

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE February 5, 2009
Kiely Hall Room 170

1. The meeting will come to order:

Chair, Dean Savage called the meeting to order at 3:47pm

2. Approval of Agenda:

i. MOTION: Duly made by Senator Ruth Frisz and seconded:

“To approve the agenda”

ii. MOTION: Duly made by Senator Kenneth Lord and seconded :

“To amend the agenda to add under Committee Reports item:”

5.i. Quantitative Reasoning Requirement

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

iii. MOTION: Duly made by Manual Sanudo and seconded:

To amend the agenda to add under New Business item:

7a. Three motions from the Elections Committee

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

3. Approval of Minutes:

MOTION: Duly made by Senator Ruth Frisz and seconded:

“To approve the Minutes of December 4, 2008”

Editorial corrections: Page 33 - change Steven to Stephen

Page 19 - Liba Engel, Ph.D. University of Wisconsin-Madison.

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

4. Announcements, Administrative Reports and Memorials:

a) Senator Yitzchak Lockerman asked for clarification on the process for seating alternate senators. Parliamentary Fields explained the amended procedure according to the Bylaws, Standing Rule XIII¹.

b) The Chair made the following announcement, the response rate for the On-Line Course Evaluations dropped from 59% last year to 29% this year. The committee will analyze the data results and try to streamline the questions and explore ways to increase student participation.

¹ <http://qcpages.qc.cuny.edu/AcademicSenate/ByLaws/Standing.html>

5. Committee Reports

5a. Undergraduate Curriculum Committee

i. MOTION: Duly made by Professor Kenneth Lord:

“To adopt the Undergraduate Curriculum minutes dated –December 4, 2008”

ii. MOTION: Duly made by Senator Yitzak Lockerman and seconded:

“To divide and take out item #112 PHIL 116 “Introduction to Philosophy of Religion”

Motion ii. failed (yes 21, no, 34 abstentions 2)

iii. MOTION: Duly made by Senator Ruth Frisz, seconded and passed unanimously:

”To call the question”

Motion i. passed. Professor Lord moved unanimous consent

1. General Education: PLAS courses

(see qcpages.qc.cuny.edu/ctl/gened/geac/5Nov08/)

GEAC Submissions Approved 05 November 2008

Submission #22: PSCI 102: Contemporary Political Controversies

Department Contacts: Joe Rollins (joerollins@nyc.rr.com)

Area of Knowledge and Inquiry: Analyzing Social Structures (SS)

Context of Experience: Not Applicable

Extended Requirement: Quantitative Reasoning (QR)

[\[Abstract\]](#)

[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(PDF\)\]](#)

Submission #23: PSCI 103: Introduction to Comparative Politics

Department Contacts: Joe Rollins (joerollins@nyc.rr.com)

Area of Knowledge and Inquiry: Analyzing Social Structures (SS)

Context of Experience: World Cultures (WC)

Extended Requirement: Quantitative Reasoning (QR)

[\[Abstract\]](#)

[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #24: PSCI 104: Introduction to International Politics

Department Contacts: Joe Rollins (joerollins@nyc.rr.com)

Area of Knowledge and Inquiry: Analyzing Social Structures (SS)

Context of Experience: World Cultures (WC)

Extended Requirement: Quantitative Reasoning (QR)

[\[Abstract\]](#)

[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #29: PSCI 101: Introduction to Political Science

Department Contacts: Joe Rollins (joerollins@nyc.rr.com)

Area of Knowledge and Inquiry: Analyzing Social Structures (SS)

Context of Experience: United States (US)

[\[Abstract\]](#)

[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #40: ANTH 104: Language, Culture, and Society

Department Contacts: Thomas Plummer and Miki Makihara

(Thomas.Plummer@qc.cuny.edu)

Area of Knowledge and Inquiry: Culture and Values (CV)

Context of Experience: World Cultures (WC)

[\[Abstract\]](#)

[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #50: GERM 250/250W: German Cinema

Department Contacts: Christa Spreizer (christine.spreizer@qc.cuny.edu)

Area of Knowledge and Inquiry: Appreciating and Participating in the Arts (AP)

Context of Experience: European Traditions (ET)

[\[Abstract\]](#)

[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #60: PHYS 007: Introduction to the Physics of Musical Sound

Department Contacts: Peter Glass (peter.glass@qc.cuny.edu)

Area of Knowledge and Inquiry: Natural Science (NS)

Context of Experience: Not Applicable

[\[Abstract\]](#)

[\[Justification, Materials, Assessment, Administration \(PDF\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #86: ARTH 256. Contemporary Art Practices.

