

**KINGSBOROUGH COMMUNITY COLLEGE**  
**The City University of New York**

**CURRICULUM TRANSMITTAL COVER PAGE**

**Department:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Title Of Course/Degree/Concentration/Certificate:** \_\_\_\_\_

**Change(s) Initiated: (Please check)**

- |   |  |
|---|--|
| <input type="checkbox"/> Closing of Degree            | <input type="checkbox"/> Change in Degree or Certificate                               |
| <input type="checkbox"/> Closing of Certificate       | <input type="checkbox"/> Change in Degree: Adding Concentration                        |
| <input type="checkbox"/> New Certificate Proposal     | <input type="checkbox"/> Change in Degree: Deleting Concentration                      |
| <input type="checkbox"/> New Degree Proposal          | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre-/Co-requisite |
| <input type="checkbox"/> New Course                   | <input type="checkbox"/> Change in Course Designation                                  |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description                                  |
| <input type="checkbox"/> Deletion of Course(s)        | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours          |
|   | <input type="checkbox"/> Change in Academic Policy                                     |
|   | <input type="checkbox"/> Pathways Submission:  |
|   | <input type="checkbox"/> Life and Physical Science                                     |
|   | <input type="checkbox"/> Math and Quantitative Reasoning                               |
|   | <input type="checkbox"/> A. World Cultures and Global Issues                           |
|   | <input type="checkbox"/> B. U.S. Experience in its Diversity                           |
|   | <input type="checkbox"/> C. Creative Expression  |
|   | <input type="checkbox"/> D. Individual and Society                                     |
|   | <input type="checkbox"/> E. Scientific World   |
- Change in Program Learning Outcomes
- Other (please describe): \_\_\_\_\_

**PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES**

**DEPARTMENTAL ACTION**

**Action by Department and/or Departmental Committee, if required:**

**Date Approved:** \_\_\_\_\_ **Signature, Committee Chairperson:** Stuart Parker

**If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:**

**Date Approved:** \_\_\_\_\_ **Signature, Department Chairperson:** Thomas Eaton

**Date Approved:** \_\_\_\_\_ **Signature, Department Chairperson:** Scott Cally

**Date Approved:** \_\_\_\_\_ **Signature, Department Chairperson:** Ann DelPrincipe

**Date Approved:** \_\_\_\_\_ **Signature, Department Chairperson:** Jacob Segal

**Date Approved:** \_\_\_\_\_ **Signature, Department Chairperson:** Alfonso Garcia Osuna

**I have reviewed the attached material/proposal**

**Signature, Department Chairperson:** \_\_\_\_\_



TO: Fall 2023 Curriculum Committee

FROM: Stuart Parker, Chair, Behavioral Sciences and Chair, Liberal Arts Chairs Sub-Committee  
Thomas Eaton, Chair, Art  
Anne DelPrincipe, English  
Jacob Segal, History, Philosophy and Political Science  
Scott Cally, Communications and Performing Arts  
Alfonso Garcia-Osuna, World Languages and Cultures

DATE: September 18, 2023

RE: Change to the Liberal Arts, AA – Concentrations

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The Liberal Arts Chairs Sub-Committee are recommending the following revisions to the Liberal Arts AA, which focus on creating a consistent 6 course (18 credit) Liberal Arts Core for all Concentrations, with the exclusion of General.

<b>Liberal Arts Core for Concentrations (6 Courses, 18 Credits)</b>	
Art <b>or</b> Media and Film Studies <b>or</b> Music <b>or</b> Theatre	3
Speech	3
Literature <b>or</b> Philosophy	3
U.S. Politics <b>or</b> U.S. History	3
Psychology <b>or</b> Sociology	3
World History <b>or</b> Anthropology <b>or</b> World Languages and Cultures	3

All Concentrations will follow a 3 course (9 credit) structure. Concentrations are structured with a focus on transfer and articulation to senior colleges, in particular, Brooklyn College, where roughly 43% of our students transfer while simultaneously providing students with the opportunity to pursue a specified program of study within the Liberal Arts. In addition, the revised Concentration structure allows for more formalized engagement with students. We expect that this new Concentration structure and focused purpose will increase program enrollment overtime. These revisions address recommendations made by Dr. Lori A. Catalozzi during our recent Liberal Art Academic Program Review.

Modifications to the following existing Liberal Art Concentrations (with the exclusion of General) are included in this submission.

- English Concentration
- Philosophy Concentration
- Political Science Concentration
- Secondary Education Concentration

- Spanish Concentration
- Women's, Gender, and Sexuality Studies Concentration

We are also proposing the creation of the following NEW Concentrations and their proposals are included in this submission.

- Creative Writing Concentration
- History Concentration
- Music Concentration
- Psychology Concentration



Department of English  
Prof. Ann Del Principe, Chairperson

## MEMO

**To:** Curriculum Committee

**From:** Ann Del Principe, Chairperson, & Jane Weiss, Concentration Coordinator

**Re:** Proposed revisions to the English Liberal Arts Concentration

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**Change of Concentration Name:** From English to Literary Studies  
**Department:** English

### Introduction and Rationale

This proposal revises the existing “English” concentration into a “Literary Studies” concentration. This distinguishes it from the new Creative Writing concentration (also being proposed by the English department) and will help ensure that the concentration learning objectives are distinctive and that they do not overlap with other concentrations. In addition, these two concentrations within the English department will be aimed more clearly toward articulation with degree programs at other institutions.

### Concentration Description

This concentration is designed to give Kingsborough students a grounding in the craft of literary studies. It focuses on the close, critical, and creative reading of literary texts in all genres. Courses in the Literary Studies concentration also focus on writing and are often Writing Intensive sections.

Included in the concentration are all English courses that are designated as “literature” courses (as opposed to composition or creative writing courses, also housed in English). All of these courses are trained on achieving the learning outcomes specified (below) for this concentration: demonstrating knowledge of the terminology, styles, periods and forms of literature as well as producing interpretations of literary texts. Through the study of literary material by Shakespeare, or Gothic and Horror Fiction, Environmental or African American literature, or any of the large number of courses offered through the English Department,

students significantly enhance their critical thinking, reading, and writing skills as well as their preparation for senior college and any number of careers or jobs.

It is our sense that no new courses are needed or necessary at this time. However, the English Department does plan to develop a few new courses we feel are needed and will be both beneficial for and of interest to KCC students, in and outside the concentration.

The Literary Studies concentration structure is as follows:

**Eng 30 (required), transfers to Brooklyn College as their required fundamental introduction course for English majors, ENGL 2021: Overview of Literary Study I**

**AND**

**Two of the following courses, for a total of 3 courses.**

- ENG 31 Classical and Biblical Literature
- ENG 32 World Literature
- ENG 33 Intro to Literary Studies
- ENG 35 Modern European Literature
- ENG 40 Short Fiction
- ENG 42 Poetry
- ENG 43 Drama
- ENG 48 American Environmental Literature
- ENG 63 Shakespeare
- ENG 66 Literature and Psychology
- ENG 67 Women and Literature
- ENG 68 Gothic and Horror Fiction
- ENG 70 Sexuality and Literature
- ENG 7300 Themes in American Literature I: Beginnings to 1865
- ENG 7400 Themes in American Literature II: 1865 to Present
- ENG 7700 The Roots of African-American Literature
- ENG 7800 Contemporary African-American Literature

### Transfer/Articulation

We provide information about how our literature courses transfer to Brooklyn College and apply toward the major at that institution, which is where most KCC students transfer to complete a program. The BA in English at Brooklyn College requires 38-47 credits for courses in the major. Students in the Literary Studies Concentration at KCC can complete up to 9 Historical Period credits (toward the required 11-12 credits) and/or 9 or more credits in Breadth and Depth Area Studies (at least one of which should be Race/Ethnicity or Empire/Post-colonialism and one of which should be Genre course, or a Thematic Studies) toward the required 19-24 credits.

<b>KCC Course</b>	ENG 31 Classical and Biblical	ENG 32 World Literature	ENG 33 Intro to Literary Studi	ENG 35 Modern European Litera	ENG 40 Short Fictio n	ENG 42 Poetr y	ENG 43 Dram a	ENG 48 Amer ican Envir onmental	ENG 63 Shake spear e	ENG 66 Litera ture and Psych ology	ENG 67 Wom en and Litera ture	ENG 70 Sexua lity and Litera ture	ENG 7300 Them es in Amer ican Litera	ENG 7400 Them es in Amer ican Litera	ENG 7700 The Roots of Afric an-A	ENG 7800 Cont empo rary Afric an-A
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	Literature		es	ture				Literature					ture I: Beginnings to 1865	ture II: 1865 to Present	meric an Literature	meric an Literature
<b>Brooklyn College Equivalent</b>	ENGL 3183 or CLAS 3022	CL 3265	ENGL 3193	CMLT 3607:	CMLT 3608:	ENGL 3181	ENGL 3170	ENGL 3281	ENGL 3122	ENGL 3191	ENGL 3187	ENGL 4110	ENGL 3151	ENGL 3153	AFST 3220	ENGL 3161
<b>Brooklyn BA in English area requirement</b>	Breadth & Depth Area Studies Area B	Breadth & Depth Area Studies Area B	Historical Period Category 5	Historical Period Category 5	Breadth & Depth Category B Genre Studies	Breadth & Depth Category B: Genre	Historical Period 5	Breadth & Depth Category B: Thematic	Historical Period Category 2	Breadth & Depth Part B-Genre	Breadth & Depth Part B-Thematic	Breadth & Depth Part B-Thematic	Historical period Category 4	Historical Period Category 5	Additional courses in allied discipline	Additional courses in allied discipline

We have done a careful review of all possible combinations of our course offerings that a student could possibly take for the two courses they will freely select to ensure that, regardless of the combination of courses, they will not exceed the limitations of the required course categories in Brooklyn College’s program structure. We have determined that, whichever English courses students select from the list above, both courses will transfer into Brooklyn College’s program.

### Concentration Learning Outcome(s) and Assessment Plan

#### Concentration Learning Outcomes:

Upon successful completion of the Literary Studies concentration, students will:

1. Know and apply the terminology of literary studies, recognize literary genres, devices, periods, and cultural contexts, and identify meaningful details in literary texts.
2. Communicate individual interpretations precisely and persuasively in written work and/or in scholarly discussions of literary texts.

#### Concentration Assessment Plan:

Students’ achievement of the concentration learning outcomes will be assessed via the following instructional and assessment activities that are common across all courses within the Literary Studies Concentration:

- Low-stakes writing assignments (i.e. discussion board postings, journals, annotation assignments, etc.)
- Longer writing assignments (i.e., essays, papers, presentations)
- Essay exams
- Reading exams
- Engagement of scholarly discussions on virtual platforms, such as the Blackboard

#### Discussion Board

- Creative or group projects or activities through which students demonstrate achievement of the learning objectives



TO: Fall Semester Curriculum Committee

FROM: Prof. Jacob Segal, Chair, Department of History, Philosophy & Political Science

DATE: 9/14/23

RE: Change in requirements for A.A. LIBERAL ARTS: Philosophy Concentration

The History, Philosophy and Political Science Department is proposing to change the AA Liberal Arts Philosophy Concentration.

