

**Meeting of Queens College  
Academic Senate  
(Last meeting of the current Senate: 2019 – 2020)**

**Date:** May 14, 2020  
**Time:** 3:35 p.m.  
**Place:** Virtual Via Zoom

**AGENDA**

1. Approval of Agenda
2. Approval of Academic Senate meeting minutes of April 2, 2020 (see attachment)
3. Announcements, Administrative Reports, and Memorials:
4. Special Motions:
5. Committee Reports: (attachments)
  - a. Undergraduate Curriculum Committee minutes dated April 2, 2020
  - b. Graduate Curriculum Committee minutes dated April 1, 2020
  - c. Nominating Committee Report dated May 7, 2020
6. Old Business
7. New Business
  - a. Discussion of resolution for Online tuition and Student Activity fees

**The meeting will come to order:**

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

**1. Approval of Agenda:**

i. MOTION: Duly made by Chair Yearwood:

“To approve the agenda”

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

**2. Approval of Minutes: (None)**

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

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

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

The senate paid its respect with a moment of silence.

**4. Special Motions: (None)**

**5. Committee Reports:**

**5a. Undergraduate Curriculum Committee**

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

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

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

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(5a. UCC continued)

### A. General Education

Numbered proposals available for review at [senate.qc.cuny.edu/Curriculum](http://senate.qc.cuny.edu/Curriculum)

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

### 1. English

- a. Change in hours and credits.

To Read:

ENGL 391W. Senior Seminar: Topics in Literature.

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

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

- b. Change in hours and credits.

To Read:

ENGL 399W. Department Honors Seminar.

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

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

### 2. Journalism

Change to a minor: Journalism

- a. Change in prerequisite:

To Read:

JOURN 201. Digital Journalism

3 hr., 3 cr. No Prerequisite

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b. Change in prerequisite:

To Read:

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

b. Change in requirement for journalism minor:

To:

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

### 3. FNES

Proposed Change in Course Description:

TO READ:

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

### 4. Political Science

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

#### *Rationale*

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

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.

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<sup>1</sup> U.S. Bureau of Labor Statistics, *Occupational Outlook Handbook*

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The Legal Studies minor will concentrate courses that focus on American legal institutions, the judicial process, and case law in several substantive areas and drawn from several disciplines. It will also include targeted courses in legal communication and reasoning. Students can develop their general writing and analytic skills in the major of their choice and use the minor to explore their interest in the law, to develop knowledge and skills specific to the legal profession, and to demonstrate to law schools that, regardless of their major, they are prepared to hit the ground running when they enter law school. Although the number of law school applications experienced a steady decline in the wake of the financial crisis, they are now on the rebound, increasing by 8 percent between 2017 and 2018.<sup>2</sup> 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.<sup>3</sup> 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.<sup>4</sup>

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.

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<sup>2</sup> Law School Admissions Council

<sup>3</sup> U.S. Bureau of Labor Statistics, *Occupational Outlook Handbook*

<sup>4</sup> Communication from Carl Bonomo, QC Pre-Law Advisor

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

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

### *Students and Recruitment*

Even without a dedicated legal studies minor, Queens College already has one of the strongest legal studies programs in CUNY, ranking second only to John Jay in the number of applicants to law school. Based on the LSAT scores and GPAs of applicants, Queens College is outperforming John Jay in preparing students for law school.<sup>5</sup> 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.

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<sup>5</sup> *Ibid.*

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

### **b. New course proposed:**

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

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

**c. New course.**

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

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

**c. New course.**

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

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

**5. Media Studies**

**a. Change In Title and Description:**

To Read:

MEDST 255. Social Media.

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

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

**b. Change In Title:**

To Read:

MEDST 242. Three Camera Studio Television.

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



**Change In Title and Description:**

To Read:

MEDST 243. Introduction to Filmmaking.

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

**c. Course withdrawn.**

MEDST 244. 16MM Film Production.

**d. New course.**

MEDST 318. Cinematography.

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

**e. Change In Title and Description:**

To Read:

MEDST 310. Documentary Filmmaking.

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

**f. Change In Title and Description:**

To Read:

MEDST 314. Directing.

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

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

g. Change In Title and Description:

To Read:

MEDST 317. Advanced Post-Production.

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

h. Change In Title and Description:

To Read:

MEDST 264. The Business of Media.

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

## 6. Math

a. **New Course:**

### **MATH 128. Mathematical Design.**

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

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

b. **Course withdrawn.**

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

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

### c. **New Course:**

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

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

#### **Replacement Major Requirements:**

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

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

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

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

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

#### **Replacement Major Requirements:**

THE PURE MATHEMATICS OPTION (CONCENTRATION CODE MATH-PURE)

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

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

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

### f. Updating the requirements of the applied math major.

#### Replacement Major Requirements:

THE APPLIED MATHEMATICS OPTION (CONCENTRATION CODE MATH-APPL)

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

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

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

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

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

### g. Updating the requirements of the math minor.

#### Updated Minor Requirements:

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

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

Please use one form per course proposal.

Department or Departments: **Mathematics**

Contact(s): **Christopher Hanusa**

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

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

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

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

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

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

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

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

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

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

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

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

### 1. Music

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

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

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

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

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

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

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

### New course:

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

### New course:

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

### New course:

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

### Change in Course Title and Description:

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

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### Change in Course Title and Description:

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

### Change in Course Description:

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

### Change in Course Description:

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

### Change in Course Description:

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

### Change in Course Title and Description:

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

### Change in Course Title and Description:

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

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### Change in Course Title and Description:

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

### Existing courses, currently elective, that will be required:

Any two semesters of the following:

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

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

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

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

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

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

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

MUSIC 378 will become an elective, offered occasionally.



## Academic Senate Minutes – April 2, 2020

(5a. UCC continued)

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

MUSIC 377. Musical Form and Analysis. (SYN)

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

### APPENDIX A. CURRENT MAJOR REQUIREMENTS FOR THE BA IN MUSIC

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

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

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

Students are advised to elect additional courses in music literature and history, composition, and conducting, according to their needs. BA students who are taking MUSIC 187, 188, 287, 288, 387, or 388 (Individual Study in Performance I–VI) must perform on their major instrument each May before a faculty jury. These juries, known as Progress Evaluations, are evaluated on a pass-fail basis. Three Progress Evaluations must be passed prior to graduation. There may not be more than one year's difference (2 semesters) between the theory level and the semester of lessons. Lessons may be at level 4 while taking Theory 2 (MUSIC 174), but no greater difference will be permitted. Should the theory level fall further behind, a student will be suspended from lessons until the theory requirement is fulfilled. Additionally, the student must complete the requirements for MUSIC 100 for each semester they are registered up to a maximum of six semesters.

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

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

**I. GENERAL MUSIC TRACK**

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

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

**Total credits in music: 45**

## II. MUSIC HISTORY TRACK

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

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

### Total credits in music: 54

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

### III. MUSIC THEORY TRACK

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

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

**Total credits in music: 54**

### IV. COMPOSITION TRACK

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

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(5a. UCC continued)

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

### Total credits in music: 53–54

#### 2. CMAL

- a. New course.

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

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

## **Academic Senate Minutes – April 2, 2020**

(5a. UCC continued)

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

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

### **3. Media Studies**

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

## **PROPOSAL TO ESTABLISH A PROGRAM IN ADVERTISING**

### **LEADING TO THE BA DEGREE**

**EFFECTIVE xxxx (xxxx)**

**SPONSORED BY THE  
DEPARTMENT OF MEDIA STUDIES**

### **CURRICULUM**

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

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(5a. UCC continued)

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

### Core requirements (18 credits)

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

### Electives (12 credits)

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

### “Capstone” & Internship (9 credits)

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

### Proposed New classes:

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

\*Revise to be an upper-level course

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

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

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



## Academic Senate Minutes – April 2, 2020

(5a. UCC continued)

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

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

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

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

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

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

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

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

#### **MEDST 223. Media Writing**

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

#### **MEDST 255. Social Media—Technology, Industry & Society**

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

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

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

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

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

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

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

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

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

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(5a. UCC continued)

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

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

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

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

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

### **MEDST 362W. “Advertising & Inequality”**

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

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

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

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

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

Prereq.: Six credits in social science or sophomore standing.

Development of perceptual, interpretive, and technical skills for the use of visual media in ethnographic representation.

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

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

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

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

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(5a. UCC continued)

**SOC 205. Social Statistics I. 6 hr. lec./lab; 4 cr.** Prereq.: Sociology 101 or SOC 235 or ANTH 101 or ECON 101 or FNES 106 or HSS 100 or PSCI 100 or PSCI 101 or URBST 101. Introduction to descriptive,

inferential, bi-variate, and multivariate statistical techniques to analyze social science data. In the statistics lab, students learn how to generate and interpret output produced by a standard statistical computer package. Lab exercises are used to reinforce the meaning of the statistics and how they behave. Not open to students with credit for ECON 249 or PSYCH 107. (MQR)

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

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

**SOC 765. Social Media Marketing Analytics**

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

### NEED AND JUSTIFICATION

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

#### 5b. Graduate Curriculum Committee

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

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

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

**GCC Minutes Dated March 11, 2020**

**ITEMS FOR 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:

## Academic Senate Minutes – April 2, 2020

(5b. GCC continued)

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

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

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

c. Submit their application before the April 30<sup>th</sup> 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

## Academic Senate Minutes – April 2, 2020

(5b. GCC continued)

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

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

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

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

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

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

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

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

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

## V. INDEMNITY

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

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

## **Academic Senate Minutes – April 2, 2020**

(5b. GCC continued)

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

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

### **VI. CONFIDENTIALITY**

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

### **VII. AMENDMENT**

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

### **VIII. COUNTERPARTS; FACSIMILE SIGNATURES**

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

### **IX. NOTICES**

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

TO FARMINGDALE STATE COLLEGE:

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

TO QUEENS COLLEGE:

**X. ENTIRE AGREEMENT**

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

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

**QUEENS COLLEGE OF THE CITY UNIVERSITY OF NEW YORK**

BY: \_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_ Elizabeth Hendrey \_\_\_\_\_  
PRINTED NAME

\_\_\_\_ Provost \_\_\_\_\_  
TITLE

**FARMINGDALE STATE COLLEGE OF THE STATE UNIVERSITY OF NEW YORK**

BY: \_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
PRINTED NAME

**ITEMS FOR UNIVERSITY REPORT**

**1. ACCOUNTING**

**a. Minor Change**

**To:**

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

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



## Academic Senate Minutes – April 2, 2020

(5b. GCC continued)

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

### 2. ACCOUNTING

#### b. Minor Change

To:

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

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

### 3. ACCOUNTING

#### c. Minor Change

To:

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

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

**Academic Senate Minutes – April 2, 2020**

(5b. GCC continued)

**4. ACCOUNTING**

**d. Minor Change**

**To:**

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

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

**5. ECP (Educational & Community Programs)**

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

**TO:**

**A) CHANGES TO TABLE ON PAGE 137:**

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

Summer-first year

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

Fall-second year

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

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

Summer-first year

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

Fall-second year

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

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

Spring-second year

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

**Academic Senate Minutes – April 2, 2020**

(5b. GCC continued)

**B) CHANGES TO PAGE 140** Nothing to be deleted.

**C) CHANGES TO PAGE 141**

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

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

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

**A) REVISIONS TO TABLE ON 137**

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

Summer-first year

ECPSP 782 Multicultural Interventions            3\*

Fall-second year

ECPSP 781 Assessment of Linguistically and Culturally Diverse Students            3\*

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

Summer-first year

ECPSP 782 Multicultural Interventions            3\*

Fall-second year

ECPSP 781 Assessment of Linguistically and Culturally Diverse Students            3\*

**B) ADDITIONS TO PAGE 140**

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

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

## Academic Senate Minutes – April 2, 2020

(5b. GCC continued)

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

### C) REVISIONS TO PAGE 141

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

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

## 6. ECP (Educational & Community Programs)

### f. New Course

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

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

## 7. ECP (Educational & Community Programs)

### g. New Course.

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

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

## 8. ECP (Educational & Community Programs)

### h. Minor Change

To:

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

## Academic Senate Minutes – April 2, 2020

(5b. GCC continued)

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

### 9. ECP (Educational & Community Programs)

#### i. Minor Change

To:

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

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

### 10. ECP (Educational & Community Programs)

#### j. Minor Change

To:

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

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

### 11. SEYS (Secondary Education & Youth Services)

#### k. Minor Change

## Academic Senate Minutes – April 2, 2020

(5b. GCC continued)

To:

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

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

## **12. SEYS (Secondary Education & Youth Services)**

### **I. New Course**

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

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

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

## Academic Senate Minutes – April 2, 2020

### 5c. Nominating Committee (no report)

## 6. Old Business

### 6a. Nominations to the Nominating Committee

Faculty-Social Sciences (no nominees)

Student-Education (no nominees)

Social Sciences –Kimberly Wyllie

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

Kimberly Wyllie                      Social Sciences                      May 2020

Seeing no further nominations, the Chair moved unanimous consent.