Department Contacts: Peggy Smyth (james.saslow@qc.cuny.edu)

Area of Knowledge and Inquiry: Appreciating and Participating in the Arts (AP)

Context of Experience: Not Applicable

[\[Abstract\]](#)

[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #87: ARTS185: Contemporary Art in a Global Society

Department Contacts: Peggy Smyth (james.saslow@QC.CUNY.EDU)

Area of Knowledge and Inquiry: Appreciating and Participating in the Arts (AP)

Context of Experience: World Cultures (WC)

[\[Abstract\]](#)

[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #89: ARTH 233. Naturalism and Art in Seventeenth-century Europe

Department Contacts: Peggy Smyth (james.saslow@QC.CUNY.EDU)

Area of Knowledge and Inquiry: Appreciating and Participating in the Arts (AP)

Context of Experience: European Traditions (ET)

[\[Abstract\]](#)

[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)

[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #96: BIOL 022: Introduction to Human Physiology

Department Contacts: Karl Fath, PoKay Ma and Corinne Michels (karl.fath@qc.cuny.edu)
Area of Knowledge and Inquiry: Natural Science (NS)
Context of Experience: Not Applicable
[\[Abstract\]](#)
[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)
[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #101: DANC 150: Introduction to Dance

Department Contacts: Yin Mei Critchell (yinmei.critchell@qc.cuny.edu)
Area of Knowledge and Inquiry: Appreciating and Participating in the Arts (AP)
Context of Experience: World Cultures (WC)
[\[Abstract\]](#)
[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)
[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #107: ITAL 041: Masterpieces of Italian Literature in Translation

Department Contacts: Hermann W. Haller (Hermann.Haller@qc.cuny.edu)
Area of Knowledge and Inquiry: Reading Literature (RL)
Context of Experience: European Traditions (ET)
[\[Abstract\]](#)
[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)
[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #109: GEOL 012: Natural Disasters

Department Contacts: Nicholas Coch (coch@earthlink.net)
Area of Knowledge and Inquiry: Natural Science (NS)
Context of Experience: Not Applicable
[\[Abstract\]](#)
[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)
[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #111: PHIL 104: Introduction to Ethics

Department Contacts: Steven Hicks (Steven.Hicks@qc.cuny.edu)
Area of Knowledge and Inquiry: Culture and Values (CV)
Context of Experience: European Traditions (ET)

[\[Abstract\]](#)
[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)
[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #112: PHIL 116: Introduction to Philosophy of Religion

Department Contacts: Steven Hicks (Steven.Hicks@qc.cuny.edu)

Area of Knowledge and Inquiry: Culture and Values (CV)

Context of Experience: European Traditions (ET)

[\[Abstract\]](#)
[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)
[\[Syllabus/Syllabi \(DOC\)\]](#)

Submission #113: FNES 163: General Nutrition

Department Contacts: Sunitha Jasti (sunitha.jasti@qc.cuny.edu)

Area of Knowledge and Inquiry: Natural Science (NS)

Context of Experience: Not Applicable

[\[Abstract\]](#)
[\[Justification, Materials, Assessment, Administration \(DOC\)\]](#)
[\[Syllabus/Syllabi \(DOC\)\]](#)

2. FNES (08-23)

a. Change to a major. To Read:

To be eligible to graduate the student must complete the physical education major and all other Queens College graduation requirements. It is recommended that students select courses in the liberal arts and sciences for their electives.

