

Meeting of Queens College Academic Senate

Date: April 2, 2020
Time: 3:35 p.m.
Place: Virtual Zoom meeting

AGENDA

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of March 12, 2020 (meeting cancelled)
3. Announcements, Administrative Reports, and Memorials:

The Agenda for the meeting of the Academic Senate on May 14, 2020 will be prepared at the Executive Committee meeting on Thursday, April 23, 2020. **Any lengthy material to be considered by the Executive Committee on that date should be emailed to: Simone.Yearwood@qc.cuny.edu or Brenda.Salas@qc.cuny.edu by April 17, 2020.**

4. Special Motions
5. Committee Reports: (attachments)
 - a. Undergraduate Curriculum Committee minutes dated March 12, 2020
 - b. Graduate Curriculum Committee minutes dated March 11, 2020
 - c. Nominating Committee Report dated April 2020
6. Old Business
 - a. Nominations to the Nominating Committee
 - Faculty- Social Science
 - Student- Education
 - Social Sciences
7. New Business
 - a. Calendar of Senate and Executive Committee meetings

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE
Kiely Hall, room 170

March 12, 2020

MEETING CANCELLED DUE TO CLASSES BEING CANCELLED THROUGH MARCH 18, 2020.

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.

From:

ENGL 391W. Senior Seminar: Topics in Literature.

~~3.0 lec.; 3.0 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.

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.

Justification:

An additional credit hour would enable senior seminar instructors to work more closely with students as they develop their individual research or “capstone” projects. The fourth hour would be dedicated to student conferences, workshops, multimodal or digital composition, and the peer review of student writing. It would enable instructors to help seniors hone their “discipline- and profession-specific” writing techniques, as these are outlined in the Goals for Student Writing by Writing at Queens (WaQ).

The switch to a 4 hr. 4 cr. version of English 391W and 399W would not increase the total number of credits needed for the English major because it is only one of a series of proposed changes to the major requirements (see the “change of program” proposal with a projected implementation date of August 2020). For the same reason, the switch also doesn’t carry implications for staffing or for the English Department’s overall budget.

b. Change in hours and credits.

From:

ENGL 399W. Department Honors Seminar.

~~3.0 lec.; 3.0 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.

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.

Justification:

An additional hour would enable senior seminar instructors to work more closely with English Honors students as they develop their individual research or “capstone” projects. The fourth hour would be dedicated to student conferences, workshops, multimodal or digital composition, and the peer review of student writing. It would enable instructors to help seniors hone their “discipline- and profession-specific” writing techniques, as these are outlined in the Goals for Student Writing by Writing at Queens (WaQ).

The switch to a 4hr. 4 cr. version of English 399W would not increase the total number of credits needed for the English major because it is only one of a series of proposed changes to the major requirements (see the “change of program” proposal with a projected implementation date of August 2020). For the same reason, the switch also doesn’t carry implications for staffing or for the English Department’s overall budget.

2. Journalism

Change to a minor: Journalism

a. Change in prerequisite:

From:

JOURN 201. Digital Journalism
3 hr., 3 cr. Prereq.: JOURN 101W with B grade or better

To Read:

JOURN 201. Digital Journalism
3 hr., 3 cr. No Prerequisite

b. Change in prerequisite:

From:

JOURN 202. Visual Storytelling
3 hr., 3 cr. Prereq.: JOURN 101W with B grade or better

To Read:

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

Justification: While completing J101W with a passing grade will still be required of journalism minors, the program would like these courses to be chosen as electives by students who are majoring in departments such as English and urban Studies, whose students want to acquire multi-media skills such as photography, podcast-making and video-making, but are not journalism minors. Currently the prerequisite discourages them from taking such courses unless they take J101 first.

b. Change in requirement for journalism minor:

From:

3.3 GPA in courses required for the journalism minor

To:

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

Justification: The program feels that the current 3.3 GPA requirement is too high. As long as students receive passing grades in all of the courses counting toward the journalism minor, the program feels they should be deemed to have satisfied the requirements for the minor.

3. FNES

Proposed Change in Course Description:

FROM:

FNES 307W. Experimental Food Science. ~~3 hr.; 3 cr.~~ Prereq.: FNES 101 and 263, PSYCH 107. Techniques in food experimentation. The completion of an individual food study requiring interpretation and evaluation of results. Fall, Spring (MAT)

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)

Justification

FNES 307W has been a 5 contact hours course (2 lecture + 3 lab hours) for more than 10 years. It would appear, however, that the bulletin description was never corrected to correspond to how the course is taught (as a lecture + lab). This minor change in description corrects the longstanding error.

