

Supplement to the Undergraduate and Graduate Bulletins

2019–2020

New Programs Approved between
May 2019 and January 2020 *and*
COVID-19 Flexible Grading Policy



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TABLE 1. NEW UNDERGRADUATE PROGRAM CODES

EDUC. PROGRAM	DEGREE (WITH ACADEMIC PLAN CODE)	MINIMUM CREDITS	HEGIS CODE	STATE CODE
Design	BFA (ARTD-BFA)	120	1009.00	29049

TABLE 2. NEW GRADUATE PROGRAM CODES

PROGRAM	DEGREE OR CERTIFICATE	HEGIS CODE	NYS ED. CODE
Alternative Certification Adolescent Special Education Generalist (Transitional B)	MAT	0899.50	32462
Medical Career Preparation	Post-Baccalaureate Certification	4902.00	40689
Accelerated Physical Education (BS) / Physical Education Teacher (MS)	MSEd, BS/MS	0835.00	26414
Ethical and Equitable Practice	Advanced Certificate	0829.00	40649
Data Analytics and Management	Advanced Certificate	2208.00	40652
Leadership and Management	Advanced Certificate	2208.00	40612
Concentration in Leadership, Management, and Data Analytics	MA	2208.00	02819

Biology

MINOR IN HEALTH SCIENCES

Background

The minor in the health sciences is suitable for students planning to pursue a career in the health professions and needing to complete prerequisite courses required by professional schools that may not be required for their majors at Queens College.

Recruitment

Queens College students who have already declared a major will be eligible to opt for the minor.

Requirements

A minimum of 20 credits from the following courses is required.

- BIOL 40, 41, 44, 45, 105, 106, 201, 230, 285, 286
- CHEM 101.1, 101.3, 102.1, 102.3, 103.1, 103.3, 113.1, 113.4, 114.1, 114.4, 251.1, 251.4, 252.1, 252.4, 371
- FNES 163
- PHYS 121.1, 121.4, 122.1, 122.4, 145.1, 145.4, 146.1, 146.4

1. Of the 20 required credits, at least 10 must be taken in residence at Queens College. All 20 credits must be completed with a grade of *C* or higher. In courses in which the lecture and laboratory components have separate registration numbers (e.g., CHEM 113.1 and 113.4 or PHYS 121.1 and 121.4), students must pass both components for the credits to be counted toward the minor. The minor requirements may overlap with a student's major's requirements. In such cases, a maximum of 10 credits may be applied toward both the major and the minor; the remaining credits required for the minor must be different from the student's major's requirements.

2. For transfer students who have taken courses relevant to the minor, a maximum of 10 transferred credits may be used to fulfill the minor's requirements.

POST-BACCALAUREATE CERTIFICATE IN MEDICAL CAREER PREPARATION

The program for the Post-Baccalaureate Certificate in Medical Career Preparation is designed for individuals seeking to switch career paths and enter fields in the health professions, including allopathic or osteopathic medicine, dentistry, veterinary medicine, podiatric medicine, pharmacy, optometry, physician assistant, physical therapy, or occupational therapy. The program couples academics with individualized pre-health advising and tutoring services. It also offers assistance in obtaining essential research, clinical volunteering, and community service experience. After successful completion of the program, students are prepared to take the appropriate standardized tests and apply to competitive health professions schools.

Requirements for Matriculation

- A Bachelor of Arts (BA) or Bachelor of Science (BS) degree
- An official transcript from the college or university where the BA or BS was awarded
- Official transcripts from all previously attended colleges and universities
- A minimum overall undergraduate grade-point average (GPA) of 3.0
- Completion of fewer than or equal to 25 credits of required pre-health course work, with a grade of *B* or better
- Completed application and fee
- A short essay (400–500 words) describing why the candidate wants to pursue a career in the health professions
- Letters of recommendation (maximum of three)

Departmental Requirements

The core pre-health course work is generally completed within a two-year period. It includes the following courses, listed per semester.

