

1. **The Holder of the Chair, Elizabeth D. Lowe, called the meeting to order at 3:45 p.m.**

2. **Approval of Agenda:**

a. MOTION: Duly made (Lord), seconded, and passed:

“To amend the agenda, to add under 5.b. (Undergraduate Curriculum Committee report) the motion to remove the HW from Chemistry 16 HW.”

b. MOTION: Duly made (Upadhyay), seconded, and passed:

“To amend the agenda, to add as item 5.d. the report from the Technology and Library Committee.”

The agenda was adopted, as amended.

3. **Approval of Minutes:**

MOTION: Duly made, seconded, and passed:

"To adopt the Academic Senate meeting minutes of April 3, 2003."

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

a. A Memorial Statement for Gustina Scaglia, Professor Emerita of Art, who died on March 21, 2003, was read by Professor Suzanna Simor (see Attachment A).

The Senate paid its respects by rising for a moment of silence.

b. Vincent Angrisani, Executive Director of Undergraduate and Graduate Admissions and Scholarship Services, gave an overview, with slides, of what has been taking place with undergraduate and graduate admissions over the past three years. The number of graduate students has been steadily increasing. Undergraduate student enrollment has also been increasing, especially in transfer students. Mr. Angrisani spoke of outreach to high schools and what is being done to attract new students. Mr. Angrisani and Jim Cordonis, Transfer Coordinator, took questions.

5. **Committee Reports:**

a. **Executive Committee (Fields):**

i. MOTION: Duly made and passed:

“To adopt the Meeting Schedule for the Academic Year 2003-2004.”

MORE

5. continued

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b. Undergraduate Curriculum Committee (Lord):

i. MOTION: Duly made and passed:

"To adopt the Undergraduate Curriculum Committee recommendations of March 27, 2003."

1. Linguistics & Communication Disorders (03-11, HEGIS 1505, SED 02768)

a. Change of Prerequisite, to read:

LCD 205: Sociolinguistics

3 hr.; 3 cr.

Prereq.: LCD 101 or LCD 105 or Anthropology 104

2. Anthropology (03-13, HEGIS 2202, SED 14865)

a. Change in Course Number and Prerequisite, to read:

Anthropology 280. Language and Social Identity

3hr., 3cr. Prereq.: 6 credits in social science or in courses in the Department of

Linguistics and Communication Disorders, or by permission of instructor.

3. Joint Proposal: (03-14)

Anthropology (HEGIS 2202, SED 14865)

Linguistics and Communications Disorders (HEGIS 1505, SED 02768)

a. Cross-listing, to read:

ANTH 108./LCD 101. Introduction to Language. 3 hr., 3 cr. A survey of the study of language: Structure, language and society, first and second language acquisition, and other related topics. (H3) Fall, Spring

b. Addition to LASAR category: Humanities III.

ANTH 108./LCD 101. Introduction to Language.

c. Cross-listing, to read:

ANTH 285./LCD 205. Sociolinguistics.

3 hr., 3 cr. Prereq.: LCD 101/ANTH 108) or LCD 105, or LCD104/Anth 104.

Introduction to the study of the relationship between language and society. Socio-cultural factors which influence language form, use, and history. (SS) Fall

M O R E

5.b.i. continued

d. Addition to LASAR category: Social Sciences.

ANTH 285./LCD 205. Sociolinguistics.

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- e. Cross-listing, to read:

ANTH 104./LCD 104. Language, Culture, and Society.

3 hr.; 3 cr.

The role of language as a significant aspect of culture as well as linguistic and cultural diversity around the world are considered in this survey of anthropological linguistics. (H3) Fall, Spring

- f. Addition to LASAR category: Humanities III.

ANTH 104./LCD 104. Language, Culture and Society.

- g. Cross-listing, to read:

ANTH 280./LCD 280. Language and Social Identity.

3 hr.; 3 cr.

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

4. Biology (03-15, HEGIS 0401, SED 02696)

- a. Addition of course to LASAR category Physical and Biological Sciences, Group B:

Biology 28. Infectious Diseases.

3 hr; 3 cr. Prereq.: Biology 9, 11 or permission of the instructor.

