Musical Form and Analysis *SYN Course credits counted in Pathways	0
MUS 246	MusicHistory I	3	MUS 246	MusicHistory I (Music from 1200-1750) * WCGI course - Pending	0	MUS 246	MusicHistory I (Music from 1200-1750) * WCGI course - Pending	0
MUS 247	MusicHistory II	3	MUS 247	MusicHistory II (Music from 1750 to the Present) I&S course – Approved – credits counted in Pathways	0	MUS 247	MusicHistory II (Music from 1750 to the Present) * I&S course – Approved Credits counted in Pathways total.	0
MUS 346	MusicHistory III	3	MUS 122	Writing Musical Culture (must be non-Western topic)	3	MUS 122	Writing Musical Culture (must be non-Western topic)	3
MUS 347	MusicHistory IV	3	MUS 347	MusicHistory IV no longer required	0	MUS 347	MusicHistory IV no longer required	0
MUS 187	Individual Study in Performance I (half hour)	1	MUS 148	Individual Study in Performance I (one hour)	1	MUS 148	Individual Study in Performance I (one hour)	1
MUS 188	Individual Study in Performance II (half hour)	1	MUS 149	Individual Study in Performance II (one hour)	1	MUS 149	Individual Study in Performance II (one hour)	1
MUS 287	Individual Study in Performance III (half hour)	1	MUS 248	Individual Study in Performance III (one hour)	1	MUS 248	Individual Study in Performance III (one hour)	1
MUS 288	Individual Study in Performance IV (half hour)	1	MUS 249	Individual Study in Performance IV (one hour)	1	MUS 249	Individual Study in Performance IV (one hour)	1
MUS 387	Individual Study in Performance V (half hour)	1	MUS 348	Individual Study in Performance V (one hour)	1	MUS 348	Individual Study in Performance V (one hour)	1
MUS 388	Individual Study in Performance VI (half hour)	1	MUS 349	Individual Study in Performance VI (one hour)	1	MUS 349	Individual Study in Performance VI (one hour)	1

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Courses in Existing Program (BA)			Courses in the Newly Modified Program (BMus – Instrumental Track)			Courses in the Newly Modified Program (BMus – Choral Track)		
MUS 270	Conducting I	2	MUS 270	Conducting I	2	MUS 270	Conducting I	2
MUS 370	Conducting II	2	MUS 370	Conducting II	2	MUS 370	Conducting II	2
MUS 158; or MUS 253; or MUS 259	Orchestra or Concert Choir or Wind Ensemble (7 Semesters of a Major Ensemble)	7	MUS 158; or MUS 253; or MUS 259	Orchestra or Concert Choir or Wind Ensemble (7 Semesters of a Major Ensemble)	7	MUS 158; or MUS 253; or MUS 259	Orchestra or Concert Choir or Wind Ensemble (7 Semesters of a Major Ensemble)	7
MUS 100	Recital Attendance (6 Semesters)	0	MUS 100	Recital Attendance (6 Semesters)	0	MUS 100	Recital Attendance (6 Semesters)	0
MUS 267	Intro to Music Education	3	MUS 267	Intro to Music Education	3	MUS 267	Intro to Music Education	3
SEYS 221	Development & Learning in Middle Childhood	3	SEYS 221	Development & Learning in Middle Childhood	3	SEYS 221	Development & Learning in Middle Childhood	3
EECE 310	Children in Cultural Contexts	3	EECE 310W	Children in Cultural Contexts	3	EECE 310W	Children in Cultural Contexts	3
EECE 340/SEYS 340	Language, Literacy, and Culture	3	EECE 340/SEYS 340	Language, Literacy, and Culture	3	EECE 340/SEYS 340	Language, Literacy, and Culture	3
ECPSE 350	Foundations of Special Education	3	ECPSE 350	Foundations of Special Education	3	ECPSE 350	Foundations of Special Education	3
MUS 365	Seminar I in Elementary Methods	3	MUS 365	Seminar I in Elementary Methods	2	MUS 365	Seminar I in Elementary Methods	2
MUS 366	Seminar II in Secondary Methods	3	MUS 366	Seminar II in Secondary Methods	2	MUS 366	Seminar II in Secondary Methods	2
MUS 381	Composing & Arranging for School Ensembles	3	MUS 381	Composing & Arranging for School Ensembles	2	MUS 381	Composing & Arranging for School Ensembles	2
MUS 369	Student Teaching Seminar	6	MUS 369	Student Teaching Seminar	6	MUS 369	Student Teaching Seminar	6
MUS 269	School Instrumental Program (INST Track Only)	3	MUS 269	School Instrumental Program (INST Track Only)	3	MUS 268	School Choral Program (Choral Track Only)	3
MUS 161	Group Instruction in Upper Strings (INST Track Only)	1	MUS 161	Group Instruction in Upper Strings (INST Track Only)	1	MUS 266	Vocal Pedagogy (Choral Track Only)	2
MUS 162	Group Instruction in Lower Strings	1	MUS 163	Group Instruction in Woodwinds (INST Track Only)	1	MUS 75	Piano Skills (Choral Track Only)	1