To be eligible for the Initial Certificate in Physical Education Pre K-12, the students must complete all courses in the major, and the following courses: FNES 161W, 266, 369, 379; and SEYS 201,221,340 (or EECE 340) and 350 and EECE 310.

A minimum grade of C in all required FNES and Education (SEYS and EECE) courses with an average grade of B- in FNES 160, 230, 235, 342, 343 and an average grade of B in at least 7 of the 11 courses from FNES 12, 13, 14, 15 and 311.

For those preparing to be teachers of physical education, an average grade of B or better in all EECE and SEYS courses in the concentration, a grade of B or better in FNES 160, 266 and 369, and a grade of B- in FNES 161W, are required.

A student may not repeat a major course more than once beyond the initial enrollment in the course.

Students must hold a current certification in First Aid Cardiopulmonary Resuscitation (CPR). In applying to the NY State Education Department for the initial certificate, the student must pass New York State teachers examinations, and satisfy the requirements in safety education, violence prevention, and education on prevention of child and substance abuse.

3. Computer Science/Economics/Accounting

a. New Minor in Financial Modeling

Requirements for the Minor in Financial Modeling:

CS majors: ACCT 123; BUS 105, 241, 350, 352, and 353; ECO 386; CSCI 088 and 365 (the latter also counts as an elective for the CS major). BA students must also complete Math 231 (which may count as an elective for the CS major if no other non-CS course is used to satisfy the elective requirements).

Finance majors: CSCI 088, 111, 120, 212, 314, 331, and 365; MATH 231; ECO 386 (also counts as an elective for the Finance major).

Students in any other major have to complete both lists of required courses.

The minimum grade in any required course is C-; the minimum combined grade point average for courses in the minor is 2.7 (B-). At least half of the required course credits must be completed at Queens College.

4. CMAL (08-25)

a. New Course in Chinese

CHINESE 358. The Working of the Chinese Media.

3 hr.; 3 cr. Prereq.: Chinese 204 or permission of the department. This course is for students interested in obtaining an understanding of Chinese society, culture, and politics through a study of the Chinese media. In addition to introducing students to the formal journalistic language used in Chinese newspapers, it will also explore the changing environment for the media in China, including changes in government policies on the media and the roles played by journalists. Resources will be taken from print, radio, and on-line sources. The language of instruction is Chinese.

5. Media Studies/BALA (08-26)

a. Reclassification of Course. To Read:

BALA 165, Communication in the Workplace

6. CMAL (08-27)

a. New Course in East Asian Studies

East Asian Studies 253: Contemporary Chinese Film.

4 hr.; 3 cr. Prereq.: Sophomore standing. This course focuses on the development of Chinese Cinema since the mid-1980s, focusing on commonly occurring themes and the use of technique. Chinese film is discussed in its own cultural context, but as a western art form, it is compared to western cinema as well. Lectures and work will be done in English; films will be shown in the original language with subtitles.

7. Accounting (09-28)

a. New Course.

ACCT 123. Accounting for Financial Modeling.

3 hrs., 3 cr. Prereq: CSCI 088. Enrollment limited to students admitted to the Minor in Financial Modeling, and may not substitute for ACCT 101 or 102.

The fundamentals and mechanics of financial accounting sufficient to enable the student to understand types of modifications needed in data to construct meaningful financial models from databases (such as COMPUSTAR, EDGAR and Morning Star.) Coverage includes the basic accounting equation from an accrual perspective. Prepares students to use footnote disclosures to estimate adjustments to account data in the database to model data from the financial statements of multiple companies for both intra- and inter-industry comparative models.

5.i. Quantitative Reasoning Requirement

MOTION: Duly made by Professor Kenneth Lord:

“To accept the Quantitative Reasoning Requirement”

The list of courses satisfying the Quantitative Reasoning requirement in the Fall 2009 General Education Requirements shall be established by using the current list of SM/QR courses from LASAR. The list shall subsequently be reviewed by UCC after finalizing the criteria for this requirement in consultation with interested faculty and senators.

