

**The meeting will come to order:**

Chair Kevin L. Ferguson called the meeting to order at 3:42 p.m.

**1. Approval of Agenda:**

- i. MOTION: Duly made by Chair Ferguson:

“To approve the agenda”

- ii. MOTION: Duly made by Larissa Swedell, Anthropology, on behalf of Victoria Farrell, Chair of the Policy Board on Administration:

“To amend the agenda and add item 7a. New Business: Queens College Classroom Photography and Recording Policy”

- iii. MOTION: Duly made by Simone Yearwood, Chair of the Elections Committee:

“To amend the agenda and add item 5d. Committee Reports: Elections Committee report dated November 7, 2024”

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

**2. Approval of Minutes:**

- i. MOTION: Duly made by Chair Ferguson:

“To approve the senate minutes dated October 10, 2024 by unanimous consent”

Hearing no objection to the motion, the minutes were approved as distributed.

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

- a. Chair Ferguson announced that the Executive Committee, acting on behalf of the Academic Senate, has elected Stefan Pitschner from the Economics department to serve on the Search Committee for the Dean of the School of Business. Following this announcement, some questions regarding the details of the search were raised by senators in attendance and answered by Provost Patricia Price. There was no objection to the election of Professor Pitschner for the vacant seat.

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

**5. Committee Reports:**

**5a. Undergraduate Curriculum Committee**

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

Editorial Correction:

Item 12jj. Change SEYS 382. ~~Curriculum, Instruction, and Assessment in Teaching Science and Technology to Middle Childhood and Adolescent Students~~ to SEYS 382. Instruction & Assessment in Teaching Science and Tech to Middle Childhood and Adolescent Students

“To accept the UCC minutes dated October 10, 2024 as amended”

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

## Undergraduate Curriculum Committee

Minutes of 10/10/2024

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### A. General Education

#### 1. General Education Matters

- a. PHIL 118. Introduction to Eastern Philosophy (WCGI)
- b. PHIL 150. Philosophy and Feminism (IS)
- c. PHIL 253. Wisdom Literature of the Bible (WCGI)
- d. PHIL 255. Jewish Philosophy (WCGI)
- e. PHIL 256. African(a) Philosophy (WCGI)

#### 2. Mathematics and Quantitative Reasoning Advisory Committee.

#### 3. Writing Intensive Advisory Committee.

- a. EECE 240W: Foundations of Bilingual Education

#### 4. STEM variant courses.

### 1. Art.

#### **PROPOSED CHANGES TO MAJOR**

DESN275 (Sustainable by Design) has been added to the major as an upper-level design elective within the Design major.

#### **PROPOSED CHANGES TO MINOR ARTGD-MIN Graphic Design**

DESN275 has been added as an approved elective as the content introduces skills and trends in graphic design.

#### **CHANGES TO BULLETIN**

##### **ARTD-BFA Design**

To

Major Requirements - Design Courses

Type - Completion Requirement

Complete ALL of the following Courses:

- ARTS151 - Drawing I OR DESN188 Illustration I
- DESN190 - Design Foundations
- DESN191 - Basic Software for Design
- DESN193 - Motion Graphics 1
- DESN222 - Interaction Design
- DESN241 - Design I

- DESN242 - Typography I
- DESN245 - Typography II
- DESN246 - Design II
- DESN345 - Design III
- DESN395 - Senior Capstone

Major Requirements - Electives

Type - Completion Requirement

Complete at least 8 of the following courses:

DESN157 - Digital Moviemaking 1  
 ARTS171 - Color and Design I  
 DESN172 - Game Design  
 DESN173 - Shoot, Edit and Post  
 DESN187 - Graphic Novel I  
 DESN188 - Illustration I  
 DESN192 - Storyboarding & Storytelling  
 DESN194 - Risograph Printing  
 DESN195 - Photoshop Basics  
 DESN205 - Photoshop Color  
 DESN207 - Introduction to Video Editing I  
 DESN210 - Introduction to Adobe Flash  
 DESN211 - Introduction to Adobe Illustrator  
 DESN212 - Introduction to Adobe Dreamweaver  
 DESN213 - 3D Modeling  
 DESN215 - Traditional Animation  
 DESN217 - Digital Moviemaking II  
 DESN221 - VT: Video Graphics and Compositing  
 DESN247 - Graphic Novel II  
 DESN248 - Book Design and Production  
 DESN249 - Creative Coding  
 DESN250 - Design Thinking  
 DESN259 - Illustration II  
 DESN263 - App Design  
 DESN266 - Children's Book Illustration  
 DESN269 - Information Design  
 DESN270 - Data Visualization  
DESN275 - Sustainable by Design  
 DESN277 - VT: Pixel-based Imagery  
 DESN278 - VT: Vector-Based Imagery  
 DESN279 - Animation and 3-D Modeling  
 DESN287 - VT: Moviemaking  
 DESN289 - Publication Design  
 DESN290 - Motion Graphics II  
 DESN296 - Advertising Design  
 DESN314 - Web Design II  
 DESN320 - Brand Identity  
 DESN347 - Graphic Novel III  
 DESN359 - Illustration Portfolio  
 DESN370 - VT: Special Topics in Design  
 DESN393 - Independent Internship

Four of the eight electives must be taken from the upper-division courses, ARTS 247 or higher.

## **ARTGD-MIN Graphic Design**

To

Type - Completion Requirement

Complete ALL of the following Courses:

DESN190 - Design Foundations

DESN191 - Basic Software for Design

DESN241 - Design I

Complete at least 4 of the following courses:

DESN173 – Shoot Edit Post

DESN188 - Illustration I

DESN193 - Motion Graphics I

DESN207 - Introduction to Video Editing I

DESN213 - 3D Modeling

DESN214 - Web Design I

DESN222 - Interaction Design

DESN242 - Typography I

DESN245 - Typography II

DESN246 - Design II

DESN248 - Book Design and Production

DESN250 - Design Thinking

DESN263 - App Design

DESN269 - Information Design

DESN275 - Sustainable by Design

DESN289 - Publication Design

DESN290 – Motion Graphics II

DESN296 - Advertising Design

DESN314 - Web Design II

DESN320 - Brand Identity

DESN370 - VT: Special Topics in Design

DESN393 - Independent Internship

## **2. DRAMA THEATER AND DANCE**

### **a. CORRECTION TO THE LISTING OF THE DRAMA MINOR IN THE BULLETIN**

#### **PROPOSED CHANGES:**

##### **Required**

18 credits, which must include two of the following: **DRAM 120**, 201, 202, **303, 304, OR 308**; one of the following: DRAM 111 or 115; one of the following: **DRAM 218**; one of the following: DRAM 100 or 121; and one of the following: DRAM 231, 241, 342, 343, 344, 346, and 349.

### **b. CORRECTION TO THE DANCE MINOR IN THE BULLETIN**

#### **PROPOSED CHANGES:**

##### **THEATRE-DANCE (MINOR CODE DANCE-MIN)**

##### **Required**

**25 credits**, which must include **DANCE 350W, DANCE 351W, DANCE 259, DANCE 173 AND DANCE 290 (13 credits)**

**and two courses EACH from the following groups (12 credits):**

**two from** DANCE 160, 161, 260, 261, 360, and 361; **two from** DANCE 162, 163, 164, 165, 166, 262, and 263; **two from** DANCE 168, 169, 268, 269, 368, and 369

### **3. Media Studies**

a. New course.

#### **Media Studies 258. Introduction To Motion Graphics and Effects.**

3 hours.; 3 credits. (Lecture/Studio). Prerequisites: MEDST 241.

A project-based approach to the aesthetics and technical aspects of motion graphics and effects. Comprehensive introduction to the fundamentals of digital effects utilizing the software suite Adobe After Effects. Students will learn compositing, animation, creating digital graphics, and designing in 3D.

b. New course.

#### **Media Studies 268. The Art of The Interview.**

3 hours.; 3 credits. (Lecture/Studio) Prerequisites: MEDST 100, MEDST 101 and MEDST 201W.

The process and practice of interviewing in historical context and across different media platforms. Students will examine and conduct long-form profiles, short ‘question and answer’ pieces, filmed interviews, radio discussions and features, podcasts, impromptu ‘man on the street’ inquiries, and photographic profiles.

c. **Change To Existing Course (Prerequisite Change):**

To Read:

MEDST 310. Documentary Filmmaking.

3 hr.; 3 cr. Prereq.: MEDST 243 or 318.

d. **Change To Existing Course (Prerequisite Change):**

To Read:

MEDST 314. Directing.

3 hr.; 3 cr. Prereq.: MEDST 243.

### **5. History**

a. New course.

HIST 278.1: The Long Civil Rights Movement

3 hours, 3 credits. PREREQUISITES: AFST 100/ junior in good standing/HIST 278

Critical examination of what scholars term the “modern civil rights movement.” It probes key stages in Black political protest and their intimate connections to wider contours of American and international history.

