**AIII Change in degree requirements**

AIII.1 Department of English: English MA

AIII.2 Program in Autism Spectrum Disorders: Double Counting Policy for Autism Spectrum Disorders Advanced Certificate

aiii.3 Department of Accounting and Finance: Accounting BS and MHC Accounting BS

AIII.4 School of Education: Early Childhood (Birth-2) Education Sequence

**AIV New Courses**

AIV.1 Department of Accounting and Finance: FNC 351 Commercial Lending

AIV.2 Department of Engineering and Environmental Science: ENS 465 Design and Analysis of Electrical Power Transmission System

AIV.3 Department of Engineering and Environmental Science:ENS 475 Power Electronics and Instrumentation

**AV Change in existing courses**

AV.1 Department of Economics: ECO 257 The Japanese Economy

AV.2 School of Education: EDE 200 Social Foundations of Education

AV.3 School of Education: EDE 260 Psychological Foundations of Education

AV.4 School of Education: EDE 301 Literacy Development and Language Acquisition in Elementary Education

AV.5 School of Education: EDE 302 Social Studies, Art, Reading and Language Ars in Elementary Education

AV.6 School of Education: EDE 303 Mathematics, Science, and Music in Elementary Education

AV.7 School of Education: EDE 400 Student Teaching in Elementary Education

AV.8 School of Education: EDP 220 Special Educational Needs of People with Disabilities

AV.9 School of Education: EDC 440 Student Teaching and Seminar in Early Childhood I

AV.10 School of Education: EDC 402 Reflective Analysis in Student Teaching (Early Childhood)

AV.11 School of Education: EDC 360 Social Studies Early Childhood Education

AV.12 School of Education: EDC 316 Social Contexts of Early Childhood Education

AV.13 School of Education: EDC 332 Creative Arts in an Integrated Early Childhood Curriculum

AV.14 School of Education: EDC 310 Reading and Writing in the Primary Grades

AV.15 School of Education: EDC 218 Language and Literacy in the Early Childhood Curriculum

AV.16 School of Education: EDC 108 Introduction to Early Childhood Education

AV.17 School of Education: EDC 105 Introductory Seminar on Infants and Toddlers in Early Childhood Education

AV.18 Department of Performing and Creative Arts: ART 245 Printmaking

AV.19 Department of Performing and Creative Arts: Change in existing course: ART 345 Intermediate Printmaking

AV.20 Department of Performing and Creative Arts: ART 445 Advanced Printmaking

AV.21 Department of Performing and Creative Arts: ART 42 Graphic Art

AV.22 Department of Performing and Creative Arts: ART 275 Studio Art Theory and Practice

**AVI OTHER ITEMS**

AVI.1 INTERDISCIPLINARY STUDIES PROGRAMS: Changes to the Charge for the COR 100 Committee

**aiii.1. DEPARTMENT OF ENGLISH: engLISH ma**

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| **FROM: USE STRIKETHROUGH FOR ~~CHANGES~~** | **TO: USE UNDERLINE FOR CHANGES** |
| DEPARTMENT/PROGRAM: English | DEPARTMENT/PROGRAM: No Change |
| TITLE OF DEGREE/MAJOR/MINOR/CERTIFICATE: MA in English | TITLE OF DEGREE/MAJOR/MINOR/CERTIFICATE:No change |
| REQUIREMENTS:Literature Option: seven courses (28 credits), including at least five courses in literature (700-level courses) that must include at least one course in English literature before 1800.Rhetoric Option: seven courses (28 credits), including ~~three~~ in linguistics, writing, or the teaching of writing (6XX). ~~Four~~ courses in literature (7XX), at least one course in English literature before 1800. | REQUIREMENTS:Literature Option: seven courses (28 credits), including at least five courses in literature (700-level courses) that must include at least one course in English literature before 1800.Rhetoric Option: seven courses (28 credits), including four in linguistics, writing, or the teaching of writing (6XX). Three courses in literature (7XX), at least one course in English literature before 1800. |
| TOTAL NUMBER OF CREDITS: 34 | TOTAL NUMBER OF CREDITS: no change |
| EFFECTIVE: Fall 2021 |
| RATIONALE: To make our two program concentrations, literature and rhetoric, more balanced. |
| SUBMISSION TO COMMITTEE CHAIR: 4/26/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL: Department Chair, Dr. Lee Papa, 4/8/21; GSC 5/10/21 |
| CONSULTATION: The School of Education, Dr. David Allen, 4/27/21 |

**AIII.2 PROGRAM IN AUTISM SPECTRUM DISORDERS: AUTISM SPECTRUM DISORDER ADVANCED CERTIFICATE**

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| **Graduate Course Double Counting Policy**The undergraduate students satisfying the following criteria may be granted permission to take up to two graduate courses (to fulfill their 300 or 400 level elective requirements in Psychology) at undergraduate tuition to be counted towards their bachelor’s degree. These graduate courses will be double-counted toward their Autism Spectrum Disorder Certificate program. This allows students to earn both the bachelor’s and the advanced certificate in ASD in 4.5 years.Criteria:1.    Current enrollment in bachelor’s degree in Psychology and successful completion of three years of study with 90 or more earned credits. 2.    Cumulative GPA 3.0 or above.3.    Permissions from the coordinator of the graduate program and the department chairperson.4.    Application for admission and conditional acceptance into the ASD Certificate Graduate Program. *This application materials include 2 letters of recommendation, a letter of intent, and a transcript.* Outcome:All graduate courses in the ASD Certificate Program can be taken as double-counting courses. |
| SUBMITTED TO COMMITTEE CHIAR: 5/6/21 |
| APPROVED: DEPARTMENT OF PSYCHOLOGY 5/6/21; UCC 5/7/21; GSC 5/10/21 |
| CONSULTATION: N/A |
| EFFECTIVE: FALL 2021/SPRING 2022 |

**AIII.3. DEPARTMENT OF ACCOUNTING AND FINANCE: ACCOUNTING BS AND MHC ACCOUNTING BS**

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| **FROM: USE STRIKETHROUGH FOR ~~CHANGES~~** | **TO: USE UNDERLINE FOR CHANGES** |
| DEPARTMENT/PROGRAM: Chazanoff School of Business | DEPARTMENT/PROGRAM: Chazanoff School of Business |
| TITLE OF DEGREE/MAJOR/MINOR/CERTIFICATE: BS In Business | TITLE OF DEGREE/MAJOR/MINOR/CERTIFICATE:BS in Business |
| REQUIREMENTS:Major RequirementsACC 114 Introduction to Accounting 4 creditsACC 218 Introduction to Accounting II 4 creditsBUS 160 Business Law 3 creditsBUS 215 Information Management 4 creditsECO 111 Introduction to Microeconomics 4 creditsECO 112 Introduction to Macroeconomics 4 credits FNC 240/ECO 240 Managerial Finance I 3 creditsMKT 111 Marketing 3 creditsMGT 110 Organizational Theory and Management 3 creditsMGT 230/ECO 230 Introduction to Managerial and Economic Statistics 4 creditsIn addition to the course taken to satisfy Mathematical and Quantitative Reasoning (RMQR), students must take an additional math course from the following list: (3-6 credits)MTH 130 Pre-Calculus Mathematics 3 creditsMTH 221 Applied Finite Math and Business Calculus 4 creditsMTH 230 Calculus I with Pre-Calculus 6 creditsMTH 231 Analytic Geometry & Calculus I 3 creditsMTH 232 Calculus II 3 creditsECO 323/MGT 324 Introduction to Econometrics 4ECO 318 Economic and Business Forecasting 4ECO 326 Introduction to Mathematical Economics 4MTH/FNC 416 Mathematics of Finance 4BDA 301 Business Data Analytics of Large-Scale Data 4ACC 305 Intermediate Accounting I 4ACC 314 Intermediate Accounting II 4ACC 325 Federal Income Taxation I 3ACC 310 Cost Accounting I 3BUS 260 Business Law II 3FNC 345 Managerial Finance II 4~~Plus 16 additional credits in related subjects chosen with the written approval of the student's advisor.~~~~Total Credit Hours: 76-79~~~~Accounting majors who wish to become licensed Certified Public Accountants must complete the five courses listed below, all of which qualify as part of the 16 credits of related subjects.~~~~ACC 332 Accounting Information Systems 4~~~~ACC 414 Advanced Accounting 4~~~~ACC 415 CPA Problems and Current Issues 3~~~~ACC 422 Standards and Procedures of Financial Audits 4~~~~BUS 211 Communications in a Corporate Setting 3~~ | REQUIREMENTS:Major RequirementsACC 114 Introduction to Accounting 4 creditsACC 218 Introduction to Accounting II 4 creditsBUS 160 Business Law 3 creditsBUS 215 Information Management 4 creditsECO 111 Introduction to Microeconomics 4 creditsECO 112 Introduction to Macroeconomics 4 credits FNC 240/ECO 240 Managerial Finance I 3 creditsMKT 111 Marketing 3 creditsMGT 110 Organizational Theory and Management 3 creditsMGT 230/ECO 230 Introduction to Managerial and Economic Statistics 4 creditsIn addition to the course taken to satisfy Mathematical and Quantitative Reasoning (RMQR), students must take an additional math course from the following list: (3-6 credits)MTH 130 Pre-Calculus Mathematics 3 creditsMTH 221 Applied Finite Math and Business Calculus 4 creditsMTH 230 Calculus I with Pre-Calculus 6 creditsMTH 231 Analytic Geometry & Calculus I 3 creditsMTH 232 Calculus II 3 creditsECO 323/MGT 324 Introduction to Econometrics 4ECO 318 Economic and Business Forecasting 4ECO 326 Introduction to Mathematical Economics 4MTH/FNC 416 Mathematics of Finance 4BDA 301 Business Data Analytics of Large-Scale Data 4ACC 305 Intermediate Accounting I 4ACC 314 Intermediate Accounting II 4ACC 325 Federal Income Taxation I 3ACC 310 Cost Accounting I 3BUS 260 Business Law II 3FNC 345 Managerial Finance II 4Concentration Requirements (16-18 credits)In addition to the major requirements student must choose and complete the requirements in one of the following concentrations:Track One: CPA Accounting majors who wish to become licensed Certified Public Accountants must complete the five courses listed below.ACC 332 Accounting Information Systems 4ACC 414 Advanced Accounting 4ACC 415 CPA Problems and Current Issues 3ACC 422 Standards and Procedures of Financial Audits 4BUS 211 Communications in a Corporate Setting 3Track Two: Non-CPA or General16 or more credits of Business related courses at the 200-level or above with the written approval of the student's advisor. |
| TOTAL NUMBER OF CREDITS: 120 | TOTAL NUMBER OF CREDITS: No change |
| EFFECTIVE: Fall 2022 |
| RATIONALE: Creating concentrations will allow the Department to track the # of students that we are preparing for possible licensure and a recruiting base of students for the MS in Accounting. |
| SUBMISSION TO COMMITTEE CHAIR: 4/6/21 |
| APPROVAL: DEPARTMENT OF ACCOUNTING AND FINANCE (5/6/2021), UCC 5/7/21 |
| CONSULTATION: CHAZANOFF SCHOOL OF BUSINESS |