**Rationale for Change:**

This change would make the philosophy concentration consistent with the other concentrations where the degree requirements are 6 liberal arts required courses (18 credits) and a 9-credit concentration of three philosophy courses which will remain the same. In its current form, the Philosophy Concentration requires students to take philosophy courses that also meet CUNY Pathways requirements. This changes across the Liberal Arts Concentrations (with the exclusion of General) should improve enrolment through greater consistency and better advising. Students will not be able to utilize Liberal Arts and Concentration requirements to also meet CUNY Pathways requirements.

Catalog Revision:

**CURRENT**

Add/Delete/Change	A.A. LIBERAL ARTS – Philosophy Concentration	
	HEGIS: 5649.00	
	PROGRAM CODE: 01044	
	<b><u>CUNY CORE</u></b>	<b>CREDITS</b>
	<b><u>REQUIRED CORE:</u></b> (4 Courses, 12 Credits)	<b>12</b>
	When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.	



	ENG 1200 Composition I	3
	ENG 2400 Composition II	3
	± Mathematical & Quantitative Reasoning	3
	± Life and Physical Sciences	3
	<b><u>FLEXIBLE CORE:</u></b> (6 Courses, 18 Credits)	<b>18</b>
	When Flexible Core courses are specified for a category, they are strongly <i>suggested</i> and/or required for the major. One course from each Group A to E. and one (1) additional course from any group. <i>No more than two courses can be selected from the same discipline</i>	
	A. World Cultures and Global Issues	
	B. U.S. Experience In Its Diversity	
	C. Creative Expression	
	D. Individual & Society	
	± E. Scientific World	
	± Plus another course selected from any Group A – E	
<b>CHANGE</b>	<b><u>DEGREE REQUIREMENTS:</u></b> ( <del>09</del> <b>6</b> Courses, <del>27</del> <b>18</b> Credits)	<b><del>27</del> 18</b>
<b>CHANGE</b>	<del>To complete the degree within sixty (6) credits students must select courses that fulfill Major, Concentration, AND Flexible Core Requirements. No more than four (4) of the following nine (9) course may also satisfy a Flexible Core Requirement.</del> <b>Courses used to satisfy the Major requirements cannot be used to also satisfy the Concentration requirements. Students enrolled in a Concentration cannot use the following required courses to also satisfy the CUNY Required or Flexible Core.</b>	
	Art <b>or</b>	03
	Media and Film Studies <b>or</b>	
	Music <b>or</b>	
	Theatre	

	<b>AND</b>	
	Speech	03
<b>ADD</b>	<b>AND</b>	
<b>ADD</b>	Literature <b>or</b>	<b>03</b>
<b>ADD</b>	<b>Philosophy</b>	
<b>DELETE</b>	Philosophy	03
	-	
<b>ADD</b>	<b>AND</b>	
<b>ADD</b>	U.S. Politics <b>or</b>	<b>03</b>
<b>ADD</b>	<b>U.S. History</b>	
	-	
<b>DELETE</b>	U.S. History	03
-	-	-
<b>ADD</b>	<b>AND</b>	-
		-
<b>ADD</b>	Psychology <b>or</b>	<b>03</b>
-	<b>Sociology</b>	
-	-	-
<b>DELETE</b>	Sociology	03
	<b>AND</b>	

	World History <b>or</b>	<b>03</b>
	Anthropology <b>or</b>	
	World Languages and Cultures	
	<b>PHILOSOPHY CONCENTRATION</b> (3 Courses, 9 Credits)	<b>9</b>
<b>CHANGE</b>	<p>To complete the degree within sixty (60) credits, students must select courses that fulfill Major, Concentration, and CUNY Flexible Core requirements.</p> <p><b>Courses used to satisfy the Concentration requirements <u>cannot</u> be used to also satisfy the Major requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core.</b></p>	
	Select any three (3) Philosophy Courses for a total of nine (9) credits	
	<b>ELECTIVES:</b> 0 <b>3</b> credits sufficient to meet required total of 60 credits.	0 <b>3</b>
	<b>TOTAL CREDITS: 60</b>	<b>60</b>
	Note:	
	World Languages proficiency through the 200-level is recommended for students who do not have native fluency, or have not successfully completed three years of one foreign language in high school and passed the Regents Level 3 language exam. These students may take a 100-level World Language as a Flexible Core: World Cultures and Global Issues (Group A) Pathways requirement and a 200-level World Language as a major requirement. Other concentrations may be able to do as listed above. <b>(Excluding the Spanish Concentration).</b>	
	For concentrations other than General, it is recommended that you speak with your academic advisor.	

**PROPOSED**

Add/Delete/Change	A.A. LIBERAL ARTS – PHILOSOPHY CONCENTRATION	
	HEGIS: 5649.00	
	PROGRAM CODE: 01044	
	<b><u>CUNY CORE</u></b>	<b>CREDITS</b>
	<b><u>REQUIRED CORE:</u></b> (4 Courses, 12 Credits)	<b>12</b>
	When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.	
	ENG 1200 Composition I	3
	ENG 2400 Composition II	3
	± Mathematical & Quantitative Reasoning	3
	± Life and Physical Sciences	3
	<b><u>FLEXIBLE CORE:</u></b> (6 Courses, 18 Credits)	<b>18</b>
	When Flexible Core courses are specified for a category, they are strongly <i>suggested</i> and/or required for the major. One course from each Group A to E. and one (1) additional course from any group. <i>No more than two courses can be selected from the same discipline</i>	
	A. World Cultures and Global Issues	
	B. U.S. Experience In Its Diversity	
	C. Creative Expression	
	D. Individual & Society	
	± E. Scientific World	
	± Plus another course selected from any Group A – E	
	<b><u>DEGREE REQUIREMENTS:</u></b> (6 Courses, 18 Credits)	<b>18</b>
	<b>Courses used to satisfy the Major requirements <u>cannot</u> be used to also satisfy the Concentration requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core.</b>	
	Art <b>or</b>	03
	Media and Film Studies <b>or</b>	
	Music <b>or</b>	
	Theatre	
	<b>AND</b>	

	Speech	03
	<b>AND</b>	
	Literature <b>or</b>	<b>03</b>
	<b>Philosophy</b>	
	-	
	<b>AND</b>	
	U.S. Politics <b>or</b>	<b>03</b>
	<b>U.S. History</b>	
-	-	-
	<b>AND</b>	-
		-
<b>ADD</b>	Psychology <b>or</b>	<b>03</b>
-	<b>Sociology</b>	
-	-	-
	<b>AND</b>	
	World History <b>or</b>	<b>03</b>
	Anthropology <b>or</b>	
	World Languages and Cultures	
	<b>PHILOSOPHY CONCENTRATION</b> (3 Courses, 9 Credits)	<b>9</b>
	<b>Courses used to satisfy the Concentration requirements cannot be used to also satisfy the Major requirements. Students enrolled in a Concentration cannot use the following required courses to also satisfy a CUNY Flexible Core Requirement.</b>	
	-	
	Select any three (3) Philosophy courses for a total of nine (9) credits	
	<b>ELECTIVES: 3</b> credits sufficient to meet required total of 60 credits.	<b>3</b>
	<b>TOTAL CREDITS: 60</b>	<b>60</b>
	Note:	

	World Languages proficiency through the 200-level is recommended for students who do not have native fluency, or have not successfully completed three years of one foreign language in high school and passed the Regents Level 3 language exam. These students may take a 100-level World Language as a Flexible Core: World Cultures and Global Issues (Group A) Pathways requirement and a 200-level World Language as a major requirement. Other concentrations may be able to do as listed above. <b>(Excluding the Spanish Concentration).</b>	
	For concentrations other than General, it is recommended that you speak with your academic advisor.	



TO: Fall 2023 Semester Curriculum Committee  
FROM: Prof. Jacob Segal, Chair, Department of History, Philosophy and Political Science  
DATE: September 11, 2023  
RE: Change in Degree Requirements for the A.A. Liberal Arts-Political Science  
Concentration

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The Department of History is proposing a change in the degree requirements for the A.A. Liberal Arts Political Science Concentration.

**Introduction and Rationale:**

The changes to the Concentration have three aspects.

First, we are changing the requirements to the now standard eighteen liberal arts requirements, three elective credits, and nine concentration requirements to make the concentration simpler in order to made advising and completion easier.

Second, we changed the concentration requirements. In the current model, the concentration requirements were embedded in the liberal arts requirements with history, philosophy, and anthropology required courses. We now require students to take three courses in the four groups of political science: (1) Political Theory, (2) U.S Politics, (3) Global Politics and (4) State, Local and Urban Politics. We hope that the students will therefore gain an appreciation of the political science discipline which will allow them to better choose a focus if they become majors in political science.

Third, we edited and streamlined the Concentration Learning Outcomes resulting in two Concentration Learning Outcomes..

**Concentration Description:**

Students will select ONE (1) course from three of the four groups for a total of nine (9) credits.

*Group I: Political Theory*

POL 5000 - Clash of Political Ideas: Introduction to Political Theory

*Group II: U.S. Politics*

POL 5100 - Introduction to U.S. Government **or**

POL 5500 - U.S. Political Parties

*Group III: Global Politics*

POL 5200 - Introduction to Comparative Government **or**

POL 5900 - Introduction to International Relations

### Group IV: State, Local, and Urban Politics

POL 5300 - State and Local Government and Politics **or**

POL 5600 - Urban Politics

Courses for the Political Science Concentration were selected that have equivalencies to [Brooklyn College's Political Science, BA](#), where students must complete a total of five additional political sciences courses from the 3000 level and above.

Political Science, B.A. | Brooklyn

brooklyn.edu/academics/programs/political-science-ba/

#### MAJOR DETAILS

The program information listed here reflects the approved curriculum for the 2023-2024 academic year per the Brooklyn College Bulletin. Bulletins from past academic years can be found [here](#).

#### MAJOR REQUIREMENTS (30-36 CREDITS)

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#### MAJOR REQUIREMENTS (30-36 CREDITS)

This is a writing intensive program.

1. One 1000-level Political Science course excluding POLS [1230](#).
2. One of the following 3000-level writing-intensive seminars: Political Science [3012W](#), [3190W](#), [3191W](#), [3290W](#), [3390W](#), [3391W](#), [3392W](#), [3393W](#), [3490W](#), or Political Science [3491W](#).
3. One of the following research methods courses: Political Science [3014W](#), Research Strategies in Public Policy or Political Science [3423](#), Mapping Politics: GIS Methods in Political Science.
4. Political Science [4000W](#), Capstone Senior Seminar
5. A total of five additional courses from the 3000 level and above. Only one of Political Science [5001](#) and [5002](#) may be included. Only one course numbered 3603-3651 may be included, with the exception of [3650](#). After satisfying the requirement in part 2 above students may take additional 3000-level writing-intensive seminars to satisfy this requirement.

#### STUDENT LEARNING OUTCOMES

#### DEGREE MAPS

#### CONTACT

THE SUPPORT YOU'LL FIND

### Concentration Learning Outcome and Assessment Plan:

We have updated our curricular map accordingly, coordinating the learning outcomes with the new requirements.

