

**QUEENSBOROUGH COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK**

COMMITTEE ON CURRICULUM

To: Peter Bales, Academic Senate Steering Committee
From: Lorena B. Ellis, Chairperson, Committee on Curriculum
Date: October 5, 2016
Subject: September Monthly Report for the October, 2016 Senate
CC: College Archives (CWilliams@qcc.cuny.edu)

The Committee on Curriculum has voted to send the following recommendations to the Academic Senate:

- 1 Course revision (Item 1)
- 8 New courses (Item 2)
- 1 Program revision (Item 3)

1. Course Revisions

HISTORY DEPARTMENT

Departmental approval: February 24, 2016

History Department - Course revision

FROM:	TO:
HI-152 Women in World History: From Prehistoric Times to the Present Prerequisite: BE-122 (or BE-226) and BE-112 (or BE-205), or satisfactory score on the CUNY/ACT Assessment Test 3 hours; 3 credits	HIST -152 Women in World History: From Prehistoric Times to the Present Prerequisite or Co-requisite: <u>ENGLISH 101</u> 3 hours; 3 credits

Rationale:

The change in prefix from a two-letter prefix of HI to a four-letter prefix of HIST for all History courses was decided in order to conform with other departments that have already made this change to their course prefixes. This change will also conform with other CUNY colleges who have adopted this four-letter prefix format. The amount and level of writing required in this course requires a level of writing proficiency for which ENGL101 will provide support. Taking English 101 prior or simultaneously with History will enhance the students' ability to express their ideas in writing.

2. New Courses

HISTORY DEPARTMENT

Departmental approval: July 8, 2016 (all 7 courses)

HIST 203 Economic History of the Ancient World

3 Class Hours; 3 Credits

Pre-requisite or Co-Requisite: English 101

Course Description:

This course offers an introduction to key problems in the economic history of the ancient Greek and Roman worlds. The course emphasizes the connections between individuals' economic strategies and the social, political, and economic institutions in which those individuals were embedded; it does so by exploring how factors like gender, slavery, and sociability affected trade, manufacture, and agriculture. The course also examines key questions of performance: to what extent could the economies of the ancient world generate intensive growth, and who benefitted from any resultant gains?

Rationale:

This is an entry-level elective course. This course both expands the History Department's offerings and provides a context in which students can develop skills relevant to historical analysis (chiefly, skills pertaining to research, note-taking, and textual analysis). Thus, the first goal of the course is to acquaint students with current trends in historical thinking about the economic history of the ancient world, while the second is to introduce them to the practicalities of producing historical analysis – both by exploring how historians approach and analyze evidence from the past, and by examining how historians draw conclusions on the basis of this material.

HIST 204 Topics in the History of Slavery

Prerequisite or Co-Requisite: English 101

3 Class Hours; 3 Credits

Course Description:

This course explores slavery in its social, cultural, and economic contexts. Each semester may focus on different time periods. The problems to be investigated include the origins and development of chattel slavery in these societies; the impact of slave systems on the socio-economic structures and cultures of their host societies; the effort of slaves to exercise agency through accommodation of resistance; and the role and frequency of manumission in various societies.

Rationale:

This is an entry level elective course that both expands the History Department's offerings and provides a context in which students can develop skills relevant to historical analysis (chiefly, skills pertaining to research, note-taking, and textual analysis). Thus, the first goal of the course is to acquaint students with current trends in historical thinking about slavery, while the second is to introduce them to the practicalities of producing historical analysis – both by exploring how historians approach and analyze evidence from the past, and by examining how historians draw conclusions on the basis of this material.

HIST 212 History of Pirates and the Sea

Pre-requisite or Co-Requisite: English 101

3 Class Hours; 3 Credits

Course Description:

This course surveys the maritime history of the world by focusing on the history of maritime theft, or *piracy*, as a means to investigate the history of sea-borne trade; maritime aggression; littoral communities; and international law. Course readings will draw from a range of primary sources, including narrative histories; legal texts; and works of fiction, as well as selected readings from scholarly writing on the history of overseas trade, exploration, piracy, maritime warfare; and maritime law.

Rationale:

This is an entry-level elective course that provides students with a knowledge of the history of piracy and its relationship to maritime history from ancient times to the present. The study of piracy incorporates a consideration of history of maritime trade; the history of warfare and aggression; the history of littoral and seafaring communities; the history of slavery; and the history of international law. Piracy and maritime history are documented by a rich range of narrative, literary and legal texts that provide challenging and engaging opportunities for students to engage in the analysis of complex texts. A course on the history of piracy and the sea will thus help fulfill the college mission of promoting intellectual inquiry and global awareness among

students. This course will also enable students to develop research, note-taking, and textual interpretation skills.