**AIII.4 SCHOOL OF EDUCATION: BIRTH-2 EDUCATION SEQUENCES (SLS2-BA)**

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| **FROM: USE STRIKETHROUGH FOR ~~CHANGES~~** | **TO: USE UNDERLINE FOR CHANGES** |
| DEPARTMENT/PROGRAM: Curriculum and Instruction | No Change |
| TITLE OF DEGREE/MAJOR/MINOR/CERTIFICATE: SLS (B-2nd) /Initial Certification | No Change |
| REQUIREMENTS:Education SequenceEDC 105 Introductory Seminar on Infants and Toddlers in Early Childhood Education 1EDC 108 Introduction to Early Childhood Education 3EDC 215 Psychological Foundations of Early Childhood Education 3EDC 218 Language and Literacy in the Early Childhood Curriculum 3EDP 220 Special Educational Needs of People with Disabilities 3EDC 310 Reading and Writing in the Primary Grades 3EDC 316 Social Contexts of Early Childhood Education 3EDC 332 Creative Arts in an Integrated Early Childhood Curriculum 3EDC 340 Early Childhood Mathematics Education 3EDC 342 Teaching Science As Inquiry in Early Childhood 3EDC 360 Social Studies in Early Childhood Education 3EDC 440 Student Teaching ~~and Seminar~~ in Early Childhood Education ~~I~~~~EDC 441 Student Teaching and Seminar in Early Childhood Education II~~  | RequirementsEducation SequenceEDC 105 Introductory Seminar on Infants and Toddlers in Early Childhood Education 1EDC 108 Introduction to Early Childhood Education 3EDC 215 Psychological Foundations of Early Childhood Education 3EDC 218 Language and Literacy in the Early Childhood Curriculum 3EDP 220 Special Educational Needs of People with Disabilities 3EDC 310 Reading and Writing in the Primary Grades 3EDC 316 Social Contexts of Early Childhood Education 3EDC 332 Creative Arts in an Integrated Early Childhood Curriculum 3EDC 340 Early Childhood Mathematics Education 3EDC 342 Teaching Science As Inquiry in Early Childhood 3EDC 360 Social Studies in Early Childhood Education 3EDC 402 Reflective Analysis in Student Teaching (Early Childhood)EDC 440 Student Teaching in Early Childhood Education |
| TOTAL NUMBER OF CREDITS: 120 | No Change |
| EFFECTIVE: Fall 2022 |
| RATIONALE: Changes to the fieldwork component of the program are to meet NYS DOE’s new fieldwork regulations for programs leading to initial certification.  |
| SUBMISSION TO COMMITTEE CHAIR: 4/26/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL: SOE 5/6/2021 |
| CONSULTATION: Francisco Soto, SLS, 04/19/2021  |

**AIV NEW COURSES**

**AIV.1 DEPARTMENT OF ACCOUNTING AND FINANCE: FNC 351 COMMERCIAL LENDING**

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| DEPARTMENT/PROGRAM: ACCOUNTING & FINANCE |
| CAREER LEVEL(UNDERGRADUATE OR GRADUATE) : UNDERGRADUATE |
| ACADEMIC LEVEL(REGULAR OR REMEDIAL): REGULAR |
| SUBJECT AREA (I.E. ART, BIOLOGY): FINANCE  |
| PROPOSED COURSE NUMBER/LEVEL (100, 200, 300, 400, 500, 600, 700, 800: 351 |
| COURSE TITLE: Commercial Lending |
| PREREQUISITE: ECO/FNC 345 |
| COREQUISITE: N/A |
| PRE OR COREQUISITE: N/A |
| CREDITS: 4 |
| HOURS: 4 |
| CATALOG DESCRIPTION: Focused on the financial analysis of commercial lending and the loan decision making process at a commercial bank. Students will explore different types of commercial loan products (i.e. term loans, revolving credits, and commercial real estate loans) and how to underwrite and collateralize these credits. Collateral requirements and collateral perfecting techniques will be surveyed. By the end of the course students should be able to make independent loan decisions and understand the bank’s commercial lending process. This course is modelled on similarly related courses offered by the American Bankers Association (ABA) and adopts their published textbooks.  |
| LIBERAL ARTS AND SCIENCES (YES OR NO): No  |
| GENERAL EDUCATION: N/A If a course is being considered to satisfy general education requirements, the proposal will need the approval of both the UCC and the GEC before moving on to FS. |
| EFFECTIVE: FALL  |
| ROLE IN CURRICULUM: This course will provide an extension to the finance curriculum and will educate students as to the use of commercial lending practices. Key issues include the financial analysis, credit underwriting techniques and understanding commercial lending products (i.e. term loans, revolving credits, and commercial real estate loans).  |
| RATIONALE This course provides a logical and needed curriculum extension to the Finance Major. The CSI Finance program currently supports roughly 120 Finance majors with a portfolio of only 11 finance courses. The curriculum is in need of updating and this course fills a significant gap in the program. Students do not currently get significant course time in the area of commercial credits – which is a major focus of many commercial banks and small businesses today. This course is designed to enhance the educational outcomes and skills of our students. Expected enrollment is 20 and will be offered every Spring. |
| SUBMISSION TO COMMITTEE CHAIR: 4/30/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL: Department of Accounting and Finance 5/6/21; UCC 5/7/21  |
| CONSULTATION: N/A |

**AIV.2 DEPARTMENT OF ENGINEERING: ENS 465 DESIGN AND ANALYSIS OF ELECTRICAL POWER TRANSMISSION SYSTEM**

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| DEPARTMENT/PROGRAM: Engineering and Environmental Science |
| CAREER LEVEL: Undergraduate |
| ACADEMIC LEVEL: Regular |
| SUBJECT AREA: Electrical Engineering |
| PROPOSED COURSE NUMBER/LEVEL: ENS 465 |
| COURSE TITLE: Design and Analysis of Electrical Power Transmission System |
| PREREQUISITE: ENS 342 |
| COREQUISITE: None |
| PRE OR COREQUISITE: None |
| CREDITS: 3 |
| HOURS: 4 |
| CATALOG DESCRIPTION: Introduction to bulk power system: The Grid; interconnections and management; reliable delivery of electrical power. Short, medium, and long transmission lines with distributed parameters. Operational considerations: load flow control and power management; factors affecting reliability-parallel and loop flow; power flow analysis on multi-bus systems; voltage regulation and reactive power compensation. Design considerations: structure and components of the transmission systems; tower height and minimum clearance requirements for overhead power transmission lines; sag in overhead conductors and factor affecting the sag; sag-tension calculations. Overhead conductors: types and applications. Safety considerations: line faults; aeolian vibrations and galloping; travelling waves and reflection. Corona and noise. Case studies. |
| LIBERAL ARTS AND SCIENCES: No |
| GENERAL EDUCATION: none |
| EFFECTIVE: SRING 2022 |
| ROLE IN CURRICULUM: Elective for BS in Electrical Engineering and Engineering Science majors who wish to specialize in power systems. Elective for BS in Engineering Science. |
| SUBMISSION TO COMMITTEE CHAIR: 4/202/21 |
| APPROVAL: EES Department 4/15/2021, UCC 5/7/21 |
| CONSULTATION: N/A |

**AIV.3 DEPARTMENT OF ENGINEERING: ENS 475 POWER ELECTRONICS AND INSTRUMENTATION**

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| DEPARTMENT/PROGRAM: Engineering and Environmental Science |
| CAREER LEVEL: Undergraduate |
| ACADEMIC LEVEL: Regular |
| SUBJECT AREA: Electrical Engineering |
| PROPOSED COURSE NUMBER/LEVEL: ENS 475 |
| COURSE TITLE: Power Electronics and Instrumentation  |
| PREREQUISITE: ENS 342 |
| COREQUISITE: None |
| PRE OR COREQUISITE: ENS 345 |
| CREDITS: 3 |
| HOURS: 4 |
| CATALOG DESCRIPTION: Semiconductor devices for high power and high voltage applications. Power conversion systems: analysis and design of controlled and uncontrolled rectifiers, choppers, and inverters. Analysis and design of active filters for power conditioning and quality control. Applications: Power grid interconnects, power converters, power inverters, and motor drives. |
| LIBERAL ARTS AND SCIENCES: No |
| GENERAL EDUCATION: none |
| EFFECTIVE: SRING 2022 |
| ROLE IN CURRICULUM: Elective for BS in Electrical Engineering and Engineering Science majors who wish to specialize in power systems. Elective for BS in Engineering Science. |
| SUBMISSION TO COMMITTEE CHAIR:  |
| APPROVAL: EES Department 4/15/2021, UCC 5/7/21 |
| CONSULTATION: None needed |

**AV. CHANGE IN EXISTING COURSES**

**AV. 1 DEPARTMENT OF ECONOMICS: ECO 257 THE JAPANESE ECONOMY**

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| FROM | USE STRIKETHROUGH FOR ~~CHANGES~~  | TO |  USE UNDERLINE FOR CHANGES |
| Department/Program | Economics | Department/Program | No change |
| Course No. and Title | ECO 257 The Japanese Economy | Course No. AND TITLE | No change |
| Prerequisite | [ENG 111](http://csicuny.smartcatalogiq.com/current/Undergraduate-Catalog/Courses/ENG-English-ENG/100/ENG-111), [ECO 101](http://csicuny.smartcatalogiq.com/current/Undergraduate-Catalog/Courses/ECO-Economics/100/ECO-101) or ([ECO 111](http://csicuny.smartcatalogiq.com/current/Undergraduate-Catalog/Courses/ECO-Economics/100/ECO-111) and [ECO 112](http://csicuny.smartcatalogiq.com/current/Undergraduate-Catalog/Courses/ECO-Economics/100/ECO-112))~~,~~[~~COR 100~~](http://csicuny.smartcatalogiq.com/current/Undergraduate-Catalog/Courses/COR-Core/100/COR-100). | Prerequisite | [ENG 111](http://csicuny.smartcatalogiq.com/current/Undergraduate-Catalog/Courses/ENG-English-ENG/100/ENG-111), [ECO 101](http://csicuny.smartcatalogiq.com/current/Undergraduate-Catalog/Courses/ECO-Economics/100/ECO-101) or ([ECO 111](http://csicuny.smartcatalogiq.com/current/Undergraduate-Catalog/Courses/ECO-Economics/100/ECO-111) and [ECO 112](http://csicuny.smartcatalogiq.com/current/Undergraduate-Catalog/Courses/ECO-Economics/100/ECO-112)) |
| Corequisite |  | Corequisite |  |
| Pre or corequisite |  | Pre or corequisite |  |
| Credits | 4 | Credits | No change |
| Hours | 4 | Hours | No change |
| CATALOG DESCRIPTION | This course explores factors that influence the contemporary economy of Japan: historical components, including the Meiji Restoration and the expansion of the Japanese empire, World War II and the post-war Allied occupation, more recent components, principles of Japanese business, management style, government-business relations, education, labor relations, trade restrictions and agreements, and influence on the U.S. economy, and Japanese goals. (social science) (p&d) | CATALOG DESCRIPTION | No change |
| Liberal Arts AND SCIENCES | YES | Liberal Arts AND SCIENCES | No change |
| GenERAL EDUCATION | Social Science Pluralism and Diversity | GenERAL EDUCATION | No change |
| Effective | N/A | Effective | Fall 2021 |
| Role in Curriculum | N/A |
| Rationale | COR 100 is not an appropriate prerequisite for the class.  |
| Submission to Committee Chair | 4/16/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL | Approved by Dept. of Economics, 2/23/2021, Approved by Program in International Studies, 4/7/21, Approved by International Business Concentration, 4/7/21, UCC 5/7/21, GEC 5/17/21 |
| CONSULTATION | Dean Susan Holak, 2/18/2021Program in International Studies, 4/7/21 |