## 7. New Business

### 7a. Calendar of Senate and Executive Committee meetings

MOTION: Duly made by Chair Yearwood:

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

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

### Academic Senate

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

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

### Executive Committee

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

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

MOTION: Duly made by Chair, Yearwood:

“To Adjourn”

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

## Academic Senate Minutes – April 2, 2020

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

### a) Undergraduate Curriculum Committee minutes dated February 13, 2020

#### A. General Education

Numbered proposals available for review at [senate.qc.cuny.edu/Curriculum](http://senate.qc.cuny.edu/Curriculum)

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

#### 1. Macaulay Honors Program

- a. New course.

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

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

#### 2. Math

- a. New course.

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

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

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



## Academic Senate Minutes – April 2, 2020

### 3. Music

QUEENS COLLEGE  
OF  
THE CITY UNIVERSITY OF NEW YORK

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

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

EFFECTIVE FALL 2020

*SPONSORED BY THE DEPARTMENT OF THE AARON COPLAND SCHOOL OF MUSIC*

APPROVED BY

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

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

Queens College Academic Senate, [fill in date]

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

Professor and Director of the Aaron Copland School of Music, Michael Lipsey, [michael.lipsey@qc.cuny.edu](mailto:michael.lipsey@qc.cuny.edu)

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

Provost's Name:

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## Academic Senate Minutes – April 2, 2020

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

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

### INTRODUCTION

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

## Academic Senate Minutes – April 2, 2020

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

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

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

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

### PURPOSE AND GOALS

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

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

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

### NEED AND JUSTIFICATION

## Academic Senate Minutes – April 2, 2020

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

### STUDENT INTEREST/ENROLLMENT

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

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

### CURRICULUM

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

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

#### Comments on the proposed curriculum:

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

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

## Academic Senate Minutes – April 2, 2020

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

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

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

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

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

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

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

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

### FACULTY

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

### COST ASSESSMENT

Additional costs for this program will be modest:



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

Savings will be realized in the following ways:

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

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

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

EVALUATION

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

### APPENDIX A SAMPLE SCHEDULE, NEW COURSES, & SYLLABI

#### SAMPLE SCHEDULE

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

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

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

  

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

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

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

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

### NEW COURSES

New Course:

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

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

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

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

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

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

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

### REVISED COURSES WITH REVISED COURSE DESCRIPTIONS

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

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

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

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

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

### UCC Curriculum Changes

#### Aaron Copland School of Music

All changes approved by the department on May 6, 2019

#### New Courses

New Course:

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

New Course:

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

New Course:

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

New Course:

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

New Course:

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

New Course:

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

New Course:

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

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

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

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

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

### Changes to Existing Courses:

Change in Course Title and Description:

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

Change in Course Title and Description:

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

Change in Credits:

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

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### Change in Credits and Description:

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

### Change in Credits and Description:

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

### Change in Description:

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

### Change in Prerequisite:

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

### Change in Prerequisite:

To read: MUSIC 377, 377H. Musical Form and Analysis. 3 hr.; 3 cr. Prereq.: MUSIC 274; pre- or coreq.: MUSIC 374. Additional prerequisites for MUSIC 377H: CORE Music GPA of 3.5 or higher and permission of the theory coordinator and the ACSM Honors Coordinator. An intensive study of musical forms and genres from ca. 1700 to ca. 1950, including both instrumental and vocal music. Primary emphasis is on standard formal types associated with music of the eighteenth century. Adaptations of these forms by nineteenth- and early twentieth-century composers will also be covered. As a final project, honors students will write a research paper. This paper will engage with relevant published research, and also include the students' own analytical insights into either one composition or group of related compositions as determined in consultation with the instructor. Students must achieve a minimum grade of B in MUSIC 377H for the



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

Fall, Spring

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

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

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

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

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

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

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

**AARON COPLAND SCHOOL OF MUSIC -**

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

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

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

**Required Music courses for the Instrumental Track and the Choral Track**

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

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

Students who are taking MUSIC 148, 149, 248, 249, 348 or 349 (Individual Study for B.Mus. in Mus. Ed. I–VI) must perform on their major instrument each May before a faculty jury. These juries, known as Progress Evaluations, are evaluated on a pass-fail basis. Three Progress Evaluations must be passed prior to Student Teaching. There may not be more than one year’s difference (2 semesters) between the theory level and the semester of lessons. Lessons may be at level 4 while taking Theory 2 (MUSIC 174), but no greater difference will be permitted. Should the theory level fall further behind, a student will be suspended

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

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

MUSIC \*267, 365, 366, 369

\*MUS 267 (Introduction to Music Education) is a prerequisite to all other music education courses. Students must pass this course with a minimum grade of B– in order to continue the music education sequence.

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

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

### Required courses for the Instrumental Track only

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

### Required courses for the Choral Track only

MUSIC 268, 266, 75, 265, 164

### Additional Music Degree requirements:

Four Listening Exams

Senior Concentration Exam

### Academic Requirements for B.Mus in MUS Ed

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

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

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

•The Pathways SYN requirement is satisfied by MUS 377

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

## 4. English

### a. New Course.

#### **ENGL 108. Academic Communication**

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

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

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

b. New Course.

### **English 109. Introduction to Academic Writing**

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

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

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

Required Courses:

To:

Required Courses (5 courses, 20 credits)

To:

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

To:

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

To:

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

Elective Courses:

To:

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

To:

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

To:

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

### 5. Accounting

#### 1. Change to existing course:

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

#### 2. Change to existing course:

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

#### 3. Change to existing course:

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

#### I. Change to a Major:

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

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

#### b. Change to a major:

To: **THE MAJORS**

#### ACCOUNTING MAJOR

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

#### To: ACCOUNTING MINOR

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



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

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

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

#### **Admission to the Accounting Program**

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

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

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

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

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

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

### b) Graduate Curriculum Committee minutes dated February 19, 2020

#### GCC Minutes Dated February 19, 2020

##### A. ITEMS CAPPR

##### 1. SEYS (Secondary Education and Youth Services)

###### a. New Program

Computer Science Certification Extension Program

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

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

##### Course Number & Title

CSCI 611 Advanced Programming in C++

CSCI 612 Advanced Programming in Java

CSCI 613 Data Structures

CSCI 620 Discrete Structures

CSCI 640 Computer Organization and Assembly Language

CSCI 655 Internet and Web Technologies

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

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

TO:

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

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

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

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

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

Admissions Requirements and Prerequisites  
for MAT Program

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

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

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

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

#### **Fall Year 1 (12 credits)**

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

#### **Spring Year 1 (12 credits)**

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

### **Summer Year 1 (3 credits)**

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

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

### **Spring Year 2 (6 credits)**

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

### **Summer Year 2 (6 credits)**

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

**Total** **51**  
**cr.**

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

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

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

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

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

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

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

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

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

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

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

### Academic Prerequisites

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

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

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

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

### Math, Science, and Technology:

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

### Foreign Language:

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

### Maintenance Requirements

Once admitted to the certification program, candidates must:

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

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

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

### Graduation Requirements

To graduate, all candidates must:

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

### Teacher Certification Requirements

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

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

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

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



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

### B. ITEMS FOR UNIVERSITY REPORT

#### 1. ECP (Educational & Community Programs)

##### a. New Course

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

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

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

### **2. ECP (Educational & Community Programs)**

#### **a. New Course.**

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

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

### **4. SEYS (Secondary Education & Youth Services)**

#### **a. New Course**

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

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

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### c) Nominating Committee Report dated March 12, 2020

#### 1) Auxiliary Enterprises Corp.

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

Jane Cho                                      A&H                                      through June 2023

#### 2) Campus Affairs, Environment & Graduation Advisory Committee

The following student was elected to fill the OPEN seat:

Madison Vallarino                      Arts & Humanities                      through December 2021

#### 3) Committee on Academic Technology

The following students were elected to fill the OPEN seat:

Muraduz Zaman                      Arts and Humanities                      through April 2021

Shahnaz Bashir                      Math & Natural Sciences                      through April 2020

#### 4) Committee on Teaching Excellence & Evaluation

The following student was elected to fill the OPEN seat:

Yuk Chi Leung                      At-Large                                      through December 2020

#### 5) Committee on Undergraduate Admissions & Re-entry Standards

The following students were elected to fill the OPEN seat:

Joseph Cho                                      At-Large                                      through December 2020

Sophie Chianese                      Arts & Humanities                      through December 2021

#### 6) Elections Committee

The following students were elected to fill the OPEN seat:

Shaline, Mahadeo                      At-Large                                      through December 2021

Zainab Akande                                      At-Large                                      through December 2021

#### 7) International Student Affairs Committee

The following students were elected to fill the OPEN seat:

Hassan Waseem                      (no divisional requirement)                      through December 2020

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Ming Lei (no divisional requirement) through December 2020

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

Jihee Choi (no divisional requirement) through December 2020

Norberto Quiles Gonzalez (no divisional requirement) through December 2020

Sunghee Shin (no divisional requirement) through December 2021

**8) Policy Board on Administration**

The following students was elected to fill the OPEN seat:

Alexander Kestenbaum (no divisional requirement) through December 2021

Jasmine Morales (no divisional requirement) through December 2021

**9) Special Committee on Governance**

The following student was elected to fill the OPEN seat:

Naomi Oken At-Large through April 2020

**10) Undergraduate Curriculum Committee**

The following student was elected to fill the OPEN seat:

Siddharth Malviya Math & Natural Sciences through December 2020

**A. General Education**

Numbered proposals available for review at [senate.qc.cuny.edu/Curriculum](http://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. Economics (Approved by UCC 12/12/2019 but inadvertently left off minutes)**

## a. Changes to the BA Economics Program.

From:

**REQUIREMENTS FOR THE MAJOR IN ECONOMICS (MAJOR CODE ECON-BA)****Required: 33 credits**

- MATH 131 or the equivalent and at least 33 credits in economics and business courses (exclusive of ECON 151, 253, 254, 258, and 370, and 393 and BUS 385 and 393). ECON 101 or 103, 102 or 104, 202 or 225, 201 or 226, and 249 and 382 are required of all majors. Transfer students must take at least 18 credits of economics at Queens College. All students must have at least a *C* average in each of MATH 131, ECON 101 or 103, ECON 102 or 104, ECON 202 or 225, ECON 201 or 226, ECON 249, and ECON 382. A combined average of *C* must also be obtained in the above 7 courses plus the four required electives. Only courses taken at Queens College are included in these averages.