The life cycle, evolution, ecology, and infection processes of disease-causing organisms. Epidemiology and transmission mechanisms of pathogens. Immunology, disease prevention and drug discovery methods. Specific examples include diseases important to human history, newly emerging diseases, and bioterrorism. This course is designed for the non-science major and may not be used to fulfill Biology major or minor requirements. (PBSB)

5. Media Studies (03-16, HEGIS, SED 02702)

- a. New courses:

MEDST 263. The American Film Industry. 4 hr., 3 cr. Prereq.: MEDST 143 or 144 or 146. Surveys the rise and fall of the studio system; the star system; financing and marketing of mainstream films; the economics of independent cinema; and globalization. Also focuses on directors who have worked outside of the system or who have straddled the independent and the mainstream film worlds. MAT charge \$10.

MORE

5.b.i. continued

MEDST 264. Media Management. 3 hr., 3 cr. Prereq.: MEDST 101

Introduction to management of the broadcast and cable television industries. Explores techniques and skills needed to manage modern television organizations. Subjects studied include: programming, production, advertising, regulation, and the effects of new technologies.

MEDST 146 History of the Cinema III: 1970-Present. 4hr., 3 cr.

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Development of the cinema from 1970 to the present. Covers economic, institutional and aesthetic changes in cinema from the rise of the blockbuster to the emergence of new national cinemas around the world. MAT charge \$10.

MEDST 345 VT: Great Directors. 4 hr; 3 cr. Prerequisite: MEDST 240 (formerly MEDST 340W) or 263. Intensive examination of one or more directors, such as Alfred Hitchcock, Chantal Ackerman, John Woo, Abbas Kiarostami, Márta Mészáros, or Martin Scorsese, will be selected for intensive examination. May be repeated once for credit, provided topic is different. MAT charge, \$10.

- b. Change in description, to read:
MEDST 143 History of the Cinema I: 1880 to 1930. 4hr., 3 cr. 4 hr., 3 cr.
Survey of the motion picture from the pre-cinematic origins of motion picture technology through the rise of the silent film industry and the transition to sound. Significant films are viewed and discussed. MAT charge \$10.
- c. Change in title and description, to read:
MEDST 144 History of the Cinema II: 1930 to 1970. 4 hr., 3 cr.
Development of the cinema from the institutional changes and aesthetic values of world cinema after the rise of the sound film, through the emergence of the New Waves in European, Japanese and American cinema in the 1960s. MAT charge \$10.
- d. Change number, hours, prerequisite and description, to read:
MEDST 240 Styles of Cinema 4 hr., 3 cr. Prerequisite: MEDST 200, or 143 or 144.
Intensive introduction to film analysis through an exploration of selected cinematic styles such as Realism, Expressionism, and Surrealism. MAT charge, \$10.
- e. Change in LASAR category from Humanities III to Humanities II:
MEDST 341, 341W. Theory of Film
- f. Addition of course to LASAR category Humanities II
MEDST 240, 240W. Styles of Cinema

6. Secondary Education and Youth Services (03-17)

- a. Change in hours, to read:
SEYS 201W. Historical, Social and Philosophical Foundations of Education. 3 hr.; 3 cr. 25 hr. field experience.* *Note that students in k-12 programs (art, physical education, music, family and consumer sciences, TESOL) are only required 20 hours of fieldwork.

M O R E

5.b.i. continued

- b. Change in hours, to read:
SEYS 221. Development and Learning in Middle Childhood and Adolescence.
3 hr.; 3 cr.; 25 hr. Field experience. *
*Note that students in k-12 programs (art, physical education, music, family and consumer sciences, TESOL) are only required 20 hours of fieldwork.
- c. Change in hours, to read:
SEYS 340. Language, Literacy, and Culture in Education.
3 hr.; 3 cr.; 25 hr. field experience.* Prereq.: SEYS 201. Open only to students in teacher

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education programs. *Note that students in k-12 programs (art, physical education, music, family and consumer sciences, TESOL) are only required 20 hours of fieldwork.

