

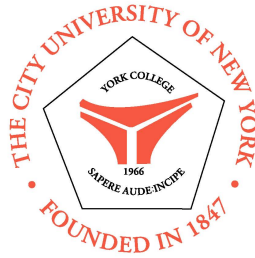


The York College Senate  
Meeting of Thursday, December 12, 2019  
Senate Plenary - 12:30pm  
Room 2M05

### **AGENDA**

1. Call to Order
2. Approval of Minutes: November 26, 2019
3. President's Report
4. Faculty Caucus Report
5. Student Caucus Report
6. Standing Committee Reports
  - Curriculum Committee (Beaton)
    - i. New Course - Math
    - ii. Course Changes – Math, Music, Teacher Education
    - iii. Major redesign – Health & Human Performance
  - Ad hoc Committee on Committee Archives (Ashton)
7. COACHE Report (Hoeffner)
8. New Business- TBA
9. Adjournment





The York College Senate  
Meeting of Thursday, December 12<sup>th</sup>, 2019  
Senate Plenary - 12:30pm  
Room 2M05

Minutes

Present:

Administrative Senators: Eanes, Meleties, Thomas, Davidson

Faculty Senators: Adams, Amaghionyeodiwe, Apkarian, Ashton, Barnes, Bradbury, Costley, D'Alotto, Deutsch-Keahey, Donahue, Emtage, Massimino, McGee, McNickle, Meddeb, Moore, Nath, Profit, Rodgers, Sharpe, Silva, Silva-Sibilin, Simpson, Small, E. Vasquez, Wojciechowski

Student Senators: Cerda, Daniel, Dhanpaul, Fnu, Gordon, Hasan, Jagroo, Kaur, Loswijk, Ortega, Munawar, Osidele, Ramsaroop, Sarmin, Veeria, Yegoryan

Guests: Laura Beaton (Biology, Curriculum), Jaba Nuha (Accounting), Linda Gerena (Teacher Education), Dean Becker, VP Perez

46 members recorded attendance, quorum was reached.

**Agenda**

1. Call to Order: President Eanes called the meeting to order at 1:50 pm
2. Approval of Minutes: November 26<sup>th</sup>, 2019  
Sen. Ashton made a motion to approve minutes; It was seconded by N. Donahue.  
Vote results: all in favor, 0 against, and 0 abstentions. The motion passed.
3. President's Report (B. Eanes) (Some aspects covered in year-end message to campus-Appendix A)
  - a. Attended Middle States Conference with Meleties and Hoeffner, it was a success.
  - b. Acknowledged good reviews and wonderful photos of the tree lighting and the inclusion of the day care children.
  - c. Acknowledged door decoration in the SEEK office.
  - d. Expect a message next semester containing her reflections of her first semester at York.
  - e. Acknowledged the retirement of VP Banrey.
  - f. Finished 3 of 3 strategic planning forums. The feedback survey in online for those wishing to include anonymous comments. Strategic plan will be finished by the late March deadline.



g. Updates about the Performing Arts Center (PAC) [by VP Thomas]:

- Two phases are planned
- Phase I: Roof repair (small theatre will be done this week; large theatre will be done by January.)
- Phase II: Remediation inside the building (Contract going out and a company will be selected this month; work expected to be done by March when the PAC can be used again.)
- Timeline: Schedule for early spring class will be in the Academic Core until March when the PAC can be used again.

h. Updates about Food Services [by VP Perez]:

- A new vendor has been selected for a 6-month contract: MBJ Food Services.
- They will reopen the Café in the atrium in early January.
- They will offer coffee, sandwiches, pastries, etc. Monday-Saturday.
- The lower-level cafeteria will remain closed while CUNY is negotiating a CUNY-wide food service vendor.
- Questions from the floor: Can the vending machine prices be made more reasonable? Can the sandwiches at the Café, currently priced at \$10/each, be made more affordable for the students?
- Answers from VP Perez: Vending machines are on a CUNY contract so we can't change the prices. Sandwich prices at the reopened café will be \$6-8, and discussions will ensue with MBJ about this topic.

i. Listening tour continues.

j. Budget is fluid, conversations ongoing.

k. In summary: End of first semester observation/concerns remain at the same level of priority as when she started. The priorities remain: getting the students ready for a global society, Academic quality, campus environment, understanding of shared governance, and OneYork community culture.

l. Thanks for the welcoming her.

4. Faculty Caucus Report (Ashton):

- Thanked IP Eanes for first semester work.
- Thanked FC senators for semester.
- Thanked SGA for building morale with many events and offering coffee/snacks in their office.

5. Student Caucus Report (Fnu);

- Thanked IP Eanes, FC, and faculty for showing up to their events more than in the past.
- Tree lighting event a success. Thanked Amy (SGA Treasurer) and Wilkins for organizing the event. Thanked VP Banrey for being Santa Claus at the event, and for his service (acknowledged his retirement). Amy thanked the music department and Prof. Mark Adams for support during the event.
- Coat Drive was such a success it will continue until March. So far, 130 coats have been collected and delivered.



- Holiday Gala mixer will be Dec. 20<sup>th</sup>, at 7:00pm in the Faculty Dining Room. Faculty encouraged to attend.
  - USS hosted Jumaane D. Williams (NYC Public Advocate) on-campus. Event was a success. There was a discussion about the tuition hike and how the increase will be used. Dr. Sharpe (YC faculty) attended. A press conference was held in front of the PAC to draw attention to our need for funds to improve infrastructure.
  - Expect an email sent through the Deans to Department Chairs about a trip to Albany on Feb 14, 15, 16, with 36 students. Faculty can recommend students from the department. Students must be available to attend on those dates.
  - Congratulated Hassan: December graduate.
  - Thanked his team.
6. Standing Committee Reports
- Curriculum Committee (Beaton): Report attached in Appendix B.  
Three points were presented from the executive summary of the committee. All motions passed uncontested.  
New Course (1): W. Ashton made a motion to accept as a block, Seconded by E. Vasquez  
Vote results: all in favor, 0 against, and 0 abstentions. The motion passed.  
Course Changes (3): W. Ashton made a motion to accept as a block, Seconded by L. D'Alotto  
Vote results: all in favor, 0 against, and 0 abstentions. The motion passed.  
Major redesign (1): W. Ashton made a motion to accept as a block, Seconded by L. Emtage  
Discussion: Tammy (student majoring in sports rehabilitation) commented that she was glad to see this change to the movement science curriculum. Question from the floor: Why remove concentrations? Answer from HHP department faculty is that a common goal of movement science majors is to pursue OT or PT so this change supports that pathway.  
Vote results: all in favor, 0 against, and 0 abstentions. The motion passed.
  - Ad Hoc Committee on Committee Archives (Ashton): Report attached in Appendix C.  
Votes: None required
7. COACHE report (Hoeffner): Report attached in Appendix D.  
Full report with all data available on OIE intranet or Blackboard.  
Votes: None required
8. New Business
- a. Y. Small reminded students to submit their student evaluations of their classes. L. Emtage suggested taking a little class time to have students do the survey on their phones.
  - b. IP Eanes encouraged everyone to respond to surveys so that data driven decisions can be made.
9. Adjournment  
Motion to adjourn by W. Ashton. Seconded by N. Donahue.  
Vote results: all in favor, 0 against, and 0 abstentions. The motion passed.  
The meeting was adjourned at 1:38 pm.



# APPENDIX

## A



# Year-End Message from the President

## News

Thu 12/19/2019 12:06 PM

To: Yolanda Small <YSmall@york.cuny.edu>;



Office of the President

To: Campus Community  
From: Dr. Berenecea J. Eanes, Interim President  
Re: Year-End Message from the President

### Year-End Message from the President

Dear York College Community,

As we close out the fall 2019 semester and the calendar year, let me take this opportunity to thank you for the warm welcome you have given me. It seems like yesterday we were all at Convocation!

It has been my privilege to meet many of you as I finish up my listening tour and start settling into my tenure. I have had the pleasure of participating in 20 individual meetings, met with 10 academic and service departments, 6 presidential colleagues, over 10 elected officials, members of the Chancellor's Board, and community partners. There is so much love for York!

We took a deeper dive into the Strategic Planning Process with over 150 community members participating in the three forums we held this semester. Special thanks to the members of the Committee who have given their time and commitment to this process. It is our current plan to roll out this living document in April as we begin to think about academic year 2020-21 with a focus on integrating these goals with financial planning.

I also want to acknowledge some accomplishments and share some announcements with you before we break for the upcoming holidays. We are very grateful for the JFK Redevelopment Partners' Award of \$3 million in support of a new 4-week full day summer STEM and Aviation program at York.

Homecoming was also a big success with over 1,000 students and alumni in attendance. It came about through the impressive collaborative efforts of Student Government and Athletics.

We were also pleased that a York team presented to a full house at the Middle States Conference in Philadelphia, PA earlier this month; and the college also made the Annual Social Mobility Index list, ranking 46 of over 1,000 schools.



In November, we enjoyed a successful Open House and were informed that Professor Adam Profit (Chemistry) has been awarded a \$490,000 grant from the National Institutes of Health to support student research. We also hosted festive celebrations with the campus community for both Thanksgiving and to kick-off the holiday season.

On the Facilities front, I know there is interest and concern about the completion of the vertical (elevator/escalator project) and the Performing Arts Center. An update on the former was recently shared ([see report](#)) and PAC repair and restoration is moving. There are two phases involved. The first phase pertains to the repairing of the roof (make it watertight) and the second phase pertains to remediation of the interior. Phase 1: Contractors have begun to repair the roof. The projected timeframe for completing the repair is the end of March, weather permitting. The roof over the small theater is expected to be made watertight later this week; other sections of the roof will follow until the entire roof is watertight. The procurement process to select a vendor to remediate the interior of the building has begun and is expected to be completed by the end of December. Given the unpredictability of the weather, we cannot make a specific determination of when the Center will be reopened. However, we are optimistic that it will be no later than early summer.

Along with those capital projects, I am also happy to report that there is an extensive beautification project being planned for the atrium early in the upcoming semester. This project is being developed and funded by Student Government in collaboration with Student Development and the Office of Marketing and Communications. Concurrent with that, there are also efforts underway to restore the presidential portraits and display them in the 2H Hallway pending an identification of a permanent exhibit space. There is also a group actively working on the development of a campus Food Forest led by faculty and students. These are exciting times and there is inspiring work taking place across divisions and areas to accomplish these goals.

On the very important matter of food service for our community, I am also happy to report that we have signed a contract through June 2020 with MBJ Food Services. This is happening as the University continues negotiations for a permanent vendor. I want to thank you all for your patience with the situation, which I am well aware, has presented hardships and inconvenience.

I want to thank those of you who contributed to a successful CUNY wide #GivingTuesday. Thanks to your generosity, we raised more than \$24,000 which will support the Fund for York and the campaigns led by Athletics and the School of Health Sciences and Professional Programs. I want to thank the team in Institutional Advancement, currently led by Chief of Staff Dana Trimboli, for their efforts on this fundraising activity and as we plan our April 23, 2020 fundraising event, "The York College Foundation Dinner," which will be held at the new TWA Hotel at JFK Airport.

Last week we also said farewell to Vice President for Student Development, Dr. Vincent Banrey. Student Affairs hosted a wonderful send off and raised funds for the newly developed Student Service Award named in his honor. To that end, I am pleased to announce that Karen Green has been named Interim Vice President and will serve in this capacity for the spring semester while a search takes place. Karen has over 35 years of experience in higher education having served as VP for Student Affairs and Dean of Students at Muhlenberg College and Dean of Students at Wells. Please join me in welcoming her to campus on January 15<sup>th</sup>.

Mark your calendars and save the date for the Spring Symposium on Thursday, February 13, 2020 where I will present the themes and thoughts about campus climate the community shared during the listening tour, campus wide surveys, and leadership team building activities. Thinking ahead to Commencement on Friday, May 29, 2020, I am looking forward to presiding over a robust Class of 2020 celebration.

We will continue our collaborative work to make us "One York" – built on a culture of care, accountability and compliance, adapting and thriving in a culture of transition, and focused on strategic measurable actions and interventions.

I wish you all a safe and wonderful holiday season!



## **Update: Vertical Transportation Upgrade**

The Vertical Transportation Upgrade began in July of 2018. The project is progressing in four phases and is expected to be completed in August 2020. Over the past few weeks, several elevators in the Academic Core Building and elsewhere on campus have been replaced and returned to service. To date, Phases 1 and 2 have been completed. Phase 3 began in September 2019 and is scheduled to be completed in April 2020. Phase 4 will begin in April 2020 and is scheduled to be completed in summer 2020.



*Elevator # 8 in the F-Corridor, one of many back in service*

### **Phase 1: July 2018-April 2019**

Elevators Completed:

No. 1 (Academic Core, B Corridor),

No. 4 (Academic Core, Kitchen Use Only)

No. 6 (Academic Core, F Corridor)

No 1 (Classroom Building)

Escalators Esc.1-2 demolished (Academic Core North and South)

### **Phase 2: April 2019-November 2019**

Elevators Completed:

No. 3 (Academic Core, C Corridor)

No. 7 (Academic Core Freight Elevator, F Corridor)

No. 8 (Academic Core, H Corridor)

No. 1 (HPEC)



**Phase 3: September 2019-Projected end date April 2020**

No. 5 (Academic Core, D Corridor – Kitchen Use Only)

No. 9 (Academic Core, G Corridor – Library Use Only)

Stairway (Academic Core, Liberty Avenue) Projected reopening, February 2020.

**Phase 4: Projected start date, April 2020-Projected end date, August 2020**

Escalators 3-8 (Academic Core) to be completed August 2020

FE1 (PAC Freight Elevator) to be completed August 2020.

Additional updates will be provided periodically through the remainder of the Vertical Transportation Upgrade.

Thank you for your patience.

-The Office of Administrative Affairs



# APPENDIX

# B



**Executive Summary**  
**December 2019 Curriculum Items**

**1. New course**

*1.1. Math*

1.1.1.CS 110 Computational Thinking

**2. Course changes**

*2.1. Math*

2.1.1.MATH 102, 104, 111, 190, 210, 211, 223, 243, 244, 271, 300, 301, 303, 311, 313, 335, 336, 400, 401, 423

Minor changes including the removal of anti-requisites for courses that no longer exist, the correction of hours incorrectly listed in the Bulletin, the correction of spelling errors, the removal of reference to the math placement exam, the correction of errors in pre-requisite courses

2.1.2.CS 451

Course designated as writing intensive.

*2.2. Music*

2.2.1.MUS 187, 287, 387, 487

Correction to the course hours, rather than one lecture hour, the course requires two lab hours (no change to the credits)

2.2.2.MUS 225

Writing intensive status removed, minor change to description to allow greater flexibility

*2.3. Teacher Education*

2.3.1.EDUC 271, 280

Courses designated as writing intensive

2.3.2.EDUC 285

Department permission added to list of pre-requisites

**3. Major redesign**

*3.1. Health and Human Performance*

3.1.1.Movement Science

Removed concentrations (Exercise Professions, Sports Rehabilitation), footnote added indicating that First Aid and CPR certification may be obtained through the completion of two York College courses



**YORK College SU NY**  
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Department of Math and Computer Science	John-Thones Amenyio

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input checked="" type="checkbox"/> New Course Proposal		
<input type="checkbox"/> Course Change Proposal		
<input type="checkbox"/> Course Deletion		

Please provide an executive summary of your proposal

CS 100 is an introductory computer science course aimed at students in liberal arts. It will be part of the General Education Component offered under Scientific World.

**Department Curriculum Committee Approval**

Signature/Name	Date
<i>[Signature]</i> / Andrew Wojciechowski	10/16/19

**Department Approval**

Chairperson Signature/Name	Date
<i>[Signature]</i>	10/17/19

**Other Departments Affected\***

Department	Signature/Name/Date	Approved	Comments Attached
Teacher Education	<i>[Signature]</i>	✓	10/22/19

**College Curriculum Committee Approval**

Signature/Name	Date

**College Senate Approval**

Signature/Name	Date

\*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the Approved box and should attach comments, instead.



Section AIV: New Courses

<b>Department</b>	Mathematics & Computer Science
<b>Career</b>	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
<b>Academic Level</b>	<input checked="" type="checkbox"/> Regular
<b>Subject Area [Prefix]</b>	Computer Science
<b>Course Number</b>	CS 100
<b>Course Title</b>	Introduction to Computational Thinking
<b>Catalogue Description</b>	Various computing terminologies; algorithms and how they are used to program simple computer applications; introduction to object-oriented programming; program development; major concepts of programming: variables, data types, functions, parameters, conditionals, loops; application of simple programming in solving practical problems.
<b>Pre-requisite(s)</b>	None
<b>Co-requisite(s)</b>	None
<b>Credits</b>	3
<b>Contact Hours</b> [total (lecture, lab)]	3
<b>Liberal Arts</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Course Attribute</b> [WI; H-WEB; WEB]	
<b>General Education Component</b>	<div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> Not Applicable  <input type="checkbox"/> <i>Required</i>  <div style="margin-left: 20px;"> <input type="checkbox"/> English Composition  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Science </div> <input type="checkbox"/> <i>College Option</i> </div> <div> <input type="checkbox"/> <i>Flexible</i>  <div style="margin-left: 20px;"> <input type="checkbox"/> World Cultures  <input type="checkbox"/> US Experience in its Diversity  <input type="checkbox"/> Creative Expression  <input type="checkbox"/> Individual and Society  <input type="checkbox"/> Scientific World </div> </div> </div>

Rationale:

This course provides an introduction to computational thinking and the terminologies used in the field. This course is intended for non-STEM students to have an introduction to computing.

IRP Code:



## Syllabus

### CS 100 INTRODUCTION TO COMPUTATIONAL THINKING, 3 hrs, 3 crs

Prerequisites: None

Instructor		Phone	718-262-2535
Office		E-mail	
Office Hours			

#### Course Description

Various computing terminologies; algorithms and how they are used to program simple computer applications; introduction to object-oriented programming; program development; major concepts of programming: variables, data types, functions, parameters, conditionals, loops; application of simple programming in solving practical problems.