### **6. English**

a. Change to Bulletin text

Add the following statement to the catalog: “Students cannot enroll in 170W if they have failed or withdrawn from 170W more than three times unless they have the permission of the department.”

b. Change to Existing Course

Change in course number

From:

ENGL ~~490~~: Reading as Writers  
3 hr., 3 cr., Prerequisite: ENGL 110

To read:

ENGL 209: Reading as Writers  
3 hr., 3 cr., Prerequisite: ENGL 110

**7. Office of Internships and Coops**

**a. Change in description.**

**COOP 2013: Orientation to the World of Work**  
**Course Attributes: ELO - COPED (Co-Operative Education)**  
**3 credits; 9 lecture hours**

**COOP 2012: Orientation to the World of Work**  
**Course Attributes: ELO - COPED (Co-Operative Education)**  
**2 credits; 5 lecture hours**

**COOP 2011: Orientation to the World of Work**  
**Course Attributes: ELO - COPED (Co-Operative Education)**  
**1 credit; 1 lecture hour**

**To Read:**

An introductory course that provides students instruction on the fundamentals of career exploration, skill development, and career readiness competencies. Students will investigate their values and interests, and salaries, job outlook, and resources corresponding to specific careers. Special emphasis is placed on preparation of professional documents, effective interviewing and networking techniques, and developing career goals and plans. The course includes an experiential learning component, such as an internship, job simulation, or a class-based, career-focused project that provides real-world experience.

**8. Computer Science**

a. Change in prerequisite and description:

To Read:

CSCI 363. Artificial Intelligence.  
PREQ: CSCI 313 with a min grade of C and MATH 241 with a min grade of C-  
Principles of artificial intelligence (AI). Topics include search and optimization; probabilistic reasoning; decision processes; reinforcement learning; machine learning; and ethics of AI. Programming projects.

**9. Anthropology**

- a. Change in title and description.

To Read:

**ANTH 102: Biology and Evolution of the Human Species**. 3 hr.; 3 cr. A survey of biological and evolutionary perspectives on the human species, including evolutionary theory, genetics, biological variation across living human populations, a survey of nonhuman primates to contextualize humans within the tree of life, and the fossil evidence of human evolution.

- b. New course.

**ANTH 345. Ancient Technology.** 3 hr.; 3 cr.

Prereq.: Anth 102 or 103 or permission of instructor.

This course explores the pre-industrial technologies underpinning human evolution and the great majority of human societies, past and present. Information from archeology, ethnography, and history is synthesized to provide context for key innovations, such as stone tools, hafting, fire, weaving, and pottery. Students learn these technologies through hands-on class experiments and an in-depth final project where they recreate one of these ancient innovations on their own.

- c. New course.

**ANTH 254W: Ethnographic Writing**: 3 hr.; 3 cr. Prereq.: English 110 and a social science class. A practice-based class in which students learn to write ethnographic accounts based on methods such as observation, interviewing, and oral history. Students read and discuss ethnographic texts, explore the politics and ethics of representation, and develop descriptive and analytical writing skills. Students also engage in peer review and revise drafts.

## 10. Philosophy

- a. New course.

**PHIL 112: Philosophy of Happiness**

3 hours, 3 credits, no prerequisites

In today's world, the quest for happiness is seen as the ultimate goal of life: We work, shop, and relate to each other in order to be happy. Yet, too often we fall short of achieving our goal to be happy. What are we doing wrong? What is the path, if any, to happiness? Can happiness be achieved in this lifetime? This class proposes to explore the path to happiness by way of a journey through space and time in order to discover what philosophers across the ages have thought of happiness and how to achieve it. Our journey will pass through the encounter with both ancient and contemporary thinkers, in both the Eastern and the Western traditions.

- b. New course.

**PHIL 113: Philosophy of Love and Sex**

3 hours, 3 credits, no prerequisites

This class explores the ethics of love as a way of introduction into the discipline of ethics. Texts studied will include Ancient as well as contemporary readings.

- c. New course.

**PHIL 130: Latin American Philosophy**

3 hours, 3 credits, no prerequisites

This course covers leading philosophers from several different Latin American countries. Though the main focus is the contemporary period, several key texts from the colonial and independent period are included in this course to provide the student with some historical background.

- d. New course.

**PHIL 137: Philosophy and Mysticism**

3 hours, 3 credits, no prerequisites

Exploration of the connection between philosophical and mystical traditions in both the Eastern and the Western canon.

- e. New course.

**PHIL 152: Education and Social Mobility in US Society**

3 hours, 3 credits, no prerequisites

This course will examine the values of equality and education in the US and consider the ways in which college education does or does not fulfil its purported egalitarian functions. We will focus specifically on the role of a college degree in moral and political thinking about American society and the difference between public and private universities. Does a college education fulfil its promise of effecting social mobility? For whom? How does your Queens College degree help make society more just and equal? This course will critically examine these questions to help you to better understand and assess your important decision to pursue a college education.

- f. New course.

**PHIL 156: Law, Ethics and Society**

3 hours, 3 credits, no prerequisites

Exploration of the relationship between law, ethics and American society, examining some of the key ways in which US law shapes US society and examining important moral questions that arise from it. We will critically engage with philosophical questions of law, legal principles, and cases related to topics such as human rights, justice, civil liberties, punishment, and social justice and the moral and philosophical issues they raise. The course emphasizes the ways in which US legal decisions impact ethical concerns, encouraging you to explore how law can uphold, challenge, or conflict with moral values.

- g. New course.

**PHIL 154: Ethics of Immigration**

3 hours, 3 credits, no prerequisites

Exploration of the ethical issues of immigration, focusing on moral challenges that arise in contemporary understandings and experiences of immigration. We will engage with questions related to the rights of immigrants, the moral obligations of countries, and the lived experiences of immigrants and their children, particularly first-generation immigrants and children of immigrant parents. Topics include citizenship, refugee protection, cultural identity, integration, and the intersections of immigration with issues of justice, global inequality, and personal identity and moral identity.

- h. New course.

**PHIL 155: Race, Gender and the Law**

3 hours, 3 credits, no prerequisites

Exploration of philosophical and legal issues concerning race and gender in US law, focusing on how US law shapes, reflects, and perpetuates racial and gender hierarchies in US society and abroad. We will examine critical race theory, feminist legal theory, intersectionality, and the relationship between social



identity and US legal structures. By examining historical and contemporary legal cases and policies, you will gain a deeper understanding of the role law plays in reinforcing or challenging racial and gendered hierarchies. The course encourages you to critically examine the intersections of race, gender, and the law within the context of justice, equality, and rights and US society.

i. New course.

**PHIL 210: Aristotle**

3 hours, 3 credits, no prerequisites

A close examination of Aristotle's philosophical writings, with an emphasis on his views in ethics and psychology.

j. New course.

**PHIL 211: The Stoics**

3 hours, 3 credits, no prerequisites

Stoics counsel us to ignore the things we cannot control. Underpinning this teaching is a series of commitments in areas like metaphysics and epistemology. In this course we will look at the teachings and writings of some of the major Stoics, including figures like Zeno of Citium; Chrysippus; Epictetus; and Marcus Aurelius.

k. New course.

**PHIL 254: Jewish and Arabic Medieval Philosophy**

3 hours, 3 credits, no prerequisites

This course intends to offer a general and introductory overview of the history of medieval Arabic and Jewish philosophy, with particular reference to key authors and their works.

l. New course.

**PHIL 257: Critical Philosophy of Race**

3 hours, 3 credits, no prerequisites

Critical Philosophy of Race includes but also goes beyond intellectually theorizing about the Black experience and critically examines the concept of race itself. This philosophical movement is *critical* in that it not only analyzes race as a concept and considers its legitimacy as a means of sorting human populations, but it examines race as an ideology and in its function in legitimating domination and colonization, and how it has shaped the world we live in.

m. New course.

**PHIL 258: Indigenous Epistemology**

3 hours, 3 credits, no prerequisites

Exploration of Indigenous ways of knowing, with a focus on how these knowledge systems inform and intersect with contemporary problems facing the world today, e.g., climate change, biodiversity loss, and overconsumption. We will delve into the rich, place-based epistemologies of various Indigenous communities, examining how their worldviews, practices, and values offer unique perspectives on environmental stewardship, sustainability, and resilience. By emphasizing holistic and relational thinking, Indigenous epistemologies challenge Western, reductionist approaches to science and ecology while also answering calls to pluralism that have been voiced by Western philosophers of science for decades.

n. New course.

**PHIL 274: Critical Legal Theory**

3 hours, 3 credits, no prerequisites

Critiques of power and social structures of the 19<sup>th</sup> and 20<sup>th</sup> century thought found a natural home among 20<sup>th</sup> century legal theorists, who turned these critical lenses on law as an institution for enshrining and enforcing structures of power. The Critical Legal Studies movement and its attendant disciplines - American Legal Realism, Radical Feminism, Critical Race Theory – all drew on resources developed in broader social science and humanities theorizing, and eventually provided independent bases for 20<sup>th</sup> century critical thought about American society and US law and legal institutions. These movements now occupy a permanent place in critical and legal theorizing about American law and legal history. This course introduces students to the history and fundamental tenets of critical legal theory, locating its roots in Legal Realist thought, the Critical Legal Studies movement, and radical feminist critiques of law, and traces them through contemporary movements in feminist legal theory, Critical Race Theory, and beyond.

**11. Political Science**

**a. Change to a minor.**

**To Read:**

Legal Studies Minor

The Department of Political Science is pleased to offer a Minor in Legal Studies!

**Highlights of the minor:**

- 18 credits, including 3 required courses in political science (9 cr.) and three law-related electives chosen from a range of academic departments (9 cr.)
- Open to students of any major
- 9 credits of the minor can be applied to a major in political science.

**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

**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.  
BALA 302. Law and Ethics of Business  
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 290. Law, Crime & Society in Jewish 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.  
PHIL 123. Freedom and Responsibility  
 PSCI 250. International Law  
 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 288. Understanding the Legal Process: Mock Trial and Moot Court  
 PSCI 289. Colloquium in Law and Politics.  
 PSCI 289.1. Law, Politics, and Sustainable Development  
 PSCI 290.2. Legal Writing.  
 PSCI 290.3. The Rule of Law.  
 PSCI 295.4W. 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.