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*

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.

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.

² Law School Admissions Council

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

⁴ Communication from Carl Bonomo, QC Pre-Law Advisor

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.
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.

⁵ *Ibid.*

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.

Justification:

This course will serve as one of the three required courses for our new Legal Studies minor program. The course number is designated 290.1, because we have already assigned all the available numbers to other courses in the law category. 290 is the last available one we have, so we have to distinguish our new law courses by giving them the same number but different decimals.

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.

Justification:

This course will serve as an elective course for our new minor in Legal Studies. The course number is designated 290.2, because we have already assigned all available numbers for courses in the law category. 290 is the last available one we have, so we have to distinguish our new law courses by giving them the same number but different decimals.

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.

Justification:

The department has created the Rule of Law course as part of our new minor in Legal Studies. The course number is designated 290.3 because we have run out of numbers for courses in the law category. 290 is the last available number we have, so we have to distinguish our new law courses by giving them the same number but different decimals.

5. Media Studies

a. Change In Title and Description:

From:

MEDST 255. ~~New Technologies.~~
3 hr.; 3 cr. Prereq.: MEDST 100. ~~Detailed examination of the regulation and social impact of emerging technologies such as the Internet and new telephonic and audiovisual media.~~

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'.

Justification:

The course will fill a gap in the area of Social Media.

b. Change In Title:

From:

MEDST 242. ~~Basics of Video Production: Studio.~~
4 hr.; 3 cr. Prereq.: MEDST 200.

To Read:

MEDST 242. Three Camera Studio Television.
4 hr.; 3 cr. Prereq.: MEDST 200.

Justification:

The department's Television and New Media production facility was upgraded significantly last year. Instructors are no longer limited to single camera set-ups and are now able to train students in three camera techniques and procedures, which is the industry standard. While the course is still introductory, the new studio capabilities allow for more flexibility and depth of instruction, exceeding the basics and creating enhanced possibilities for creativity and learning.

Change In Title and Description:

From:

MEDST 243. ~~Digital Video Production: On Location.~~
4 hr.; 3 cr. Prereq. MEDST 200: ~~The basic techniques of location 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.

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.

Justification:

The course will still emphasize production on location, outside the studio, and cover differences between field and studio media production. However, the title change will serve to highlight the differences between three camera studio and single camera on-location production. Course will illustrate further the elements of filmmaking that are distinct to field production.

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.

Justification:

Along with the upgrades to the department's Television and New Media production studio new, advanced and professional quality digital cameras were acquired. While students still receive instruction in film practice, most of the course's projects are completed now on these digital cameras. Course title change will reflect the emphasis upon the principals of cinematography that are consistent regardless of camera format.

In addition, since the technological instruction required to learn cinematography is covered in MEDST 242 and 243 (due to the use of the cameras owned by the department), there has been some substantial overlap between those courses and 244, as it is taught currently. As a 300 class, with 243 as a prerequisite, MEDST 318 Cinematography could be taught at an advanced level focusing from the start on the principles of photography for narrative film, such as lighting, framing and color grading. The students will be able take advantage of the advanced features of the Blackmagic URSA cameras that were recently purchased for this class.

e. Change In Title and Description:

From:

MEDST 310. ~~VT: Advanced Field Production: Documentary and Fiction.~~
4 hr.; 3 cr. Prereq.: ~~MEDST 243, or permission of the department.~~ ~~Creation of more sophisticated projects than those in MEDST 243, producing both documentary and narrative videos. Skills in script, research, and documentation, storyboarding, and image acquisition will be enhanced.~~
Technically, students will learn 3-Chip-camera operation and procedures, compound lighting proficiency, and advanced editing techniques. ~~Students will individually shoot and edit one exercise, create one short narrative video, and make one group documentary-style project. Students will 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). ~~May be repeated once for credit provided the topic is different.~~

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).