#### Textbook and Software:

- (1) [Expeditions through ALICE](https://sites.google.com/a/eng.ucsd.edu/expeditions-through-alice/)  
<https://sites.google.com/a/eng.ucsd.edu/expeditions-through-alice/> - FREE
- (2) *Learning to Program with Alice*, by Wanda Dann, Stephen Cooper, and Randy Pausch
- (3) <https://www.alice.org/resources/alice-3-lessons/>
- (4) <https://www2.cs.duke.edu/csed/alice09/tutorialsAlice3.php>

#### Learning Objectives

This is a lecture and lab based class. At the completion of this course, the student will be able to

1. Describe how instructions and data are stored in a computer.
2. Describe in broad terms hardware components of a computer and the role of software.
3. Know the differences between an algorithm and a program and how they are related.
4. Explain fundamental programming constructs such as variables, assignments, sequential operations, iterations, conditionals.
5. Define functions and abstraction using Alice.
6. Know some fundamentals of how to design algorithms and programs and compare several implementations of algorithms as programs in Alice, HTML, and JavaScript.
7. Know the use of divide and conquer, abstraction, modularity, trial and error in developing algorithms and programs and problem solving in general.



8. Understand some basic object oriented concepts: classes, objects, methods, parameters, functions, and how these relate to the design and implementation of a program using Alice.

***Attendance is MANDATORY:***

**YOUR REGULAR CLASS PREPARATION AND ATTENDANCE IS NOT ONLY EXPECTED BUT REQUIRED.** As per University Policy, an Attendance Register will be taken each time the Class meets and your respective attendance recorded.

**Unexcused** absence from class, including your **regular tardiness and/or leaving class early and/or lateness** will negatively affect your final grade.

Section	Main Idea
1	Introduction to computer science concepts
2	Introduction to the Alice programming environment
3	From storytelling to computer programming
4	Sequential, parallel operations
5	Procedures/methods and parameters
6	Simple loops
7	Variables and functions
8	Conditional statements
9	Indefinite loops
10	Events and event handling
11	Introduction to HTML5
12	Elementary JavaScript
13	Incorporating images and videos into HTML5
14	Report presentations in HTML5



### ***Grading Policy***

Grading of the course will comprise of the following parts:

<b>Graded Item</b>	<b>Percentage of Final Grade</b>	<b>Comments</b>
4 or 5 programming assignments	40%	These assignments <u>do not carry</u> the same percentages.
Final Project	10%	Guidelines will be given in class
Midterm test	20%	Covers materials up till midterm
Attendance	PART OF CLASS PARTICIPATION	May negatively affect your grade. <i>See attendance policy above.</i>
Class participation	10%	This is a pass or fail grade.
Final Exam	20%	This is cumulative. More information will be given latter.

### ***Class Participation (P/F)***

Class participation is a Pass or Fail in this class. Part of this grade is good behavior at all meetings. You may not use inappropriate languages or behave inappropriately in the class or lab towards your instructor or fellow students or college officials at any time. **A single misbehavior will nullify this portion of your grade.**

***YOU WILL WRITE "COMPUTER PROGRAM"  
ALMOST IN EVERY SESSION!!***



**Summary of Academic Integrity Policy – Full college policy can be found on York Website**

*Academic dishonesty is prohibited. Penalties include failing grade, suspension, and expulsion:*

*No use of cellphone or any communications device during class and exam hours. No cheating, no act of plagiarism in any form or manner. Students are required to follow the University policy on academic integrity, which is available on the York College web site or at the Dean's office. Cheating includes but is not limited to the following:*

- *copying files or lending your storage device to another student*
- *copying answers on exams or glancing at other student's exam*
- *turning in assignments that have been used in other classes*
- *purchasing or selling assignments or exam materials*

*If you cheat, some or all of the following actions will be taken:*

- *You will receive a lower point score up to and including a zero for that particular assignment or exam, or a failure in the course.*
- *A report of the incident may be forwarded to the Dean of your school. The Dean may file the report in your permanent record and/or take further disciplinary action as necessary.*



**YORK College SU**  
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Department of Math and Computer Science	John-Thones Amenyo

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input checked="" type="checkbox"/> Course Change Proposal		
<input type="checkbox"/> Course Deletion		

Please provide an executive summary of your proposal

- (1) MATH 102, MATH 104, MATH 190, MATH 211, MATH 223, MATH 243, MATH 244, MATH 271, MATH 303, MATH 311, MATH 313, MATH 335, MATH 336, MATH 423  
The course prerequisites are being updated as a result of the fact that several courses no longer exist in the Curriculum. Several misspellings are also corrected.
- (2) MATH 300, MATH 301, MATH 400, MATH 401  
The number of course Hours are being updated to be aligned with the number of Credits.

Department Curriculum Committee Approval

Signature/Name	Date
<i>Reed Wilds / Reuben Wajschman</i>	10/16/19

Department Approval

Chairperson Signature/Name	Date
<i>J. Gonzalez</i>	10/17/19

Other Departments Affected

Department	Signature/Name/Date	Approved	Comments Attached
Earth + Phys Sci	<i>T. PAGLIONE</i>	✓	10-17-19
Teacher Education	<i>[Signature]</i>	✓	10-22-19

College Curriculum Committee Approval

Signature/Name	Date

College Senate Approval

Signature/Name	Date



**YORK College SU NY**  
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Department of Math and Computer Science	John-Thones Amenyo

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input checked="" type="checkbox"/> Course Change Proposal		
<input type="checkbox"/> Course Deletion		

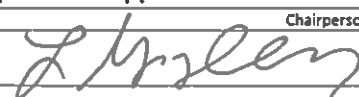
Please provide an executive summary of your proposal

CS 451  
This course has been running as an ad hoc writing intensive course for several semesters. The current proposal will make CS 451 a permanent writing intensive course.

**Department Curriculum Committee Approval**

Signature/Name	Date
	11/19/19

**Department Approval**

Chairperson Signature/Name	Date
	11/19/19

**Other Departments Affected\***

Department	Signature/Name/Date	Approved	Comments Attached

**College Curriculum Committee Approval**

Signature/Name	Date

**College Senate Approval**

Signature/Name	Date

\*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the Approved box and should attach comments, instead.



**YORK College SV**  
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Department of Math and Computer Science	John-Thones Amenyio

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input checked="" type="checkbox"/> Course Change Proposal		
<input type="checkbox"/> Course Deletion		

Please provide an executive summary of your proposal

(1) MATH 111, MATH 210  
The courses have been listed in the Bulletin as anti-requisites of each other. However, the courses are independent of each other and do not cover the same topics. The current proposal decouples these courses.

(2) CS 451  
This course has been running as an ad hoc writing intensive course for several semesters. The current proposal will make CS 451 a permanent writing intensive course.

(3) CS 457  
The current proposal changes the pre-requisite from CS 291 to CS 341. This will help students develop a stronger background and preparation to succeed in the course.

**Department Curriculum Committee Approval**

Signature/Name	Date
Radoslaw Wojciechowski 	4/23/19

**Department Approval**

Chairperson Signature/Name	Date
	4/23/19

**Other Departments Affected\***

Department	Signature/Name/Date	Approved	Comments Attached

**College Curriculum Committee Approval**

Signature/Name	Date

**College Senate Approval**

Signature/Name	Date



# CS 451: Permanent WI

George T. Lam

Mon 10/21/2019 9:01 AM

To: Lou D'Alotto <ldalotto@york.cuny.edu>;

Cc: Radoslaw Wojciechowski <RWojciechowski@york.cuny.edu>; Lidia Gonzalez <lgonzalez@york.cuny.edu>; Laura Beaton <lbeaton@york.cuny.edu>;

Dear Prof. Cline,



On behalf of the WI Advisory Committee, I'm delighted to inform you that the committee recommends that **CS 451** be approved as a Permanent WI course. The next step would be to submit a proposal to the Curriculum Committee (if it hasn't been submitted already), so that it can be discussed and approved by the CCC.

The Advisory Committee members discussed the following revisions for the course:

- Consider adding drafts / revisions process for students to gather feedback for the writing assignments, or further clarifying the feedback process for students.

If you are interested in working with a Writing Fellow to develop WI materials for your course, please contact my colleague Matt Garley (mgarley@york.cuny.edu), who coordinates the WAC Fellows program at York, in collaboration with the CUNY Graduate Center.

Please let me know if you have any questions. Thank you very much for your participation in the WAC Program at York!

Sincerely,

The Writing Intensive Advisory Committee

- George Lam, Performing and Fine Arts, WI Coordinator
- Elizabeth Alter, Biology
- Fenio Annansingh-Jamieson, Business and Economics
- Matt Garley, English
- Helene DePalma, Health Professions



**Curriculum Committee Proposal Cover Sheet**

Department/Discipline	Contact Person
Department of Math and Computer Science	John-Thones Amenyo

**Please indicate items submitted for Committee approval**

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input checked="" type="checkbox"/> Course Change Proposal		
<input type="checkbox"/> Course Deletion		

**Please provide an executive summary of your proposal**

MATH 111, MATH 210  
 The courses have been listed in the Bulletin as anti-requisites of each other. However, the courses are independent of each other and do not cover the same topics. The current proposal decouples these courses.

**Department Curriculum Committee Approval**

Signature/Name	Date
<i>Brandon W. [Signature]</i> / <i>Rachel W. [Signature]</i>	10/16/19

**Department Approval**

Chairperson Signature/Name	Date
<i>[Signature]</i>	10/17/19

**Other Departments Affected\***

Department	Signature/Name/Date	Approved	Comments Attached
<i>Teacher Education</i>	<i>[Signature]</i>	<input checked="" type="checkbox"/>	10-22-19

**College Curriculum Committee Approval**

Signature/Name	Date

**College Senate Approval**

Signature/Name	Date

\*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the Approved box and should attach comments, instead.



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 102 Intermediate Algebra	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. <del>MATH 011</del> or by placement.	<b>Prerequisite(s)</b>	By placement
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	
<b>Hours</b> [total (lecture, lab)]	3(3,0)	<b>Hours</b> [total (lecture, lab)]	N/C
<b>Credits</b>	1	<b>Credits</b>	N/C
<b>Catalogue Description</b>	The real numbers, linear equations and inequalities, polynomials, factoring, rational expressions, roots and radicals, quadratic equations, lines, systems of linear equations, functions and their graphs, exponential and logarithmic functions, applications. Preq: <del>MATH 011</del> or by placement. May not be used to meet General Education Requirements. Not credited toward fulfillment of mathematics major requirements.	<b>Catalogue Description</b>	The real numbers, linear equations and inequalities, polynomials, factoring, rational expressions, roots and radicals, quadratic equations, lines, systems of linear equations, functions and their graphs, exponential and logarithmic functions, applications.. May not be used to meet General Education Requirements. Not credited toward fulfillment of mathematics major requirements.
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures	<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures



	___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World ___ <i>College Option</i>		___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World ___ <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2020

Rationale: MATH 011 is a course that no longer exists in the Curriculum.

Program Code:



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 104 College Algebra	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. <del>Placement via the CUNY math placement exam or by the department.</del>	<b>Prerequisite(s)</b>	1. By placement
<b>Corequisite(s)</b>	1. <del>Placement via the CUNY math placement exam or by the department.</del>	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	4(4,0)	<b>Hours</b> [total (lecture, lab)]	N/C
<b>Credits</b>	3	<b>Credits</b>	N/C
<b>Catalogue Description</b>	Basic concepts of sets, algebra, graphs and functions; linear, rational, exponential, and logarithmic functions and their applications. Preq: Placement via the CUNY math placement exam or by the department. Coreq: Placement via the CUNY math placement exam or by the department. Not to be used to satisfy the general education requirement and not to be used to satisfy the requirement for mathematics major.	<b>Catalogue Description</b>	The real numbers, linear equations and inequalities, polynomials, factoring, rational expressions, roots and radicals, quadratic equations, lines, systems of linear equations, functions and their graphs, exponential and logarithmic functions, applications. May not be used to meet General Education Requirements. Not credited toward fulfillment of mathematics major requirements.
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition	<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition



	<input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>		<input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2020

Rationale: There is no CUNY math placement exam at this time.

Program Code:



<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 111 Introduction to Statistics and Probability	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. MATH 102, the equivalent, or by placement.	<b>Prerequisite(s)</b>	1. N/C
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	4 (4,0)	<b>Hours</b> [total (lecture, lab)]	N/C
<b>Credits</b>	4	<b>Credits</b>	N/C
<b>Catalogue Description</b>	Elements of statistics, graphs, frequency distributions, measures of central tendency and measures of dispersion; elementary probability theory, counting, binomial and normal distributions. Preq: MATH 102, the equivalent, or placement exam. Not credited toward fulfillment of Mathematics major requirements. <del>Not open to students with credit in MATH 180, MATH 210, or MATH 221.</del> [Required Core: Mathematical and Quantitative Reasoning]	<b>Catalogue Description</b>	Elements of statistics, graphs, frequency distributions, measures of central tendency and measures of dispersion; elementary probability theory, counting, binomial and normal distributions. Not credited toward fulfillment of Mathematics major requirements. [Required Core: Mathematical and Quantitative Reasoning]
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	___ Not Applicable ___ <i>Required</i> ___ English Composition __X_ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity	<b>General Education Component</b>	___ Not Applicable ___ <i>Required</i> ___ English Composition __X_ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity



	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>		<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2020

Rationale: Math 111, Math 180, Math 210 and Math 221 are independent courses which do not cover the same topics. As such, students who have taken Math 180, Math 210 or Math 221 should not be prevented from taking Math 111. Furthermore, Math 180 is a course which no longer exists in the Curriculum.

Program Code:



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 190 Computers in Modern Society	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. Preq: MATH 102, the equivalent, or placement exam.	<b>Prerequisite(s)</b>	1. N/C
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	4(4,0)	<b>Hours</b> [total (lecture, lab)]	N/C
<b>Credits</b>	4	<b>Credits</b>	N/C
<b>Catalogue Description</b>	Introduction to computer programming, using <del>the language BASIC</del> ; solution of simple problems in many fields to broaden the students' view of the capabilities of the computer; an overview of current computer systems, software, and trends. Preq: MATH 102, the equivalent, or placement exam. Not credited toward fulfillment of Mathematics major requirements. <del>Not open to students with credit in MATH 191.</del> Students are expected to complete several laboratory assignments. [Required Core: Mathematical and Quantitative Reasoning]	<b>Catalogue Description</b>	Introduction to computer programming, using <u>a modern programming</u> language; solution of simple problems in many fields to broaden the students' view of the capabilities of the computer; an overview of current computer systems, software, and trends. Not credited toward fulfillment of Mathematics major requirements. Students are expected to complete several laboratory assignments. [Required Core: Mathematical and Quantitative Reasoning]
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition	<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition



	<input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>		<input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2020

**Rationale:** MATH 191 is a course which no longer exists in the Curriculum. Instead of only allowing for the BASIC language, the instructor may choose another modern alternative.

**Program Code:**



FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 210 Probability and Statistics I	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. MATH 122.	<b>Prerequisite(s)</b>	1. N/C
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	4(4,0)	<b>Hours</b> [total (lecture, lab)]	N/C
<b>Credits</b>	4	<b>Credits</b>	N/C
<b>Catalogue Description</b>	Elementary data analysis, simple regression, correlation, basic probability theory: combinatorial problems, random variables, distributions, expectation; law of large numbers, central limit theorem, applications. <del>Not open to students with credit in MATH 111 or MATH 181, except by permission of Chair of Mathematics and Computer Studies Department.</del>	<b>Catalogue Description</b>	Elementary data analysis, simple regression, correlation, basic probability theory: combinatorial problems, random variables, distributions, expectation; law of large numbers, central limit theorem, applications.
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>X</i> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World	<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>X</i> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World



	<u>    </u> <i>College Option</i>		<u>    </u> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2020

**Rationale:** Math 111, Math 181 and Math 210 are independent courses which do not cover the same topics. As such, students who have taken Math 181 or Math 111 should not be prevented from taking Math 210. Furthermore, Math 181 is a course which no longer exists in the Curriculum.

**Program Code:**



<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 211 Probability and Statistics II	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. MATH 210 2. MATH 221.	<b>Prerequisite(s)</b>	N/C
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	4(4,0)	<b>Hours</b> [total (lecture, lab)]	N/C
<b>Credits</b>	4	<b>Credits</b>	N/C
<b>Catalogue Description</b>	Fundamental concepts of statistics, multivariate distributions, sampling theory, estimation theory, hypothesis testing, goodness-of-fit, linear regression. Preq: MATH 210 and MATH 221. <del>Not open to students with credit in MATH 113, except by permission of the Chair of Mathematics and Computer Studies Department.</del>	<b>Catalogue Description</b>	Fundamental concepts of statistics, multivariate distributions, sampling theory, estimation theory, hypothesis testing, goodness-of-fit, linear regression.
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression	<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression



	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>		<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2020

Rationale: MATH 113 is a course which no longer exists in the Curriculum.

Program Code:



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 223 Differential Equations and Dynamical Systems	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. MATH 221	<b>Prerequisite(s)</b>	1. N/C
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	3(3,0)	<b>Hours</b> [total (lecture, lab)]	N/C
<b>Credits</b>	3	<b>Credits</b>	N/C
<b>Catalogue Description</b>	An introduction to differential and difference equations: first order equations; higher order equations with constant coefficients; linear systems; applications. Introduction to dynamical systems, orbits, and chaos, showing the connection with differential equations. Modeling applications. Preq: MATH 221. <del>Not open to students with credit in MATH 222.</del>	<b>Catalogue Description</b>	An introduction to differential and difference equations: first order equations; higher order equations with constant coefficients; linear systems; applications. Introduction to dynamical systems, orbits, and chaos, showing the connection with differential equations. Modeling applications.
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression	<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression



	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>		<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2020

Rationale: MATH 222 is a course which no longer exists in the Curriculum.