- d. Change in prerequisite, to read:
SEYS 350. Cognition, Technology, and Instruction for Diverse Learners. 3 hr.; 3 cr. 20 hr. field experience.* . Prereq.: SEYS 201 and 221 and 340; coreq.: The subject-specific practicum from SEYS 365 to 369 and the subject-specific teaching seminar from the following: SEYS 360, 361, 362, 363, or 364. Open only to students in the teacher education programs.

*Not required for those registered for 370-374.

- e. New course:

SEYS 365-369. Practicum in _____ for Middle/Junior High School.

365. Practicum in English for Middle/Junior High School

366. Practicum in Mathematics for Middle/Junior High School

367. Practicum in Science for Middle/Junior High School

368. Practicum in Social Studies for Middle/Junior High School

369. Practicum in Foreign Language for Middle/Junior High School

Hours and credits: 2 cr.; approximately 50 hours at a middle/junior high school.

prerequisites or corequisites: Prereq.: SEYS 201, 221, 340; coreq.: SEYS 350, and 360-364.

Open only to students who are matriculated in the secondary education program.

This practicum is designed to provide undergraduates in the secondary education program with school-based teaching experiences that prepare them to effectively teach at the middle/junior high school level. Students are placed at a middle/junior high school setting under the guidance of a school-based teacher and a college-based supervisor.

- f. Change in title and hours, to read:
SEYS 360-364. Methods of Teaching _____ in Middle and High School.
Methods of Teaching English in Middle and High School
Methods of Teaching Mathematics in Middle and High School
Methods of Teaching Science in Middle and High School
Methods of Teaching Social Studies in Middle and High School
Methods of Teaching Foreign Language in Middle and High School

MORE

5.b.i. continued

3 hr.; 3 cr.; 25 hr. of field experience. Prereq.: SEYS 201, 221 and 340; coreq.: SEYS 350, 365-369. Open only to students in teacher education programs. Focused 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. The course is corequisite with SEYS 350 in which issues regarding classroom instruction and the use of technology are reinforced from cognitive perspectives on teaching and learning.

- g. Change in title, hours, credits, description, to read:

SEYS 370-374. Student Teaching in _____ for Secondary School.

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- 370. Student Teaching English for Secondary School
- 371. Student Teaching Mathematics for Secondary School
- 372. Student Teaching Science for Secondary School
- 373. Student Teaching Social Studies for Secondary School
- 374. Student Teaching Foreign Language for Secondary School

4 cr.; 20 hours per week of daily participation for 14 weeks at a secondary school. Prereq.: SEYS 201, 221, 340, 350, and 360-364; coreq.: SEYS 380-384. Open only to students who are matriculated in the secondary education program and have taken SEYS 360-364 at Queens College. Designed to provide undergraduates in the secondary education program with school-based teaching experiences that prepare them to effectively teach students at the secondary school level. Under the guidance of a cooperating teacher and a college-based supervisor students typically are expected to teach at least one 9th grade class and one higher grade class.

- 7. **Biology** (03-18, HEGIS 0401, SED 02696)
 - a. Change in prerequisite and description, to read:
Biology 9. Introductory Biology. 3 lec. hr.; 3 cr.
.....Not open to students who have taken Biology 8, 11, or the equivalent. This course is designed for non-science majors and may not be used to fulfill biology major or minor requirements.
 - b. Change in prerequisite and description, to read:
Biology 11. Introduction to College Biology. 3 lec hr., 3 lab hr., 4 cr.
.....Not open to students who have taken Biology 8, 9, or the equivalent, except with the permission of the Chair. This course is designed for non-science majors and may not be used to fulfill biology major or minor requirements.
 - c. Change in prerequisite and description, to read:
Biology 12. Field Ecology of New York. 2 lec. hr, 1 rec hr., 3 lab hr; 4 cr.
..... This course is designed for non-science majors and may not be used to fulfill biology major or minor requirements.

MORE

5.b.i. continued

- d. Change in description, to read:
Biology 43. Anatomy and Physiology. 2 lec. hr., 3 lab hr., 4 cr.
.....practical aspects. May not be used ...
- e. Change in prerequisite, to read:
Biology 286. Principles of Cell Biology.
Prereq.: Chemistry 114, or equivalent.
- f. Change in prerequisite, to read:
Biology 340. General Ecology.
Any of Biology 210, 212, 213, 220, or permission the Chair.
- g. Change in prerequisite:

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Biology 312, 320, 321, 340, 343, 346, 380, 381, 386, 387, 390, and 391:
add prerequisite to each: Chemistry 114, or equivalent.