HIST 219 History of the Mediterranean

Pre-requisite or Co-Requisite: English 101

3 Class Hours; 3 Credits

Course Description:

This course surveys the history of Mediterranean society from ancient times to the present. Among topics to be included will be: geo-political; environmental and cultural diversity around the Mediterranean; war, commercial, political and religious rivalries; religious and ethnic traditions; social practices; and slavery. Special attention will be dedicated to primary source documents, and historiography.

Rationale:

This is an entry level elective course that provides students with a knowledge of the history of the Mediterranean, and how the study of the Mediterranean has shaped a more general scholarly understanding of European history. The history of the Mediterranean is understood as a point of origin, contact, and conflict between the three monotheistic faiths of western European society. This course will offer an introduction to the history of their interactions from a political, economic, social and cultural perspective. A course on the history of the Mediterranean will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills.

HIST 223 History of the Cold War

Pre-requisite or Co-Requisite: English 101

3 Class Hours; 3 Credits

Course Description:

This course examines the history, as well as cultural, ideological and intellectual impact of the events between 1945 and 1991. It will focus on Europe, Asia, the Middle East and the United States as well as on the economic, political, and social impacts that were caused by the Cold War. The course discusses the historical context in which the Cold War was fought and ended.

Rationale:

This is an entry level elective course that provides students with knowledge of the Cold War in a global context in the twentieth century. The history of this war is recognized for its impact on global phenomena with compelling interest as ethical and historical problems. A course on the history of Cold War will help to fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking and textual interpretation skills.

The course was developed as part of a series of courses covering global issues of the twentieth century. It was developed to expand the history department offerings.

HIST 262 The American Civil War and Reconstruction

Pre-requisite or Co-Requisite: English 101

3 Class Hours; 3 Credits

Course Description:

This course is designed to introduce students to the major problems of the era of the U.S. American Civil War and Reconstruction. We will look at how this particular epoch reshaped the terms of warfare, freedom, and labor in the United States. Among the more important questions raised in this class will be how the issues of slavery and state's rights divided the nation, the ramifications of the war on both the South and the North, and how emancipation and post-war Reconstruction succeeded by some measures and failed by others.

Rationale:

This is an entry level elective course that covers a seminal epoch in American history, and one that deals with many issues still relevant today: race, sectionalism, labor, disenfranchisement, imperialism, and modern warfare. Further, there are few topics in American history that have generated as much interest as the Civil War. A course on the Civil War and Reconstruction will help fulfill the college mission of promoting intellectual inquiry and global awareness among students. The course enables students to develop research, note-taking, and textual interpretation skills. It was developed to expand the history department offerings.

HIST 263 History of American Cities

Pre-requisite or Co-Requisite: English 101
3 Class Hours; 3 Credits

Course Description:

This course examines the development of America's cities and suburbs from the Civil War through the present. The course looks at the dramatic transformation of the United States from predominantly rural society to a majority urban nation and its consequences. This includes the challenges of population growth and slum development, the influence of federal and municipal government on urban and suburban development, racial and class segregation, the evolution of urban cultures, the threat of 'violence' and 'disorder,' and in the last four decades, the impact of deindustrialization, globalization, and gentrification. Readings are a combination of primary sources and historical monographs.

Rationale:

This is an entry level course that produces students who understand the development of America's cities and suburbs from the late nineteenth century to the present. The course enables students to develop research, note-taking, and textual interpretation skills. On a broader level, the course situates the urban environment in an historical context, providing students with an awareness of the urban legal, spatial, and economic structures navigate on a daily basis. When students leave the classroom, they will enter workplaces, rent or buy property, and engage in leisure activities within the very urban environment examined during this course. It was developed to expand the history department offerings.

SOCIAL SCIENCES

Departmental approval: August 18, 2016.

EDUC 230 – Childhood Learning and Development in Cultural Context

3 Class Hours; 3 Credits
Pre-requisite EDUC 101

Course Description:

The goal of this course is to enable students to acquire a knowledge base of developmental processes from birth through adolescence and their implications for classroom practice. Students will examine the central emotional, cognitive, and social issues for each developmental period during childhood. Cultural, socio-economic, and historical influences on development will be integrated within the course. Starting from an ecological perspective, students explore the influences of environmental factors such as family, culture, and economics on the development of the individual. Individual differences, the range of normal development, and strategies for accommodating individual variability in the classroom will be emphasized. This course integrates required fieldwork observation and the use of technology.

Rationale:

The course is needed to provide students with a course on child development with a cultural context which would be more in line with the child development course offered at Queens College.