Justification:

Advanced Video Production emphasizes location shooting and a creative approach to non-fiction storytelling. The title change will reflect more accurately this aspect of the course, indicating to students the exact type of projects they will be expected to undertake and complete.

f. Change In Title and Description:

From:

MEDST 314. ~~Television Directing~~
4 hr.; 3 cr. Prereq.: MEDST 242 or permission of the department. ~~Creative processes involved in directing multiple camera studio projects. Emphasis is placed on the role of the television director as a storyteller, interpreting material through creative use of camera, lighting, sound, action, scenery, and people. Students produce and direct live projects individually.~~ Prior technical experience with studio equipment, 3-pt. lighting, camera movement, and framing required (ex. MEDST 242)

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, 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)

Justification:

The current course title suggests a narrow focus upon direction of television programming. Simplifying the title will reflect more precisely that the course instructs students in the theory and practice of directing for cinematic and televisual storytelling.

g. Change In Title and Description:

From:

MEDST 317. ~~Advanced Digital Editing~~.
4 hr.; 3 cr. Prereq.: One course from MEDST 215 or 243 or 245. ~~Editing for fiction films.~~ 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.

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.

Justification:

Modern editing and film production software suites and packages, such as Final Cut Pro, Live Type, DVD Studio Pro and Adobe Premiere, are powerful creative and technical tools, and enable students to produce professional quality films. Each of these software programs include an impressive array of features which not only facilitate film editing, but also a multitude of post production processes that can be utilized to create sophisticated, high quality finished projects. The course title change will

indicate that students will learn how to utilize editing software for all aspects of post-production, not just the assembly of shots into a coherent, cohesive film.

h. Change In Title and Description:

From:

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.~~ Subjects studied include programming, production, advertising, regulation, and the effects of new technologies.

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.

Justification:

The current course title suggests a narrow focus upon the management of broadcast and cable television programming. Students may deduce that the class is about personnel management, rather than about the business components (economic, creative and industrial) of media industries. The new course title will inform students more precisely about the content of the class.

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)

Justification.

This course is being created as part of the new HSI-QuID Pro grant, which aims to determine if experience with “making” can help with retention of minoritized students in STEM majors. The art that the students will be programming will be realized using a pen plotter (an AxiDraw machine); 10 of these plotters are being ordered through the grant to be set up in the QC Makerspace. This class would satisfy an MQR requirement, which means that it could serve as a terminal math class for students without other math requirements and who have placed into Math 122 or higher.

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 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.

Justification.

We will remove MATH 213W and create MATH 250 to allow for computational mathematics instruction in other languages and to clarify that the goal of the class is to give students experience in programming using mathematical languages. This class will be one option that satisfies the applied math major programming requirement. This update also addresses that the W designation is not applicable to this course.

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

Current Major Requirements:

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

~~All students must have completed MATH 151 and 152 or the equivalent(s).~~

~~All students electing the Data Science and Statistics option must take MATH 201, 231 (or 237), 241 (or 614), 310 (or 320), 341, 368 (or 621), 369 (or 633); CSCI 111, 212 (or 211); ECON 382, 387; and SOC 205 (or BIOL 230). We recommend that MATH 241 be taken before SOC 205 (or BIOL 230). We recommend that MATH 341 and MATH 369 (or 633) not be taken simultaneously. There is an additional requirement of three electives from list A and two electives from list B. If SOC 333 is chosen from list A, we recommend CSCI 441 be taken before SOC 333. 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, ~~SOC 333~~, CSCI 48, CSCI 211, CSCI 212, CSCI 220, 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.

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.

Justification.

1. MATH 342 (the capstone course) is the culmination of the undergrad program and is now a required course. Consequently, this requirement displaces one elective in list B.
2. MATH 242 has significant overlap with DATA 205 and is a higher-level course, so we allow for it to be taken instead. Additionally, students are suffering from scheduling conflicts so we should give them as many course options as possible.
3. The recommendation of 341 not to be taken simultaneously with 369 / 633 is causing too much confusion especially among students.
4. SOC 333 has been changed by the Sociology department and no longer has relevant curriculum to the DSS option.
5. CSCI 240 has been reviewed and has enough relevant curriculum to the DSS option to be allowed as an elective.
6. Language has been updated to match other MATH major options.

e. Updating the requirements of the pure math major.

Current Major Requirements:

THE PURE MATHEMATICS OPTION (CONCENTRATION CODE MATH-PURE)

All students must have completed MATH 151 and 152 or the equivalent(s).