*Note:* Electives for the major or minor must be at or above the 200 level (exclusive of ECON 393 and BUS 393)

To Read:

**REQUIREMENTS FOR THE MAJOR IN ECONOMICS (MAJOR CODE ECON-BA)****Required: 33 credits**

- MATH 131 or the equivalent and at least 33 credits in economics and business courses (exclusive of ECON 151, 253, 254, 258, and 370, and 393 and BUS 385 and 393 and inclusive of RM705). ECON 101 or 103, 102 or 104, 202 or 225, 201 or 226, and 249 and 382 are required of all majors. Transfer students must take at least 18 credits of economics at Queens College. All students must have at least a *C* average in each of MATH 131, ECON 101 or 103, ECON 102 or 104, ECON 202 or 225, ECON 201 or 226, ECON 249, and ECON 382. A combined average of *C* must also be obtained in the above 7 courses plus the four required electives. Only courses taken at Queens College are included in these averages.

*Note:* Electives for the major or minor must be at or above the 200 level (exclusive of ECON 393 and BUS 393 and inclusive of RM 705.)

*Justification:*

RM 705. Risk Transfer to Financial Markets. 3 hr.; 3 cr. RM 703 or BUS 350 is recommended.

*RM 705 Risk Transfer to Financial Markets is a graduate level finance course in the Risk Management Program. This advanced finance course would be valuable for Economics Majors who have completed higher level finance courses such as Bus 350 Investment Analysis. Moreover, this allows undergraduates to earn elective credits by taking a Risk Management course. Undergraduates with a strong academic background in finance can use Risk Management courses to complete a Risk Management Advanced Certificate. The Certificate requires 4 RM courses, which include RM705 as a choice.*

## b. Changes to the BBA Finance Program:

From:

Choose two Electives from:

BUS350: Investment Analysis

BUS351: Financial Markets

BUS352: Investment Management

BUS353: Options and Futures Markets

Choose two Electives from:

ECON201: Intermediate Macro  
 ECON215: Money and Banking  
 ECON229: History of International Business and Finance  
 BUS354: Multinational Financial Management  
 BUS356: Applied Financial Analysis  
 BUS386: Financial Econometrics

To Read:

Choose two Electives from:  
 BUS350: Investment Analysis  
 BUS351: Financial Markets  
 BUS352: Investment Management  
 BUS353: Options and Futures Markets or RM 705 Risk Transfer to Financial Markets

Choose two Electives from:

ECON201: Intermediate Macro  
 ECON215: Money and Banking  
 ECON229: History of International Business and Finance  
 BUS354: Multinational Financial Management  
 BUS356: Applied Financial Analysis or RM 711 Applied Financial Analysis  
 BUS386: Financial Econometrics

*Justification:*

RM 705. *Risk Transfer to Financial Markets*. 3 hr.; 3 cr. RM 703 or BUS 350 is recommended.  
 RM 711. *Applied Financial Analysis*. 3 hr.; 3 cr. Prereq.: ECON 602 or BUS 241.

*In the past Bus 353 Options and Futures Markets was cross-listed with RM 705 Risk Transfer to Financial Markets because the courses have substantial overlap in the material covered. Similarly Bus 356 Applied Financial Analysis was cross listed with RM 711 Applied Financial Analysis due to substantial overlap in material covered. By taking RM 705 and RM 711 as electives, BBA Finance students with a strong academic background can accumulate Risk Management courses to complete a Risk Management Advanced Certificate. The Certificate requires 4 RM courses, which include RM705 and RM 711 as a choice.*

c. Changes to pre-requisites for ECO 249

From:

ECON 249. Statistics as Applied to Economics and Business.  
 3 lec., 1 lab. hr.; 3 cr. Prereq.: ECON 101 or 103 and MATH 131 or equivalent.  
 The topics covered are descriptive statistics, elementary probability theory, sampling statistical inference, estimation, and simple correlation and regression. (Not open to students with credit for MATH 241, which will be accepted in lieu of ECON 249.) Fall, Spring

To Read:

ECON 249. Statistics as Applied to Economics and Business. 3 lec., 1 lab. hr.; 3 cr. Prereq.: ECON 101 or 103 and MATH 122 or MATH 131 or MATH 141 or MATH 151 or MATH 157, or equivalent. The topics covered are descriptive statistics, elementary probability theory, sampling statistical inference, estimation, and simple correlation and regression. (Not open to students with credit for MATH 241, which will be accepted in lieu of ECON 249.) Fall, Spring

*Justification:*

The change will allow students who have completed MATH 122 Precalculus to enroll in Eco 249, Statistics for Economics and Business. Currently only students who have completed Calculus, Math 131 or MATH 141 or MATH 151 or MATH 151 or Math 157 can take the course. MATH 122 provides enough math background for students to successfully complete ECO 249. While all Economics Majors have to take Calculus many of the students who take Eco 249 are majors in Accounting and other fields that do not require calculus for their respective majors. Moreover, by changing the pre-requisite for Eco 249, Queens College will have pre-requisites for Statistics for Economics and Business that are consistent with those of other CUNY schools including Baruch College.

**2. Urban Studies**

## a. New course:

URBST 264. VT: Special Topics in Environmental Studies.

3 hours, 3 credits. Prerequisite: None.

Selected topics in environmental studies. A lecture course at the intermediate level (May be repeated for credit provided the topic is different).

*Justification:*

This new special topics course will specifically address urban environmental issues. Previously, we have offered such courses under the general course number, URBST 265: Special Topics in Urban Studies, which covers topics that are environmentally-related as well as topics that do not pertain to the environment. Adding a new Special Topics course dedicated specifically to environmental issues will make course selection easier for environmental studies students.

**3. English**

## a. Change to the minor.

From:

Required (~~18~~ credits)

~~ENGL 130 (or departmental consent), 170W, 241, 244 and either 242 or 243~~

To:

Required (8 credits)

ENGL 170W

One of the following: ENGL 241, 242, 243, or 244

The prerequisite for ENGL 170W is ENGL 130, which you must complete before beginning the minor (or receive departmental consent). You must take at least 12 credits required for the minor at Queens College

*Justification:*

Removing ENGL 130 (EC2) from the minor would establish ENGL 170W as the specific location in the curriculum for the preliminary training of English minors. ENGL 130 would continue to be the pre-requisite for ENGL 170W and the department doesn't anticipate offering fewer sections of ENGL 130 in the future. Removing our EC2 course from the minor also follows the practice of other departments across different schools, including Biology, Comparative Literature, Drama, and History, which do not include their EC2 course within the requirements of the minor.

Minors would also have the freedom to choose one of the four courses in Literary Research Methods (ENGL 241, 242, 243, or 244).



*Taken together, these changes reduce the credits of required courses from 18 to 8 and the overall credits in the English minor from 30 to 20. This credit reduction is in proportion to the reduction of the credits in the English major from 46 to 41. It would also make the English minor comparable to the size of most minors in the School of Arts and Humanities; as, for example: 21 credits for Studio Art, Film Studies, Media Studies, and Religious Studies; 18 credits for Art History, Classical Studies, Drama and Theater, and Spanish; and 15 credits for Comparative Literature, French, German, Italian, Modern Greek, and Russian.*

## GCC Minutes Dated April 1, 2020

### A. ITEMS FOR CAPPR

#### 1. ECP (Educational and Community Programs)

##### a. Program Change

*Please give the present requirements as previously passed by the Academic Senate. Cross out the material that you wish changed or eliminated:*

#### PROGRAMS & SPECIALIZATIONS

##### School Counseling Program

The graduate program is approved by the New York State Education Department and leads to ~~permanent~~ certification as a school counselor ~~upon completion of the 60 credit MEd degree and 2 years of post master's employment in a school setting. Students may obtain a provisional state certification after the completion of 30 credits. The provisional certification application must be handled by the student directly with the state. Dr. John Pellitteri is the school counseling advisor, and Dr. Lourdes Rivera is the multicultural specialization advisor.~~

The following are specific requirements for all candidates in school counseling:

(a) School counseling specialty courses:

ECPCE 802. ~~Special~~ Issues in School Counseling

ECPCE 806. Administration and Organization of School Counseling Programs

ECPCE 808. Child and Adolescent Counseling

ECPCE 809. Learning & Motivation in School Counseling

(b) Fieldwork in K-12 school settings as part of ECPCE 729.4. Practicum in School Counseling (4 credits) and ECPCE 829. Internship in School Counseling (8 credits).

(c) Completion of a final research project (as part of ECPCE 807 Research Methods) in an area related to school counseling.

(d) Completion of ~~four~~ workshops: child abuse reporting, school violence, school safety, and ~~substance abuse~~. The workshop sessions usually last 2-3 hours and are offered periodically throughout the year by the college. Contact the Office of Continuing Education for information

about these workshops. ~~(Note that the substance abuse workshop which is a college requirement but not a state requirement is embedded in ECPCE 708.)~~

##### ~~Additional Requirements for the Bilingual Extension Specialization~~

~~(a) ECPCE 803. Multicultural Issues in Counseling (required for all candidates).~~

~~(b) An additional course in bilingual issues (ECPSP 866. Multicultural Interventions or equivalent, as per advisor) for a total of 63 credits.~~

~~(c) At least 6 of the 8 internship credits (450 internship hours) must be with a bilingual population.~~

~~(d) The final research project (ECPCE 807) on a topic in multicultural/bilingual issues.~~

## Course Descriptions

~~ECPCE 700: Foundations of Counseling. 3 hr.; 3 cr. This course is an introduction to the field of counseling and will survey the broad areas of knowledge necessary for preparation of professional counselors. It covers psychological theory that is the basis of the counseling relationship, counseling process, and therapeutic change. The history of counseling, ethics, and the various roles of professional counselors will be addressed. The course facilitates the development of the skills and learning processes necessary for counselor training at the graduate level.~~

ECPCE 701: Lab in Self-Awareness. 3 hr.; 3 cr. Taken concurrently with ECPCE 700, this experiential course develops listening, feedback, and communication skills through guided exercises and readings. The small group experience is used to explore and enhance self-awareness of intrapersonal and interpersonal dynamics through a variety of psychological, social, and professional perspectives. It is the basis for the personal and professional development expected of the counselor-in-training. Graded on a Pass/Fail basis only.

ECPCE 702: Theories of Human Development. 3 hr.; 3 cr. This course is a survey of the major theories of personality, cognitive, and social-emotional development through the lifespan. It includes study of family, social and ecological factors as they interact with individual factors to facilitate development. The course emphasizes the application of developmental principles to counseling interventions.