Program Code:



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 243 Combinatorial and Discrete Geometry	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. MATH 122.	<b>Prerequisite(s)</b>	1. N/C
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	3 (3,0)	<b>Hours</b> [total (lecture, lab)]	N/C
<b>Credits</b>	3	<b>Credits</b>	N/C
<b>Catalogue Description</b>	A survey of Euclidean and non-Euclidean geometrical ideas primarily from a non- <del>metric</del> <del>weak perspective</del> <u>metric perspective</u> , Axiom systems. Distance functions. Basic topics in the theory of graphs; trees, planarity, networks, coloring problems, and Euler's polyhedral formula. Basic topics in convexity, discrete, and computational geometry: Helly's <del>theorem</del> , curves of constant breadth, the <del>Sylvester-Gallai theorem</del> , and Voronoi diagrams. Preq: MATH 122. <del>Not open to students with credit in MATH 241.</del>	<b>Catalogue Description</b>	A survey of Euclidean and non-Euclidean geometrical ideas primarily from a non- <u>metric perspective</u> , Axiom systems. Distance functions. Basic topics in the theory of graphs; trees, planarity, networks, coloring problems, and Euler's polyhedral formula. Basic topics in convexity, discrete, and computational geometry: Helly's <u>theorem</u> , curves of constant breadth, the <u>Sylvester-Gallai theorem</u> , and <u>Voronoi diagrams</u> .
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science	<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science



	___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World ___ <i>College Option</i>		___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World ___ <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2020

Rationale: MATH 241 is a course which no longer exists in the Curriculum. Misspellings of the words “non-metric perspective,” “theorem” and “Voronoi” are corrected.

Program Code:



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 244 Geometric Structures	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. MATH 122	<b>Prerequisite(s)</b>	1. N/C
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	3(3,0)	<b>Hours</b> [total (lecture, lab)]	N/C
<b>Credits</b>	3	<b>Credits</b>	N/C
<b>Catalogue Description</b>	A survey of Euclidean and non-Euclidean geometrical ideas primarily from a <del>metrical</del> point of view. Axiom systems, distance functions, polyhedra and tilings, <del>geodesies</del> , configuration theorems, <del>graphs</del> , and geometry of surfaces. Preq: MATH 122. <del>Not open to students with credit in MATH 242.</del>	<b>Catalogue Description</b>	A survey of Euclidean and non-Euclidean geometrical ideas primarily from a <u>metric</u> point of view. Axiom systems, distance functions, polyhedra and tilings, <u>geodesics</u> , configuration theorems, <u>graphs</u> , and geometry of surfaces.
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> <u>X</u> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society	<b>General Education Component</b>	<input checked="" type="checkbox"/> <u>X</u> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society



	___ Scientific World ___ <i>College Option</i>		___ Scientific World ___ <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2020

Rationale: MATH 242 is a course which no longer exists in the Curriculum. The misspelling of the words “geodesics” and “and” are corrected and “metrical” is corrected to “metric.”

Program Code:



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 271 Topics in Foundational Mathematics	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. <del>MATH 101</del> , MATH 102 <del>or pass CUNY Math Skills Test.</del>	<b>Prerequisite(s)</b>	1. MATH 102 <u>or by placement</u>
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	4(4,0)	<b>Hours</b> [total (lecture, lab)]	N/C
<b>Credits</b>	4	<b>Credits</b>	N/C
<b>Catalogue Description</b>	Mathematical reasoning, problem-solving, elementary theory, structures and concepts of arithmetic, numeration systems, integers, rational and real numbers and number theory. Preq: <del>MATH 101</del> , MATH 102 <del>or pass CUNY Math Skills Test.</del> Not credited toward fulfillment of Mathematics major requirements. Not open to students with credit in MATH 122.	<b>Catalogue Description</b>	Mathematical reasoning, problem-solving, elementary theory, structures and concepts of arithmetic, numeration systems, integers, rational and real numbers and number theory. Not credited toward fulfillment of Mathematics major requirements. Not open to students with credit in MATH 122.
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity	<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity



	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>		<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2020

Rationale: MATH 101 is a course which no longer exists in the Curriculum. There is no CUNY Math Skills Test at this time.

Program Code:



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 300 Guided Study of Selected Topics in Mathematics	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. Junior status, and permission of department.	<b>Prerequisite(s)</b>	1. N/C
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	0	<b>Hours</b> [total (lecture, lab)]	1(1,0)
<b>Credits</b>	1	<b>Credits</b>	N/C
<b>Catalogue Description</b>	Individual study under supervision of mathematics faculty. Preq: Junior status, and permission of department. Hours arranged.	<b>Catalogue Description</b>	N/C
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World ___ <i>College Option</i>	<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World ___ <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	



Rationale: The numbers of hours is changed to be aligned with number of credits.

Program Code:



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 301 Guided Study of Selected Topics in Mathematics	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. Junior status, and permission of department.	<b>Prerequisite(s)</b>	1. N/C
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	0	<b>Hours</b> [total (lecture, lab)]	1(1,0)
<b>Credits</b>	1	<b>Credits</b>	1
<b>Catalogue Description</b>	Individual study under supervision of mathematics faculty. Preq: Junior status, and permission of department. Hours arranged.	<b>Catalogue Description</b>	N/C
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2020



Rationale: The numbers of hours is changed to be aligned with number of credits.

Program Code:



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 303 Actuarial Mathematics II	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. Math 210 2. Math 211	<b>Prerequisite(s)</b>	1. N/C
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	1(1,0)	<b>Hours</b> [total (lecture, lab)]	N/C
<b>Credits</b>	1	<b>Credits</b>	1
<b>Catalogue Description</b>	Special applications of probability theory and statistics in Actuarial Examination Part II. Preq: MATH 210 and MATH 211. Not credited toward fulfillment of Mathematics major requirements. <del>Availability to be determined</del>	<b>Catalogue Description</b>	Special applications of probability theory and statistics in Actuarial Examination Part II. Not credited toward fulfillment of Mathematics major requirements.
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> <b>X</b> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input checked="" type="checkbox"/> <b>X</b> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>



<b>Effective</b>		<b>Effective</b>	Fall 2020
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Rationale: Remove the phrase “Availability to be determined.”

Program Code:



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 311 Mathematical Methods for Physical Science	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. <u>MATH 222</u>	<b>Prerequisite(s)</b>	1. <u>MATH 221</u>
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	4(4,0)	<b>Hours</b> [total (lecture, lab)]	N/C
<b>Credits</b>	4	<b>Credits</b>	N/C
<b>Catalogue Description</b>	Line and surface integrals: Theorems of Green, Gauss, and Stokes. Fourier series. Transforms such as the Fourier transform, Fast Fourier transform, and Discrete Fourier transform. Orthogonal functions and wavelets. Introduction to complex functions. <del>Preq: MATH 222. Other selected topics.</del>	<b>Catalogue Description</b>	Line and surface integrals: Theorems of Green, Gauss, and Stokes. Fourier series. Transforms such as the Fourier transform, Fast Fourier transform, and Discrete Fourier transform. Orthogonal functions and wavelets. Introduction to complex functions. <u>Other selected topics.</u>
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society	<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society



	___ Scientific World ___ <i>College Option</i>		___ Scientific World ___ <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2020

Rationale: Math 221 is the intended prerequisite.

Program Code:



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 313 Operations Research	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. MATH 122	<b>Prerequisite(s)</b>	1. N/C
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	4(4,0)	<b>Hours</b> [total (lecture, lab)]	<u>3(3,0)</u>
<b>Credits</b>	4	<b>Credits</b>	3
<b>Catalogue Description</b>	Linear programming, game theory, decision theory, queuing theory, systems dynamics, network theory. Preq: MATH 122. <del>Other related topics in Management and Social Sciences.</del>	<b>Catalogue Description</b>	Linear programming, game theory, decision theory, queuing theory, systems dynamics, network theory. Other related topics in management and social sciences.
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> <i>X</i> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input type="checkbox"/> <i>X</i> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>



Effective		Effective	Fall 2020
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Rationale: The topics of the course should come before the pre-requisite in the description. Math 313 is a 3 credit hour course.

Program Code:



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 335 Mathematical Logic	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. MATH 122	<b>Prerequisite(s)</b>	1. N/C
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	4(4,0)	<b>Hours</b> [total (lecture, lab)]	N/C
<b>Credits</b>	4	<b>Credits</b>	N/C
<b>Catalogue Description</b>	Introduction to mathematical logic, propositional logic, first order logic, proof systems, introduction to model theory. Preq: MATH 122. <del>4 hours lecture.</del>	<b>Catalogue Description</b>	Introduction to mathematical logic, propositional logic, first order logic, proof systems, introduction to model theory.
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World ___ <i>College Option</i>	<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World ___ <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2020



Rationale: The number of hours of the course should not appear in the description.

Program Code:



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 336 Modern Algebra	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. <del>MATH 333 or permission of instructor</del>	<b>Prerequisite(s)</b>	1.
<b>Corequisite(s)</b>	1. <del>MATH 333 or permission of instructor</del>	<b>Corequisite(s)</b>	1. MATH 333
<b>Hours</b> [total (lecture, lab)]	4(4,0)	<b>Hours</b> [total (lecture, lab)]	N/C
<b>Credits</b>	4	<b>Credits</b>	N/C
<b>Catalogue Description</b>	Axiomatic theory of groups, rings, and fields; isomorphisms and homomorphisms. Examples from the field of real numbers, modular arithmetic, matrices. <del>Offered alternate Spring semesters. Preq: MATH 333 or permission of instructor. Coreq: MATH 333 or permission of instructor. Not open to students with credit in MATH 332.</del>	<b>Catalogue Description</b>	Axiomatic theory of groups, rings, and fields; isomorphisms and homomorphisms. Examples from the field of real numbers, modular arithmetic, matrices.
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression	<b>General Education Component</b>	_X_ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression



	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>		<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2020

Rationale: MATH 332 is a course which no longer exists in the Curriculum. Permission to take a course is granted by the department.

Program Code:



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 400 Independent Study of Selected Topics in Mathematics	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. Senior status and permission of department.	<b>Prerequisite(s)</b>	1. N/C
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	0	<b>Hours</b> [total (lecture, lab)]	2(2,0)
<b>Credits</b>	2	<b>Credits</b>	N/C
<b>Catalogue Description</b>	Independent study under supervision of mathematics faculty. Preq: Senior status and permission of department. Hours arranged.	<b>Catalogue Description</b>	N/C
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> <b>Not Applicable</b> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input checked="" type="checkbox"/> <b>Not Applicable</b> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2020



Rationale: The change is to ensure the number of hours is aligned with the number of credits.

Program Code:



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 401 Independent Study of Selected Topics in Mathematics	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. Senior status and permission of department.	<b>Prerequisite(s)</b>	1. N/C
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	0	<b>Hours</b> [total (lecture, lab)]	2(2,0)
<b>Credits</b>	2	<b>Credits</b>	N/C
<b>Catalogue Description</b>	Independent study under supervision of mathematics faculty. Preq: Senior status and permission of department. Hours arranged.	<b>Catalogue Description</b>	N/C
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> <b>Not Applicable</b> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input checked="" type="checkbox"/> <b>Not Applicable</b> <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	Fall 2020



Rationale: The change is to ensure the number of hours is aligned with the number of credits.

Program Code:



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	N/C
<b>Course</b> [Prefix, #, title]	MATH 423 Advanced Calculus I	<b>Course</b> [Prefix, #, title]	N/C
<b>Prerequisite(s)</b>	1. <del>MATH 222.</del>	<b>Prerequisite(s)</b>	1. <u>MATH 221</u>
<b>Corequisite(s)</b>	1.	<b>Corequisite(s)</b>	1.
<b>Hours</b> [total (lecture, lab)]	4(4,0)	<b>Hours</b> [total (lecture, lab)]	N/C
<b>Credits</b>	4	<b>Credits</b>	N/C
<b>Catalogue Description</b>	The real and complex number systems; topological concepts; theory of functions, limits, continuity, differentiability; theory of integration; vector calculus; functions of several variables, sequences and series. <del>Preq: MATH 222. Other selected topics.</del>	<b>Catalogue Description</b>	The real and complex number systems; topological concepts; theory of functions, limits, continuity, differentiability; theory of integration; vector calculus; functions of several variables, sequences and series. Other selected topics.
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	[ X ] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	<input checked="" type="checkbox"/> <b>X</b> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	<input checked="" type="checkbox"/> <b>X</b> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>



Effective		Effective	Fall 2020
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Rationale: Math 221 is the intended prerequisite.

Program Code:



## Section AV: Course Changes

<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Mathematics and Computer Science	<b>Department</b>	Mathematics and Computer Science
<b>Course</b> [Prefix, #, title]	CS 451 Operating Systems	<b>Course</b> [Prefix, #, title]	CS 451 Operating Systems
<b>Prerequisite(s)</b>	CS 397	<b>Prerequisite(s)</b>	1. CS 397 2. Eng 126
<b>Corequisite(s)</b>	1. N/A	<b>Corequisite(s)</b>	1. N/A
<b>Hours</b> [total (lecture, lab)]	4	<b>Hours</b> [total (lecture, lab)]	4
<b>Credits</b>	4	<b>Credits</b>	4
<b>Catalogue Description</b>	Introduction to the fundamental concepts and practical issues of an operating system. Introduction to topics such as concurrency, program and process, files, critical sections and semaphores, threads, and communications.	<b>Catalogue Description</b>	Introduction to the fundamental concepts and practical issues of an operating system. Introduction to topics such as concurrency, program and process, files, critical sections and semaphores, threads, and communications.
<b>Liberal Arts</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Liberal Arts</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	WI
<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its	<b>General Education Component</b>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its



	Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World ___ <i>College Option</i>		Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World ___ <i>College Option</i>
<b>Effective</b>		<b>Effective</b>	

**Rationale:** There is presently no permanent WI course in computer science, this course is a major requirement and will fill that void for all CS majors. Adding ENG 126 as a pre-req is important to ensure the students have the writing skills for this course.

**Program Code:** 0701

**Proposed by:**

Lou D’Alotto, Ph.D.

Professor

Department of Mathematics and Computer Science

School of Arts and Sciences

York College - CUNY

Ph.D. Program in Computer Science

Graduate Center - CUNY



**YORK College of Arts & Sciences**  
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Performing and Fine Arts / Music	George Lam (Music Co-Coordinator)


**Please indicate items submitted for Committee approval**

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input checked="" type="checkbox"/> Course Change Proposal		
<input type="checkbox"/> Course Deletion		


**Please provide an executive summary of your proposal**

<ul style="list-style-type: none"> <li>MUS 187, 287, 387, 487: Increasing the number of contact hours from 1 hour to 2 hours</li> </ul>
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**Department Curriculum Committee Approval**

Signature	Date
	10/21/2019

**Department Approval**

Chairperson Signature	Date
	10/23/19

**Other Departments Affected\***

Department	Signature	Approved	Comments Attached

**College Curriculum Committee Approval**

Signature	Date

**College Senate Approval**

Signature	Date

\*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.



**YORK College of Arts & Sciences**  
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Performing and Fine Arts / Music	George Lam (Music Co-Coordinator)


**Please indicate items submitted for Committee approval**

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input checked="" type="checkbox"/> Course Change Proposal		
<input type="checkbox"/> Course Deletion		


**Please provide an executive summary of your proposal**

<ul style="list-style-type: none"> <li>MUS 225: Remove WI designation, Remove ENG 126 as pre-req</li> </ul>
---

**Department Curriculum Committee Approval**

Signature	Date
	10/21/2019

**Department Approval**

Chairperson Signature	Date
	10/23/19

**Other Departments Affected\***

Department	Signature	Approved	Comments Attached

**College Curriculum Committee Approval**

Signature	Date

**College Senate Approval**

Signature	Date

\*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Performing & Fine Arts	<b>Department</b>	NC
<b>Course</b> [Prefix, #, title]	MUS 187: Performance Workshop I	<b>Course</b> [Prefix, #, title]	NC
<b>Prerequisite(s)</b>	Department Permission	<b>Prerequisite(s)</b>	NC
<b>Corequisite(s)</b>	MUS 186: Studies in Musical Performance I	<b>Corequisite(s)</b>	NC
<b>Hours</b> [total (lecture, lab)]	4	<b>Hours</b> [total (lecture, lab)]	<u>2 lab Hours</u>
<b>Credits</b>	1	<b>Credits</b>	NC
<b>Catalogue Description</b>	This course will explore the basic dimensions of instrumental or vocal performance and will include performance of selected repertoire in a workshop format. Depending on the makeup of the class, topics may include: performance practice associated with different eras, exploration of particular genres, issues surrounding public performance, group performance, and other performance aspects. Students will expand their skills with regard to public performance and gain knowledge of performance issues involving different contexts.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[X] Yes [ ] No	<b>Liberal Arts</b>	[X] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	NC
<b>General Education Component</b>	___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World	<b>General Education Component</b>	___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World
<b>Effective</b>		<b>Effective</b>	Fall 2020

Rationale: As the Performance Workshop is designed to be a safe and supportive space for students to develop the skills and confidence needed to perform well in front of an audience, more time is required to receive adequate coaching from the instructor, written feedback from peers, and allow the possibility to repeat performances or portions of performances. Also, lab hours (as opposed to lecture hours) are more representative of the performance environment created within the Performance Workshop that includes both lateral and vertical learning.



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Performing & Fine Arts	<b>Department</b>	NC
<b>Course</b> [Prefix, #, title]	MUS 287: Performance Workshop I	<b>Course</b> [Prefix, #, title]	NC
<b>Prerequisite(s)</b>	Department Permission	<b>Prerequisite(s)</b>	NC
<b>Corequisite(s)</b>	MUS 286: Studies in Musical Performance I	<b>Corequisite(s)</b>	NC
<b>Hours</b> [total (lecture, lab)]	4	<b>Hours</b> [total (lecture, lab)]	<u>2 lab Hours</u>
<b>Credits</b>	1	<b>Credits</b>	NC
<b>Catalogue Description</b>	This course will explore the basic dimensions of instrumental or vocal performance and will include performance of selected repertoire in a workshop format. Depending on the makeup of the class, topics may include: performance practice associated with different eras, exploration of particular genres, issues surrounding public performance, group performance, and other performance aspects. Students will expand their skills with regard to public performance and gain knowledge of performance issues involving different contexts.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[X] Yes [ ] No	<b>Liberal Arts</b>	[X] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	NC
<b>General Education Component</b>	___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World	<b>General Education Component</b>	___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World
<b>Effective</b>		<b>Effective</b>	Fall 2020

Rationale: As the Performance Workshop is designed to be a safe and supportive space for students to develop the skills and confidence needed to perform well in front of an audience, more time is required to receive adequate coaching from the instructor, written feedback from peers, and allow the possibility to repeat performances or portions of performances. Also, lab hours (as opposed to lecture hours) are more representative of the performance environment created within the Performance Workshop that includes both lateral and vertical learning.



