

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE February 14, 2008
Kiely Hall, Room 170

1. **The Holder of the Chair, Dean Savage, called the meeting to order at 3:50 p.m.**

2. **Approval of Agenda:**

MOTION: Duly made and seconded and passed unanimously:

"To approve the agenda."

3. **Approval of Minutes:**

MOTION: Duly made, seconded, and passed unanimously:

"To approve the Academic Senate meeting minutes of December 6, 2007, as distributed."

4. **Announcements, Administrative Reports, and Memorials:**

- a. The Chair welcomed all new Senators for the Spring Semester along with Laurie Dorf, Assistant Vice President for Institutional Advancement, responsible for external awards and grants.
- b. The proposal that was passed by the Senate¹ for reducing the size of the body from 90 to 60 **passed** at the January Board of Trustee's meeting. The Chair gave a special thanks to Parliamentarian Dave Fields. The revised plan will be going into effect for our next election. Details will be worked out and provided by the next plenary.
- c. The course evaluation system **passed** by the Senate² is now going to be available on line for courses with enrollment greater than 5.
- d. Senator Dohan announced he is the convener for the International Student Affairs Committee, and they need *one student representative* from the Social Science division.
- e. Parliamentarian Dave Fields gave us an overview of the **Budget** produced by the State. There will be **NO** tuition increase or cuts to Financial Aid (TAP or The Higher Education Services). The overall Operating Budget was cut as follows: 5% across the State; 2.5 % reduction in State funding to the University; which will leave the University short 71.5 million. The State proposed an Endowment Fund, sale of future lottery earnings to private industry. If the legislation is to adopt this, they do not project any funding to come until the 2009 fiscal year. On the Capital Budget, the University requested 7 billion dollars to repair existing buildings. The state proposed a budget of 2.84 billion dollars to be re-appropriated and proposed adding 2.6 billion, for fixing existing buildings, health and safety issues and emergency repairs. They are lobbying for additional funds to move the CUNY Law School to L.I.C. and that would add an additional building for Queens College.

A surprise visit from CUNY's Vice Chancellor for Budget and Finance, Ernesto Malave analyzed the pros and cons of the governor's budget as follows; established a Commission for Public Higher Education, which focuses **solely** on higher education; CUNY Compact for the State of New York; recognizing the need to hire 2000 full-time faculty for CUNY and SUNY; establishing the endowment fund, raising revenue from private industry; no tuition increase for this fiscal year and implementing a small tuition increase yearly; elimination of

¹ Academic Senate Minutes dated – November 8, 2007

² Academic Senate Minutes dated –May 3, 2007

the Vallone Scholarship program; allocating 2.8 billion for 5 years for new construction and maintaining current buildings; continuing to fund the CUNY FIRST program; and moving CUNY Law School by the Queens Borough Bridge. Vice Chancellor Malave took questions from the audience. In closing, the Chair thanked both Parliamentarian Dave Fields and Vice Chancellor Malave.

5. Committee Reports:

a. Undergraduate Curriculum Committee

- i. MOTION: Duly made, (Lord) and passed unanimously:
 - a. “To accept the Undergraduate Curriculum Committee minutes dated – December 6, 2007 as distributed”

Urban Studies (07-29)

To read:

a.Change in Prerequisite and Description

LABST 320. Perspectives on the Labor Movement.

3 hr.; 3 cr.

Theories of industrial relations; the philosophy and political perspectives of labor unions; and the current discussion concerning the state and future of the labor movement. Issues examined will include the changing nature of work and the consequent implications for industrial relations and the trade unions.

- ii. MOTION: Duly made, (Lord) and passed unanimously:
 - b. “To accept the Classical, Middle Eastern & Asian Languages & Cultures – Letter of Intent as distributed”

LETTER OF INTENT

NAME OF THE COLLEGE:

QUEENS

SPONSORING DEPARTMENT:

CLASSICAL, MIDDLE EASTERN & ASIAN LANGUAGES & CULTURES

OFFICIAL NAME OF THE PROGRAM:

BACHELOR OF ARTS IN CHINESE (GENERAL TRACK AND EDUCATION TRACK)

DEGREE OR CERTIFICATE TO BE AWARDED:

BACHELOR OF ARTS

ANTICIPATED DATE FOR IMPLEMENTATION OF THE PROGRAM:

SEPTEMBER 2008 (JANUARY 2009?)

**DATE OF THE COLLEGE'S GOVERNANCE APPROVAL:
TBA**

1. PURPOSE AND GOALS

The Department of Classical, Middle Eastern & Asian Languages & Cultures at Queens College proposes a Bachelor of Arts in Chinese. The degree will include two tracks, a General Track and an Education Track.

The purpose of the program is two-fold.

The General Track of the Major in Chinese is a 39 credit liberal arts degree with high-level requirements in both Chinese and English. We expect that students in this program will have come to the College with a background in Chinese (as heritage speakers or those with a high level of pre-collegiate proficiency). This degree will ensure a college-level proficiency in both Chinese and English as well as exposure to all aspects of the Chinese culture.