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Courses in Existing Program (BA)			Courses in the Newly Modified Program (BMus – Instrumental Track)			Courses in the Newly Modified Program (BMus – Choral Track)		
	(INST Track Only)							
MUS 163	Group Instruction in Woodwinds (INST Track Only)	1	MUS 166	Group Instruction in Voice (INST Track Only)	1	MUS 265	Applied Keyboard Skills (Choral Track Only)	1
MUS 166	Group Instruction in Voice (INST Track Only)	1	MUS 167	Group Instruction in Brass (INST Track Only)	1	MUS 164	Group Instruction in Guitar (Choral Track Only)	1
MUS 167	Group Instruction in Brass (INST Track Only)	1	MUS 168	Group Instruction in Percussion (INST Track Only)	1			120
MUS 168	Group Instruction in Percussion (INST Track Only)	1			120			
MUS 268	School Choral Program (Choral Track Only)	3						
MUS 266	Vocal Pedagogy (Choral Track Only)	2						

AARON COPLAND SCHOOL OF MUSIC -

UNDERGRADUATE BULLETIN “GRAY BOX” TEXT FOR THE BACHELOR OF MUSIC IN MUSIC EDUCATIONS

REQUIREMENTS FOR THE MAJORS IN MUSIC - (SUBMITTED TO THE UCC FEB. 19. 2020)

**II. THE BACHELOR OF MUSIC IN MUSIC EDUCATION
(MAJOR CODE MUSIC XXXXX)**

Required Music courses for the Instrumental Track and the Choral Track

MUSIC 246, 247, 171, 173; 172, 174; 271, 273; 272, 274; 374, 270, 370, 381, 377, 148, 149, 248, 249, 348, 349.

MUSIC 158, or 253, or 259 – (7 semesters); MUSIC 100 (6 semesters).

Students who are taking MUSIC 148, 149, 248, 249, 348 or 349 (Individual Study for B.Mus. in Mus. Ed. I–VI) must perform on their major instrument each May before a faculty jury. These juries, known as Progress Evaluations, are evaluated on a pass-fail basis. Three Progress Evaluations must be passed prior to Student Teaching. 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

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from lessons until the theory requirement is fulfilled. Additionally, the student must complete the requirements for MUSIC 100 for each semester they are registered up to a maximum of six semesters.

Required Courses in Music Education taken by ALL B.Mus. in Mus. Ed. students:

MUSIC *267, 365, 366, 369

*MUS 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.

Required Courses at the Division of Education taken by ALL B.Mus. in Mus. Ed. students:

SEYS 221, EECE 310W; ECPSE 350; and EECE 340 or SEYS340;

Required courses for the Instrumental Track only

MUSIC 269, 161, 163, 166, 167, 168

Required courses for the Choral Track only

MUSIC 268, 266, 75, 265, 164

Additional Music Degree requirements:

Four Listening Exams

Senior Concentration Exam

Academic Requirements for B.Mus in MUS Ed

•All college-wide BA requirements must be met, including Critical Academic Abilities and Pathways. (All music majors who have not already met the foreign language requirements are strongly advised to do so in either German, French, or Italian.) Students must complete a course from the list of those satisfying the Appreciating and Participating in the Arts requirement in the departments of Art or Drama, Theatre, and Dance.

•All B.Mus. in Mus.Ed. students in all tracks will complete their CW2 requirement with a designated section of MUS 121; all B.Mus. in Mus. Ed. students are required to complete one course in non-Western Music (MUS 122, 302, or other course by permission);

•MUS 246 and MUS 247 fulfill the WCGI and IS Pathways requirements, respectively;

•The Pathways SYN requirement is satisfied by MUS 377

•The two required “W” courses will be satisfied by EECE 310W and an additional W course, selected from available Pathways courses.

4. English

a. New Course.

ENGL 108. Academic Communication

4 hours, 3 credits. Prerequisites: Placement by program.

The course is designed to advance emergent multilingual students’ academic practices of language inquiry, close reading, reflection, and revision. The course draws on all of forms of communication (reading, writing, listening, and speaking) to help gain practical experience with college-level communication. Specific learning outcomes include: gaining experience with the practical demands of college-level materials (e.g. syllabi, writing assignments, group projects); learning strategies to quickly parse and understand lectures, to take notes, and to summarize readings and arguments; producing and

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critiquing arguments; and practicing the conventions of writing in different situations. Not open to students who have completed ENGL 110.

b. New Course.