**AV.2 SCHOOL OF EDUCATION: EDE 200 SOCIAL FOUNDATIONS OF EDUCATION**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | UNDERGRADUATE CHILDHOOD EDUCATION | Department/Program | No change |
| Course No. and Title | EDE 200 Social Foundations of Education | Course No. AND TITLE | No change |
| Prerequisite | ~~45 total credits earned that include three credits in PSY,~~[~~ENG 151~~](https://csicuny.smartcatalogiq.com/2019-2020/Undergraduate-Catalog/Courses/ENG-English-ENG/100/ENG-151)~~, Junior standing and a GPA of 3.0~~ | Prerequisite | [MTH 217](https://csicuny.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Courses/MTH-Mathematics/200/MTH-217)/[SLS 217](https://csicuny.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Courses/SLS-Science-Letters-and-Society/200/SLS-217), EDE 260 and/or EDE 301 |
| Corequisite | ~~N/A~~ | Corequisite | EDE 303 |
| Pre or corequisite | N/A | Pre or corequisite | No Change |
| Credits | 4 | Credits | No Change |
| Hours | 4 | Hours | No Change |
| CATALOG DESCRIPTION | The legal and judicial landmarks, social policies, and technological advances that affect schools and their diverse populations are analyzed. ~~Ten hours~~ are spent in varied education environments examining the relationship between theory and practice. | CATALOG DESCRIPTION | The legal and judicial landmarks, social policies, and technological advances that affect schools and their diverse populations are analyzed. Seventeen hours of fieldwork (13 observational, 4 intermediate) are spent in varied education environments examining the relationship between theory and practice.  |
| Liberal Arts AND SCIENCES | A/A | Liberal Arts AND SCIENCES | No Change |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | No Change |
| Effective | N/A | Effective | Fall 2022 |
| Role in Curriculum |  No change |
| Rationale | This change in prerequisites reflects the current practice within the Program and the desire to: (1) highlight the importance of educational history and policy for those entering the profession; (2) have our candidates interact with children earlier in the program; and (3) better connect theory to practice. Changes to the fieldwork component of the course are to meet NYS DOE’s new fieldwork regulations for programs leading to initial certification.  |
| Submission to Committee Chair | 4/26/21 |
| APPROVAL | School of Education, 5/2021, UCC 5/7/21 |
| CONSULTATION | Francisco Soto, Coordinator, SLS Program 3/24/2021 |

 **AV.3 SCHOOL OF EDUCATION: EDE 260 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | UNDERGRADUATE CHILDHOOD EDUCATION | Department/Program | No change |
| Course No. and Title | EDE 260 Psychological Foundations of Education | Course No. AND TITLE | No change |
| Prerequisite | 45 total credits earned that include three credits in PSY, [ENG 151](https://csicuny.smartcatalogiq.com/2019-2020/Undergraduate-Catalog/Courses/ENG-English-ENG/100/ENG-151) and a GPA of 3.0 | Prerequisite | No change  |
| Corequisite | ~~N/A~~ | Corequisite | EDE 301 |
| Pre or corequisite | N/A | Pre or corequisite | No change |
| Credits | 4 | Credits | No Change |
| Hours | 4 | Hours | No Change |
| CATALOG DESCRIPTION | An examination of the developing child from preschool until adolescence. Major theories of development and the interaction among cognitive, social, and other aspects of development are emphasized. Children with different abilities are discussed, as are cultural, gender and socioeconomic factors. ~~Ten (10~~) hours of fieldwork in varied educational settings will increase awareness of individual differences and their implications for classroom learning.  | CATALOG DESCRIPTION | An examination of the developing child from preschool until adolescence. Major theories of development and the interaction among cognitive, social, and other aspects of development are emphasized. Children with different abilities are discussed, as are cultural, gender and socioeconomic factors. Fifteen hours of fieldwork (13 observational, 2 intermediate) in varied educational settings will increase awareness of individual differences and their implications for classroom learning.  |
| Liberal Arts AND SCIENCES | A/A | Liberal Arts AND SCIENCES | No Change |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | No Change |
| Effective | N/A | Effective | Fall 2022 |
| Role in Curriculum |  No change |
| Rationale | This change in prerequisites reflects the current practice within the Program and the desire to: (1) highlight the importance of child development for all disciplines of learning; (2) have our candidates interact with children earlier in the program; and (3) better scaffold the learning within the Program. Changes to the fieldwork component of the course are to meet NYS DOE’s new fieldwork regulations for programs leading to initial certification. Students will be directed to the SLS advisor if there are issues with registration. |
| Submission to Committee Chair | 4/26/21 |
| APPROVAL | School of Education, 5/2021, UCC 5/7/21 |
| CONSULTATION |  Francisco Soto, Coordinator, SLS Program 3/24/2021 |

**AV.4 SCHOOL OF EDUCATION: EDE 301 LITERACY DEVELOPMENT AND LANGUAGE ACQUISTION IN ELEMENTARY EDUCATION**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | UNDERGRADUATE CHILDHOOD EDUCATION | Department/Program | No Change |
| Course No. and Title | **EDE 301 ~~Literacy Development and Language Acquisition in Elementary Education~~** | Course No. AND TITLE | EDE 301 **Literacy in Elementary Education** |
| Prerequisite | ~~Junior standing and~~ ~~either~~[~~EDE 200~~](https://csicuny.smartcatalogiq.com/current/Undergraduate-Catalog/Courses/EDE-Education-Elementary/200/EDE-200)~~and~~[~~EDE 260~~](https://csicuny.smartcatalogiq.com/current/Undergraduate-Catalog/Courses/EDE-Education-Elementary/200/EDE-260)~~, or~~[~~EDC 215~~](https://csicuny.smartcatalogiq.com/current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/200/EDC-215)~~and EDC 216, or~~[~~EDS 201~~](https://csicuny.smartcatalogiq.com/current/Undergraduate-Catalog/Courses/EDS-Education-Secondary/200/EDS-201)~~and 202,~~ and a GPA of 3.0 or above. | Prerequisite | 45 total credits earned that include three credits in PSY, [ENG 151](https://csicuny.smartcatalogiq.com/2019-2020/Undergraduate-Catalog/Courses/ENG-English-ENG/100/ENG-151) and a GPA of 3.0 |
| Corequisite | ~~N/A~~ | Corequisite | EDE 260 |
| Pre or corequisite | N/A | Pre or corequisite | No change |
| Credits | 4 | Credits | No Change |
| Hours | 4 | Hours | No Change |
| CATALOG DESCRIPTION | ~~An examination of major theories in literacy and language acquisition from early to later childhood and of various strategies for creating literature-based reading/writing programs to encourage literacy at all levels and to provide for differences in motivation, learning needs, cultural heritage, and background experience. Students evaluate published materials and technological aids designed to facilitate literacy and language acquisition. The course provides students with a variety of methods to assist children with diverse language, reading, and writing competencies.~~ ~~Ten (10)~~ hours of ~~field experience~~ provide an opportunity to observe in varied and inclusive settings to evaluate diagnostic assessment techniques and interventions. Cannot be taken concurrently with [EDE 302](https://csicuny.smartcatalogiq.com/current/Undergraduate-Catalog/Courses/EDE-Education-Elementary/300/EDE-302). | CATALOG DESCRIPTION | An examination of theory, research, and practice in elementary school literacy teaching and children’s literacy learning from social, cultural, and cognitive perspectives. Students examine and experiment with instructional practices currently used in schools, develop an appreciation for the interrelationship of assessment and teaching, and learn about the rich children’s literature available for elementary students. Twenty one (21) hours of field experience (3 observational, 18 intermediate) provide an opportunity for students to practice teaching elements of literacy critical for purposeful oral, print, and digital communication. Cannot be taken concurrently with [EDE 302](https://csicuny.smartcatalogiq.com/current/Undergraduate-Catalog/Courses/EDE-Education-Elementary/300/EDE-302). |
| Liberal Arts AND SCIENCES | A/A | Liberal Arts AND SCIENCES | No Change |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | No Change |
| Effective | N/A | Effective | Fall 2022 |
| Role in Curriculum |  No change |
| Rationale | This course title and description needed to change in order to reflect what actually is taught in the course. The course does not address language acquisition but instead focuses on literacy as defined in CAEP standards. Also, this new title is more aligned with the other methods courses in the Program. The change is course description and prerequisites reflect the current practice within the Program and the desire to: (1) introduce candidates to literacy education earlier in the program; (2) highlight the importance of literacy for all disciplines of learning; (3) have our candidates interact with children earlier in the program; (4) align with CAEP standards and the actual content of the course, and (5) better scaffold the learning within the Program. Changes to the fieldwork component of the course are to meet NYS DOE’s new fieldwork regulations for programs leading to initial certification. The wording of “differences in motivation and cultural heritage” reads as the deficit perspective we are working to push against. Also, the language of “technological aid” is outdated, and is thus replaced with digital communication, as articulated in CAEP standards. |
| Submission to Committee Chair | 4/26/21 |
| APPROVAL | School of Education, 5/2021, UCC 5/7/21 |
| CONSULTATION |  Francisco Soto, Coordinator, SLS Program 3/24/2021 |