ECPCE 703: Lab in Counseling Techniques. 3 hr.; 3 cr. Taken concurrently with ECPCE 704, this course focuses on developing basic counseling skills with individuals. Emphasis is on creating the core conditions for facilitating the counseling relationship and process, practicing appropriate application of counseling microskills, and coordinating intervention techniques with counselor intentions for therapeutic change. Role plays, video feedback and group discussions as well as other activities will be used. Graded on a Pass/Fail basis only.

ECPCE 704: Counseling Theories 3 hr.; 3 cr. This course surveys the major theories of counseling and psychotherapy. Issues of theoretical assumptions, assessment, treatment, and outcome will be addressed as well as their application to counseling settings and specific clinical populations. Comparison of the various empirically based models of counseling will aim to derive common principles of therapeutic change.

ECPCE 706: Theories of Group Counseling. 3 hr.; 3 cr. This course will provide an overview of the major theories of group counseling with a focus on task groups, psychoeducational groups, and therapy groups. Topics will include techniques of group counseling, group dynamics, developmental stage theories, group process components, types of groups, ethical and legal

considerations, leadership styles, as well as research and literature in group counseling and social systems. Experiential exercises will be used to reinforce concepts.

ECPCE 707: Lab in Group Counseling Techniques. 3 hr.; 3 cr. Prereq.: ECPCE 706. This is an experiential course where students practice techniques of group interventions that are taught in the theory part of the course sequence. Students gain experience in developing their own leadership styles and responding to group dynamics. Topics will include techniques of co-facilitation, giving and receiving corrective feedback, and development of group session plans

~~ECPCE 729: Practicum in School Counseling. 100 hr. per semester (placement in a school setting, grades K-12); 4 cr. Prereq.: Completion of 12 cr. in the program including ECPCE 703. The focus will be on advanced skills development (through video feedback), integration of counseling theory, and applications to fieldwork sites. Supervision will involve the use of video or audiotapes. Professional counseling issues encountered in field placement will be addressed. A comprehensive case study is required as part of this course.~~

ECPCE 800: Career Development and Assessment. 3 hr.; 3 cr. This course will introduce students to the theories and practice of career counseling throughout the lifespan, the administration and interpretation of selected inventories, available career resources, and the ethical and practice standards in the field. As part of this course, issues related to working with diverse populations (gender, race, culture, and sexual orientation) will be explored. Field-based hours outside the classroom are required to administer career assessment instruments.

ECPCE 802: Special Issues in School Counseling. 3 hr., 3 cr. This course involves the study of special issues in school counseling including substance abuse, suicide, violence, trauma, crisis intervention, and ethics as they relate to educational settings. Particular emphasis is given to issues related to special needs students. The course will also cover counseling strategies, consultation and resources in the community.

ECPCE 803: Multicultural Issues in Counseling. 3 hr.; 3 cr. This course will introduce students to issues of diversity within the counseling process and society as a whole. As part of this course, students will examine issues related to race, culture, ethnicity, gender, sexual orientation, religion, socioeconomic class, and power. Students will be introduced to ethical and practice standards in the field as they relate to working with the culturally diverse client. A significant aspect of this course is to assist the emerging counselor in developing a deeper self-awareness as an individual and a professional, particularly as it relates to issues of diversity, and the impact of these issues on professional roles.

ECPCE 804: Assessment Methods in Counseling. 3 hr.; 3 cr. This course covers the concepts, principles, and theoretical foundations of psychological and educational measurement. It surveys individual cognitive, personality, and educational measures as well as couples, family, and group assessment instruments. Consideration is given to ethical practice and to factors of culture, gender, language, ethnicity, age, disability, and examiner bias in the administration and interpretation of tests.

ECPCE 806: Administration and Organization of School Counseling

Programs. 3 hr.; 3 cr. This course covers the role and function of the counselor in school settings; the study of school structure, policies, and procedures; the development, implementation, and evaluation of counseling and guidance services; issues in consultation, administration, and systemic interventions.

~~ECPCE 807: Research Methods in Counseling. 3 hr.; 3 cr. This course is a survey of methods of research design. It includes program evaluation, ethical and legal considerations in research and the interpretation and critique of research as it relates to the field of counseling. The students work with the instructor to develop a research project in the student's area of specialization and interest or are involved in direct research activities.~~

ECPCE 808: Child and Adolescent Counseling. 3 hr.; 3 cr. Prereq.: ECPCE 702, Theories of Human Development or equivalent. This course will focus on the methods, techniques, and issues of counseling children and adolescents. General considerations of developmental stages, family dynamics, school environment and the therapeutic relationship will be discussed. The etiology and assessment of common childhood disorders and empirically supported treatment will be reviewed. Cognitive-behavioral, pharmacological, educational, and ecological interventions will be addressed as well as issues of prevention and community resources.

ECPCE 809: Learning and Motivation in School Counseling. 3 hr.; 3 cr. This course will cover major theories of learning and motivation as they apply to school counseling settings. Principles of attribution, self-efficacy, goal setting, conditioning, and information processing will be applied to student achievement and academic development as well as to the counseling experience as a type of learning process. Emphasis will be placed on the role of the counselor as a consultant to teachers, in support services for students with learning and motivation difficulties, and in psychoeducational and ecological interventions. The course is designed for graduate students to experience their own learning and motivational processes.

ECPCE 810: College and Career Readiness in K-12 Schools. 3 hr.; 3 cr. This course is an introduction and overview to college and career readiness from a holistic and developmental perspective for students in the K-12 setting. Working within a developmental and social justice framework participants will: learn about developmentally appropriate academic and personal needs of students as they transition from elementary through high school; learn about strategies and interventions to facilitate students' college career readiness at the elementary, middle and secondary school level; learn about and utilize informational resources needed to assist students with secondary transition planning (included but not limited to identifying postsecondary options, the college application and admissions process, sources of financial assistance); and learn about strategies for working collaboratively with teachers, administrators, parents and other key stakeholders in facilitating student college and career readiness and postsecondary transition. This course will include information and strategies for working with special populations (e.g., undocumented students, ELLs, LGBT, and students with disabilities) on the postsecondary transition planning process.

~~ECPCE 829: Internship in School Counseling. 2 hr. plus fieldwork; 1-4 cr. May be repeated for credit. Prereq.: Permission of advisor and completion of the School Counseling Practicum course, ECPCE 729. Students will be placed for 75 to 300 hours per semester in a K-12~~

~~educational setting under supervision of a field clinician and Queens College faculty. Graded on a Pass/Fail basis only.~~

- ECPCE 829.1. 1 cr. (75 hr.)
- ECPCE 829.2. 2 cr. (150 hr.)
- ECPCE 829.3. 3 cr. (225 hr.)
- ECPCE 829.4. 4 cr. (300 hr.)

*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:*

## **PROGRAMS & SPECIALIZATIONS**

### **School Counseling Program**

The School Counseling Program leads to a Master of Science in Education (MSED) and New York State Certification in K-12 school counseling. This 60-credit program prepares culturally responsive school counselors who effectively promote the academic, social/emotional and career development of P-12 students.

The following are specific requirements for all candidates in school counseling:

- (a) School counseling specialty courses:
  - ECPCE 700. Foundations of School Counseling
  - ECPCE 802. Clinical and Contextual Issues in School Counseling
  - ECPCE 806. Administration and Organization of School Counseling Programs
  - ECPCE 808. Child and Adolescent Counseling
  - ECPCE 809. Learning & Motivation in School Counseling
- (b) Placement in a K–12 school setting as part of ECPCE 729.4. Practicum in School Counseling (4 credits) and ECPCE 829.
- (c) Placement in a K-8 school setting as part of ECPCE 829 Internship in School Counseling (4 credits).
- (d) Placement in a 9-12 school setting as part of ECPCE 829 Internship in School Counseling (4 credits).
- (e) Completion of a final research project (as part of ECPCE 807 Research Methods) in an area related to school counseling.
- (f) Completion of three workshops: Child Abuse Identification, School Violence Prevention and Intervention, and Dignity for All Students (DASA). Additional information can be obtained through the Teacher Certification Office  
<https://www.qc.cuny.edu/academics/degrees/education/certification/Pages/TCERTHome.aspx>

### **Course Descriptions**

ECPCE 700: Foundations of School Counseling. 3 hr.; 3 cr. This course is an introduction to the field of school counseling that will provide an overview of the knowledge necessary for preparation as professional school counselors. Some of the topics addressed in this course include: professional and ethical responsibilities, consultation, multicultural and diversity issues, college and career readiness, and the perspectives and practices necessary for school counseling in the 21<sup>st</sup> century. Candidates will also be introduced to the components required for the development and management of a school counseling program, and the use of data to inform decision-making. In addition, candidates will learn the various roles of a school counselor as leaders, advocates, consultants, coordinators, and collaborators. This course will utilize both theory and the exposure to practitioners in the field to better understand the function as a professional school counselor. As this course facilitates the development of the skills necessary for counselor training at the graduate level, topics such as research in counseling and scholarly writing will also be addressed.

ECPCE 701: Lab in Self-Awareness. 3 hr.; 3 cr. Taken concurrently with ECPCE 700, this experiential course develops listening, feedback, and communication skills through guided exercises and readings. The small group experience is used to explore and enhance self-awareness of intrapersonal and interpersonal dynamics through a variety of psychological, social, and professional perspectives. It is the basis for the personal and professional development expected of the counselor-in-training. Graded on a Pass/Fail basis only.

ECPCE 702: Theories of Human Development. 3 hr.; 3 cr. This course is a survey of the major theories of personality, cognitive, and social-emotional development through the lifespan. It includes study of family, social and ecological factors as they interact with individual factors to facilitate development. The course emphasizes the application of developmental principles to counseling interventions.

ECPCE 703: Lab in Counseling Techniques. 3 hr.; 3 cr. Taken concurrently with ECPCE 704, this course focuses on developing basic counseling skills with individuals. Emphasis is on creating the core conditions for facilitating the counseling relationship and process, practicing appropriate application of counseling microskills, and coordinating intervention techniques with counselor intentions for therapeutic change. Role plays, video feedback and group discussions as well as other activities will be used. Graded on a Pass/Fail basis only.

ECPCE 704: Counseling Theories 3 hr.; 3 cr. This course surveys the major theories of counseling and psychotherapy. Issues of theoretical assumptions, assessment, treatment, and outcome will be addressed as well as their application to counseling settings and specific clinical populations. Comparison of the various empirically based models of counseling will aim to derive common principles of therapeutic change.

ECPCE 706: Theories of Group Counseling. 3 hr.; 3 cr. This course will provide an overview of the major theories of group counseling with a focus on task groups, psychoeducational groups, and therapy groups. Topics will include techniques of group counseling, group dynamics, developmental stage theories, group process components, types of groups, ethical and legal considerations, leadership styles, as well as research and literature in group counseling and social systems. Experiential exercises will be used to reinforce concepts.

ECPCE 707: Lab in Group Counseling Techniques. 3 hr.; 3 cr. Prereq.: ECPCE 706. This is an experiential course where students practice techniques of group interventions that are taught in the theory part of the course sequence. Students gain experience in developing their own leadership styles and responding to group dynamics. Topics will include techniques of co-facilitation, giving and receiving corrective feedback, and development of group session plans

ECPCE 729: Practicum in School Counseling. 100 hr. per semester (placement in a school setting, grades K–12); 4 cr. Prereq.: Permission of the advisor, completion of 12 cr. in the program including ECPCE 703. Practicum is a field-based course during which candidates will be placed for 100 hours in a K-12 school setting. During practicum candidates will engage in activities related to the development, implementation, and evaluation of the elements of the school counseling program (60% of hours) and provide direct student services (40% of hours) with a focus on integrating theoretical concepts with advanced techniques to develop a cohesive approach to counseling. A comprehensive case study is required as part of this course. While on practicum candidates are under the supervision of a school counselor and a Queens College faculty and must attend a course on campus.