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Performing & Fine Arts	<b>Department</b>	NC
<b>Course</b> [Prefix, #, title]	MUS 387: Performance Workshop I	<b>Course</b> [Prefix, #, title]	NC
<b>Prerequisite(s)</b>	Department Permission	<b>Prerequisite(s)</b>	NC
<b>Corequisite(s)</b>	MUS 386: Studies in Musical Performance I	<b>Corequisite(s)</b>	NC
<b>Hours</b> [total (lecture, lab)]	4	<b>Hours</b> [total (lecture, lab)]	<u>2 lab Hours</u>
<b>Credits</b>	1	<b>Credits</b>	NC
<b>Catalogue Description</b>	This course will explore the basic dimensions of instrumental or vocal performance and will include performance of selected repertoire in a workshop format. Depending on the makeup of the class, topics may include: performance practice associated with different eras, exploration of particular genres, issues surrounding public performance, group performance, and other performance aspects. Students will expand their skills with regard to public performance and gain knowledge of performance issues involving different contexts.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[X] Yes [ ] No	<b>Liberal Arts</b>	[X] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	NC
<b>General Education Component</b>	___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World	<b>General Education Component</b>	___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World
<b>Effective</b>		<b>Effective</b>	Fall 2020

Rationale: As the Performance Workshop is designed to be a safe and supportive space for students to develop the skills and confidence needed to perform well in front of an audience, more time is required to receive adequate coaching from the instructor, written feedback from peers, and allow the possibility to repeat performances or portions of performances. Also, lab hours (as opposed to lecture hours) are more representative of the performance environment created within the Performance Workshop that includes both lateral and vertical learning.



## Section AV: Course Changes

FROM		TO	
<b>Department</b>	Performing & Fine Arts	<b>Department</b>	NC
<b>Course</b> [Prefix, #, title]	MUS 487: Performance Workshop I	<b>Course</b> [Prefix, #, title]	NC
<b>Prerequisite(s)</b>	Department Permission	<b>Prerequisite(s)</b>	NC
<b>Corequisite(s)</b>	MUS 386: Studies in Musical Performance I	<b>Corequisite(s)</b>	NC
<b>Hours</b> [total (lecture, lab)]	4	<b>Hours</b> [total (lecture, lab)]	<u>2 lab Hours</u>
<b>Credits</b>	1	<b>Credits</b>	NC
<b>Catalogue Description</b>	This course will explore the basic dimensions of instrumental or vocal performance and will include performance of selected repertoire in a workshop format. Depending on the makeup of the class, topics may include: performance practice associated with different eras, exploration of particular genres, issues surrounding public performance, group performance, and other performance aspects. Students will expand their skills with regard to public performance and gain knowledge of performance issues involving different contexts.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[X] Yes [ ] No	<b>Liberal Arts</b>	[X] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	NC
<b>General Education Component</b>	___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World	<b>General Education Component</b>	___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World
<b>Effective</b>		<b>Effective</b>	Fall 2020

Rationale: As the Performance Workshop is designed to be a safe and supportive space for students to develop the skills and confidence needed to perform well in front of an audience, more time is required to receive adequate coaching from the instructor, written feedback from peers, and allow the possibility to repeat performances or portions of performances. Also, lab hours (as opposed to lecture hours) are more representative of the performance environment created within the Performance Workshop that includes both lateral and vertical learning.



## **MUS 187/287: Performance Workshop I/II**

**Tuesdays @ 2-3:50 p.m. • Academic Core LL01 Dr. Tom Zlabinger**

tzlabinger@york.cuny.edu

OFFICE HOURS: Wednesdays @ 1-2 p.m. in Academic Core 1A12

### **COURSE DESCRIPTION**

This course will explore the basic dimensions of instrumental or vocal performance and will include performance of selected repertoire in a workshop format. Depending on the makeup of the class, topics may include: performance practice associated with different eras, exploration of particular genres, issues surrounding public performance, group performance, and other performance aspects. Students will expand their skills with regard to public performance and gain knowledge of performance issues involving different contexts. Co-Req: MUS 186: Studies in Musical Performance I and department permission required. (1 cr / 2 hrs)

### **LEARNING OBJECTIVES**

- Give at least two solo and/or small group performances in a recital format
- Demonstrate improved performance and knowledge of selected repertoire
- When not performing, provide in-class, written feedback to performers

### **TEXT**

None

### **REQUIRED MATERIALS**

your instrument (plus reeds, strings, etc.) an unlined notebook  
a sharpened pencil  
staff paper

### **FORMAT**

Classes will involve in-class and public performances by students, plus discussions on different topics and oral and written assignments related to class. Please keep a three-ring binder or folder for handouts and bring your performance repertoire and instrument to each class.

### **FINAL GRADE DISTRIBUTION**

Participation & Preparation 30% Peer Feedback 20% Improvement 20% Performances 30%

### **ASSIGNMENTS**

As this is a class in performance practicum, your final grade will be based on an overall assessment of your class participation, preparation as demonstrated in workshop, and by your public performances in class, plus the following assignments:



### Peer Feedback

Each week, students in preparation for the next recital will perform for one another. In addition to the instructor's feedback and advice, every non-performing student will provide written feedback to the performing student(s) that will be collected, reviewed by the instructor, and shared with the performer(s).

### In-Class Performances

In preparation of the recitals, class will usually consist of individual pieces presented by one or more students. Everyone will be expected to perform in a public recital format at least twice during the semester. Repertoire need not necessarily be memorized and deeply-polished, but must consist of works you have been working on for at least a few weeks. For those performing near the start of the semester, you may choose a work you worked on and/or performed before. Each performer must prepare performance repertoire information the week before the date of the performance, detailing various features of the repertoire you are presenting.

### RECITALS

There are three Performance Workshop Recitals scheduled for this semester during classtime: **September 24, November 12, and December 10**. Each student in Performance Workshop must perform at least twice.

### CLASS SCHEDULE

August 27 September 24 **October 1** **October 8** November 12 December 10 December 17

Assessment of Student's Ability & Makeup of Performance Group Recital #1

**NO CLASS (Rosh Hashanah)**

**NO CLASS (Yom Kippur)**

Recital #2

Recital #3

End-of-Semester Review with Videos of Recitals / Party!

### PRACTICE ROOMS

The Performing & Fine Arts Department has practice rooms (located in Academic Core LL03) available to students enrolled in music classes. Register for a practice room with the Performing & Fine Arts Department (located in Academic Core 1A12).

### DISABILITY-RELATED NEEDS

If you are a student with a documented disability who needs reasonable academic accommodations, speak with me at the beginning of the semester. You can also contact the Disability Services Coordinator in the Office of Student Development (Academic Core 1G02) for assistance.

### FINAL THOUGHT

Performance Workshop is a supportive environment, designed to create a space of respect and encouragement that allows students to take risks and build confidence in a safe space in order to prepare to better perform in public.



## Section AV: Course Changes

Program Code: 35594

FROM		TO	
<b>Department</b>	Performing & Fine Arts	<b>Department</b>	NC
<b>Course</b> [Prefix, #, title]	MUS 225: Foundations of Music Production	<b>Course</b> [Prefix, #, title]	NC
<b>Prerequisite(s)</b>	<del>ENG 126</del>	<b>Prerequisite(s)</b>	<u>None</u>
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	
<b>Hours</b> [total (lecture, lab)]	3	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	Introduction to the use of computers for music production. Topics include sampling and multi-track recording.	<b>Catalogue Description</b>	Introduction to the use of computers for music production. Topics <u>may</u> include sampling and multi-track recording.
<b>Liberal Arts</b>	[X] Yes [ ] No	<b>Liberal Arts</b>	[X] Yes [ ] No
<b>Course Attribute</b> [WI, H-WEB, WEB]	<del>WI</del>	<b>Course Attribute</b> [WI, H-WEB, WEB]	
<b>General Education Component</b>	<u>   </u> <i>Flexible</i> <u>   </u> World Cultures <u>   </u> US Experience in its Diversity <u>  X  </u> Creative Expression <u>   </u> Individual and Society <u>   </u> Scientific World	<b>General Education Component</b>	<u>   </u> <i>Flexible</i> <u>   </u> World Cultures <u>   </u> US Experience in its Diversity <u>  X  </u> Creative Expression <u>   </u> Individual and Society <u>   </u> Scientific World
<b>Effective</b>		<b>Effective</b>	Fall 2020

Rationale: 1) We propose adjusting the course description from “Topics include...” to “Topics may include...” to allow for more flexibility in the topics covered in MUS 225, as the specific technologies available to music production students change over time. 2) Permanent WI designation is removed so that instructors have more flexibility in designing different grading criteria and course requirements to better assess skills-based student learning outcomes.





York College CUNY | Department of Performing and Fine Arts

## **COMPUTER MUSIC**

### **MUS 225 (Spring 2020)**

Monday 2:00 pm - 4:50 pm (AC-LL02)

**Instructor:** \_\_\_\_\_

**Office Hours:** \_\_\_\_\_

**Instructor's E-mail:** \_\_\_\_\_

#### **COURSE DESCRIPTION**

Introduction to the use of computers for music production. Topics may include digital sampling and multi-track recording. (3 hours, 3 credits)

#### **LEARNING OBJECTIVES**

At the successful completion of MUS 225, students will be able to:

- Demonstrate basic understanding of digital sampling, multi-track recording, MIDI, mixing, mastering, and develop basic critical listening skills;
- Acquire the ability to produce original music using industry-standard software and equipment by applying fundamental concepts and methods for music production.

In addition, MUS 225 is designated as a “Creative Expressions” course in the Flexible Core. As such, at the successful completion of MUS 225, students will also be able to:

- Gather, interpret, and assess information from a variety of sources and points of view;
- Evaluate evidence and arguments critically and/or analytically;
- Produce well-reasoned written and oral arguments using evidence to support conclusions;
- Use appropriate technologies to conduct research and to communicate;
- Analyze how past musical works helped shape the ones we hear today; and
- Articulate how meaning is created through music and how experience is interpreted and conveyed.

#### **REQUIRED MATERIALS**

- a) Over-the-Ear Headphones for lab work in LL02 (students can borrow headphones for use in the lab with a valid student ID).
- b) A USB Flash Drive for backup of the work done in the lab or using cloud-based services, such as Google Drive.

#### **REQUIRED TEXTBOOK**

Dan Hosken, **An Introduction to Music Technology, 2nd Edition**. Published by Taylor & Francis (2015).

#### **COURSE REQUIREMENTS**



**Music Production Projects:** There will be three music production projects, which will apply the techniques and material covered in class, and in the textbook, to produce your own compositions. Description and guidelines will be discussed in class and written on Blackboard. The projects will be submitted on the due date. Failing to submit the projects on time will reduce your grade by one whole letter point for each week you are late (for example, an A grade will change to a B grade, etc.). *[Please see examples of possible project descriptions at the end of the syllabus]*

**Research Papers:** There will be three research papers in this course. The research papers will cover topics that relate to music production and audio engineering that are of interest to you, and the topic for each paper will need to be pre-approved before you begin the research and writing process. Your papers will need to cite references from a variety of sources, including books and peer-reviewed articles from reputable journals in the field such as *The Journal of the Audio Engineering Society*, *The Journal of the Acoustical Society of America*, etc. After gathering the sources, you will interpret the information and assess its relevance to the topic you chose. From here, you will evaluate the evidence and arguments found in these references, and analyze the findings in order to come up with relevant information that supports your topic. Descriptions of topics and specific guidelines will be covered in class and written on Blackboard.

The papers should be submitted at least two weeks before the due date in draft form. The papers will then be handed back with comments for revisions to help you with the final draft. Properly addressing the comments and making the proper changes can improve your grade for the paper. The final papers will be submitted on the due date in class in printed form with a 12-font size using the Times New Roman font and 1" margins. Failing to submit the papers on time will reduce your grade by one whole letter point for each week that you are late (for example, an A grade will change to a B grade, etc.). When submitting the final draft, you must submit it with the first draft, which has my comments on it. *[Please see examples of possible research paper topics at the end of the syllabus]*

**Weekly Writing Assignments:** There will be weekly writing assignments, which will be handed in at the beginning of each class in printed form and posted on Blackboard. These assignments will ask you to discuss assigned reading material from the textbook, and investigate how the assigned reading may help you analyze a song of your choice. You will have to produce well-reasoned arguments that will later be discussed in class. *[Please see examples of possible weekly writing assignments at the end of the syllabus]*

**Final Exam:** The Final Exam will cover the material covered both in the lectures and in the textbook.

## **GRADING CRITERIA**

- Music Production Projects: 40%
  - Project 1 (10%)
  - Project 2 (15%)
  - Project 3 (15%)
- Research Papers: 25%
  - Paper 1 (5%)
  - Paper 2 (10%)
  - Paper 3 (10%)
- Weekly Writing Assignments: 15%



- Final Exam: 20%

### **WORKS CITED FORMAT**

We will use either the American Psychological Association (APA) format or the Modern Languages Association (MLA) format for the papers. For more information on these formats, please consult an APA or MLA style guide.

### **COURSE SCHEDULE\***

<b>Class No.</b>	<b>Class Date</b>	<b>Lecture Topic</b>	<b>Lab Time</b>	<b>Projects Due Date</b>	<b>Papers Due Date</b>
1	1/30	Introduction	DAW Techniques		
2	2/6	Writing a Research Paper	DAW Techniques		
3	2/15	Fundamentals of Sound (Part I)	Work on Project 1		Paper 1
4	2/27	Fundamentals of Sound (Part II)	Work on Project 1		
5	3/6	Digital Audio (Part I)		Project 1	
6	3/13	Digital Audio (Part II)	Work on Project 2		
7	3/20	MIDI	Work on Project 2		Paper 2
8	3/27	Synthesis and Sampling	Work on Project 2		
9	4/3	Project 2 Presentations & Peer Critique		Project 2	
10	4/20	Mixing (Part I)	Work on Project 3		
11	4/24	Mixing (Part II)	Work on Project 3		Paper 3
12	5/1	Mastering	Work on Project 3		
13	5/8	Project 3 Presentations & Peer Critique		Project 3	
14	5/15	Conclusion & Review			
15	TBA	Final Exam			

**\*Dates of classes, exams, and projects/papers submissions are subject to change with advance notice.**

### **Examples of Research Paper Topics:**

- 1) Discuss how to achieve better intelligibility of vocals in a sound recording. Use the references to gather and cross-reference specific techniques that can be applied using music software in order to achieve the desired clarity in the vocals.
- 2) Write a biography of a known music producer such as The Beatles' producer, George Martin, and the significance of their contribution to music production techniques used in the studio (e.g., The Beatles' use of magnetic tape manipulation with varying speed and reversing), and how these techniques serve as a foundation for popular music that came later, and is heard today.

### **Examples of Weekly Writing Assignments:**



- 1) What is reverberation and how can it be used on certain instruments (including voice) in order to create a sense of space and depth in the mix. For example, listen to the snare drum in a song you choose. Is the reverb long like it was common in the 80s? Or does it sound like it was recorded in a small room (thus having a short reverb tail)?
- 2) How is the relationship between the bass guitar/synth bass and the kick drum problematic in a mix? How can it be resolved? Give examples from a song you choose.

**Examples of Projects:**

- 1) Create a two to three-minute composition using only audio loops from the Logic Pro library. You may edit the loops as you wish. Make sure to properly balance the volume levels between the instruments, and utilize the stereo field. The form must consist of two contrasting sections (e.g., verse-chorus).
- 2) Create a three to four-minute composition using audio loops from the Logic Pro library, at least one track of audio you have recorded, and at least one MIDI track. Make sure to properly balance the volume levels between the instruments, and utilize the stereo field. Use time-based effects to create depth. The form must consist of three contrasting sections (e.g., verse-chorus-bridge).



**YORK College NY**  
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Teacher Education	Xin Bai

Please indicate items submitted for Committee approval

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> New Major Design                  | <input type="checkbox"/> New Minor Design     | <input type="checkbox"/> New Program     |
| <input type="checkbox"/> Revised Major Design              | <input type="checkbox"/> Revised Minor Design | <input type="checkbox"/> Revised Program |
| <input type="checkbox"/> New Course Proposal               |   |  |
| <input checked="" type="checkbox"/> Course Change Proposal | EDUC280, EDUC271, EDUC285                     |  |
| <input type="checkbox"/> Course Deletion                   |   |  |

Please provide an executive summary of your proposal

Change EDUC280 and EDUC271 to WI courses.

The Department of Teacher Education (TE) is proposing to change EDUC 271/280 to permanent WI status in response to a call from the York College WAC Program to expand the number of lower level WI offerings at the College. The Department of Teacher Education does not currently offer any lower level WI courses. Making this change will enable students across the College to use our courses towards their graduation requirements. An analysis of the Department's current syllabi demonstrated that EDUC271/280 already include writing tasks that meet the requirements of lower level WI classes, meaning that adding the designation will not change students' work load but give them credit for the work they already do. The WAC committee has approved our proposal. EDUC 271/280 are the only Liberal Arts offered by the Department, making them particularly appropriate for the broader York student body.

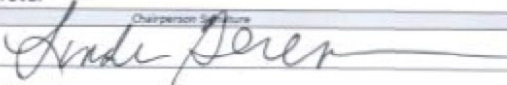
EDUC285:

EDUC285 is one of the Teacher Education Professional Sequence courses for all the TE programs. It is also one of the Special Education Minor courses. Currently, all the other TE professional sequence courses require TE Department Approval. For consistency, this course should have the same designation of "Department Permission Required."