The Education Track of the Major in Chinese is a 45 credit liberal arts degree which satisfies the New York State requirements for the content area of Chinese. Graduates of the Education Track who also complete a Minor in Chinese Secondary Education will graduate with Initial Teaching Certification in Chinese, and will be eligible to teach in the New York public schools. As described below, the Education Track entails completion of the General Track with an additional six credits of instruction in Chinese (as well as specific restrictions on possible electives).

While the broad purpose of the new degree is to create a course of study for advanced speakers of Chinese, the narrow (and for many the more relevant) purpose is to give these same speakers a path to Initial Teaching Certification in Chinese, allowing them to work as public school teachers in New York State.

Once in place, this program will be the only degree program in CUNY to enable students to gain Initial Teaching Certification in Chinese at the BA level.

2. NEED

Taken together, the two tracks address several needs.

Queens College has an extremely large number of heritage Chinese speakers. The Department of Classical, Middle Eastern & Asian Languages & Cultures regularly enrolls 60-80 students in Chinese courses numbered 300 or higher. Nevertheless, it is difficult for students to use these courses to advance a particular major. While the Department offers a degree in East Asian Studies which has a significant language requirement (in Chinese, Japanese, or Korean), this major (which is typical at an American university) is designed for students who begin their study with little or no knowledge of the language, and it requires study of the entire region. While

some heritage speakers may be interested in the region, we have found that most desire a more focused degree program (i.e. a pre-professional degree).

The General Track of the Major in Chinese is focused on Chinese language and culture. It places the study of high-level Chinese into the context of a traditional liberal arts degree and prepares students for graduate study in Chinese as well as for any number of professional degree programs. Its combination of requirements in Chinese and in English assures graduates with a high level of proficiency in both languages and will also incorporate significant elements of a liberal arts degree (e.g. a writing requirement, a senior seminar). The Education Track of the Major in Chinese is designed specifically to meet the New York State requirements for the content area of Chinese. Graduates of the Education Track who also complete a Minor in Secondary Education (available through the Division of Education) will graduate with Initial Teaching Certification in Chinese, and will be eligible to teach in the public schools.

Together with languages such as Arabic and Russian, Chinese has been identified by all levels of government as a critically needed language, and the need for Chinese instructors has never been greater. Perhaps in response to China's increasing influence on world affairs, enrollments are growing at the university level. More significantly Chinese is increasingly being offered at the secondary and even primary school levels as well.³ In response to this need (defined broadly by the federal government but also raised as a local issue by members of the Flushing community), the Division of Education at Queens College has created two pathways to Initial Teaching Certification in Chinese (both of which are dependent on the Education Track of the Major in Chinese outlined here). The first is a Minor in Secondary Education. While approval of this Minor is contingent on approval of the Education Track of the Major in Chinese, once in place, the Education Track and the Minor in Secondary Education will be the most direct route to Initial Teaching Certification in Chinese available in New York City. The Division of Education has also created a Post-Baccalaureate Certificate in Chinese Language Education. This program enables undergraduates with an appropriate Chinese degree to gain Initial Teaching Certification in Chinese in a calendar year. Again, the Education Track of the Major in Chinese is the only appropriate Chinese degree available in New York City.

At the level of the College (and the University), the Department of Classical, Middle Eastern & Asian Languages & Cultures is responding to two needs. The General Track of the Major in Chinese allows us to fulfill our mission of contributing to the liberal arts education of undergraduates at the College. At the same time, the Education Track of the Major in Chinese responds directly to the need for a pathway to Initial Teaching Certification in Chinese (as requested by the Division of Education).

3. STUDENTS

The Department of Classical, Middle Eastern & Asian Languages & Cultures enrolls an average

³ Consider the new Chinese Advanced Placement Exam offered for the first time in 2007.

of sixty students a semester in Chinese courses numbered 250 or higher.⁴ We expect enrollments in the Chinese major to be comparable to those in East Asian Studies (14 declared majors in 2006). As with East Asian Studies we expect (and will encourage) students to consider a double major with more career-oriented degrees such as Accounting, Economics, or Computer Science (again, as is the pattern with the degree in East Asian Studies). With respect to students who are considering graduate study, a degree in East Asian Studies (where language is but one of many components of the degree) is typical of such degrees in the US. As such, most graduate programs in East Asian Studies require significant additional language study early on. In contrast, the proposed major in Chinese is focused on language and prepares students to a very high level of ability. Graduates in Chinese would be fully prepared for graduate level work (or a professional career) in the US or abroad (even in China).

The Division of Education anticipates that as many as twenty students a year will want to graduate with Initial Teaching Certification in Chinese. All of these students will need to satisfy the requirements of the Education Track of the Major in Chinese. Likewise, we expect significant part-time enrollments (particular of students who already have undergraduate degrees from other colleges, but need additional credits to achieve Initial Certification). Very few institutions offer a full 36 credits in advanced Chinese. Likewise, Initial Teaching Certification in Chinese requires the study of Chinese linguistics. Queens College will be the only CUNY college to offer undergraduate courses in Chinese linguistics (taught in Chinese).