Upon successful completion of the Political Science Concentration requirements, students will:

- utilize critical thinking to analyze, critique, and debate opinions on the central issues found in political science and associated subfields (POL 50, POL 51, POL 52, POL 53, POL 55, and POL 56)
- formulate cohesive positions about political issues using rigorous quantitative and qualitative data to support their arguments. (POL 51, POL 55, POL 52, POL 53 and POL 59)



**CURRENT**

<b>Add/Delete/Change</b>	<b>A.A. LIBERAL ARTS – Political Science Concentration</b>	
	HEGIS: 5649.00	
	PROGRAM CODE: 01044	
	<b><u>CUNY CORE</u></b>	<b>CREDITS</b>
	<b><u>REQUIRED CORE:</u></b> (4 Courses, 12 Credits)	<b>12</b>
	When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.	
	ENG 1200 Composition I	3
	ENG 2400 Composition II	3
	± Mathematical & Quantitative Reasoning	3
	± Life and Physical Sciences	3
	<b><u>FLEXIBLE CORE:</u></b> (6 Courses, 18 Credits)	<b>18</b>
	When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One course from each Group A to E. and one (1) additional course from any group. <i>No more than two courses can be selected from the same discipline</i>	
	A. World Cultures and Global Issues	
	B. U.S. Experience In Its Diversity	
	C. Creative Expression	
	D. Individual & Society	
	± E. Scientific World	
	± Plus another course selected from any Group A – E	
<b>CHANGE</b>	<b>DEGREE REQUIREMENTS:</b> ( <del>09</del> <b>6</b> Courses, <del>27</del> <b>18</b> Credits)	<b><del>27</del> 18</b>
<b>CHANGE</b>	<del>To complete the degree within sixty (6) credits students must select courses that fulfill Major, Concentration, AND Flexible Core Requirements. No more than four (4) of the following nine (9) course may also satisfy a Flexible Core Requirement.</del> <b>Courses used to satisfy the Major requirements cannot be used to also satisfy the Concentration requirements. Students enrolled in a Concentration cannot use the following required courses to also satisfy the CUNY Required or Flexible Core.</b>	
	<b>Art or</b>	<b>03</b>
	<b>Media and Film Studies or</b>	
	<b>Music or</b>	

	Theatre	
	AND	
	Speech	03
ADD	AND	
ADD	Literature or	
ADD	Philosophy	
ADD	AND	
ADD	U.S. Politics or	03
ADD	U.S. History	
ADD	AND	
ADD	Psychology or	03
ADD	Sociology	
	Sociology	03
ADD	AND	
ADD	World History or	03
ADD	Anthropology or	
ADD	World Languages and Cultures	
DELETE	AND	
	-	
DELETE	PHI 6700 - Political Philosophy or	
DELETE	PHI 7900 - Global Ethics	
	-	
DELETE	AND	
	-	
DELETE	POL 5100 - Introduction to U.S. Government	

	-	
DELETE	AND	
DELETE	HIS 1100 - U.S. History I: From the Pre-Colonial Period through the Civil War or	
DELETE	HIS 1200 - U.S. History II: from Post-Civil War to the Present or	
DELETE	HIS 1900 - Civil Rights and Related Movements	
	-	
DELETE	AND	
DELETE	HIS 6500 - Social Unrest and Revolution in Modern Times or	
DELETE	ANT 3800 - Human Rights	
ADD	<b>POLITICAL SCIENCE CONCENTRATION (3 Courses, 9 Credits)</b>	<b>9</b>
ADD	Courses used to satisfy the Concentration requirements <u>cannot</u> be used to also satisfy the Major requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core.	
ADD	Select ONE (1) course from three of the four groups for a total of nine (9) credits.	
ADD	Group I: Political Theory	
ADD	POL 5000 - Clash of Political Ideas: Introduction to Political Theory	
ADD	Group II: U.S. Politics	
ADD	POL 5100 - Introduction to U.S. Government or	
ADD	POL 5500 - U.S. Politics	
ADD	Group III: Global Politics	
ADD	POL 5200 - Introduction to Comparative Government or	
ADD	POL 5900 - Introduction to International Relations	
ADD	Group IV: State, Local, and Urban Politics	
ADD	POL 5300 - State and Local Government and Politics or	
ADD	POL 5600 - Urban Politics	
CHANGE	<b><u>ELECTIVES:</u> 03 to 15 credits sufficient to meet required total of 60 credits.</b>	<b>03 -15</b>
	Students are required to select a Global Politics course (3 credits). The following Global Politics courses are recommended. If additional elective credits are available, consultation with the concentration advisor is highly recommended.	
	POL 5200 - Introduction to Comparative Government or	
	POL 5900 - Introduction to International Relations	
	<b><u>TOTAL CREDITS:</u> 60</b>	<b>60</b>

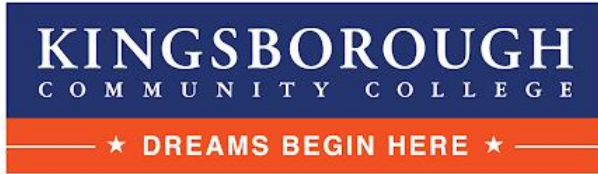
	World Languages proficiency through the 200-level is recommended for students who do not have native fluency, or have not successfully completed three years of one foreign language in high school and passed the Regents Level 3 language exam. These students may take a 100-level World Language as a Flexible Core: World Cultures and Global Issues (Group A) Pathways requirement and a 200-level World Language as a major requirement. Other concentrations may be able to do as listed above. <b>(Excluding the Spanish Concentration)</b>	
	For concentrations other than General, it is recommended that you speak with your academic advisor.	

### Proposed

Add/Delete/Change	A.A. LIBERAL ARTS – Political Science Concentration	
	HEGIS: 5649.00	
	PROGRAM CODE: 01044	
	<b><u>CUNY CORE</u></b>	<b>CREDITS</b>
	<b><u>REQUIRED CORE:</u></b> (4 Courses, 12 Credits)	<b>12</b>
	When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.	
	ENG 1200 Composition I	3
	ENG 2400 Composition II	3
	± Mathematical & Quantitative Reasoning	3
	± Life and Physical Sciences	3
	<b><u>FLEXIBLE CORE:</u></b> (6 Courses, 18 Credits)	<b>18</b>
	When Flexible Core courses are specified for a category, they are strongly <i>suggested</i> and/or required for the major. One course from each Group A to E. and one (1) additional course from any group. <i>No more than two courses can be selected from the same discipline</i>	
	A. World Cultures and Global Issues	
	B. U.S. Experience In Its Diversity	
	C. Creative Expression	
	D. Individual & Society	
	± E. Scientific World	
	± Plus another course selected from any Group A – E	
	<b><u>DEGREE REQUIREMENTS:</u></b> (6 Courses, 18 Credits)	<b>18</b>
	<b>Courses used to satisfy the Major requirements cannot be used to also satisfy the Concentration requirements. Students enrolled in a Concentration cannot use the following required courses to also satisfy the CUNY Required or Flexible Core.</b>	

	Art <b>or</b>	03
	Media and Film Studies <b>or</b>	
	Music <b>or</b>	
	Theatre	
	<b>AND</b>	
	Speech	03
	<b>AND</b>	
	Literature <b>or</b>	<b>03</b>
	<b>Philosophy</b>	
	-	
	<b>AND</b>	
	U.S. Politics <b>or</b>	<b>03</b>
	<b>U.S. History</b>	
-	-	-
	<b>AND</b>	-
	Psychology <b>or</b>	<b>03</b>
-	<b>Sociology</b>	
-	-	-
	<b>AND</b>	
	World History <b>or</b>	<b>03</b>
	Anthropology <b>or</b>	
	World Languages and Cultures	
	<b>POLITICAL SCIENCE CONCENTRATION (3 Courses, 9 Credits)</b>	<b>9</b>
	Courses used to satisfy the Concentration requirements <u>cannot</u> be used to also satisfy the Major requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core.	
	<b>Select ONE (1) course from three of the four groups for a total of nine (9) credits.</b>	
	<b><u>Group I: Political Theory</u></b>	

	<b>POL 5000 - Clash of Political Ideas: Introduction to Political Theory</b>	
	<b><u>Group II: U.S. Politics</u></b>	
	<b>POL 5100 - Introduction to U.S. Government or</b>	
	<b>POL 5500 - U.S. Politics</b>	
	<b><u>Group III: Global Politics</u></b>	
	<b>POL 5200 - Introduction to Comparative Government or</b>	
	<b>POL 5900 - Introduction to International Relations</b>	
	<b><u>Group IV: State, Local, and Urban Politics</u></b>	
	<b>POL 5300 - State and Local Government and Politics or</b>	
	<b>POL 5600 - Urban Politics</b>	
	<b><u>ELECTIVES:</u>3 credits sufficient to meet required total of 60 credits.</b>	<b>3</b>
	<b>TOTAL CREDITS: 60</b>	<b>60</b>
	Note:	
	World Languages proficiency through the 200-level is recommended for students who do not have native fluency, or have not successfully completed three years of one foreign language in high school and passed the Regents Level 3 language exam. These students may take a 100-level World Language as a Flexible Core: World Cultures and Global Issues (Group A) Pathways requirement and a 200-level World Language as a major requirement. Other concentrations may be able to do as listed above. <b>(Excluding the Spanish Concentration)</b>	
	For concentrations other than General, it is recommended that you speak with your academic advisor.	



Brooklyn's Only Community College

DEPARTMENT OF BEHAVIORAL SCIENCES  
Dr. Stuart Parker, Chairperson

**MEMO**

September 22, 2023

**To:** Curriculum Committee

**From:** Stuart Parker

Denise Farrelly

Ivana Espinet

Laura Scheiber

**Re:** Proposed Changes to the Liberal Arts Secondary Education Concentration

**Concentration Name:** Liberal Arts Secondary Education Concentration

**Department:** Behavioral Science

**Introduction and Rationale:**

The Liberal Arts Secondary Education Concentration has been moribund for several years now. Its original design as a four course, 12 credit concentration, which is no longer the format for concentrations, and a required PSY course that we no longer offer was the immediate impetus for this proposal.

Two outside changes have presented a need to revitalize this concentration, rather than sunsetting it.

1. The pandemic exacerbated a systemic teacher shortage throughout the country, including New York City.
2. The New York DOE and CUNY have embarked on several new initiatives, including the NYC Men Teach Program and an initiative to recruit STEM majors into the teaching profession. KCC is involved in both of those initiatives.

Therefore, we are proposing the following changes to the Concentration.

- A change in the Concentrations structure from 12 credits to 9 credits.

- A change in the required courses for the concentration from PSY 35 – Educational Psychology to EDC 200 - Social Foundations of Education

### **Concentration Description and Transfer/Articulation**

The first change is primarily an administrative one aimed at aligning the Secondary Education Concentration structure with the proposed consistent six course (18 credit) Liberal Arts Core, with Concentrations following a three course (9 credit) structure.

The second change has two rationales:

- EDC 200 is a recognized transferable Major Gateway course across the CUNY system into any senior college teacher education program.
- The teacher education field nationwide has recognized the need for teacher candidates to have courses that are contextualized toward educational practice. Therefore, there has been a general move within the field away from generic discipline courses such as Educational Psychology. This is reflected in Brooklyn College’s teacher education courses as well.
- Inclusion of a notation directing students interested in pursuing STEM to enroll in the corresponding STEM Major. Discussions with the Chairs of Biological Sciences and Physical Sciences were had to address the New York DOE and CUNY initiative for recruitment of STEM Majors.