	<i>credits</i>
<i>Fall Semester 1</i>	
■ BIOL 105, General Biology: Physiology and Cell Biology	4
■ CHEM 113.4, General Chemistry I	4
■ CHEM 113.1, Introduction to Chemical Techniques	1
■ MATH 141, Calculus/Differentiation	3
<i>Spring Semester 1</i>	
■ BIOL 106, General Biology: Life-forms and Ecosystems	4
■ CHEM 114.4, General Chemistry II	4
■ CHEM 114.1, Quantitative and Qualitative Analysis	1
■ PSYCH 107.3 and 107.1 <i>or</i> SOC 205, Social Statistics	4
<i>Summer Semester 1</i>	
■ CHEM 251.4, Organic Chemistry I	4
■ CHEM 251.1, Organic Chemistry Laboratory I	1
<i>Fall Semester 2</i>	
■ CHEM 252.4, Organic Chemistry II	4
■ CHEM 252.1, Organic Chemistry Laboratory II	1
■ PHYS 121.4, General Physics I	4
■ PHYS 121.1, General Physics I Laboratory	1
<i>Spring Semester 2</i>	
■ CHEM 371, Biochemistry I	4
■ PHYS 122.4, General Physics II	4
■ PHYS 122.1, General Physics II Laboratory	1
Total	49

During the glide year (Fall and Spring Semesters 3), students are strongly encouraged to continue their academic studies and take several additional science courses. They may choose from the following relevant science courses: BIOL 201, 285, 286, 325, 326, 350, 360, 365, 366, 368, 369, and 373; and CHEM 372 and 376.

Data Analytics and Applied Social Research

MASTER OF ARTS IN DATA ANALYTICS Departmental Requirements

1. Students must satisfy the following requirements:

	<i>credits</i>
a. Sociological Theory or Substantive Topics in Sociology: DATA 701, 702, 704, 715, 728, 736, MEDST 752, or other courses with approval	3
b. Quantitative Research Methods and Statistics (Basic and Advanced Analytics): DATA 710 and 712	8
c. Applied Social Research Methods: DATA 734 and 735 or DATA 754 and 755	6
d. Qualitative Methods or Special Topics in Research Methods: DATA 711 or DATA 765 or MEDST 754	6
e. Professional Communication in Social Research: DATA 716 or equivalent	3
f. DATA 793 and submission of an approved thesis or thesis-length paper based upon supervised independent research	3
g. Elective courses appropriate to selected track: Leadership, Management, and Data Analytics	9
Total	38

2. The progress of all students will be reviewed every semester by the Graduate Committee. Satisfactory progress toward the degree requires a minimum grade of *B* (3.0) in the courses enumerated in *a* through *g* above. Additional work, a qualifying examination, or dismissal from the program will be prescribed for those students not satisfying the minimum requirements. Necessary action will be decided upon by the Graduate Committee and communicated to the student in writing.

ADVANCED CERTIFICATE IN DATA ANALYTICS AND MANAGEMENT Departmental Requirements

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

1. Students must satisfy the following requirements:

	<i>credits</i>
a. Basic Quantitative Research Methods and Statistics (Basic and Advanced Analytics): DATA 605 or 710	4
b. Applied Social Research Methods: DATA 634 or 712	3
c. Qualitative Methods or Special Topics in Research Methods: DATA 711 or 765	3
d. Professional Communications: DATA 716 or equivalent	3
e. Special topics in Leadership, Management, and Organizations	6
Total	19

2. The progress of all students will be reviewed every semester by the Graduate Committee. Satisfactory progress toward the degree requires a minimum grade of *B* (3.0) in the courses enumerated in *a* through *e* above. Additional work, a qualifying examination, or dismissal from the program will be prescribed for those students not satisfying the minimum requirements. Necessary action will be decided upon by the Graduate Committee and communicated to the student in writing.