## 12. SEYS

a. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 120. Critical Social Theory, Action Research, and Multiple Literacies in Education for Social Justice.

3 hr., 3 cr. Requisites: For students in the College Now program only.

Issues in education, critical social theory, and qualitative research methods, exploring a variety of literacies and modes of expression and communication, from traditional academic research and presentation conventions to powerful critical traditions in spoken word (e.g., slam poetry, performance writing), hip-hop (beats and rhymes), and digital/social literacies (blogging, tweeting, websites), for communicating perspectives and research findings. Students will examine and practice ways to engage their communities and various audiences in collective inquiry toward social change and educational justice.

Typically Offered: Fall, Spring

b. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 150. Youth & Society

3 hr., 3 cr. Requisites: None

This course is a General Education Pathways (IS) course serving undergraduate students (including students with majors outside of education) who are interested in exploring the intersections between individuals, learning, and society. Students will explore various historical conceptualizations of youth and adolescence to deepen their critical understanding of the social, economic, and public policy issues that affect young people today. Learners will gain experiential knowledge and problem-solving skills by participating in a coordinated community-engaged, service-learning project in partnership with local youth-focused

organizations. Outside of class meetings, students will spend 16 hours engaging in on-site learning experiences, which take place during Weeks 4-12 of the semester (2 hours per week over the course of 8 weeks).

Typically Offered: Fall, Spring

c. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 201. Historical, Social, and Philosophical Foundations of Education  
3 hr., 3 cr. Requisites: None

Designed to examine the historical, philosophical, and sociological foundations of American education. Attention will be paid to comparative analysis of past and contemporary historical, philosophical, and sociological factors that continue to influence and shape education decision making. Theoretical analysis of major educational ideas and practices in the United States will be explored. . Requires up to 25 hours of fieldwork observations in a classroom setting (hours may vary for some programs; consult program advisor).

Typically Offered: Fall, Spring, ~~Summer~~

d. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 201W. Historical, Social, and Philosophical Foundations of Education  
3 hr., 3 cr. Requisites: PRE: ENGL 110

Designed to examine the historical, philosophical, and sociological foundations of American education. Attention will be paid to comparative analysis of past and contemporary historical, philosophical, and sociological factors that continue to influence and shape education decision making. Theoretical analysis of major educational ideas and practices in the United States will be explored. Requires up to 25 hours of fieldwork observations in a classroom setting (hours may vary for some programs; consult program advisor).

Typically Offered: Fall, Spring, ~~Summer~~

e. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 221. Development and Learning in Middle Childhood and Adolescence  
3 hr., 3 cr. Requisites: None

An examination of the major human development and learning processes in middle childhood and adolescence. It includes cognitive, behavioral, social, emotional, and physical issues as these relate to student diversity (culture, heritage, SES, gender, race, ethnicity, and the full range of disabilities and exceptionalities). To the extent that development and learning occur in context, the role and impact of the home, school, and community on these processes will also be investigated. 20 hours (K-12 programs) and 25 hours (7-12 programs, including Art Education) of fieldwork observations required in teacher candidates' certification subject area, secondary education classroom setting. Teacher candidates should consult with their program advisor about other variations of required fieldwork observation hours.

Typically Offered: Fall, Spring, ~~Summer~~

f. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 2901. Studies in Education  
1 hr., 1 cr. Requisites: None

Topics to be announced for each semester. May be repeated for credit provided the topic is changed.

Typically Offered: Fall, Spring, ~~Summer~~

g. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 2902. Studies in Education  
2 hr., 2 cr. Requisites: None

Topics to be announced for each semester. May be repeated for credit provided the topic is changed.  
Typically Offered: Fall, Spring, Summer

h. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 2903. Studies in Education

3 hr., 3 cr. Requisites: None

Topics to be announced for each semester. May be repeated for credit provided the topic is changed.

Typically Offered: Fall, Spring, Summer

i. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 2904. Studies in Education

4 hr., 4 cr. Requisites: None

Topics to be announced for each semester. May be repeated for credit provided the topic is changed.

Typically Offered: Fall, Spring, Summer

j. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 2905. Studies in Education

5 hr., 5 cr. Requisites: None

Topics to be announced for each semester. May be repeated for credit provided the topic is changed.

Typically Offered: Fall, Spring, Summer

k. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 2906. Studies in Education

6 hr., 6 cr. Requisites: None

Topics to be announced for each semester. May be repeated for credit provided the topic is changed.

Typically Offered: Fall, Spring, Summer

l. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 333. Methods of Teaching Art I

3 hr., 3 cr. Requisites: PRE: SEYS 201W and SEYS 221

This course is the first of a two-course series with SEYS 365 designed to introduce students to methods of teaching visual art. The course will give students an understanding of lesson planning, developing goals and objectives, as well as assessment strategies for all grade levels. 25 hours of fieldwork observations in a classroom setting required. This course has an M&T Fee.

Typically Offered: Spring

m. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 340. Language, Literacy, and Culture in Education

3 hr., 3 cr. Requisites: PRE: SEYS 201W

Intended to promote students' understanding of language development in adolescence, and multilingual, multicultural, and biliteracy issues in education. Students will learn about the nature of language acquisition, English language proficiency for academic purposes, cross-cultural understanding, second language development, and strategies for teaching subject matter knowledge to English Language Learners (ELL). Course content will focus on the characteristics and needs of ELL student populations and the literacy demands of content curricula in secondary schools. Requires up to 25 hours of fieldwork observations in a classroom setting (hours may vary for some programs; consult program advisor).

Typically Offered: Fall, Spring

n. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 350. Cognition, Technology, and Instruction for Diverse Learners  
3 hr., 3 cr. Requisites: PRE: SEYS 201W and 221

Designed to prepare students for integrating psychological perspectives of learning and teaching with technology in their respective disciplines. Students will examine the role of cognition in learning and consider how technological media may be used to promote the effective use of cognitive strategies in the various subject matter domains. Specifically, they will explore the nature, type, and function of cognitive skills in learning (e.g., critical thinking skills, metacognition, and problem solving), and how these cognitive processes and skills are used in the acquisition, perception, representation, and construction of knowledge. 20 hours (K-12 programs) and 25 hours (7-12 programs, including Art Education) of fieldwork observations required in teacher candidates' certification subject area, secondary education classroom setting. Teacher candidates should consult with their program advisor about other variations of required fieldwork observation hours.

Typically Offered: Fall, Spring

o. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 360. Methods of Teaching English in Middle and High School  
3 hr., 3 cr. Requisites: PRE: SEYS 201W and 221. PRE/COREQ: SEYS 340.

Focuses on the development of students' pedagogical content knowledge in their specific subject areas. Secondary school curriculum, along with research-based learning, instructional and assessment strategies, will be examined. 25 hours of fieldwork observations in a classroom setting required.

Typically Offered: Spring

p. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 361. Methods of Teaching Mathematics in Middle and High School  
3 hr., 3 cr. Requisites: PRE: SEYS 201W, 221, 340, and Grade of B or better in MATH 385W. COREQ: SEYS 350 and SEYS 3712.

Focuses on the development of students' pedagogical content knowledge in their specific subject areas. Secondary school curriculum, along with research-based learning, instructional and assessment strategies, will be examined.

Typically Offered: Fall

q. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 362. Instructional Methods in Middle Childhood and Adolescent Science and Technology Education

3 hr., 3 cr. Requisites: PRE: SEYS 201W and 221. PRE/COREQ: SEYS 340.

This course explores teaching and learning strategies tailored to the physical, cognitive, social, and emotional development of middle childhood and high school students. Educators will deepen their understanding of middle childhood and adolescent development and learn to apply research-based instructional and assessment approaches within their science areas. The course also examines secondary school curriculum design and implementation. 25 hours of fieldwork observations in a classroom setting required.

Typically Offered: Spring

r. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 363. Methods of Teaching Social Studies in Middle and High School

3 hr., 3 cr. Requisites: PRE: SEYS 201W and 221. PRE/COREQ: SEYS 340.

Focuses on the development of students' pedagogical content knowledge in their specific subject areas. Secondary school curriculum, along with research-based learning, instructional and assessment strategies, will be examined. 25 hours of fieldwork observations in a classroom setting required.

Typically Offered: Spring

s. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 363W. Methods of Teaching Social Studies in Middle and High School

3 hr., 3 cr. Requisites: PRE: SEYS 201W and 221. PRE/COREQ: SEYS 340.

Focuses on the development of students' pedagogical content knowledge in their specific subject areas. Secondary school curriculum, along with research-based learning, instructional and assessment strategies, will be examined. 25 hours of fieldwork observations in a classroom setting required.

Typically Offered: Spring

t. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 364. Methods of Teaching World Languages in Middle and High School

3 hr., 3 cr. Requisites: PRE: SEYS 201W and 221. PRE/COREQ: SEYS 340. Score of at least "advanced low" on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPI) for Spanish, French, Italian, German, or Chinese.

Focuses on the development of students' pedagogical content knowledge in their specific subject areas. Secondary school curriculum, along with research-based learning, instructional and assessment strategies, will be examined. 25 hours of fieldwork observations in a classroom setting required.

Typically Offered: Spring

u. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 365. Methods of Teaching Art II.

3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 333. COREQ: SEYS 375.

This course will introduce students to curriculum planning incorporating state and national standards across grade levels and further develop students' skills in lesson planning, assessment, and differentiation of instruction for all learners. This course has an M&T Fee.

Typically Offered: Fall

v. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 3702. Initial Clinical Experience in English Language Arts

3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 360. PRE/COREQ: SEYS 350. COREQ: SEYS 380.

