**FACULTY SENATE**

**FEBRUARY 17, 2022**

**AII. GENERAL DEGREE CHANGES**

AII.1 DEPARTMENT OF PSYCHOLOGY: Psychology BS

**AIII. NEW COURSES**

AIII.1 DEPARTMENT OF PSYCHOLOGY: PSY 241 Child Development

**AIV. CHANGE IN EXISTING COURSES**

AIV.1. DEPARTMENT OF PSYCHOLOGY: PSY 242 Developmental Psychology

AIV.2 DEPARTMENT OF PSYCHOLOGY: PSY 335 Experimental Psychology: Child Development

AIV.3 DEPARTMENT OF PSYCHOLOGY: PSY 342 Language Development

AIV.4 DEPARTMENT OF PSYCHOLOGY: PSY 343 Infancy

AIV.5 DEPARTMETN OF PSYCHOLOGY: PSY 345 Motor Development

AIV.6 DEPARTMENT OF PERFORMING AND CREATIVE ARTS: ART 105 Discovering the NY Art Scene

**APRIL/MAY 2022 AUR**

**AII. GENERAL DEGREE CHANGES**

**AII.1 DEPARTMENT OF PSYCHOLOGY: Psychology BS**

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| **FROM: USE STRIKETHROUGH FOR ~~CHANGES~~** | **TO: USE UNDERLINE FOR CHANGES** |
| DEPARTMENT/PROGRAM: Psychology | DEPARTMENT/PROGRAM: Psychology |
| TITLE OF DEGREE/MAJOR/MINOR/CERTIFICATE:  Psychology BS | TITLE OF DEGREE/MAJOR/MINOR/CERTIFICATE:  Psychology BS |
| REQUIREMENTS:  PSY 100 Psychology 3 cr MTH 122 Functions and Models in College Algebra 4 cr  A minimum grade of C is required in both PSY 100 and MTH 122 (or higher, with permission, except MTH 217/MTH 218). Students will be allowed the repeat the courses, if necessary.  **Major Requirements: 42 credits**  Effective Fall 2015 for entry, continuation, and graduation from the Bachelor of Science in Psychology, students must have a least a 2.5 grade point average (GPA).  A.  PSY 201 Foundations of Psychological Research 4 credits  PSY 266 Statistics in Psychology 4 credits  PSY 352 History and Systems of Psychology 4 credits  B.  PSY 242 ~~Developmental Psychology~~ 4 credits  and  One course in Physiological Psychology 4 credits  (PSY 232 Physiological Psychology: Cognitive and Behavioral Neuroscience or PSY 239 Physiological Psychology: Motivated Behavior)  and  One course in Cognitive Psychology 4 credits  (PSY 288 Cognitive Psychology or PSY 342 Language Development or PSY 385 Psychology of Memory)  C. A psychology laboratory course chosen from: 6 credits  PSY 330 Experimental Psychology: Cognition and Perception  or  PSY 333 Experimental Psychology: Learning and Behavior  or  PSY 334 Experimental Psychology: Social and Personality  or  PSY 335 Experimental Psychology: Child Development  D. Twelve additional credits in psychology at the 200-level or higher including at least four credits at the 300- or 400-level. Course should be chosen in consultation with an advisor in accordance with student goals for graduate study. PSY 593, 594, 597, and 598 are allowed to count for up to 4 credits towards these 200-level courses.  **ELECTIVES**: 37 credits | REQUIREMENTS:  PSY 100 Psychology 3 cr MTH 122 Functions and Models in College Algebra 4 cr  A minimum grade of C is required in both PSY 100 and MTH 122 (or higher, with permission, except MTH 217/MTH 218). Students will be allowed the repeat the courses, if necessary.  **Major Requirements: 42 credits**  Effective Fall 2015 for entry, continuation, and graduation from the Bachelor of Science in Psychology, students must have a least a 2.5 grade point average (GPA).  A.  PSY 201 Foundations of Psychological Research 4 credits  PSY 266 Statistics in Psychology 4 credits  PSY 352 History and Systems of Psychology 4 credits  B.  One course in Developmental Psychology 4 credits  (PSY 242 Lifespan Development or PSY 241 Child Development)  and  One course in Physiological Psychology 4 credits  (PSY 232 Physiological Psychology: Cognitive and Behavioral Neuroscience or PSY 239 Physiological Psychology: Motivated Behavior)  and  One course in Cognitive Psychology 4 credits  (PSY 288 Cognitive Psychology or PSY 342 Language Development or PSY 385 Psychology of Memory)  C. A psychology laboratory course chosen from: 6 credits  PSY 330 Experimental Psychology: Cognition and Perception  or  PSY 333 Experimental Psychology: Learning and Behavior  or  PSY 334 Experimental Psychology: Social and Personality  or  PSY 335 Experimental Psychology: Child Development  D. Twelve additional credits in psychology at the 200-level or higher including at least four credits at the 300- or 400-level. Course should be chosen in consultation with an advisor in accordance with student goals for graduate study. PSY 593, 594, 597, and 598 are allowed to count for up to 4 credits towards these 200-level courses.  **ELECTIVES**: No change |
| TOTAL NUMBER OF CREDITS: 120 | TOTAL NUMBER OF CREDITS: No Change |
| EFFECTIVE: Fall 2023 | |
| RATIONALE: With the creation of a new developmental psychology course (PSY 241), our B.S. majors will now have the option of taking PSY 241 or PSY 242 to satisfy a developmental psychology requirement. This addition to our B.S. course options will benefit our students by providing them flexibility in choosing courses within our required areas that fit their interests within the major. This adds to their existing ability to choose among two classes on physiological psychology (between PSY 232 and PSY 239) and among three classes in cognitive psychology (between PSY 288, PSY 342, and PSY 385). Additionally, our curriculum map has been updated to include the new course (PSY 241) and to edit the name of the existing course, PSY 242, to be lifespan. | |
| SUBMISSION TO COMMITTEE CHAIR: 11/24/2021 sent to Committee Chair and Curriculum Office | |
| APPROVAL: Psychology Department 11/4/2021; Dean Takacs 12/2/21; Undergraduate Curriculum Committee 2/9/22 | |
| CONSULTATION: N/A | |