ADVANCED CERTIFICATE IN LEADERSHIP AND MANAGEMENT Departmental Requirements

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

1. Students must satisfy the following requirements:

	<i>credits</i>
a. Professional Communications: DATA 716 or equivalent	3
b. Special topics in Leadership, Management, and Organizations	12
c. Cooperative Field Placement	3
Total	18

2. The progress of all students will be reviewed every semester by the Graduate Committee. Satisfactory progress toward the degree requires a minimum grade of *B* (3.0) in the courses enumerated in *a* through *c* above. Additional work, a qualifying examination, or dismissal from the program will be prescribed for those students not satisfying the minimum requirements. Necessary action will be decided upon by the Graduate Committee and communicated to the student in writing.

Secondary Education and Youth Services

ADVANCED CERTIFICATE IN ETHICAL AND EQUITABLE PRACTICE

The SEYS Post-Master's Program in Ethical and Equitable Practice is designed to offer integrated, theoretically grounded views of teaching and learning that address the needs of students and teachers in diverse communities. Program faculty promote rigorous scholarship and research, contextualized learning, and service in school and community settings. They encourage critical reflection on the roles of teachers in society and about their responsibilities as educators. Five cutting-edge, fully online courses are aimed at expanding teachers' knowledge of teaching literacy in

their content areas, teaching diverse learners successfully, engaging more effectively in data-driven assessment and instruction, and employing current and innovative pedagogies in their classrooms.

Requirements for Matriculation

Admission is limited, competitive, and open to individuals who hold initial or professional New York State Teaching Certification and a master’s degree in any secondary or elementary content area, including literacy, English, social studies, mathematics, science, music, art, physical education, TESOL, world languages, special education, and elementary education. Applicants must complete the online graduate application and admissions essay. The applicant’s entire record is considered, including undergraduate and graduate grade-point average (GPA), teaching and other experiences with children and adolescents, and demonstration of leadership and scholarship. An overall GPA of 3.0 is required. The Graduate Record Examination (GRE) and letters of recommendation are not required for admission.

Course Requirements

	<i>credits</i>
a. SEYSL 702, Literacy in the Content Areas	3
b. SEYS 703, Philosophies of Education: Critical Approaches and Ethical Practices	3
c. SEYS 719, Understanding Group Behavior and Cultural Differences in Schools	3
d. SEYS 764, The Secondary School Curriculum: Current Theories and Controversies	3
e. SEYS 768, Measurement and Evaluation in Education	3
Total	15

Educational and Community Programs

Alternative Certification Adolescent Special Education Generalist (Transitional B)

MASTER OF ARTS IN TEACHING (MAT) FOR TEACHING STUDENTS WITH DISABILITIES (GENERALIST 7–12)

This 45-credit alternative certification (Transitional B) program offers a Master of Arts in Teaching (MAT) for Teaching Students with Disabilities: Generalist 7–12. It is designed for candidates with an undergraduate degree in liberal arts (or the equivalent) who wish to enter an Urban Teaching Residency (UTR) program to become certified special education teachers and gain their Master of Arts in Teaching. This UTR parallels the format of Queens College’s existing clinical residency programs in the Division of Education. Once accepted, candidates will engage in an intensive and scaffolded summer experience starting in the beginning of June through preparation for the start of the school year at the beginning of September. The goal of the summer experience is to ensure that residents acquire the foundational skills and knowledge to meet the requirements for Transitional B Certification and to start the school year successfully in September. While taking courses during the first Fall and Spring semesters, candidates serve as a .4 employee of the New York City Department of Education (NYCDOE) under the guidance of a mentor teacher. Upon completion of the second semester of clinical residency in the first spring, candidates make the transition to full-time teacher of record in a high-needs NYCDOE school and receive induction support for the next full academic year. Upon successful completion of the MAT program, the edTPA,

and a year of supervised, full-time teaching under the guidance of a mentor teacher (i.e., after the second Spring semester), candidates are cleared for graduation and recommended to NYSED for initial and professional teaching certification.