ECPCE 801: Career Development and Assessment in School Settings. 3 hr.; 3 cr. This course will introduce candidates to the theory and practice of career counseling, the administration and interpretation of selected inventories, the career counseling process, available career resources, and the ethical and practice standards related to career counseling in school settings. Particular focus will be placed on the career development process of students in grades K-12 and the school counselor's role in providing developmentally appropriate career development services. As part of this course, issues related to working with diverse populations, (gender, race, culture, ability, and sexual orientation) will be explored.

ECPCE 802: Clinical and Contextual Issues in School Counseling. 3 hr., 3 cr. This course involves the study of clinical and contextual issues in school counseling including depression, substance abuse, suicide, violence in schools and communities, psychological trauma, crisis intervention, and ethics as they relate to educational settings. Particular emphasis is given to issues related to linguistically diverse learners, immigrants, and special needs students. The course will also explore effective counseling strategies and resources in the community. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners/bilingual education.

ECPCE 803: Multicultural Issues in Counseling. 3 hr.; 3 cr. This course will introduce students to issues of diversity within the counseling process and society as a whole. As part of this course, students will examine issues related to race, culture, ethnicity, gender, sexual orientation, religion, socioeconomic class, and power. Students will be introduced to ethical and practice standards in the field as they relate to working with the culturally diverse client. A significant aspect of this course is to assist the emerging counselor in developing a deeper self-awareness as an individual and a professional, particularly as it relates to issues of diversity, and the impact of these issues on professional roles.



ECPCE 805: Assessment Methods in School Counseling. 3 hr.; 3 cr. This course covers the principles of assessment methods used in school counseling. There will be a review of basic statistical concepts and educational measurement. The course will survey cognitive, personality, career and educational tests. Assessment and evaluation methods specific to education and to school counseling will be covered. Ecological assessment and program evaluation will be addressed. Critical issues will include factors of culture, gender, linguistic diversity, ethnicity, age, disability, and examiner bias. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners/bilingual education.

ECPCE 806: Administration and Organization of School Counseling Programs. 3 hr.; 3 cr. This course covers the role and function of the counselor in school settings; the study of school structure, policies, and procedures; the development, implementation, and evaluation of counseling and guidance services; issues in consultation, administration, and systemic interventions. The first part of the course describes the regulations and laws that govern student support services. The second portion of the course deals with the New York State “Comprehensive Counseling Program” and the best practices for providing and evaluating complete multi-tiered programs with diverse student populations to including Special Education and linguistically diverse students. Dispersed throughout the course, candidates will see how the use of technology and its application assists the counselor with routine clerical work, record keeping and data driven decisions. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners.

ECPCE 807: Research Methods in Counseling. 3 hr.; 3 cr. This course surveys methods of research designs used in psychological, educational, and counseling research and program evaluation. The goals of the course are for candidates to develop a foundation in empirical research to become critical consumers of studies in the counseling literature. Candidates work with the instructor to develop a research project in the candidate’s area of specialization or are involved in direct research activities. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners. Ethical considerations, application of research skills to counseling activities, and use of data for program development will also be discussed.

ECPCE 808: Child and Adolescent Counseling. 3 hr.; 3 cr. Prereq.: ECPCE 702, Theories of Human Development or equivalent. This course will focus on the methods, techniques, and issues of counseling children and adolescents. General considerations of developmental stages, family dynamics, school environment and the therapeutic relationship will be discussed. The etiology and assessment of common childhood disorders and empirically supported treatment will be reviewed. Cognitive-behavioral, pharmacological, educational, and ecological interventions will be addressed as well as issues of prevention and community resources.

ECPCE 809: Learning and Motivation in School Counseling. 3 hr.; 3 cr. This course will cover major theories of learning and motivation as they apply to school counseling settings. Principles of attribution, self-efficacy, goal setting, conditioning, and information processing will be applied to student achievement and academic development as well as to the counseling

experience as a type of learning process. Emphasis will be placed on the role of the counselor as a consultant to teachers, in support services for students with learning and motivation difficulties, and in psychoeducational and ecological interventions. The course is designed for graduate students to experience their own learning and motivational processes.

ECPCE 810: College and Career Readiness in K-12 Schools. 3 hr.; 3 cr. This course is an introduction and overview to college and career readiness from a holistic and developmental perspective for students in the K-12 setting. Working within a developmental and social justice framework participants will: learn about developmentally appropriate academic and personal needs of students as they transition from elementary through high school; learn about strategies and interventions to facilitate students' college career readiness at the elementary, middle and secondary school level; learn about and utilize informational resources needed to assist students with secondary transition planning (included but not limited to identifying postsecondary options, the college application and admissions process, sources of financial assistance); and learn about strategies for working collaboratively with teachers, administrators, parents and other key stakeholders in facilitating student college and career readiness and postsecondary transition. This course will include information and strategies for working with special populations (e.g., undocumented students, ELLs, LGBT, and students with disabilities) on the postsecondary transition planning process.

ECPCE 829: Internship in School Counseling. Internship is a field-based course during which candidates will be placed for 75 to 300 hours per semester in a K-8 or 9-12 school setting. During the program, candidates are required to complete at least 300 hours in a K-8 school setting and at least 300 hours in a 9-12 school setting. While on internship candidates will engage in activities related to the development, implementation, and evaluation of the elements of the school counseling program (60% of hours) and provide direct student services (40% of hours). A case study is required as part of this course. During internship candidates are under supervision of a school counselor and Queens College faculty and must attend a course on campus. Prerequisites: Permission of the advisor and completion of the School Counseling Practicum course, ECPCE 729.4.

ECPCE 829.1. 1 cr. (75 hr.)

ECPCE 829.2. 2 cr. (150 hr.)

ECPCE 829.3. 3 cr. (225 hr.)

ECPCE 829.4. 4 cr. (300 hr.)

*Justification: The New York State Board of Regents recently approved new program registration requirements for school counselor preparation programs which take effect for all students admitted as of the fall of 2021. Due to these changes, all school counselor education programs are required to re-register with the New York State Department of Education and demonstrate how the new standards are being addressed. The program changes that we are submitting are designed to address the standards that have been approved.*

## **b. Program Change**

### **Post-Master's Program in Adolescent Special Education (grades 7-12)**

*Please give the present requirements as previously passed by the Academic Senate. Cross-out the material that you wish changed or eliminated:*

In addition to our MSED programs, our MAT program, and the BCBA track option, we offer three ~~18~~- credit Post Master Advanced Certification programs for each of the three age ranges mentioned above.

### **Adolescent Special Education**

ECPSE 700 Foundations of Special Education	3 cr.
ECPSE 740 Curriculum and Instruction for Adolescent Special Education	3 cr.
ECPSE 703 Introduction to Assessment in Adolescent Special Education	3 cr.
ECPSE 722 Applied Behavior Analysis & Positive Behavior Support	3 cr.
<del>ECPSE 725 Internship in Severe Disabilities</del>	<del>6 cr.</del>
Total	<del>18</del> -cr.

*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:*

In addition to our MSED programs, our MAT program, and the BCBA track option, we offer three 12 to 15 credit Post Master Advanced Certification programs for each of the three age ranges mentioned above.

### **Adolescent Special Education (Grades 7-12)**

ECPSE 700 Foundations of Special Education <u>(waived contingent on an acceptable equivalent completed prior to acceptance into the program)</u>	3cr.
ECPSE 740 Curriculum and Instruction for Adolescent Special Education	3 cr.
ECPSE 703 Introduction to Assessment in Adolescent Special Education	3 cr.
ECPSE 722 Applied Behavior Analysis & Positive Behavior Support	3 cr.
<u>ECPSE 726 Practicum in Severe Disabilities</u>	3 cr.
Total	<u>12-15</u> cr.

*Justification: The current post master's program in adolescent special education (grades 7-12) offered by the Graduate Programs in Special Education (GPSE) at Queens College, consists of 18 graduate credits. The requested changes are designed to reduce the overall number of credits from 18 to 12 or 15 credits. These changes will keep the post master's program in-line with NYSED requirements for post master's advanced certification programs while eliminating extra credits that are not needed for this certificate program. The reduction in program credits will be accomplished in two ways. First, the GPSE at Queens College, will exempt program applicants from completing foundations in special education graduate level coursework (e.g., ECPSE 700:*

*Foundations in Special Education) if this requirement was met through previous coursework prior to being admitted into the program. Second, the GPSE will replace the current 6-credit special education practicum course (i.e., ECPSE 725: Internship in Severe Disabilities) with a 3-credit equivalent that is designed for post master's candidates.*

### **c. Program Change**

#### **Post-Master's Program in Adolescent Special Education (Grades 1-6)**

*Please give the present requirements as previously passed by the Academic Senate. Cross-out the material that you wish changed or eliminated:*

In addition to our MSED programs, our MAT program, and the BCBA track option, we offer three ~~18~~-credit Post Master Advanced Certification programs for each of the three age ranges mentioned above.

#### **Childhood Special Education**

ECPSE 700 Foundations of Special Education	3 cr.
ECPSE 710 Curriculum and Instruction for Childhood Special Education	3 cr.
ECPSE 702 Introduction to Assessment in Childhood Special Education	3 cr.
ECPSE 722 Applied Behavior Analysis & Positive Behavior Support	3 cr.
<del>ECPSE 725 Internship in Severe Disabilities</del>	<del>6 cr.</del>
Total	<del>18</del> cr.

*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:*

In addition to our MSED programs, our MAT program, and the BCBA track option, we offer three 12 to 15 credit Post Master Advanced Certification programs for each of the three age ranges mentioned above.

#### **Childhood Special Education (Grades 1-6)**

ECPSE 700 Foundations of Special Education <u>(waived contingent on an acceptable equivalent completed prior to acceptance into the program)</u>	3 cr.
ECPSE 710 Curriculum and Instruction for Childhood Special Education	3 cr.
ECPSE 702 Introduction to Assessment in Childhood Special Education	3 cr.
ECPSE 722 Applied Behavior Analysis & Positive Behavior Support	3 cr.
ECPSE 726 <u>Practicum in Severe Disabilities</u>	3 cr.
Total	<u>12-15</u> cr.

*Justification: The current post master's program in childhood special education (grades 1-6) offered by the Graduate Programs in Special Education (GPSE) at Queens College, consists of 18 graduate credits. The requested changes are designed to reduce the overall number of credits from 18 to 12-15 credits. These changes will keep the post master's program in-line with NYSED requirements for post master's advanced certification programs while eliminating extra credit that are not needed for this certificate program. This reduction in program credits will be accomplished in two ways. First, the GPSE at Queens College, will exempt program applicants from completing foundations in special education graduate level course (e.g., ECPSE 700: Foundations in Special Education) if this requirement was met through previous coursework prior to being admitted into the program. Second, the GPSE will replace the current 6-credit special education practicum course (i.e., ECPSE 725: Internship in Severe Disabilities) with a 3-credit equivalent that is designed for post master's candidates.*

**d. Program Change**

**Post-Master's Program in Adolescent Special Education (B-2)**

*Please give the present requirements as previously passed by the Academic Senate. Cross-out the material that you wish changed or eliminated:*

In addition to our MSED programs, our MAT program, and the BCBA track option, we offer three ~~18~~-credit Post Master Advanced Certification programs for each of the three age ranges mentioned above.