- h. Change in prerequisite, to read:
Biology 320. Parasitology.
Prereq: Biology 220, or permission of chair.
- i. Change in prerequisite, to read:
Biology 321. Entomology.
Prereq.: Biology 220, or permission of chair
- j. Change in hours and credits, to read:
Biology 285. Principles of Genetics.
3 lec., 1 rec., 4 hr.; 4 cr.
- k. Change in hours, credits, prerequisites, to read:
Biology 354. Evolution.
3 lec. hr. 3 cr. Prereq.: Biology 285 and any of 210, 212, 213, 220, 226 , or permission of the Chair.
- l. New course.

Biology 355. Evolution Laboratory.
1 rec., 3 lab. hr; 2 cr. Prereq. or coreq.: Biology 354.
The use of bioinformatics and molecular biology techniques in evolutionary biology: analysis of genetic polymorphism in populations, molecular inference of phylogenies, phylogenetic and population genetics methods. Use of pertinent computer analysis.
- m. Change in requirements for the major: Biology, to read:
...with the remainder being in 200- and above level courses of which ...

M O R E

5.b.i. continued

- n. Change in requirements for the major: Biology, to read:
...and at least 4 must be laboratory courses.
- 8. Linguistics and Communication Disorders (03-19)**
- a. Change to a major: (HEGIS 1505, SED 84389)

Requirements for the Major in Applied Linguistics: Teaching English to Speakers of Other Languages, to read:

Required: First Level: 101, 110, and 120; Second Level: 205, 206, 210, 220, 240, and 241; Third Level: 307, 312, 340, and 395; EECE 310; SEYS 201 and 221.
Electives: 116 or 360; 209 or 306.
Note: No course will count toward this major with a grade lower than C-.
 - b. Change to a major: (HEGIS 1505, SED 02768)

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Requirements for the Major in General Linguistics, to read:

Required: First Level: 101, 110, 116, and 120; Second Level: 205, 209, 210, and 220;
Third Level: 306 and 360.

Electives: Three courses, all of which must be approved by a departmental advisor.

Note: No course will count toward this major with a grade lower than C-.

- c. Change in prerequisite, to read:

LCD 360. Issues in Linguistic Research. 3 hr.; 3 cr. Prereq.: LCD 101.

- d. Courses added to the reserve list.

LCD 310, 320, and 302

- e. New Course

LCD 307. Assessment in TESOL.

3 hr.; 3 cr. Coreq./prereq.: LCD 340.

An introduction to the field of language assessment, with particular emphasis on TESOL. Basic concepts in measurement and statistics, standardized and classroom-based language test development and evaluation, standards-based assessment—with particular reference to New York State ESL and content-area standards—and assessment of specific language skills. How to design classroom-based language tests (objectives- and standards-referenced), to articulate the rationale for a self-designed test, and to become informed users of tests taken by New York State English language learners. Fall

MORE

5.b.i. continued

9. Joint Proposal. (03-20)

Latin American Area Studies
Puerto Rican Studies

- a. Change to a major: Latin American Area Studies (HEGIS 0308, SED 02694), to read:

Required: 30 credits from the area and language courses listed. The 30 credits must include History 105 or 106, Political Science 239 or 259, Hispanic Languages 312 or 375 or 376, Economics 212, Anthropology 205 or 206, and Latin American and Latino Studies 381 or its equivalent.

- b. Change in course prefixes, to read.

LALS 201. Contemporary Society and Film in Latin America.

LALS 381. Latin American Seminar

LALS 391. Latin American Special Problems.

LALS 202. Field Experience in a Bilingual Hispanic Setting.

LALS 203. Puerto Rican and Hispanic Ethnic Identity.

LALS 204. Caribbean Religions.