**Result:** As a result of these changes the Concentration Requirements will now be:

1. EDC 200 – Social Foundations of Education 3 credits
2. Any two (2) courses in an academic area in which you are interested in teaching. 6 credits

Note:

\*The Secondary Education Concentration is not recommended for students interested in teaching in the STEM fields. Students interested in teaching STEM should enroll in the corresponding STEM Major at the College.

### **Concentration Learning Outcome:**

Upon successful completion of the Secondary Education Concentration requirements, graduates will:

1. Describe the history, practices and philosophies of the social underpinnings of education.

The assessment for the Concentration Learning Outcome is embedded in EDC 200 – Social Foundations of Education.





Brooklyn's Only Community College

**MEMO**

**To:** Curriculum Committee  
**From:** Alfonso Garcia Osuna

**Re:** Proposed Changes to the Liberal Arts Spanish Concentration

**Date:** September 14, 2023

The World Languages and Cultures Department is proposing a change to the Liberal Arts- Spanish

**Rationale for Change:**

This change would make the philosophy concentration consistent with the other concentrations where the degree requirements are 6 liberal arts required courses (18 credits) and a 9-credit concentration of three Spanish courses based on student's Language Placement Exam, which will remain the same. In its current form, the Philosophy Concentration requires students to take philosophy courses that also meet CUNY Pathways requirements. This changes across the Liberal Arts Concentrations (with the exclusion of General) should improve enrolment through greater consistency and better advising. Students will not be able to utilize Liberal Arts and Concentration requirements to also meet CUNY Pathways requirements.

	<b>CURRENT</b>	
	<b>A.A. LIBERAL ARTS – SPANISH Concentration</b>	
	HEGIS: 5649.00	
	PROGRAM CODE: 01044	
	<b><u>CUNY CORE</u></b>	<b>CREDITS</b>
	<b><u>REQUIRED CORE:</u> (4 Courses, 12 Credits)</b>	<b>12</b>
	When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.	
	ENG 1200 Composition I	3
	ENG 2400 Composition II	3

	± Mathematical & Quantitative Reasoning	3
	± Life and Physical Sciences	3
	<b><u>FLEXIBLE CORE:</u></b> (6 Courses, 18 Credits)	<b>18</b>
	When Flexible Core courses are specified for a category, they are strongly <i>suggested</i> and/or required for the major. One course from each Group A to E. and one (1) additional course from any group. <i>No more than two courses can be selected from the same discipline</i>	
	A. World Cultures and Global Issues	
	B. U.S. Experience In Its Diversity	
	C. Creative Expression	
	D. Individual & Society	
	± E. Scientific World	
	± Plus another course selected from any Group A – E	
	<b><u>DEGREE REQUIREMENTS:</u></b> (09 <b>6</b> Courses, 27 <b>18</b> Credits)	<b>27 18</b>
<b>CHANGE</b>	To complete the degree within sixty (6) credits students must select courses that fulfill Major, Concentration, AND Flexible Core Requirements. No more than <u>four</u> (4) of the following nine (9) course may also satisfy a Flexible Core Requirement. <b>Courses used to satisfy the Major requirements <u>cannot</u> be used to also satisfy the Concentration requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core.</b>	
	Art <b>or</b>	03
	Media and Film Studies <b>or</b>	
	Music <b>or</b>	
	Theatre	
	<b>AND</b>	
	Speech	03
<b>ADD</b>	<b>AND</b>	
<b>ADD</b>	Literature <b>or</b>	<b>03</b>
<b>ADD</b>	<b>Philosophy</b>	
<b>DELETE</b>	Philosophy	03
	-	
<b>ADD</b>	<b>AND</b>	

ADD	U.S. Politics <b>or</b>	<b>03</b>
ADD	<b>U.S. History</b>	
	-	
DELETE	U.S. History	<del>03</del>
-	-	-
ADD	<b>AND</b>	-
		-
ADD	Psychology <b>or</b>	<b>03</b>
-	<b>Sociology</b>	
-	-	-
DELETE	Sociology	<del>03</del>
	<b>AND</b>	
	World History <b>or</b>	<b>03</b>
	Anthropology <b>or</b>	
	World Languages and Cultures	
	<b><u>SPANISH CONCENTRATION</u></b> (3 Courses, 9 Credits)	<b>9</b>
CHANGE	<del>To complete the degree within sixty (60) credits, students must select courses that fulfill Major, Concentration, and CUNY Flexible Core requirements.</del> <b>Courses used to satisfy the Concentration requirements cannot be used to also satisfy the Major requirements. Students enrolled in a Concentration cannot use the following required courses to also satisfy the CUNY Required or Flexible Core.</b> Majors electing this concentration must take the following three (3) courses for a total of nine (9) credits dependent upon Language Placement Examination Score:	
	<b><u>Beginner:</u></b>	
	SPA 100 - Elementary Spanish I	3
	SPA 200 - Elementary Spanish II	3
	SPA 300 - Intermediate Spanish	3
	<b><u>Intermediate:</u></b>	
	SPA 300 - Intermediate Spanish	3
	SPA 400 - Readings in Hispanic Literature	3
	SPA 1800 - Proper Models of Spanish Grammar and Conversation for Native Speakers	3
	<b><u>Advanced:</u></b>	
	SPA 1800 - Proper Models of Spanish Grammar and Conversation for Native Speakers	3
	Two (2) Spanish Literature/Culture Courses	6
	<b><u>ELECTIVES:</u></b> <del>0 to 15</del> <b>3</b> credits sufficient to meet required total of 60	<del>0 to 15</del> <b>3</b>

	credits.	
	<b>TOTAL CREDITS: 60</b>	60
	World Languages proficiency through the 200-level is recommended for students who do not have native fluency, or have not successfully completed three years of one foreign language in high school and passed the Regents Level 3 language exam. These students may take a 100-level World Language as a Flexible Core: World Cultures and Global Issues (Group A) Pathways requirement and a 200-level World Language as a major requirement. Other concentrations may be able to do as listed above. <b>(Excluding the Spanish Concentration).</b>	
	For concentrations other than General, it is recommended that you speak with your academic advisor.	

**PROPOSED**

<b>Add/Delete/Change</b>	<b>A.A. LIBERAL ARTS – SPANISH CONCENTRATION</b>	
	HEGIS: 5649.00	
	PROGRAM CODE: 01044	
	<b><u>CUNY CORE</u></b>	<b>CREDITS</b>
	<b><u>REQUIRED CORE:</u></b> (4 Courses, 12 Credits)	<b>12</b>
	When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.	
	ENG 1200 Composition I	3
	ENG 2400 Composition II	3
	± Mathematical & Quantitative Reasoning	3
	± Life and Physical Sciences	3
	<b><u>FLEXIBLE CORE:</u></b> (6 Courses, 18 Credits)	<b>18</b>
	When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One course from each Group A to E. and one (1) additional course from any group. <i>No more than two courses can be selected from the same discipline</i>	
	A. World Cultures and Global Issues	
	B. U.S. Experience In Its Diversity	
	C. Creative Expression	
	D. Individual & Society	
	± E. Scientific World	
	± Plus another course selected from any Group A – E	
	<b><u>DEGREE REQUIREMENTS:</u></b> (6 Courses, 18 Credits)	<b>18</b>

	Courses used to satisfy the Major requirements <u>cannot</u> be used to also satisfy the Concentration requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core.	
	Art <b>or</b>	03
	Media and Film Studies <b>or</b>	
	Music <b>or</b>	
	Theatre	
	<b>AND</b>	
	Speech	03
	<b>AND</b>	
	Literature <b>or</b>	<b>03</b>
	<b>Philosophy</b>	
	-	
	<b>AND</b>	
	U.S. Politics <b>or</b>	<b>03</b>
	<b>U.S. History</b>	
-	-	-
	<b>AND</b>	-
		-
<b>ADD</b>	Psychology <b>or</b>	<b>03</b>
-	<b>Sociology</b>	
-	-	-
	<b>AND</b>	
	World History <b>or</b>	<b>03</b>
	Anthropology <b>or</b>	
	World Languages and Cultures	
	<b>SPANISH CONCENTRATION (3 Courses, 9 Credits)</b>	<b>9</b>
	Courses used to satisfy the Concentration requirements <u>cannot</u> be used to also satisfy the Major requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core. Majors electing this concentration must take the following three (3) courses for a total of nine (9) credits dependent upon Language Placement Examination Score:	
	<b><u>Beginner:</u></b>	
	SPA 100 - Elementary Spanish I	3
	SPA 200 - Elementary Spanish II	3
	SPA 300 - Intermediate Spanish	3
	<b><u>Intermediate:</u></b>	
	SPA 300 - Intermediate Spanish	3
	SPA 400 - Readings in Hispanic Literature	3

	SPA 1800 - Proper Models of Spanish Grammar and Conversation for Native Speakers	3
	<b><u>Advanced:</u></b>	
	SPA 1800 - Proper Models of Spanish Grammar and Conversation for Native Speakers	3
	Two (2) Spanish Literature/Culture Courses	6
	<b><u>ELECTIVES:</u> 3 credits sufficient to meet required total of 60 credits.</b>	<b>3</b>
	<b><u>TOTAL CREDITS:</u> 60</b>	<b>60</b>
	Note:	
	World Languages proficiency through the 200-level is recommended for students who do not have native fluency, or have not successfully completed three years of one foreign language in high school and passed the Regents Level 3 language exam. These students may take a 100-level World Language as a Flexible Core: World Cultures and Global Issues (Group A) Pathways requirement and a 200-level World Language as a major requirement. Other concentrations may be able to do as listed above. <b>(Excluding the Spanish Concentration).</b>	
	For concentrations other than General, it is recommended that you speak with your academic advisor.	

**Concentration Name:** Women's, Gender and Sexuality Studies

**Department:** Behavioral Sciences

**From:** Stuart Parker, Chair

A Liberal Arts Concentration is composed of 9 credits (typically three courses) in a specific area of study.

### **Introduction and Rationale**

The Women and Gender Studies concentration has a long 20+ year history at Kingsborough Community College. Initially developed by a previous generation of scholars, the changes proposed below represent the results of an external program evaluation and subsequent conversations among an interdisciplinary group of KCC scholars. Those discussions have already resulted in a new Introductory course for the concentration, BEH 2100 and a name change to Women, Gender and Sexuality Studies, both of which represent the current thinking in this dynamic field.

The changes described below were developed with three goals in mind:

1. To restructure the Concentration requirements to fit the format developed and approved by the LA Chair Sub-Committee and the Provost for all concentrations i.e. 3 courses, 9 credits.
2. To ensure students experience the breadth and interdisciplinary nature of the field through the creation of a Humanities and a Social Science Track. Students will be required to take one course from each.
3. Delete the unwieldy and unworkable system of WGS designation course sections that currently exist in the course catalog.

### **Concentration Description**

The structure of the Concentration is being changed to a 3 course, 9 credit format in keeping with submitted changes for all of the Liberal Arts Concentrations.

1. The **new** introductory course, BEH 2100: Introduction to Women, Gender and Sexuality Studies which was approved last year, will be required for the concentration, replacing HIS 6600 – Introduction to Women's and Gender Studies, which has been discontinued.
2. Students will then select one (1) course from each of the following two groups– a Social Science Group and a Humanities Group.