**Early Childhood Special Education**

ECPSE 700 Foundations of Special Education	3 cr.
ECPSE 730 Curriculum and Instruction for Early Childhood Special Education	3 cr.
ECPSE 701 Introduction to Assessment in Early Childhood Special Education	3 cr.
ECPSE 722 Applied Behavior Analysis & Positive Behavior Support	3 cr.
<del>ECPSE 725 Internship in Severe Disabilities</del>	<del>6 cr.</del>

Total 18-cr.

*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:*

In addition to our MSED programs, our MAT program, and the BCBA track option, we offer three 12 to 15 credit Post Master Advanced Certification programs for each of the three age ranges mentioned above.

ECPSE 700 Foundations of Special Education  
(waived contingent on an acceptable equivalent completed)

<u>prior to acceptance into the program)</u>	3 cr.
ECPSE 730 Curriculum and Instruction for Early Childhood Special Education	3 cr.
ECPSE 701 Introduction to Assessment in Early Childhood Special Education	3 cr.
ECPSE 722 Applied Behavior Analysis & Positive Behavior Support	3 cr.
ECPSE 726 Practicum in Severe Disabilities	3 cr.

Total 12–15 cr.

*Justification: The current post master's program in childhood special education (grades B-2) offered by the Graduate Programs in Special Education (GPSE) at Queens College, consists of 18 graduate credits. The requested changes are designed to reduce the overall number of credits from 18 to 12-15 credits. These changes will keep the post master's program in-line with NYSED requirements for post master's advanced certification programs while eliminating extra credit that are not needed for this certificate program. This reduction in program credits will be accomplished in two ways. First, the GPSE at Queens College, will exempt program applicants from completing foundations in special education graduate level course (e.g., ECPSE 700: Foundations in Special Education) if this requirement was met through previous coursework prior to being admitted into the program. Second, the GPSE will replace the current 6-credit special education practicum course (i.e., ECPSE 725: Internship in Severe Disabilities) with a 3-credit equivalent that is designed for post master's candidates.*

## **B. ITEMS FOR UNIVERSITY REPORT**

### **1. Accounting**

#### **a. New Course**

ACCT 760: IRS Ethical Tax Practice, Procedures and Research Methods; 3 hr.; 3 cr.

Prerequisites or corequisites: ACCT 747

**Course Description:** 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. The focus of this course is to provide students with a working knowledge of federal tax procedure and practice. The course concentrates on the process and procedures of the federal tax system beginning with the filing of a return and includes the structure and authority of the IRS, voluntary compliance, enforcement, federal tax disputes and related issues. Students will learn to identify and analyze the procedural issues involved in a tax controversy in order to represent a client in a civil federal tax dispute from its inception through the administrative process (i.e., up through the commencement of litigation).

This course will also cover the full range of tax research techniques/methods incorporating statutory interpretation and legislative history, administrative interpretation including regulations, published rulings and letter rulings (involving an analysis of the relative weight accorded to each), judicial authority (including use of citators and other means to check current status of decisional law) and computerized legal research. Proper drafting of technical memos and opinion letters will be presented and problems and research projects will be assigned for work outside of class.>

*Justification: This is one of the ten core courses in the new MS in Taxation program. The MS in Taxation is designed to enhance the practical skills, research proficiencies, and problem-solving abilities of professionals who work or intend to work in accounting and/or tax consulting firms, private industry, not-for-profit organizations, government, and other organizations where tax*

*strategy can add value. This particular course will help a professional strengthen his or her ethical awareness and gain the necessary tax research skills in obtaining information and answer a particular tax question regardless of the area of tax practice.*

#### **b. New Course**

ACCT 761: Taxation of Partnership and S Corporation; 3 hr.; 3 cr.

Prerequisites: ACCT 757

**Course Description:** 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 gives special attention to all aspects of partnership taxation. Subjects include partnership formation and liquidation, special allocations, basis adjustments for operating items, and deductions, losses, and credits to partners. Research into difficult partnership issues is also stressed. It will then cover: analysis of tax considerations in acquiring real property as an investment, choice of business entity, corporate ownership of real property, depreciation methods and issues, passive activity losses and credits affecting real estate, alternative minimum tax, uniform capitalization rules, installment sales and reposessions, like-kind exchanges and involuntary conversions, leases, rehabilitation and low-income housing credits, qualified residence interest, vacation homes, home office deductions, and homeowners associations. Tax treatment of REITS and REMICS will be discussed as well.

This course will also examine the following: What is and why elect to be an S corporation? Electing and maintaining S corporation status, S corporation requirements, advantages and disadvantages of S corporations, shareholder taxation, distributions, basis adjustments, terminating S corporation status, self-employment and payroll taxes for S corporation shareholders, among a host of other relevant S corporation topics.

*Justification: This is one of the ten core courses in the new MS in Taxation program. The MS in Taxation is designed to enhance the practical skills, research proficiencies, and problem-solving abilities of professionals who work or intend to work in accounting and/or tax consulting firms, private industry, not-for-profit organizations, government, and other organizations where tax strategy can add value.*

#### **c. New Course**

ACCT 762: Deferred Compensation & Employee Benefits; 3 hr.; 3 cr.

Prerequisites: None

**Course Description:** 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 provides an introduction of retirement plans and employee benefits at the graduate level of study. The emphasis is on the decision-making process of the individual. After a thorough review of retirement funding, this course discusses qualified pension plans, profit sharing plans and stock bonus plans as well as distributions from and administration of these plans.

Other topics include IRAs, SEPs, 401(k), 403(b), and 457 Plans, Social Security, Deferred Compensation and Nonqualified Plans. Employee benefits are explored in two key areas, fringe and group benefits. Covers defined benefit, defined contribution, and welfare benefit plans; equity awards granted by corporations as well as equity awards granted by LLCs and partnerships; nonqualified deferred compensation and Section 409A of the IRC; golden parachutes and Sections 280G and 4999 of the IRC.

*Justification: This is one of the ten core courses in the new MS in Taxation program. The MS in Taxation is designed to enhance the practical skills, research proficiencies, and problem-solving abilities of professionals who work or intend to work in accounting and/or tax consulting firms, private industry, not-for-profit organizations, government, and other organizations where tax strategy can add value. This particular course will help a professional strengthen his or her ethical awareness and gain the necessary tax research skills in obtaining information and answer a particular tax question regarding Deferred Compensation & Employee Benefits.*

#### **d. New Course**

ACCT 763: International Taxation; 3 hr.; 3 cr

Prerequisites: ACCT 757

**Course Description:** 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 is designed to provide an overview of common international tax planning issues in which the U.S. tax system asserts taxing jurisdiction over cross-border activities and will focus on : a) Inbound Taxation: the U.S. taxation of non-resident aliens and foreign corporations with respect to their activities conducted within the territory of the United States; and b) Outbound Taxation: the U.S. taxation of U.S. persons with respect to their activities conducted outside the territory of the U.S. Major subjects will include relevant provisions included in the Internal Revenue Code and in U.S. income tax treaties, sourcing rules for allocating income and deductions among several national taxing jurisdictions, extra-territorial taxation of U.S. citizens and enterprises realizing income in foreign locations (including the mechanics of the U.S. foreign tax credit), income tax incentives for exports, reallocation of income and deductions between U.S. and related foreign enterprises (i.e., transfer pricing), taxation of foreign persons with respect to their income derived from U.S. portfolio investments, from U.S. trade or business activities, and from U.S. real property investments.>

*Justification: This is one of the ten core courses in the new MS in Taxation program. The MS in Taxation is designed to enhance the practical skills, research proficiencies, and problem-solving abilities of professionals who work or intend to work in accounting and/or tax consulting firms, private industry, not-for-profit organizations, government, and other organizations where tax strategy can add value. This particular course will help a professional strengthen his or her ethical awareness and gain the necessary tax research skills in obtaining information and answer a particular tax question regarding Deferred Compensation & Employee Benefits.*

**e. New Course**

ACCT 764: Reorganization, Liquidations and Consolidated Returns; 3 hr.; 3 cr.

Prerequisites: ACCT 757

**Course Description:** 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 provides a comprehensive examination of the principal U.S. federal income tax rules applicable to corporations and their shareholders governing the structuring or restructuring of a business enterprise. Transactions which will be covered include mergers and acquisitions, joint ventures, taxable and tax-free reorganizations, spin-offs, and post-merger integration. Emphasis will be placed on mastery of the technical rules and their practical application (including drafting of tax related contract provisions). The objective of this class is to consider both (1) the technical federal income tax rules, (2) the underlying fundamental tax policy objectives of the federal corporate income tax rules and (3) the major tax planning considerations that must be addressed in corporate structuring.

Provides an in-depth coverage of the federal consolidated group regulations. Emphasis placed upon consolidated issues arising from acquisitions and dispositions of members, including the ramifications of section 338 and section 338(h)(10) elections. Additional topics covered include affiliated group status, intercompany transactions, limitations pertaining to the use of net operating loss carryovers and other tax attributes, stock basis calculations, the loss disallowance rules relating to dispositions, unique elections available to consolidated groups and consolidated group tax planning opportunities.

*Justification: This is one of the ten core courses in the new MS in Taxation. The MS in Taxation Program is designed to enhance the practical skills, research proficiencies, and problem-solving abilities of professionals who work or intend to work in accounting and/or tax consulting firms, private industry, not-for-profit organizations, government, and other organizations where tax strategy can add value. This particular course will help a professional strengthen his or her ethical awareness and gain the necessary tax research skills in obtaining information and answer a particular tax question regarding Reorganization, Liquidations and Consolidated Returns.*

## **f. New Course**

ACCT 765: Capstone; 3 hr.; 3 cr.

Prerequisites: ACCT 747, 757 & 760.

Or Corequisite: One of ACCT 758, 759, 761, 763 and 764

**Course Description:** 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 Capstone course is intended to employ the students' mastery of tax research and technical knowledge learned throughout the program. Each student will be required to complete a well written, comprehensive professional research paper on a current tax topic addressed during the program, utilizing the skills and experience gained in the program, in a deadline-oriented environment that will mimic the practice the student will encounter in a real-world tax research setting.

*Justification: This is one of the ten core courses in the new MS in Taxation program. The MS in Taxation Program is designed to enhance the practical skills, research proficiencies, and problem-solving abilities of professionals who work or intend to work in accounting and/or tax consulting firms, private industry, not-for-profit organizations, government, and other organizations where tax strategy can add value. This particular course is designed to encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency, or goal setting—i.e., skills that will help prepare them for a tax professional. The project is also interdisciplinary, in the sense that they require students to apply skills or investigate issues across many different subject areas or domains of knowledge.*

## **2. ECP (Educational and Community Programs)**

### **a. New Course**

ECPCE 805: Assessment Methods in School Counseling; 3 hr.; 3 cr.

Prerequisites or corequisites: None

**Course Description:** This course covers the principles of assessment methods used in school counseling. There will be a review of basic statistical concepts and educational measurement. The course will survey cognitive, personality, career and educational tests. Assessment and evaluation methods specific to education and to school counseling will be covered. Ecological assessment and program evaluation will be addressed. Critical issues will include factors of culture, gender, linguistic diversity, ethnicity, age, disability, and examiner bias. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners.