4. CURRICULUM

The proposed curriculum for both tracks of the Major in Chinese is outlined below. Entry into the major is dependent only on the language ability of the student. Advancement in the major is subject only to the regulations of the College. Both tracks require a senior seminar (East Asian Studies 380) that serves as a capstone to the degree.

As stipulated by the State of New York, the General Track of the Major in Chinese requires 30 credits of instruction in Chinese. As stipulated by the State of New York, the Education Track of the Major in Chinese requires 36 credits of instruction in Chinese. These 36 credits include six credits in Chinese linguistics as well as six credits of content courses in Chinese culture (defined as history or culture). Both tracks also require nine credits of instruction in English (three of which are the senior seminar). The proposals here have been vetted by Prof Jennifer Eddy of the Secondary Education and Youth Services in the Division of Education.

A. Major in **CHINESE**–General Track (39 credits)⁵

a. **Modern language** (6 credits)

Two of:

Chinese 311 “Advanced Modern Chinese”

Chinese 314 “Chinese Grammar and Composition”

Chinese 315 “Writing”

⁴ Five year enrollments for all Chinese classes numbered 250 or higher are given in Appendix A1.

⁵ More complete descriptions of these courses are given in Appendix B.

b. **Classical language** (6 credits)

Two of:

Chinese 250 “Introduction to Classical Chinese I”

Chinese 251 “Introduction to Classical Chinese II”

Chinese 312 “Advanced Classical Chinese”

c. **Electives in Chinese** (18 credits)

Any six Chinese courses numbered 251 or higher. These may include courses in the lists above not yet taken or any of the courses listed below.

Chinese 317 “Chinese Linguistics I”

Chinese 318 “Chinese Linguistics II”

Chinese 330 “The Chinese Essay”

Chinese 332 “Chinese Fiction”

Chinese 334 “Traditional Chinese Literature”

Chinese 336 “Chinese Short Story”

Chinese 338 “Chinese Drama”

Chinese 350 “Readings from Chinese History”

Chinese 352 “Topics in Modern Chinese Society”

Chinese 390 “Topics in Chinese Civilization and Culture”

Discussion:

The electives include courses in Chinese linguistics, literature, and culture (i.e. content courses). The total number of Chinese (CHIN) credits required for this track is 30.

d. **Electives in English** (6 credits)

Two of:

East Asian Studies 130W “East Asian Religion”

East Asian Studies 230 “East Asian Civilization I”

East Asian Studies 250 “Modern Chinese Fiction in Translation”

History 140 “China to 1500”

History 141 “China after 1500”

Discussion:

Independent of their content, each of these satisfies one or more college-wide LASAR or W requirements. We expect one or more of these to satisfy PLAS requirements as well.

e. **Senior Seminar** (3 credits)

East Asian Studies 380 “Research Seminar in East Asian Studies”

B. Major in **CHINESE**–Education Track (45 credits)

Students in the Education Track must satisfy all of the General Track requirements. In addition, they must take two more Chinese (CHIN) electives numbered 251 or higher.

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(5.a. Undergraduate Curriculum Committee continued)

When considering electives, students in the Education track must take Chinese 317 and Chinese 318 as well as two courses numbered Chinese 350 or higher.

Discussion:

Chinese 317 and Chinese 318 are Chinese Linguistics I and II. Electives numbered 350 or higher are “content” electives focusing on elements of Chinese history and culture. These courses are required for Initial Teaching Certification in Chinese. The total number of Chinese (CHIN) credits required for this track is 36.

C. Sample course of study (General Track)

Year 1	Fall	No relevant courses	
	Spring	EAST 130W	(1) English elective, LASAR, W
Year 2	Fall	CHIN 311 CHIN 250	(1) Modern language (1) Classical language
	Spring	CHIN 314 CHIN 251	(2) Modern language (2) Classical language
Year 3	Fall	CHIN 317 CHIN 315	(1) Chinese elective (2) Chinese elective
	Spring	CHIN 318 EAST 230 or 250	(3) Chinese elective (2) English elective, LASAR
Year 4	Fall	CHIN 312 CHIN 334	(4) Chinese elective (5) Chinese elective
	Spring	CHIN 336 EAST 380	(6) Chinese elective (1) Senior seminar

D. Sample course of study (Education Track)

Year 1	Fall	No relevant courses	
	Spring	EAST 130W	(1) English elective, LASAR, W
Year 2	Fall	CHIN 311 CHIN 250	(1) Modern language (1) Classical language
	Spring	CHIN 314 CHIN 251	(2) Modern language (2) Classical language
Year 3	Fall	CHIN 317 CHIN 315	(1) Chinese elective (2) Chinese elective
	Spring	CHIN 318 CHIN 350 EAST 230 or 250	(3) Chinese elective (4) Chinese elective (2) English elective, LASAR
Year 4	Fall	CHIN 312 CHIN 334	(5) Chinese elective (6) Chinese elective