Required: MATH 201 and 202 (or MATH 207), MATH 310 (or MATH 208 or 320), and either MATH 231 or 237; PHYS 121 and 122 (lecture and lab for both), or PHYS 103 and 204, or PHYS 145 and 146 (lecture and lab for both), or ECON 205 and 206, or ECON 225 and 226. Six courses must be taken from those listed in Groups A and B, at least four of which must be from Group A and include either MATH 317, 333, 613, or 617.

Group A: MATH 232, 317, 320, 333, 337, 395, 396, and all 600-level mathematics courses, except MATH 601. MATH 320 may not be counted as a Group A course if it has been used to satisfy the requirement above.

Group B: MATH 213W, 220, 223, 224, 241, 242, 245, 247, 248, 328, 503, 505, 509, 518, 524.

One of the following may be substituted for a math elective in Group A or B: Physics 242, 312, 611, 625, 636, 641. This must be arranged prior to taking such a course and specified on the concentration form.

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

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.

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

Justification:

The new major requirements better reflect our goals of (1) providing a foundation for rigorous mathematical thinking, (2) teaching students core concepts from pure mathematics including Real Analysis and Abstract Algebra, and (3) allowing for maximum flexibility in elective courses to appeal to a wide variety of students.

f. Updating the requirements of the applied math major.**Current Major Requirements:**

THE APPLIED MATHEMATICS OPTION (CONCENTRATION CODE MATH-APPL)

Each student taking the applied mathematics option must visit the department office by the end of the upper sophomore year in order to be assigned a faculty advisor, who will meet with the student at least once a year to coordinate the student's program. With the approval of this faculty advisor, a student may (1) substitute one mathematics course numbered above 300 for one of the courses in Group I, and (2) replace one of the required courses in Group I with an additional course from Group II (in the same area) or with one of the following additional courses:

Biology area: BIOL 285

Economics area: ECON 382

All students must have completed MATH 151 and 152 or the equivalent(s).

All students electing the applied mathematics option must take MATH 201 and 202 (or 207); either MATH 231 or 237; either MATH 241 or 611; and CSCI 12, 80, 86 or 111. They must also take six courses from Group I, at least two of which must be numbered 300 or higher, and must follow one of the areas in Group II below:

Group I: MATH 208, 213W, 220, 223, 224, 232, 242, 245, 247, 248, 310, 328, 333, 503, 505, 509, 613, 614, 619, 621, 623, 624, 625, 628, 633, 634, 635, 636.

Group II: Consult your advisor for an updated list.

- **Biology area:** BIOL 105, 106, and CHEM 113, 114 (or equivalent).
- **Computer Science area:** CSCI 111 plus any three computer science courses numbered CSCI 211 or higher which carry 3 or more credits.
- **Economics area:** ECON 101, 102, and ECON 201, 202 or 225, 226.

- **Physics area:** PHYS 145, 146 and any two physics courses numbered PHYS 221 or higher which carry 3 or more credits.
- **Psychology area:** PSYCH 101, 107, 213W, and any two psychology courses numbered PSYCH 214 or higher. Students should include either MATH 242 or 633 among the courses chosen from Group I.
- **Operations Research area:** Three additional courses from Group I, to make a total of nine; the nine courses must include MATH 247 (or 248), 623, and 633.
- **Custom area:** 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 student's faculty advisor.

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

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.

Justification:

The new major requirements better reflect our goals of (1) providing a foundation for rigorous mathematical thinking and exposing students to the mathematics that is most used in applications, including probability and statistics, (2) giving students computing experience, and (3) allowing for maximum flexibility in elective courses, including a large number of students who take the applied math major as a double major to show their future employers that they can think logically. We have merged the Biology track with the Physics track and made it more general in terms of what other sciences courses can be used.

g. Updating the requirements of the math minor.**Current Minor Requirements:**

MATH 201 and at least four other courses numbered MATH 171 or higher, with the following exceptions: MATH 120 may be included as part of the minor; MATH 271, 272, and 385 may not be included as part of the minor; no more than one of MATH 120, 220, or 601 may be included as part of the minor. (Elementary education students should consult that department for their special requirements for a minor in mathematics.) Nine credits must be taken at Queens College.

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.)

Justification:

This aligns the required classes for minors in mathematics with required classes for majors in mathematics, and closes a few loopholes.

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**

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.

7. 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.