Hearing no objection to the motion, Senator Lockerman moved unanimous consent

5b. Graduate Curriculum Committee:

i. MOTION: Duly made by Richard Bodnar, Acting Dean of Research and Graduate Studies:

“To accept the Curriculum for Post Master’s Advanced Certificate in TESOL”

Hear no objection to the motion, Professor Bodnar moved unanimous consent

PART A: ACADEMIC MATTERS

SECTION A1: SPECIAL ACTIONS

**CREATION OF A POST-MASTER'S ADVANCED
CERTIFICATE PROGRAM IN THE DEPARTMENT OF
LINGUISTICS AND COMMUNICATION DISORDERS (LCD)**

RESOLVED, that a post-master's advanced certificate program in Teaching English to Speakers of Other Languages (TESOL) to be offered at Queens College be approved, subject to financial availability.

**CURRICULUM FOR POST-MASTER'S ADVANCED
CERTIFICATE IN TESOL**

Admissions Requirements

In order to be admitted, applicants must: (a) hold a current, valid New York State (NYS) initial or professional teaching certificate in any area; (b) have earned a master's degree; (c) have achieved the required minimum cumulative GPA of 3.0 in their master's degree program; (d) applicants whose first language is not English and who do not hold an undergraduate or graduate degree from an accredited American institution of higher education must submit proof of having passed the Test of English as a Foreign Language (TOEFL) with the following minimum scores: 600 (paper-based test), 250 (computer-based test), 100 (Internet-based test).

Course Work

This is a 21 credit program, consisting of the following 7 courses, all required (6 credits of transfer, approved by the Program Director, is the maximum allowed):

REQUIRED CERTIFICATE COURSES	CREDITS
LCD 701. <i>Introduction to Linguistics.</i> 3 hr.; 3 cr. Structural aspects of language most relevant to the ESL and/or literacy teacher. (Summer; Fall)	3
LCD 702. <i>Teaching English Sentence Structure I.</i> 3 hr.; 3 cr. Prereq. or coreq.: LCD 701. Introduction to the grammar of English and applications to teaching ESL, Part I. (Fall)	3
LCD 706. <i>Bilingualism.</i> 3 cr.; 3 hr. Prereq. or coreq.: LCD 701. Sociolinguistic and psycholinguistic properties of bilingualism, legal history, and educational foundations of bilingual education. Bilingual education will be compared to other approaches. An emphasis is placed on the implications of bilingualism for ESL and/or literacy teachers. (Summer; Fall)	3
LCD 712. <i>Multiple Literacies in TESOL.</i> 3 hr.; 3 cr. Prereq. or coreq.: LCD 741. This course provides a strong background in the teaching of the multiple literacies that English language learners need to thrive in today=s technologically changing society. The class explores the teaching of traditional alphabetic literacy skills involved in the English Language Arts. It also prepares students for instruction in emerging forms of communication, including media literacy, information literacy, and information technology. Components include assessment, methods, and materials development. (Spring)	3
LCD 740. <i>Second Language Acquisition and Teaching.</i> 3 hr. plus 25 hr. of fieldwork; 3 cr. Prereq. or coreq.: LCD 701. Introduction to the linguistic and pedagogical theories and methods of teaching ESL. There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations. (Fall)	3

