The Curriculum Committee will meet at 2:00 PM on Tuesday, 11-30-04 in H345.

**Agenda**

1. Consideration of Minutes of November 22, 2004 meeting
2. Chair’s report
3. New Course ET720 (Dr. Asser invited)
4. Revisions: PH231, PH232, PH235, PH301, PH302, PH411, PH412, 413
5. Revision: ED115
6. New Courses: MU208, MU209
7. English Courses: EN223, EN224, EN225 (Revised versions to follow?)
8. Associate Certificate in Writing & Literature: Question
9. WID/WAC Resolution: (Text to follow?)
10. Power Point for faculty New Program (separate file)
11. New Business
3. New Course ET720 (Dr. Asser invited)

<table>
<thead>
<tr>
<th>1. Course prefix and number:</th>
<th>ET-720</th>
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<tbody>
<tr>
<td>2. Course title:</td>
<td>Advanced Web and Multimedia Programming Applications</td>
</tr>
<tr>
<td>3. Course description for the college catalog:</td>
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</table>

Students will learn to write Graphic Web programs using video editing software and Multimedia developing tools. Students will investigate the use of webcams and video movies in websites. The course will be project and results oriented, using real-world problem solving techniques. Topics covered will include: photo editor programming, video, movies, webcams, and advanced multimedia tools to develop graphical Web pages.

<table>
<thead>
<tr>
<th>4. Prerequisites and/or co-requisites:</th>
<th>Prerequisite ET-710</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Hours and credits (specify if class hours, lab. hours, recitation hours, etc.)</td>
<td>3 Lab Hours, 1 Credit (elective)</td>
</tr>
<tr>
<td>6. Curricula into which the course would be incorporated and the requirements it will satisfy:</td>
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</table>

This course is intended as an elective course for both the New Media Technology and New Media Technology Certificate Programs. It will also be acceptable as elective credit for all ET, CT and TC students.

<table>
<thead>
<tr>
<th>7. Curricular objectives addressed by this course.</th>
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</table>
To prepare New Media Technology graduates to effectively design, maintain, administer, and troubleshoot websites.  
To prepare New Media Technology graduates to communicate as individuals as well as to function effectively on teams.  
To prepare New Media Technology graduates to enter and pursue baccalaureate degrees.  
To prepare New Media Technology graduates to enter and advance in technical and mid-management jobs in industry.

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<tr>
<th>8. General Education objectives addressed by this course. [see QCC Educational Objectives statement in college catalog]</th>
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</table>
Students will be able to demonstrate the knowledge, skills, and tools required for entry into the New Media job market.  
Students will use analytical reasoning skills and apply logic to solve problems.  
Students will read, write, listen, and speak clearly and effectively.  
Students will integrate knowledge and skills in their major field and across disciplines.

<table>
<thead>
<tr>
<th>9. Course objectives / expected student learning outcomes.</th>
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</table>
1. Formulating logical problem solutions  
Writing programs utilizing a photo editor  
Incorporating Webcams into a website  
Installing programs on the Web  
Testing programs on the Web  
Troubleshooting programs on the Web  
Collaborative working skills

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<tr>
<th>10. Assessment – methods used to determine the success of students (whether or not they achieved the goals and developed the competencies) [see Assessment template]:</th>
</tr>
</thead>
</table>
1. Weekly Quizzes
2. Demonstration of completed programming assignments by the student.
3. Demonstration of completed individual projects
4. Demonstration of completed collaborative term project by the student.
5. Grading of weekly journal entries
6. Mid-term exam
7. Final Exam

11. A detailed course outline showing main topics of the course (include a laboratory outline when applicable) [see Recommended Syllabus template]:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Multimedia – An Overview</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Multimedia Elements - Text and Graphics</td>
</tr>
<tr>
<td>Week 3</td>
<td>Implementation of Sound, Animation and Video</td>
</tr>
<tr>
<td>Week 4</td>
<td>Exploring Scripting Languages</td>
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<tr>
<td>Week 5</td>
<td>Multimedia Authoring Programs</td>
</tr>
<tr>
<td>Week 6</td>
<td>Installing a Webcam</td>
</tr>
<tr>
<td>Week 7</td>
<td>Implementing Webcams and Video Recording</td>
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<tr>
<td>Week 8</td>
<td>Management and Design of Multimedia Titles</td>
</tr>
<tr>
<td>Week 9</td>
<td>Multimedia Deployment of Multimedia Titles</td>
</tr>
<tr>
<td>Week 10</td>
<td>Incorporating Multimedia into a Website</td>
</tr>
<tr>
<td>Week 11</td>
<td>Introduction to Macromedia Director</td>
</tr>
<tr>
<td>Week 12</td>
<td>Setting Movie Properties in Director</td>
</tr>
<tr>
<td>Week 13</td>
<td>Creating Scripts in Lingo</td>
</tr>
<tr>
<td>Week 14</td>
<td>Animating a Movie in Director</td>
</tr>
<tr>
<td></td>
<td>Creating Interactivity With Buttons</td>
</tr>
</tbody>
</table>

12. Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive):

   1. In-class lecture with multimedia presentation of materials.
   2. Web-based course materials
   3. Web-based assignments
   4. Sample quizzes on the Web
   5. Web delivery of weekly journal entries
   6. Web return of graded journal entries
   7. Web delivery of grades
   8. E-mail communication

13. Texts, references and aids. A bibliography for the course and supplementary material, if any:

Title: Multimedia Concepts: Enhanced Edition
Author: Jim Shuman
Publisher: Course Technology
ISBN: 0-619-11052

14. Rationale – why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc. This course will introduce a number of advanced multimedia applications like webcams and Macromedia Director which have become commonplace and are not covered in other courses. Today’s World Wide Web supports many new technologies on both the Client (browser) and Server sides. This course will address important client-side graphical programming techniques. This includes dynamic graphics and the use of webcams that execute within a Web site visitor’s Browser. These programming techniques give Web pages interactive functionality beyond standard HyperText Markup Language (HTML). They incorporate the use photo editing software to manipulate pictures, which will be used in web development. These programming techniques will
be further developed by the use of multimedia tools to enhance the images and their movement on
web pages. They include techniques like the use of video webcams, reporting the date a document
was last modified without having to code it each time, checking images to be sure required fields
are completed before viewing on the web, enhancing web page design and structure, and the use
of multimedia to enhance web designs.