Department Curriculum Committee Approval

Signature	Date
	11/10/2019

Department Approval

Chairperson Signature	Date
	11/12/19

Other Departments Affected\*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date

College Senate Approval

Signature	Date

Revised 2019



From: "George T. Lam" <[GLam@york.cuny.edu](mailto:GLam@york.cuny.edu)>

Date: October 21, 2019 at 9:01:42 AM EDT

To: Leslie Keiler <[lkeiler@york.cuny.edu](mailto:lkeiler@york.cuny.edu)>

Cc: Laura Beaton <[lbeaton@york.cuny.edu](mailto:lbeaton@york.cuny.edu)>, Linda Gerena <[lgerena@york.cuny.edu](mailto:lgerena@york.cuny.edu)>, Laura Beaton <[lbeaton@york.cuny.edu](mailto:lbeaton@york.cuny.edu)>, Regina Misir <[rmisir@york.cuny.edu](mailto:rmisir@york.cuny.edu)>

Subject: EDUC 271, EDUC 280: Permanent WI

Dear Prof. Keiler,

On behalf of the WI Advisory Committee, I'm delighted to inform you that the committee recommends that **EDUC 271** and **EDUC 280** be approved as a Permanent WI course. The next step would be to submit a proposal to the Curriculum Committee (if it hasn't been submitted already), so that these proposals can be discussed and approved by the CCC.

If you are interested in working with a Writing Fellow to develop WI materials for your course, please contact my colleague Matt Garley ([mgarley@york.cuny.edu](mailto:mgarley@york.cuny.edu)), who coordinates the WAC Fellows program at York, in collaboration with the CUNY Graduate Center.

Please let me know if you have any questions. Thank you very much for your participation in the WAC Program at York!

Sincerely,

The Writing Intensive Advisory Committee

- George Lam, Performing and Fine Arts, WI Coordinator
- Elizabeth Alter, Biology
- Fenio Annansingh-Jamieson, Business and Economics
- Matt Garley, English
- Helene DePalma, Health Professions

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George Lam, PhD

Assistant Professor of Music

Co-Coordinator, Music Program

Coordinator for Writing Intensive Courses, Writing Across The Curriculum

[York College Music Program](#)

pronouns: he / they



## Section AV: Course Changes

<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Teacher Education	<b>Department</b>	NC
<b>Course</b> [Prefix, #, title]	EDUC280: <i>Child and Adolescent Development for Teachers</i>	<b>Course</b> [Prefix, #, title]	NC
<b>Prerequisite(s)</b>	1. ENG125	<b>Prerequisite(s)</b>	NC
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	NC
<b>Hours</b> [total (lecture, lab)]	3	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	This course will explore human development from childhood through adolescence within the context of history, culture, urbanization and sociopolitical conditions. Special emphasis is on the relationship between development and teaching/learning. Topics covered will include theories of physical, cognitive, and social/emotional development addressing issues such as standardized testing and assessment, special needs designations, play, and health-related factors. This course will carry a liberal arts and science designation.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	NC
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	<u>WI</u>
<b>General Education Component</b>	___ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World ___ <i>College Option</i>	<b>General Education Component</b>	NC
<b>Effective</b>		<b>Effective</b>	



<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Teacher Education	<b>Department</b>	NC
<b>Course</b> [Prefix, #, title]	EDUC271: Adolescent and Youth Development	<b>Course</b> [Prefix, #, title]	NC
<b>Prerequisite(s)</b>	ENG125	<b>Prerequisite(s)</b>	NC
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	NC
<b>Hours</b> [total (lecture, lab)]	3	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	In this course, students will study the processes and issues of the growth and development of adolescents, examining possibilities and challenges of cognitive, emotional, social, and physical development in a diverse urban context. A wide range of contextual issues will be explored as students develop an understanding of the complexities and diversities of adolescent and youth development in an urban context. This course carries a Liberal Arts designation. 15 hours of fieldwork is required. This course will carry a liberal arts and science designation.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	NC
<b>Course Attribute</b> [WI, H-WEB, WEB]		<b>Course Attribute</b> [WI, H-WEB, WEB]	<u>WI</u>
<b>General Education Component</b>	___ Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World ___ <i>College Option</i>	<b>General Education Component</b>	NC
<b>Effective</b>		<b>Effective</b>	



Rationale:

The Department of Teacher Education is proposing to change EDUC 271/280 to permanent WI status. An analysis of the Department's current syllabi demonstrated that EDUC271/280 already include writing tasks that meet the requirements of lower level WI classes, meaning that adding the designation will not change students' work load but give them credit for the work they already do. The WAC committee has approved our proposal.

Section AV: Course Changes



<b>FROM</b>		<b>TO</b>	
<b>Department</b>	Teacher Education	<b>Department</b>	NC
<b>Course</b> [Prefix, #, title]	EDUC285: Introduction to Special Education	<b>Course</b> [Prefix, #, title]	NC
<b>Prerequisite(s)</b>	ENG125	<b>Prerequisite(s)</b>	ENG125; <u>Department Permission Required.</u>
<b>Corequisite(s)</b>		<b>Corequisite(s)</b>	NC
<b>Hours</b> [total (lecture, lab)]	3	<b>Hours</b> [total (lecture, lab)]	NC
<b>Credits</b>	3	<b>Credits</b>	NC
<b>Catalogue Description</b>	This course introduces students to the philosophical and historical foundations of special education, as well as contemporary issues and trends in the field. Students will review educational laws and policies and understand the rights and responsibilities of all involved. In addition, students will examine various areas of exceptionality including multiple disabilities, visually and hearing impaired, speech or language impairments, autism spectrum disorders, emotional disturbance, learning disabilities, gifted and talented, and other health impairments. The referral process, the individual evaluation process, Individualized Education Program (IEP), multi-disciplinary team responsibilities, annual review/revaluation, placement procedures, and parental collaboration will also be examined. The course takes a particular interest in practices that are culturally and developmentally responsive. This course requires 10 hours of fieldwork with students designated as having special needs.	<b>Catalogue Description</b>	NC
<b>Liberal Arts</b>	[ X ] Yes [ ] No	<b>Liberal Arts</b>	NC
<b>Course Attribute</b>		<b>Course Attribute</b>	NC



[WI, H-WEB, WEB]		[WI, H-WEB, WEB]	
<b>General Education Component</b>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> <i>College Option</i>	<b>General Education Component</b>	NC
<b>Effective</b>		<b>Effective</b>	

Rationale:

EDUC285 is one of the Teacher Education Professional Sequence courses for all the TE programs. It is also one of the Special Education Minor courses. Currently, all the other TE professional sequence courses require TE Department Approval. For consistency, this course should have the same designation of "Department Permission Required."

Program Code:



YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK  
School of Health Sciences and Professional Programs  
Department of Teacher Education

**EDUC 280 (W) *Child and Adolescent Development for Teachers (3 credits)***

***Course Syllabus and Assignments***



***Professor Misir***

<b>Instructor:</b> Regina Misir	<b>Office hours:</b>
<b>Class time:</b>	<b>Phone:</b> 718-262-2530
<b>Office #:</b> 1D12	<b>Email:</b> <a href="mailto:rmisir@york.cuny.edu">rmisir@york.cuny.edu</a>



## Teacher Education Unit Vision and Mission

The vision of the teacher education unit is to develop a cadre of professional educators who, having been taught by models of good teaching, are prepared with an array of theories, tools and skills necessary to create rich learning environments in which urban children and youth can strive for and reach success. Teachers prepared by the York College Teacher Education Unit demonstrate caring and ethical professional behavior in order to build teaching and learning environments that draw on the strengths of students' diverse cultures, languages, and learning styles, providing their students with learning experiences that develop deep and broad content knowledge and life skills.

*York College Teacher Education Students **Enact** deep and broad content knowledge, **Empower** learners to achieve at the highest levels, **Embody** effective pedagogical strategies, and **Exemplify** professionalism*

### Course Description:

3 hrs. 3 crs. This course will explore human development from childhood through adolescence within the context of history, culture, urbanization and sociopolitical conditions. Special emphasis is on the relationship between development and teaching/learning. Topics covered will include theories of physical, cognitive, and social/emotional development addressing issues such as standardized testing and assessment, special needs designations, play, and health-related factors.

This course will carry a liberal arts and science designation. **Preq: ENG 125**

### Required Text:

McDevitt, T.M. & Ormrod, J.E.(7<sup>th</sup> Ed). *Child Development and Education*. Upper Saddle River, NJ: Pearson Education. ISBN0134806778

## CLASS POLICIES

### Writing Intensive Course

This course has been designated writing intensive because of the quantity and quality of writing that are embedded throughout the semester. Each week you will participate in low stakes writing tasks that will help you process the research and theories explored that week. Over the course of the semester, you will write two major papers that synthesize your learning about course concepts- the Contextual Analysis and the Analytic Autobiography- that will involve drafting, peer review, instructor feedback, and revisions. You will find details of each assignment below in the assignments section. The total page requirements exceed the 10-page minimum of WI classes.



### *Class attendance and participation*

- You will be processing a large amount of new information, as well as **analyzing, interpreting and critiquing** what you learn. Active participation through discussions, group activities and sharing of experiences will be an integral part of the instructional approach in this class. Therefore, attendance is critical for success in this course. No more than one excused absence can be permitted and **chronic lateness will not be accepted**. Students are expected to arrive to class on time. **On time arrival will be considered a professional disposition and tardiness will negatively impact your professional disposition**.
- Class participation also involves completing the readings before as well as after the class session and the timeliness in completing and submitting assignments.
- It is also expected that you come to class with the required texts. Many in-class activities require the text for successful completion.
- Texting and accessing social media during class is **forbidden**. While technology may be used in the class for academic purposes (prior approval only), personal or social use is not allowed.
- Responsibility in case of absence: If you miss a class, you are responsible for knowing what was conveyed during that class including written materials distributed. It is suggested that each student selects one “partner” and exchange phone numbers and or/email address for the purpose of keeping up-to-date with the class or to receive handouts.

***Policy on submitting late assignments:*** It is the instructor’s responsibility to provide due dates on the syllabus. This enables students to do advance planning. Therefore, late assignments **WILL NOT BE ACCEPTED**.

***Blackboard and York email accounts:*** All students are required to have a Blackboard account and a York email account. All assignments and class materials will be posted electronically. Candidates are required to check announcements and email on Blackboard at least twice a week. York College provides training sessions on Blackboard. It is the student’s responsibility to attend those training sessions if he/she is not familiar with Blackboard. All assignments will be submitted electronically through Blackboard or through email, depending on instructor preference.

***Policy on grammar, spelling and writing style:*** Writing that demonstrates competencies in the conventions of standard written English should be the goal for every student. Remember to proofread and correct all papers for grammatical, spelling and typing errors. The college has tutors who are available to help you with your writing.

***Ethical conduct and academic integrity:*** Students are expected to adhere to all CUNY and York College standards of ethical conduct and academic integrity and honesty {<http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>}. Successful teaching and learning depend on trust in the integrity of all involved. Included in Ethical Code and Academic



***Ethical conduct in class:*** No student should take photographs, audio or video in class without the permission of the instructor and his/her fellow classmates. Doing so is a violation of Federal guidelines under FERPA.

<http://www.cuny.edu/about/administration/offices/la/Guidelines-for-implementation-of-the-Student-Records-Access-FERPA.pdf>

### **York College Disability Statement**

Under Section 504 of the 1973 Rehabilitation Act and Title II of the Americans with Disabilities Act of 1990, York College provides reasonable accommodations for students with documented disabilities through the STAR (Specialized Testing and Academic Resources) program. For more information on the STAR program please go to Room AC-1G02 or email [star@york.cuny.edu](mailto:star@york.cuny.edu).

### **GRADING/ASSIGNMENTS**

#### **Grade Determination**

Professionalism/Participation	10%
Writing assignments/Quiz/Group work/presentation/final etc.	30%
Contextual Analysis	30%
Analytic Autobiography	30%
<b>Total</b>	<b>100%</b>

*\*Each lateness or leaving class early will result in 1% penalty; each unexcused absence will result in 2% penalty.*

#### *Grading Values*

A+	97.0-100	B+	87.0-89.9	C+	77.0-79.9	D+	67.0-69.9
A	93.0-96.9	B	83.0-86.9	C	73.0-76.9	D	60.0-66.9



A-	90.0-92.9	B-	80.0-82.9	C-	70.0-72.9	F	0.00 0-59
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*Alignment of course objectives, standards, assignments and assessments*



<b>Insert each course objective in a separate row</b>	<b>Align to: InTases and Danielson Framework</b>	<b>Insert class activities and assignments that help reach the objective</b>	<b>Insert the assessments that will measure the objectives and competencies</b>
Student will understand human development from childhood through adolescence within the context of history, culture, urbanization and sociopolitical conditions. Emphasis on relationship between development and teaching/learning.	<b>DF # 1b</b> <b>InTasc # 1</b>	Assigned Readings  Analytic Autobiography  Contextual Analysis	Quizzes Writing Assignments Group Work  Rubric -Analytic Autobiography Presentation  Rubric - Contextual Analysis
Students will understand theories of physical, cognitive and social/emotional development and issues such as standardized testing and assessment, special needs designations, play and health related factors	<b>DF # 1b</b> <b>InTasc # 1</b>	Assigned Readings  Analytic Autobiography  Contextual Analysis	Quizzes Writing Assignments Group Work  Rubric -Analytic Autobiography Presentation  Rubric - Contextual Analysis
Students will understand and be able to analyze the diverse contextual issues that have an impact on childhood through adolescence development including family, school and community contexts	<b>DF # 1b</b> <b>InTasc # 1</b>	Assigned Readings  Analytic Autobiography  Contextual Analysis	Quizzes Writing Assignments Group Work  Rubric -Analytic Autobiography Presentation  Rubric - Contextual Analysis
Exhibit strong written, verbal, and non-verbal communication skills	CCSS Literacy; edTPA Tasks I	Analyses of readings and research Peer review	Weekly Writing, Analytic Autobiography, Community Assets Analysis

### **Professionalism/Participation (10%)**



- You are expected to come to class on time every week and be prepared (did the reading) to learn and facilitate the learning of your classmates
- **Excessive absences, arriving late or leaving early will impact this grade.** If you have any concerns about this requirement, contact the instructor immediately.
- Do not disrupt class by speaking to peers during class time when the professor or another student is speaking; texting etc.
- Attend meetings for group project

Candidate's enthusiastic participation is required to get the most out of this course. This includes:

- Participating in class discussions and activities
- In class writing
- Online responses

*Professionalism is not limited to items listed above – your professor will discuss this further in class.*

### **Writing assignments/Quiz/Online discussion etc. (30%)**

You will be required to complete writing assignments, quizzes etc. as assigned throughout the semester.

### **Contextual Analysis (30%):**

In a well written essay, you will describe relevant contextual factors and discuss how they might affect teaching and learning. You should gather information from multiple sources which might include web sites, interviews, etc. and you must cite your sources. In your description and discussion, include the following factors:

**1: Community, Cultural, And District Factors:** Describe geographic location, the community and school population's socio-economic profile, languages, and race/ethnicity. Address such topics as stability of community, local political climate, community support for education, historical significance, and other environmental factors. What resources do the community and school provide for people and students who live there that directly or indirectly affect teaching and learning?

**2: School Factors:** Describe the physical building and discuss how you think the school's lay-out affects school life (such as routines and rituals). Include visuals such as photographs, illustrations, and/or maps to support your descriptions. Describe the school curriculum and forces that drive curricular decisions (e.g. testing or a progressive philosophy). Interview school personnel to learn about the school's history and culture, as well as the jobs of school personnel. What is the school's mission statement? What are some challenges the school is grappling with? What are some of its strengths?



**3: Classroom Factors:** Describe the physical features of the classroom, such as lay-out, materials on the walls, availability of technology equipment, resources, and the extent of parental involvement. Describe rules, routines, and transitions, grouping patterns, scheduling and classroom arrangement. Discuss how the classroom atmosphere as you described affects teaching and learning.

**4: Student Factors:** Describe the student characteristics that one must consider when designing instruction and assessment. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, languages, interests, learning styles/modalities or students' cognitive, social and emotional skill levels. Interview the classroom teacher and students to learn about these topics. Describe how students' skills and prior learning influence the development of learning goals, instructional plans, and assessments.

**5: Connection to Instructional Planning and Assessment:** Analyze and address how the contextual **factors** you described above will influence **your** planning and assessment. Make **specific connections** between the contextual factors and **your** planning.

### **Analytic Autobiography (30%)**

The analytic autobiography begins with a life map exercise describing the people, events, and places that have had significant impact on your development. Once you have mapped your personal history, you will conduct a critical self-analysis using the content of the course. You will present your analytic autobiography at the end of the semester using a visual representation.