English 109. Introduction to Academic Writing

4 hours, 3 credits, Prerequisite: Placement by program.

An intensive writing course that aims to prepare emergent bilingual and multilingual students for first-year academic writing practices. Students will develop various academic literary practices and learn to produce writing for different purposes. They will reflect on previous experiences reading and writing in English and in other languages. Specific learning outcomes include: developing critical and active reading strategies, engaging in writing as a process and practice, understanding and analyzing various rhetorical situations, developing strategies for revision and editing, and developing a writerly voice. Not open to students who have completed ENGL 110.

c. Changes to the requirement for the major in English (major code ENGL-BA).
Projected implementation date: August 2020.

Required Courses:

To:

Required Courses (5 courses, 20 credits)

To:

1. Critical Reading and Writing (1 courses, 4 credits):
ENGL 170W

To:

2. Literary Research Methods (3 courses, 12 credits):
ENGL 241, 244, and either 242 or 243

To:

3. Senior Seminar (1 course, 4 credits):
ENGL 391W or ENGL 399W

Elective Courses:

To:

- at least one course in literature before 1820: English 251, 253, 311, 312, 313, 320, 321, 322, 323, 330,* 331, 332, 333, 334, 340, 341, 344, 348, 349, 365

To:

- at least one course in literature after 1820: English 252, 254, 318, 319, 324, 328, 329, 345, 346, 350, 351, 352†, 353, 357*, 358*, 359*, 370, 371, 373, 374, 376

To:

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- at least one course in global, ethnic, or post-colonial literature: English 255, 354, 355, 356, 360, 362, 363, 364, 366, 367, 368, 369, 372, 377, 378, 379

5. Accounting

1. Change to existing course:

To read: **ACCT 101. Introduction to the Theory and Practice of Accounting I.** 4 hr.; 3 cr.

2. Change to existing course:

To: **ACCT 201, 202. Intermediate Accounting I and II.** ACCT 201: 4 hr.; 4 cr. Prereq.: ACCT 102 and sophomore standing. ACCT 202: 3 hr.; 2 cr. Prereq.: ACCT 201 and junior standing. Intensive study of the theories of financial accounting, generally accepted accounting principles, and applications thereof, including relevant standards, statements, and opinions of the FASB, AICPA, and SEC. Pertinent mathematical principles and applications relating to financial accounting are also presented. ACCT 202 open to declared Accounting & Information Systems majors only. Fall, Spring

3. Change to existing course:

To: **ACCT 321, 322. Auditing I & II.** ACCT 321: 4 hr.; 3 cr., ACCT 322: 3 hr.; 3 cr. Prereq.: For ACCT 321, ACCT 202 and junior standing; for ACCT 322, ACCT 321, ECON 249, and senior standing.

I. Change to a Major:

Change to the requirements for Major in Accounting Degree Program: increased minimum grade requirements for ACCT 101; increased average for all courses in the major.

TO READ: COURSES All courses designated as ACCT within the accounting major must be completed with a minimum grade of C. The C minimum grade requirement does not apply to economics, business, or any other approved elective outside the Accounting Department. In addition, all students must earn a 2.5 average grade point average for all courses applied to the major (i.e., accounting, economics, business, and other electives that qualify for the major). For any accounting course, all prerequisite courses must be complete with a grade of C or better. Students earning a grade of C- or less must retake the course in which the C- or less was earned. Students who repeat a course are reminded that credit can be received only once unless specifically stated. Students may repeat a course only two times. A student who did not receive a grade of C or better after two such repeat attempts will be dropped from the major.

b. Change to a major:

To: **THE MAJORS**

ACCOUNTING MAJOR

See the box on page 79 of the 2019-2020 Undergraduate Bulletin for the specific requirements for the major. An overall 2.5 grade point average is needed in all required courses to be credited toward the major.

To: ACCOUNTING MINOR

See the box on page 79 of the 2019-2020 Undergraduate Bulletin for the specific requirements for the minor. An overall C average is needed in all required courses to be credited toward the minor. Students may not take courses before the required semester, nor are they permitted to register for any accounting course for which

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they have earned a grade less than C (including INC, WU, etc.). in the prerequisite course. Minors must complete a concentration form no later than their junior year and submit it to their advisor for approval in conjunction with their declaration. (Forms are available [online](#).)

{In the grey box page 79 of the 2019-2020 Undergraduate Bulletin}

To: REQUIREMENTS FOR THE MAJOR IN ACCOUNTING (MAJOR CODE ACCT-BA)

Admission to the Accounting Program

To declare a major in accounting a student must have an overall grade point average of 2.5 or higher and have completed at least 30 credits either at Queens College or another accredited institution.