**AV.5 SCHOOL OF EDUCATION: EDE 302 SOCIAL STUDIES, ART, READING AND LANGUAGE ARTS IN ELEMENTARY EDUCATION**

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| --- | --- | --- | --- |
| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | UNDERGRADUATE CHILDHOOD EDUCAITON | Department/Program | No Change |
| Course No. and Title | ~~EDE 302~~  Social Studies, Art, Reading and Language Arts in Elementary Education | Course No. AND TITLE | EDE 3XX Social Studies, Art, Reading and Language Arts in Elementary Education (EDE 305 or 307 suggested)  |
| Prerequisite | [EDE 301](https://csicuny.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Courses/EDE-Education-Elementary/300/EDE-301) and a GPA of 3.0 or above. | Prerequisite | ​[EDE 301](https://csicuny.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Courses/EDE-Education-Elementary/300/EDE-301), EDE 303, and a GPA of 3.0 or above. |
| Corequisite | N/A | Corequisite | No change |
| Pre or corequisite | N/A | Pre or corequisite | No Change |
| Credits | 6 | Credits | No Change |
| Hours | 9 | Hours | No Change |
| CATALOG DESCRIPTION | An examination of the structures and concepts of social studies, art, and reading and language arts for the elementary school. Appropriate connections among the disciplines are noted, relevant research on child development and learning is incorporated, and strategies to provide for students' special needs are explored. Issues addressed include curriculum development, resources and materials, management, standards, assessment, and the educational application of technology. A fieldwork component of ~~thirty-six (36)~~ hours provides opportunities to plan instruction, enhance communication skills in the disciplines, and connect theory to practice. Cannot be taken with [EDE 303](https://csicuny.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Courses/EDE-Education-Elementary/300/EDE-303).  | CATALOG DESCRIPTION | An examination of the structures and concepts of social studies, art, and reading and language arts for the elementary school. Appropriate connections among the disciplines are noted, relevant research on child development and learning is incorporated, and strategies to provide for students' special needs are explored. Issues addressed include curriculum development, resources and materials, management, standards, assessment, and the educational application of technology. A fieldwork component of sixty hours (5 observational, 55 intermediate) provides opportunities to plan instruction, enhance communication skills in the disciplines, and connect theory to practice. Entrance into student teaching (EDE 400) is dependent upon successful completion of EDE 3xx and recommendation from the fieldwork supervisor of EDE 3XX .To be taken concurrently with EDE 402. Graded. Cannot be taken with [EDE 301 or EDE 303](https://csicuny.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Courses/EDE-Education-Elementary/300/EDE-303).  |
| Liberal Arts AND SCIENCES | A/A | Liberal Arts AND SCIENCES | No Change |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | No Change |
| Effective | N/A | Effective | Fall 2022 |
| Role in Curriculum |  No change |
| Rationale | The change in number better reflects the scaffolding of learning within the program and the role this course plays as the “gate keeper” to student teaching. Like all other methodology courses in the sequence, we hope it is a prime number (305, 307). The change in prerequisites reflects the current practice within the Program and the desire to: (1) better scaffold the concepts and assignments within the program; and (2) clearly establish EDE 3XX as the gate-keeping course to Student Teaching within the Childhood Education Program. Changes to the fieldwork component of the course are to meet NYS DOE’s new fieldwork regulations for programs leading to initial certification.  |
| Submission to Committee Chair | 4/16/21 |
| APPROVAL | School of Education, 5/2021, UCC 5/7/21 |
| CONSULTATION |  Francisco Soto, Coordinator, SLS Program 3/24/2021 |

**AV.6 SCHOOL OF EDUCATION: EDE 303 MATHEMATICS, SCIENCE, AND MUSIC IN ELEMENTARY EDUCATION**

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| --- | --- | --- | --- |
| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | UNDERGRADUATE CHILDHOOD EDUCAITON | Department/Program | No change |
| Course No. and Title | EDE 303 Mathematics, Science, and Music in Elementary Education | Course No. AND TITLE | No change |
| Prerequisite | [MTH 217](https://csicuny.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Courses/MTH-Mathematics/200/MTH-217)/[SLS 217](https://csicuny.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Courses/SLS-Science-Letters-and-Society/200/SLS-217), [~~EDE 200~~](https://csicuny.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Courses/EDE-Education-Elementary/200/EDE-200)~~,~~[~~EDE 260~~](https://csicuny.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Courses/EDE-Education-Elementary/200/EDE-260)~~, junior standing, and a GPA of 3.0 or above.~~ | Prerequisite | [MTH 217](https://csicuny.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Courses/MTH-Mathematics/200/MTH-217)/[SLS 217](https://csicuny.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Courses/SLS-Science-Letters-and-Society/200/SLS-217), EDE 260 and/or EDE 301 |
| Corequisite | ~~N/A~~ | Corequisite | EDE 200 |
| Pre or corequisite | N/A | Pre or corequisite | MTH 218/SLS 218 |
| Credits | 6 | Credits | No Change |
| Hours | 9 | Hours | No Change |
| CATALOG DESCRIPTION | An examination of the structures and concepts of mathematics, science, and music for the elementary school. Appropriate connections among the disciplines are noted, relevant research on child development and learning is incorporated, and strategies to provide for differing student needs are explored. Issues addressed include curriculum development, resources and materials, management, standards, assessment, and the educational application of technology. A fieldwork component of ~~thirty-six (36)~~ hours provides opportunities to plan instruction, enhance communication skills in the disciplines, and connect theory to practice. Cannot be taken with [EDE 302](https://csicuny.smartcatalogiq.com/2020-2021/Undergraduate-Catalog/Courses/EDE-Education-Elementary/300/EDE-302). | CATALOG DESCRIPTION | An examination of the structures and concepts of mathematics, science, and music for the elementary school. Appropriate connections among the disciplines are noted, relevant research on child development and learning is incorporated, and strategies to provide for differing student needs are explored. Issues addressed include curriculum development, resources and materials, management, standards, assessment, and the educational application of technology. A fieldwork component of Twenty seven (27) hours of fieldwork (6 observational and 21 intermediate) provides opportunities to plan instruction, enhance communication skills in the disciplines, and connect theory to practice. Cannot be taken with EDE 3XX. |
| Liberal Arts AND SCIENCES | N/A | Liberal Arts AND SCIENCES | No Change |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | No Change |
| Effective | N/A | Effective | Fall 2022 |
| Role in Curriculum |  No change |
| Rationale | This change in prerequisites reflects the current practice within the Program and the desire to: (1) better scaffold the concepts and assignments within the program; and (2) better connect theory to practice. Changes to the fieldwork component of the course are to meet NYS DOE’s new fieldwork regulations for programs leading to initial certification.  |
| Submission to Committee Chair | 4/26/21 |
| APPROVAL | School of Education, 5/2021, UCC 5/7/21 |
| CONSULTATION |  Francisco Soto, Coordinator, SLS Program 3/24/2021 |

**AV.7 SCHOOL OF EDUCATION: EDE 400 STUDENT TEACHING IN ELEMENTARY EDUCATION**

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| --- | --- | --- | --- |
| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | UNDERGRADUATE CHILDHOOD EDUCATION | Department/Program | No Change |
| Course No. and Title | EDE 400 Student Teaching in Elementary Education | Course No. AND TITLE | No change |
| Prerequisite | N/A | Prerequisite | No change  |
| Corequisite | EDE 402 | Corequisite | No Change |
| Pre or corequisite | [SLS 218](http://iq2prod1.smartcatalogiq.com/en/Catalogs/College-of-Staten-Island/Current/Undergraduate-Catalog/Courses/SLS-Science-Letters-and-Society/200/SLS-218) and [SLS 261](http://iq2prod1.smartcatalogiq.com/en/Catalogs/College-of-Staten-Island/Current/Undergraduate-Catalog/Courses/SLS-Science-Letters-and-Society/200/SLS-261), [EDE 302](http://iq2prod1.smartcatalogiq.com/en/Catalogs/College-of-Staten-Island/Current/Undergraduate-Catalog/Courses/EDE-Education-Elementary/300/EDE-302) and [EDE 303](http://iq2prod1.smartcatalogiq.com/en/Catalogs/College-of-Staten-Island/Current/Undergraduate-Catalog/Courses/EDE-Education-Elementary/300/EDE-303). In addition, students must meet the following criteria: An overall grade point average of 3.0 A grade point average of 3.0 in all education courses; A minimal grade of C+ in all education courses; Three faculty letters of recommendation, at least one from a professor who can attest to your performance in the field; Satisfactory field evaluations. | Pre or corequisite | [SLS 218](http://iq2prod1.smartcatalogiq.com/en/Catalogs/College-of-Staten-Island/Current/Undergraduate-Catalog/Courses/SLS-Science-Letters-and-Society/200/SLS-218) and [SLS 261](http://iq2prod1.smartcatalogiq.com/en/Catalogs/College-of-Staten-Island/Current/Undergraduate-Catalog/Courses/SLS-Science-Letters-and-Society/200/SLS-261), and EDE 3XX. In addition, students must meet the following criteria: An overall grade point average of 3.0 A grade point average of 3.0 in all education courses; A minimal grade of C+ in all education courses; Three faculty letters of recommendation, all of who can attest to your performance in the field; Satisfactory field evaluations. |
| Credits | 6 | Credits | No Change |
| Hours | N/A | Hours | No Change |
| CATALOG DESCRIPTION | Practice and problem solving in student teaching in elementary schools. Students are required to be in attendance at an assigned school full-time, (8:30am-3:00pm) five days per week. Students will teach in grades 1-3 for part of the semester and in grades 4-6 for part of the semester. Application for a student teaching assignment must be completed and filed with the Student Teaching Office the semester preceding the semester in which the student plans to student teach. Students must also submit three letters of recommendation from full-time education faculty. To be taken concurrently with [EDE 402](http://iq2prod1.smartcatalogiq.com/en/Catalogs/College-of-Staten-Island/Current/Undergraduate-Catalog/Courses/EDE-Education-Elementary/400/EDE-402). Graded Pass/Fail.  | CATALOG DESCRIPTION | Practice and problem solving in student teaching in elementary schools. Students are required to be in attendance at an assigned school full-time, (8:30am-3:00pm) five days per week. Students will teach in grades 1-3 for part of the semester and in grades 4-6 for part of the semester. Application for a student teaching assignment must be completed and filed with the Student Teaching Office the semester preceding the semester in which the student plans to student teach. Entrance into student teaching (EDE 400) is dependent upon successful completion of EDE 3xx and recommendation from the fieldwork supervisor of EDE 3XX. Students must also submit three letters of recommendation from full-time education faculty. To be taken concurrently with [EDE 402](http://iq2prod1.smartcatalogiq.com/en/Catalogs/College-of-Staten-Island/Current/Undergraduate-Catalog/Courses/EDE-Education-Elementary/400/EDE-402). Graded Pass/Fail.  |
| Liberal Arts AND SCIENCES | A/A | Liberal Arts AND SCIENCES | No Change |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | No Change |
| Effective | N/A | Effective | Fall 2022 |
| Role in Curriculum |  No change |
| Rationale | This change in prerequisites reflects the change in course numbering for Fall 2022. |
| Submission to Committee Chair | 4/26/21 |
| APPROVAL | School of Education, 5/2021, UCC 5/7/21 |
| CONSULTATION |  Francisco Soto, Coordinator, SLS Program 3/24/2021 |