<p>LCD 741. <i>Methods and Materials of TESOL: Listening, Speaking, Reading, Writing.</i> 3 hr. plus 25 hr. of fieldwork tutorial; 3 cr. Prereq.: LCD 702 and 740. This course is a comprehensive review of the methods and materials used in TESOL/ESL classes to teach the four language skills: listening, speaking, reading, and writing. The class covers how to adapt methods and materials to suit learner populations of different ages and at varying levels of English proficiency. The role of instructional technology (e.g. audiovisual, multimedia, computers in ESL instruction) will also be addressed. There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations. For students in the TESOL:ITI and post-master’s TESOL advanced certificate programs there is a requirement for 10 full school days of supervised student teaching in ESL classes at either the elementary or secondary level. (Spring)</p>	<p>3</p>
<p>LCD 742. <i>Methods and Materials of TESOL: The Content Areas.</i> 3 hr.; 3 cr. Prereq.: LCD 741. In this course students learn the principles and practices for TESOL/ESL through academic content areas such as mathematics, science, social studies, and language arts. Readings, model lessons, and authentic materials are used to examine the theoretical issues involved and apply them to teaching practices for ESL learners at the elementary and secondary levels. For students in the TESOL:ITI and post-master’s advanced certificate programs there is a requirement for 10 full school days of supervised student teaching in ESL classes at either the elementary or secondary level, complementing the level of student teaching in LCD 741. (Fall)</p>	<p>3</p>
<p>TOTAL CREDITS</p>	<p>21</p>

Sample Programs

1. Summer: 701, 706
Fall: 702, 740
Spring: 712, 741
Fall: 742

2. Summer: 701
Fall: 702, 706, 740
Spring: 712, 741
Fall: 742

3. Summer: 701
Fall: 702, 740
Spring: 712, 741
Summer: 706
Fall: 742

4. Fall: 701, 702, 740
Spring: 712, 741
Fall: 706, 742

5. Fall: 701, 702, 740
Spring: 712, 741
Summer: 706
Fall: 742

6. Fall: 701, 702, 706, 740
Spring: 712, 741
Fall: 742

Background / Foundation

Given recent demographic changes, it is predicted that all teachers will work with English language learners in their careers. Thus, there is a need to prepare all teachers to work with this student population. In New York City and across New York State, there is a critical shortage of certified ESL teachers. The New York State Education Department (NYSED) has pitched in to help alleviate the shortage

Academic Senate Minutes – February 5, 2009

by providing TESOL certification for candidates through individual transcript evaluation. This program entails the following. Students satisfy the requirements for TESOL certification on their own, that is, without enrolling in degree programs that are registered with NYSED as leading to a TESOL certificate. Rather, these students do course work piece-meal at one or more Institutions of Higher Education (IHE) and then apply for certification directly to NYSED.

NYSED is recommending that IHEs register advanced certificates in TESOL, entailing certification through IHEs, thereby obviating the individual transcript evaluation route. There are several attendant advantages, most notable of which is the fact that candidates will be eligible to be recommended for TESOL certification under NYSED's super fast TEACH online certification system, which is available only through IHE recommendation (as opposed to waiting up to 6 months or so for certification via NYSED). As a consequence, school districts will be able to fill vacancies for ESL teachers more expeditiously.

The proposed program targets certified teachers who already have earned a master's degree. In order to be qualified to teach ESL in NYS public schools, these candidates do not need to complete another master's program. Rather, they only need to complete a registered advanced certificate that leads to an Initial Certificate in TESOL. The present proposal establishes precisely such a program at Queens College.

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

Relationship To Existing Programs At The College

The LCD Department of Queens College offers an *M.S. in Education: TESOL* program, which is registered with NYSED for TESOL certification (valid for all grade levels). The courses required for the proposed program are a subset of the courses required for the *M.S. in Education: TESOL* program

Projected Enrollment

It is projected that 30-45 students would enroll in the program each year (Fall admissions).

Impact On The College

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

Explanation

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

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

- ii. MOTION: Duly made by Richard Bodnar, Acting Dean of Research and Graduate Studies:

“To accept the Graduate Curriculum Minutes dated December 3, 2008”

Hearing no objection to the motion Professor Bodnar moved unanimous consent

1. Elementary & Early Childhood Education (G08-40)

Proposal for a New Additional Specialty for a Certificate of Advanced Study from Queens College and a New York State Certification in Literacy (B-6)

Project Description and Rationale:

This program adds another area of advanced study, Literacy (B-6), to the EECE 15-credit Post-Masters Program.

Unlike EECE's other post-MA programs, this program prepares candidates to apply for an additional New York State certification, as completion of the Literacy B-6 Post-MA program fulfills New York State requirements for NYS Professional Certification in Literacy Education, B-6. Because this post-MA program is a change-of-certificate program, a practicum is required, and the program comprises 18 rather than 15 credits.