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LALS 220. Development of Puerto Rican Literature in the United States

- c. Change in Title and Description, to read:
LALS 203. Puerto Rican and Latino/a Ethnic Identity.
3 hr.; 3 cr.
Explores Puerto Rican and Latino/a identity as a source of individual self-concept and group cohesion. Focuses on assimilation, acculturation, accommodation, autonomy, and the continuation and survival of culture and community in urban and rural United States.
- d. Change in title and description, to read:
LALS 380. Tutorial in Puerto Rican/Latino Studies.
3 hr.; 3 cr. Prereq.: Junior/senior standing and permission of the Director.
Students will agree to work on a specific project under the guidance and supervision of a faculty member approved by the Latin American and Latino Studies program.
- e. New Course:
LALS 294. Art of Puerto Rico and the Hispanic Caribbean.
3 hr., 3 cr.
A survey in the visual arts of the Greater Antilles, covering the development of the arts in Puerto Rico, Dominican Republic, and Cuba from pre-Colombian times to the twentieth century. We will trace and define Caribbean art through the use of slides, films and museum visits.
- f. Course withdrawn:
SPST 94. Art of Puerto Rico and the Hispanic Caribbean.

MORE

5.b.i. continued

- g. Change to a minor: Puerto Rican Studies, to read:
The Minor in Puerto Rican and Latino Studies consists of 18 credits:
Required courses (12 credits): LALS 202, 203, 208, and History 243.
Elective courses (6 credits): The remaining six credits can be selected from the following:
LALS 201, 204, 220, 294, 380, 381 391, and other elective courses receiving prior approval by the director.
- h. New Minor: Latin American Area Studies

The minor in Latin American Area Studies consists of 18 credits:
Required courses (12 credits): History 105 or 106, Political Science 239 or 259, Anthropology 205 or 206, Hispanic Languages and Literatures 312, 375, or 376.
Elective courses (6 credits): To be chosen courses offered for the LALS major or Puerto Rican Studies minor.

ii. MOTION: Duly made and passed:

"To adopt the Undergraduate Curriculum Committee recommendations of April 9, 2003."

1. **Political Science** (03-22; HEGIS 2207; SED 02817)

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- a. New course.

PSCI 297. Model United Nations
3 hrs., 3 cr.

A simulation of the United Nations as an agent for peace in the contemporary world, including participation in a week-long Model UN event in New York City with general assembly meetings at the UN headquarters. Students will research issues before the UN in such areas as regional and world peace, economic development, education, human rights, and non-proliferation of nuclear weapons, and will prepare to participate in simulated debates and negotiations. A fee of \$75 is required to register as a delegate, in addition to room and board expenses.

2. Political Science (03-23; HEGIS 2207; SED 02817)

- a. Change to the major in Political Science, to read:

The International Politics Track

The department offers The requirements for this concentration are ...; and 2) four courses from Political Science 230-246, 250-269, 272, 286; 3) Political Science 383, 384; ...

M O R E

5.b.ii. continued

3. Sociology (03-24; HEGIS 2208, SED 02818)

- a. New course.

Sociology 229. The Sociology of Health and Illness.
3hr.; 3 cr.

Health and illness from a sociological perspective. An overview of the causes and meaning of health and illness from ancient Greece to contemporary America. Introduction to topics in epidemiology, health policy, and the social determinants of health.

4. Biology (03-25; HEGIS 0401, SED 02696)

- a. Change in prerequisite, to read:
Biology 262. Laboratory Techniques in Molecular Biology
Prereq.: Biology 108, Chemistry 114 (or the equivalent). Prereq. or coreq.: Biology 285
- b. Change in prerequisite, to read:
Biology 263. Laboratory Techniques in Molecular Biology
Prereq.: Biology 108, Chemistry 114 (or the equivalent); Prereq. or coreq.: Biology 286

5. Anthropology (03-26; HEGIS 2202; SED 14865)

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- a. Change in title and description, to read:

ANTH 241. The Aztecs, Maya, and Olmecs.

3 hr.; 3 cr. Prereq.: Six credits in social science or sophomore standing.

The development of complex societies in Mexico and Central America focusing on the Olmecs, Maya, Aztecs, Mixtecs, and Teotihuacan. Pre-16th century development of agriculture, the concept of zero, intricate calendars, writing, political and religious hierarchies, and immense ceremonial architecture in relation to general explanations for the emergence and collapse of complex societies.