**Women's Gender, and Sexuality Studies Concentration (3 Courses, 9 Credits):**

BEH 2100 – Introduction to Women's Gender, and Sexuality Studies

**AND**

**Select two (2) courses, one (1) course from each of the following two Groups:**

Group I: Social Sciences (Select one course)

- ANT 3900 – Sexuality and Culture\*
- PSY 3700 – Psychology of Gender\*
- SOC 3800 – Sociology of Gender\*
- POL 7500 – Women and Politics (New addition to the Concentration)

Group II: Humanities (Select one course)

- ART 3900 – History of Women in Art
- ENG 6700 – Women and Literature
- HIS 6800 – U.S. Women's History
- PHI 6500 – Philosophy of Sex and Gender (New addition to the Concentration)

The following courses are being **removed** from the concentration:

- BIO 2800 – Biology of Women. This course has not been offered by the Biology Department due to low demand, and there is currently no faculty interested in teaching it.
3. **Addition** of the following Note to address that a number of courses within the concentration have a prerequisite. The note will make clear to students/advisors that students should be mindful in the selection of courses that meet either the Liberal Arts Core requirements or CUNY Flexible Core.

Note:

\*The courses have a prerequisite. To fulfill the prerequisite, students should select the prerequisite course that meets their major requirement OR select the prerequisite course that meets their CUNY Flexible Core requirement.



4. All of the courses that are currently included in the Concentration as particular sections as a consequence of particular instructors will be removed from the concentration. This model has become operationally unmanageable.

### **Transfer/Articulation**

All of the courses listed above are also part of the current WGS Articulation agreement between KCC and Brooklyn College. The only exception is the newly created PHI 6500 – Philosophy of Sex and Gender, which we will seek to add to the agreement as an addendum this coming year.

### **Concentration Learning Outcome(s) and Assessment Plan**

We are proposing a single Concentration Learning Outcome that would be a required element of each course offered through the program.

1. Students will demonstrate their understanding of the social construction of gender through the completion of a designated assignment<sup>1</sup>.

This learning outcome has already been included in the recently approved BEH 2100. Over the course of AY23-24 work will be conducted by the appropriate faculty in each relevant department to incorporate this learning outcome in each of the following courses.

- ANT 3900
- PSY 3700
- SOC 3800
- POL 7500
- ART 3900
- ENG 6700
- PHI 6500
- HIS 6800

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<sup>1</sup> This is widely considered a ‘threshold concept’ in the field. See Hassel, H., & Launius, C. (2015). Threshold Concepts in Women’s and Gender Studies: Ways of Thinking, Seeing, and Knowing.



Department of English  
Prof. Ann Del Principe, Chairperson

## MEMO

**To:** Curriculum Committee

**From:** Ann Del Principe, English Department Chairperson; Brian Katz, & Eben Wood, Concentration Coordinators

**Re:** Proposal for new Liberal Arts concentration in Creative Writing

---

**Concentration Name:** Creative Writing

**Department:** English

### Introduction and Rationale

It is generally recognized that creative writing courses play an important and unique role in English department and liberal arts curricula. Programs dedicated to creative writing were first developed prior to WWII and expanded rapidly in the following decades, culminating in 1967 with the establishment of the Associated Writing Programs, later the Association of Writers and Writing Programs (with support from the Office of the Provost, Kingsborough's Creative Writing Program is an affiliated member). Currently there are more than 820 degree-granting creative writing programs in the United States. The acceptance of creative writing as a unique academic concentration was greatly reinforced by the large influx, in the post-WWII era, of non-traditional students and learning styles into U.S. colleges and universities. In line with Kingsborough's mission as a 2-year college within the CUNY system, creative writing courses or programs are key to the integration of such students into mainstream academic and professional life, fostering communicative skills that bridge diverse life experiences and perspectives with practical, outcome-focused reading- and writing-based instruction.

In this proposal, we take it as an established fact that these courses foster important academic and professional skills, including but not limited to reading and writing within established genres (fiction, poetry, playwriting or screenplay writing, nonfiction or feature writing, etc.). Further—and this will impact the specifics of our proposal—we emphasize the ways that creative writing uniquely balances the expressive and communicative skills necessary to professional success in today's media-focused society. Kingsborough's English Department recognizes the importance of having qualified faculty with professional degrees and peer-reviewed publications in the area or genre in which an

individual faculty member teaches, even as it expands the interdisciplinary possibilities within and beyond the field.

Concentration  
Description

The proposed Creative Writing Concentration is a natural outgrowth and consolidation of existing department and program imperatives. Kingsborough's English Department currently offers the following creative writing courses, all of which are 3-credits:

ENG 56: Creative Writing—Fiction  
ENG 57: Creative Writing—Poetry  
ENG 58: Creative Writing—Non-Fiction  
ENG 59: Introduction to Creative Writing

In line with undergraduate creative writing programs at CUNY and nationwide, the proposed concentration requires matriculating students to complete 3 of these courses, for a total of 9 credits. While the current course offerings can be considered sequential – beginning with ENG 59: Introduction to Creative Writing and proceeding toward a more specialized focus in two of the dedicated genre courses – that implied developmental organization is flexible. Our experience at KCC has been that many students register for a creative writing course with specific interests and a specific genre focus, and subsequently widen that focus to explore new genres and linked skills. Requiring ENG 59 at some point in the sequence of 3 courses, and in which students are exposed to basic genres of writing with their attendant skills and outcomes, reinforces this general trend. The modular, developmental approach is overwhelmingly standard in the field, promoting flexibility of learning styles, practical development and recall of linked writing skills, and relevant outcomes. Additionally, the skills and outcomes of creative writing electives are closely related to those developed in other English Department electives in which literary genres, critical cultural and historical contexts, and attendant outcomes for reading, writing, and communication skills are developed.

With this robust curriculum in place, there are no plans for further course additions in the near future.

In sum, below is the concentration structure:

**Eng 59 (required)**

**AND**

**Two of the following courses: Eng 56, Eng 57, Eng 58**

## Transfer/Articulation

Our concentration design promotes maximum flexibility for students within the program. As importantly, and reflecting a wide survey of CUNY undergraduate creative writing programs (particularly that of Brooklyn College, the destination of a majority of Kingsborough's transfer students, and parallel programs at Borough of Manhattan and LaGuardia Community Colleges), it provides the focused background for credit articulation as program-specific requirements. With respect to Brooklyn College's Creative Writing Program (transfer equivalences can be provided, if needed, for all other CUNY senior colleges), these course equivalences are as follows:

ENG 59 to B.C.'s ENG 2301 (Introduction to Creative Writing)  
ENG 56 to B.C.'s ENG 3301 (Writing Fiction I)  
ENG 57 to B.C.'s ENG 3304 (Writing Poetry I)  
ENG 58 to B.C.'s ENG 2302 (Writing Prose Nonfiction)

Through our direct dialogue over the past several years with Dr. Ellen Tremper, current Chair of the Brooklyn College English Department, it is clear that our courses and concentration learning outcomes align perfectly with B.C.'s overall creative writing requirements, and a formal articulation agreement is forthcoming. Students would transfer into B.C.'s program with articulation of that program's first-tier genre requirements, as listed above, and begin their course of study at the intermediate or upper tier of specialization.

## Concentration Learning Outcome(s) and Assessment Plan

### **Learning Outcome:**

Apply the principles of creative writing (form, technique, and style) to students' own writing projects.

### **Concentration Assessment Plan:**

1. In-class portfolio review sessions, in which students prepare and offer critiques of each others' written work, led by instructor guidelines and course learning outcomes.
2. Weekly journal assignments to be submitted via Blackboard, or directly to instructor.
3. Critical response papers reveal students abilities to a.) assess writing critically and develop their own sense of what makes a piece of writing strong; b.) find ways to communicate feedback to others in a constructive manner; and c.) continue to articulate and make explicit writing processes and artistic objectives.

4. Peer review feedback on classmates' work through Blackboard or other online interactive forums.

### **Addendum: Co-Curricular Links and Institutional Development**

English Department and Creative Writing Program faculty are currently advising many on-campus student organizations and clubs, including *Antheon*, KCC's award-winning student literary and arts publication; the Poetry and Creative Writing Club; and others, despite the ongoing challenges of the post-pandemic campus re-opening. The Spring 2023 semester saw the first post-pandemic iteration of our annual Creative Writing Fair, which included guest speakers and writers, small-group workshops conducted by Program faculty, and large-group discussions of writing as both craft and profession. Pre-pandemic iterations of the Fair attracted over a thousand student participants. The Program has fostered professional development for interested Kingsborough faculty across the disciplines by conducting workshops in using creative writing techniques in non-CW courses, supplemented by a substantial packet of basic exercises. A recent grant from CUNY's Workforce Development initiative has supported outreach to contacts in the writing, publishing, and media arts worlds, facilitating internships and other professional opportunities for Kingsborough students. The proposed concentration would expand these opportunities for professional development, civic engagement, and creative practice, through links to off-campus institutions and organizations. This in turn will facilitate expanded student advisement, outreach, involvement, retention, and recruitment.

TO: Fall Semester Curriculum Committee

FROM: Prof. Jacob Segal, Chair, Department of History, Philosophy and Political Science

DATE: September 9, 2023

RE: Creation of A.A Liberal Arts History Concentration

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The History, Philosophy and Political Science Concentration proposes the creation of A.A Liberal Arts Concentration in History

**Concentration Name: History**  
**Department: History, Philosophy and Political Science**

A Liberal Arts concentration is composed of 9 credits in a specific area of study.

#### Introduction and Rationale

A concentration in history would complement the department's existing disciplinary concentrations in philosophy and political science, as well as other concentrations offered across the liberal arts curriculum. A history concentration meets a real student need for greater disciplinary structure and specialization, especially for students interested in transferring to a four-year college, but without the more structured requirements of an actual major. Our department believes that many of our existing and future students would greatly benefit from such a concentration on a practical and academic level; our faculty members have already encountered students eager for such a program. Student learning experience and learning outcomes—as defined by both the College and the department—would be deeply enriched by the more specialized advisement the concentration would entail. A structured yet flexible disciplinary concentration in history would be extremely valuable not only to students intending to pursue majors in history, but to students broadly interested in different fields of the humanities such as sociology, political science, English, Jewish studies, philosophy and psychology, as the majority of our department's history offerings are interdisciplinary in scope.

Many of our department's history courses (such as HIS 31 Modern Europe or HIS 51 The Ancient World) are very popular, especially those that are Pathways approved. However, there is currently no structured program or motivation for students to take further courses, or guidelines for taking courses in a logical manner as to be most beneficial to students. The structured yet flexible nature of a concentration would give students added incentive to explore further history courses at Kingsborough in a

manner that would complement their transferability.