To remain in the accounting program, a student must maintain an Accounting Major grade point average of 2.5 or higher after taking four classes required for the major. Students not attaining the 2.5 Accounting Major grade point average will need to meet with their advisors before being permitted to register for further courses in the major. In addition to meeting with their advisor, students not attaining the 2.5 Accounting Major grade point average will be placed on departmental probation. If, after a second semester, their Accounting Major grade point average still has not been raised to at least 2.5, they will be dropped from the major.

To graduate with an accounting major, a student must have an Accounting Major grade point average of 2.5 or higher.

A minimum of 21 credits must be taken at Queens College for the major. Required (57 credits) ACCT 101 through 322 (excluding 123), 362, 367, and 372; BUS 241; CSCI 48; ECON 101, 102, 215, and 249. Electives: Two courses as follows: ■ One elective course from the Department of Accounting and Information Systems. ■ One of the following courses: BUS 243, 247, 341W, and 351; ECON 201, 202, 213, 214, 218, 220, 225, 229, 242, 246, 317, 326, 328, 340, and 382; ACCT 385 (which is allowed as either an Accounting or Business Elective category). Students must read the specific department listings for prerequisite requirements. C is the minimum grade required in all accounting courses. (The C minimum grade requirement does not apply to economics, business, or any other approved elective if it is outside the Accounting Department.) In addition, all students must earn a grade point average of 2.5 or higher in all courses usable for the major (i.e., accounting, economics, business, and other electives that qualify for the major). In general, the only accounting courses that may be transferred from other schools are those equivalent to ACCT 101, 102, 305, and 261 with a minimum grade of C. ACCT 201 may be transferred only from Baruch College with a minimum grade of C as well. ACCT 343 may also be transferred under certain circumstances where an articulation agreement exists between another school and Queens College. A student's ability to retake a course is limited to only two times. A student who did not receive a grade of C or better after two such retake attempts will be dropped from the major. You may not P/NC any course that is being used to satisfy your major requirements (including electives).

To: REQUIREMENTS FOR THE MINOR IN ACCOUNTING (MINOR CODE ACCT-MIN) A minimum of 12 credits must be taken at Queens College for the minor. Required (19 credits) ACCT 101, 102, 201, 261, 305, and 367. Electives (3 credits) ECON 100, 101, 102, or any other elective approved by the department. Minors must complete a concentration form no later than their junior year and submit it to their advisor for approval in conjunction with their declaration. (Forms are available [online](#)) C is the minimum grade required in all accounting courses. (The C minimum grade requirement does not apply to economics, business, or any other approved elective if it is outside the Accounting Department.) In addition, all students must earn a C average (2.0) for all courses usable for the minor (i.e., accounting, economics, business, and other electives). In general, the only accounting courses that may be transferred from other schools are those equivalent to ACCT 101, 102, 305, and 261 with a minimum grade of C. ACCT 201 may be transferred only from Baruch College with a minimum grade of C as well. ACCT 343 may also be transferred under certain

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circumstances where an articulation agreement exists between another school and Queens College. A student's ability to retake a course is limited to only two times. A student who did not receive a grade of C or better after two such retake attempts will be dropped from the minor. You may not P/NC any course that is being used to satisfy your minor requirements (including electives).

b) Graduate Curriculum Committee minutes dated February 19, 2020

GCC Minutes Dated February 19, 2020

A. ITEMS CAPPR

1. SEYS (Secondary Education and Youth Services)

a. New Program

Computer Science Certification Extension Program

On page 101 of the 2019-20 *Graduate Bulletin*, after “**Computer Science Courses**”:

Computer Science Certification Extension program: In response to the April 2018 decision by NYS to offer certification in computer science, Queens College will offer a six-course extension to teach computer science for those already certified to in NYS teach in other areas (e.g., those already certified initially or professionally to teach mathematics or science). This extension will lead to NY State Certification in Computer Science.

Course Number & Title

CSCI 611 Advanced Programming in C++

CSCI 612 Advanced Programming in Java

CSCI 613 Data Structures

CSCI 620 Discrete Structures

CSCI 640 Computer Organization and Assembly Language

CSCI 655 Internet and Web Technologies

2. ECP (Educational & Community Programs) and EECE (Elementary and Early Childhood Education)

m. Program Change: Change in requirements for admission and for degree

TO:

Requirements for Admission and Prerequisites as listed under MAT in Early and Elementary Childhood Education (EECE)

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Master of Arts in Teaching (MAT)
Early Childhood Education, Birth–Grade 2

Master of Arts in Teaching (MAT) Childhood
Education, Grades 1–6,

Master of Arts in Teaching (MAT) in Childhood and Special
Education, 1-6.