15. Transferability as an elective or course required by a major to senior colleges (with supporting
documents if applicable). Include comparable courses at senior or other community colleges, if
applicable:

As part of the AAS Degree Curriculum, this course should be fully acceptable at senior colleges for
students entering a bachelor's program.

16. Faculty availability:

Present ECET Department Faculty

17. Facilities and technology availability:

Current ECET Department facilities

18. List of courses to be withdrawn, or replaced by this course, if any:

None

19. Enrollment limit and frequency the course is offered (each semester, once a year, alternating
years):

24 Student Enrollment Limit/Offered each Semester,

20. What changes in any programs will be necessitated or requested as a result of this course’s
additions/charges:

This course will be an acceptable elective for all New Media Technology and New Media
Technology Certificate Program students as well as for all ET, CT, and TC students.

June 1, 2004

4. Revisions: PH231, PH232, PH235, PH301, PH302, PH411, PH412, 413

MEMORANDUM

Physics Department

Room: S - 342

TO: Lorena Ellis, Chair, Curriculum Committee

FROM: David Lieberman, Chair, Physics Department

DATE: October 28, 2004

RE: Physics Department changes

Telephone: 718-631-6366

FAX: 718-631-6608
As per our discussion at the curriculum meeting, the physics department has considered all of its offerings and approved a number of additional changes. I have packaged them all together for presentation to the committee. Please note the additional change (corequisite) to PH231.

From: PH-231 Fundamentals of Lasers and Fiber Optics
- 3 class hours [2] laboratory hours 4 credits
- Corequisite: [PH-202 or 302 or 412 and MA-128]
- Topics in optics related to lasers and optical fiber and devices for modulating and directing signals from such devices. Geometrical optics with emphasis on ray tracing. Matrix methods in optics. Lenses, thick and thin, mirrors, prisms and other passive elements and systems. Propagation of light in materials. Dispersion and its effects. Special topics in geometric and wave optics. Laboratory complements class work.

To: PH-231 Fundamentals of Lasers and Fiber Optics
- 3 class hours 3 laboratory hours 4 credits
- Corequisite: MA-114
- Topics in optics related to lasers and optical fiber and devices for modulating and directing signals from such devices. Geometrical optics with emphasis on ray tracing. Matrix methods in optics. Lenses, thick and thin, mirrors, prisms and other passive elements and systems. Propagation of light in materials. Dispersion and its effects. Special topics in geometric and wave optics. Laboratory complements class work.

Rationale: This course is for students in the Laser and Fiber Optics Technology Program. As such the laboratory component has two purposes; the complement the course work by providing students with an opportunity to apply the principles taught in lecture to real situations and to provide an opportunity for students to develop skills required for the work place. The results of our recently instituted assessment (required by ABET) indicate that it is impossible to achieve both purposes in a two-hour laboratory session and that the students need more time on task. As part of our continuous improvement plan we are required to take corrective action and increasing the number of laboratory hours is the appropriate action.

The original rationale for the physics II corequisite for PH231 was that optics was covered in physics II and students would have the optics from the physics as an introduction to this optics course. The problem with that rationale is that optics is the last topic covered in physics II. Therefore, students in PH231 have already completed most of the course before they see the pertinent material in physics II. In fact, most of the optics in physics II is covered in the first third of PH231. As this is the first course in the curriculum, it will improve retention if students can get into their major sooner. By requiring a physics II corequisite, physics I becomes a de facto prerequisite and forces students to wait at least one semester (after they complete remediation) before being introduced to their major. This is discouraging to many students. A survey of related programs at community colleges throughout the US indicates that we are the only one that has a physics prerequisite or corequisite for this course or its equivalent.

From: PH-232 Laser and Electro-Optics Technology
- 3 class hours 2 recitation hours [2] laboratory hours 5 credits
- Prerequisite: PH-231
- Wave optics, interference, coherence, polarization, birefringence, diffraction, gratings in two and three dimensions, power and energy measurements, basics of laser safety,
ultra-fas pulse techniques, electro-optic and acousto-optic switches, optical materials, non-linear optics. Laboratory complements class work.

To: PH-232 Laser and Electro-Optics Technology
3 class hours 2 recitation hours 3 laboratory hours 5 credits
Prerequisite: PH-231
Wave optics, interference, coherence, polarization, birefringence, diffraction, gratings in two and three dimensions, power and energy measurements, basics of laser safety, ultra-fast pulse techniques, electro-optic and acousto-optic switches, optical materials, non-linear optics. Laboratory complements class work.

Rationale: This course is for students in the Laser and Fiber Optics Technology Program. As such the laboratory component has two purposes; the complement the course work by providing students with an opportunity to apply the principles taught in lecture to real situations and to provide an opportunity for students to develop skills required for the work place. Preliminary assessment indicates that it is impossible to achieve both purposes in a two-hour laboratory session and that the students need more time on task. As part of our continuous improvement plan we are required to take corrective action and increasing the number of laboratory hours is the appropriate action.

From: PH-235 Laser/Electro-Optics Projects
2 class hours [2] laboratory hours 3 credits
Prerequisite: PH-231
Corequisite: ET-910 or permission of the Dept.
Construction and testing of a laser, optical or electro-optic device such as a helium-neon laser, optical power meter, or fiber optics communication link; oral presentations and computerized literature searches.

To: PH-235 Laser/Electro-Optics Projects
2 class hours 3 laboratory hours 3 credits
Prerequisite: PH-231
Corequisite: ET-910 or permission of the Dept.
Construction and testing of a laser, optical or electro-optic device such as a helium-neon laser, optical power meter, or fiber optics communication link; oral presentations and computerized literature searches.