A concentration in history would help further the College's mission statement, particularly its provisions for promoting and respecting diversity and encouraging civility as well as its mission to facilitate students' transfer experience. Learning outcomes across history courses stress students' ability to assess and critically analyze contrasting points of view, which is an important skill in promoting civility and respect for diversity. Global awareness and respect for diversity is also promoted through the department's offerings in World and American History, which variously stress the experience of women as well as religious, ethnic, and racial minorities. Several courses are specifically devoted to promoting an awareness of diversity and global issues, including HIS 20/US Immigration History,, HIS 50/African American History, HIS 64/Modern Jewish History, HIS 67/Jewish History: Post-Biblical Times to the Enlightenment. These courses, as well as other offerings in World History, directly relate to Kingsborough's diverse student body. A history concentration (in requiring students to complete coursework in American and World History) would give students added guidance and incentives to broaden their knowledge of history while broadly exploring the liberal arts. Finally, in allowing students to build up disciplinary experiences and structure their history courses in a meaningful way in preparation for transfer to a particular school or related humanities major, a history concentration would further the College's mission to facilitate student academic success and transfer to four-year institutions within and beyond the CUNY system.

In addition, the proposed concentration relates to other programs offered at the college, including the honors program, which currently allows students to receive honors credit for particular disciplines within the liberal arts (in the Honors Strand Curriculum Program). Formally establishing a history concentration would add greater clarity and transparency to programs like the Honors Strand Curriculum.

#### Concentration Description

The concentration would require students to complete a minimum of three history courses at Kingsborough, to be distributed in the following areas: 1) One course in U.S. History, 2) One course in World History, With the third course selected from either category, Students may wish to consider one of several iterations of a suggested sequence, either in World or U.S. History. These suggested sequences are entirely optional but exist for the purpose of giving motivated history students a more effective, chronologically- structured way of navigating Kingsborough's offerings in history, as to maximize their potential for transfer success. As detailed above, the majority of Kingsborough's history offerings are Pathways- approved, which will enhance students' transferability options, especially if History is added as a CUNY-wide "Gateway" to a major. The division of the concentration between U.S. and World History courses is also designed to increase students' transfer options because most of

the CUNY senior colleges, such as Brooklyn, Queens and Hunter, require students to take a required number of credits in U.S.-, European and non-Western World History, as explained previously.

I. U.S. HISTORY

*Select one courses in U.S. History*

II. WORLD HISTORY

*Select one course in World History*

III. U.S. History or World History

Select one course from either U.S. History or World History

A history concentration would be beneficial to students preparing for a variety of career paths related to the critical reading, writing, analysis and synthesis of texts and differing points of view. Just to name a few practical applications, these fields include careers in museums and public history, teaching, government service, international relations, librarianship and law. While, indeed, a general liberal arts major is useful to all of these fields, none of the existing concentrations explicitly address the sorts of skills (including critical writing and close analysis of primary source texts) routinely taught in the department's history courses and stressed on the department's learning outcomes.

The concentration would be particularly useful to students pursuing four-year degrees at the CUNY senior colleges, as well as at other four-year institutions. Almost all of the four-year CUNY colleges, such as Brooklyn College, Baruch College, Hunter College, City College, John Jay, and Queens Colleges, offer history majors, minors, concentrations and/or some combination thereof. Currently, eighteen history courses (including popular courses like HIS 11/American Civilization I, HIS 51/The Ancient World, HIS 31/Modern Europe and HIS 36/Europe in the 20<sup>th</sup> Century) have Pathways approval, which count for general education credit across the CUNY system. Plans for Pathways approval are underway for several additional courses.

The proposed history concentration is designed in such a way to maximize students' transfer possibilities in the liberal arts and humanities: specifically, to facilitate the transfer of KBCC history credits towards a history major at one of the CUNY senior colleges, including popular transfer options like Hunter College, Brooklyn College and Queens College. To begin with, the structure of our proposed history concentration mirrors the basic curricular requirements for a history major at these schools in requiring students to balance their coursework between U.S. and non-Western or World History. At Hunter, for instance, students are required to take a minimum of six credits in each of the following fields: 1) United States history; 2) European history



(includes Russian and the U.S.S.R.); 3) world/Non-Western (Asia, Africa, Middle East)/Latin American history. The design of the major at Queens College is very similar, with particular requirements that Western and Non-Western coursework be spread out among introductory and upper-division courses. Finally, the major at Brooklyn College is also similar but uses additional chronological and thematic categories, requiring students to take a minimum of three credits in each of the following fields: a) Ancient, medieval, and early modern history; b) European history c) Transnational and comparative history; d) United States History; e) African, Asian, Caribbean, Latin American, and Middle Eastern history. Common among all of these CUNY history majors, however, is that students are required to take courses in American, European and non-Western World History. The specific design of our concentration—to require students to complete coursework in U.S. History as well as World History (defined here as European and non-Western)—will allow students to count their KBCC coursework towards a potential major. Provided that KBCC students receive a minimum of a ‘C’ for a KBCC history course, such coursework would directly transfer into these major program requirements. In addition, numerous KBCC history courses directly equate to those offered in the history programs of CUNY’s four-year colleges. At Hunter, for instance, KBCC’s HIS 11/12 (U.S History I/II) to HIST 15100 and 15200, respectively; KBCC HIS 52 to HIST 1211 (Early Modern Europe 1500-1815) and KBCC’s HIS 44 (The Nazi Holocaust) to HIST 242 (The Holocaust: An Introduction). At Brooklyn College, KBCC’s HIS 52 (Europe in the Middle Ages: Politics, Culture and Society) transfers to HIST 3031 (Medieval Europe); KBCC’s HIS 36 (Europe in the 20<sup>th</sup> Century) to HIS 3208 (The Order of Europe); KBCC’s HIS 44 to HIST 3243 (The Nazi Holocaust), and so on. At Queens College, KBCC’s HIS 31 (Modern Europe) equates to HIST 102 (Modern Europe), KBCC’s HIS 11/12 (U.S History I/II) to HIST 103/104 (American History 1607–1865 and American History, 1865-present) and KBCC’s HIS 51 (The Ancient World) to HIST 113 (Introduction to Ancient History). While this list is not exhaustive, it represents the potential for transferring a KBCC history concentration towards a major or minor at one of the four-year CUNY colleges.

A history concentration would promote and further student success in the liberal arts by offering students a clearly-iterated learning path and a structured yet flexible curricular focus intended to facilitate transfer and scholarship applications. At Brooklyn College, many students take the History Core Curriculum course, The Shaping of the Modern World, 1500- present; a number of Kingsborough courses including, but not limited to HIS 31/Modern Europe, HIS 32/Modern China or HIS 65/Introduction to Modern Ideologies, would not only complement but prepare students for such core curriculum offerings as well as more specialized courses.

The director of the concentration would be responsible for staying abreast of requirements for history majors and concentrations at other CUNY schools, in order to provide students with up-to-date advice, and also serve as a liaison, when necessary, between Kingsborough and other institutions in the case of specific transfer questions.

The faculty member would also be required to serve on the department’s curriculum committee and report on CUNY-wide curriculum trends so that the department’s offerings might continue to complement what is offered in the four-year colleges. For example, in recent years the department has expanded its offerings in thematic courses rather than traditional chronological surveys, a shift also indicative of CUNY-wide changes

Concentration Learning Outcome(s) and Assessment Plan

The two Concentration Learning Outcomes are:‘

Upon successful completion of the History Concentration, students will:

1. Interpret historical events from a variety of perspectives, while taking into account categories such as class, gender, race, and nation/ethnicity.
2. Interpret and assess historical sources through identifying the potential bias of the writer, considering the intended audience, and analyzing the use of language.

These learning outcomes can be assessed through disciplinary-wide assessment of papers and test organized by the area coordinator working with our college-wide assessment leader. Various topics can inform this assessment. For example: a paper topic in History 31, Europe from Napoleon to Hitler on the Industrial Revolution can ask the student to describe the positive and negative aspects of Industrial Revolution in relation to worker and capital and on which side they would stand, thus considering different perspectives on class and also interpreting and assessing historical events. As a general matter when it comes to primary sources, students are asked to engage questions of perspective, historical bias and point of view, coming to realize that the writing and interpretation of history hardly a straightforward practice but reflects the agenda of a particular primary source. Students are especially asked to consider questions of race, class, gender and environment when completing primary sources analyses. *Outstanding* students show that they have carefully read and grasped the assigned primary materials in great detail, focusing their answers around strong main arguments that reflect their independent engagement with the material. *Satisfactory* students demonstrate they have read the material and made an effort to answer the questions thoughtfully. *Unsatisfactory* students demonstrate a superficial reading of the material, that they have not read all of the material, or that they have not answered the given questions thoughtfully.

**CURRENT**

<b>Add/Delete/Change</b>	<b>A.A. LIBERAL ARTS – History Concentration</b>	
	HEGIS: 5649.00	
	PROGRAM CODE: 01044	

	<b><u>CUNY CORE</u></b>	<b>CREDITS</b>
	<b><u>REQUIRED CORE:</u></b> (4 Courses, 12 Credits)	<b>12</b>
	When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.	
	ENG 1200 Composition I	3
	ENG 2400 Composition II	3
	± Mathematical & Quantitative Reasoning	3
	± Life and Physical Sciences	3
	<b><u>FLEXIBLE CORE:</u></b> (6 Courses, 18 Credits)	<b>18</b>
	When Flexible Core courses are specified for a category, they are strongly <i>suggested</i> and/or required for the major. One course from each Group A to E. and one (1) additional course from any group. <i>No more than two courses can be selected from the same discipline</i>	
	A. World Cultures and Global Issues	
	B. U.S. Experience In Its Diversity	
	C. Creative Expression	
	D. Individual & Society	
	± E. Scientific World	
	± Plus another course selected from any Group A – E	
<b>CHANGE</b>	<b><u>DEGREE REQUIREMENTS:</u></b> ( <del>09</del> 6 Courses, <del>27</del> 18 Credits)	<b>27 18</b>
<b>CHANGE</b>	To complete the degree within sixty (6) credits students must select courses that fulfill Major, Concentration, AND Flexible Core Requirements. No more than <del>four</del> (4) of the following nine (9) course may also satisfy a Flexible Core Requirement. <b>Courses used to satisfy the Major requirements cannot be used to also satisfy the Concentration requirements. Students enrolled in a Concentration cannot use the following required courses to also satisfy the CUNY Required or Flexible Core.</b>	
	Art <b>or</b>	03
	Media and Film Studies <b>or</b>	
	Music <b>or</b>	
	Theatre	
	<b>AND</b>	
	Speech	03
<b>ADD</b>	<b>AND</b>	

ADD	Literature <b>or</b>	<b>03</b>
ADD	<b>Philosophy</b>	
DELETE	Philosophy	<del>03</del>
	-	
ADD	<b>AND</b>	
ADD	U.S. Politics <b>or</b>	<b>03</b>
ADD	<b>U.S. History</b>	
	-	
DELETE	U.S. History	<del>03</del>
	-	-
ADD	<b>AND</b>	-
		-
ADD	Psychology <b>or</b>	<b>03</b>
	<b>Sociology</b>	
	-	-
DELETE	Sociology	<del>03</del>
	<b>AND</b>	
	World History <b>or</b>	<b>03</b>
	Anthropology <b>or</b>	
	World Languages and Cultures	
ADD	<b>AND</b>	
ADD	<b>HISTORY CONCENTRATION (3 Courses, 9 Credits)</b>	<b>9</b>
ADD	Courses used to satisfy the Concentration requirements <u>cannot</u> be used to also satisfy the Major requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core.	
ADD	<b>Select three (3) History courses as follows:</b>	
ADD	<b>U.S. History (select one course)</b>	
ADD	<b>World History (select one course)</b>	
ADD	<b>U.S. History OR World History (select one course)</b>	
	<b><u>ELECTIVES:</u> 0 3 credits sufficient to meet required total of 60 credits.</b>	<b><del>0 3</del></b>
	<b>TOTAL CREDITS: 60</b>	<b>60</b>

	World Languages proficiency through the 200-level is recommended for students who do not have native fluency, or have not successfully completed three years of one foreign language in high school and passed the Regents Level 3 language exam. These students may take a 100-level World Language as a Flexible Core: World Cultures and Global Issues (Group A) Pathways requirement and a 200-level World Language as a major requirement. Other concentrations may be able to do as listed above. <b>(Excluding Spanish Concentration)</b>	
	For concentrations other than General, it is recommended that you speak with your academic advisor.	