**AV.8 SCHOOL OF EDUCATION: EDP 220 SPECIAL EDUCATION NEEDS OF PEOPLE WITH DISABILITIES**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | UNDERGRDAUTE CHILDHOOD EDUCATION | Department/Program | No change |
| Course No. and Title | EDP 220 Special Educational Needs of People with Disabilities | Course No. AND TITLE | No change |
| Prerequisite | ENG 111 | Prerequisite | No change  |
| Corequisite | N/A | Corequisite | No change |
| Pre or corequisite | N/A | Pre or corequisite | No change |
| Credits | 3 | Credits | No Change |
| Hours | 3 | Hours | No Change |
| CATALOG DESCRIPTION | This course is required for teacher certification. The course examines current trends, including state and federal laws and regulations related to special education, in providing special education services to individuals (pre-school, school-age, adult) with developmental disabilities. The approach of the course follows the process of assessment, instructional planning, instruction and evaluation of instruction in each of four areas of development disabilities: sensory disabilities, physical disabilities, communication disabilities and behavioral disabilities. The emphasis is placed on understanding instructional techniques, and how they meet the needs of the students with developmental disabilities. | CATALOG DESCRIPTION | This course is required for teacher certification. The course examines current trends, including state and federal laws and regulations related to special education, in providing special education services to individuals (pre-school, school-age, adult) with developmental disabilities. The approach of the course follows the process of assessment, instructional planning, instruction and evaluation of instruction in each of four areas of development disabilities: sensory disabilities, physical disabilities, communication disabilities and behavioral disabilities. The emphasis is placed on understanding instructional techniques, and how they meet the needs of the students with developmental disabilities. A fieldwork component of 10 observation hours is required. |
| Liberal Arts AND SCIENCES | N/A | Liberal Arts AND SCIENCES | No Change |
| GenERAL EDUCATION | P&D; College Option | GenERAL EDUCATION | No Change |
| Effective | N/A | Effective | Fall 2022 |
| Role in Curriculum |  No change |
| Rationale | This change in prerequisites reflects the current practice within the Program and the desire to: (1) have our candidates observe children with multiple differences in the field and early in the program; and (2) better scaffold the learning within the Program. Changes to the fieldwork component of the course are to meet NYS DOE’s new fieldwork regulations for programs leading to initial certification.  |
| Submission to Committee Chair | 4/26/21 |
| APPROVAL | School of Education, 5/2021, UCC 5/7/21, GEC 5/17/21 |
| CONSULTATION |  Francisco Soto, Coordinator, SLS Program 3/24/2021 |

**AV.9 SCHOOL OF EDUCATION: EDC 440 STUDENT TEACHING AND SEMINAR IN EARLY CHILDHOOD EDUCATION I**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Curriculum and Instruction/Early Childhood Program | Department/Program | No Change |
| Course No. and Title | ~~EDC 440 Student teaching and seminar in early childhood education I~~ | Course No. AND TITLE | EDC 440 Student Teaching in Early Childhood Education |
| Prerequisite | EDC ~~340, EDC 342~~, and a GPA of 3.0 | Prerequisite | EDC 360, EDC 316. and a GPA of 3.0. |
| Corequisite | ~~EDC 360, EDC 316~~  | Corequisite | EDC 332, EDC 402.  |
| Pre or corequisite | N/A | Pre or corequisite | N/A |
| Credits | 2-4 | Credits | No Change |
| Hours | ~~2 Hours~~ | Hours |  |
| CATALOG DESCRIPTION | 2-4 credits: ~~2 hours.~~ Practice and problem-solving in early childhood classrooms, pre-K through 2. Designed for public schools. Students will be in attendance at the assigned school ~~2.5 days per week~~ for a complete semester. Students will be observed provisioning and interacting with small and larger groupings of children. Students meet once a week for two hours in a seminar to reflect upon the educational philosophies they have studied and the methodologies they are currently implementing in their own classrooms as they develop their own approaches to teaching and learning. Application for a student teaching assignment must be completed and filed with the Student Teaching Office the semester preceding the semester in which the student plans to student teach. Students must also submit three letters of recommendation from full-time Education faculty. Graded Pass/Fail. Prerequisites: ~~EDC 340, EDC 342~~, and a GPA of 3.0. Corequisites: ~~EDC 360, EDC 316~~. In addition, students must meet each of the following criteria: A grade point average of 3.0 in all education courses, A minimal grade of C+ in all education courses, Three letters of recommendation from full-time Education faculty, at least one from a professor who can attest to your performance in the field, and Satisfactory fieldwork evaluations. | CATALOG DESCRIPTION | 2-4 credits: Practice and problem-solving in early childhood classrooms, pre-K through 2. Designed for public schools. Students will be in attendance at the assigned school full-time 5 days per week for a complete semester. Students will be observed provisioning and interacting with small and larger groupings of children. Students meet once a week for two hours in a seminar to reflect upon the educational philosophies they have studied and the methodologies they are currently implementing in their own classrooms as they develop their own approaches to teaching and learning. Application for a student teaching assignment must be completed and filed with the Student Teaching Office the semester preceding the semester in which the student plans to student teach. Students must also submit three letters of recommendation from full-time Education faculty. Graded Pass/Fail. Prerequisites: EDC 360, EDC 316. and a GPA of 3.0. Corequisites: EDC 332, EDC 402. In addition, students must meet each of the following criteria: A grade point average of 3.0 in all education courses, A minimal grade of C+ in all education courses, Three letters of recommendation from full-time Education faculty, at least one from a professor who can attest to your performance in the field, and Satisfactory fieldwork evaluations. |
| Liberal Arts AND SCIENCES | N/A | Liberal Arts AND SCIENCES | N/A |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | N/A |
| Effective | Fall 2022 | Effective | Fall 2022 |
| Role in Curriculum | Student Teaching required by NYS DOE |
| Rationale | Changes to the fieldwork component of the program are to meet NYS DOE’s new fieldwork regulations for programs leading to initial certification. |
| Submission to Committee Chair | 4/26/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL | SOE 5/6/2021, UCC 5/7/21 |
| CONSULTATION | SLS 4/19/2021  |

**AV. 10 SCHOOL OF EDUCATION: EDC 402 REFLECTIVE ANAYLSIS IN STUDENT TEACHING (EARLY CHILDHOOD)**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Curriculum and Instruction/Early Childhood Program | Department/Program | No Change |
| Course No. and Title | EDC 402 Reflective Analysis in Student Teaching (Early Childhood) | Course No. AND TITLE | No Change |
| Prerequisite | [~~EDC 217~~](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/200/EDC-217)~~,~~ [~~EDC 310~~](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/300/EDC-310)~~,~~[~~EDC 332~~](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/300/EDC-332)~~,~~[~~EDC 340~~](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/300/EDC-340)~~,~~[~~EDC 350~~](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/300/EDC-350)~~,~~EDC 360, [SLS 218](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/SLS-Science-Letters-and-Society/200/SLS-218) and [SLS 262](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/SLS-Science-Letters-and-Society/200/SLS-262) and a GPA of 3.0 or above  | Prerequisite | [EDC 360](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/300/EDC-360); [SLS 218](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/SLS-Science-Letters-and-Society/200/SLS-218) and [SLS 262](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/SLS-Science-Letters-and-Society/200/SLS-262) and a GPA of 3.0 or above. |
| Corequisite | EDC 440  | Corequisite | EDC 332, EDC 440.  |
| Pre or corequisite | N/A | Pre or corequisite | N/A |
| Credits | 2 | Credits | No Change |
| Hours | 2 Hours | Hours | No Change |
| CATALOG DESCRIPTION | 2 hours; 2 credits. This course is designed to supplement and enhance student teaching responsibilities occurring in [EDC 440](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/400/EDC-440). Candidates will have an opportunity to synthesize information learned throughout their program and produce and deliver meaningful, effective lessons addressing diverse learners and learning styles, as well as state and local standards. The course will also focus on assessing student learning and integrating technology into instruction. Several sessions will be devoted to New York City Licensing and New York State Certification requirements for the reporting of child abuse and maltreatment, in addition to drug, alcohol and violence prevention training. Prerequisites: [~~EDC 217~~](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/200/EDC-217)~~,~~ [~~EDC 310~~](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/300/EDC-310)~~,~~[~~EDC 332~~](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/300/EDC-332)~~,~~[~~EDC 340~~](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/300/EDC-340)~~,~~[~~EDC 350~~](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/300/EDC-350)~~,~~  [EDC 360](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/300/EDC-360); [SLS 218](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/SLS-Science-Letters-and-Society/200/SLS-218) and [SLS 262](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/SLS-Science-Letters-and-Society/200/SLS-262) and a GPA of 3.0 or above. Corequisite: [EDC 440](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/400/EDC-440). In addition, students must meet each of the following criteria: ~~An overall grade point average of 3.0,~~ A grade point average of 3.0 in all education courses, A minimal grade of C+ in all education courses, Three faculty recommendations, at least one from a professor who can attest to your performance in the field, and Satisfactory fieldwork evaluations. | CATALOG DESCRIPTION | 2 hours; 2 credits. This course is designed to supplement and enhance student teaching responsibilities occurring in [EDC 440](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/400/EDC-440). Candidates will have an opportunity to synthesize information learned throughout their program and produce and deliver meaningful, effective lessons addressing diverse learners and learning styles, as well as state and local standards. The course will also focus on assessing student learning and integrating technology into instruction. Several sessions will be devoted to New York City Licensing and New York State Certification requirements for the reporting of child abuse and maltreatment, in addition to drug, alcohol and violence prevention training. Prerequisites: [EDC 360](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/300/EDC-360); [SLS 218](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/SLS-Science-Letters-and-Society/200/SLS-218) and [SLS 262](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/SLS-Science-Letters-and-Society/200/SLS-262) and a GPA of 3.0 or above. Corequisite: EDC 332 [EDC 440](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/400/EDC-440). In addition, students must meet each of the following criteria: A grade point average of 3.0 in all education courses, A minimal grade of C+ in all education courses, three faculty recommendations, at least one from a professor who can attest to your performance in the field, and Satisfactory fieldwork evaluations. |
| Liberal Arts AND SCIENCES | N/A | Liberal Arts AND SCIENCES | N/A |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | N/A |
| Effective | Fall 2022 | Effective | Fall 2022 |
| Role in Curriculum | Student Teaching required by NYS DOE |
| Rationale | Changes to pre-req. to be adjusted from the sequence change. |
| Submission to Committee Chair | 4/26/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL | SOE 5/6/2021, UCC 5/7/21 |
| CONSULTATION | SLS 4/19/2021 |