Admissions:

The admissions procedure and requirements remain the same – 1) proof of completion of a Masters program in Childhood Education or equivalent, and 2) New York State certification in Childhood Education or equivalent.

Note:

Upon final approval of this Specialty, it will be appended to the existing Elementary and Early Childhood Education Department, Queens College, City University of New York Teacher Education Program Registration document approved by the Academic Senate, October 20, 2005, CUNY, November 27, 2006 and New York State, February, 2007.

2. Aaron Copland School of Music (G08-41)

P. 138 of the draft for the new Graduate Bulletin: Music 769 Piano Pedagogy. Last sentence of the second paragraph:

[Pedagogy 769 is not a prerequisite, permission of the instructor required.]

Please eliminate the above sentence entirely.

Justification: This is a typo. Pedagogy 769 is obviously not a prerequisite since 769 IS Piano Pedagogy itself.

3. Aaron Copland School of Music (G08-42)

Change in course description

P. 138 of the draft for the new Graduate Bulletin: Music 770 Advanced Piano Pedagogy. Last sentence of the second paragraph:

[Pedagogy 774.1 is not a prerequisite, permission of the instructor required.]

Eliminate the above and change to: Pedagogy 769 is not a prerequisite.

4. Family Nutrition and Exercise Sciences (G08-43)

Change in requirements for degree/certificate: **To Read:**

Requirements for Initial Certificate

To complete the initial certificate the student must satisfy the following requirements:

1. Completion of the following courses, or their equivalents: FNES 560, 561, 562, 573, 722, 730, 740, SEYS 536, 552, and 700 or EECE 525 and 711.
2. Students may enter FNES 573, Student Teaching in Physical Education, following the completion of FNES 560, 561, 562, 722, 730, 740, SEYS 536, 552, and 700 or EECE 525 and 711.
3. Students must receive a grade of B or better in each of the following courses: FNES 560, 561 and 562. This is required in order to qualify for student teaching and complete the initial certificate program.

4. Please give a justification for the change: FNES 560, 561 and 562 are critical courses in the graduate teacher education program in physical education. In response to feedback from NASPE/NCATE reviewers we have raised the standards for our courses. These course requirements are comparable to those required of the undergraduate initial certificate program (FNES 160, FNES 266, and FNES 369) which has previously been accredited by NASPE/NCATE.

5. Family Nutrition and Exercise Sciences (G08-44)

Change in course hours: **To Read:**

Course number and title: FNES 561 Methods for Teaching Early Childhood and Elementary Physical Education

Hours and credits: 3 hours, 3 credits. Plus 25 fieldwork hours

Prerequisites or corequisites: FNES 560

This course examines relevant principles, methods and materials for teaching these specific age groups through teaching experiences. Includes methods for working with special populations and different ability levels through class and fieldwork experience. Students also learn about incorporating state and national standards into lessons and planning developmentally appropriate activities and content.

6. Family Nutrition and Exercise Sciences (G08-45)

Change in course hours: **To Read:**

FNES 562 Seminar in the Teaching of Physical Education

Hours and credits: 3 hours, plus fieldwork, 3 credits

Prerequisites or corequisites: FNES 561

Examines relevant methods and materials for teaching students at the middle and high school levels. Includes methods of integrating State and National standards into the curriculum, specific to these age levels. Students must complete 25 fieldwork hours.

7. Family Nutrition and Exercise Sciences (G08-46)

Change in course prerequisite or corequisite: **To Read:**

713. Curriculum Development in Physical Education.

2 hr. plus conf.; 3 cr. Prereq.: FNES 573 or student teaching in physical education.

The study of curriculum design in physical education. Students will study the methods and procedures for curriculum development, as well as, the implementation of curriculum models in school settings.