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		CHIN 352	(7) Chinese elective
	Spring	CHIN 336 EAST 380	(8) Chinese elective (1) Senior seminar

Electives in Chinese will be scheduled so that a minimum of six are offered every two years. (This is not difficult, but it will require more planning than is currently usual in the department.) Currently, we offer one or two high-level electives during the summer, and we will continue this practice into the foreseeable future. Beginning in the spring of 2008, we will offer courses for Weekend College as well. Given these various venues, and given that there is a steady demand, we foresee no problem in maintaining the Chinese courses required for both tracks of this degree. We also hope that the new degrees will actually enable us to offer a wider range of electives (particularly courses like 311 and 312 which currently do not fill on a regular basis).

The electives in English satisfy college-wide requirements in addition to those of this major and the major in East Asian Studies. They are almost all offered on a yearly basis. And while we have not been able to confirm enrollments in History 140 and History 141, students in East Asian Studies have had no problems in taking these two courses.

5. FACULTY

The Department of Classical, Middle Eastern & Asian Languages & Cultures has two full-time appointments in Chinese. We also regularly employ three or four adjuncts each of whom teach from six to nine hours a week. With this staff, we regularly offer 10-12 sections in Chinese language and culture with total enrollments of approximately 275 students. While a majority of our courses are offered once a year, enough are offered every semester that the addition of a small number of courses should not be a problem.

As defined above, the major in Chinese includes six new courses:

- Chinese 314 "Chinese Grammar and Composition"
- Chinese 315 "Writing"
- Chinese 317 "Chinese Linguistics I"
- Chinese 318 "Chinese Linguistics II"
- Chinese 352 "Topics in Modern Chinese Society"
- Chinese 390 "Topics in Chinese Civilization and Culture"

In fact, both tracks of the major can be satisfied with a minimum of four new courses:

- Chinese 314 or Chinese 315
- Chinese 317
- Chinese 318
- Chinese 352.

The proposed Chinese 314 and Chinese 352 are currently under development and can be taught by existing faculty.

While the expertise of our faculty encompasses both modern and classical literature and culture,

the department currently lacks a faculty member who can teach Chinese linguistics. We are therefore unable to teach Chinese 317 and Chinese 318 “Chinese Linguistics I and II.” To address this need, we are currently searching for a Substitute Assistant Professor in Chinese who is an expert in Chinese linguistics (to be appointed in January 2008). We have permission to employ this substitute through the spring of 2009, by which time we expect to have a tenure-track Assistant Professor in place. The Division of Education, the Dean of Arts and Humanities, the Provost, and the Vice-President for Institutional Advancement are all aware of this proposal and of this particular faculty need.

6. COST ASSESSMENT

The main cost associated with this proposal is a new faculty line for a specialist in Chinese language and linguistics. We would expect this new person to modernize our undergraduate curriculum in Chinese (as outlined in our last Five Year Plan) and to teach the proposed classes in Chinese linguistics. We have in fact already requested such a line, and we hope that these new majors will provide further impetus for this request. Given the degree to which we currently rely on adjuncts, we do not anticipate any problem in having enough courses for such a person to teach (even without the new major in Chinese).⁶

Additional costs will be associated with updating resources in the library and in the department. We expect there to be a general need for resources related to Chinese language and linguistics. These may be in print, electronic, on-line. As the program grows, we might expect that our computer facilities will need to be updated and enlarged (the Department currently has a dedicated lab with eight computers, a smart board, and video capability). Presumably, a well-timed Tech Fee proposal can cover our future computer needs.

Finally, the Department of Classical, Middle Eastern & Asian Languages & Cultures is located in King Hall (along with European Languages & Literatures). We are at a point where additional office space for new faculty is becoming increasingly difficult to find (and new offices may have to be built if we hire any more staff).

As noted above, the Dean of Arts and Humanities, the Provost, as well as the Vice-President for Institutional Advancement are all aware of this proposal and its implications for the College. We are currently applying to a number of external resources for funding (both short and long term).

⁶ As background, while enrollments in introductory and intermediate level classes are growing, we find that the number of students who continue beyond the 203-level is still comparatively small. As is now the case in Japanese (where we regularly offer six semesters of language instruction), we hope that a new curriculum will encourage more non-heritage speakers to study to a higher level. With the increase in Chinese instruction at the secondary school level, we might also hope for an increase in the number of undergraduates who enter the College able to place directly into intermediate and advanced language classes. Likewise, an increase in opportunities for study abroad should increase the number of students who require intermediate and advanced language instruction. We feel that all of these developments are contingent on a modernized curriculum in Chinese.

APPENDIX A1

Past course enrollments for courses numbered 250 and higher (i.e. the existing courses which will play a role in the new major). The total is in the last chart. While the average over the period is just over 60, the trend of the last two years is clearly upward.