The MAT programs are designed for students with undergraduate degrees in fields other than education who are interested in entering the teaching profession. Applicants must not hold NYS certifications in Childhood (Grades 1–6) or Early Childhood (Birth–Grade 2) education. The programs stress reflective teaching and the proactive role of the teacher in enhancing educational quality. The MAT programs offer students the option of earning NYS initial certification in Early Childhood Education (Birth–2), Childhood Education (Grades 1–6), and dual certification in Childhood and Special Education, 1-6. The Dual Certification Master of Arts in Teaching (MAT) in Childhood and Special Education, 1-6 is a 51-credit program, which is a collaboration between two departments, Elementary and Early Childhood Education (EECE) and Educational and Community Programs (ECP). The programs introduce students incrementally to include the study of pedagogy, curriculum and standards, and assessment, with principles of field practice integrated into the coursework at each level. Students are required to take Student Teaching, with two placements as mandated by NYS. With faculty guidance, each student compiles a teaching portfolio that documents the development of reflective practice and self-assessment, and highlights the connections between course and field experiences within the program. The course requirements for the MAT programs cover educational foundations, development and learning processes, curriculum and pedagogy, and field applications. Students complete a minimum 100 hours of course-related field experiences prior to Student Teaching. Upon completion of 36 credits of coursework (or 51 in the Dual Certification MAT in Childhood and Special Education, 1-6), Student Teaching, and additional requirements, students receive an MAT degree. Once students complete the MAT degree as well as NYS-approved mandated seminars in alcohol and drug abuse, child abuse, school violence, school safety, and the Dignity for All Students Act, and pass NYS exams (EAS, CST, and EdPTA), they are eligible to apply for NYS initial certification in their major area. The course sequences for the Early Childhood Education (Birth–2) and Childhood Education (Grades 1–6) initial certificates are summarized in Tables 4a and 5, respectively. The course sequence for the Dual Certification MAT in Childhood and Special Education, 1-6 is summarized in Table 6.

Admissions Requirements and Prerequisites
for MAT Program

Students are required to hold a bachelor's degree with a cumulative GPA of at least 3.0, and to have taken a concentration of no fewer than 30 credits in one of the liberal arts or sciences subject areas during their undergraduate programs. Vocational-related degrees, such as business administration (including but not limited to advertising,

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management, accounting, hospitality, and fashion merchandising), broadcasting, fashion design, and nursing do not satisfy this New York State requirement. However, applicants with such degrees may satisfy this requirement by completing 30 semester credits in one liberal arts or science field. Submission of test results for the GRE are required by the State of New York. Applicants may be required to provide writing samples on site and may be called in for an interview if: (a) their application essay is weak but other credentials are competitive, or (b) their application is on the cusp of being accepted into the program. Students also must have completed two semesters of study in a foreign language, as well as courses in the general liberal arts and sciences in their undergraduate program that include the areas summarized in [Chart 1](#).

Note: Applicants who provide proof of scoring 85 or higher on a high school foreign language Regents exam will meet the foreign language requirement. Applicants may provide evidence of Advanced Placement credits or equivalent experiences to demonstrate compliance with any of the required New York State Learning Standards. Additional coursework in the liberal arts may be required to comply with NYS Learning Standards for Elementary School Teachers; students should check with the department at time of application. Students who lack some of these foundation courses but meet other admissions requirements may be admitted to the program. Applicants may enter the program only as matriculating students. Applicants are accepted for fall admission only. Although many program courses are offered late afternoons and evenings, students must plan for one semester of full-time daytime attendance for student teaching. The department holds several workshops about program requirements and application procedures; interested students are encouraged to contact the department (718-997-5302) for application deadlines and further information. Once students are accepted, they will be invited to an orientation meeting. Students can schedule a meeting with an advisor to review the student's background and interests and assist with course selection and program planning. In order to continue in the program, students must maintain a B average and cannot receive a grade lower than B- in any course. Students who receive a grade lower than B- in any course are required to meet with an advisor or the department's review committee for advisement. Students must also display appropriate professional behavior, not only in their field settings, but also in interacting with the faculty, staff, and peers.

TABLE 6. Dual Certification Master of Arts in Teaching in Childhood Education and Special Education, 1-6 -- Sequence of Coursework Leading to New York State Initial Certificate in Childhood Education, Grades 1-6, and Childhood Special Education, Grades 1-6

Fall Year 1 (12 credits)

EECE 702	Social Foundations of Education	3 cr.
ECPSE 700	Foundations of Special Education	3 cr.
EECE 711	Ecological Perspectives on Development: The Childhood Years	
		3 cr.
EECE 520	Language Development and Emergent Literacy	3 cr.