**Proposed**

Add/Delete/Change	A.A. LIBERAL ARTS – HISTORY CONCENTRATION	
	HEGIS: 5649.00	
	PROGRAM CODE: 01044	
	<b><u>CUNY CORE</u></b>	<b>CREDITS</b>
	<b><u>REQUIRED CORE:</u></b> (4 Courses, 12 Credits)	<b>12</b>
	When Required Core courses are specified for a category, they are strongly suggested and/or required for the major.	
	ENG 1200 Composition I	3
	ENG 2400 Composition II	3
	± Mathematical & Quantitative Reasoning	3
	± Life and Physical Sciences	3
	<b><u>FLEXIBLE CORE:</u></b> (6 Courses, 18 Credits)	<b>18</b>
	When Flexible Core courses are specified for a category, they are strongly <i>suggested</i> and/or required for the major. One course from each Group A to E. and one (1) additional course from any group. <i>No more than two courses can be selected from the same discipline</i>	
	A. World Cultures and Global Issues	
	B. U.S. Experience In Its Diversity	
	C. Creative Expression	
	D. Individual & Society	

	± E. Scientific World	
	± Plus another course selected from any Group A – E	
	<b><u>DEGREE REQUIREMENTS:</u></b> (6 Courses, 18 Credits)	<b>18</b>
	<b>Courses used to satisfy the Major requirements <u>cannot</u> be used to also satisfy the Concentration requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core.</b>	
	Art <b>or</b>	03
	Media and Film Studies <b>or</b>	
	Music <b>or</b>	
	Theatre	
	<b>AND</b>	
	Speech	03
	<b>AND</b>	
	Literature <b>or</b>	<b>03</b>
	<b>Philosophy</b>	
	-	
	<b>AND</b>	
	U.S. Politics <b>or</b>	<b>03</b>
	<b>U.S. History</b>	
-	-	-
	<b>AND</b>	-
		-
<b>ADD</b>	Psychology <b>or</b>	<b>03</b>

-	<b>Sociology</b>	
-	-	-
	<b>AND</b>	
	World History <b>or</b>	<b>03</b>
	Anthropology <b>or</b>	
	World Languages and Cultures	
	<b><u>ELECTIVES</u>: 3 credits sufficient to meet required total of 60 credits.</b>	<b>03</b>
	<b><u>HISTORY CONCENTRATION</u> (3 Courses, 9 Credits)</b>	<b>9</b>
	<b>Courses used to satisfy the Concentration requirements <u>cannot</u> be used to also satisfy the Major requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy a CUNY Flexible Core Requirement.</b>	
	<b>Select three (3) History courses as follows:</b>	
	<b>U.S. History (select one course)</b>	
	<b>World History (select one course)</b>	
	<b>U.S. History OR World History (select one course)</b>	
	Note:	
	World Languages proficiency through the 200-level is recommended for students who do not have native fluency, or have not successfully completed three years of one foreign language in high school and passed the Regents Level 3 language exam. These students may take a 100-level World Language as a Flexible Core: World Cultures and Global Issues (Group A) Pathways requirement and a 200-level World Language as a major requirement. Other concentrations may be able to do as listed above. <b>(Excluding Spanish Concentration)</b>	
	For concentrations other than General, it is recommended that you speak with your academic advisor.	

**Concentration Name: Music**  
**Department: Communications & Performing Arts**

Introduction and Rationale

The goal of the liberal arts concentration is to support students who have an interest in a music career and allow them to focus their liberal arts education on their primary area of interest. As Kingsborough lacks a major in Music, this will provide a much-needed boost to students as they seek to transfer to senior colleges after graduation by allowing them to transfer in with several introductory courses already completed at Kingsborough. This concentration aligns with the college mission in that it better prepares students for transfer to B.A. Music programs and does so by marshalling existing resources.

Concentration Description

Music Concentration Requirements	Credits:
MUS 3000	3
And	
MUS 3100 or MUS 2700	3
And	
MUS 2100 or MUS 2200	3
Total:	9

Transfer/Articulation

The music concentration is specifically tailored to maximize transfer into Brooklyn College’s B.A. Programs in Music. The requirements for MUS 3000 and MUS 3100 or MUS 2700 will transfer as MUSC 1400 and MUSC 1300 respectively which are the two core classes required of all concentrations within the major at Brooklyn College. MUS 2100 and MUS 2200 will both transfer as requirements for concentrations in American Music and Culture as well as Music Technology. These two courses will transfer as program electives for the final concentration, Music Studies. Please see appendix A for full list of course transferability throughout CUNY’s comprehensive and senior colleges.

All courses included in the Music Concentration are part of the CUNY Flexible Core

MUS 2100 – Introduction to Jazz	3 Credits/3 Hours	Pathways Group C
MUS 2200 – Music of the Twentieth Century	3 Credits/3 Hours	Pathways Group C
MUS 2700 – Music of World Cultures	3 Credits/3 Hours	Pathways Group A
MUS 3000 – Introduction to Music Theory	3 Credits/3 Hours	Pathways Group C
MUS 3100 – Introduction to Music	3 Credits/ 3 Hours	Pathways Group C



### Concentration Learning Outcome(s) and Assessment Plan

#### Concentration Learning Outcome:

Upon successful completion of the Music Concentration requirements, students will be able to understand and apply the foundational terms and concepts of music, both generally and in relationship to specific periods.

#### Assessment Plan:

Each of the courses included in the Music Concentration have assignments that require students to define and apply the terms and concepts of music. Classes also employ critical listening assignments. Please see appendix B for a sample assignment from MUS 3100. Assessment artifacts can be generated through similar assignments in each course.

Appendix A: Course Transferability

MUS 2100 – Introduction to Jazz

College:	Course Transfer Equivalent:	
Brooklyn College	MUSC 2104	History of Jazz
Baruch College	MSC 3024	Jazz: From Its Origins to the Present
City College	MUS 10100	Introduction to Music
College of Staten Island	MUS 145	Introduction to Jazz
Hunter College	MUSHL 21700	History of Jazz
John Jay College	MUS 103	American Popular Music from Jazz to Rock
Lehman College	MSH 369	History of Jazz
Medgar Evers College	MUS 204	History of Literature of Jazz
Queens College	MUSIC 221	Twentieth Century Music (1900 - 1950)
York College	MUS 253	History of Jazz

MUS 2200 – Music of the Twentieth Century

College:	Course Transfer Equivalent:	
Brooklyn College	MUSC 2109	Special Topics
Baruch College	MSC 3016	Music of the Twentieth Century
City College	MUS 34200	1750 - Present
College of Staten Island	MUS 199	Music 100-Level Elective
Hunter College	MUSHL 26100	Special Topics in History and Literature of Music
John Jay College	ELEC 1000	Elective Credit
Lehman College	MSH 334	Music Since 1945
Medgar Evers College	MUS 999	Music Elective
Queens College	MUSIC 221	Twentieth Century Music (1900 - 1950)
York College	MUS 450	20th Century Music and Beyond

MUS 2700 – Music in World Cultures

College:	Course Transfer Equivalent:	
Brooklyn College	MUSC 1300	Music: Its Language, History, and Culture
Baruch College	MSC 1300	Music of the Twentieth Century
City College	MUS 10200	Introduction to World Music
College of Staten Island	MUS 105	World Music
Hunter College	MUSHL 10700	The World of Music
John Jay College	ELEC 1000	Elective Credit
Lehman College	MSH 115	World Music
Medgar Evers College	MUS 100	Introduction to Music
Queens College	MUSIC 499	Music Elective Credit
York College	MUS 101	Introduction of Music History

MUS 3000 – Introduction to Music Theory

College:	Course Transfer Equivalent:	
Brooklyn College	MUSC 1400	Fundamentals of Music
Baruch College	MSC 2090	Fundamentals of Music I
City College	MUS 13100	Music Theory Fundamentals
College of Staten Island	MUS 120	Rudiments of Music
Hunter College	MUSTH 10100	Music Theory Fundamentals
John Jay College	MUS 102	The Language of Music
Lehman College	MST 100	Fundamentals of Music Theory
Medgar Evers College	MUS 103	Rudiments of Music
Queens College	MUSIC 499	Music Elective Credit
York College	MUS 110	Fundamentals of Music Theory

MUS 3100 – Introduction to Music

College:	Course Transfer Equivalent:	
Brooklyn College	MUSC 1300	Music: Its Language, History, and Culture
Baruch College	MSC 1005	Principles of Music
City College	MUS 10100	Introduction to Music
College of Staten Island	MUS 110	Introduction to Music History
Hunter College	MUSHL 10100	A Thousand Years of Listening
John Jay College	MUS 101	Introduction to Music
Lehman College	MSH 114	Introduction to Music
Medgar Evers College	MUS 999	Music Elective
Queens College	MUSIC 499	Music Elective
York College	MUS 101	Introduction to Music History

## Appendix B – Critical Listening Assignment (MUS 3100)

### “Critical Listening for Form”

**Assignment Goals:** In the completion of this assignment, students will be able to identify and define the following music forms: the rondo, fugue, and simple ternary form. This will be supported by each student’s ability to hear and identify specific instrumentation, melody, and compositional techniques attributed to certain time periods.

### **Assignment Overview:**

Students will be given three representative musical examples (single movements, in the case of a multi-movement work) to listen to. The selected pieces will not have been listened to or studied previously in class, but will be similar in compositional forms and structures to those explored in class. Using their critical listening skills, students will identify and describe the musical form of each piece. In addition to naming the form, students should include specifics regarding compositional technique, instrumentation, tempo, melody, themes, etc. in their descriptions of each form. Lastly, students may finish the assignment by making an informed guess at the potential composer (and the underlying reasons for that choice) for additional points.

The instructor can decide how each student presents their argument: in a class presentation, through a writing assignment, or other chosen medium.

### **Assignment Instructions:**

For each of the three representative pieces:

1. Listen to the piece in its entirety, uninterrupted and with no distractions.
2. Listen to the piece a second time, right away, and start to make notes about the following: instruments/voices used, genre, tempo, characteristics of melody and theme, possible compositional techniques such as polyphony, repeating sections or themes, and any other noteworthy observations as you listen.
3. Examine your notes in relationship to what you have learned about various musical forms. What are the necessary characteristics of a given form and did you hear any of those characteristics during the listening portion of the assignment? Start to eliminate some forms while narrowing in on others.
4. Finally, in consultation with the list of provided terms, create your argument that clearly states each compositional form, and all of the evidence that supports your selection (i.e. “*The first musical piece is a \_\_\_\_\_ form and here is why*”). Students may finish their argument by including who the composer could be for each piece and how you came to that decision (bonus points).