**AV.11 SCHOOL OF EDUCATION: EDC 360 SOCIAL STUDIES EARLY CHILDHOOD EDUCATION**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Curriculum and Instruction/Early Childhood Program | Department/Program | No Change |
| Course No. and Title | EDC 360 Social Studies Early Childhood Education | Course No. AND TITLE | No Change |
| Prerequisite | Prerequisites: [EDC 310](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/300/EDC-310), [EDC 340](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/300/EDC-340); and a GPA of 3.0 or above.  | Prerequisite | No Change |
| Corequisite | [~~EDC 440~~](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/400/EDC-440) | Corequisite | EDC 316  |
| Pre or corequisite | N/A | Pre or corequisite | N/A |
| Credits | 3 | Credits | No Change |
| Hours | 3 Hours | Hours | No Change |
| CATALOG DESCRIPTION | The Social Studies for the early childhood curriculum includes the developmentally appropriate application for all the National, State and NAEYC standards to its core curriculum. A solid background in the Social Studies for the young learner will provide a solid foundation for later education in civic responsibility, decision making and character development. Therefore, the main focus of this course is to expose teacher candidates to a wide range of approaches to connect the Social Studies content, teaching and learning to foster development of knowledge, skills and dispositions of the Social Studies, in early childhood students. Formal and informal assessment tools, thematic planning, as well as classroom management strategies for whole-class and small group interaction are included. ~~Field experience in this course is linked with student teaching.~~  | CATALOG DESCRIPTION | The Social Studies for the early childhood curriculum includes the developmentally appropriate application for all the National, State and NAEYC standards to its core curriculum. A solid background in the Social Studies for the young learner will provide a solid foundation for later education in civic responsibility, decision making and character development. Therefore, the main focus of this course is to expose teacher candidates to a wide range of approaches to connect the Social Studies content, teaching and learning to foster development of knowledge, skills and dispositions of the Social Studies, in early childhood students. Formal and informal assessment tools, thematic planning, as well as classroom management strategies for whole-class and small group interaction are included. A fieldwork component of a half day per week is included  |
| Liberal Arts AND SCIENCES | N/A | Liberal Arts AND SCIENCES | N/A |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | N/A |
| Effective | Fall 2022 | Effective | Fall 2022 |
| Role in Curriculum | Gives an opportunity to write a whole unit with teaching experience before full time student Teaching  |
| Rationale | Changes to pre-req. and fieldwork hours to be adjusted from the sequence change. |
| Submission to Committee Chair | 4/26/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL | SOE 5/6/2021, UCC 5/7/21 |
| CONSULTATION | SLS 4/19/2021 Include Dean(s) Name, Department Chair(s) Name/Program Director(s) Name and Date(s). |

**AV.12 SCHOOL OF EDUCATION: EDC 316 SOCIAL CONTEXT OF EARLY CHILDHOOD EDUCATION**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Curriculum and Instruction/Early Childhood Program | Department/Program | No Change |
| Course No. and Title | EDC 316 Social Contexts of Early Childhood Education | Course No. AND TITLE | No Change |
| Prerequisite | [EDC 340](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/300/EDC-340), [EDC 342](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/300/EDC-342) and a GPA of 3.0. | Prerequisite | No Change |
| Corequisite | EDC 360 and [~~EDC 440~~](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/400/EDC-440) | Corequisite | EDC 360  |
| Pre or corequisite | N/A | Pre or corequisite | N/A |
| Credits | 3 | Credits | No Change |
| Hours | 3 | Hours | No Change |
| CATALOG DESCRIPTION | A required multidisciplinary course for prospective early childhood teachers. Perspectives from such academic disciplines as philosophy, history, sociology, anthropology, political science, and economics are brought to bear on early childhood education in its relationships with contemporary society and with later education. The major purpose of this course is to bring the student to an understanding, through readings and reflection on the student teaching experience, of how values, attitudes, and structures in society as a whole influence the education of young children | CATALOG DESCRIPTION | No Change |
| Liberal Arts AND SCIENCES | N/A | Liberal Arts AND SCIENCES | N/A |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | N/A |
| Effective | Fall 2022 | Effective | Fall 2022 |
| Role in Curriculum |  Bring the student to an understanding of how values, attitudes, and structures in society as a whole influence the education of young children |
| Rationale | co-req. to be adjusted from the sequence change. |
| Submission to Committee Chair | 4/26/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL | SOE 5/6/2021, UCC 5/7/21 |
| CONSULTATION | SLS 4/19/2021 |

**AV.13 SCHOOL OF EDUCATION: EDC 332 CREATIVE ARTS IN AN INTEGRATED EARLY CHILDHOOD CURRICULUM**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Curriculum and Instruction/Early Childhood Program | Department/Program | No Change |
| Course No. and Title | EDC 332 Creative Arts in an Integrated Early Childhood Curriculum | Course No. AND TITLE | No Change |
| Prerequisite | [~~EDC~~](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/300/EDC-342) ~~440~~ and a GPA of 3.0 or above | Prerequisite | EDC 360 and a GPA of 3.0 or above |
| Corequisite | [~~EDC 441~~](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/400/EDC-440) | Corequisite | EDC 402, EDC 440  |
| Pre or corequisite | N/A | Pre or corequisite | N/A |
| Credits | 3 | Credits | No Change |
| Hours | 3 | Hours | No Change |
| CATALOG DESCRIPTION | Learn how to integrate Creative Arts - music, rhythmic movement, dramatic play, and visual arts in an early childhood curriculum. Students learn to select materials and develop creative activities that are developmentally appropriate for the needs of young children in pre-k and primary grades. A variety of media and computer technologies are explored to determine how they can enhance musical experience. This course includes fieldwork practices in early childhood education setting(s). Field experience in this course is linked with student teaching.  | CATALOG DESCRIPTION | No Change |
| Liberal Arts AND SCIENCES | N/A | Liberal Arts AND SCIENCES | N/A |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | N/A |
| Effective | Fall 2022 | Effective | Fall 2022 |
| Role in Curriculum |  Bring the student to an understanding of how to integrate the Arts into early childhood curriculum |
| Rationale | Pre-req. and co-req. to be adjusted from the sequence change. |
| Submission to Committee Chair | 4/26/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL | SOE 5/6/2021, UCC 5/7/21 |
| CONSULTATION | SLS 4/19/2021 Include Dean(s) Name, Department Chair(s) Name/Program Director(s) Name and Date(s). |

**AV.14 SCHOOL OF EDUCATION: EDC 310 READING AND WRITING IN THE PRIMARY GRADES**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Curriculum and Instruction/Early Childhood Program | Department/Program | No Change |
| Course No. and Title | EDC 310 Reading and Writing in the Primary Grades | Course No. AND TITLE | No Change |
| Prerequisite | EDC 218 and a GPA of 3.0 or above | Prerequisite | EDC 108, EDC 218 |
| Corequisite | [EDP](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/400/EDC-440) 220 | Corequisite | No Change  |
| Pre or corequisite | N/A | Pre or corequisite | N/A |
| Credits | 3 | Credits | No Change |
| Hours | 3 | Hours | No Change |
| CATALOG DESCRIPTION | The course examines the theory, research, and practice of teaching reading and writing in primary (K-2) classrooms. Students (1) are aware of how children develop as listeners, speakers, readers, and writers—cognitively, socially, linguistically, culturally; (2) become familiar with a variety of instructional practices that support young literacy learners; and (3) develop a working knowledge of assessment-driven literacy instruction. In addition, several critical topics and themes are foundational to the course: working closely with families; valuing cultural diversity; exploring genre and author studies; and, developing literacy curricula for democratic classrooms. A fieldwork component of ~~one half day~~ per week is included. ~~NOTE: This course has a material fee.~~  | CATALOG DESCRIPTION | The course examines the theory, research, and practice of teaching reading and writing in primary (K-2) classrooms. Students (1) are aware of how children develop as listeners, speakers, readers, and writers—cognitively, socially, linguistically, culturally; (2) become familiar with a variety of instructional practices that support young literacy learners; and (3) develop a working knowledge of assessment-driven literacy instruction. In addition, several critical topics and themes are foundational to the course: working closely with families; valuing cultural diversity; exploring genre and author studies; and developing literacy curricula for democratic classrooms. A fieldwork component of 30 hours is included |
| Liberal Arts AND SCIENCES | N/A | Liberal Arts AND SCIENCES | N/A |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | N/A |
| Effective | Fall 2022 | Effective | Fall 2022 |
| Role in Curriculum |  This course gives an opportunity to practice teaching for reading and writing in primary (K-2) classrooms |
| Rationale | Pre-req. and co-req. to be adjusted from the sequence change. Catalog error to be fixed. |
| Submission to Committee Chair | 4/26/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL | SOE 5/6/2021, UCC 5/7/21 |
| CONSULTATION | SLS 4/19/2021 Include Dean(s) Name, Department Chair(s) Name/Program Director(s) Name and Date(s). |

**AV.15 SCHOOL OF EDUCATION: EDC 218 LANGUAGE AND LITERACY IN THE EARLY CHILDHOOD CURRICULUM**

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| --- | --- | --- | --- |
| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Curriculum and Instruction/Early Childhood Program | Department/Program | No Change |
| Course No. and Title | EDC 218 Language and Literacy in the Early Childhood Curriculum  | Course No. AND TITLE | No Change |
| Prerequisite | ~~EDC108,~~ EDC 215 | Prerequisite | EDC 105, EDC 215 |
| Corequisite | None | Corequisite | EDC 108  |
| Pre or corequisite | N/A | Pre or corequisite | N/A |
| Credits | 3 | Credits | No Change |
| Hours | 3 | Hours | No Change |
| CATALOG DESCRIPTION | The course examines early communication and spoken and written language in the early childhood curriculum (infancy through prekindergarten), by providing (1) an overview of how very young learners communicate and learn language, including English language learners, (2) an inquiry-based focus on practices and curricula that promote communication, talk, and emergent literacy in educational settings for children with a range of abilities, and (3) a sociocultural framework for teaching in the diverse contexts in which teachers and children can work toward social justice. This course includes one day of field work per week | CATALOG DESCRIPTION | No Change |
| Liberal Arts AND SCIENCES | N/A | Liberal Arts AND SCIENCES | N/A |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | N/A |
| Effective | Fall 2022 | Effective | Fall 2022 |
| Role in Curriculum |  This course meets literacy/language requirement by the NYS DOE. |
| Rationale | Pre-req. and co-req. to be adjusted from the sequence change. Catalog error to be fixed. |
| Submission to Committee Chair | 4/26/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL | SOE 5/6/2021, UCC 5/7/21 |
| CONSULTATION | SLS 4/19/2021 Include Dean(s) Name, Department Chair(s) Name/Program Director(s) Name and Date(s). |