6. Political Science (03-27)

- a. Change in the major, to read:

Electives (9 credits): History 273, American Labor History to World War I; History 275, Business in American Life; Psychology 226, Psychology in Business and Industry; Economics 240, Industrial Organization; and one of the following: Sociology 219, Social Class in American Society; Economics 219, Economics of Class, Race, and Sex; Urban Studies 101, Urban Issues: Poverty and Affluence; Political Science 222, Power in America.

- iii. MOTION: Duly made and passed:

“To remove the HW from Chemistry 16 HW.”

MORE

5. continued

- c. **Graduate Curriculum Committee** (Engel):

MOTION: Duly made and passed:

“To approve the recommendations of the Graduate Curriculum Committee report of March 31, 2003.”

Major Items

AI.5B.1 **SEYS** - HEGIS CODE 0899.50; IRP: Earth Science 27482; Social Studies 27485; Biology 27480; Chemistry 27481; English 27476; French 27477; Italian 27478; Mathematics 27484; Physics 27483; Spanish 27479

Change in requirements for the M.S. Alternative Certificate Program, to:

Course Number	Course Title	Credits
SEYS 536	Educational Foundations	3
SEYS 552	Educational Psychology	3
SEYS 700	Language, Literacy and Culture in Education	3
One of the following		
SEYS 560	Seminar in Teaching of English	
SEYS 561	Seminar in Teaching of Mathematics	
SEYS 562	Seminar in Teaching of Science	
SEYS 563	Seminar in Teaching of Social Studies	

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SEYS 564	Seminar in Teaching of Foreign Language	3
One of the following (Standards-Based Curriculum and Assessment in Teaching)		
SEYS 580	English	
SEYS 581	Mathematics	
SEYS 582	Science	
SEYS 583	Social Studies	
SEYS 584	Foreign Language	3
SEYS 583	Social Studies	
One of the following		
SEYS 740-746, 763, 766, 767	English Curriculum and Instruction	
SEYS 751	Mathematics in the High School	
<u>SEYS 753</u>	<u>Computer Applications in Science Education</u>	
<u>SEYS 754</u>	<u>Curriculum Innovations in Science Education</u>	
SEYS 763.3	Workshop in Secondary Education: Laboratory Experiences in Science Education I	
SEYS 760, 761, 766, 767	Social Studies Education	
SEYS 743	Foreign Languages in the Secondary School	3

M O R E

5.c. continued

One of the following		
SEYS 781	Seminar in Research Language Arts I	
SEYS 775	Seminar in Research Mathematics Education I	
SEYS 777	Seminar in Research in Science Education I	
SEYS 783	Seminar in the Teaching of Social Studies I	
SEYS 785	Seminar in Foreign Language Education	3
One of the following		
SEYS 782	Seminar in Research Language Arts II	
SEYS 776	Seminar in Research Mathematics Education II	
SEYS 778	Seminar in Research in Science Education II	
SEYS 784	Seminar in Research in the Teaching of Social Studies II	
SEYS 786	Advanced Research in Foreign Language Instruction	3
<u>SEYS 700-level course or a graduate level course in the content area</u>	<u>To be determined by SEYS Program Director</u>	<u>3</u>
	Content Courses	12
	Total	<u>39</u>

AI.5B.2 EECE - HEGIS CODE 0899.50; IRP 27071

Change in requirements for the M.S. Alternative Certificate Program, to:

Course Number	Course Title	Credits
<u>Year One Summer</u>		
EECE 711	Ecological Perspectives on Development	3
EECE 525	Language & Literacy Learning in the Elementary Years	3

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AII.5B.4 SEYS - HEGIS CODE 0899.50

SEYS 570a-574a. Practicum in _____ for Middle/Junior High School

570a. Practicum in English for Middle/Junior High School

571a. Practicum in Mathematics for Middle/Junior High School

572a. Practicum in Science for Middle/Junior High School

573a. Practicum in Social Studies for Middle/Junior High School

574a. Practicum in Foreign Languages for Middle/Junior High School

50 hours at a Middle/Junior High School; 2 cr.; Prereq.: SEYS 536, 700; Coreq.: SEYS 552 and SEYS 560-564. Open only to students who are matriculated in the secondary education program. This practicum is designed to provide students in the secondary education program with school-based teaching experiences that prepare them to effectively teach small groups of students at the middle/junior high school level. Students are placed at a middle/junior high school setting under the guidance of a school-based teacher and a college-based supervisor.