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

Justification:

We are streamlining our survey of Western music history from four semesters of writing courses (MUSIC 246W, 247W, 346W, 347W) to two semesters of lecture courses (MUSIC 246, 247). In addition to MUSIC 246–247, students in the BA in Music will be required to take either one or two 300-level courses in music history (301W–302W), depending on their track.

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

Justification:

NASM requires that students in Bachelor of Music (BMus) programs take one course in non-Western music. They do not require BA students to take such a course. We are proposing MUSIC 302W as a way for BMus students to satisfy their requirement and as an elective for BA students. MUSIC 122 (Writing Musical Culture) will also be available to BA and BMus students. Students in the Music History track of the BA program will be required to take either MUSIC 122, MUSIC 302W, or another approved course in non-Western music.

Unlike MUSIC 122, MUSIC 302W assumes that students have fluent reading knowledge of Western musical notation. It is expected, but not required, that students in MUSIC 302W will have completed MUSIC 246 and 247.

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.

Justification:

For students intending to pursue graduate study in musicology or ethnomusicology, the ability to design and complete an independent research project is vital. The senior project represents the capstone of the Music History track.

Change in Course Title and Description:

From: MUSIC 74. ~~Basic Musicianship: Keyboard Techniques~~. 2 hr.; 1 cr. An intensive course in musicianship at the keyboard. Satisfactory completion (with a minimum grade of B-) will constitute the keyboard prerequisite for MUSIC 173. Fall, Spring

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

Justification:

The proposed Piano Skills sequence, MUSIC 74–75, combines two existing courses into a continuous sequence, with a focus on developing the student’s keyboard technique. This two-semester sequence responds to the needs of music majors, many of whom have little or no experience with keyboard instruments when they enter the major.

The old MUSIC 74 was designed to get students ready for the keyboard component of MUSIC 173, a theory course. The newly titled course does this as well, but it combines with Piano Skills II to develop keyboard skills that are valuable to musicians across all areas. There will be a new emphasis on performing simple pieces, sight-reading, and teaching students how to make intelligent decisions regarding fingering and other technical issues.

Change in Course Title and Description:

From: 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.

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.

Justification:

As with MUSIC 74, we plan to make our courses in piano skills more independent—i.e., less tied to theory courses. We will teach piano technique and keyboard skills for the practical value they hold for musical activity in general. Students in the choral track of the Bachelor of Music in Music Education will

take MUSIC 75 as preparation for MUSIC 265, Applied Keyboard Skills, a more specialized course in choral accompanying and classroom use of the piano.

Change in Course Description:

From: 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 10 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.

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

Justification:

The music faculty voted in 2018 to reduce the number of concerts or recitals required each semester from 10 to 7. The reduction was not formalized at that time, so we are taking this opportunity to do so. The number of required semesters of MUSIC 100 will not change.

Change in Course Description:

From: 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 may include Western classical music, Western popular musics, non-Western musics and any combination thereof.~~ (EC2)

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)

Justification:

We are separating EC2 courses in music into courses on Western (MUSIC 121) and non-Western music (MUSIC 122). This change will clarify course choices and requirements for students and their advisors. To date, neither MUSIC 121 nor MUSIC 122 has been a requirement for music majors, but MUSIC 121 will become a prerequisite to MUSIC 246–247, which are required of music majors.

Change in Course Description:

From: 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 the musical cultures~~

~~of a specific population or nation state. Topics may include world musics, North America, popular music subcultures (such as punk or rock and roll), queer communities, New York City. (EC2)~~

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)

Justification:

See the justification for the change to MUSIC 121.

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.*

Change in Course Title and Description:

From: MUSIC 373. ~~Harmony, Counterpoint, and Keyboard Skills V.~~ 3 hr.; 3 cr. Prereq.: Minimum grade of C- in MUSIC 274 and passing work in both written work and keyboard skills. ~~Music majors must have an approved concentration on file and must have passed the freshman and sophomore listening examinations to be permitted to register for MUSIC 373. A continuation of MUSIC 274. May include further study of advanced tonal chromaticism, imitative tonal counterpoint, and further work in tonal composition.~~ Fall, Spring

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

Justification:

Because MUSIC 373 will no longer be a requirement for many music majors, it is less appropriate to treat it as the fifth semester of our theory sequence. It will become a standalone upper-level course, required of students in the music theory and composition tracks of the BA in Music. The course will be available as an elective to other students. The new title and description bring the course into line with how it has been taught for the last decade.