Admission Requirements

Applicants must:

1. Have earned an overall grade-point average (GPA) of 3.0 or higher in their undergraduate studies;
2. Write a well-organized, well-conceptualized essay that clearly communicates their reasons for pursuing a degree in special education and indicates the nature of their current and past experiences with people with disabilities;
3. Provide three letters of recommendation from professional sources (e.g., former college instructors, school administrators from student teaching or jobs, and supervisors in paid employment). Letters must demonstrate the applicant’s superior abilities, qualities, and potential as a graduate candidate in special education.

Academic Prerequisites

Applicants must demonstrate that they have successfully met the following undergraduate prerequisites:

1. *English language arts*: Successful completion (i.e., a grade of *B* or better in each course) of English courses (6 credits). One must be English composition.
2. *Social sciences*: Successful completion (i.e., a grade of *B* or better in each course) of two social sciences courses (6 credits). This includes multiple disciplines, including political science, history, economics, sociology, and psychology. One course of the two must be a U.S. history course.

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3. *Math*: Successful completion (i.e., a grade of *B* or better in each course) of two mathematics courses (6 credits). One course must be college algebra, geometry, or a comparable course. Up to 3 credits of statistics are acceptable.
4. *Science*: Successful completion (i.e., a grade of *B* or better in each course) of two science courses (6 credits) such as biology, earth science, or chemistry. One of these courses must include an associated laboratory component.
5. Submission of Graduate Record Examination (GRE) scores.
6. Applicants whose first language is not English, and who do not hold an undergraduate or graduate degree from a nationally accredited college (i.e., in the United States), must submit proof of having achieved a score of 600 or higher on the paper-based Test of English as a Foreign Language (TOEFL) or equivalent.

The following qualifications are preferred but not required:

Candidates who have math and science backgrounds (e.g., undergraduate math, engineering, statistics, physics, chemistry, and biology) are strongly preferred.

Candidates should have some prior experience with secondary-school-age children (e.g., paid employment in a school or afterschool program, academic tutoring, volunteer/community-based experience, summer camp counselor, and/or involvement in leisure, recreational, or other activities).

Maintenance of Matriculation

All candidates who are matriculated within the special education programs are required to maintain a 3.0 GPA. The faculty is committed to maximizing the potential success of each candidate. Any resident who achieves a grade in any course lower than a *B-* will meet with an ECP advisor.

Graduation Requirements

UTR candidates are required to achieve a 3.0 GPA to graduate.

MAT Transitional B Adolescent: Generalist 7–12

ECPSE 703. Introduction to Assessment in Adolescent Special Education

ECPSE 700. Foundations of Special Education

ECPSE 722. Applied Behavior Analysis and Positive Behavioral Supports

ECPSE 714. Language and Literacy: Principles and Practice in Adolescent Special Education

ECPSE 708. Collaboration with Families and School-Based Teams

ECPSE 740. Curriculum and Instruction for Adolescent Special Education

ECPSE 746. Research in Special Education

SEYS 700. Language, Literacy, and Culture in Education

SEYS 536. Educational Foundations

SEYS 552. Educational Psychology

SEYS 767.3. Workshop in Secondary Education

ECPSE 741. Advanced Seminar in Adolescent Special Education

*ECPSE 577. Clinical Residency I

*ECPSE 578. Clinical Residency II

*ECPSE 579. Clinical Residency III

Family, Nutrition, and Exercise Sciences

Bachelor of Science in Accelerated Physical Education

Undergraduate Advisor: Ariela Herman

Master of Science, Physical Education Teacher

Graduate Advisor: Eve Bernstein

With the permission of the undergraduate and graduate advisors, up to the following four (4) graduate courses may be taken in place of the regular undergraduate courses in years 2 through 4 of the Physical Education BS program. Note that each graduate course replaces a specific undergraduate course, and credit toward the undergraduate major will not be given for both courses. Admission into this program is limited to students with a major GPA of 3.5. (This is subject to final approval by the CUNY Board of Trustees.)