Spring Year 1 (12 credits)

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EECE 525	Language and Literacy Learning in the Elementary Years	
	<u>3 cr.</u>	
EECE 545	Social Studies in the Elementary School	3 cr.
ECPSE 702	Introduction to Assessment in Childhood Special Education	3 cr.
ECPSE 710	Curriculum & Instruction for Childhood Special Education	3 cr.

Summer Year 1 (3 credits)

EECE 762	Schooling in a Diverse Society	3 cr.
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Fall Year 2 (12 credits)

EECE 550	Mathematics in the Elementary School	3 cr.
EECE 555	Science in the Elementary School	3 cr.
ECPSE 742	Foundations of Assistive and Instructional Technology	3 cr.
ECPSE 722	Applied Behavior Analysis and Positive Behavior Supports	3 cr.

Spring Year 2 (6 credits)

EECE 566	Student Teaching	
	<u>3 cr.</u>	
ECPSE 709	Collaboration and Co-Teaching in Inclusive Education	3 cr.

Summer Year 2 (6 credits)

ECPSE 726	Practicum in Significant Disabilities	3 cr.
ECPSE 720	Trends and Issues in the Education of Learners with Severe Disabilities	
	<u>3 cr.</u>	

Total **51**
cr.

Requirements for Admission and Prerequisites as Listed under Special Education in Educational and Community Programs (ECP)

There are three separate 36-credit Master of Science in Education (MSED) programs in Special Education:

- (1) Early Childhood, Birth–Grade 2;
- (2) Childhood, Grades 1–6; and
- (3) Adolescent, Grades 7 through age 21.

Each program prepares candidates to work with children or youth whose disabilities range from mild to severe. Upon completion of one of these programs, our graduates are eligible for initial/professional or permanent New York State Certification in Special Education within one of the above listed age/grade levels. These three (3) MSED programs are considered part-time programs for the purposes of financial aid. It generally takes 2 to 3 years to complete these

programs. Candidates in each of these programs must (a) take an internship course and (b) follow a prescribed course of study.

The Master of Arts in Teaching (MAT) in Childhood and Special Education (Grades 1-6) is a 51-credit program, which is a collaboration between two departments, i.e., Elementary and Early Childhood Education (EECE) and Educational and Community Programs (ECP). This program is intended for students who do not have undergraduate preparation in education and do not have initial certification. This program leads to initial certification in both general and special education at the childhood level (Grades 1-6). The Behavior Analyst Certification Board, Inc. has approved a sequence of courses in the Special Education MSED program (i.e., Early Childhood, Childhood, and Adolescent) and the MAT ~~dual~~-certification in Childhood Education and Special Education program as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst (BCBA) Examination. Applicants for the BCBA track program have to meet additional requirements as follows: (a) submit an internal application for the BCBA course sequence within their first semester of matriculation; (b) follow the three-year sequence of their respective MSED/MAT program; (c) complete additional two 3-credit courses (ECPSE 728, Applied Behavior Analysis II: Advanced Concepts and Treatment Strategies; ECPSE 729, Ethics and Professionalism in Applied Behavior Analysis); and (d) complete their internship in severe disabilities (ECPSE 725) at a site where they can be supervised by a licensed BCBA. In addition to our MSED programs, our MAT program, and the BCBA track option, we offer three 18-credit Post-Master Advanced Certification programs for each of the three age ranges mentioned above. These programs are open to candidates who already have NY State teacher certification and master's degrees in an area other than special education and allow candidates, upon completion to qualify for additional teacher certification in special education.

The faculty is committed to preparing teachers who have the knowledge, skills, and dispositions to help children and youth with disabilities become independent, productive, and fully included members of their schools and communities.

The purpose of the Graduate Programs in Special Education (GPSE) is to help candidates develop the competencies needed to teach children and youth with disabilities, regardless of the severity of their disabilities, in a variety of settings, including age-appropriate general education environments. To this end, the New York State Pedagogical Core requirements for teachers of students with disabilities and related competencies have been embedded throughout the curriculum and programs. All candidates must meet appropriate academic and scholarship standards to remain in and complete the program. Candidates must also demonstrate appropriate personal, professional, and ethical conduct as established by the program and the special education and teaching professions (e.g., ethical and professional standards). They are expected to abide by the CUNY Policy on Academic Integrity. All candidates are subject to review and sanctions, including dismissal, as a result of academic and/or professional deficiencies.

Admission Requirements for Dual Certification MAT Program in Childhood Education and Special Education, 1-6

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Applicants to the Dual Certification MAT graduate program in Childhood Education and Special Education, 1-6 must:

- Have an undergraduate major in Liberal Arts or Science with a minimum of 30 credits.
- Have an overall grade-point average (GPA) of 3.0 or better.
- Take the GRE General Test.
- Write a well-written essay explaining why the applicant chose to pursue certification in elementary and special education.
- Provide three letters of recommendation that demonstrate the applicant's abilities, qualities, and promise as an educator.