Rationale: The time necessary for students to complete their projects is much greater than that provided for by having a 2 hour laboratory. In the past instructors have made themselves available to students at additional times, allowed the students to receive a grade even though they did not complete their projects (the grade was typically reduced) or gave the students incompletes (which only postponed when additional instructor time was made available). An additional problem is that the students need to use departmental laboratories and equipment in order to construct and test their projects, which can’t occur when the department’s CLTs are busy with other duties or when the room is in use by another class. By having a fixed three-hour laboratory session these problems would be alleviated.

It should be noted that all technology courses at the college except the above three have three-hour laboratories. It is an inconsistency that PH-231, 232 and 235 have two-hour laboratories.

From: PH-301 College Physics I
3 class hours 2 lab hours 4 credits
Prerequisite: MA-120 or MA-114 of equivalent or permission of the department
PH-301 and 302 are designed for students who need or want two semesters of
noncalculus physics, such as those planning careers in optometry, dentistry, and other
medically-related fields. Topics include elementary particles, conservation laws, vectors,
laws of motion, linear and angular momentum, energy, gravitation, and thermodynamics.

To: PH-301 College Physics I
3 class hours 1 recitation hour 2 lab hours 4 credits
Prerequisite: MA-120 or MA-114 of equivalent or permission of the department
PH-301 and 302 are designed for students who need or want two semesters of
noncalculus physics, such as those planning careers in optometry, dentistry, and other
medically-related fields. Topics include elementary particles, conservation laws, vectors,
laws of motion, linear and angular momentum, energy, gravitation, and thermodynamics.

From: PH-302 College Physics II
3 class hours 2 lab hours 4 credits
Prerequisite: PH-301
Second-semester course following PH-301. Topics include electro-magnetism,
vibrations, wave phenomena and radiation, relativity, atomic interactions, atomic energy,
and physics frontier.

To: PH-302 College Physics II
3 class hours 1 recitation hour 2 lab hours 4 credits
Prerequisite: PH-301
Second-semester course following PH-301. Topics include electro-magnetism,
vibrations, wave phenomena and radiation, relativity, atomic interactions, atomic energy,
and physics frontier.

Rationale: It is not atypical for some topics to be omitted in a physics course due to lack of time.
What is atypical is to guarantee the lack of time by having a course with too few hours. College
physics is typically two 6 hour/4 credit courses and this change would bring Queensborough inline
with the rest of the country. Within CUNY only one other college (Bronx CC) has an equivalent
course that is 5 hours and a number (Hostos CC, Hunter and York) have an equivalent course of
more than 6 hours per semester.

From: PH-411 Calculus Physics I
2 class hours 2 recitation hours [31/2] credits
[2 laboratory hours on alternate weeks.]
Prerequisite: MA-440 or the equivalent.
Corequisite: MA-441.
Fundamental principles of mechanics; includes kinematics, classical laws of motion,
statics, conservation laws, work, mechanical energy, and simple harmonic motion.

To: PH-411 Calculus Physics I
2 class hours 2 recitation hours 4 credits
2 laboratory hours
Prerequisite: MA-440 or the equivalent.
Corequisite: MA-441.
Fundamental principles of mechanics; includes kinematics, classical laws of motion,
statics, conservation laws, work, mechanical energy, and simple harmonic motion.
From:  PH-412 Calculus Physics II  
2 class hours [1] recitation hours [3] credits  
[2 laboratory hours on alternate weeks.]  
Prerequisite: PH-411.  
Corequisite: MA-442.  
Fundamentals of heat, waves, and optics; includes heat transfer, first and second laws of thermodynamics, kinetic theory of gases; nature of light, geometrical and physical optics; optical instruments; sound.

To:  PH-412 Calculus Physics II  
2 class hours 2 recitation hours 4 credits  
2 laboratory hours  
Prerequisite: PH-411.  
Corequisite: MA-442.  
Fundamentals of heat, waves, and optics; includes heat transfer, first and second laws of thermodynamics, kinetic theory of gases; nature of light, geometrical and physical optics; optical instruments; sound.

From:  PH-413 Calculus Physics III  
2 class hours 2 recitation hours [31/2] credits  
[2 laboratory hours on alternate weeks.]  
Prerequisite: PH-411.  
Corequisite: MA-443.  
Electricity and magnetism. Includes Coulomb’s law, electric field and potential, elementary DC and AC circuits; magnetic fields, induction, Maxwell’s equations.

To:  PH-413 Calculus Physics III  
2 class hours 2 recitation hours 4 credits  
2 laboratory hours  
Prerequisite: PH-411.  
Corequisite: MA-443.  
Electricity and magnetism. Includes Coulomb’s law, electric field and potential, elementary DC and AC circuits; magnetic fields, induction, Maxwell’s equations

Rationale: (1) For increasing the laboratory hours – Queensborough students taking calculus physics have been short-changed in laboratory. Laboratory work is an integral part introductory physics courses and should occur every week. Currently a student completing the three-semester sequence will have perform fewer labs than any student at any other college including CUNY colleges.  
(2) For adding the extra recitation hour to PH-412 – The original assignment of hours and credits was to match the credits granted by CCNY and be consistent with Carnegie units. There is no less material covered in PH-412 than the other two courses nor is it any less rigorous. Without the additional recitation hour students in PH-412 will continue to be short changed by covering the material in insufficient detail or by having some material omitted.  
(3) For increasing credits – Increasing the credits will keep the assignment of credits consistent with Carnegie units.

5. Course Revision: ED115

FROM:  ED 115 Special Education
3 Class hours  3 credits Free Elective Only
Prerequisite: [ED 110 or Departmental permission]

Introduction to basic principles and issues in special education. Provides an overview of educational concerns in working with “exceptional” learners. Topics include educating children with physical handicaps, emotional disabilities, intellectual impairment, and learning disabilities as well as the gifted learner

TO:  ED 115 Special Education
3 Class hours  3 credits Free Elective Only
Prerequisite: BE 122 or BE 226 or satisfactory score on the ACT or departmental permission

No change to description

Rationale: Currently ED110 or Permission of the Dept. is the pre-requisite, but there is no good reason to require ED110. Both classes are introductory 100-level courses, and the ED115 does not really build upon the foundations class. I would like to remove the ED110 prerequisite and replace it with: BE122 or BE226, or Satisfactory Score on the ACT, or Permission of the Department. I am offering ED115 mainly to accommodate the BoE paraprofessionals, and because many paraprofessionals are non-matriculated students who will not take remedial courses or the ACT, I want to remove the obstacles to their enrolling in the class.