4. Program Revision

SOCIAL SCIENCE – Program Revision Proposal

Departmental approval: May 11, 2016

QCC/QC Dual/Joint Liberal Arts & Sciences in Childhood Education (Grades 1-6)

Here is the information to include in a proposal to revise an existing degree or certificate program:

- | | | | |
|--|--|------------|-------------|
| 1. Program Name: | QCC/QC Dual/Joint Liberal Arts & Sciences in Childhood Education (Grades 1-6) | | |
| 2. Program Code: | LE1 | | |
| 3. HEGIS number: | 5649 | | |
| 4. Date approved by the department | May | 11 | 2016 |
| | Month | Day | Year |
| 5. Date the changes will be effective (if approved) | Jan | 30 | 2017 |
| | Month | Day | Year |
| 6. | All text or items that will be deleted or changed should be marked with a strikethrough. | | |
| 7. | All new text, courses, credits, etc. should be marked by <u>underlining</u>. | | |
| 8. | All text or items that will be deleted or changed should be marked with a strikethrough. | | |
| 9. | Show the whole set of program requirements in a From/To format (see example below) | | |

From:		To:	
Common Core	Credits	Common Core	Credits
REQUIRED CORE: I. A: English Composition I, II Take EN 101 & 102 <i>Note: grade of B required in EN 101</i>	6	REQUIRED CORE: I. A English Composition <u>ENGL 101: English Composition I and</u> <u>ENGL 102: English Composition II</u>	6
REQUIRED CORE: I. B: Mathematical & Quantitative Reasoning Required: MA 119*	3	REQUIRED CORE: I. B Mathematical & Quantitative Reasoning: <u>Recommended: MA119 College Algebra OR</u> <u>MA 336 Statistics</u>	3
REQUIRED CORE: I. C: Life & Physical Sciences Required: PH 101*	4	REQUIRED CORE: I. C Life & Physical Sciences: <u>Recommended: PH 101 Principles of Physics</u>	4
FLEXIBLE CORE: II. A: World Cultures & Global Issues (Select one course)	3	FLEXIBLE CORE: II. A World Cultures <u>and</u> Global Issues: Select one course	3
FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity Recommended: HI 127 or HI 128	3	FLEXIBLE CORE II. B U.S. and Its Diversity: <u>Recommended: HI127 Growth of American</u> <u>Civilization I: Colonial</u> <u>Period through Reconstruction</u>	3
FLEXIBLE CORE: II. C: Creative Expression (Select one course)	3	FLEXIBLE CORE II. C Creative Expression (Select one course) <u>Recommended: TH120 or DAN111</u>	3
FLEXIBLE CORE: II. D: Individual & Society Recommended: SOCY 101	3	FLEXIBLE CORE II. D Individual & Society: <u>Recommended: SOCY 101 Sociology</u>	3

FLEXIBLE CORE: II. E: Scientific World <i>Required</i> GE 101 or BI 140*	4	FLEXIBLE CORE II. E Scientific World: <u>Recommended:</u> GE 101 or BI 140	4
FLEXIBLE CORE: II: A, B, C, D or E <i>Select one of the following recommended courses: DAN 111, PLSC 101, ANTH 101, ECON 101, HI 111, or TH 120</i>	3	FLEXIBLE CORE II A, B, C, D or E (one course): <u>Recommended:</u> HI 128 Growth of American Civilization II: Reconstruction to <u>Present</u>	3
Subtotal	32	Subtotal	32
Major		Major	
MA 303 Number Systems and MA 336 Computer-assisted Statistics	6	MA 303: Number Systems	3
Select one course from EN 203, 204, 211, 212, 213, 214, 215, 216, or 261	3	Select one course from <u>ENGL</u> 203, 204, 211, 212, 213, 214, 215, 216 or 261	3
MU 261 Music for Teachers of Children	3	MU 261: Music for Teachers of Children	3
EDUC 101 Contemporary Education: Principles and Practices**	4	EDUC 101: Contemporary Education: Principles and Practices	4
HI 127 or HI 128 Growth of American Civilization I,II	3	<u>EDUC 230: Childhood Learning and Development in Cultural Context</u>	3
		<u>SP 211: Speech Communication</u>	3
Subtotal	19	Subtotal	19
Additional Major Requirements		Additional Major Requirements	
PE 400 or 500 or DAN 100 series	1	PE 400 or 500 series or DAN 100 series	1
DAN 111 or TH 120 Introduction to the Art of Dance/Acting I	3		
Subtotal	4		
Electives		Electives	
Free electives	5	Free electives (<u>advised</u>): choose from any <u>Liberal Arts category (Humanities; Natural Sciences; Mathematics; Social Sciences; Communications)</u>	8
Total	60	Total	60

10. Write a rationale for all changes

Common Core Course Changes:

Except for ENGL101 and ENGL102 no specific courses can be required in categories IB, IC, IIA, IIB, IIC, IID and IIE, so the following courses are now shown as “Recommended”: IB-MA119; IC-PH101; IIB-HI127; IIE-GE101 or BI140.