### **WEEKLY CLASS OUTLINE**

**Weekly Schedule:** This Schedule may be modified as needed  
(Weekly readings must be completed prior to class.)

#	Topic
1	Overview of Course
2	CHAPTER 1 – Introduction to Child Development: Pages 2 -11; 16 -30
3	CHAPTER 3 – Family, Culture, and Community
4	CHAPTER 11 - Emotional Development
5	CHAPTER 13- Self-Regulation and Motivation
6	CHAPTER 15 - Peers, Schools and Society <ul style="list-style-type: none"> <li>• Peers &amp; Social Skills : 560 – 572; 579-583</li> <li>• Schools: 584 – 592</li> <li>• Society: 592-601</li> </ul>
7	CHAPTER 8 - Intelligence - Pages 271-285; 303-308



8	<b>CHAPTER 2 - Research and Assessment</b> - Pages 49 - 56
9	<b>CHAPTER 6</b> - Cognitive Development: Piaget and Vygotsky <b>Contextual Analysis Due</b>
10	<b>CHAPTER 9</b> - Language Development <ul style="list-style-type: none"> <li>• Theories of Language Development</li> <li>• Developmental Trends in Language Learning</li> <li>• Development of a Second Language</li> <li>• Individuality in Language Development</li> <li>• Exceptionalities in language development</li> </ul>
11	<b>CHAPTER 10</b> - Development in the Academic Domains  Reading & Writing <ul style="list-style-type: none"> <li>○ Emergent Literacy (357)</li> <li>○ Letter Recognition and Phonological Awareness (358-359)</li> <li>○ Word Recognition (359-360)</li> <li>○ Reading Comprehension (360-361)</li> <li>○ Promoting Reading Development (365-368)</li> <li>○ Writing Development (368-371)</li> <li>○ Promoting Writing Development (373-374)</li> <li>• Mathematics and Science <ul style="list-style-type: none"> <li>○ Promoting Advancement in Mathematics (384-385)</li> <li>○ Educating Children in Science (390-391)</li> <li>○ Education in Social Studies and the Arts (395)</li> </ul> </li> </ul>
12	Presentations
13	Presentations
14	Presentations  <b>Analytic Autobiography Due</b>

*This outline is subject to change; students should check Blackboard for updates.*

**NOTE**

**ALL ASSIGNMENT FOR THIS COURSE MUST FOLLOW APA FORMAT.  
ASSIGNMENTS WILL NOT BE ACCEPTED IF THIS FORMAT IS NOT FOLLOWED**



**Context Analysis: Rubric**

<b>Criteria</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>Knowledge of Teaching Context -Community (edTPA Task 1, NYCDOE Principle 7)</b>  <b>4 points</b>	No information about community is conveyed.	Minimal knowledge of community is conveyed. There may be a general description of location and some demographics, but there is no description of community/historical or cultural assets.	Knowledge of community is conveyed. There is a description of location, and demographics from the author's observations and other source (e.g. from internet sites), but there is only a general mention of community/historical or cultural assets.	Detailed knowledge of the community is conveyed. In addition to demographic information, there is a discussion about what makes the community unique. This includes a description of a variety of community and cultural assets and some discussion of historical assets. Key community members are interviewed to identify community connections and resources, and even multiple perspectives.
<b>Knowledge of Teaching Context -School (edTPA Task 1, NYCDOE Principle 7)</b>  <b>4 points</b>	No information about the school is conveyed.	Minimal knowledge of the school is conveyed. There may be a brief description of the lay-out and general features (number or students and grades offered), but there is no description of the school's special features or the school's mission/values.	Knowledge of the school is conveyed. There is a description (including a photograph, illustration, or map) of lay-out, the daily schedules, demographics, special programs, stated values, and resources. General information from one interview is included.	Detailed knowledge of the school is conveyed. This includes a description (including photographs/illustrations/maps) of lay-out, daily schedules, rules, routines, the school's mission statement and other "published" materials, special programs, privileges, unique challenges, school curriculum, and pacing, as well as a description of school personnel and their duties. Key community members have been interviewed and multiple perspectives included.
<b>Knowledge of Teaching Context -Classroom (edTPA Task 1, NYCDOE Principle 7)</b>  <b>4 points</b>	No information about the classroom is conveyed.	Minimal knowledge of classroom is conveyed. There may be a description of the physical classroom, but there is no description of resources, rituals, routines, transitions, curriculum and pacing.	Knowledge of the classroom is conveyed. This includes a description of the classroom lay-out and physical characteristics such as décor and seating arrangements (including a photograph, illustration or map) as well as resources, rituals, routines, transitions, curriculum and pacing. General information from one interview is included.	Detailed knowledge of the classroom is conveyed. A description including photographs/illustrations/maps of what makes this classroom unique is included, with a focus on the physical characteristics, rituals, routines, transitions, curriculum, pacing, groupings, and individual personalities. Detailed information from an interview with teacher will be included.
<b>Knowledge of Students (edTPA Task 1, Danielson Framework Component 1b, NYCDOE Principle 7)</b>  <b>4 points</b>	No information about the students is conveyed.	Minimal knowledge of student characteristics is conveyed, such as a general description of learning groups and number of students in the classroom.	Some knowledge of student characteristics is conveyed, such as groups of ELLs, a breakdown of classroom demographics (such as gender). A general description of learning styles and challenges will be included. Information from one interview is included.	Detailed knowledge of students is conveyed. Groups of students and individuals will be described in terms of interests, learning styles, learning challenges, and prior knowledge as related to the central focus. Information from several interviews with the classroom teacher and students will be included, offering multiple perspectives.



<b>Criteria</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>Connection to Instructional Planning and Assessment (edTPA Task 1, InTasc Standards 2, 3, 7 &amp; 8, Danielson Framework Component 1e, NYCDOE Principles 1,3 &amp; 7)</b>  <b>5 points</b>	Candidate's instructional planning and assessment is absent or is misaligned/ not connected with the teaching contexts described in Factors 1-4.	Candidate provides a general description of effective instructional planning and assessment practices but they are not connected to site specifics.	Candidate provides at least three (3) explicit connections of effective instructional planning and assessment practices connected to site contexts.	Candidate provides four (4) or more explicit connections of effective instructional planning and assessment connected to site context, addressing all four (4) factors.
<b>Assignment format/mechanics</b>  <b>4 points</b>	Student does not follow APA format and fails to provide a reference page.  There are excessive mechanical errors (spelling, grammar, syntax). Writing is not college level.	Student follows the APA citation format with two mistakes or more either when creating reference page as well as when completing in text citation. Times new roman, size 12 font, double spaced. There are several mechanical errors (spelling, grammar, syntax). Writing is somewhat at a college level.	Student follows the APA citation format with one mistake either when creating reference page as well as when completing in text citation. Times new roman, size 12 font, double spaced. Paper written at college level with very few mechanical errors (spelling, grammar, syntax).	Student correctly follows the APA citation format with no mistakes when creating reference page as well as when completing in text citation. Times new roman, size 12 font, double spaced. Paper written at college level with no mechanical errors (spelling, grammar, syntax).



### **Analytic Autobiography (30% of grade)**

The analytic autobiography begins with a life map exercise describing the people, events, and places that have had significant impact on your development. Once you have mapped your personal history, you will conduct a critical self-analysis using the content of the course. You will present your analytic autobiography at the end of the semester using a visual representation.

The autobiography **MUST** include the following elements:

- I. Your autobiography
  - a. Heritage (examples: culture, language, family)
  - b. School Experiences (examples: most memorable, events that shaped you, teachers that had greatest impact, peers, etc.)
  - c. Community Experiences (examples: participation in clubs, sports, or other extracurricular activities; religion; neighborhood impact)
  - d. Cognitive development/social and emotional development (state how/what influence these developments)
  - e. Other Influences (examples: parental styles, SES status, events including death, moving, divorce; special people in our lives; special memories)
- II. Analysis



- a. Now you will use content from the class (the textbook, lectures) and provide an analysis connecting your life experiences to developmental theory/theories, focusing on a period of your choice (Middle Childhood or Early Adolescence).
- b. You must include **article (s)** that is/are targeted to your own personal history, and provide a reading summary of that article. Also, attach copy of the article to your final submission.

III. Reflection: What did you learn from doing this assignment?

IV. Self-Assessment: What grade do you give yourself for this assignment and why? Be specific on why you believe you deserve the grade you are giving yourself referencing the rubric.

**Analytic Autobiography Rubric**

<b>Criteria</b>	<b>Ineffective (1)</b>	<b>Developing (2)</b>	<b>Effective (3)</b>	<b>Highly Effective (4)</b>
Autobiography (7 points)	Vague knowledge of each component of student's autobiography is provided. Student does not respond to each point	Knowledge of 2-3 components of student's autobiography is evident. Student response is not in sequence.	Detailed knowledge of 4 components of student's autobiography is evident. Student responds to each	Detailed knowledge of each required component of student's autobiography is evident. Student



	and goes out of the sequence provided.		point and goes out of the sequence provided.	responds to each point in the sequence provided.
Analysis (7 points)	Student did not provide an analysis and did not connect life experience to developmental theory/theories focusing on a specific period. Student did not use <b>articles</b> that target to his/her personal history, and did not connect life experiences to a developmental theory	Student provides a vague analysis and did not connect life experiences to developmental theory/theories, focusing on a period of his/her choice. Student uses <b>one article</b> which is not targeted to his/her personal history, and provides a reading summary of that article.	Student explicitly provides an analysis connecting life experiences to one developmental theory/theories, focusing on a period his/her choice. Student uses <b>two or more article</b> that is targeted to his/her personal history, and provides a copy of article and reading summary of that article.	Student explicitly provides an analysis connecting life experiences to two or more developmental theory/theories, focusing on a period of his/her choice. Student <b>uses three or more</b> articles that is targeted to his/her personal history, and provide a copy of articles and a reading summary
Reflection (7 points)	Student does not express knowledge obtained and fails to provide an explanation and connection.	Student expresses knowledge obtained by providing one concept learned and providing a detailed explanation and connection.	Student shows knowledge obtained by providing two concepts learned and providing a detailed explanation and connection.	Student shows knowledge obtained by providing at least three concepts learned and providing a detailed explanation and connection.
Assignment format/mechanics (4 points)	Student does not follow APA format and fails to provide a reference page.  There are excessive mechanical errors (spelling, grammar, syntax). Writing is not college level.	Student follows the APA citation format with two mistakes or more either when creating reference page as well as when completing in text citation. Times new roman, size 12 font, double spaced. There are several mechanical errors (spelling, grammar, syntax). Writing is somewhat at a college level.	Student follows the APA citation format with one mistake either when creating reference page as well as when completing in text citation. Times new roman, size 12 font, double spaced. Paper written at college level with very few mechanical errors (spelling, grammar, syntax).	Student correctly follows the APA citation format with no mistakes when creating reference page as well as when completing in text citation. Times new roman, size 12 font, double spaced. Paper written at college level with no mechanical errors (spelling, grammar, syntax).

YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK  
School of Health and Professional Programs  
Department of Teacher Education

**FALL 2019**



**EDU 271 Adolescent and Youth Development (3 credits)**  
**Thursday 6:00 PM- 8:50 PM 1E04**

Instructor     Dr. Leslie Keiler  
Office #        AC 1D12  
Office hours   Thursday 3:00-5:00  
Phone          718-262-2453  
Email          lkeiler@york.cuny.edu

**Teacher Education Unit Vision and Mission**

The vision of the teacher education unit is to develop a cadre of professional educators who, having been taught by models of good teaching, are prepared with an array of theories, tools and skills necessary to create rich learning environments in which urban children and youth can strive for and reach success. Teachers prepared by the York College Teacher Education Unit demonstrate caring and ethical professional behavior in order to build teaching and learning environments that draw on the strengths of students' diverse cultures, languages, and learning styles, providing their students with learning experiences that develop deep and broad content knowledge and life skills.

*York College Teacher Education Students **Enact** deep and broad content knowledge, **Empower** learners to achieve at the highest levels, **Embody** effective pedagogical strategies, and **Exemplify** professionalism*

**Course Description:**

EDUC 271 (Liberal Arts) Adolescent and Youth Development 3 hrs. 3 crs. In this course, students will study the processes and issues of the growth and development of adolescents, examining possibilities and challenges of cognitive, emotional, social, and physical development in a diverse urban context. A wide range of contextual issues will be explored as students develop an understanding of the complexities and diversities of adolescent and youth development in an urban context. Preq: ENG 125. This course carries a Liberal Arts designation. 15 hours of fieldwork is required.

**Required Text:**

There are no required textbooks for this course. All readings are available online.

**CLASS POLICIES**

**Writing Intensive Course**

This course has been designated writing intensive because of the quantity and quality of writing that are embedded throughout the semester. Each week you will participate in two low stakes writing tasks- weekly in-class writing and on-line fieldwork discussion boards- that will help you process the research and theories explored that week.



Over the course of the semester, you will write two major papers that synthesize your learning about course concepts- the Contextual Analysis and the Analytic Autobiography- that will involve drafting, peer review, instructor feedback, and revisions. You will find details of each assignment below in the assignments section. The total page requirements exceed the 10-page minimum of WI classes.

### *Fieldwork*

This course requires (15) of fieldwork in a partner school setting. You should begin to contact partner schools as soon as possible to arrange for a contract of hours. The signed and agreed upon *Field Letter* is due in class on September 20; *keep a copy of the letter for your own records*. Field hours should be spread out over the course of the semester; you should not complete more than 1-3 hours per visit. Please act courteously and professionally with your cooperating school and teacher. If you cannot go to the school for an agreed upon time, or you need to reschedule an observation time, you should contact the school and the teacher with as much anticipation time as possible. Dress and act professionally at all times. Remember that we are guests in the schools and that the teachers and administrators are our partners in providing you with state mandated teacher education field experiences.

### *Class attendance and participation*

- You will be processing a large amount of new information, as well as analyzing, interpreting and critiquing what you learn. Active participation through discussions, group activities and sharing of experiences will be an integral part of the instructional approach in this class. Therefore, attendance is critical for success in this course. No more than two excused absences can be permitted and chronic lateness will not be accepted. Students are expected to arrive to class on time. On time arrival will be considered a professional disposition and tardiness will negatively impact this.
- Class participation also involves completing the readings before as well as after the class session and the timeliness in completing and submitting assignments.
- It is also expected that you come to class with the required texts. Many in-class activities require the text for successful completion.
- Texting and accessing social media during class is expressly forbidden. While technology may be used in the class for academic purposes, personal or social use is not allowed.
- Responsibility in case of absence: If you miss a class, you are responsible for knowing what was conveyed during that class including written materials distributed. It is suggested that each student selects one “partner” and exchange phone numbers for the purpose of keeping up-to-date with the class or to receive handouts.

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*Ethical conduct and academic integrity:* Students are expected to adhere to all CUNY and York College standards of ethical conduct and academic integrity and honesty {<http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>}. Successful teaching and learning depend on trust in the integrity of all involved. Included in Ethical Code and Academic Integrity is the reporting of Field hours. It is therefore explicitly stated that field hours must be independently completed for each course. There can be no "double dipping" of hours. That means that field hours completed for this class may in no way be used or reported for any other class. *Any forging of field documents or school time records will be dealt with as a breach of this code and can lead to dismissal from Teacher Education.* It is also expressly stated that all individual assignments must be the original work of the author. You may not use any other's work or ideas.

*Ethical conduct in class:* No student should take photographs, audio or video in class without the permission of the instructor and his/her fellow classmates. Doing so is a violation of Federal guidelines under FERPA.

<http://www.cuny.edu/about/administration/offices/la/Guidelines-for-implementation-of-the-Student-Records-Access-FERPA.pdf>

### York College Disability Statement

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### ASSIGNMENTS

See Blackboard for the rubric for each assessment.

### Weekly Writing (20% of grade):



Each class session will begin with a 20-minute writing task that addresses the readings for the week and a brief article attached to the writing assignment. This writing will assist you in synthesizing the weekly readings with current representations of the week's themes in current events. You should bring your annotated weekly readings, in hard or electronic format, to assist you with this task.

### **Fieldwork (20% of grade):**

This course requires 15 hours of fieldwork. Site placements will be discussed during the first day of class. You will complete 10 observation reports throughout the semester and submit them through the Blackboard Discussion Board for the course. Each observation report must focus on a different issue or set of issues that correspond to content of the class. Observations must be a minimum of 200 words. You will be graded based on the following criteria: 1) Depth of observation and note taking (Description); and 2) Connection to course content including references to readings (Analysis). *You must complete and submit documentation for all 15 hours of fieldwork in order to receive credit for this course.* Fieldwork assignments MUST be posted BEFORE class on the week they are due. You can earn extra credit by responding to a classmate's observation with a minimum of 100 words that includes a reference to a course reading.

### **Contextual Analysis (20% of grade)**

Whether you are working with adolescents in a community-based organization or in a school, it is essential for you to understand the assets present in your community and specific setting, as well as the adolescents who are served there. You must also be prepared to communicate about those assets as you recruit adolescents and their parents to your school or organization, try to acquire funding for your work, and analyze ways to improve your programs on a continuous basis. In your Contextual Analysis (see ETWS Task 1: Contextual Analysis Description and Rubric in BlackBoard) you will analyze the community of your field site, the school or organization itself, the space in which the adolescents are served, and the adolescents themselves. Finally, you will determine the implications of the context for decisions about how best to serve the adolescents.

### **Analytic Autobiography of Adolescence (40% of grade):**

The analytic autobiography of adolescence begins with a life map exercise describing the people, events, and places that have had significant impact on your development, focusing on your teenage years. Once you have mapped your personal history, you will conduct a critical self-analysis using the content of the course. You will present your analytic autobiography as your final exam at the end of the semester using a visual representation.

The autobiography includes the following elements:

- V. Your autobiography
  - a. Heritage (examples: culture, language, family)
  - b. School Experiences (examples: most memorable, events that shaped your adolescence, teachers that had greatest impact, peers, etc.)



c. Community Experiences (examples: participation in clubs, sports, or other extracurricular activities; religion; neighborhood impact)

d. Other Influences (examples: events including death, moving, divorce; special people in our lives; special memories)

VI. Analysis

a. Now you will use content from the class (the textbook, articles, lectures) and provide an analysis connecting your life experiences to developmental theory, focusing on the period of adolescence.

b. You must include at least **one additional article** NOT discussed in class that is targeted to your own personal history, and provide a reading summary of that article. Also, attach copy of the article to your final submission.

VII. Reflection: What did you learn from doing this assignment?

VIII. Self-Assessment: What grade do you give yourself for this assignment and why? Be specific on why you believe you deserve the grade you are giving yourself referencing the rubric.