8. Family Nutrition and Exercise Sciences (G08-47)

Change in course prerequisite or corequisite: **To Read:**

714. Analysis of Teaching Physical Education.

2 hr. plus conf.; 3 cr. Prereq: FNES 573 or student teaching in physical education.

The study of the processes involved in teaching physical education. Students will study traditional and new styles of teaching physical education to all grade levels, as well as, ways of analyzing student and teacher behavior in physical education classes. Course includes 4-6 site visits. Spring

9. School of Earth & Environmental Sciences (G08-48)

PART A: ACADEMIC MATTERS

Section A1: Special Actions

QUEENS COLLEGE SCHOOL OF EARTH AND ENVIRONMENTAL SCIENCES

Change in the name of Master of Arts Degree in Geology to Master of Arts in Geological and Environmental Sciences

Resolved, that the Master of Arts Degree in Geology be changed to *Master of Arts in Geological and Environmental Sciences*.

Rationale: The current Masters of Arts in Geology was established early in the history of the Queens College Geology Department at which time it reflected the research and teaching interests of the faculty. The Geology Department has since been renamed the *School of Earth and Environmental Sciences* to reflect the research and teaching interests of a new generation of faculty and students, and its undergraduate curricula were adjusted to meet the expanded goals of the School.

The proposed title (1) more accurately describes the goals of the School, the research and teaching interests of its faculty, and the educational and career interests of our students, (2) acknowledges the current practice of admitting students for Masters research in areas other than Geology, and (3) is vital to student recruitment and retention.

In addition to traditional geologists, SEES now includes a meteorologist, biogeochemist, microbiologist/estuarine specialist, environmental mineralogist, environmental geochemist, and environmental engineer. Prospective students wishing to study with these gifted research-active individuals report that a M.A. in Geology does not adequately describe their research nor fit with their career goals. As a result, several have decided to apply elsewhere.

The requirements for the MA in Geology are broad enough to allow these students to pursue their research interests, but the degree itself is viewed too narrowly in academia and industry for their purposes. Therefore, we are not suggesting changing any of the degree requirements. We do

propose that the title “Geological and Environmental Sciences” is more welcoming for both prospective geologists and environmental scientists and will greatly facilitate recruiting. Moreover, the petroleum industry responds more favorably to M.A. candidates who have the term Geological in their title.

10. Secondary Education & Youth Services (G08-49)

New course

Course number and title: SEYSG 550

Seminar in Interdisciplinary Teaching at the Secondary Level: Part I

Hours and Credits: 3 hrs., 3 cr.

Prerequisites or Co requisites: SEYS 536, SEYS 552, and SEYS 700. Open only to students accepted into the Middle School Generalist Special Education program (Alternative B) program.

Description: An examination of the New York Standards, Best Practices and the Principles of Learning. Students will come to understand how research and theory guide models and methods of teaching content at the secondary level. Students will gain experience using effective strategies and reflecting upon their own teaching practices. This course weaves language, literacy and culture in teaching specific content areas.

In Part I, candidates will focus on researching the following assessments: State, City, authentic, and performance. These assessments will be both formal and informal but all the assessments are relevant to students in secondary classrooms. Candidates will gain an insight into aligning content with testing strategies.

11. Secondary Education & Youth Services (G08-50)

New Course

SEYSG 551. Seminar in Interdisciplinary Teaching at the Secondary Level: Part II

Hours and Credits: 3 hrs., 3 cr. Prerequisites or Co requisites: SEYSG 550. Open only to students accepted into the Middle School Generalist Special Education program (Alternative B) program.

Continuation of SEYSG 550. Candidates will design an interdisciplinary unit of study. Instruction will focus on concept- based curriculum, teaching responsively and gathering materials for the unit of the study. Candidates will rely on the assessment skills learned in part one of the course, while teaching the unit to their middle school students.