Chinese 250

F02	S03	F03	S04	F04	S05	F05	S06	F06	S07	F07
—	9	18	—	14	—	—	16	18	—	30

Chinese 251

F02	S03	F03	S04	F04	S05	F05	S06	F06	S07	F07
—	—	—	6	—	—	7	—	—	20	—

Chinese 311

F02	S03	F03	S04	F04	S05	F05	S06	F06	S07	F07
—	—	—	—	—	—	—	—	11	—	—

Chinese 312

F02	S03	F03	S04	F04	S05	F05	S06	F06	S07	F07
—	6	—	—	—	—	—	—	—	—	—

Chinese 330

F02	S03	F03	S04	F04	S05	F05	S06	F06	S07	F07
—	—	—	10	—	23	11	8	—	—	—

Chinese 332 (existing Chinese 350)

F02	S03	F03	S04	F04	S05	F05	S06	F06	S07	F07
—	—	—	—	—	—	14	11	15	20	—

Chinese 334 (existing Chinese 360)

F02	S03	F03	S04	F04	S05	F05	S06	F06	S07	F07
—	25	32	10	17	17	21	15	—	16	32

Chinese 336 (existing Chinese 370)

F02	S03	F03	S04	F04	S05	F05	S06	F06	S07	F07
31	25	29	26	29	19	15	—	22	29	32

Chinese 338 (existing Chinese 320) and Chinese 350 (existing Chinese 340) have not been offered in the last five years.

Total Chinese language enrollments (in courses numbered 250 or higher)

F02	S03	F03	S04	F04	S05	F05	S06	F06	S07	F07
31	65	79	42	60	59	68	50	66	85	92

APPENDIX A2

Total Chinese enrollments in Chinese 101, 102, and 203 (i.e. language courses numbered lower than 250)

F02	S03	F03	S04	F04	S05	F05	S06	F06	S07	F07
50	49	62	40	59	44	65	45	63	68	77

APPENDIX A3

Total enrollments in non-language courses (including courses in Chinese literature and culture and half of the enrollments in courses covering “East Asia”)

F02	S03	F03	S04	F04	S05	F05	S06	F06	S07	F07
57	74	88	73	116	93	111	80	96	105	103

APPENDIX A4

Total enrollments in Chinese (language and non-language courses)

F02	S03	F03	S04	F04	S05	F05	S06	F06	S07	F07
138	188	229	155	235	196	244	175	225	258	272

APPENDIX B

Courses required for the major in Chinese (General and Education Tracks). Additional electives (particular CHIN courses numbered above 350) will be created if and when the need arises.

CHIN 250 Introduction to Classical Chinese I [existing]
 3 hr.; 3cr. Prereq.: CHIN 204 or equivalent. Wen-yen grammar and the reading of texts in classical Chinese (PN)

CHIN 251 Introduction to Classical Chinese II [existing]
 3 hr.; 3cr. Prereq.: CHIN 250 or equivalent. A continuation of Chinese 250. (PN)

CHIN 311 Advanced Modern Chinese [existing]
 3 hr.; 3cr. Prereq.: CHIN 204, or permission of the department. A continuation of Chinese 204.

CHIN 312 Advanced Classical Chinese [existing]
 3 hr.; 3cr. Prereq.: CHIN 251, or permission of the department. A continuation of Chinese 251.

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CHIN 314 Chinese Grammar and Composition [proposed]

3 hr.; 3cr. Prereq.: CHIN 204, or permission of the department. A review of Chinese grammar and usage with systematic practice in composition.

CHIN 315 Writing [proposed]

3 hr.; 3cr. Prereq.: CHIN 204 or equivalent. Practice in writing Modern Chinese. Particular forms to be studied may include essays, poetry, short stories, scholarly writing, newspaper articles.

CHIN 317 Chinese Linguistics I [proposed]

3 hr.; 3cr. Prereq.: CHIN 204, or permission of the department. Chinese 317 and 318 may be taken in either order. An introduction to Chinese linguistics. Topics covered include phonology, syntax, semantics, morphology, and lexicon of Chinese.

CHIN 318 Chinese Linguistics II [proposed]

3 hr.; 3cr. Prereq.: CHIN 204, or permission of the department. Chinese 317 and 318 may be taken in either order. An introduction to Chinese linguistics. Topics covered include sociolinguistics, dialects, stylistics, language variation and change, and history of Chinese.

CHIN 330 The Chinese Essay [existing]

3 hr.; 3cr. Prereq.: CHIN 251 or equivalent. Readings in contemporary prose works. Current journalistic writings may be included. (H1T2, PN)

CHIN 332 Chinese Fiction [existing, current Chinese 350]

3 hr.; 3cr. Prereq.: CHIN 251 or equivalent. Readings in twentieth-century Chinese novels and short stories. (H1T2, PN)

CHIN 334 Traditional Chinese Literature [existing, current Chinese 360]

3 hr.; 3cr. Prereq.: CHIN 251 or equivalent. Readings from Chinese classical writers of prose and poetry. Selections vary each semester. The course may be taken for credit more than once if the topic is different. (H1T2, PN)

CHIN 336 Chinese Short Story [existing, current Chinese 370]

3 hr.; 3cr. Prereq.: CHIN 251 or equivalent. Readings of classical and modern Chinese short stories. (H1T2, PN)

CHIN 338 Chinese Drama [existing, current Chinese 320]

3 hr.; 3cr. Prereq.: CHIN 251 or equivalent. Readings in representative twentieth-century Chinese plays. (H1T2, PN)

CHIN 350 Readings from Chinese History [revised content for current Chinese 340]

3 hr.; 3cr. Prereq.: CHIN 251 or equivalent. Readings will include a combination of primary historical texts along with associated secondary texts and discussion.