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.

Justification:

NASM requires that all music majors participate in both large and small ensembles. Our BA in Music has not included a small-ensemble requirement. We are adding this requirement to satisfy NASM standards. Two semesters of any of these courses will be required of BA students. All are repeatable for credit.

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.

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.	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.
MUSIC 272. Sight Singing and Dictation IV.	2 hr., 1 lab hr.; 2 cr.
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.	3 hr.; 3 cr.
MUSIC 377. Musical Form and Analysis. (SYN)	3 hr.; 3 cr.
MUSIC 378. Composition I.	3 hr.; 3 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.
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

<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 or 302W.</u>	3 hr.; 3 cr.
<u>301W = Topics in Musicology</u>	
<u>302W = Topics in Non-Western Music</u>	
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.
MUSIC 272. Sight Singing and Dictation IV.	2 hr., 1 lab hr.; 2 cr.
MUSIC 274. Harmony, Counterpoint, and Keyboard Skills IV.	3 hr.; 3 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: 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>	3 hr.; 3 cr. each semester
<u>301W = Topics in Musicology</u>	
<u>302W = Topics in Non-Western Music</u>	
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.
MUSIC 272. Sight Singing and Dictation IV.	2 hr., 1 lab hr.; 2 cr.
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.	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: 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.	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.
MUSIC 272. Sight Singing and Dictation IV.	2 hr., 1 lab hr.; 2 cr.
MUSIC 274. Harmony, Counterpoint, and Keyboard Skills IV.	3 hr.; 3 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 377. Form and Analysis (SYN)	3 hr.; 3 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: 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.	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.
MUSIC 272. Sight Singing and Dictation IV.	2 hr., 1 lab hr.; 2 cr.
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.
<u>MUSIC 374. Musical Techniques of the Twentieth Century.</u>	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

8. 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

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).

9. 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, 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	ARTS-370

(social media-based image making and sharing)	
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)

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 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

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.

GCC Minutes Dated March 11, 2020

ITEMS FOR CAPPR

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:

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 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 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

From:

ACCT 747. Communications ~~and Accountants~~. 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 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 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.

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 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.

Justification: This change is to meet the requirements of a new MS in Taxation program at Queens College.

2. ACCOUNTING

b. Minor Change

From:

ACCT 757. 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 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.

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.

Justification: This change is to meet the requirements of a new MS in Taxation program at Queens College.

3. ACCOUNTING

c. Minor Change

From:

ACCT 758. State and Local Taxation. 3 hr.: 3 cr.

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. 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.

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.

Justification: This change is to meet the requirements of a new MS in Taxation program at Queens College.

4. ACCOUNTING

d. Minor Change

From:

ACCT 759. Estate ~~and~~ Gift Taxation ~~and~~ Administration. 3 hr.: 3 cr.

This course focuses on the rules and regulations governing Estate and Gift 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.

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.

Justification: This change is to meet the requirements of a new MS in Taxation program at Queens College.

5. ECP (Educational & Community Programs)

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

From:

THIS PROGRAM CHANGE FORM REQUESTS THAT THE TWO SEMINAR COURSES IN SCHOOL PSYCHOLOGY, CURRENTLY NUMBERED ECPSP 861 AND 866 BE TURNED INTO PERMANENT COURSES UNDER NEW NUMBERS AND BE LISTED UNDER THE SECTION TITLED "COURSES IN SCHOOL PSYCHOLOGY":

ECPSP 781- Assessment of Culturally and Linguistically Diverse Students (formerly ECPSP 861-Seminar in Special Issues))

ECPSP 782- Multicultural Interventions (formerly ECPSP 866- Seminar in Special Issues)

- A) REVISIONS WILL BE MADE TO THE TABLE ON PAGE 137 IN THE GRADUATE BULLETIN CONTAINING THE SCHOOL PSYCHOLOGY DEGREE REQUIREMENTS WHERE THE NUMBER AND TITLE OF EACH OF THE TWO NEW COURSES WILL BE CHANGED
- B) REVISIONS WILL BE MADE TO PAGE 140 IN THE GRADUATE BULLETIN ADDING THE TWO NEW COURSES TO THE LIST OF COURSES IN NUMERICAL ORDER.
- C) REVISIONS WILL BE MADE TO PAGE 141 TO CHANGE THE NAME AND TITLE OF CURRENT SEMINAR COURSES TO THE NEW PERMANENT NUMBERS AND TITLES.