program
Projected Enrollment: Varies from approximately 20-80 depending on the content

Projected Frequency: Every Fall semester

MORE

5.c. continued

AII.5B.5 SEYS - HEGIS CODE 0899.50

SEYS 753. Computer Applications in Science Education. 3 hr.; 3 cr.; Prereq.: Matriculation into the M.S. in Secondary Science Education program, an introductory course in computers and/or permission of the instructor. What is the connection between computers and science education? How can we use computers to enhance science teaching, learning and assessment? What factors should we consider before using computers in the science classroom? What is technology-based science instruction? How do you plan and implement technology-based science instruction in the secondary science classroom? Candidates enrolled in this course will attempt to answer these and other burning questions relating to the use of computers in the science classroom. They will examine the research on technology-based science instruction to develop an understanding of the fundamental issues, concepts and best practices. Candidates will learn how to use computer hardware and software to teach science process skills such as problem solving, critical thinking, data collection, analysis and display. They will also develop skills in the use of microcomputer-based laboratories and the Internet/World Wide Web resources to support science instruction. Particular emphasis will be placed on learning by conducting short-term and extended projects.

Projected Enrollment: 20

Projected Frequency: Every Fall semester

AII.5B.6 SEYS - HEGIS CODE 0899.50

SEYS 754. Curriculum Innovations in Science Education. 3 hr.; 3 cr.; Prereq.: Matriculation into the M.S. in Secondary Science Education program, 36 credits in an approved science discipline, an introductory course in curriculum development or methods of teaching science at the secondary level and/or permission of instructor. What are the political, social and educational aims of the secondary science curriculum? Who decides what science content students should learn? How should science learning be organized, implemented and evaluated? What factors influence curriculum change and innovation in science? In this course we will attempt to answer these and other questions. Science teacher candidates enrolled in this course will learn how to design

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innovative science curriculum products that are project-based science and student-centered. In addition, their curriculum products will address state and national science learning standards as well as equity issues in science teaching and learning at the secondary level. This course will be conducted using a project-based approach. Candidates will be assigned a series of curriculum development tasks which require individual and/or collaborative group effort. All tasks will be compiled into a comprehensive curriculum product and presented at the end of the course for peer review. The role of the instructor will be that of manager and facilitator of the learning process.

Projected Enrollment: 20

Projected Frequency: Every Spring semester

Changes in course number, title, description, credits, hours co- or prerequisites:

AIV.5B.1 SEYS - HEGIS CODE 0899.50

To: SEYS 536. Educational Foundations. 3 hr. plus 30 hr. field experience*; 3 cr. Prereq.: Permission of the Department. Overview of theory and research on key sociological, philosophical, historical, and political foundations of education. Consideration will be given

MORE

5.c. continued

to how these foundational issues are evident in classroom situations and practice. Attention will also be given to multilingual, multicultural, and biliteracy issues in education as well as how the growth of technology has influenced the educational environment. Includes field experience component for students not currently teaching. *Note that students in K-12 programs (art, physical education, music, family and consumer sciences, TESOL) are only required 25 hours of fieldwork.

AIV.5B.2 SEYS - HEGIS CODE 0899.50

To: SEYS 700. Language, Literacy, and Culture in Education. 3 hr. plus 30 field hr. experience*; 3 cr. Prereq. or Coreq.: SEYS 536. Intended to deepen and broaden students' understanding of language development in adolescence, and multilingual, multicultural, and biliteracy issues in education. Particular emphasis will be given to the role of language and culture in a pluralistic and democratic society. 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 populations. Students will examine the instructional strategies of the teachers in relation to the unique needs of these populations. The literacy demands of content curricula in secondary schools will also be examined critically. *Note that students in K-12 programs (art, physical education, music, family and consumer sciences, TESOL) are only required 25 hours of fieldwork.