100 hours at a secondary school (grades 7-12). This initial clinical experience is designed to provide undergraduates in the secondary education program with school-based classroom experiences that prepare them to effectively student teach at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher and a college-based supervisor.

Typically Offered: Fall

w. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 3704. Student Teaching in English Language Arts

3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 3702 and 380.

Minimum of 240 hr. of daily participation or its equivalent for 15 weeks at a secondary school. School-based teaching experiences are provided that prepare student teachers to effectively teach students at

the secondary school levels. Under the guidance of a cooperating teacher and a college-based supervisor, students are expected to teach a minimum of two classes. Students must earn a minimum grade of B to be recommended for NYS initial certification. Students are required to attend a weekly or bi-weekly seminar at the college. See program advisor.

Typically Offered: Spring

x. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 3712. Initial Clinical Experience in Mathematics

3 hr., 3 cr. Requisites: PRE: SEYS 201W, 221, 340, and Grade of B or better in MATH 385W.

COREQ: SEYS 350 and SEYS 361.

100–150 hr. at a secondary school. This initial clinical experience is designed to provide undergraduates in the secondary education program with school-based classroom experiences that prepare them to effectively student teach at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher and a college-based supervisor.

Typically Offered: Fall

y. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 3714. Student Teaching in Mathematics

3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 361 and 3712. COREQ: SEYS 381W.

Minimum of 190-240 hours. Daily participation or its equivalent for 15 weeks at a secondary school. School-based teaching experiences are provided that prepare student teachers to effectively teach students at the secondary school levels. Under the guidance of a cooperating teacher and a college-based supervisor, students are expected to teach a minimum of two classes. Students must earn a minimum grade of B to be recommended for NYS initial certification. Students may be required to attend a weekly or bi-weekly seminar at the college and take SEYS 381W as a corequisite. See program advisor.

Typically Offered: Spring

z. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 3722. Student Teaching I in Science and Technology for Middle and High School

3 hr., 3 cr. Requisites: PRE: An average grade of B or better in SEYS 201W, 221, and 340; Grade of B or better in SEYS 362. PRE/COREQ: SEYS 350. COREQ: SEYS 382. Submission of CST official score report, with overall score and sub-scores (candidates who do not pass must develop a remediation plan signed by advisor prior to student teaching), overall minimum GPA of 2.75.

330 hr. of fieldwork at a secondary school. Student Teaching I is the first student teaching experience that is designed to provide undergraduates and graduates in the secondary education program with school-based classroom experiences that prepare them to effectively student teach at the middle school and secondary school levels. Students are placed at a middle or secondary school setting under the guidance of a school-based teacher, and college-based supervisor. Aspiring teachers will learn how to plan, instruct, and assess lessons based on knowledge of subject matter, and how students learn and develop; as well as how to create learning environments which encourage positive social interactions and active participation. In addition, aspiring teachers will learn how to adapt instructional and assessment strategies to the diverse needs, interests and abilities of learners.

Typically Offered: Fall

aa. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 3724. Student Teaching II in Science and Technology for Middle and High School



3 hr., 3 cr. Requisites: PRE: Permission of the department; completion of 30 credits in the major; must maintain a minimum 2.75 GPA in their major; Grade of B or better in SEYS 3722 and 382, and a minimum 3.0 GPA average in SEYS courses.

Minimum of 330 hr. of daily participation or its equivalent for 15 weeks at a secondary school. Student Teaching II is a full time clinically-rich student teaching experience that is designed to provide undergraduates in the secondary education program with school-based classroom experiences that prepare them to effectively student teach at the middle school and secondary school levels. Students are usually placed at a secondary school setting under the guidance of a school-based teacher, and college-based supervisor. Aspiring teachers will demonstrate an understanding of planning and implementing lessons based on knowledge of subject matter, and how students learn and develop; as well as how to create learning environments which encourage positive social interactions and active participation. In addition, aspiring teachers will demonstrate how to adapt instructional and assessment strategies to the diverse needs, interests, and abilities of learners. It should be noted that Student Teaching II is considered a level III assessment where candidates are required to demonstrate their ability to plan, instruct and assess at a proficient to exemplary level of performance.

Typically Offered: Spring

bb. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 3732. Student Teaching in Social Studies I

3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 363W. COREQ: SEYS 383.

150+ hrs. at a secondary school. This initial experience is designed to provide undergraduates in the secondary education program with school-based classroom experiences that prepare them to effectively teach at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher and a college-based supervisor.

Typically Offered: Fall

cc. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 3734. Student Teaching in Social Studies II

3 hr., 3 cr. Requisites: PRE: B or better in SEYS 3732 and 383. COREQ: SEYS 350.

Minimum of 190-240 hr. of daily participation or its equivalent for 15 weeks at a secondary school. School-based teaching experiences are provided that prepare student teachers to effectively teach students at the secondary school levels. Under the guidance of a cooperating teacher and a college-based supervisor, students are expected to teach a minimum of one class. Students must earn a minimum grade of B to be recommended for NYS initial certification. Students are required to attend a weekly or bi-weekly seminar at the college. See program advisor.

Typically Offered: Spring

dd. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 3742. Initial Clinical Experience in World Language

3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 364. PRE/COREQ: SEYS 350. Score of at least "advanced low" on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Spanish, French, Italian, German, or Chinese. COREQ: SEYS 384.

150 hr. at a secondary school. This initial clinical experience is designed to provide undergraduates in the secondary education program with school-based classroom experiences that prepare them to effectively student teach at the secondary school level. Students are placed at a secondary school setting under the guidance of a school-based teacher and a college-based supervisor.

Typically Offered: Fall

ee. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 3744. Student Teaching in World Language

3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 3742 and 384. Score of at least “advanced low” on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Spanish, French, Italian, German or Chinese.

Minimum of 190-240 hr. of daily participation or its equivalent for 15 weeks at a secondary school. School-based teaching experiences are provided that prepare student teachers to effectively teach students at the secondary school levels. Under the guidance of a cooperating teacher and a college-based supervisor, students are expected to teach a minimum of one class. Students must earn a minimum grade of B to be recommended for NYS initial certification. Students may be required to attend a weekly or bi-weekly seminar at the college. See program advisor.

Typically Offered: Spring

ff. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 375. Student Teaching in Visual Arts I

3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 333. COREQ: SEYS 365.

100 hours in a school-based setting. The course provides undergraduate students in the Art Education program with school-based teaching experiences that prepare them to teach art at the PreK – 6<sup>th</sup> grade level. Students are expected to prepare lesson plans and update and maintain student teaching portfolios.

Typically Offered: Fall

gg. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 376. Student Teaching in Visual Arts II

3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 365 and 375.

240 hrs., 3–4 periods of daily participation or its equivalent for 15 weeks in a 7–12<sup>th</sup> grade setting.

The course provides undergraduate students in the Art Education program with school-based teaching experience that prepares them to teach at the 7–12<sup>th</sup> grade level. Students are expected to prepare lesson plans and update and maintain student teaching portfolios.

Typically Offered: Spring

hh. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 380. Curriculum and Assessment in English

3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 360. PRE/COREQ: SEYS 350. COREQ: SEYS 3702.

An examination of curriculum development and assessment for classroom teaching designed to integrate New York State Learning Standards and required testing, such as the Regents exams, into the curriculum. The course builds on the fundamental pedagogical content knowledge in specific disciplines in SEYS 360. Taught in tandem with the student teaching experience to enrich the student teacher’s understanding of curriculum and assessment issues within a working classroom.

Typically Offered: Fall

ii. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 381W. Curriculum and Assessment in Mathematics

3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 361 and 3712. COREQ: SEYS 3714.

An examination of curriculum development and assessment for classroom teaching designed to integrate New York State Learning Standards and required testing, such as the Regents exams, into the curriculum. The course builds on the fundamental pedagogical content knowledge in specific disciplines in

SEYS 361. Taught in tandem with the student teaching experience to enrich the student teacher's understanding of curriculum and assessment issues within a working classroom.

Typically Offered: Spring

jj. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 382. Curriculum, Instruction, and Assessment in Teaching Science and Technology to Middle Childhood and Adolescent Students

3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 362. PRE/COREQ: SEYS 350. COREQ: SEYS 3722.

This course explores curriculum development, teaching methods, and assessment strategies for science classrooms, aligning with New York State and NGSS standards. It builds on the foundational understanding of how middle childhood and adolescent students learn and develop across physical, cognitive, social, and emotional domains (covered in SEYS 362). Taken as a corequisite with student teaching, this course helps future teachers apply curriculum, instruction, and assessment knowledge in real-world classrooms.

Typically Offered: Fall

kk. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 383. Curriculum and Assessment in Social Studies

3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 363W. COREQ: SEYS 3732.

An examination of curriculum development and assessment for classroom teaching designed to integrate New York State Learning Standards and required testing, such as the Regents exams, into the curriculum. The course builds on the fundamental pedagogical content knowledge in specific disciplines in SEYS 363W. Taught in tandem with the student teaching experience to enrich the student teacher's understanding of curriculum and assessment issues within a working classroom.

Typically Offered: Fall

ll. Change in title, prerequisite, description, and semester offered:

To read:

SEYS 384. Curriculum and Assessment in World Language

3 hr., 3 cr. Requisites: PRE: Grade of B or better in SEYS 364. Score of at least "advanced low" on both the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) for Spanish, French, Italian, German, or Chinese. PRE/COREQ: SEYS 350. COREQ: SEYS 3742.