*Justification: This course replaces ECPCE 804 Assessment Methods in Counseling for School Counseling Candidates admitted to the program as of Fall 2021. This course was designed to address the specific content, standards, and practices related to assessment when working with K-12 students.*

**b. New Course**

ECPCE 801: Career Development and Assessment in School Settings; 3 hr.; 3 cr.  
Prerequisites or corequisites: None

**Course Description:** This course will introduce candidates to the theory and practice of career counseling, the administration and interpretation of selected inventories, the career counseling process, available career resources, and the ethical and practice standards related to career counseling in school settings. Particular focus will be placed on the career development process of students in grades K-12 and the school counselor's role in providing developmentally appropriate career development services. As part of this course, issues related to working with diverse populations, (gender, race, culture, ability, and sexual orientation) will be explored.

*Justification: This course replaces ECPCE 800 Career Development and Assessment for School Counseling Candidates admitted to the program as of Fall 2021. This course was designed to address the specific content, standards, and practices related to career development when working with K-12 students.*

**c. Minor Change**

*Please list the course as previously passed by the Academic Senate. Cross-out the material that you wish changed or eliminated.*

~~ECPCE 700. Foundations of Counseling. 3 hr.; 3 cr. This course is an introduction to the field of counseling and will survey the broad areas of knowledge necessary for preparation of professional counselors. It covers psychological theory that is the basis of the counseling relationship, counseling process, and therapeutic change. The history of counseling, ethics, and the various roles of professional counselors will be addressed. The course facilitates the development of the skills and learning processes necessary for counselor training at the graduate level.~~

*Please list the course as you wish it to read in the Graduate Bulletin. Eliminate whatever was crossed out above, and underline new material you are substituting or adding.*

ECPCE 700. Foundations of School Counseling. 3 hr.; 3 cr. This course is an introduction to the field of school counseling that will provide an overview of the knowledge necessary for preparation as professional school counselors. Some of the topics addressed in this course include: professional and ethical responsibilities, consultation, multicultural and diversity issues, college and career readiness, and the perspectives and practices necessary for school counseling in the 21st century. Candidates will also be introduced to the components required for the

development and management of a school counseling program, and the use of data to inform decision-making. In addition, candidates will learn the various roles of a school counselor as leaders, advocates, consultants, coordinators, and collaborators. This course will utilize both theory and the exposure to practitioners in the field to better understand the function as a professional school counselor. As this course facilitates the development of the skills necessary for counselor training at the graduate level, topics such as research in counseling and scholarly writing will also be addressed.

*Justification: Changes have been made to this course to address the new standards for the preparation of school counselors approved by the New York State Board of Regents. These changes go into effect for candidates admitted into the program as of the fall of 2021.*

#### **d. Minor Change**

*Please list the course as previously passed by the Academic Senate. Cross-out the material that you wish changed or eliminated.*

~~ECPCE 729. Practicum in School Counseling 100 hr. per semester (placement in a school setting, grades K–12); 4 cr. Prereq.: Completion of 12 cr. in the program including ECPCE 703. The focus will be on advanced skills development (through video feedback), integration of counseling theory, and applications to fieldwork sites. Supervision will involve the use of video or audiotapes. Professional counseling issues encountered in field placement will be addressed. A comprehensive case study is required as part of this course.~~

*Please list the course as you wish it to read in the Graduate Bulletin. Eliminate whatever was crossed out above, and underline new material you are substituting or adding.*

ECPCE 729. Practicum in School Counseling 100 hr. per semester (placement in a school setting, grades K–12); 4 cr. Prereq.: Permission of the advisor, completion of 12 cr. in the program including ECPCE 703. Practicum is a field-based course during which candidates will be placed for 100 hours in a K-12 school setting. During practicum candidates will engage in activities related to the development, implementation, and evaluation of the elements of the school counseling program (60% of hours) and provide direct student services (40% of hours) with a focus on integrating theoretical concepts with advanced techniques to develop a cohesive approach to counseling. A comprehensive case study is required as part of this course. While on practicum candidates are under the supervision of a school counselor and a Queens College faculty and must attend a course on campus.

*Justification: Changes have been made to this course to address the new standards for the preparation of school counselors approved by the New York State Board of Regents. These changes go into effect for students admitted into the program as of the fall of 2021.*

#### **e. Minor Change**

*Please list the course as previously passed by the Academic Senate. Cross-out the material that you wish changed or eliminated.*

ECPCE 802. ~~Special~~ Issues in School Counseling. 3 hr., 3 cr. This course involves the study of special issues in school counseling including substance abuse, suicide, violence, trauma, crisis intervention, and ethics as they relate to educational settings. Particular emphasis is given to issues related to special needs students. The course will also cover counseling strategies, consultation and resources in the community.

*Please list the course as you wish it to read in the Graduate Bulletin. Eliminate whatever was crossed out above, and underline new material you are substituting or adding.*

ECPCE 802. Clinical and Contextual Issues in School Counseling. 3 hr., 3 cr. This course involves the study of clinical and contextual issues in school counseling including depression, substance abuse, suicide, violence in school and communities, psychological trauma, crisis intervention, and ethics as they relate to educational settings. Particular emphasis is given to issues related to linguistically diverse learners, immigrants, and special needs students. The course will also explore effective counseling strategies and resources in the community. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners/bilingual education.

*Justification: Changes have been made to this course to address the new standards for the preparation of school counselors approved by the New York State Board of Regents. These changes go into effect for students admitted into the program as of the fall of 2021.*

#### **f. Minor Change**

*Please list the course as previously passed by the Academic Senate. Cross-out the material that you wish changed or eliminated.*

ECPCE 806. Administration and Organization of School Counseling Programs. 3 hr.; 3 cr. This course covers the role and function of the counselor in school settings; the study of school structure, policies, and procedures; the development, implementation, and evaluation of counseling and guidance services; issues in consultation, administration, and systemic interventions.

*Please list the course as you wish it to read in the Graduate Bulletin. Eliminate whatever was crossed out above, and underline new material you are substituting or adding.*

ECPCE 806. Administration and Organization of School Counseling Programs. 3 hr.; 3 cr. This course covers the role and function of the counselor in school settings; the study of school structure, policies, and procedures; the development, implementation, and evaluation of counseling and guidance services; issues in consultation, administration, and systemic interventions. The first part of the course describes the regulations and laws that govern student support services. The second portion of the course deals with the New York State Comprehensive Counseling Program” and the best practices for providing and evaluating complete multi-tiered programs with diverse student populations to include: Special Education and linguistically diverse students. Dispersed throughout the course, candidates will see how the

use of technology and its application assists the counselor with routine clerical work, record keeping and data driven decisions. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners/bilingual education.

*Justification: Changes have been made to this course to address the new standards for the preparation of school counselors approved by the New York State Board of Regents. These changes go into effect for students admitted into the program as of the fall of 2021.*

#### **g. Minor Change**

Please list the course as previously passed by the Academic Senate. Cross-out the material that you wish changed or eliminated.

~~ECPCE 807 Research Methods in Counseling. 3 hr.; 3 cr. This course is a survey of methods of research design. It includes program evaluation, ethical and legal considerations in research and the interpretation and critique of research as it relates to the field of counseling. The students work with the instructor to develop a research project in the student's area of specialization and interest or are involved in direct research activities.~~

*Please list the course as you wish it to read in the Graduate Bulletin. Eliminate whatever was crossed out above, and underline new material you are substituting or adding.*

ECPCE 807 Research Methods in Counseling. 3 hr.; 3 cr. This course surveys methods of research designs used in psychological, educational, and counseling research and program evaluation. The goals of the course are for the candidates to develop a foundation in empirical research to become critical consumers of studies in the counseling literature. Candidates work with the instructor to develop a research project in the candidate's area of specialization or are involved in direct research activities. Candidates seeking the Bilingual Extension in SC will complete required assignments with a focus on linguistically diverse learners/bilingual education. Ethical considerations, application of research skills to counseling activities, and use of data for program development will also be discussed.

*Justification: Changes have been made to this course to address the new standards for the preparation of school counselors approved by the New York State Board of Regents. These changes go into effect for candidates admitted into the program as of the fall of 2021.*

#### **h. Minor Change**

Please list the course as previously passed by the Academic Senate. Cross-out the material that you wish changed or eliminated.

~~ECPCE 829. Internship in School Counseling. 2 hr. plus fieldwork; 1-4 cr. May be repeated for credit. Prereq.: Permission of advisor and completion of the School Counseling Practicum course, ECPCE 729. Students will be placed for 75 to 300 hours per semester in a K-12~~

~~educational setting under supervision of a field clinician and Queens College faculty. Graded on a Pass/Fail basis only.~~

ECPCE 829.1. 1 cr. (75 hr.)  
ECPCE 829.2. 2 cr. (150 hr.)  
ECPCE 829.3. 3 cr. (225 hr.)  
ECPCE 829.4. 4 cr. (300 hr.)

Please list the course as you wish it to read in the Graduate Bulletin. Eliminate whatever was crossed out above, and underline new material you are substituting or adding.

ECPCE 829. Internship in School Counseling. 2 hr. plus fieldwork. Internship is a field-based course during which candidates will be placed for 75 to 300 hours per semester in a K-8 or 9-12 school setting. During the program, candidates are required to complete at least 300 hours in a K-8 school setting and at least 300 hours in a 9-12 school setting. While on internship candidates will engage in activities related to the development, implementation, and evaluation of the elements of the school counseling program (60% of hours) and provide direct student services (40% of hours). A case study is required as part of this course. During internship candidates are under supervision of a school counselor and Queens College faculty and must attend a course on campus. Prerequisites: Permission of the advisor and completion of the School Counseling Practicum course, ECPCE 729.4.

ECPCE 829.1. 1 cr. (75 hr.)  
ECPCE 829.2. 2 cr. (150 hr.)  
ECPCE 829.3. 3 cr. (225 hr.)  
ECPCE 829.4. 4 cr. (300 hr.)

*Justification: Changes have been made to this course to address the new standards for the preparation of school counselors approved by the New York State Board of Regents. These changes go into effect for candidates admitted into the program as of the fall of 2021.*

### **3. Risk Management**

#### **a. New Course**

RM742 Data Science via Machine Learning and Statistical Modeling; 4 hr. lec., 2 hr. lab; 4 cr.

Prerequisites: MATH 241, MATH 231, CSCI 111 (or equivalent)

**Course Description:** RM 742. Data Science via Machine Learning and Statistical Modeling. 4 hr. lec., 2 hr. lab; 4 cr. Prereq.: MATH 241, MATH 231, CSCI 111 (or equivalent). Philosophy of modeling and learning using data. Prediction using linear, polynomial, interaction regressions and machine learning including neural nets and random forests. Probability estimation with asymmetric cost classification. Underfitting vs. overfitting and R-squared. Model validation. Correlation vs. causation. Interpretations of linear model coefficients. Formal instruction of



statistical computing. Data manipulation and visualization using modern libraries. Writing Intensive. Recommended corequisites include ECON 382, MATH 341, MATH 369 or their equivalents. Spring.

*Justification: Students would be able to take this course as an elective. The topics covered in this class are quite timely and would enhance the students' technical skills which are often required to be successful in their career paths.*

#### **4. SEYS (Secondary Education and Youth Services)**

##### **a. New Course**

SEYS 787: Seminar in Action Research in Secondary Education and Technology; 3 hr.; 3 cr.