AIV.5B.3 SEYS - HEGIS CODE 0899.50

To: SEYS 552. Educational Psychology. 3 hr. plus 30 hr. field experience*; 3 cr. Prereq.: Permission of the Department. Coreq.: SEYS 560-564 and SEYS 570a-574a**. Overview of developmental and instructional issues in teaching middle childhood and

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adolescents. The role of technology in cognition and instruction for diverse learners include those within the full range of disabilities and exceptionalities will be examined. Second language development and issues related to language acquisition and English language proficiency will also be explored. *Not required for those registered for 570a-574a. **Note that this coreq. does not apply to students in K-12 programs (art, physical education, music, family and consumer sciences, TESOL).

AIV.5B.4 SEYS - HEGIS CODE 0899.50

To: SEYS 560-564. Methods of Teach [of] _____ in Middle and High School. 3 hr. plus 30 hr. field experience; 3 cr. Prereq.: Permission of the Department. Coreq.: SEYS 552, 570a-574a. Students' pedagogical content knowledge in their specific subject areas is developed in this course. Research-based learning, instructional and assessment strategies, as well as the secondary school curriculum will be examined. The course also examines issues of language, literacy, and culture and how they impact the learning and teaching of the specific content. As well, emphasis is placed on the use of technology in instruction.

MORE

5.c. continued

- 560 Methods of Teaching English in Middle and High School
- 561 Methods of Teaching Mathematics in Middle and High School
- 562 Methods of Teaching Science in Middle and High School
- 563 Methods of Teaching Social Studies in Middle and High School
- 564 Methods of Teaching Foreign Languages in Middle and High School

AIV.5B.5 SEYS - HEGIS CODE 0899.50

To: SEYS 570b-574b. Student Teaching in _____ for Secondary School. 4 cr., 280 hours of daily participation for 15 weeks at a secondary school. Prereq.: Permission of the Department. Coreq.: SEYS 580-584. 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 at least one 9th grade class and one higher grade class.

- 570b Student Teaching in English for Secondary School
- 571b Student Teaching in Mathematics for Secondary School
- 572b Student Teaching in Science for Secondary School
- 573b Student Teaching in Social Studies for Secondary School
- 574b Student Teaching in Foreign Language for Secondary School

d. **Technology and Library Committee** (Upadhyay):

MOTION: Duly made and passed:

“To adopt the report on the 2002-2003 activities and Committee recommendations.”

See Attachment B.

6. **New Business:**

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- i. MOTION: Duly made (Feder) and seconded:

“To amend something previously adopted.

“Be It Resolved that the computer science proficiency exam, currently given by the Computer Science Department, be designated “experimental” until such a time as the efficiency and necessity of the test can be determined and a new Resolution is adopted by the Academic Senate to change this designation; and further

“Be It Resolved that this “experimental” exam be continued to be given to all computer science students who wish to proceed into the 300 level courses. The results of the “experimental” exam would be for advisory use only and would not be used for or against any student’s right to advance in the Computer Science Department, as long as that student receives passing grades in his/her courses; and further

MORE

- 6.i. continued

“Be It Resolved that in one year’s time the computer science proficiency exam data be evaluated by the Computer Science Department and reported to the Academic Senate. At that time the Senate will call up a motion to reinstate as an active proficiency exam if the data shows the effectiveness of the test. The report should include the percentage of students who passed and those who failed; what percentage of those who passed were from within Queens College and what percentage were transfer students; the number of students who failed the exam but passed the higher level courses; the number of students who failed the exam and failed the higher level courses; the number of students who passed the exam but failed the higher level courses; and the number of students that passed the test and passed the higher level courses. The report may also include any additional information that the Computer Science Department may deem relevant.”

- ii. MOTION: Duly made (Habib), seconded, and passed:

“To call the question.”

- iii. MOTION: Duly made (Kong), seconded, and failed:

“To have a closed ballot.”

Motion *i* failed (19 for, 42 against).

7. MOTION: Duly made (Fields), seconded, and passed:

“To adjourn, *sine die*.”

The thirty-third session of the Academic Senate was adjourned at 5:15 p.m. *sine die*.