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*

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

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.

Justification: ECPSP 781 and 782 are required courses for school psychology students who are enrolled in the Bilingual or Multicultural Specializations of the program. In addition to school psychology students, students in the counseling program bilingual specialization and the Bilingual Pupil Personnel Extension for Certified School Psychologists are required to take these courses. For many years they have been taught under Seminar numbers, and it is necessary to make these courses permanent since they are required for the New York State Bilingual Extension.

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.

Justification: This is a required course for school psychology students who are enrolled in the Bilingual or Multicultural Specializations of the program. In addition to school psychology students, students in the counseling program bilingual specialization and the Bilingual Pupil Personnel Extension for Certified School Psychologists are required to take this course. For many years it has been taught under a Seminar number (ECPSP 861), and it is necessary to make the course a permanent one since it is required for the New York State Bilingual Extension.

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.

Justification: This is a required course for school psychology students who are enrolled in the Bilingual or Multicultural Specializations of the program. In addition to school psychology students, students in the counseling program bilingual specialization and the Bilingual Pupil Personnel Extension for Certified School Psychologists are required to take this course. For many years it has been taught under a Seminar number (ECPSP 866), and it is necessary to make the course a permanent one since it is required for the New York State Bilingual Extension.

This is a hybrid course that requires face-to-face class meetings as well as asynchronous work using Blackboard. Students need to post assignments on line on a weekly basis and receive feedback on line.

8. ECP (Educational & Community Programs)

h. Minor Change

From:

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

~~Principles and techniques of counseling and psychotherapy, with particular emphasis on intervention strategies that are used in the schools. Practical workshop and participation in counseling methods. Fall~~

To:

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

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)

Justification: The new description more accurately represents the course content and reflects current counseling theory and practice. There is greater emphasis on skill building as well as adaptations to work with culturally and linguistically diverse students.

9. ECP (Educational & Community Programs)

i. Minor Change

From:

ECPS 779. Multicultural issues in Schools. 3 hr.: 3 cr.

~~This course provides an introduction to an overview of cultural and social influences that impact on individuals' behaviors, attitudes, and cognitive and learning styles. Ethnicity, socioeconomic class, and gender issues are presented. The course also provides students with knowledge of cultural characteristics of African Americans, Hispanic Americans, Asian Americans, and Native Americans. In addition, problems in and approaches to multicultural assessment, cross cultural consultation, and intervention with culturally diverse children and youth are discussed. Fall~~

To:

ECPS 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

Justification: The new description more accurately represents the course content and reflects current multicultural theory and practice.

10. ECP (Educational & Community Programs)

j. Minor Change

From:

ECPSP 866. Seminar in Special Issues. 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.~~

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

Justification: We have used this seminar, ECPSP 866, for a number of years as an elective course in the Bilingual and Multicultural specializations. Since we are turning ECPSP 866 into a permanent elective course in the program to be renumbered ECPSP 782, we would like to change the description for the seminar class so it is more generic. We want to use ECPSP 866 as a general seminar course in the future for a range of topics.

11. SEYS (Secondary Education & Youth Services)

k. Minor Change

From:

SEYS 704. The Philosophy of Teaching. 3 hr.; 3 cr.

Prereq.: Basic undergraduate or graduate course in educational foundations (historical, philosophical, or social).

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.

Justification: The new course title and description better reflect the content of the course as it is currently being taught, with the inclusion of philosophies of teaching and learning that surround digital pedagogy and a more modern approach to course material and curricular innovations brought about by new technologies in the secondary classroom. Additionally, the course description has been missing from the Graduate Bulletin for quite some time and is in need of inclusion.

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.

Justification: This course will be a fully online, asynchronous course. The rationale for this approach is that it is in keeping with the Division of Education's expansion of online graduate offerings. Additionally, the content lends itself to online instruction, as does the population of science graduate students who will be taking it.

Academic Senate Meetings
Thursdays in Kiely 170 at 3:35 pm

Fall 2020

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

Spring 2021

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

Executive Committee Meetings
Thursdays in Kiely 141 at 3 pm

Fall 2020

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

Spring 2021

January 28, 2021

February 25, 2021
March 25, 2021
April 29, 2021