Academic Prerequisites

Additionally, applicants must have had an undergraduate course distribution in the following prerequisites:

English Language Arts: Successful completion (i.e., a grade of C or better in each course) of 2 English courses.

The Arts: Successful completion of 1 Arts course (i.e., a grade of C or better).

Social Sciences: Successful completion (i.e., a grade of C or better in each course) of 2 Social Sciences courses. At least one of these courses must be a U.S. history course.

Math, Science, and Technology:

Successful completion (i.e., a grade of C or better in each course) of 4 courses selected from the areas typically classified as mathematics, science, and technology. At least one of these courses must be a science course with lab.

Foreign Language:

Successful completion of two semesters of foreign language at the college level (grade of C or better) or 3 years of high school study in the same language with a passing grade on NYS High School Regents examination in Foreign Language.

Maintenance Requirements

Once admitted to the certification program, candidates must:

- Chalk & Wire: Candidates are required to purchase and maintain a Chalk & Wire ePortfolio subscription from the Queens College bookstore in order to submit their assignments as directed.

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- Maintain at least a B average (3.0 grade-point average) and demonstrate appropriate professional dispositions and behaviors to remain matriculated and to graduate.
- A matriculated candidate whose grade-point average falls below 3.0 during the course of the program will be placed on probation. The candidate will then have up to 12 graduate credits within which to raise the grade-point average to 3.0. If this is not achieved, the candidate will be dismissed.

Similarly, a matriculated candidate who fails to demonstrate professional dispositions and behaviors in all classroom, field, and professional settings will be reviewed by the special education and elementary education faculty, who may recommend remedial action or dismissal from the program.

Graduation Requirements

To graduate, all candidates must:

- Maintain a 3.0 GPA and complete all coursework.
- Perform successfully on all program-level assessments.
- Apply for graduation in the semester they will graduate. (Deadline to apply for graduation is March 1 of every spring semester; November 1 of every fall semester.)
- Candidates receiving the MEd must also successfully complete a research project developed with and supervised and supported by a faculty member in ECPSE.

Teacher Certification Requirements

Graduates who meet all requirements of the MAT degree program, and who complete the required seminars and New York State assessments, will be recommended to New York State for initial certification in both general education and special education at the childhood level (Grades 1–6). Professional Certification in both areas will follow once a graduate has completed the equivalent of three years of teaching in New York State.

[The chart below is to replace the current chart on page 126.]

COURSES IN THE MAT DUAL CERTIFICATION PROGRAM IN CHILDHOOD EDUCATION AND SPECIAL EDUCATION

EECE 702 Social Foundations of Ed.	3 cr.
EECE 711 Ecological Perspectives on Development—Childhood Years	3 cr.
EECE 520 Language Development and Emergent Literacy	3 cr.
ECPSE 700 Foundations of Special Ed.	3 cr.

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EECE 545 Social Studies in the Elementary School	3 cr.
EECE 550 Mathematics in the Elem. School	3 cr.
EECE 525 Language and Literacy Learning in the Elementary Years	3 cr.
EECE 555 Science in the Elem. School	3 cr.
<u>EECE 762 Schooling in a Diverse Society</u>	<u>3 cr.</u>
EECE 566 Student Teaching in Elementary Education	<u>3 cr.</u>
ECPSE 722 Applied Behavior Analysis and Positive Behavioral Supports	3 cr.
ECPSE 702 Introduction to Assessment in Childhood Special Education	3 cr.
<u>ECPSE 709 Collaboration and Co-Teaching in Inclusive Education</u>	<u>3 cr.</u>
ECPSE 720 Trends and Issues in Education of Students with Severe Disabilities	3 cr.
ECPSE 710 Curriculum and Instruction for Childhood Special Education	3 cr.
<u>ECPSE 726 Practicum in Significant Disabilities</u>	<u>3 cr.</u>
ECPSE 742 Foundations of Assistive and Instructional Technology	3 cr.
Total	<u>51 cr.</u>

B. ITEMS FOR UNIVERSITY REPORT

1. ECP (Educational & Community Programs)

a. New Course

ECPSE 709: Collaboration and Co-Teaching in Inclusive Education. 3hr.; 3 cr. Coreq.: EECE 566: Student Teaching in Elementary Education.