**AV.16 SCHOOL OF EDUCATION: EDC 108 INTRODUCITON TO EARLY CHILDHOOD EDUCATION**

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| --- | --- | --- | --- |
| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Curriculum and Instruction/Early Childhood Program | Department/Program | No Change |
| Course No. and Title | EDC 108 Introduction to Early Childhood Education  | Course No. AND TITLE | No Change |
| Prerequisite | N/A | Prerequisite | EDC 105 |
| Corequisite | N/A | Corequisite | EDC 218  |
| Pre or corequisite | [~~EDC 105~~](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/EDC-Education-Early-Childhood/100/EDC-105)~~,~~ [~~ENG 111~~](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/ENG-English-ENG/100/ENG-111) | Pre or corequisite | N/A |
| Credits | 3 | Credits | No Change |
| Hours | 3 | Hours | No Change |
| CATALOG DESCRIPTION | An introduction to Early Childhood ~~curriculum patterns, activities, and materials as related to~~ young children’s growth, development, and learning. ~~Deals with a study of early childhood programs,~~ curriculum and practice, including play-based learning, ~~early childhood environment, and application of developmental theories for learning and teaching young children. Discussions of contemporary issues are placed in the context of the history of early childhood curriculum and curriculum theor~~y. ~~This course includes 20 hours of fieldwork.~~  | CATALOG DESCRIPTION | An introduction to Early Childhood Education (ECE) and ways of supporting young children’s growth, development, and learning. This course includes discussions of early childhood curricula and practices; teachers’ reflexive practices; play and play-based education; integrating the arts in the ECE curriculum; and contemporary/ historical issues in ECE and curriculum theory. In addition to seminars and independent work, students are required to complete 8 hours of fieldwork in early childhood settings.  |
| Liberal Arts AND SCIENCES | N/A | Liberal Arts AND SCIENCES | N/A |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | N/A |
| Effective | Fall 2022 | Effective | Fall 2022 |
| Role in Curriculum |  This course provides an introduction to Early Childhood Education and ways of supporting young children’s growth, development, and learning |
| Rationale | Pre-req. and co-req. to be adjusted from the sequence change. Catalog description has been refined to describe the course better. |
| Submission to Committee Chair | 4/26/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL | SOE 5/6/2021, UCC 5/7/21 |
| CONSULTATION | SLS 4/19/2021 Include Dean(s) Name, Department Chair(s) Name/Program Director(s) Name and Date(s). |

**AV.17 SCHOOL OF EDUCATION: EDC 105 INTRODUCTORY SEMINAR ON INFANTS AND TODDLERS IN EARLY EDUCATION**

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| --- | --- | --- | --- |
| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Curriculum and Instruction/Early Childhood Program | Department/Program | No Change |
| Course No. and Title | EDC 105 Introductory seminar on infants and toddlers in early childhood education | Course No. AND TITLE | No Change |
| Prerequisite | GPA of 3.0 | Prerequisite | No Change |
| Corequisite | N/A | Corequisite | No Change |
| Pre or corequisite | [ENG 111](https://csicuny.smartcatalogiq.com/Current/Undergraduate-Catalog/Courses/ENG-English-ENG/100/ENG-111) | Pre or corequisite | No Change |
| Credits | 1 | Credits | No Change |
| Hours | 1 | Hours | No Change |
| CATALOG DESCRIPTION | ~~A seminar to provide teacher candidates’ opportunities to observe early childhood education settings for young children (especially focusing on infant and toddlers), learning about young children’s development and learning, appropriate environment, and developmentally appropriate practice.~~ ~~The one-week seminar is held in two different early childhood sites for five full days~~. This course is graded Pass/Fail.  | CATALOG DESCRIPTION | This hybrid course is focused on the education of infants and toddlers. Students will observe Early Childhood Education (ECE) settings and learn about observation practices; young children’s growth, development, and learning; and curricula and practices in infant-toddler education. In In addition to seminar time and independent work, students are required to complete 24 hours of fieldwork in early childhood settings. This course is graded Pass/Fail.  |
| Liberal Arts AND SCIENCES | N/A | Liberal Arts AND SCIENCES | N/A |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | N/A |
| Effective | Fall 2022 | Effective | Fall 2022 |
| Role in Curriculum | This course provides an introduction to Early Childhood Education and ways of supporting young children’s growth, development, and learning |
| Rationale | Pre-req. and co-req. to be adjusted from the sequence change. Catalog description has been refined to describe the course better. |
| Submission to Committee Chair | 4/26/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL | SOE 5/6/2021, UCC 5/7/21 |
| CONSULTATION | SLS 4/19/2021 Include Dean(s) Name, Department Chair(s) Name/Program Director(s) Name and Date(s). |

**AV.18 DEPARTMENT OF PERORMING AND CREATIVE ARTS: ART 245 PRINTMAKING**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Performing and Creative Arts | Department/Program | Performing and Creative Arts |
| Course No. and Title | ART 245 Printmaking | Course No. AND TITLE | No Change |
| Prerequisite | ART 120 or ART 130 | Prerequisite | ART 120 or ART 130 or ART 125 |
| Corequisite | n/a | Corequisite | n/a |
| Pre or corequisite | n/a | Pre or corequisite | n/a |
| Credits | 3 | Credits | No Change |
| Hours | 4 | Hours | No Change |
| CATALOG DESCRIPTION | ~~Instruction and practice in the fundamentals of the intaglio process; its relationship to the design and meaning of the print.~~ | CATALOG DESCRIPTION | An introduction to the fundamentals of printmaking. Using an array of processes, this course introduces students to a variety of techniques within the medium, including planographic, relief and intaglio printing. Students focus on the comprehension of techniques and materials and their relationship to the printed image and visual concepts. Group discussions, presentations, field trips and written assignments encourage a link between the student’s work and the broader context of the discipline, to develop personal imagery to execute in these media. |
| Liberal Arts AND SCIENCES | No | Liberal Arts AND SCIENCES | No |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | N/A |
| Effective | N/A | Effective | Fall 2022 |
| Role in Curriculum | This is the first in a sequence of three printmaking courses designed to further students’ understanding of the fundamental processes, techniques and methods used in printmaking. This course exposes students to the basics of intaglio, relief and planographic printing, and is for students interested in an introductory exploration of creating multiple original prints and studio art majors. |
| Rationale | The content of the course has been revisited to more properly align with our studio art program goals. The process of examination of the course content has revealed that the current course description does not account for these changes. Thus, the new description reflects how the course is currently being taught. |
| Submission to Committee Chair | 4/26/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL | Maurya Wickstrom, Interim Chair, Miguel Aragon, Program Coordinator,4/22/21, UCC 5/7/21 |
| CONSULTATION | Beth Livensperger, Marianne Weil, April 2021  |

**AV.19 DEPARTMENT OF PERFORMING AND CREATIVE ARTS: ART 345 INTERMEDIATE PRINTMAKING**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Performing and Creative Arts | Department/Program | Performing and Creative Arts |
| Course No. and Title | ART 345 Intermediate Printmaking | Course No. AND TITLE | No Change |
| Prerequisite | ART 245 | Prerequisite | No Change |
| Corequisite | n/a | Corequisite | n/a |
| Pre or corequisite | n/a | Pre or corequisite | n/a |
| Credits | 3 | Credits | No Change |
| Hours | 4 | Hours | No change |
| CATALOG DESCRIPTION | ~~Development of technical and expressive skills through selected areas of study in one or more of the graphic processes~~ | CATALOG DESCRIPTION | An intermediate course that builds upon printmaking fundamentals, reinforcing important techniques and methods employed to create multiple prints. Students are introduced to multi-color layers, additional print processes, and combinations of these techniques to encourage personal expression, original imagery, and development of conceptual ideas. |
| Liberal Arts AND SCIENCES | No | Liberal Arts AND SCIENCES | No Change |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | N/A |
| Effective | N/A | Effective | Fall 2022 |
| Role in Curriculum | This is the second in a sequence of three printmaking courses designed to further students’ understanding of the fundamental processes, techniques and methods used in printmaking. This course deepens knowledge of the traditional intaglio, relief and planographic printing, and exposes students to additional print processes and is for students interested in continuing exploration of creating multiple original prints and studio art majors. |
| Rationale | The content of the course has been revisited to more properly align with our studio art program goals. The process of examination of the course content has revealed that the current course description does not account for these changes. Thus, the new description reflects how the course is currently being taught. |
| Submission to Committee Chair | 4/26/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL | Maurya Wickstrom, PCA Interim Chair, Miguel Aragon, Art Program Coordinator,4/22/21, UCC 5/7/21 |
| CONSULTATION | Beth Livensperger, Marianne Weil, April 2021  |

**AV.20 DEPARTMENT OF PERFORMING AND CREATIVE ARTS: ART 445 ADVANCED PRINTMAKING**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Performing and Creative Arts | Department/Program | Performing and Creative Arts |
| Course No. and Title | ART 445 Advanced Printmaking | Course No. AND TITLE | No Change |
| Prerequisite | ART 345 | Prerequisite | No Change |
| Corequisite | n/a | Corequisite | n/a |
| Pre or corequisite | n/a | Pre or corequisite | n/a |
| Credits | 3 | Credits | No Change |
| Hours | 4 | Hours | No Change |
| CATALOG DESCRIPTION | ~~Individual projects in one or more of the printmaking processes. Emphasis on the development of individual style with a mature level of expression and the compiling of a portfolio of prints.~~ | CATALOG DESCRIPTION | An advanced exploration of techniques in the printmaking medium. This course emphasizes the importance of making work with processes and materials that inform and develop conceptual ideas through student-initiated creative research projects. Development of a strong body of work, research, resolution of concept and imagery through problem-solving skills are expected with individual guidance from the instructor. Advanced students have the opportunity to combine multiple printmaking applications and experimental media as well as to print on a larger scale. This course may be repeated for credit. Prerequisite ART 345. |
| Liberal Arts AND SCIENCES | No | Liberal Arts AND SCIENCES | No Change |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | N/A |
| Effective | N/A | Effective | Fall 2022 |
| Role in Curriculum | This is the third in a sequence of three printmaking courses designed to further students’ understanding of the processes, techniques and methods used in printmaking. This course deepens knowledge of traditional, digital and experimental intaglio, relief and planographic printing, and is for advanced students interested in continuing exploration of creating multiple original prints, and studio art majors. |
| Rationale | The content of the course has been revisited to more properly align with our studio art program goals. The process of examination of the course content has revealed that the current course description does not account for these changes. Thus, the new description reflects how the course is currently being taught. |
| Submission to Committee Chair | 4/26/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL | Maurya Wickstrom, Interim Chair, Miguel Aragon, Program Coordinator,4/22/21, UCC 5/7/21 |
| CONSULTATION | Beth Livensperger, Marianne Weil, April 2021  |