An examination of curriculum development and assessment for classroom teaching designed to integrate New York State Learning Standards and required testing, such as the Regents exams, into the curriculum. The course builds on the fundamental pedagogical content knowledge in specific disciplines in SEYS 364. Taught in tandem with the student teaching experience to enrich the student teacher's understanding of curriculum and assessment issues within a working classroom.

Typically Offered: Fall

### **13. Department of Elementary & Early Childhood Education (EECE)**

#### **1. New Program: Bachelor of Science in Bilingual Elementary Early Childhood and Elementary Education**

##### **Rationale**

This new undergraduate program, leading to certifications in Early Childhood and Elementary Education and the Bilingual Education Extension, is a BS degree, which will enable students in the EECE undergraduate program to graduate with 120 credits.

There is currently a critical shortage of bilingual educators in New York State, especially in New York City and Long Island, due in part to the growing number of communities that have recently experienced an influx of newly arrived and asylum-seeking students and families. As such, bilingual education is currently at the top of the list of teacher shortage areas and listed as one of four [high-need subjects](#) for which the New York City Public Schools are actively recruiting teachers. Given the rich linguistic diversity of Queens (known as “the World’s Borough”), where over half of all residents speak a language other than English at home, we have the linguistic talent needed to build this workforce. Queens College also can respond by preparing bilingual educators because we already offer an Advanced Certificate in Bilingual Education program for students who hold a bachelor’s or master’s degree in education and teaching certification. What is new is that we do not offer an undergraduate major in bilingual education that allows undergraduate students to earn the Bilingual Education Extension.

The proposed program is also desirable because it offers undergraduate students at Queens College the opportunity to graduate with teaching certification in three distinct areas: early childhood education (Birth-Grade 2), childhood education (Grades 1-6), and bilingual education. This program builds on the new Bachelor of Science in Early Childhood and Elementary Education by adding the Bilingual Extension. There are at present no other comparable undergraduate programs in New York City.

The Bachelor of Science’s program structure allows for the possibility to fulfill NYSED requirements for the Bilingual Education Extension, Early Childhood (Birth-Grade 2) and Childhood Education (Grades 1-6) through the proposed new Bilingual Early Childhood and Elementary Education major. We predict that prospective students would be attracted to Queens College for this program, given that they would have opportunities for employment immediately upon graduation.

### Program Requirements

The undergraduate Bachelor of Science in Early Childhood and Elementary Education degree program is designed for candidates who are interested in becoming certified in both Early Childhood (Birth-Grade 2) and Childhood Education (Grades 1-6). Students must complete the following:

- **Queens College Pathways** general education requirements: Required Core, Flexible Core, and College Option (36-42 credits);
- **EECE Content Core (30 credits);**

The 30-credit NYSED Content Core requirement comprises (a) a total of 18 credits distributed evenly across three distinct areas—History and Social Sciences, Mathematical Processes, and Scientific Processes (b) an additional 12 credits, different from the above, within a focused area of the liberal arts and sciences as defined by NYSED.

Content Core requirements: Students choose from each of the following areas\*:

*\*bolded courses also satisfy Pathways requirements*

**History and Social Sciences:** Choose two courses (minimum 6 credits) of the following:

**ANTH 101; CMLIT 100; HIST 101/W, 102/W/H, 103/W, 104/W, 105/W, 106/W, 126, 160, 163/H; PSCI 100, 210; SOC 101; URBST 103, 107**

**Mathematical Processes:** Choose two courses (minimum 6 credits) of the following:

**MATH 115, 119, 122, 128, 141, 142, 143, 151, 152, 157, 158; CSCI 111**

**Scientific Processes:** Choose two courses (minimum 6 credits) of the following:

**ANTH 103; ASTR 1, 2 (either ASTR 1 or 2—not both); BIOL 11, 14; CHEM 1011+1013, 1131+1134; ENSCI 99, 100; FNES 101, 163; GEOL 9, 12, 16, 25, 101; PHYS 11+14, 1211+1214.**

**12 additional credits, separate from the above, within a focused area of the liberal arts and sciences as defined by NYSED.** Suitable foci for these additional 12 credits must include, but are not limited to, a sequence of coursework entirely within one of the following areas, without mixing credits across disciplines:

- **General linguistics**

- **A specific foreign language:** (e.g., Arabic, Chinese, French, German, Modern Greek, Hebrew, Italian, Japanese, Korean, Portuguese, Spanish, Russian, Yiddish),
- **Cultural studies:** Studies (e.g., Africana Studies, East Asian Studies, Greek Studies, Hispanic Languages and Literatures, Latin American and Latino Studies, Middle Eastern Studies, Puerto Rican Studies).

Each course may only fulfill one EECE Content Core requirement and shall not be used toward the fulfillment of multiple requirements within the EECE Content Core. \*See Appendix A for a list of courses that will fulfill the 12 additional credits within a focused area of the liberal arts and sciences as defined by NYSED.

- **EECE Pedagogical Core**

**EECE Pre-Professional Courses** (12 credits):

LCD 101, EECE 240/W, EECE 310/W, and EECE 326

**EECE Professional Sequence** (36 credits):

EECE 327, EECE 335, EECE 336, EECE 337, EECE 338, ECPSE 350, EECE 350, EECE 351, EECE 352, EECE 353, EECE 391, and EECE 398

- **Admission to the EECE Professional Preparation Sequence**

To be admitted to the EECE Professional Preparation Sequence, students must meet the following requirements:

- Cumulative GPA of 3.0 or higher
  - Complete NYSED Content Core\* required courses with grades of C or higher (\*Pathways courses taken to satisfy the EECE Content Core must be completed with grades of C or higher).
  - Complete the EECE pre-professional courses with grades of C or higher
  - Speaking, listening, reading and writing proficiency in a language other than English. Faculty in the EECE Department will conduct the language proficiency assessment
- Upon acceptance into the EECE Professional Sequence
    - Maintain a minimum B (3.0) average in their EECE Professional Sequence courses.
    - A grade of C or higher must be earned in all EECE Professional Sequence Courses.

**a. New course:**

EECE 240/W, Foundations of Bilingual Education

3 hours and 3 credits

This course introduces students to the field of bilingual education through the examination of its socio-cultural, historical, political, and philosophical aspects. Students use the research in the field to examine programs, models, and trends in bilingual education and critically analyze their socio-cultural and political underpinnings. In addition, the course introduces students to theories and research on bilingualism and bilingual development and how these theories inform bilingual programming, instruction, and assessment. This course partially satisfies the NYSED-mandated Bilingual Extension field experience.

**b. New course.**

EECE 326, Teaching for Biliteracy in the Early Childhood Grades

3 hours and 3 credits

Prerequisite EECE 204/W

This course provides an understanding of language and literacy learning in multilingual children from birth to grade two. The course exposes students to current research and theories on language development and early reading and writing in monolingual and multilingual children. Students gain familiarity with research-based literacy instructional and assessment practices that are developmentally, culturally and linguistically appropriate for teaching literacy in English and children’s additional languages. Other major topics covered in this course are biliteracy, multilingual perspectives, and the role of culturally responsive and sustaining teaching practices in early childhood. This course partially satisfies the NYSED-mandated initial field experience prior to student teaching.

**c. New course.**

EECE 327, Teaching for Biliteracy in the Elementary Grades  
3 hours and 3 credits to Restricted students in the professional sequence of the major.

This course provides an understanding of language and literacy learning in multilingual children in the elementary grades. It focuses on research-based literacy instructional and assessment practices that are developmentally, culturally and linguistically appropriate for teaching literacy in English and children’s additional languages. Students examine and have hands-on experiences with the design of literacy practices aimed building relevant knowledge while learning foundational language and literacy skills. Other major topics covered in this course are biliteracy, multilingual perspectives, and the role of culturally responsive and sustaining teaching practices in the elementary grades. This course partially satisfies the NYSED-mandated Bilingual Extension field experience.

**d. New course.**

EECE 336, Content and Language Integrated Learning  
3 hours and 3 credits. Restricted to students in the professional sequence of the major.

This course focuses on content and language integrated learning (CLIL), which is an approach in which children learn the subject areas and a new language in an integrated manner. Students examine and have hands on experiences with current research-based practices for integrating content and new language instruction in math, science and social studies. Additionally, students consider evaluation issues related to assessing multilingual students’ language and content knowledge, and adopt a culturally and linguistically sustaining perspective for designing content and language integrated learning experiences. This course partially satisfies the NYSED-mandated Bilingual Extension field experience.

**Appendix A**

**Liberal Arts and Sciences Concentration  
Bachelor of Science in Bilingual Early Childhood and Elementary Education**

Students choose 4 Courses (at least 12 credits) in one of the indicated Liberal Arts and Sciences Concentrations. When possible, students are encouraged to complete a full minor in their liberal arts concentration.