Candidates will complete one of two culminating assignments using collaboration skills to demonstrate their expertise in general and special education assessment, content knowledge and skills, pedagogical knowledge and skills and evidence-based instructional strategies to co-plan, co-teach and co-reflect on a unit of study designed to meet the needs of all learners. Candidates will learn the theory, research and exemplary practices in collaboration and co-teaching (through coursework and instructor modeling). Through guided practices with faculty in general and special education, candidates will utilize collaboration best practices to co-plan and co-teach data-based instructional plans using a best fit co-teaching model to provide access to the general education curriculum based on the social, emotional, behavioral and academic needs of all learners. Specifically, candidates will learn and engage in collaborative process, team development and co-teaching in an environment with a diverse study body including students with disabilities or struggling learners. Emphasis is placed on working effectively with families,

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schools and community partners, in particular those from culturally and linguistically diverse backgrounds. Candidates examine specific practices to enhance cross-disciplinary, cross-cultural, and cross-constituent partnerships within inclusive school, community, and other settings. Through active and guided participation, candidates will refine various reflection, communication, problem solving, facilitation and leadership skills necessary to develop integrated special education and related services. Lectures, readings, and in class activities utilize face-to-face and web-enhanced strategies to maximize candidates' application to classroom and other school settings.

2. ECP (Educational & Community Programs)

a. New Course.

ECPSE 726: Practicum in Significant Disabilities. 3hr.; 3 cr., plus 45 days in supervised field site. Prereq.: ECPSE 722: Applied Behavior Analysis. Coreq.: ECPSE 720: Trends and Issues in Severe Disabilities.

This field-based course is designed to provide candidates in the Masters of Arts Teaching (MAT) Dual Certification Program (non-BCBA candidates) with individualized supervision and group seminars focused on educating students with severe intellectual disabilities, including students on the autism spectrum. This course offers an integrated approach to teaching which combines both knowledge and practice into a meaningful and comprehensive context. Each candidate is placed in a setting with an experienced teacher of special education and will participate in all classroom activities as assigned by the supervising teacher, the school, and college professors. Faculty will observe the candidate teaching lessons, a minimum of three times over the course of the semester. This course is designed to offer candidates an advanced study of curriculum and instruction for children with severe disabilities within the context of a hands-on internship experience. This course will guide each candidate to explore the curriculum development process, instructional methodology, and approaches to evaluation regarding students with severe disabilities. This course is paired with ECPSE 720: Trends and Issues in the Education of Learners with Severe Disabilities. Candidates will apply practices studied in ECPSE 720 into their ECPSE 726 lesson plans and project assignment.

4. SEYS (Secondary Education & Youth Services)

a. New Course

SEYS 757: Student Use of Technology. 3 hr.; 3 cr.

Technology in the hands of students provides previously inconceivable opportunities especially in creativity, collaboration, and content knowledge. This course will present pedagogical techniques to enhance student use of technology in a cognitively stimulating and meaningful way. A focus on essential 21st Century skills will develop teachers' technological pedagogical content knowledge.

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c) Nominating Committee Report dated March 12, 2020

1) Auxiliary Enterprises Corp.

The following faculty member was nominated to fill the seat beginning June 2020

Jane Cho A&H through June 2023

2) Campus Affairs, Environment & Graduation Advisory Committee

The following student was elected to fill the OPEN seat:

Madison Vallarino Arts & Humanities through December 2021

3) Committee on Academic Technology

The following students were elected to fill the OPEN seat:

Muraduz Zaman Arts and Humanities through April 2021

Shahnaz Bashir Math & Natural Sciences through April 2020

4) Committee on Teaching Excellence & Evaluation

The following student was elected to fill the OPEN seat:

Yuk Chi Leung At-Large through December 2020

5) Committee on Undergraduate Admissions & Re-entry Standards

The following students were elected to fill the OPEN seat:

Joseph Cho At-Large through December 2020

Sophie Chianese Arts & Humanities through December 2021

6) Elections Committee

The following students were elected to fill the OPEN seat:

Shaline, Mahadeo At-Large through December 2021

Zainab Akande At-Large through December 2021

7) International Student Affairs Committee

The following students were elected to fill the OPEN seat:

Hassan Waseem (no divisional requirement) through December 2020

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Ming Lei (no divisional requirement) through December 2020

The following faculty members were elected to fill the OPEN seat:

Jihee Choi (no divisional requirement) through December 2020

Norberto Quiles Gonzalez (no divisional requirement) through December 2020

Sunghee Shin (no divisional requirement) through December 2021

8) Policy Board on Administration

The following students was elected to fill the OPEN seat:

Alexander Kestenbaum (no divisional requirement) through December 2021

Jasmine Morales (no divisional requirement) through December 2021

9) Special Committee on Governance

The following student was elected to fill the OPEN seat:

Naomi Oken At-Large through April 2020

10) Undergraduate Curriculum Committee

The following student was elected to fill the OPEN seat:

Siddharth Malviya Math & Natural Sciences through December 2020