SPECIAL EDUCATION

ED 115
Wednesday, 3:30 to 6:05
M 126

Instructor: Donald Kaplan, Ph.D.
(718) 631-6251


The purpose of this course is to provide students with an overview of the process of special education, and the exceptional child. The areas that will be covered include a brief history of special education including important legislation, the referral and assessment process, alternates to special education, identification and description of different exceptionalities, and instructional techniques. The roles of the social and cultural environment, school, family, and community in the lives of children with special needs will be discussed. The objective is to provide students with an understanding of special education and to appreciate the unique characteristics of the individual child receiving special educational services.

Class Outline
2/3 Introduction
Educating Exceptional Children
Text: Chapter 1

2/10 Educating Exceptional Children, continued
Exceptional Children and Their Environment
History of Special Education
Referral Processes in Special Education
Text: Chapter 1

2/17 History of Special Education, continued
Referral Processes in Special Education, continued
Early Intervention: Priorities and Programs
Text: Chapter 2
Text: Chapter 3

2/24 Early Intervention: Priorities and Programs, continued
Children with Mental Retardation
Text: Chapter 2
Text: Chapter 5

3/3 Children with Mental Retardation, continued
Test 1, Chapter 1 and 2, and Referral Process

3/10 Children with Mental Retardation, continued
Children With Learning Disabilities
Attentional Deficit Disorders
Text: Chapter 5
Text: Chapter 6

3/17 Children With Learning Disabilities, continued
Text: Chapter 6

3/24 Children with Behavior Problems
Text: Chapter 10.

3/31 No Class

4/7 No Class

4/14 Children with Behavior Problems, continued
Text: Chapter 10.
Test 2, Chapters 3 and 5

4/21 Children with Behavior Problems, continued
Text: Chapter 10.
Children with Communication Disorders in Speech and Language
Text: Chapter's 7

4/28 Children with Hearing Impairments
Chapter 8
Children with Visual Impairments
Text: Chapter 9

5/5  Children with Multiple and Severe Disabilities
Text: Chapter 11
Children with Physical Disabilities and Health Impairments
Text: Chapter 12

5/12  Gifted and Talented
Text: Chapter 4
Paper Due

5/19  Trends in Special Education
Inclusion-The Future for Special Education

Final Examination (time and place to be determined)

**Course Requirements**

1. Satisfactory completion of two examinations, a final, and a term paper. The tests and the paper will count equally in computing grades.

2. Satisfactory attendance.

3. Completion of a five page term paper in the area of special education. Three additional sources must be used, not including the text book. Papers are to be typed and are due no later than 5/5/99. As educators please be careful with spelling and grammar. The paper must include your own ideas, thoughts, and analysis of the topic you have chosen. It should not be a summary of other’s ideas or a description of your readings.

5. The paper should be organized in the following manner:

   a. Introduction. A paragraph or two that clearly describes
      (1). The topic of your paper.
      (2). The questions you will address.
      (2). The various points of view that you may have encountered in your readings.

   b. No more than a two page summary of your readings.

   c. The remainder of your paper should include your analysis of the problem or your
      stand on the issues you raised in the first paragraphs and supported by you
      readings. Try to synthesize the information in ways you never thought of before you
      did your paper. Finally, a paragraph summarizing your ideas in a concise manner.

6. Suggested ideas for the term paper.

   a. Critically examine the use of handicapping conditions in classifying children for
      special education programs. What are the pros and cons? What impact does
      labeling have on children? How may it affect families and/or peer relationships? Are
      there alternatives to labeling?
b. Examine the pros and cons of the principle of least restrictive environment. How does it relate to the development of inclusion programs? Look critically at inclusion, is it successful? Has mainstreaming been effective? Is mainstreaming more effective or practical than inclusion?

c. Examine PL94-142 and subsequent laws and discuss its effect on the education of disabled children. Although these laws are supposed to remove barriers to education do you believe that this has become a reality. Support your argument.

6. New Courses: MU208, and MU209

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<thead>
<tr>
<th>1. Course prefix and number:</th>
<th>MU-208</th>
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<tbody>
<tr>
<td>2. Course title: Musicianship I</td>
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<tr>
<td>3. Course description for the college catalog: A course designed to introduce beginners to the basic elements of music theory and music performance, with a special focus on piano and singing. Topics include developing piano technique, singing notated music, and developing performance and analysis skills with fundamental elements such as meter, rhythm, intervals, scales and chords.</td>
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<tr>
<td>4. Prerequisites and/or co-requisites: none</td>
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<tr>
<td>5. Hours and credits (specify if class hours, lab. hours, recitation hours, etc.)</td>
<td>3 studio hours, 1 lab hour, 1 recitation hour, 3 credits</td>
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<tr>
<td>6. Curricula into which the course would be incorporated and the requirements it will satisfy: MU-208 would be incorporated into two curricula: the music concentration of the A.S. in Fine and Performing Arts, and the A.A.S. in Music Electronic Technology. Within each curriculum, MU-208 would serve as a required introductory course for new majors arriving with little or no musical background. MU-208 would also be a prerequisite for MU-209, another new course outlined in a separate proposal. MU-209 in turn would be a prerequisite for MU-241 (Music Theory and Keyboard Harmony I), a course that already exists in both curricula. MU-208 may also be used as a free elective in all curricula.</td>
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<tr>
<td>7. Curricular objectives addressed by this course: The vast majority of students entering each of the curricula cited above have little or no background in the performance or analysis of notated music. MU-208 would provide students with a solid musical foundation by integrating instrumental performance, singing and analysis, thereby providing students with a strong background, wherein the development of skills in music performance becomes constantly reinforced by building music literacy, and vice versa.</td>
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<tr>
<td>8. General Education objectives addressed by this course: Both of the General Objectives outlined in the QCC Educational Objectives statement would be enhanced by this course, as it will provide a very solid and integrated foundation regarding musicianship, integral to both music curricula. Students will also need to use analytical reasoning skills, apply logic, and use quantitative skills and mathematical reasoning to become musically literate. As their ears become more finely attuned to elements that define musical genres and styles, they will also be better able to make informed judgments of musical art in both aesthetic and intellectual spheres.</td>
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| 9. Course objectives / expected student learning outcomes: By the conclusion of this course, students should have developed basic keyboard, singing and analytical skills relating to simple rhythms in various time signatures, reading notes in both treble and bass clef, playing and writing major scales, understanding basic intervals (the measure of distance between any two
notes), and being able to play simple harmonies. They will also have learned to play several elementary piano pieces.