General Linguistics	LCD 116, 120, 150,203, 205, 209, 220, 250, 306
Specific Foreign Language	
Arabic	ARAB 203, 204, 305, 306

Chinese	CHIN 204, 210:212, 240, 250, 251, 311, 312, 315, 317, 318, 320, 330, 340, 350, 358, 360, 370, 380
French	FREN 206, 224, 228, 300-level
German	GERM 203, 206, 207, 224, 228, 235, 236, 250, 300-level
Modern Greek	GRKST 100, 101, 102, GRKMD 228, 231, 235, 305, 306, 315, 321:323, 330, 335
Hebrew	HEBRW 203, 204, 305, 307, 311, 315, 317, 321, 325, 328, 331, 340, 341, 345, 346, 350, 351, 352, 356, 358
Italian	ITAL 200-level, ITAL 300-level
Japanese	JPNS 200-level, JPNS 300-level
Korean	KOR 200-level, KOR 300-level
Portuguese	PORT 41, 111, 112, 204
Spanish	SPA 115, 215, 224, 240, 241, 250, 260, 280,290, 291, 310, 312, 337:341, 351:353, 370:374, 377:379, 390, 391, 398
Russian	RUSS 150, 155, 175, 203, 204, 215, 225, 233:235, 243:245, 275, 276, 280:282, 285, 301, 302, 311, 321, 325, 327, 331, 350, 351, 362, 391, 392
Yiddish	YIDD 150, 156, 161, 167, 172, 174, 176, 190, 203, 204, 210, 330, 332, 336, 341, 356, 390
Cultural Studies	
Africana Studies	AFST 101, 102, 201/201W, 232/232W, AFST 300/300W
East Asian Studies	EAST 100-level, 200-level, 300-level
Greek Studies	GKST 100, 101, 102, 150, 200, 201, 305, 306
Hispanic Languages and Literatures	SPA 224, 240, 241, 250, 260, 280, 290, 310, 312
Latin American and Latino Studies	LALS 201, 202, 204, 205, 208, 220, 294, 380, 391
Middle Eastern Studies	ARAB 203, 204, 305, 306 MES 155, 160, 190,200, 240, 250, 255W, 260, 270, 300
Puerto Rican Studies	PRST 202, 203, 204, 208, 220

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## 5b. Graduate Curriculum Committee

- i. MOTION: Duly made by David Lahti, Chair of the GCC:

“To accept the GCC minutes dated October 9, 2024 as distributed”

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

## GCC Minutes Dated October 9, 2024

### A. ITEMS FOR UNIVERSITY REPORT

#### 1. BIO

##### a. Minor Change – Course reserve or withdrawal

~~**BIOL 611. Mycology.** 2 lec., 1 rec., 3 lab. Hr.; 4 cr. Prereq.: Once semester of genetics and permission of the instructor. A survey of the major taxa of fungi, including slime molds, with emphasis on their morphology and taxonomy. The importance of fungi as causal agents n diseases of man, other animals, and plants, as experimental tools of genetic, biochemical, and physiological research will be considered. Basic techniques of culturing fungi will be utilized in the execution of individual projects.~~

#### 2. BIO

##### b. Minor Change – Course reserve or withdrawal

~~**BIOL 646. Limnology.** 2 lec., 1 rec., 3 lab. Hr.; 4 cr. Prereq. A course in field biology. Survey of the physical, chemical, and biological properties of streams, rivers, and lakes. A comparative analysis of inland waters. Students should expect to reside at a field station and/or the Audubon Center at Greenwich, CT. The site selected depends on scheduling and the availability of space. Three to five other field trips, including two all-day trips are planned. Students should expect to be involved full-time during the duration of this summer course.~~

#### 3. BIO

##### c. Minor Change – Course reserve or withdrawal

~~**BIOL 707.1, 707.3, 707.5, 707.7. Zoology and Phylogeny of the Chordata.** 2 lec. hr.; 2 cr. Each semester. Prereq.: For BIOL 707.1, courses in comparative vertebrate anatomy and graduate courses in evolution, advanced genetics, and systematics; for BIOL 707.3, BIOL 707.1 or permission of the instructor; for BOL 707.5, BIOL 707.3 or permission of the instructor; for BIOL 707.7, BIOL 707.5. The first semester to emphasize the fishlike chordates; the second semester to emphasize the amphibia, reptiles; the thired semester to emphasize mammals; and the further semester to emphasize birds.~~

#### 4. BIO

##### d. Minor Change – Course reserve or withdrawal

~~**BIOL 707.2, 707.4, 707.6, 707.8. Laboratory in Zooloy and Phylogeny of the Chordata.** 4 lab. Hr.; 2 cr. Each semester. Prereq. Or coreq.: For BIOL 707.2, BIOL 707.1, for BIOL 707.4, BIOL 707.3; for BIOL 707.6, BIOL 707.5 for BIOL 707.8, BIOL 707.7. Examination of living, fossil, and other museum materials illustrating techniques and problems in research. The first semester to~~



emphasize the fishlike chordates; the second semester to emphasize the amphibia, reptiles; the third semester to emphasize mammals; and the fourth semester to emphasize birds.

5. BIO

e. Minor Change – Course reserve or withdrawal

**BIOL 711.3. Experimental Microbiology.** 3 lec. hr.; 3 cr. Prereq.: One year of organic chemistry, one year of physics, one-half year of microbiology. The processes whereby microorganisms (1) obtain energy and cellular materials, (2) synthesize cell constituents, and (3) interact with their environment.

6. BIO

f. Minor Change – Course reserve or withdrawal

**BIOL 711.4. Experimental Microbiology Laboratory.** 4 lab., Hr.; 2 cr. Prereq. or coreq.: BIOL 711.3. The study of the metabolism of selected microorganisms by chemical and physical methods.

7. BIO

g. Minor Change – Course reserve or withdrawal

**BIOL 719. Molecular Communication in Microorganisms.** 3 hr.; 3 cr. Prereq.: A course in organic chemistry or biochemistry, or permission of the instructor. A study of the surface of microbial cells and how microbial cells interact by means of molecules between cells of the same or different species. The role of these molecules in the regulation of morphogenesis, sexual and asexual reproduction, life cycles, metabolic regulation, genetic recombination, and bioengineering will be examined. Comparison of these communicating molecules will be made with hormones of higher plants and animals.

8. BIO

h. Minor Change – Course reserve or withdrawal

**BIOL 741.3. Radiation Biology.** 3 hr.; 3 cr. Prereq.: Courses in organic chemistry, general physics, two advanced courses in biology, or permission of the department. Interaction of radiation with living matter, the effect of such interactions on a variety of plants and animals, and methods for detecting and measuring radiation.

9. BIO

i. Minor Change – Course reserve or withdrawal

**BIOL 741.4. Laboratory in Radiation Biology.** 4 lab. Hr.; 2 cr. Prereq. Or coreq.: BIOL 741.3.

10. BIO

j. Minor Change – Course reserve or withdrawal

**BIOL 760.7 Limnology.** 3 hr.; 3 cr. The study of the physical, chemical, and biological features of freshwater systems.

11. BIO

k. Minor Change – Course reserve or withdrawal

**BIOL 760.8. Laboratory in Limnology.** 4 hr.; 2 cr. Coreq.: BIOL 760.7. This laboratory course must be taken simultaneously with the lecture. Laboratory testing and analysis along with considerable field exercises are designed to provide a survey of physical, chemical, and biological sampling techniques involved in limnological studies. A portion of the course period will be held at a field station, where intensive day and night sampling and measurements will be conducted. Along with written reports, an identified collection of aquatic specimens is required. Several additional all-day field trips are planned.

## 12. BIO

### l. Minor Change – Course reserve or withdrawal

**BIOL 764.3. Plant Ecology: Vegetation of the World.** 3 hr.; 3 cr. Prereq.: A course in botany. A survey of world vegetation, with emphasis on North and Central America. Structural and floristic composition of major vegetation types will be emphasized. Schemes of vegetation classification will be compared and contrasted. Latitudinal and altitudinal zones will be discussed in the context of bioclimatic parameters.

## 13. BIO

### m. Minor Change – Course reserve or withdrawal

**BIOL 768.3. World Vegetation.** 3 hr.; 3 cr. A survey of vegetation of the earth touching on paleogeofloristics, from the Paleophytic to Cenophytic Eras. Changes in the Earth's vegetation and present distributions of zonal plant communities are discussed in the light of plate tectonics and bioclimatology. Contemporary world vegetation types are compared and contrasted. Emphasis is placed on New World vegetation. A library research paper is required.

## 14. BIO

### n. Minor Change – Course reserve or withdrawal

**BIOL 793.2. Seminar in Zoogeography.** 3 hr.; 3 cr. Prereq.: A course in evolution or permission of the instructor. Seminar-format course on a specified topic in the field of zoogeography. Course may be taken more than once if topic changes.

## 15. BIO

### o. Minor Change – Course reserve or withdrawal

**BIOL 795, 796. Basic Laboratory Techniques for Research.** 2 lec., 3 lab. Hr.: 3 cr. Per course. Lecture and laboratory work on modern instrumentation and experimental design used to solve biological problems. The theory underlying the experimental design and equipment will be discussed.

## 16. ECP

### p. Minor Change – Change in course description

To:

**ECPSE 701. Introduction to Assessment in Early Childhood Special Education.** 3 hr.; 3 cr. The purpose of this course is to prepare early childhood special education teachers to engage in reflective decision-making and research-validated professional practice that will result in the

creation of effective instructional programs for all young children, including those children with disabilities and their families and those from culturally and linguistically diverse backgrounds. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills and dispositions associated with the application of assessment information in individual student and program evaluation, as well as, to classroom and curriculum planning. Fifteen hours of field experience are required for candidates to conduct practice assessments with a variety of instruments and write evaluation reports.

**17. ECP**

**q. Minor Change – Chang in course description**

**To:**

**ECPSE 705. Introduction to Assessment in Special Education.** 3 hr.; 3 cr., Prereq. None. The purpose of this course is to prepare special education teachers across all age range certifications to engage in reflective decision-making and research-validated professional practice that will result in the creation of effective instructional programs for all students including those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills and dispositions associated with the application of assessment information in individual student and program evaluation, as well as, to classroom and curriculum planning. Approximately 15 hours of field work focusing on assessment with individuals with disabilities are required as part of this course.