Prerequisites or corequisites: None

**Course Description:** This course is for secondary (7-12) teachers who already hold professional certification, aimed at enhancing their understanding of educational technology and improving their practice through action research that they conduct in their own classrooms. The basic tenets of action research will be explored, and teachers will be asked to critically evaluate research in technology and education and then design their own inquiries around instructional technology in education across all secondary content areas.

*Justification: Technology is an important part of all secondary content area classrooms. Therefore, this new action research course in secondary education and technology will provide opportunities for all secondary (7-12) teachers who already hold professional certification to critically evaluate, reflect upon, and improve their practice with regard to educational technology and their secondary students' learning outcomes. It will be the first fully online, asynchronous research course to be offered by the SEYS Department.*

**Nominating Committee**  
**Queens College Academic Senate**  
**Report to the Senate: May 7, 2020**

The Nominating Committee recommends the following individual(s) for election to the position indicated

<b>Committee Type</b>	<b>Seat</b>			<b>Candidate</b>		
	<b>Name</b>	<b>Faculty/ Student</b>	<b>Division</b>	<b>Term</b>	<b>Committee</b>	<b>New/ Renewal</b>
<b>Standing</b>						
<b>Special</b>						
	<b>Day, Matthew</b>	<b>F</b>	<b>Education</b>		<b>Committee on Academic Technology</b>	<b>Renewal</b>
	<b>Rozovskaya, Alla</b>	<b>F</b>	<b>Math and Natural Sciences</b>		<b>Committee on Academic Technology</b>	<b>Renewal</b>
	<b>Fields, Dave</b>	<b>F</b>	<b>Social Sciences</b>		<b>Special Committee on Governance</b>	<b>Renewal</b>
<b>Other</b>						
	<b>Outes-Leon, Brais</b>	<b>F</b>	<b>Arts and Humanities</b>		<b>Committee on Honors &amp; Awards</b>	<b>New</b>



## **Board of Trustees of The City University of New York**

### **RESOLUTION TO**

### **Authorize In-State Tuition Rate for Online Degree Programs and Authorize an Online Infrastructure Fee**

### **Queens College**

**March 9, 2020**

**WHEREAS**, Queens College is now delivering certain programs fully online to students,  
and

**WHEREAS**, these programs include the Masters of Science of Education (MS Ed) in  
Family and Consumer Sciences and the Bilingual Extension Advanced Certificate in  
Elementary and Early Childhood Education, and

**WHEREAS**, the in-state tuition rate has proven crucial to the competitiveness of these  
online programs in the national and international online education market, and

**WHEREAS**, a precedent exists for a modified schedule of tuition and fee charges for  
fully online programs, since they have already been approved by the Board of Trustees  
of the City University of New York for fully online programs at John Jay College and the  
CUNY School of Professional Studies.

### **NOW, THEREFORE, BE IT**

**RESOLVED**, That the Board of Trustees of the City University of New York adopt a  
revised schedule of tuition and fee charges **effective Fall 2020 for** students enrolling in  
online degree and certificate programs offered by Queens College, whether current or  
future, to charge all students the graduate in-state tuition rates regardless of residency;  
and

### **BE IT FURTHER**

**RESOLVED**, That for students enrolled in these programs at Queens College, the Board of Trustees of the City University of New York authorize a \$75 Online Infrastructure Fee and a reduced student activity fee of \$15.90 (University Government, College Government, Student Fee, Disabled Students, and NYPIRG fee).

**EXPLANATION**: The Board of Trustees of the City University of New York have adopted such a schedule of tuition and fee charges for John Jay College and the CUNY School of Professional Studies. The in-state tuition rate has proven crucial to the competitiveness of these online programs in the national and international online education market. As of Fall 2019 Queens College has a fully online MS Ed in Family and Consumer Science, and beginning Spring 2020, this program hopes to begin marketing nationally. The program currently has 25 students enrolled and expects to grow to 80 to 100 as a result of going fully online. The Bilingual Extension Advanced Certificate program, also fully online, is also planning to expand its outreach nationally beginning Fall 2020. Queens College also anticipate developing other new fully online graduate programs over the next several years that will be aimed at national and international markets, as well as within New York State.

The new Online Infrastructure Fee will apply only to students registered in fully online degree programs. This new fee will provide online students with key student services, such as access to student service coordinators dedicated to online students, online orientation, online tutoring, and an online student portal, that are critical to ensure a high retention rate in online programs at Queens College.

The Consolidated Service Fee and Technology Fee will continue to be charged to students in fully online programs.

## FACULTY SENATE ROSTER 2019-2021

### Attendance-April 2, 2020

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Accounting & Information Systems	Renee Weis	1	P	Jeffrey Satenstein	1	P
Anthropology	Omri Elisha	1	P	Kate Pechenkina	1	P
Art	Andrew DeRosa	2	P	Chloe Bass	2	
Biology	Karl Fath	1		Mitchell Baker	1	
Chemistry & Biochemistry	Cherice Evans	1	P	Junyong Choi	1	
Classical, Middle Eastern & Asian Languages and Cultures	Namhee Han	1	P	Xiao Li	1	
Comparative Literature	Charles Martin	2		Christopher Winks	2	
Computer Science	Kenneth Lord	1	P	Robert Goldberg	1	
Drama, Theatre & Dance	OPEN	1		OPEN	1	
Earth & Environmental Sciences, School of	William Blanford	2		Jackie Bracco	2	P
Economics	Natalia Candelolondon	1	P	Mathew Bradbury	1	
Elementary and Early Childhood Education	Karla Manning	2		Ashraf Shady	2	
Secondary Education and Youth Services	Leslee Grey	1		Theresa Gurl	1	
Educational & Community Programs	Cliff (Yung-Chi) Chen	1	P	Sun A. Kim	1	
English	Miles Grier	2		Sue Goldhaber	2	
European Languages & Literatures	Karen Sullivan	1		Svetlana Cheloukhina	1	
Family, Nutrition & Exercise Sciences	Anoop Balachandran	2	P	Allison Chamy	2	P
Graduate School of Library & Information Studies	Roberta Brody	2	P	Shuheng Wu	2	
Hispanic Languages & Literatures	Monica Casco	2	P	Brais Outes-Leon	2	
History	Sarah Covington	1		Thomas Ort	1	
Library	Simone L. Yearwood	2	P	Annie Tummino	2	P

## FACULTY SENATE ROSTER 2019-2021

**Attendance-April 2, 2020**

<i>DEPARTMENT</i>	<i>DELEGATE</i>	<i>Yr (S)</i>	<i>Present</i>	<i>ALTERNATE</i>	<i>Yr (S)</i>	<i>Present</i>
Linguistics & Communication Disorders	Karen Ball	2	P	Kate Menken	2	
Mathematics	Joe Pastore	2	P	Adam Kapelner	2	
Media Studies	SinJoung Yeo	1	P	Richard Maxwell	1	
Music, Aaron Copland School of	Susan Davis	2	P	Jeff Nichols	2	
Philosophy	Stephen Grover	2	P	OPEN	2	
Physics	Timothy Benseman	1	P	Euclides Almeida	1	
Political Science	Alexander Reichl	2		John Bowman	2	
Psychology	Claudia Brumbaugh	1	P	Patricia D'Ateno	1	P
Sociology	Nicholas Alexiou	2		Steven Leventhal	2	
Urban Studies	James Vacca	1		Chris Ioannides	1	
<i>DIVISIONAL AT LARGE</i>						
Arts & Humanities	Dustin Grella	1	P	OPEN	1	
Social Sciences	Elena Frangakis-Syrett	1		Elizabeth Hendrey	1	P
Education	Pam Gershon-Wershba	2	P	OPEN	2	
Mathematics & Natural Sciences	Steven Schwarz	2	P	George Hendrey	2	P
<i>COLLEGE-WIDE AT LARGE</i>						
	Marco Navarro	2	P	OPEN	2	
	Charles Gomez	1	P	David Erlach	1	
	Ronald Rothenberg	1		OPEN	1	
	OPEN	1		OPEN	1	
<i>COLLEGE WIDE AT LARGE - ADJUNCT</i>						
	Jennifer Valad	2		James McElwaine	2	

**Queens College**  
**of The City University of New York**  
**ACADEMIC SENATE STUDENT MEMBERS**  
**2019-2020**

**Attendance –April 2, 2020**

	<i>Delegates</i>	<i>Present</i>	<i>Alternates</i>	<i>Present</i>
	<b>At Large</b>			
1.	Siddharth Malviya	P		
2.	Zaire Couloute	P		
3.	OPEN			
4.	Hafsah Massoud			
5.	Shompa Islan			
5.	Enrique Peña			
7.	Aimen Hassan			
8.	Karandeep Singh			
9.	Gurleen Boparai			
10.	Elahie Baksh			
	<b>Undergraduate Upper Junior - Senior</b>			
1.	Mariyah Farooqi			
2.	Daniel Yakubov			
3.	Yana Zheng	P		
	<b>Undergraduate Upper Sophomore - Lower Junior</b>			
1.	Alihaider Hassan	P		
2.	Rolando Martinez			
3.	David Malinovsky	P		
	<b>Undergraduate Freshman - Lower Sophomore</b>			
1.	Thomas Olsen			
2.	Zainab Farooqi			
3.	Rida Zaidi	P		
	<b>SEEK</b>			
1.	Wilson Delmas			

**QUEENS COLLEGE  
ACADEMIC SENATE  
2019-2020**

**ATTENDANCE –APRIL 2, 2020**

<b><u>EXOFFICIO (NON VOTING) MEMBERS</u></b>	<b><i>Present</i></b>
Dr. William Tramontano, Interim President	
Sandy A. Curko, Interim General Counsel	
Meghan Moore-Wilk Interim Chief of Staff	
Dr. June Bobb, Assistant VP for Enrollment and Student Retention	
Dr. Elizabeth Hendrey, Provost	P
Dr. Kristin Hart, Chief Librarian	
Jay Hershenson, VP for Communications and Marketing and Senior Advisor to the President	
Adam Rockman Vice President for Student Affairs	
Dr. Alicia Alvero, Associate Provost for Academic and Faculty Affairs	P
Dr. Eva Fernández, Associate Provost for Innovation and Student Success	
Dr. Yongwu Rong, Associate Provost for Research and International Programs	
Mr. William Keller, VP for Finance and Administration	
Dr. William McClure, Dean for Division of Arts and Humanities	
Dr. Michael Wolfe, Dean of Social Science	
Dr. Daniel C. Weinstein, Acting Dean of M&NS	
Dr. Craig Michaels, Dean of the Division of Education	
Vacant, Office of Registrar	
Mr. Joseph Cobourne, President Student Association	
Dave Fields, Esq., Parliamentarian	
Mr. Vincent Angrisani, Executive Director of Enrollment and Admissions	
Dr. John Andrejack, Executive Director of the Student Union	
Dr. Richard P. Alvarez, VP of Enrollment and Retention	
Dr. Cheryl Littman, Dean of Institutional Effectiveness	
Dr. Glenn Burger, Dean of Graduate Studies	P
<b><u>CHAIRPEOPLE OF STANDING COMMITTEES</u></b>	
Peishi Wang, Nominating Committee	P
Ken Lord, Undergraduate Curriculum Committee	P
<b><u>GUESTS</u></b>	
Laura Silverman	P
Mohammad Ashraf	P
Allan Ludman	P
Mara Einstein	P