In IB we added MA336 as another Recommended course option. This course is no longer included in the Major Requirements for reasons stated in the section below, but we believe it is a good option for students who are not co-majors in Psychology or Sociology.

In II A,B, C, D or E we deleted DAN111, PLSC101, ANTH101, ECON101, HI111 or TH120 because those courses are no longer required in the elementary education program at Queens College. We replaced them by Recommended: HI128, a course that is required in the QC program.

Major Course Changes:

We are adding SP211 to the Majors Course requirements because the skills developed in Speech Communication are obviously essential for elementary education students. Not only will this requirement help them become more effective speakers, but it will also aid many students in overcoming their anxiety about public speaking.

We are adding a new course, EDUC230: Childhood Learning course and Development in Cultural Context. This change is necessary as it will allow us to provide our students with a course that satisfies the Psychological Foundations of Education (Child Development) Gateway Course recommendation of the Teacher Education Pathways Majors Committee. In the past few years since the initiation of the Pathways Gen Ed program our students have been advised to take PSYC215 Child Development to satisfy the recommendation, and it was accepted by Queens College as equivalent to their required EECE310 Children in Cultural Context I: Child Development. However, in order for our students to take PSYC215 they first needed to take the pre-requisite of PSYC101. The advantages of replacing PSYC215 with the new course, EDUC230, are as follows: 1) it eliminates the need for a PSYC101 prerequisite and frees up those 3 credits for an additional co-major/free elective course; 2) it is closely modeled after QC’s EECE310 class as regards course content and so is a better fit for education students than PSYC215; 3) it is structured in a manner that allows for the required hours of curriculum-aligned fieldwork; it adds another education class to the curriculum and provides an important foundations course to better prepare our students for successful transfer into their junior year at Queens College.

We are deleting MA336 as a required course because many of our students upon transferring to Queens College are required to retake a statistics class toward the Sociology and Psychology co-majors or take a special SPSS Statistics class to compensate for what was not learned in our MA336.

We are deleting TH120 Acting I and DAN111 Introduction to the Art of Dance as required courses because they are no longer required courses for the elementary education program at Queens College. However, we are adding them as Recommended options in Flexible Core IIC because we believe that the knowledge and skills acquired in those courses are very beneficial for future elementary school teachers: TH1120 will help supplement their public speaking skills, and DAN111 will provide them with another skill set to apply in Arts education.

Electives:

In the Free Electives category we are indicating advised electives from any Liberal Arts category because these are course areas that provide acceptable co-majors for elementary education students.

11. Write a Summary for all the changes

Common Core Changes

Required Core IB: From Required MA119
To Recommended MA119 or MA336

Required Core IC: From Required PH101
To Recommended PH101

Flexible Core IIB: From Recommended HI127 or HI128
To Recommended HI127

Flexible Core IIC: From Select one course
To Select one course Recommended: TH120 or DAN111

Flexible Core IID: From Required GE101 or BI140
To Recommended GE101 or BI140

Flexible Core IIA, B, C, D, or E:
From Select one of the following recommended courses: DAN111, PLSC101, ANTH101, ECON101, HI111, or TH120
To Recommended: HI128 Growth of American Civilization II: Reconstruction to Present

Major Course Changes:

From MA303 Number Systems and MA336 Computer-Assisted Statistics
To MA303 Number Systems

Deleted HI127 or HI128

Deleted DAN111 or TH120

Added EDUC230 Childhood Learning and Development in Cultural Context

Added SP211 Speech Communication

Electives Changes:

From Free Electives – 5 cr

To Free Electives (advised) choose from any Liberal Arts category (Humanities; Natural Sciences; Mathematics; Social Sciences; Communications) – 8 cr

12. **If the program revision includes course revisions or new courses, submit the appropriate Course Revision form and/or New Course Proposal Form, along with the Syllabus and Course Objectives form.**

See attachments for **EDUC230** New Course Proposal, Syllabus and Course Objectives.

13. **If courses will be deleted from the program, make clear whether the courses are to be deleted from the department's offerings as well.**

No courses deleted from the program will be deleted from department offerings.

14. **Explain briefly how students currently in the program will be able to complete the requirements**

Students currently in the program will be given the option to complete the requirements in place at the time of their matriculation or to follow the new requirements. Given the transfer benefits of the new requirements, students will be advised to follow them whenever possible.