CHIN 352 Topics in Modern Chinese Society [proposed]

3 hr.; 3cr. Prereq.: CHIN 311 or equivalent. Focus on issues discussed in contemporary Chinese newspapers and magazines.

CHIN 390 Topics in Chinese civilization and culture [proposed]

3 hr.; 3cr. Prereq.: CHIN 311 or equivalent. Study of a particular topic in Chinese civilization or culture for students with advanced language abilities in both modern and classical Chinese. Course may be repeated for credit when the topic changes.

EAST 130W East Asian Religion [existing]

3 hr.; 3cr. Prereq.: English 110 or equivalent. An introduction to the study of the major religious traditions that originate and survive in South and East Asia: Hinduism, Buddhism, Confucianism, and Taoism. Certain aspects of Shamanism will be studied as well. (H3, PN)

EAST 230 East Asian Civilization I [existing]

3 hr.; 3cr. Prereq.: English 110. Selected topics in the civilizations of pre-modern East Asia (from ancient times through the T'ang dynasty in China, from ancient times through the medieval period in Japan), with an emphasis on literary, philosophical, and visual culture. No knowledge of Chinese or Japanese is necessary. (H3, PN)

EAST 250 Modern Chinese Fiction in Translation [existing]

3 hr.; 3cr. Prereq.: Sophomore standing. Readings in English translation of works of Chinese fiction from the perspective of literary history of the twentieth century. The course will introduce the major literary movements, trends, concerns, and debates through the close study of individual works.. (H1T2, PN)

EAST 380 Research Seminar in East Asian Studies [existing]

3hr., 3 cr.; Prerequisite: Senior status or permission of the instructor. Students undertake a full-length research paper on a topic related to East Asia. Students will learn research methods and academic writing as well as an in-depth knowledge of the subject studied. May not be repeated for credit.

HIST 140 China to 1500 [existing]

3 hr.; 3cr. Survey from earliest times to the eve of the first contacts with the west. (PN)

HIST 141 China after 1500 [existing]

3 hr.; 3cr. The initial western impact and China's response. (PN)

b. Graduate Curriculum Committee

MOTION: Duly made,(Schwarz) and passed unanimously:

“To accept the Graduate Curriculum Minutes dated –December 19, 2007 as distributed”

Aaron Copland School of Music (G07-40)

MUS 717, 718, 719. Jazz Private Instruction 1 hr.; 4 cr. Prereq.: Permission of Director of Jazz Studies

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(5.b. Graduate Curriculum Committee continued)

Weekly private lesson in major applied instrument. Lessons cover fundamentals of technique, tone production, repertoire, jazz theory and history as related to the students' mastery of all aspects of Jazz performance on their major applied instrument. Lesson material maybe included from any musical genre at the discretion of the instructor.

Rationale: This 3-semester course was previously listed as MUS 778.1, .2, .3. The course number changes are submitted to expedite the differentiation between Jazz Private Instruction and lessons in the Classical Division. Classical Division lessons have had a change in credit hours from 4 hrs. to 3 hrs., and have been given new course numbers (MUS 707, 708, 709), owing to the fact that Classical Division students must take an additional 1 credit in repertoire classes along with their lessons. The Jazz program does not have such a co-requisite and wishes to retain their lessons as 4 credit courses.

2. Aaron Copland School of Music (G07-41)

Change in course description: To Read:

768. Western Music History Survey. 3 hr.; 2 cr. A survey of Western music covering the major periods through the 20th century. Assigned readings and listening, plus one individualized research project. Final exam on: 1) historical information, and 2) style recognition. Students who have passed the History Qualifying Examination are exempt from this course.

3. Linguistics & Communication Disorders (G07-42)

Change in course description: To Read:

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

741.3. 3 hr. plus 25 hr. of fieldwork tutorial; 3 cr. (For students who possess a New York State teaching certificate.) For students in the TESOL:ITI advanced certificate program there is a requirement for 10 full school days of supervised student teaching in ESL classes at either the elementary or secondary level.

741.4. 3 hr. plus 50 hr. of fieldwork tutorial; 4 cr. (For students who do not possess a New York State teaching certificate.)