## **Assessment, Evaluation & Grading**

The assignment is aligned with the following course learning outcomes:

- **Music Terminology:** Identify, define and apply the fundamental terms and concepts of music, both generally and in relationship to specific historical periods. (i.e. pitch, fugue, sonata, oratorio etc.).
- **Music & The Creative Process:** Identify, analyze and define the considerations and skills necessary to the creative process of music-making (i.e. melody, form, structure, beat, texture, etc.).
- **Critical Listening:** Examine and compare the major characteristics of music, representative of distinct genres and time periods, through engagement with numerous music-listening experiences.

### **Preliminary Grading Rubric**

<b>“Critical Listening for Form”: Grading Rubric</b>			
<b>Skill/Competency</b>	<b>Developing</b>	<b>Competent</b>	<b>Exemplary</b>
Student is able to identify and define different types of musical forms (i.e. fugue, rondo, simple ternary).(30 points):			
Student is able to identify, define and apply fundamental terms and concepts that are related to specific forms (30 pts.): <ul style="list-style-type: none"> <li>● <i>Fugue</i>: exposition, subject, answer, development, counterpoint, polyphony, imitation</li> <li>● <i>Rondo</i>: principal theme, contrasting theme, tempo</li> <li>● <i>Simple ternary</i>: symmetrical structure, contrasting musical ideas, da capo aria</li> </ul>			
Student is able to identify, analyze and define the compositional considerations relative to “form.” (20 points)			
Student demonstrates the ability to examine and compare pieces of music through periods of critical listening (20 points).			

**Representative Compositions:**

**Fugue**

- Bach Fugue in C major (4 part) WTC 1, BWV 846
- Bach Fugue in C minor (3 part) WTC 1, BWV 846
- Bach Fugue in G minor (4 part) WTC 1, BWV 861
- Bach Fugue in D minor, Toccata has been edited out
- "Great Fugue in G minor" J.S. Bach

**Ternary Form**

- "Rejoice Greatly O Daughter of Zion" from Handel's *Messiah*
- "The Trumpet Shall Sound" from Handel's *Messiah*
- "Raindrop" Prelude by Chopin (from the Romantic period, but easy to hear that it's in ternary form) -
- "Surprise" Symphony (No. 94), 3rd Movement by Haydn - this is a minuet and trio, but an example of ternary form in an instrumental piece
- "Jauchzet Gott in Allen Landen" by Mozart

**Rondo Form**

- "Für Elise" by Beethoven
- Beethoven String Quartet Op 18, No. 4, 4th movement
- Haydn Symphony No. 104, 4th movement
- Mozart "Rondo Alla Turca"

## MEMO

9/12/23

**To:** Curriculum Committee

**From:** Stuart Parker, Chairperson of Behavioral Sciences

Jason VanOra - Liberal Arts Coordinator

Joanna Agnello- Lecturer in Psychology

Jeremy Sawyer- Associate Professor of Psychology

Joseph Verdino- Assistant Professor of Psychology and Area Coordinator in Psychology

**Re:** Proposed creation of a new Psychology Concentration within the Liberal Arts Program.

**Concentration Name:** Psychology – Liberal Arts

**Department:** Behavioral Sciences

**Introduction and Rationale:** This proposed concentration has been developed in response to two central concerns.

**Student Interests:**

Psychology is the most heavily enrolled discipline in the Social Sciences, and a significant number of our students eventually declare psychology as their major at a four-year college. Additionally, psychology is the most popular major at Brooklyn College, which receives the highest number of transfer students from Kingsborough. In the Behavioral Sciences Department at Kingsborough, students frequently inquire about the availability of a psychology major and express their enthusiasm to enroll if a community college equivalent of a psychology major were offered. We are also aware from conversations and advisement sessions with our students that many transfer to Brooklyn College (or another four-year college) prior to graduating from Kingsborough because they want to get started on their psychology courses as soon as possible. A concentration in psychology at Kingsborough might incentivize these students to complete their associate degree at Kingsborough before transferring to a four-year program, particularly if the concentration aligns with the required courses taken during the freshman and sophomore year. It may also help to boost enrollment among students who are already interested in psychology before entering college. In addition, a concentration in psychology will allow us to build community between students, between faculty, and continue to strengthen the professor-student relationship. This sense of connection to one's peers and area of study seems especially important as we emerge from the pandemic, which was painfully isolating for a significant proportion of our students.



## Instructional Coherence:

The most recent LA program evaluation identified four areas that were integral to a Liberal Arts program. One of the four is the opportunity for students to “identify and explore an area of focus.” Focusing on one specific area is intended to complement the more general foundation that students receive as liberal arts majors. By establishing a designated concentration in psychology, we encourage this more specialized focus among liberal arts students and promote opportunities for them to consider career pathways, coursework, and research opportunities in the field.

## Concentration Description:

The structure of the concentration mirrors the freshman and sophomore year of [Brooklyn College’s B.A. in Psychology](#), and mirrors the requirements typically found at a number of senior colleges.

The concentration will consist of General Psychology (PSY 1100), a choice of Social Psychology (PSY 3300) **or** Human Growth and Development (PSY 3200) **or** Child and Adolescent Development (PSY 3000), **and** a choice of either Psychology of Personality (PSY 3400) **or** Abnormal Psychology (PSY 3600) for a total of nine (9) credits.

The screenshot shows a web browser window with the URL [brooklyn.edu/academics/programs/psychology-ba/](http://brooklyn.edu/academics/programs/psychology-ba/). The page features the Brooklyn College and CUNY logos, a navigation menu with options like 'Academics', 'Admissions & Aid', and 'Student Life', and a search bar. The main content area is titled 'MAJOR DETAILS' and includes a section for 'MAJOR REQUIREMENTS (32.5 CREDITS)'. This section states that the department chair may allow substitutions for one or more requirements consistent with the program's goals. It lists the following requirements:

- Psychology [1000](#), [3400](#), and [3450W](#).
- Three of the following courses, one from each set:
  - Psychology [2100](#), [2200](#) or [2210](#)
  - Psychology [2300](#) or [2810](#)
  - Psychology [2530](#) or [2600](#)
- Four additional advanced electives in psychology. No more than one of the following courses may be used to satisfy this requirement: Psychology [5001](#), [5002](#), [5003](#), [5004](#), [5011](#), [5012](#), [5013](#), [5014](#). Advanced courses are any courses numbered 3000 and above.

Brooklyn College Course	Kingsborough Community College Course	Semester Completed at Brooklyn College
PSYC 1000 – Introductory Psychology	PSY 1100 – General Psychology	First Semester
PSYC 2100 – Social Psychology <b>OR</b>	PSY 3300 – Social Psychology <b>OR</b>	Second Semester
PSYC 2200 – Lifespan Development <b>OR</b>	PSY 3200 – Human Growth and Development <b>OR</b>	
PSYC 2210 – Introductory Child Psychology	PSY 3000 – Child and Adolescent Development	
PSYC 2300 – Introduction to Personality <b>OR</b>	PSY 3400 – Psychology of Personality <b>OR</b>	Third Semester
PSYC 2810 – Psychological Disorders I	PSY 3600 – Abnormal Psychology	

**Transfer/Articulation:**

The concentration was structured based on Brooklyn College’s B.A. in Psychology as this is the transfer institution the majority of our students transfer to. We plan to complete a formal articulation with Brooklyn College in order to foster a transfer partnership.

**Concentration Learning Outcome and Assessment Plan:**

The common learning outcome for the concentration will be:

Students will understand and apply fundamental psychological theories to the analysis and interpretation of the thoughts, emotions, and behaviors of individuals.

Assessment Plan:

Each of the courses included in the psychology concentration have assignments that require students to consider, apply, and think critically about fundamental psychological theories. The assignments from each of these courses lend themselves to assessment artifacts that will allow us to measure the above learning outcome. Please see appendix A for a sample assignment from PSY 1100.

	<b>PROPOSED</b>	
	<b>Psychology Concentration (3 Courses, 9 Credits)</b> Courses used to satisfy the Major requirements <u>cannot</u> be used to also satisfy the Concentration requirements. Students enrolled in a Concentration <u>cannot</u> use the following required courses to also satisfy the CUNY Required or Flexible Core.	<b>9</b>
	PSY1100 - Introduction to Psychology	<b>3</b>
	PSY 3300 – Social Psychology <b>OR</b>	<b>3</b>
	PSY 3200 – Human Growth and Development <b>OR</b>	
	PSY 3000 – Child and Adolescent Development	
	PSY 3400 – Psychology of Personality <b>OR</b>	<b>3</b>
	PSY 3600 – Abnormal Psychology	
	Note:	
	*PSY 11 is the prerequisite for all subsequent psychology courses. To fulfill the prerequisite, students should take PSY 11 before registering for their next two psychology courses in the concentration.	
		<b>60</b>
	<b><u>ELECTIVES:</u></b> 3 credits sufficient to meet required total of 60 credits.	<b>3</b>
	<b><u>TOTAL CREDITS:</u> 60</b>	
	<b><u>Note:</u></b>	

	<p>World Languages proficiency through the 200-level is recommended for students who do not have native fluency, or have not successfully completed three years of one foreign language in high school and passed the Regents Level 3 language exam. These students may take a 100-level World Language as a Flexible Core: World Cultures and Global Issues (Group A) Pathways requirement and a 200-level World Language as a major requirement. Other concentrations may be able to do as listed above. (Excluding the Spanish Concentration).</p>	
	<p>For concentrations other than General, it is recommended that you speak with your academic advisor.</p>	

### Appendix A: Sample Assignment from PSY 1100

Imagine that you saw someone on the subway screaming incoherently at the top of their lungs. Your friend looked at that person and said “He is nuts!” Please write a paragraph (or a dialogue between you and your friend) providing some alternative explanations for this person’s behavior. In your response, please draw on your understanding of at least three of the following psychological perspectives: Social, personality, clinical, development, humanistic, psychodynamic, cognitive, and behavioral. You should draw upon at least two texts or videos assigned in this class to help you to craft your response. (Be sure to cite these texts and videos!)

Please be sure that your answer goes beyond what you might have said in response to your (imagined) friend before the semester started. And of course, I hope that you have fun with this assignment.

#### Assessment Rubric (5 points possible):

5 points: Student demonstrates an excellent understanding of three perspectives in psychology and applies these perspectives both critically and creatively to the hypothetical scenario in the prompt.

4 points: Student demonstrates an adequate understanding of at least two perspectives in psychology and applies these perspectives reasonably well to the hypothetical scenario in the prompt.

3 points: Student demonstrates an adequate understanding of at least one perspective in psychology and applies this perspective reasonably well to the hypothetical scenario in the prompt.

2 points: Student demonstrates an adequate understanding of at least one perspective in psychology, but does not apply this perspective to the hypothetical scenario in the prompt.

1 point: Student demonstrates a poor understanding of at least one perspective in psychology and does not apply this perspective to the hypothetical scenario in the prompt.

0 points: Student does not demonstrate an understanding of any of the perspectives in psychology and does not apply these perspectives to the hypothetical scenario in the prompt.