10. Assessment – methods used to determine the success of students (whether or not they achieved the goals and developed the competencies): weekly written and performance assignments, written quizzes every two weeks, mid-term and final exam. Both the mid-term and final would entail both written and performance components, in order to demonstrate students’ understanding of musical elements both through applied methods (keyboard performance, singing and rhythmic reading with percussion instruments), and via written composition and theory examples. Students would have to pass both the performance and written components of the final exam in order to pass the course.

11. A detailed course outline showing main topics of the course (include a laboratory outline when applicable): see attached syllabus for MU-208

12. Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive): Introduction and reinforcement of musical elements through discussion and group interaction, group performance (keyboard, singing and percussion ensemble), occasional one-on-one performance sessions with students, regular playing and written assignments addressing performance skills, composition and musical analysis.


Recommended texts:

Instructor-generated supplementary materials, already a part of MU-205, would consist of various handouts, including music composition exercises, and worksheets addressing music theory and analysis.

14. Rationale – why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc.

Currently, the department offers two courses addressing introductory musicianship and performance: MU-205 (Fundamentals of Music I), and MU-311 (Piano I.) Both courses assume no musical background on the part of the student. The central focus of MU-205 is the building of music literacy from scratch, via the introduction of basic elements of musical notation, including meters, simple rhythms, pitches, clefs, and scales. The keyboard is used as a tool to better assimilate these elements, but often, there is not enough time to devote to keyboard technique and fluency. Thus, keyboard elements are often given short shrift in favor of building music literacy skills through written assignments and exams.

MU-311 is purely an introductory piano course. Students taking MU-311 currently are required to take MU-205 as a co-requisite, while MU-205 students are merely “strongly encouraged” to take MU-311. This creates a real inequity among students in MU-205. MU-205 students who are concurrently taking MU-311 have a great advantage, one that is consistently manifested by their better performances in both written and applied exams, as well as in their more confident participation in classroom discussion.

Another issue that creates difficulties regarding these two courses is that students are often taking MU-205 and MU-311 with different instructors. The topics and specific assignments being covered in each course should ideally be very closely integrated throughout the semester, but we have found this to be an extremely difficult task, with the courses not currently integrated.
Students in a single MU-205 section will often be collectively spread out between three separate sections of MU-311 led by three different instructors, with the remaining MU-205 students not even being concurrently enrolled in MU-311.

A section of MU-208, meeting 5 hours a week, would replace a single pair of these courses (i.e., MU-205 and MU-311, now meeting 3 and 2 hours respectively.) This would create several distinct advantages over the current curricular design. Keyboard and music literacy components could be fully integrated, as there would be sufficient time for each (as aforementioned, not currently the case in MU-205), and both components would be taught by the same instructor to the same group of students. With MU-208, continuity and pacing would be greatly improved and more finally tuned, as a single instructor would be fully responsible for both piano study and building music literacy. Finally, MU-208 would much better allow musicianship to be fostered in an environment of immersion and synergy, due to greater opportunities for integration between analytical and applied elements.

Student demand and projected enrollment for MU-208 would ostensibly be comparable to MU-205 and MU-311, consistently two of our most popular courses. Just as is the case for MU-205 and MU-311, several sections of MU-208 would be offered each semester.

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### Syllabus

(Format: Recommended Syllabus Template, Committee on Curriculum)

<table>
<thead>
<tr>
<th>1. Department:</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course prefix, number and title:</td>
<td>MU-208: Musicianship I</td>
</tr>
<tr>
<td>3. Prerequisites and/or co-requisites:</td>
<td>none</td>
</tr>
<tr>
<td>4. Hours and credits (specify if class hours, lab. hours, recitation hours, etc.):</td>
<td>3 studio hours, 1 lab hour, 1 recitation hour, 3 credits</td>
</tr>
<tr>
<td>5. Course description for the college catalog:</td>
<td>A course designed to introduce beginners to</td>
</tr>
</tbody>
</table>
the basic elements of music theory and music performance, with a special focus on piano and singing. Topics include developing piano technique, singing notated music, and developing performance and analysis skills with fundamental elements such as meter, rhythm, intervals, scales and chords.

6. **Curricula for which the course is required:** MU-208 would be incorporated into two curricula: the music concentration of the A.S. in Fine and Performing Arts, and the A.A.S. in Music Electronic Technology. Within each curriculum, MU-208 would serve as a required introductory course for new majors arriving with little or no musical background. MU-208 would also be a prerequisite for MU-209, another new course outlined in a separate proposal. MU-209 in turn would be a prerequisite for MU-241 (Music Theory and Keyboard Harmony I), a course that already exists in both curricula. MU-208 may also be used as a free elective in all curricula.

Curricular objectives addressed by the course: The vast majority of students entering each of the curricula cited above have little or no background in the performance or analysis of notated music. MU-208 would provide students with a solid musical foundation by integrating instrumental performance, singing and analysis, thereby providing students with a strong background, wherein the development of skills in music performance becomes constantly reinforced by building music literacy, and vice versa.

7. **General Education objectives addressed by this course:** Both of the General Objectives outlined in the QCC Educational Objectives statement would be enhanced by this course, as it will provide a very solid and integrated foundation regarding musicianship, integral to both music curricula. Students will also need to use analytical reasoning skills, apply logic, and use quantitative skills and mathematical reasoning to become musically literate. As their ears become more finely attuned to elements that define musical genres and styles, they will also be better able to make informed judgments of musical art in both aesthetic and intellectual spheres.