4. Linguistics & Communication Disorders (G07-43)

Change in course description: To Read:

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

5. Linguistics & Communication Disorders (G07-44)

PART A: ACADEMIC MATTERS

SECTION A1: SPECIAL ACTIONS

CREATION OF AN ADVANCED CERTIFICATE PROGRAM IN THE DEPARTMENT OF LINGUISTICS AND COMMUNICATION DISORDERS (LCD)

RESOLVED, that an advanced certificate program in Teaching English to Speakers of Other Languages: Intensive Teacher Institute (TESOL: ITI) to be offered at Queens College be approved, subject to financial availability.

**CURRICULUM FOR ADVANCED CERTIFICATE IN
 TESOL: ITI**

Admission Requirements:

In order to be admitted, applicants must: (a) hold a current, valid New York State (NYS) certification (awarded as a result of either undergraduate or graduate study); (b) work full time in the K-12 grade continuum in a NYS school district as an English as a Second Language (ESL) teacher or have a written commitment for appointment in an ESL setting pending completion of this certificate; (c) have achieved a minimum cumulative GPA of 3.0 in their highest degree program. In addition, applicants must have completed a course in linguistics and a course in English grammar, or else they must complete either or both of the following courses in the Department of Linguistics and Communication Disorders (LCD) of Queens College of CUNY as pre- or co-requisites to the program: LCD 701 (*Introduction to Linguistics*. 3 hr.; 3 cr. Structural aspects of language most relevant to the ESL and/or literacy teacher.); LCD 702 (*Teaching English Sentence Structure I*. 3 hr.; 3 cr. Prereq. or coreq.: LCD 701. Introduction to the grammar of English and applications to teaching ESL, Part I.

CERTIFICATE COURSES	CREDITS
<p>LCD 706. <i>Bilingualism</i>. 3 cr.; 3 hr. Prereq. or coreq.: LCD 701. Sociolinguistic and psycholinguistic properties of bilingualism, legal history, and educational foundations of bilingual education. Bilingual education will be compared to other approaches. An emphasis is placed on the implications of bilingualism for ESL and/or literacy teachers.</p>	3
<p>LCD 712. <i>Multiple Literacies in TESOL</i>. 3 hr.; 3 cr. Prereq. or coreq.: LCD 741. This course provides a strong background in the teaching of the multiple literacies that English language learners need to thrive in today=s technologically changing society. The class explores the teaching of traditional alphabetic literacy skills involved in the English Language Arts. It also prepares students for instruction in emerging forms of communication, including media literacy, information literacy, and information technology. Components include assessment, methods, and materials development.</p>	3

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<p>LCD 740. <i>Second Language Acquisition and Teaching.</i> 3 hr. plus 25 hr. of fieldwork; 3 cr. Prereq. or coreq.: LCD 701. Introduction to the linguistic and pedagogical theories and methods of teaching ESL. There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations.</p>	<p>3</p>
<p>LCD 741. <i>Methods and Materials of TESOL: Listening, Speaking, Reading, Writing.</i> 3 hr. plus 25 hr. of fieldwork tutorial; 3 cr. Prereq.: LCD 702 and 740. This course is a comprehensive review of the methods and materials used in TESOL/ESL classes to teach the four language skills: listening, speaking, reading, and writing. The class covers how to adapt methods and materials to suit learner populations of different ages and at varying levels of English proficiency. The role of instructional technology (e.g. audiovisual, multimedia, computers in ESL instruction) will also be addressed. There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations. For students in the TESOL:ITI advanced certificate program there is a requirement for 10 full school days of supervised student teaching in ESL classes at either the elementary or secondary level.</p>	<p>3</p>
<p>LCD 742. <i>Methods and Materials of TESOL: The Content Areas.</i> 3 hr.; 3 cr. Prereq.: LCD 741. In this course students learn the principles and practices for TESOL/ESL through academic content areas such as mathematics, science, social studies, and language arts. Readings, model lessons, and authentic materials are used to examine the theoretical issues involved and apply them to teaching practices for ESL learners at the elementary and secondary levels. For students in the TESOL:ITI advanced certificate program there is a requirement for 10 full school days of supervised student teaching in ESL classes at either the elementary or secondary level, complementing the level of student teaching in LCD 741.</p>	<p>3</p>
<p>TOTAL CREDITS</p>	<p>15</p>

Background / Foundation:

In New York City and across New York State, there is a critical shortage of certified ESL teachers. The New York State Education Department (NYSED) has pitched in to help alleviate the shortage by providing students an expedited route for TESOL certification through individual transcript evaluation. This program entails the following. Students satisfy the requirements for TESOL certification on their own, that is, without enrolling in degree programs that are registered with NYSED as leading to a TESOL certificate. Rather, these students do course work piece-meal at one or more Institutions of Higher Education (IHE) and then apply for certification directly to NYSED under the “individual transcript evaluation” program.

NYSED has just announced an initiative and recommendation that IHEs offer and register advanced certificates in TESOL, entailing certification through IHEs, thereby obviating the individual transcript evaluation route. There are several attendant advantages, most notable of which is the fact that students will be certified within days of completing an advanced certificate program (as opposed to waiting up to 6 months or so for certification via NYSED). As a consequence, school districts will be able to fill vacancies for ESL teachers more expeditiously.