*Grading Values*

A+	97.0-100	B+	87.0-89.9	C+	77.0-79.9	D+	67.0-69.9
A	93.0-96.9	B	83.0-86.9	C	73.0-76.9	D	60.0-66.9
A-	90.0-92.9	B-	80.0-82.9	C-	70.0-72.9	F	0.00 0-59



*Alignment of course objectives, standards, assignments and assessments*

<b>Course Objective</b>	<b>Competencies and/or standards alignment (EAS, CST, edTPA, Common Core and Danielson Framework of Effective Teaching)</b>	<b>Class activities and assignments that help reach the objective</b>	<b>Assessments that will measure the objectives and competencies</b>
Understand the full range of student needs represented in an urban classroom	InTASC #2, edTPA Task 1; EAS: Competencies 1,2,3	Fieldwork discussions Analyses of readings and research	Fieldwork Discussion Board Analytic Autobiography
Respond to the diversity of learners in the classroom when designing and implementing instruction	InTASC #2, edTPA Tasks 1&2; EAS: Competencies 1,2,3	Fieldwork discussions Analyses of readings and research	Weekly Writing Fieldwork Discussion Board Community Assets Analysis
Prepare students to be active and effective participants in a political and social democracy	CCSS Literacy	Fieldwork discussions Analyses of readings and research	Fieldwork Discussion Board Weekly Writing Community Assets Analysis
Collaborate with parents and leaders/agencies in the local community	InTASC #10; EAS: Competency 5	Fieldwork discussions Analyses of readings and research	Fieldwork Discussion Board Weekly Writing Community Assets Analysis
Exhibit strong written, verbal, and non-verbal communication skills	CCSS Literacy; edTPA Tasks 1, 2, 3	Fieldwork discussions Analyses of readings and research Peer review	Weekly Writing, Fieldwork Discussion Board, Analytic Autobiography,



			<b>Community Assets Analysis</b>
Act as reflective practitioners with a strong conviction that learning is a lifelong process achievable by all	InTASC #9; edTPA Tasks 1, 2, 3, 4	Fieldwork discussions Analyses of readings and research Peer review	Fieldwork Discussion Board Analytic Autobiography Community Assets Analysis
Collaborate with the professional educational community	InTASC #10; EAS: 4, 5	Fieldwork discussions Analyses of readings and research Peer review	Fieldwork Discussion Board Community Assets Analysis
Demonstrate a commitment to social justice and equity issues in multicultural, multilingual, urban schools	InTASC #2; EAS: 1-5	Fieldwork discussions, Analyses of readings and research	Fieldwork Discussion Board Analytic Autobiography Community Assets Analysis
Access and build content knowledge	InTASC #4; CCSS edTPA Task 1	Analyses of readings and research	Community Assets Analysis
Examine the power and biases of knowledge and knowledge construction	InTASC #4; CCSS	Analyses of readings and research	Community Assets Analysis

### **WEEKLY CLASS OUTLINE**

WEEK	TOPIC(S)	ASSIGNMENTS DUE
1	Course Introduction	



2	<p>Overview of Development</p> <p>Powell, S. D. (2005). <i>Introduction to Middle School</i>. Pearson, Upper Saddle River, NJ. Chapter 2.</p>	Fieldwork Module & Fingerprinting Initiation
3	<p><i>The ecology of human development</i></p> <p>Bronfenbrenner, U. (1979). <i>Part I. An ecological orientation</i> (pp. 1-16). Search Institute. 40 Developmental Assets for Adolescents.</p> <p>Burrow, A.L., O'Dell, A.C., &amp; Hill, P.L. (2010). Profiles of a developmental asset: Youth purpose as a context for hope and well-being. <i>Journal of Youth &amp; Adolescence</i>, 39, 1265-1273.</p>	Fingerprinting Complete
4	<p><i>The ecology of human development</i></p> <p>Gay, G. (2002). Preparing for</p>	Fieldwork Letter  FWDB 1



	culturally responsive teaching. <i>Journal of Teacher Education</i> , 53(2), 106-116.	
5	<p><i>Developmental (im)maturity</i></p> <p>Steinberg, L., Cauffman, E., Woolard, J., Graham, S., &amp; Banich, M. (2009). Are adolescents less mature than adults? <i>American Psychologist</i>, 64, 583-594. (Can read version by APA, While adolescents may reason as well as adults, their emotional maturity lags, says new research (October 7, 2009).</p> <p>Blakemore, S-J, Burnett, S &amp; Dahl, R.E. (2010). The role of puberty in the developing adolescent brain. <i>Human Brain Mapping</i>, 31, 926-933.</p>	<p>FWDB 2</p> <p>Draft of Contextual Analysis</p>
6	<i>Cognitive Development in Adolescence</i>	FWDB 3



	Kaplan, P.S. (2004). <i>Adolescence</i> . New York: Houghton Mifflin. Chapter 4.	
7	<p><i>Classrooms as contexts for youth development</i></p> <p>Pianta, R.C. &amp; Allen, J.P. (2008). Building capacity for positive youth development in secondary school classrooms: Changing teachers' interactions with students. In M. Shinn &amp; Yoshikawa, H. (Eds.), <i>Toward positive youth development: Transforming schools and community programs</i> (pp. 21-39). Oxford University Press.</p> <p>Yeager, D. S. &amp; Dweck C.S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed.</p>	FWDB 4



	<i>Educational Psychologist</i> , 47(4), 302-314.	
8	<p><i>Well being</i></p> <p>UNICEF Office of Research (2013). <i>Child well-being in rich countries. A comparative overview</i>. Innocenti Report Card 11, UNICEF Office of Research, Florence.</p>	<p>FWDB 5</p> <p>Final Contextual Analysis</p>
9	<p><i>Youth development and YD programs</i></p> <p>Dworkin, J.B., Larson, R., &amp; Hansen, D. (2003). Adolescents' accounts of growth experiences in youth activities. <i>Journal of Youth and Adolescence</i>, 32(1), 17-26.</p>	FWDB 6
10	<p><i>Youth development and YD programs</i></p> <p>Balsano, A.B., Phelps, E., Theokas, C., Lerner, J.V., &amp; Lerner, R.M. (2009). Patterns of early adolescents' participation in youth development programs</p>	<p>FWDB 7</p> <p>Analytic Autobiography-Section I draft</p>



	having positive youth development goals. <i>Journal of Research on Adolescence</i> , 19, 249-259.	
11	<i>Rites of passage</i>  Bjornsen, C. (2000). The blessing as a rite of passage in adolescence. <i>Adolescence</i> , 35(138), 357-363.	FWDB 8  Analytic Autobiography-research article
12	<i>Youth Culture &amp; Technology</i>  Chow, A.S., Smith, K.M., & Sun, K. (2012). Youth as design partners: age-appropriate websites for middle and high school students. <i>Educational Technology &amp; Society</i> , 15(4), 89-103.	FWDB 9  Analytic Autobiography-Section II draft



	<p>Morrell, E. (2002). Toward a critical pedagogy of popular culture: literacy development among urban youth. <i>Journal of Adolescent and Adult Literacy</i>, 46(1), 72-77.</p> <p>Jones, R. (2014). "Machinma." In Critical Youth Studies Reader (A. Ibrahim &amp; S. Steinberg, Eds.) 380-384.</p>	
13	<p><i>Role of family and community institutions</i></p> <p>Larson, R., Pearce, N., Sullivan, P.J., &amp; Jarrett, R.L. (2007). Participation in youth programs as a catalyst for negotiation of family autonomy with connection. <i>Journal of Youth &amp; Adolescence</i>, 36(1), 31-45.</p> <p>Johnson, B.R., Jang, S.J., De Li, S., &amp; Larson, D. (2000). The</p>	<p>FWDB 10</p> <p>Fieldwork Log</p>



	‘invisible institution’ and black youth crime: The church as an agency of local social control. <i>Journal of Youth and Adolescence</i> , 29, 479-498.	
Thanksgiving Break		
14	Poster Presentation Workshop	Analytic Autobiography Final Paper
Reading Day		
15	Final- Presentations	Analytic Autobiography Poster

This outline is subject to change; students should check the Blackboard site twice a week for updates.



### Field Assignment Templates

Assignment Name	Fieldwork Discussion Board
Assignment Description	You will complete 10 observation reports throughout the semester and submit them through the Blackboard Discussion Board for the course. Each observation report must focus on a different issue or set of issues that correspond to content of the class. Observations must be a minimum of 200 words. You will be graded based on the following criteria: 1) Depth of observation and note taking (Description); and 2) Connection to course content including references to readings (Analysis). You must complete and submit documentation for all 15 hours of fieldwork in order to receive credit for this course component. Fieldwork assignments MUST be posted BEFORE class on the week they are due. You can earn extra credit by responding to a classmate's observation with a minimum of 100 words that includes a reference to a course reading.
Number of field hours needed to complete assignment	10
Required fieldwork setting (i.e. elementary school middle school, high school, ICT, ELLs, STEM)	School or youth organization serving adolescents
Field Sequence: Please indicate phase and aligned activity or activities (see chart below)	Phase I
Percentage of final grade	20%



Assignment Name	Contextual Analysis
Assignment Description	Whether you are working with adolescents in a community-based organization or in a school, it is essential for you to understand the assets present in your community and specific setting, as well as the adolescents who are served there. You must also be prepared to communicate about those assets as you recruit adolescents and their parents to your school or organization, try to acquire funding for your work, and analyze ways to improve your programs on a continuous basis. In your Contextual Analysis (see ETWS Task 1: Contextual Analysis Description and Rubric in BlackBoard) you will analyze the community of your field site, the school or organization itself, the space in which the adolescents are served, and the adolescents themselves. Finally, you will determine the implications of the context for decisions about how best to serve the adolescents.
Number of field hours needed to complete assignment	5
Required fieldwork setting (i.e. elementary school middle school, high school, ICT, ELLs, STEM)	School or youth organization serving adolescents
Field Sequence: Please indicate phase and aligned activity or activities (see chart below)	Phase I
Percentage of final grade	20%



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

***School of Health and Behavioral Sciences***

***Department of Teacher Education***

**Introduction to Special Education, EDUC 285  
3 Credits Mondays Wednesdays 12-1:50pm (AC 1E04)**

**Instructor:** Zena Cooper

**Office #:** AC-1D06

**Office hours:** Wednesdays 10:30-11:30

**Office Phone:** 718-262-2458

**Email:** zcooper@york.cuny.edu

**Teacher Education Unit Vision and Mission**

The vision of the teacher education unit is to develop a cadre of professional educators who, having been taught by models of good teaching, are prepared with an array of theories, tools and skills necessary to create rich learning environments in which urban children and youth can strive for and reach success. Teachers prepared by the York College Teacher Education Unit demonstrate caring and ethical professional behavior in order to build teaching and learning environments that draw on the strengths of students' diverse cultures, languages, and learning styles, providing their students with learning experiences that develop deep and broad content knowledge and life skills.

*York College Teacher Education Students **Enact** deep and broad content knowledge, **Empower** learners to achieve at the highest levels, **Embody** effective pedagogical strategies, and **Exemplify** professionalism*

**Course Description:**

This course introduces students to the philosophical and historical foundations of special education, as well as contemporary issues and trends in the field. Students will review educational laws and policies and understand the rights and responsibilities of all involved. In addition, students will examine various areas of exceptionality including multiple disabilities, visually and hearing impaired, speech or language impairments, autism spectrum disorders, emotional disturbance, learning disabilities, gifted and talented, and other health impairments. The referral process, the individual evaluation process, Individualized Education Program (IEP), multi-



disciplinary team responsibilities, annual review/revaluation, placement procedures, and parental collaboration will also be examined. The course takes a particular interest in practices that are culturally and developmentally responsive. 3 hours, 3 credits; Prerequisite: English 125.

**Required Text:**

Heward, E.L., (2014). *Exceptional children: An introduction to special education* (13<sup>th</sup> ed). Upper Saddle River, NJ: Pearson Higher Education. ISBN: 9780133570724

**Course Objectives:** By the end of the course students will demonstrate knowledge and understanding of:

1. the historical and philosophical developments of the field of special education, laws and policies, and rights and responsibilities
2. characteristics, causes, and prevalence of the major categories of exceptionalities
3. issues of disproportionality
4. Individualized Education Programs (IEP), and articulate the referral process, annual review/revaluation, and placement procedures
5. the role of the teacher in inclusive classrooms as instructor and advocate
6. the importance of collaborating with families and School-Based Support Teams (SBST)
7. resources and supports available at local and national levels

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**CLASS POLICIES**

***Fieldwork***



This course requires (10 hours) of fieldwork in a partner school setting. You should begin to contact partner schools as soon as possible to arrange for a contract of hours. The signed and agreed upon *Field Letter* is due in class on **Monday February 25<sup>th</sup>**; keep a copy of the letter for your own records. Field hours should be spread out over the course of the semester; you should not complete more than 1-3 hours per visit. Please act courteously and professionally with your cooperating school and teacher. If you cannot go to the school for an agreed upon time, or you need to reschedule an observation time, you should contact the school and the teacher with as much anticipation time as possible. Dress and act professionally at all times. Remember that we are guests in the schools and that the teachers and administrators are our partners in providing you with state mandated teacher education field experiences.

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***Computer Requirements:*** Students will need to have an up-to-date browser, operating system, and additional software on their computer to take this class. Some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

### **College Resources**

A variety of support services are available to students, including:

Academic Achievement Center	Scholarship Center
College Writing Center	Student Support Services
Counseling Center	Testing Center
Library	Office of Student Activities
Office of Career Services	SEEK

(For additional information please refer to the York College Bulletin)

### **ASSIGNMENTS**

The course grade includes the following assignments: Midterm Exam (25%), Final Exam (25%) Fieldwork Context Analysis Assignment (15%), Weekly discussion questions (20%), Disorders Research Assignment (15%)



**EDU 285 Policy on Absences and Submission of Work:** There is a one-week expiration date on all assignments. See the Addendum to the syllabus on Blackboard.

**Weekly Blackboard Postings:** Every Wednesday, you will be assigned a discussion question, in which you will RESPOND then COMMENT or RESPOND to TWO other postings by other classmates. This is due the upcoming Monday 12pm. You must have a total of three postings AND be on time in order to receive full credit which is 9 points,

**Fieldwork Assignments:**

**Fieldwork Assignment #1**

Assignment Name	Context Analysis Assignment
Assignment Description	<p>In this assignment, you will give an overview of your classroom and focus on specific information dealing with working with students with special needs. You may be observing in an inclusion class or with a special education class. Give a description of the class and remember that teachers, students and student information should be anonymous at all times (DO NOT USE REAL NAMES). Finally, you should reflect on your own future teaching practices. Below are some guiding questions for your overview. Your overview should be at least two pages double spaced, 12-point font, 1-inch margins. This is a narrative, please do not just answer the questions. Be descriptive!</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"><li>• Where is the school located?</li><li>• How many students are in the school? In the class you are observing?</li><li>• How many teachers are in the room? Are there any paraprofessionals or other types of support?</li><li>• What type of class are you in? An inclusion class or a special education class. How do your which class you are in?</li></ul>



	<ul style="list-style-type: none"> <li>• What does the typical schedule of this class look like?</li> <li>• How many students have IEP/504 plans? For these students what are the specific instructions to support these students?</li> <li>• Describe a lesson (does not have to be the entire lesson) that you have observed.</li> <li>• How does the teacher support students with special needs?</li> <li>• When you become a teacher, how will use this information to inform your own teaching practices?</li> </ul>
Number of field hours needed to complete assignment	5 hours
Required fieldwork setting (i.e. elementary school middle school, high school, ICT, ELLs, STEM)	Integrated Co Teaching Setting, Self-contained special education classroom. Students with IEP/504 plans
Field Sequence: Please indicate phase and aligned activity or activities (see chart below)	<u>Phase I – Learners and Learning in Context</u> Research the school and community content; collect data for description and analysis
Percentage of final grade	15%

### ***Fieldwork Assignment #2***



Assignment Name	Disorders Research Assignment
Assignment Description	<p>Candidates will research a disorder or disability that they have observed in their field setting. Candidates should have at least two outside sources; therefore, bibliography and in-text citations are required. The paper should be at least 4 pages double spaced (not including the bibliography), 12-point font, 1-inch margin, Times New Roman.</p> <p>Please address the following in your paper:</p> <ul style="list-style-type: none"> <li>• What is the cause of the disability?</li> <li>• What are some behavioral or learning characteristics of the disability?</li> <li>• Which populations are most affected?</li> <li>• How and when can a diagnosis be made?</li> <li>• What are some instructional implications for children with this disability?</li> <li>• What are some strategies a teacher could use when dealing with these students?</li> </ul> <p>You should have at least two outside sources; therefore, bibliography and in-text citations are required. The paper should be at least 4 pages double spaced (not including the bibliography), 12-point font, 1-inch margin, Times New Roman</p>
Number of field hours needed to complete assignment	5 hours
Required fieldwork setting (i.e. elementary school middle school, high school, ICT, ELLs, STEM)	Integrated Co Teaching Setting, Self-contained special education classroom. Students with IEP/504 plans



Field Sequence: Please indicate phase and aligned activity or activities (see chart below)	<b><u>Phase I – Learners and Learning in Context</u></b> Observe teachers and children in schools and community organizations
Percentage of final grade	15%

***Active Class Participation:*** All students need to be prepared when coming to class. This means that you must read BEFORE you come to class and actively participate in group work and class discussions. Failure to read assigned work will result in the distribution of graded pop quizzes. Sleeping or constant usage of your cell phone during class is an automatic reduction in grade.

***Midterm/Final Exams:*** Around week 6 or 7 you will have a midterm exam which covers the first half of the semester and at the end of term, the final will cover the last half of the semester. These are comprised of multiple choice, true or false, short answer, and essay. A review sheet will be provided.