**18. ECP**

**r. Minor Change – Chang in course title/course description**

**To:**

**ECPSE 716. Curriculum & Instruction in Inclusive Education.** 3 hr.; 3 cr., Prereq. None. Through theory, research and application, ECPSE 716: Curriculum & Instruction in Inclusive Education is designed to each graduate candidates in special education to build a culturally responsive and reflective teaching practice to ensure access to the general education curriculum for all learners, including struggling learners and students with disabilities in P-12 English Language Arts, Social Studies, and Science. Candidates will learn and apply a reflective planning and implementation process that includes unpacking and task analyzing curricula, informal assessment and error analysis, universal design and specially designed instruction that infuses evidence-based and high-leverage practices and effective use of assistive and instructional technology. Candidates will also learn how to choose the best-fit co-teaching configurations based on content and instructional needs. These practices will be studied within the context of urban public education and special education’s attempt to fulfill the promise of IDEIA for students with disabilities. Political, technological, and societal changes and advances in promoting inclusion, access, and meaningful participation in the general education curriculum are also discussed. Approximately 15 hours of fieldwork focusing on individuals with disabilities and their academic learning needs are required as part of this course.

**19. ECP**

**s. Minor Change – Chang in course prerequisite or corequisite/course description**

**To:**

**ECPSE 722. Applied Behavior Analysis and Positive Behavior Supports.** 3 cr.; 3 hr., This course examines the principles and application of operant learning. It is primarily focused on the relationship between behaviors and environmental events (e.g., antecedents, setting events, and consequences) that influence behavior. A substantial emphasis of this course is placed on functional behavior assessment, and the use of educative, positive behavior support strategies to create meaningful changes in environments and students' quality of life. A critical underlying course theme is the relationship between, and possible intersection of a child's learning experiences, preferences and culture, individual communication, self-determination, and social skills in the analysis, prevention, and intervention of behaviors that interfere with learning and social development. Candidates will also learn how to design and employ single subject research designs and will be supported to use technology enhanced applications in the context of behavior observation and behavior change efforts. Course activities emphasize use of natural environments as the preferred context for providing services and within which to analyze and provide behavioral support. All course assignments are field based; the FBA assignment requires a minimum of 10-hour fieldwork hours including at least 5 hours for direct observation of a child with a disability (or at risk). The autism workshop is covered in ECPSE 722.

**20. ECP**

**t. Minor Change – Chang in course description**

**To:**

**ECPSE 804. Applied Behavior Analysis in Multicultural Contexts. 3 hr.; 3 cr.**

This course examines the principles and application of operant learning. It is primarily focused on the relationship between behaviors and environmental events (e.g., antecedents, setting events, and consequences) that influence behavior. A substantial emphasis of this course is placed on functional behavioral assessment, and the use of educative, positive behavior support strategies to create meaningful changes in environments and the quality of life of young children and their families. Candidates will also learn how to design and employ single subject research designs. All course assignments are field based. Ten hours of field experience are required including a minimum of 5 hours of direct observation of a child with a disability (or at risk) for the FBA assignment.

Lectures, readings, assignments, and course activities emphasize use of natural environments as the preferred as they influence learning. Context for providing services and within which to analyze and provide behavioral support. A critical underlying course theme is the relationship between learning experiences, preferences and culture, and the possible intersection of these, and familial norms. Candidates will be supported to identify educative, behaviorally sound approaches to enhance children's behavior, social skills, and communication. They will also be supported to foster positive, productive relationships with family members and other critical caregivers in the analysis, prevention, and intervention of behaviors that interfere with learning and social development.

**21. ECP**

**u. Request for New Course**

Course number and title: **ECPSP 869 Internship in School Psychology**

Hours and credits: 4 hrs.; 4 credits

**Prerequisites or corequisites:** Candidates who do not receive B (3.0) or better in assessment or practica courses (ECP 772, 773, 774, 775, 781, 777, 778, 866, 867, 868) may not proceed to subsequent practica and internships except with permission of the faculty. Candidates may be asked to do additional work such as retaking a course or courses and/or spending additional time in the field, if it is thought this will be sufficient to help them demonstrate competency in a reasonable time.

**Description (as it should read in the Graduate Bulletin):**

Students spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. They begin in September and follow school and agency calendars. Candidates meet biweekly for group supervision at the College. Taken in the last year of study. Graded on a Pass/Fail basis only.

**22. ECP**

**v. Request for New Course**

Course number and title: **ECPSP 869.1 Internship in Bilingual/Multicultural School Psychology**

Hours and credits: 4 hrs.; 4 credits

**Prerequisites or corequisites:** Candidates who do not receive B (3.0) or better in assessment or practica courses (ECP 772, 773, 774, 775, 781, 777, 778, 866, 867, 868) may not proceed to subsequent practica and internships except with permission of the faculty. Candidates may be asked to do additional work such as retaking a course or courses and/or spending additional time in the field, if it is thought this will be sufficient to help them demonstrate competency in a reasonable time.

**Description (as it should read in the Graduate Bulletin):**

Students spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. The placements are in settings with a bilingual or multicultural population, and candidates are under the supervision of qualified supervisors. They begin in September and follow school and agency calendars. Candidates meet biweekly for group supervision at the College. Taken in the last year of study. Graded on a Pass/Fail basis only.

**23. ECP**

**w. Request for New Course**

Course number and title: **ECPSP 870 Internship in School Psychology**

Hours and credits: 4 hrs.; 4 credits

**Prerequisites or corequisites:** Candidates who do not receive B (3.0) or better in assessment or practica courses (ECP 772, 773, 774, 775, 781, 777, 778, 866, 867, 868) may not proceed to subsequent practica and internships except with permission of the faculty. Candidates may be asked to do additional work such as retaking a course or courses and/or spending additional time in the field, if it is thought this will be sufficient to help them demonstrate competency in a reasonable time.

**Description (as it should read in the Graduate Bulletin):**

Students spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. They begin in September and follow school and agency calendars. Candidates meet biweekly for group supervision at the College. Taken in the last year of study. Graded on a Pass/Fail basis only.

#### **24. ECP**

##### **x. Request for New Course**

Course number and title: **ECPSP 870.1 Internship in Bilingual/Multicultural School Psychology**

Hours and credits: 4 hrs.; 4 credits

**Prerequisites or corequisites:** Candidates who do not receive B (3.0) or better in assessment or practica courses (ECP 772, 773, 774, 775, 781, 777, 778, 866, 867, 868) may not proceed to subsequent practica and internships except with permission of the faculty. Candidates may be asked to do additional work such as retaking a course or courses and/or spending additional time in the field, if it is thought this will be sufficient to help them demonstrate competency in a reasonable time.

##### **Description (as it should read in the Graduate Bulletin):**

Students spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. The placements are in settings with a bilingual or multicultural population, and candidates are under the supervision of qualified supervisors. They begin in September and follow school and agency calendars. Candidates meet biweekly for group supervision at the College. Taken in the last year of study. Graded on a Pass/Fail basis only.

#### **25. HIST**

##### **y. Request for New Course**

Course number and title: **HIST 7250 – Introduction to Public History**

Hours and credits: 3 hr.; 3 credits

**Prerequisites or corequisites:** None

##### **Description (as it should read in the Graduate Bulletin):**

This course is an introduction to public history, broadly defined as historical work that is intended for a public audience, including museums, monuments, archives, commemorative spaces, and digital history. In this course students will learn the methods and theories of public history with attention to public history debates both in the United States and other parts of the world. In the first unit, “What is Public History?” we will discuss the methods, theories, and history of public in the United States. In the third unit, “Queer Public History”, we will apply what we have learned and consider new public history scholarship on LGBTQ+ history both in New York City and around the world.

#### **26. PSYCH**

##### **z. Request for New Course**

Course number and title: **PSYCH 750 Research Methods in Behavior Analysis Lab**

Hours and credits: 1 hour weekly; 1 credit

**Prerequisites or corequisites:** Co-requisite: PSYCH 730.05, PSYCH 73001

**Description (as it should read in the Graduate Bulletin):**

This lab course runs in conjunction with the lecture portion of PSYCH 73005. The lab is designed to focus specifically on the design of a project and the practice of concepts introduced in the lecture. Course content includes but is not limited to measurement data display and interpretation, single case designs intervention and program evaluation, and research ethics. Permission of the Director of the Applied Behavior Analysis Graduate Programs is required to register.

**27. PSYCH**

**aa. Request for New Course**

Course number and title: **PSYCH 751 Applied Behavior Analysis: Measurement and Applied Project Lab**

Hours and credits: 1 hour weekly; 1 credit

**Prerequisites or corequisites:** PSYCH 73005 Research Methods and 750 RM Lab. Co-req: PSYCH 73006

**Description (as it should read in the Graduate Bulletin):**

This lab course runs in conjunction with the lecture portion of PSYCH 73006. The lab is designed to focus specifically on the implementation of a project designed in the Research Methods Lab and the practice of concepts introduced in the 73006 lecture. Course content includes but is not limited to measurement data display and interpretation, single case designs intervention and program evaluation, and research ethics. Permission of the Director of the Applied Behavior Analysis Graduate Programs is required to register.