NYSED is also collaborating with the Intensive Teacher Institute of Eastern Suffolk BOCES to provide tuition assistance for qualified candidates to pursue 15 credit advanced certificates in TESOL (TESOL: ITI). The present proposal is just such a program: accepted students will complete a 15 credit advanced certificate, will be supported by ITI, and will be eligible to be recommended for TESOL certification by Queens College under NYSED's super fast TEACH online certification system (available only through IHE recommendation).

To be eligible for TESOL certification through Queens College, candidates must also satisfy NYS mandated requirements for a broad liberal arts background that includes courses in English / comparative literature / literary criticism, mathematics, biological and physical sciences, information technology, social studies, and at least 12 semester hours or the equivalent of study of a language other than English. In consultation with the Program Director, specific deficiencies in the liberal arts and sciences may be made up by completing college courses prior to graduating from the program.

Relationship To Existing Programs At The College:

The LCD Department of Queens College offers an *M.S. in Education: TESOL* program, which is registered with NYSED for TESOL certification (valid for all grade levels). Since the courses for the proposed certificate are a subset of the courses required for the *M.S. in Education: TESOL* program, offering the TESOL:ITI advanced certificate would give students the option of first obtaining certification through TESOL:ITI, thereby filling teaching positions more quickly, and then continuing their course work for the *M.S. in Education: TESOL* degree (if they do not possess a master's degree, which is needed ultimately to be certified at the Professional level).

Projected Enrollment:

It is anticipated that student enrollment would be derived from two main groups: (1) students who were certified at the bachelor's level and who want TESOL certification as quickly as possible, en route to a master's degree; and (2) students who were certified at the master's level (who do not need another master's degree) and wish TESOL certification in a timely manner in a terminal program. It is projected that 15-20 students would enroll in the program each year (Summer or Fall admissions).

Impact On The College:

Queens College has the necessary resources to offer the proposed program without impacting negatively on its existing programs.

Explanation:

The present proposal is to establish an Advanced Certificate in TESOL:ITI. The curriculum for this program is a subset of the *M.S. in Education: TESOL* degree program of the LCD department at Queens College. Upon completion of the program, and after verification by the Program Director that all applicable requirements for certification have been satisfied, students will be recommended for Initial Certification in TESOL (K-12) by Queens College.

Complete copies of the proposal for this program are on file and available for review in the Office of Academic Affairs.

c. Technology and Library Committee Nomination

- i. MOTION: Duly made, (Vickery) and passed unanimously:

“To amend the Technology Fee Task Force nominations to add Grace Betancourt”

ii. MOTION: Duly made,(Vickery)and passed unanimously:

“To accept the Technology and Library Committee Nominations as amended:

The following faculty were nominated:

Beverly Miller (Lee) Bisland	Elementary & Early Childhood Education
Joseph N. Cohen	Sociology

The following students were nominated:

Jimmy Wong	Undergraduate Student
Grace Betancourt	Undergraduate Student

See no further nominations, the nominees were elected unanimously.

d. **Nominating Committee**

The following faculty was nominated to fill an OPEN seat on the Policy Board Committee:

Thomas E. Bird	European Languages	(to December 2009)
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Seeing no further nominations, the nominee was elected unanimously.

The following student was nominated to fill an OPEN seat on the Special Committee on Governance:

Maria Ubiergo	At-Large	(to December 2009)
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Seeing no further nominations, the nominee was elected unanimously.

i. **Search committee for the Dean of Math and Natural Sciences:**

The following faculty were nominated:

Corinne A. Michels	Biology
Elizabeth D. Lowe	FNES
Cecilia McHugh	EES
Robert Engel	Chemistry and Biochemistry
Jennifer Whitehead	Computer Science
Frances R. Curcio	Secondary Education

Seeing no further nominations, the nominees were elected unanimously.

The following students were nominated:

Ilyse Baum	Mathematics
Eric S. Cramer	Physics

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(5.d. Nominating Committee Continued)

Jonathan J. Gad	Psychology
Jonathan W. Lam	Physics
Neil Mohabir	Computer Science
Joseph E. Manfre	Secondary Education

Seeing no further nominations, the nominees were elected unanimously.

8. New Business

b. Discussion on Updated Tuition Resolution – January 24, 2008

i. MOTION: Duly made,(Frisz):

“To divide Item #1 and Item #3”

Editorial Correction: Item #3 change **maternity to family**.

Motion *i.* passed unanimously as amended.

ii. MOTION: Duly made,(Lord):

“To table”

Motion *ii.* passed unanimously.

c. Student Association Resolution

i. MOTION: Duly made,(Frisz):

“To table”

Motion *i.* passed unanimously.

MOTION: Duly made, seconded and passed:

“To Adjourn”

The meeting was adjourned at 5:00pm. The next Regular Academic Senate meeting will be held on Thursday, March 13, 2008.