### *Grading Values*

A+	97.0-100	B+	87.0-89.9	C+	77.0-79.9	D+	67.0-69.9
A	93.0-96.9	B	83.0-86.9	C	73.0-76.9	D	60.0-66.9
A-	90.0-92.9	B-	80.0-82.9	C-	70.0-72.9	F	0.00 0-59

### **WEEKLY CLASS OUTLINE**

\*\*\*\*\*This outline is subject to change\*\*\*\*\*

WEEK	DATE	Topics	Readings/Assignments due
1	1/28 1/30	Class Introduction Definitions of Exceptionality	Read: Chapter 1 Assignments due: Read over syllabus, explore school options
2	2/4 2/6	Current Practices in Special Education	Read: Chapter 2 Assignments due: Discussion Question #1



3	2/11 2/13	Multilingual/Bilingual Education of Special Education	Read: Chapter 3 Assignments due: <b>Discussion Question #2</b>
4	2/18 2/20	Parents and Families of Exceptional Students <b>NO CLASS 2/18</b>	Read: Chapter 4 Assignments due: <b>Discussion Question 3</b>
5	2/25 2/27	Learners with Intellectual and Developmental Disabilities	Read: Chapter 5 Assignments due Discussion Question #4 <b>**Introduction Letter due 2/25</b>
6	3/4 3/6	<i>Learners with Learning Disabilities</i>	Read: Chapter 6  <b>Assignments due:</b> <b>Context Analysis Assignment due 3/6</b>  <b>Discussion Question #5</b>
7	3/11 3/13	<i>Learners with ADHD</i>	Read: Chapter 7  <b>Assignments due:</b>  <b>Discussion Question #6</b>
8	3/18 3/20	ADHD/ Midterm <b>Midterm is Wednesday 3/20</b>	Read: Chapter 7 continued Assignments due: <b>Discussion Question #7</b> <b>***Midterm</b>
9	3/25 3/27	Emotional and Behavioral Disorders	Read: Chapter 8 Assignments due : <b>Discussion Question #8</b>
10	4/1 4/3	Learners with Autism Learners with Communication Disorders	Read: Chapter 9 /Chapter 10 Assignments due: <b>Discussion Question #9</b>
11	4/8 4/10	Hearing and Vision	Read: Chapter 11/12 Assignments due:



			Discussion Question 10
12	4/15 4/17	Physical Disabilities, Health Impairments, and Traumatic Brain Injury Severe Disabilities	Read: Chapter 13 Assignments due: Discussion Question 11
13	4/22 4/24	COLLEGE CLOSED	
14	4/29 5/1	Gifted and Talented	Read: Chapter 15 Assignments due: Discussion Question 12 due ***Field Verification Forms 1 and 2 due
15	5/6 5/8	Wrap Up of textbook and reflections	Discussion Question 13 due ***Disorders Research Paper due 5/8
16	5/13	Exam Review	
FA		FINAL EXAM TBA	



**YORK College of Arts & Sciences**  
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Health and Human Performance/Movement Science	Galila Werber-Zion

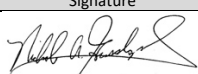
**Please indicate items submitted for Committee approval**

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input checked="" type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input checked="" type="checkbox"/> Course Change Proposal		
<input type="checkbox"/> Course Deletion		


**Please provide an executive summary of your proposal**

The proposed Movement Science revised major design streamlines the program by eliminating concentrations (two). The proposed revision to the MS 488 and MS 489 fieldwork courses is to add proof of a valid First Aid/CPR certification or equivalent coursework as a pre-requisite. Both changes are in accordance with CoAES accreditation requirements.

**Department Curriculum Committee Approval**

Signature	Date
	10/14/19

**Department Approval**

Chairperson Signature	Date
	10/17/19

**Other Departments Affected\***

Department	Signature	Approved	Comments Attached

**College Curriculum Committee Approval**

Signature	Date

**College Senate Approval**

Signature	Date

\*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.



## Section All: Changes in Degree Programs

### All.1 The following revisions are proposed for the B.Sc. in Movement Science

**Program:** B.Sc. in Movement Science

**Program Code:** 02906

**Effective:** Fall 2020

From					
Course #	Description	Credits	Course #	Description	Credits
<b>I. Required Courses</b>		<b>11</b>	<b>I. Required Courses</b>		<b>11</b>
BIO 120	Principles of Inheritance and Human Reproduction <sup>1</sup>		BIO 120	Principles of Inheritance and Human Reproduction <sup>1</sup>	
	OR	3		OR	3
BIO 140	Human Biology <sup>2</sup>	3	BIO 140	Human Biology <sup>2</sup>	3
BIO 281	Human Structure and Function <sup>3</sup>	4	BIO 281	Human Structure and Function <sup>3</sup>	4
MATH 111	Introduction to Statistics and Probability <sup>4</sup>	4	MATH 111	Introduction to Statistics and Probability <sup>4</sup>	4
<b>II. Required Major Discipline Courses</b>		<b>[30]</b>	<b>II. Required Major Discipline Courses</b>		<b><u>49</u></b>
A. Skills courses:		3	A. Skills courses:		3
PE 141	Weight training	1	PE 141	Weight training	1
<i>Select any two (2) credits from among the following:</i>			<i>Select any two (2) credits from among the following:</i>		
Any 100-200 level Physical Education course <i>except</i> PE 291, 293, 292, 294			Any 100-200 level Physical Education course <i>except</i> PE 291, 293, 292, 294		
PE 311	Creative Rhythms and Dance for Children	2	PE 311	Creative Rhythms and Dance for Children	2
PE 312	Educational Gymnastics for Children	1	PE 312	Educational Gymnastics for Children	1
PE 313	Games and Sports for Children	1	PE 313	Games and Sports for Children	1
B. Foundation courses:		<b>[27]</b>	B. Foundation courses:		<b><u>46</u></b>
PE 150	Fitness for Living	2	HE 314	Nutrition and Health	2
PE 215	Basics of Motor Development and Motor Learning	3	<u>MS 322</u>	<u>Recreation, Organization, and Leadership</u>	<u>3</u>
HE 314	Nutrition and Health	2	MS 375	Biomechanics	3
PE 350	Principles and Foundations of Physical Education	2	<u>MS 487</u>	<u>Adult Fitness Programs</u>	<u>3</u>
			<u>MS 488</u>	<u>Field Work in Movement Science I</u>	<u>2</u>
			<u>MS 489</u>	<u>Field Work in Movement Science II</u>	<u>2</u>



PE 358 Physiology of Exercise	3	MS 490 Certified Exercise Physiologist Workshop	1
PE 362 Kinesiology	3	<u>MSSR 310 Introduction to Sport Rehabilitation</u>	
PE 363 Measurement and Evaluation in Health and Physical Education	3	<u>and Sport Medicine</u>	3
PE 365 Research and Writing in Health and Physical Education <sup>5</sup>	3	PE 150 Fitness for Living	2
MS 375 Biomechanics	3	PE 215 Basics of Motor Development and Motor Learning	3
PE 452 Cardiovascular Fitness	3	PE 350 Principles and Foundations of Physical Education	2
<b>III. [Chose One Concentration Area (A or B)]</b>	<b>19]</b>	<u>PE 353 Physical Activity for Special Populations</u>	<u>2</u>
<b>A. <del>Exercise Professions</del></b>		PE 358 Physiology of Exercise	3
<del>MS 322 Recreation, Organization, and Leadership</del>	<del>3</del>	<u>PE 361 Sport Psychology and Coaching</u>	<u>3</u>
<del>PE 353 Physical Activity for Special Populations</del>	<del>2</del>	PE 362 Kinesiology	3
<del>PE 361 Sport Psychology and Coaching</del>	<del>3</del>	PE 363 Measurement and Evaluation in Health and Physical Education	3
<del>MS 487 Adult Fitness Programs</del>	<del>3</del>	PE 365 Research and Writing in Health and Physical Education <sup>5</sup>	3
<del>MS 488 Field Work in Movement Science I</del>	<del>2</del>	PE 452 Cardiovascular Fitness	3
<del>MS 489 Field Work in Movement Science II</del>	<del>2</del>	Proof of valid First Aid <u>and</u> CPR certifications <sup>6</sup>	
<del>MS 490 Certified Exercise Physiologist Workshop</del>	<del>1</del>		
<del>[Interdisciplinary Requirements]</del>	<del>3</del>	<b>Credit Totals</b>	
<del>3 credits in one of the following categories 200-level or above:</del>		<i>Total Movement Science program credits</i>	60
<del>1. Natural science (Biology, Chemistry, or Physics)</del>		<i>Total Core Curriculum credits</i>	33-42
<del>2. Behavioral Sciences (Psychology or Political Science)</del>		<i>Total free elective credits</i>	18-27
<del>3. Social Science (Sociology, Anthropology)</del>		<i>Total credits for the BS in Movement Science</i>	120
<del>4. Business and Economics</del>			
<del>5. Health Education</del>		<sup>1</sup> BIO 120 may also be taken to fulfill the Flexible Core: Scientific World requirement.	
<del>6. Public Health</del>		<sup>2</sup> BIO 140 may also be taken to fulfill the Required Core: Life and Physical Sciences requirement.	
<del>Proof of a current First Aid/CPR certification</del>		<sup>3</sup> BIO 234 and 235 may be substituted for BIO 281.	
<b>B. <del>Sports Rehabilitation</del></b>		<sup>4</sup> MATH 111 may also be taken to fulfill the Required Core: Mathematical & Quantitative Reasoning requirement.	
<del>MS 490 Certified Exercise Physiologist Workshop</del>	<del>1</del>	<sup>5</sup> PE 365 may also be taken toward fulfillment of the College Option Core: Writing Intensive requirement.	
<del>PE 353 Physical Activity for Special Populations</del>	<del>2</del>		
<del>MSSR 310 Introduction to Sport Rehabilitation and Sport Medicine</del>	<del>3</del>		
<del>MSSR 320 Therapeutic Exercise and Evaluation</del>	<del>3</del>		



<del>MSSR 328 Field Work in Sport Rehabilitation I</del> <del>2</del> <del>MSSR 338 Field Work in Sport Rehabilitation II</del> <del>2</del>  Interdisciplinary Requirements <del>6</del> 6 credits in one of the following categories 200-level or above: 1. <del>Natural science (Biology, Chemistry, or Physics)</del> 2. <del>Behavioral Sciences (Psychology or Political Science)</del> 3. <del>Social Science (Sociology, Anthropology)</del> 4. <del>Business and Economics</del> 5. <del>Health Education</del> 6. <del>Public Health]</del> Proof of a valid First Aid/CPR certification.  <b>Credit Totals</b> <i>Total Movement Science program credits</i> 60 <i>Total Core Curriculum credits</i> 33-42 <i>Total free elective credits</i> 18-27 <i>Total credits for the BS in Movement Science</i> 120  <sup>1</sup> BIO 120 may also be taken to fulfill the Flexible Core: Scientific World requirement. <sup>2</sup> BIO 140 may also be taken to fulfill the Required Core: Life and Physical Sciences requirement. <sup>3</sup> BIO 234 and 235 may be substituted for BIO 281. <sup>4</sup> MATH 111 may also be taken to fulfill the Required Core: Mathematical & Quantitative Reasoning requirement. <sup>5</sup> PE 365 may also be taken toward fulfillment of the College Option Core: Writing Intensive requirement.	<sup>6</sup> Requirement for First Aid and CPR certifications can be fulfilled by taking HE 200 and HE 317, or through external certification.

Rationale: The proposed revisions to the Movement Science major are to streamline the major and to facilitate post-graduation follow-up per CoAES accreditation requirements.



# APPENDIX

# C



# Ad hoc Committee on Committee Archives

William Ashton

November 26, 2019



# Proposed Resolution

## Committee Archives

Whereas results of a survey of users during the test period has shown tolerance of the committee archive system; that users think that the system is somewhat easy to use; and that the system may provide use as a historical repository.

Whereas it is important and critical for current standing committee members to have a historic reference for past actions of committees and that this information needs to be in a readily accessible location.

Whereas one of the Middle States Monitoring Report's recommendations is that a Learning Community needs to be created and nurtured at York. One part of building a Learning Community is recording, saving and disseminating information. If we consider the Senate an important part of York leadership, then we must commit the Senate to this element of building a learning community. The Senate must also model the way for others at York.



It is resolved that:

1. Each semester:

- a. Committee chairs be given the responsibility of maintaining their committee's archive folder.
- b. The committee chair be given full privileges (*add users/add folders/add documents/edit/delete*) to their committee's folder.
- c. The committee secretary be given *add documents* privileges.
- d. A folder for that academic year be created.
- e. One week after the first committee meeting a roster of committee members be added to the folder. This list must designate the identities of the chair and secretary.
- f. One week after each committee meeting the following be added to the folder: agenda, minutes, additional documents (optional).
- g. All committee folders be visible to all York community members.



# Leadership of Senate Standing Committees¶

¶  
AY 2019-2020¶

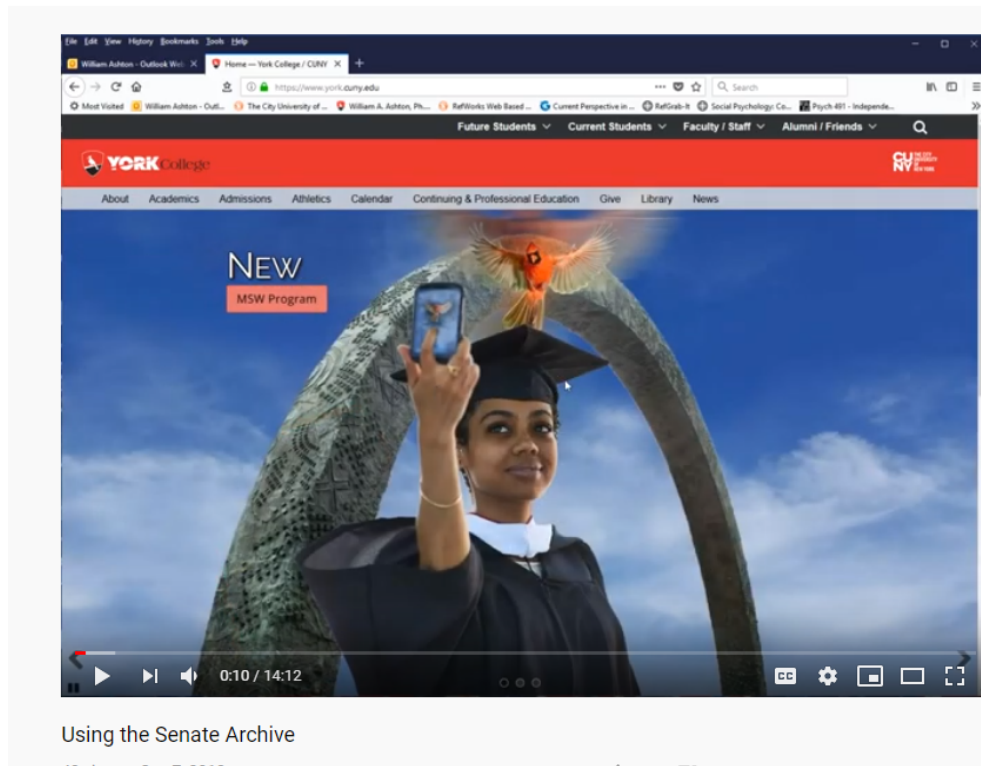
¶

Committee¶	Convener¶	Chair¶	Secretary ¶	Date of first meeting¶	Added-to-Archives¶
<u>Academic Standards</u> ¶	K. Lynch¶	K. Lynch¶	None¶	9/17¶	yes¶
<u>Campus Environment</u> ¶	M. <u>Hajikano</u> ¶	¶	¶	¶	¶
<u>Elections</u> ¶	L. Tunga¶	L. Tunga¶	R. <u>McNickle</u> ¶	10/10¶	yes¶
<u>Governance</u> ¶	W. Ashtona¶	W. Ashtona¶	C. <u>Silva Sibilia</u> ¶	10/10¶	yes¶
<u>Instruction</u> ¶	L. <u>Keiler</u> ¶	L. <u>Keiler</u> ¶ ¶	L. Emtage¶	10/10¶	yes¶
<u>Library</u> ¶ ¶	K. Glickmana¶	K. Glickmana¶	A. Silva¶	10/23¶ ¶	yes¶
<u>Resources</u> ¶	<u>Clovey</u> (Meleties convened)¶	T. Kirka¶	D. Johnson¶	9/27¶	yes¶

¶

¶





- [https://youtu.be/\\_KAEvWShz5E](https://youtu.be/_KAEvWShz5E)



# APPENDIX

# D





# COACHE 2019 Results

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# Collaborative on Academic Careers in Higher Education (COACHE)

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- Administered every three years
- It has two purposes:
  - ✓ Informs the leaders about the concerns and experiences of full-time faculty
  - ✓ Provides data that will encourage improvements within the faculty
- 131 full-time faculty completed survey for response rate of 73%
- Of the respondents, 97 were tenured, 31 were pre-tenured, and three were on a non-tenure track



## Overall: Two Issues (Positive and Negative)

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- Positive aspects:
  - Quality of colleagues
  - Diversity
  - Academic freedom
  - Geographic location
  - Support of colleagues
- Negative aspects:
  - Quality of facilities
  - Lack of support for research/creative work



## Overall: Benchmarks

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- Benchmarks identified using five-point Likert scale
- Though scales differed (i.e., level of satisfaction, level of agreement), the midpoint (3.0) is neutral
- Highest benchmarks:
  - Departmental collegiality
  - Departmental leadership
  - Health and retirement benefits
  - Teaching
  - Promotion to full



# Overall: Benchmarks

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- Lowest benchmarks:
  - Interdisciplinary work
  - Research
  - Adaptability of governance
  - Facilities and work resources
  - Governance: understanding the issue



## Benchmark Means





# Gender Breakdown

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## MEN

Highest ratings: departmental leadership and collegiality; health and retirement benefits; teaching; and promotion

Lowest ratings: interdisciplinary work; tenure policy and clarity; adaptability of shared governance; research

In general, men were more satisfied

## WOMEN

Highest ratings: departmental leadership and collegiality; tenure policy and clarity; and health and retirement benefits.

Lowest ratings: interdisciplinary work; research; facilities and work resources; adaptability of shared governance; understanding the issue of shared governance; and personal and family benefits.



## Race Breakdown

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- White respondents gave high ratings to departmental collegiality and leadership; health and retirement benefits; teaching; and promotion. Their lowest ratings (facilities, research, etc.) track with the ratings of the faculty on the whole.
- Faculty of color gave high ratings to leadership; teaching; and health and retirement benefits, while giving low ratings to interdisciplinary work and research
- Asian and Asian-American respondents gave higher ratings in most categories, with the only benchmark below 3.0 being interdisciplinary work
- Underrepresented minorities rated the following benchmarks lower than their white peers: health and retirement benefits; promotion; service; appreciation and recognition; collaboration; and departmental collegiality



## Tenure Status/Rank

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- Non-tenured faculty gave slightly higher rankings than their tenured counterparts, with noticeably higher rankings related to shared governance and departmental leadership
- Associate professors rated mentoring noticeably lower than peers
- Benchmarks were higher for full professors than for associate professors, with the largest differences in ratings in promotion; mentoring; and appreciation and recognition



## Progress: 2015 to 2019

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- Improvements were evident across every benchmark
- Largest gains came in the following categories:
  - Tenure policies
  - Departmental leadership
  - Divisional leadership
  - Tenure clarity
  - Health and retirement benefits



## Summary

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- Interdisciplinary work; research; adaptability of governance; facilities and work resources; and governance: understanding the issue received the lowest ratings
- Women were more satisfied with tenure policies than men
- Under-represented minorities were less satisfied on the whole than their white counterparts
- Ratings from full professors were higher than ratings from associate professors, particularly in regards to promotion, mentoring, and appreciation.



# Next Steps

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