8. **Course objectives / expected student learning outcomes:** By the conclusion of this course, students should have developed basic keyboard, singing and analytical skills relating to simple rhythms in various time signatures, reading notes in both treble and bass clef, playing and writing major scales, understanding basic intervals (the measure of distance between any two notes), and being able to play simple harmonies. They will also have learned to play several elementary piano pieces.

9. **Summary of main topics covered in the course** (all of the following will also be explored during laboratory hours, as well as in class and studio components): Throughout this course, musicianship will be built via a variety of group activities and in-class workshop sessions. Various singing, movement and percussion ensemble activities, taking place in regular sessions throughout the course, will not only foster the growth of fluency in the language of music, but will also allow the students to be active musicians from the outset, and on an ongoing basis. In addition to the aforementioned methods, substantial class segments will center on the piano keyboard, which is not only a centrally important musical instrument, but a vital tool for cultivating musical facility and understanding of musical elements. Specific topics regarding the acquisition of musical skills are enumerated below. Each of these would be introduced during the week cited, and then reinforced and integrated with the musical elements the students have already been developing throughout the remainder of the course.

**Week 1:** Keyboard basics, note values, 5-finger positions

**Weeks 2-4:** Introduction to accidentals, whole steps vs. half steps on the keyboard, the grand staff, meter

**Week 5:** Percussion ensemble (to be continued as a regular feature of the course), Group 2 5-finger patterns

**Week 6:** Improvisation with drone basses and the blues 5-finger pattern, intervals, ties and dotted notes

**Week 7:** Scales: chromatic and whole-tone vs. Major, Group 3 5-finger patterns
| Week 8: | Major and minor triads, sus 2 and sus 4 chords, 16th notes, compound meter |
| Week 9: | Key signatures, I-V chord pattern |
| Week 10: | I-IV chord pattern, Group 4 5-finger patterns, pentatonic scale |
| Week 11-14: | Extending the 5-finger position, review and consolidation of all class topics |

10. Example texts/readings/bibliography/other materials:

Required text:

Recommended texts:

Instructor-generated supplementary materials, already a part of MU-205, would consist of various handouts, including music composition exercises, and worksheets addressing music theory and analysis.

11. Methods by which student learning will be evaluated (range of evaluation methods to be employed; note whether certain evaluation methods are required for all sections): weekly written and performance assignments, written quizzes every two weeks, mid-term and final exam. Both the mid-term and final would entail both written and performance components, in order to demonstrate students’ understanding of musical elements both through applied methods (keyboard performance, singing and rhythmic reading with percussion instruments), and via written composition and theory examples. Students would have to pass both the performance and written components of the final exam in order to pass the course. All of the aforementioned evaluation methods will be required for all sections.

12. Required attire (if applicable:) Not applicable.

13. Other expectations for student performance: As building abilities with and prowess in musical performance is a central feature of this course, attendance and class participation will be an absolutely essential requirement. Regular practice involving the keyboard, singing and percussion will also be necessary, not only with the objective of assimilating and internalizing musical concepts, but in the service of becoming a skilled and literate musical artist.

| 1. Course prefix and number: | MU-209 |
| 2. Course title: | Musicianship II |
| 3. Course description for the college catalog: | A continuation of MU-208, focusing on developing further skills and fluency with fundamental elements of musical language, with regard to both performance and analysis. Applied topics include minor scales, diatonic harmony, seventh chords, more complex rhythmic structures, and musical composition. |
| 4. Prerequisites and/or co-requisites: | Prerequisite is MU-208 with a grade of C or better, or satisfactory score on the Music Placement Test. Co-requisites are MU-210 (Elementary Sight-Reading and Ear Training), and MU-312 (Piano II.) |
| 5. Hours and credits (specify if class hours, lab. hours, recitation hours, etc.) | 2 studio hours, 1 class hour, 1 recitation hour, 1 lab hour, 3 credits |
6. Curricula into which the course would be incorporated and the requirements it will satisfy: MU-209 would be incorporated into two curricula: the music concentration of the A.S. in Fine and Performing Arts, and the A.A.S. in Music Electronic Technology. Within each curriculum, MU-209 would serve as a continuation of MU-208, another new introductory course for music majors arriving at QCC with little or no musical background (outlined in a separate New Course Proposal.) MU-209 would be a prerequisite for MU-241 (Music Theory and Keyboard Harmony I), a course that already exists in both curricula. MU-209 may also be used as a free elective in all curricula.

7. Curricular objectives addressed by this course: MU-209 would combine and integrate the objectives of two existing courses: MU-206 (Fundamentals II), and MU-207 (Basic Keyboard Skills.) Currently, these courses have co-requisite status, but their co-requisite relationship is organized haphazardly: students taking MU-207 must take MU-206 concurrently, but MU-206 students have no co-requisite requirements whatsoever. MU-209 would allow the process of building both applied and analytical musicianship skills to be more synergistic, as all of the objectives addressed by both MU-206 and MU-207 would be combined into one course.

8. General Education objectives addressed by this course: Both of the General Objectives outlined in the QCC Educational Objectives statement would be enhanced by this course, as MU-209 would continue to expand on a very solid and integrated foundation that was initiated in MU-208, integral to both music curricula. Students will also need to use analytical reasoning skills, apply logic, and use quantitative skills and mathematical reasoning to become more adept at performance, composition and musical analysis. As their ears become more finely attuned to elements that define musical genres and styles, they will also be better able to make informed judgments of musical art in both aesthetic and intellectual spheres.

9. Course objectives / expected student learning outcomes: By the conclusion of this course, students should have further developed the keyboard, singing and analytical skills that they initially forged in MU-208. They will also be introduced to and cultivate new musical elements, including different forms of the minor scale, diatonic harmony, and seventh chords. Additionally, they will add to the piano repertoire they learned in MU-208, and will work on more advanced composition exercises, culminating in a final composition project.