FNES 740, Motor Learning (if student has not taken this already); replaces FNES 343, which is a free-standing course with no prerequisites and therefore is generally taken in undergraduate year 1

FNES 715, Movement Experiences for Atypical Populations; replaces FNES 381, normally taken in the spring of undergraduate year 3

SEYS 700, Language, Literacy, and Culture Education; replaces SEYS 340, normally taken in the spring of undergraduate year 3

FNES 730, Mechanical Analysis of Human Movement; replaces FNES 235, normally taken in the spring of undergraduate year 3

University Policies and Procedures

SPECIAL COVID-19 FLEXIBLE GRADING POLICY FOR THE SPRING 2020 SEMESTER

As part of the City University of New York's response to the COVID-19 pandemic, during the Spring 2020 semester, all students shall have the option to convert any or all of the *A–F* letter grades they earn in their classes to Credit/No Credit (*CR/NC*) grading.

1. During the Spring 2020 semester, all students shall have the option to convert any or all of the *A–F* letter grades, including plus or minus variations, that they earn in their classes to Credit/No Credit grading.
2. Students shall be able to make this decision up to 20 business days after the university's final grade submission deadline. Once selected, the Credit/No Credit option cannot be reversed.
3. If a student chooses to exercise this option, a passing letter grade (*A, B, C, or D*, including +/-) will convert to *CR*, with credit for the class being awarded, while a failing grade (*F*) will convert to *NC*, with no credit awarded. Credit/No Credit grades will not impact the student's grade-point average (GPA).
4. Courses taken for a letter grade will continue to be included in the semester and general GPA, while courses taken for a Credit/No Credit grade will be excluded, just as is the case with such courses taken at a student's home institution.
5. If a student exercises the option of Credit/No Credit, the Credit (*CR*) grade will not negatively impact the student's satisfactory progress toward degree completion.
6. Students with Credit/No Credit grades will be able to transfer those courses across colleges within CUNY per current CUNY policy.
7. The Special COVID-19 Flexible Grading Policy shall apply to coursework completed on permit and will not affect Board of Trustees Policy 1.14 – Policy on Coursework Completed on Permit.
8. Students placed on academic probation by their institution at the start of the Spring 2020 semester shall not be penalized with academic dismissal based upon their grades earned this semester.
9. The Special COVID-19 Flexible Grading Policy shall not affect the university standards of student retention and progress in accordance with Board of Trustees Policy 1.26.
10. Before choosing this grading option for one or more of their classes, students shall consult with their academic and financial aid advisors regarding potential impact to their financial aid, licensure requirements, and graduate school admissions.
11. The Special COVID-19 Flexible Grading Policy shall supersede and override all undergraduate and graduate program-level grading policies currently in effect at CUNY colleges and schools, including those related to required and elective courses within the major, minor, general education (Pathways), prerequisite courses, honors courses, courses taken on permit, and maximum number of credits that a student can earn with Credit/No Credit grades.
12. The grade glossary attached to each transcript will be updated to include a notation denoting that all Spring 2020 grades, including *CR* or *NC*, were earned during a major disruption to instruction as a result of the COVID-19 pandemic.
13. The Special COVID-19 Flexible Grading Policy shall apply to all CUNY colleges and schools, except the School of Law and the School of Medicine, which may develop their own Pass/Fail policies, subject to approval of the Board of Trustees, to conform to norms in legal and medical education.
14. The Special COVID-19 Flexible Grading Policy, which shall be effective April 1, 2020, applies to the Spring 2020 semester only. The Chancellor may, at his discretion, to meet public health emergency policies and practices, extend this policy to future semesters if necessary and report such extension to the Board of Trustees immediately.
15. The Special COVID-19 Flexible Grading Policy shall be codified in the Manual of General Policy as Policy 1.4. and cannot be overwritten by any individual units of the university, including presidents, provosts, or college councils.
16. The policy will remain in effect for the Spring 2020 semester and will be reviewed by the Chancellor and extended as necessary to meet public health emergency policies and practices.