Justification: The Middle School Generalist Special Education program (Alternative B) is a collaborative program of two Departments in the Division of Education: Education and Community Programs Department (ECP) and Secondary Education and Youth Service Department (SEYS). For this graduate level program, students are required to take 21 education credits in the Department of Secondary Education and Youth Services in fulfillment of initial certification in teaching. Upon completion of these courses, students continue their coursework in the Education and Community Programs Department leading to a Masters degree in Special Education. To meet the requirements of initial certification in a Middle Generalist program in Special Education at the graduate level, students are required to take two general or interdisciplinary curriculum courses. This proposed new course is the second of two required general or interdisciplinary courses of the Middle Generalist Special Education program (Alternative B).

Projected Enrollment: 20-25

- iii. MOTION: Duly made by Richard Bodnar, Acting Dean of Research and Graduate Studies:

“To accept the Masters Program in Enterprise Risk Management”

Hearing no objection to the motion, Professor Bodnar moved unanimous consent

Professor Bodnar thanked Dr. Diane Coogan-Pushner for her work on coordinating this project.

- 5c. Executive Committee:

- i. MOTION: Duly made by Parliamentarian Fields:

“To adopt Bylaws Amendment: Article VII, Section 24 K 3 “
(<http://qcpages.qc.cuny.edu/AcademicSenate/bylaws.html>)

Hearing no objection to the motion, Parliamentarian Fields moved unanimous consent

- ii. MOTION: Duly made by Parliamentarian Fields:

“To adopt Bylaws Amendment: Article VIII- Senator Vacancies- Sections 5, 6, 7, 8 & 9
(<http://qcpages.qc.cuny.edu/AcademicSenate/bylaws.html>)

Hearing no objection to the motion, Parliamentarian Fields moved unanimous consent

- iii. MOTION: Duly made by Parliamentarian Fields:

“To adopt the Amendment to Standing Rule XIII – Expanded Alternate Seating Sections 3 a. & b.
(<http://qcpages.qc.cuny.edu/AcademicSenate/bylaws.html>)

Hearing no objection to the motion, Parliamentarian Fields moved unanimous consent

- 5d. Nominating Committee Report dated – February 5, 2009

MOTION: Duly made by Christopher Vickery:

“To accept the Nominating Committee report dated February 5, 2009”

Hearing no objection to the motion, Professor Vickery moved unanimous consent

The following faculty member was elected to fill the OPEN seat on the Policy Board on Administration Committee:

Gerasimus Katsan A&H (to December 2010)

- 5e. Elections Committee Report- (withdrawn)

6. Old Business - (none)

7. New Business

Academic Senate Minutes – February 5, 2009

- i. MOTION: Duly made Nancy Foasberg , seconded and passed: (yes 43, no 15, abstentions 2)
“To rise from the table Item #15 from the Elections Committee Report – dated 12/4/08”
- ii. MOTION: Duly made by Nancy Foasberg, and seconded by Senator Barbara Moore:
“To vote from any computer on campus”
- iii. MOTION: Duly made Senator Barbara Moore and passed: (yes 53, No 3, Abstention 1)
“To call the question”
Motion ii. passed (yes 41, no 14, abstention 1)
- iv. MOTION: Duly made by Nancy Foasberg:
“No voting at Kiosk”
- v. MOTION: Duly made by Senator Barbara Moore, seconded and passed unanimously:
“To call the question”
Motion: iv. failed (yes 17, no 37, abstention 1)
- vi. MOTION: Duly made by Nancy Foasberg:
“No electioneering near or in all campus buildings”
- vii. MOTION: Duly made by Parliamentarian Fields:
Amendment – No campaigning within 50 feet of kiosks or computer labs
- viii. MOTION: Duly made by Senator Barbara Moore, seconded and passed unanimously:
“To call the question and all previous questions”
Motion vii. Passed (yes 40, no 14, abstention 0)
- ix. MOTION: Duly made by Parliamentarian Fields:
“To call the question on the motion that was amended”
“No campaigning with 50 feet of kiosks or computer labs”
Motion ix. passed (yes 38, no 15, abstention 0)
MOTION: Duly made by Senator Frisz and seconded:
“To adjourn”

The meeting was adjourned at 5:25 p.m. The next Academic Senate meeting will be on Thursday, March 12, 2009.