**28. PSYCH**

**ab. Minor Change – Change in course title/change in course description**

**To:**

**PSYCH 754. Organizational Behavior Management. 3 hrs.; 3 cr. Organizational behavior management (OBM) is a subfield of applied behavior analysis. OBM is an application of behavioral principles and techniques to behavior change in organizations. This is an introductory course exploring some components of OBM including performance management, training and development, pay for performance, health and well-being, leadership and culture, and behavior-based safety. The course also covers pinpointing and measuring behavior, antecedent and consequence-based interventions, process and performance level assessment techniques, and feedback.**

**29. PSYCH**

**ac. Minor Change – Change in course title/change in prerequisite or corequisite**

**To:**

**PSYCH 795. ABA Thesis Preparation.** 3 hr.; 3 cr. Prereq.: PSYCH 730.06, PSYCH 771.3 The purpose of this class is to plan a thesis capstone project and write a proposal for the project (the project that will be implement the following semester in the thesis course -791.3). The capstone thesis project is a culmination of experience in the ABA MA program. The course covers written and oral expression, development of a research topic and plan in preparation to conduct a thesis research project in the next semester thesis class (791.3). All students will have identified a thesis advisor and general topic before the start of the semester and must have permission of the Director of the Applied Behavior Analysis MA program to register.

**30. PSYCH**

**ad. Minor Change – Change in course title/change in course prerequisite or corequisite, and change in course description**

**To:**

**PSYCH 730.02. Applied Behavior Analysis: Theory II.** History and Philosophy of Behaviorism and Behavior Analysis. 3 hr.; 3 cr. Prereq.: PSYCH 730.01 and permission of the Director of the Applied Behavior Analysis Graduate Programs; coreq.: PSYCH 730.06, PSYCH 751. This is a course in the history and philosophy of science underlying behavior analysis, and radical behaviorism. The course includes the examination of the idea of examining behavior itself, and other foundations of radical behaviorism (selection by consequences across phylogeny, ontogeny, and culture). Radical behaviorism is discussed in the context of verbal behavior, private events, and scientific methods of investigation and contrasted with alternative viewpoints.

**31. PSYCH**

**ae. Minor Change – Change in course title/change in course description**

**To:**

**PSYCH 730.05. Research Methods in Behavior Analysis.** 3 hr.; 3 cr. Coreq.: PSYCH 73001, PSYCH 750 and permission of the Director of the Applied Behavior Analysis Graduate Programs. This course covers single-subject research design, and some topics related to group research design. The course content includes but is not limited to measurement, data display and interpretation, statistics for single subject designs, intervention and program evaluation, and research ethics.

**32. PSYCH**

**af. Minor Change – Change in course title/change in course hours, and change in course description**

**To:**

**PSYCH 730.06. Applied Behavior Analysis: Measurement and Applied Project II.** 2 hr.; 2 cr. Coreq.: PSYCH 730.02, PSYCH 751, and permission of the Director of the Applied Behavior Analysis Graduate Programs. An advanced project in the application of theory, methodology, and professional issues in the field of applied behavior, focusing on contemporary issues in behavior assessment strategies, single case design, data evaluation, program development, and learning processes, and carrying out applied behavior research in the field.

**33. PSYCH**

**ag. Request for New Course**



Course number and title: **PSYCH 73008 Applications of Behavior Analysis**

Hours and credits: 3 hours weekly; 3 credits

**Prerequisites or corequisites:** Pre-requisite: PSYCH 730

**Description (as it should read in the Graduate Bulletin):**

This course is designed to expose students of Applied Behavior Analysis to several applications of the science previously not considered within the scope of practice for behavior analysis in NY. This is an introductory step to developing and expanding the scope of competence.

**B. ITEMS FOR CEP/CAP**

**1. ECP**

**a. Program Change**

**Change in requirements for degree/certificate: [X] SECHDB2-AC - Special Education: Early Childhood Education (Birth – Grade 2) MSED/Teacher of Special Education (Birth - Grade 2)**

**Item #1: *Remove*** the following course in the program sequence: ECPSE 700: Foundations of Special Education and ***replace*** with: ECPSE 704: Critical Disability Studies and Culturally Responsive-Sustaining Inclusive Education.

**Item #2: *Remove*** the following course in the program sequence: ECPSE 725: Internship in Severe Disabilities and ***replace*** with: ECPSE 719: Practicum in Special Education.

**Item #3: *Remove*** the following course in the program sequence: ECPSE 722: Applied Behavior Analysis and Positive Behavior Support and ***replace*** with: ECPSE 804: Applied Behavior Analysis in Multicultural Contexts.

**Item #4: *Remove*** the following course from the program sequence: ECPSE 748: Advanced Research in Special Education.

2) Please give HEGIS number if known to you: **0808.00**

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:

ECPSE 704 Critical Disability Studies and Culturally Responsive-Sustaining Inclusive Education 3 cr.

ECPSE 701 Introduction to Assessment in Early Childhood Special Education 3 cr.

ECPSE 804 Applied Behavior Analysis in Multicultural Contexts 3 cr.

ECPSE 712 Language and Literacy: Principles and Practices in Early Childhood Special Education 3 cr.

ECPSE 708 Collaboration with Families and School-Based Teams 3 cr.

ECPSE 730 Curriculum and Instruction for Early Childhood Special Education 3 cr.

ECPSE 805 Culturally Responsive Early Intervention (Birth to Age 3) 3 cr.

ECPSE 731 Advanced Seminar in Early Childhood Special Education 3 cr.

ECPSE 719 Practicum in Special Education 3 cr.

ECPSE 746 Research in Special Education. 3 cr.

Total 30 cr.

**5c. Nominating Committee**

- i. MOTION: Duly made by Sari Kisilevsky, Philosophy, on behalf of Stephen Grover, Chair of the Nominating Committee:

“To accept the Nominating Committee report dated November 14, 2024 as distributed”

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

**1) Teaching Excellence and Evaluation Committee**

The following faculty member was elected with unanimous consent:

Eric Silberberg	Arts & Humanities	December 2026
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**2) Graduate Scholastic Standards Committee**

The following faculty members were elected with unanimous consent:

Eric Silberberg	Arts & Humanities	December 2026
Clive Belfield	Social Sciences	December 2026

The following student member was elected with unanimous consent:

Taevon Ritchens	Math & Natural Sciences	December 2026
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**3) Undergraduate Curriculum Committee**

The following faculty member was elected with unanimous consent:

Kenneth Lord	Math & Natural Sciences	December 2026
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**4) Committee on Undergraduate Admissions and Re-entry Standards**

The following faculty members were elected with unanimous consent:

Saima Cheema	Math & Natural Sciences	December 2026
Mitchell Proux	Education	December 2026

**5) Elections Committee**

The following faculty member was elected with unanimous consent:



**6. Old Business:**

**a. Nominations to the Nominating Committee:**

**Students**

- 1) Arts and Humanities – 2026 (No student nominees)
- 2) Education – 2026 (No student nominees)

**b. Motion Regarding Course Numbering**

- i. MOTION: Duly made by Chair Ferguson:

“To accept the Motion Regarding Course Numbering”

Discussion followed.

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

**Motion Regarding Course Numbering**

**Whereas** “The Academic Senate shall be responsible, subject to the Board of Trustees of the City University of New York, for the formulation of policy relating to the admission and retention of students [and] curriculum . . . and [shall] conduct the educational affairs customarily cared for by a college faculty.” (Academic Senate Charter, Section I <https://www.qc.cuny.edu/academics/academic-senate/charter/>),

**And Whereas** course numbers are a significant and meaningful pedagogical method for departments and/or programs to signify to students, faculty, and accrediting bodies a course of required study resulting in a specific degree or certification,

**And Whereas** it is the responsibility of academic departments and programs to regularly oversee and reconfigure their course descriptions, names, and numbering over time,

**And Whereas** it is the Academic Senate’s longstanding belief and practice that policies relating to curriculum should be duly decided by the Academic Senate and faculty experts and not be based on the affordances or limitations of specific computer systems,

**Be It Resolved** that this body affirms that course numbering design should be determined solely by appropriate faculty bodies,

**Further Resolved** that this body affirms that software limitations of CUNYFirst, CourseDog, Navigate, Brightspace, or any other such technology should never be considered justification by the College President to override department and/or program decision-making regarding course numbers or any other curricular matter,

**Further Resolved** that this body requests that the college’s Chief Academic Officer prioritize working to resolve administrative “system limitations” currently preventing the Academic Senate from fulfilling its

responsibility to form policy relating to curricular matters,

**Finally Resolved** that the Senate requests that the college administration reaffirm the right and responsibility of departments and programs to number their courses as they see fit under our shared governance plan.

## 7. New Business:

### 7a. Queens College Classroom Photography and Recording Policy

i. MOTION: Duly made by Larissa Swedell:

“To approve the revised Queens College Classroom Photography and Recording Policy”

Hearing an objection to the motion, discussion followed.

ii. MOTION: Duly made by Larissa Swedell:

“To withdraw the revised policy”

Hearing an objection to the motion, Chair Ferguson called for a vote.

Motion i. passed (yes 33, no 3, abstain 1)

### **Queens College Classroom Photography and Recording Policy**

~~Audio~~ ~~Neither~~ photographs nor video recordings (audio or video) of all or parts of classes at Queens College may ~~not~~ be made without written permission from the course instructor(s).

The Office of Student Affairs and the Office of Special Services may provide for the recording of classes on behalf of a student receiving disability accommodations, missing class due to religious beliefs, or experiencing extended absence due to medical or other exigent circumstances.

The Queens College Classroom Photography and Recording Policy applies to both students and visitors. Students and visitors are not authorized to copy, download, or disseminate authorized recordings and photographs to others. Students in violation of this policy are subject to disciplinary action, and visitors in violation of this policy are subject to removal from the classroom and/or campus.

MOTION: Duly made by Chair Ferguson:

“To Adjourn”

The meeting was adjourned at 4:43 p.m. The next Academic Senate meeting will be on Thursday, December 12, 2024.