**AV.21 DEPARTMENT OF PERFORMING AND CREATIVE ARTS: ART 42 GRAPHIC ART**

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| --- | --- | --- | --- |
| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Performing and Creative Arts | Department/Program | Performing and Creative Arts |
| Course No. and Title | ~~ART 42 Graphic Art~~ | Course No. AND TITLE | ART 215 Graphic Art: Screenprint |
| Prerequisite | ~~NONE~~ | Prerequisite | ART 120 |
| Corequisite | n/a | Corequisite | n/a |
| Pre or corequisite | n/a | Pre or corequisite | n/a |
| Credits | ~~2~~ | Credits | 3 |
| Hours | 4 | Hours | No Change |
| CATALOG DESCRIPTION | ~~Basic techniques for creative work with graphic mediums (etching, woodblock, screen-seriograph and lithography~~ | CATALOG DESCRIPTION | An introduction to the screen-printing technique and its practical applications in the studio. This course prepares students to design and print images on paper as well as textiles. Projects incorporate printing as a component in planning more advanced interdisciplinary projects. |
| Liberal Arts AND SCIENCES | No | Liberal Arts AND SCIENCES | No Change |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | N/A |
| Effective | N/A | Effective | Fall 2022 |
| Role in Curriculum | This course is appropriate for all students who want to develop an understanding of the screenprint technique and appreciate its role and practical use for the visual artist and commercial designer. |
| Rationale | Through ongoing Art Program assessment, the content of this course has been revisited. ART 245, our Introductory Printmaking course, currently prepares students for etching, woodblock and lithography. ART 215 addresses our Program’s need for a dedicated screenprint class. The course description reflects how the course will now be taught, complement our printmaking discipline goals and overall enrich our Studio Art Program. |
| Submission to Committee Chair | 4/26/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL | Maurya Wickstrom, Interim Chair, Miguel Aragon, Program Coordinator,4/22/21, UCC 5/7/21 |
| CONSULTATION | Beth Livensperger, Marianne Weil, April 2021  |

**AV.22 DEPARTMENT OF PERFORMING AND CREATIVE ARTS: ART 275 STUDIO ART THEORY AND PRACTICE**

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| --- | --- | --- | --- |
| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~**  | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Performing and Creative Arts | Department/Program | Click or tap here to enter text |
| Course No. and Title | ART 275 Studio Art Theory and Practice | Course No. AND TITLE | ART 275 Studio Art Theory and Practice: Color |
| Prerequisite | ART 120 | Prerequisite | ART 120  |
| Corequisite | N/A | Corequisite | N/A |
| Pre or corequisite | N/A | Pre or corequisite | N/A |
| Credits | 3 | Credits | 3 |
| Hours | 4 | Hours | 4 |
| CATALOG DESCRIPTION | The aim of this course is to open a thorough understanding of two-dimensional organization in painting ~~and drawing and,~~ by extension, ~~of~~ ~~three-dimensional~~ concepts in sculpture. The study will involve a design analysis of selected ~~paintings from the 15th and 16th centuries~~. Students are expected to produce ~~drawings and~~ paintings based on these explorations.  | CATALOG DESCRIPTION | The aim of this course is to open a thorough understanding of two-dimensional organization in painting, focused particularly in color. By extension, the class engages additional concepts in sculpture, printmaking, photography and other related media. The study will involve a design analysis of selected color theory principles including contemporary practice and digital concepts. Students are expected to produce water-media paintings based on these explorations.Studio projects are supplemented by group critiques, collaborative projects, museum visits, readings, and presentations. |
| Liberal Arts AND SCIENCES | Click or tap here to enter text | Liberal Arts AND SCIENCES | N/A |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | No Change |
| Effective | N/A | Effective | Fall 2022 |
| Role in Curriculum | This course is designed for studio art majors and minors, and furthers students’ understanding of the fundamentals of color. Content from this course is applicable across mediums including printmaking, sculpture, photography, and digital work. The course supplements and reinforces the study of aesthetic concepts, such as composition, introduced in prerequisites as well as other program courses. |
| Rationale | Color theory is an essential component to studio art education. The current course description does not adequately emphasize a focus on color theory. The new description updates the previous course to align more consistentlywith ourcurrent Program needs and national pedagogical standards. |
| Submission to Committee Chair | 4/26/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL | Maurya Wickstrom, Interim Chair, Miguel Aragon, Program Coordinator,4/22/21, UCC 5/7/21 |
| CONSULTATION |  Program Coordinator Miguel Aragon and Professor Marianne Weil, April 2021  |

**AVI OTHER ITEMS**

**AVI.1 INTERDISCIPLINARY STUDIES PROGRAMS: Changes to the Charge for the COR 100 Committee**

Overview: The COR 100 Committee, as per its existing charge, has the authority to amend its charge with the approval of the General Education Committee. Due to the removal of the requirement for all students to complete COR 100 to fulfill the General Education Flexible Core Requirement in The U.S. In Its Diversity (FUSR), the Committee has approved the following amendment of the COR 100 Committee Charge and seeks the General Education Committee approval of those amendments.

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| --- | --- |
| FROM:**CORE 100 COMMITTEE CHARGE****Charge**The CORE 100 Committee will promote excellence within the CORE 100 Program through faculty selection and curricular oversight, development, and evaluation.  Guided by the core value of inclusive excellence, the Committee is charged with developing and ensuring the delivery of a comprehensive curriculum to introduce CSI students to contemporary America’s constitutional democracy, multicultural society, and market economy, and with updating that curriculum on a continuing basis. **Membership and Schedule**The Committee shall be comprised of ten tenured or tenure track, and one adjunct CSI faculty member appointed by the ~~Provost, with nominations from the General Education Committee of the Faculty Senate~~. Self-nominations will be accepted.  ·         Two thirds of the committee will be faculty members who have recently taught in the Program or who plan to teach in the program. The adjunct faculty member will represent adjunct faculty who teach in the program. The Coordinator of CORE, if not a full time faculty member, will serve as a non-voting member.·         The Committee will elect a chair from among its voting members.·         Committee members will serve staggered three year terms.·         The Committee shall meet a minimum of twice each semester.·         Minutes of each meeting shall be forwarded to the ~~Academic Deans and Provost~~. **Staffing**·         The Committee shall determine the qualifications necessary for non-full time faculty who teach in the CORE 100 program.In consultation with the Coordinator of the CORE 100 program and the approval of the relevant Department Chair and Academic Dean, the Committee shall identify, select, and approve faculty to teach in the CORE 100 Program.       **Curriculum Review and Changes**·         Review and revision of the CORE 100 curriculum shall be an ongoing responsibility of the Committee, in consultation with faculty currently teaching CORE 100. This will include supervision of outcomes assessment.·         The Committee shall review and approve proposals for additions, deletions, or revisions to the curriculum.·         All proposals shall be submitted to the Committee in writing.·         The Committee may amend or modify proposals.·         A vote consisting of a simple majority of members shall be deemed a favorable vote.·         The Committee shall prepare a report on each proposal that shall include the recorded vote of members and the basis for the recommendation, favorable or unfavorable.·         ~~The CORE 100 Committee will regularly report to the General Education Committee~~.·         If a favorable determination is made by the Committee and is substantive enough to require review, the proposal shall go through the College’s usual curriculum change process.·         The CORE 100 Committee charge may be amended by ~~the General Education Committee, and may be  amended as well by~~ a 2/3 vote of the CORE Committee ~~with the consent of the General Education Committee.~~ | TO:**CORE 100 COMMITTEE CHARGE****Charge**The CORE 100 Committee will promote excellence within the CORE 100 Program through faculty selection and curricular oversight, development, and evaluation.  Guided by the core value of inclusive excellence, the Committee is charged with developing and ensuring the delivery of a comprehensive curriculum to introduce CSI students to contemporary America’s constitutional democracy, multicultural society, and market economy, and with updating that curriculum on a continuing basis. **Membership and Schedule**The Committee shall be comprised of ten tenured or tenure track, and one adjunct CSI faculty members appointed by the Dean of Humanities and Social Sciences. Self-nominations will be accepted.  ·         Two thirds of the committee will be faculty members who have recently taught in the Program or who plan to teach in the program. The adjunct faculty member will represent adjunct faculty who teach in the program. The Coordinator of CORE, if not a full time faculty member, will serve as a non-voting member.·         The Committee will elect a chair from among its voting members.·         Committee members will serve staggered three year terms.·         The Committee shall meet a minimum of twice each semester.·         Minutes of each meeting shall be forwarded to the Dean of Humanities and Social Sciences. **Staffing**·         The Committee shall determine the qualifications necessary for non-full time faculty who teach in the CORE 100 program.In consultation with the Coordinator of the CORE 100 program and the approval of the relevant Department Chair and Academic Dean, the Committee shall identify, select, and approve faculty to teach in the CORE 100 Program.       **Curriculum Review and Changes**·         Review and revision of the CORE 100 curriculum shall be an ongoing responsibility of the Committee, in consultation with faculty currently teaching CORE 100. This will include supervision of outcomes assessment.·         The Committee shall review and approve proposals for additions, deletions, or revisions to the curriculum.·         All proposals shall be submitted to the Committee in writing.·         The Committee may amend or modify proposals.·         A vote consisting of a simple majority of members shall be deemed a favorable vote.·         The Committee shall prepare a report on each proposal that shall include the recorded vote of members and the basis for the recommendation, favorable or unfavorable.·         If a favorable determination is made by the Committee and is substantive enough to require review, the proposal shall go through the College’s usual curriculum change process.·         The CORE 100 Committee charge may be amended by a 2/3 vote of the CORE Committee. |
| RATIONALE: In 2019 the General Education Committee and the Faculty Senate voted to no longer require the large majority of incoming freshman to enroll in COR 100. For more than 20 years prior, COR 100 had served as the first-year experience course, providing a common experience designed to help freshman transition from high school to college. It was created as an interdisciplinary civics course that any professor in any field could teach. Over the years, faculty from across the disciplines and divisions taught COR 100, which reported to the Provost because of this campus-wide impact.  Today, COR 100 is an elective course offered in the Flexible Core within the FUSR Pathways bucket. Designed as a multi- disciplinary course that belongs to no single department, the course will continue to need faculty oversight by the COR 100 Committee to ensure the quality of instruction given by its faculty and to discuss questions of methodology and curriculum. However, the need for the Director to report to the Provost no longer exists. Given the curriculum of COR 100, (civics education) reporting to the Dean of HSS is more logical. Further, as the course no longer holds “special status” as a required course, it is no longer necessary for the program to have oversight by the General Education Committee. That oversight will instead shift entirely to the Dean of Humanities and Social Sciences, the Division in which the course falls in terms of its content. |
| SUBMISSION TO THE COMMITTEE CHAIR: 2/2/2021 & 5/11/2021 sent to Committee Chair and Curriculum Office |
| CONSULTATION:Science, Letters, and Society February 2, 2021Provost & Senior VP for Academic Affairs Michael Parrish, February 3, 2021Dean Humanities and Social Sciences Sarolta Takacs, February 3, 2021,; Feb. 24, 2021Susan Holak, Founding Dean, Chazanoff School of Business 02/24/21George Wang & Jonathan Peters, Accounting & Finance, 02/24/21Simone Wegge, Economics, 02/24/21Thomas Tellefsen, Marketing, 02/24/21Carles Solà Belda, Management Department, 02/24/21Michael Paris, Political Science, 03/01/21Anaya Mukerjea & Saadia Toor, Sociology and Anthropology, 3/10/21 John Wing & Eric Ivison, History, 3/12/21Dan McCloskey, Psychology, March 23, 2021Directors of Interdisciplinary Programs, 3/24/21; 5/5/21 |
| APPROVALS: Core 100 Committee February 2, 2021 & May 11, 2021; GEC 5/17/21 |