10. Assessment – methods used to determine the success of students (whether or not they achieved the goals and developed the competencies): weekly written and performance assignments, written quizzes every two weeks, mid-term, final exam, and a final project: an original composition to be performed in class. Both the mid-term and final would entail both written and performance components, in order to demonstrate students’ understanding of musical elements both through applied methods (keyboard performance, singing and rhythmic reading with percussion instruments), and via written composition and theory examples. Students would have to pass both the performance and written components of the final exam in order to pass the course. The final composition project would serve as a capstone for the Musicianship I and II sequence, in which the students would apply their musicianship skills to a significant creative venture: a fully notated musical work, with required elements reflecting the musical techniques studied and practiced during the course.

11. A detailed course outline showing main topics of the course (include a laboratory outline when applicable): see attached syllabus for MU-209

12. Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive): Introduction and reinforcement of musical elements through discussion and group interaction, group performance (keyboard, singing and percussion ensemble), occasional one-on-one performance sessions with students, regular playing and written assignments addressing performance skills, composition and musical analysis.

13. Texts, references and aids. A bibliography for the course and supplementary material, if any: Required text:

Recommended texts:

Instructor-generated supplementary materials, already a part of MU-206, would consist of various handouts, including music composition exercises, and worksheets addressing music theory and analysis.

14. Rationale – why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc.

Currently, the department offers two 2nd semester musicianship courses in which the subject matter is very closely aligned: MU-206 (Fundamentals II), which deals primarily with building fluency in the language of music through written work, and MU-207 (Basic Keyboard Skills), which focuses on applying the subject matter of MU-206 to piano keyboard performance. Currently, these courses have co-requisite status, but their co-requisite relationship is organized haphazardly: students taking MU-207 must take MU-206 concurrently, but MU-206 students have no co-requisite requirements whatsoever.

Although MU-206 includes some applied keyboard performance, its first priority is to build abilities and skills with musical composition and analysis. A considerable majority of class time is thus allocated to written assignments and analysis of musical scores. Keyboard activities are used as tools to better assimilate these elements, but often, there is not enough time to devote to piano technique and fluency. Thus, keyboard assignments are often given short shrift in favor of building musical analysis skills through written assignments and exams. MU-206 students who are not concurrently taking MU-207 are therefore at a distinct disadvantage, compared with classmates who are enrolled in MU-207. This is also clearly manifested by the vast disparity of performance levels in MU-206, when correlated with student enrollment in the MU-207.

Another issue that creates difficulties is that students are often taking both co-requisite courses with different instructors. The topics and specific assignments being covered in each course should ideally be very closely integrated throughout the semester, but we have found this to be an extremely difficult task, with the courses not currently integrated. For example, students in a single MU-206 section will often be collectively spread out between three separate sections of MU-207 led by two or three different instructors, with the remaining MU-206 students not even being concurrently enrolled in MU-207.

A section of MU-209, meeting 5 hours a week, would replace a single pair of the aforementioned classes (i.e., one MU-206 course plus one MU-207 course.) This would create several distinct advantages over the current curricular design. Keyboard, composition and analysis components could be fully integrated, as there would be sufficient time for each (as aforementioned, not currently the case in the allegedly comprehensive MU-206 class), and both components would be taught by the same instructor to the same group of students. With MU-209, continuity and pacing would be greatly improved and more finally tuned, as a single instructor would be fully responsible for all elements of applied and analytical study. Finally, MU-209 would much better allow musicianship to be fostered in an environment of immersion and synergy, due to greater opportunities for integration between analytical and applied elements.

Student demand and projected enrollment for MU-209 would ostensibly be comparable to MU-206 and MU-207, two consistently popular courses. Just as is the case for MU-206 and MU-207, several sections of MU-209 would be offered each semester.

15. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable.) Include comparable courses at senior or other community colleges, if
applicable: MU-209 should have the same properties as a transfer course that MU-206 and MU-207 currently have. Depending on the college or university, MU-209 would be satisfactory as a free elective, and applied to total credit hours. However, as MU-209 comprises the second semester of an introductory musicianship sequence, it would likely not transfer as a course applicable to most music majors. This is also the case at QCC, where, as is currently the case with MU-206 and MU-207, MU-209’s role would be that of a required remedial course for students who entered QCC with little or no prior musical background, and who are pursuing the music concentration of the A.S. in Fine and Performing Arts or the A.A.S. in Music Electronic Technology.

16. Faculty availability: as this course would replace courses currently in the catalog, the same faculty who currently teach MU-206 and MU-207 would be available as instructors for MU-209.

17. Facilities and technology availability: three piano laboratories/classrooms, and a computer lab consisting of approximately 25 workstations (the latter is used so that students can gain fluency via pedagogical programs addressing musicianship, and music notation programs.)

18. List of courses to be withdrawn, or replaced by this course, if any: MU-206 and MU-207

19. Enrollment limit and frequency the course is offered (each semester, once a year, alternating years): Enrollment limit will be 15 for each section; the course will be offered each semester.

20. What changes in any programs will be necessitated or requested as a result of this course’s additions/charges: All resulting changes in the music programs are outlined in 6., 7., 14. and 18., above. No other programs should be affected.

Syllabus

<table>
<thead>
<tr>
<th>1. Department:</th>
<th>Music</th>
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<tbody>
<tr>
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<tr>
<td>3. Prerequisites and/or co-requisites:</td>
<td>Prerequisite is MU-208 with a grade of C or better, or satisfactory score on the Music Placement Test. Co-requisites are MU-210 (Elementary Sight-Reading and Ear Training), and MU-312 (Piano II.)</td>
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8. Course objectives / expected student learning outcomes: By the conclusion of this course, students should have further developed the keyboard, singing and analytical skills that they initially forged in MU-208. They will also be introduced to and cultivate new musical elements, including different forms of the minor scale, diatonic harmony, and seventh chords. Additionally, they will add to the piano repertoire they learned in MU-208, and will work on more advanced composition exercises, culminating in a final composition project.

9. Summary of main topics covered in the course (all of the following will also be explored during laboratory hours, as well as in class and studio components): Throughout this course, musicianship will be built via a variety of group activities and in-class workshop sessions. Various singing, movement and percussion ensemble activities, taking place in regular sessions throughout the course, will not only foster the growth of fluency in the language of music, but will also allow the students to be active musicians from the outset, and on an ongoing basis. In addition to the aforementioned methods, substantial class segments will center on the piano keyboard, which is not only a centrally important musical instrument, but a vital tool for cultivating musical facility and understanding of musical elements. Specific topics regarding the acquisition of musical skills are enumerated below. Each of these would be introduced during the week cited, and then reinforced and integrated with the musical elements the students have already been developing throughout the remainder of the course.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Review of Major Scales and Key Signatures, use of the damper pedal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Review of I-IV and I-V left hand chord patterns in C, G and F; new piano repertoire</td>
</tr>
<tr>
<td>Week 3</td>
<td>Intervals along the Major scale, Introduction to Natural Minor Scales</td>
</tr>
<tr>
<td>Week 4</td>
<td>Interval qualities, new percussion ensemble repertoire</td>
</tr>
<tr>
<td>Week 5</td>
<td>Inversion of intervals, Minor Key Signatures, Relative Major and Minor Scales</td>
</tr>
<tr>
<td>Week 6</td>
<td>Minor Scale Forms (Natural, Harmonic and Melodic)</td>
</tr>
<tr>
<td>Week 7</td>
<td>Review of Week 1-6 elements</td>
</tr>
<tr>
<td>Week 8</td>
<td>Triads and Inversions, Cadences, new Percussion Ensemble repertoire</td>
</tr>
<tr>
<td>Week 9</td>
<td>Cadence Patterns, Augmented &amp; Diminished Triads</td>
</tr>
<tr>
<td>Week 10</td>
<td>The Harmonic System</td>
</tr>
<tr>
<td>Week 11</td>
<td>Seventh Chords, the Blues Scale and Improvisation</td>
</tr>
<tr>
<td>Weeks 12-14</td>
<td>Review and Final Composition Project</td>
</tr>
</tbody>
</table>

10. Example texts/readings/bibliography/other materials:

Required text:

Recommended texts:

Instructor-generated supplementary materials, already a part of MU-206, would consist of various handouts, including music composition exercises, and worksheets addressing music theory and
11. Methods by which student learning will be evaluated (range of evaluation methods to be employed; note whether certain evaluation methods are required for all sections): weekly written and performance assignments, written quizzes every two weeks, mid-term, final exam, and a final project: an original composition to be performed in class. Both the mid-term and final would entail both written and performance components, in order to demonstrate students’ understanding of musical elements both through applied methods (keyboard performance, singing and rhythmic reading with percussion instruments), and via written composition and theory examples. Students would have to pass both the performance and written components of the final exam in order to pass the course. The final composition project would serve as a capstone for the Musicianship I and II sequence, in which the students would apply their musicianship skills to a significant creative venture: a fully notated musical work, with required elements reflecting the musical techniques studied and practiced during the course. All of the aforementioned evaluation methods will be required for all sections.

12. Required attire (if applicable:) Not applicable.

13. Other expectations for student performance: As building abilities with and prowess in musical performance is a central feature of this course, attendance and class participation will be an absolutely essential requirement. Regular practice involving the keyboard, singing and percussion will also be necessary, not only with the objective of assimilating and internalizing musical concepts, but in the service of becoming a skilled and literate musical artist.

7. EN223, EN224, EN225 (Text to follow?)

8. Associate Certificate in Writing & Literature: Question

The English Dept. would like to offer students who are considering an English major at Queens College the opportunity to earn a Certificate in Writing & Literature here at QCC. The students will be required to take an additional 9 credits in English electives beyond the 9 required for a Liberal Arts degree. All credits will transfer to Queens and are in courses that fulfill requirements for Queens English majors--so our students will enter Queens as Junior year level majors. Attached is a draft of a brochure we are putting together to promote the Certificate program. My question for you is twofold: Is this something that needs to pass through the College Curriculum Committee and the Senate? If so, what information does the Curriculum Committee need? Let me know, Ok? Thanks, DS

EARN A CERTIFICATE IN WRITING & LITERATURE
With Your Associate Degree at QCC

TRANSFER TO QUEENS COLLEGE
AS A JUNIOR YEAR ENGLISH MAJOR

Why A Degree in English?
- An English BA makes you an attractive candidate for medical school, law school, business and other professional schools.
- An English BA prepares you for careers in advertising and public relations, print and broadcast journalism, publishing and editing, counseling and teaching, film and theater, business and technical writing.
- An English BA strengthens your skills in creative writing, critical thinking, communications.
- An English BA makes you an attractive candidate for employment in corporate America where the ability to read, write and speak effectively is essential for success.

Why a Certificate in Writing & Literature?
- The QCC Certificate in Literature & Writing gives you sufficient credits in English to enter the English BA Program at Queens College at the junior level.
- You can complete two of the seven required courses for the Queens College English major while you are still here at QCC.
- You can complete two to three of the seven elective courses for the Queens College English major while you are still here at QCC.
- These courses automatically transfer to Queens College.

QCC Courses that Fulfill Requirements for All English Majors at Queens
- EN 411: American Literature I (Substitutes for EN 253 at Queens)
- EN 412: American Literature II (Substitutes for EN 254 at Queens)

QCC Courses that Fulfill Electives for All English Majors at Queens
- EN 213: Advanced Prose Writing (Substitutes for EN 200 at Queens)
- EN 214: Introduction to Journalism (Substitutes for EN 224 at Queens)
- EN 220: Film & Literature (Substitutes for EN 280 at Queens)
- EN 201: Creative Writing: Fiction (Substitutes for EN 301 at Queens)
- EN 202: Creative Writing: Poetry (Substitutes for EN 304 at Queens)
- EN 301: Readings in Prose Fiction (Substitutes for EN 384 at Queens)
- EN 302: Readings in Drama (Substitutes for EN 385 at Queens)
- EN 303: Readings in Poetry (Substitutes for EN 383 at Queens)

For More Information
Contact Professor Shimkin in the English Dept. (H-428)
- Telephone: 718-631-6302
- E-Mail: dshimkin@qcc.cuny.edu

9. WID/WAC Resolution: (Text to follow)

10. Power Point for faculty New Program

11. New Business