**AIV. CHANGE IN EXISITNG COURSES**

**AIV.1 DEPARTMENT OF PSYCHOLOGY: PSY 241 Child Development**

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| DEPARTMENT/PROGRAM: Psychology |
| CAREER LEVEL (UNDERGRADUATE OR GRADUATE): Undergraduate |
| ACADEMIC LEVEL (REGULAR OR REMEDIAL): Regular |
| SUBJECT AREA (I.E. ART, BIOLOGY): Developmental Psychology |
| PROPOSED COURSE NUMBER/LEVEL (100, 200, 300, 400, 500, 600, 700, 800: PSY 241 |
| COURSE TITLE: Child Development |
| PREREQUISITE: ENG 111, PSY 100 |
| COREQUISITE: N/A |
| PRE OR COREQUISITE: N/A |
| CREDITS: 4 |
| HOURS: 4 |
| CATALOG DESCRIPTION: An overview of the field of child development. The course will survey the current scientific thinking about development, focusing primarily, but not exclusively, on the physical, cognitive and social development of human infants and children. Key themes will tie together the course, including the complementary roles of nature and nurture, the contributions of individuals to their own development, and the influence of social and cultural factors on development. |
| LIBERAL ARTS AND SCIENCES (YES OR NO): YES |
| GENERAL EDUCATION: N/A  If a course is being considered to satisfy general education requirements, the proposal will need the approval of both the UCC and the GEC before moving on to FS. |
| EFFECTIVE: Fall 2022 |
| ROLE IN CURRICULUM: For Psychology B.S. students, this course will be one of two options to satisfy the Developmental Psychology course requirement (students can choose between PSY 241 and PSY 242). For B.A. students, this course will serve as a 200-level elective course for the major requirement. |
| RATIONALE The present proposal is in response to a self-identified gap in our department’s offerings based on examination of Psychology departments across the other CUNY campuses. It was discovered that the majority of psychology departments at both the senior college and community college level have at least two 200-level developmental psychology courses, one on lifespan development and one on child development. Our offerings were limited to a class on lifespan (PSY 242), so our department felt it was important to expand our developmental offerings to be in line with our peer institutions, especially given a very strong group of psychology faculty specializing in research on infancy and early childhood. While lifespan courses/textbooks typically go chronologically through the lifespan, staying at a more general level of information (childhood, adolescence, early, middle, and late adulthood, end of life), child development courses go through different content domains and go in depth to illustrate changes over time in specific content areas during the childhood period (e.g., biological, cognitive, social, emotional, moral).  Include when the course will be (every semester or every other semester) and the expected enrollment (how many students will register per semester. |
| SUBMISSION TO COMMITTEE CHAIR: 11/22/2021 sent to Committee Chair and Curriculum Office |
| APPROVAL: Department of Psychology (11/4/2021); Dean Takacs 12/2/21; Undergraduate Curriculum Committee 2/4/22 |
| CONSULTATION: Nursing (Natalie Fischetti, 11/17/2021); Physical Therapy (Zaghloul Ahmed, 11/17/2021); School of Education, Learning and Development (Igor Arievitch, Vivian Shulman, David Kritt, Ken Gold, 12/6/21) |

**AIV.2 DEPARTMENT OF PSYCHOLOGY: PSY 242 Developmental Psychology**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~** | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Psychology | Department/Program | No change |
| Course No. and Title | PSY 242 ~~Developmental Psychology~~ | Course No. AND TITLE | PSY 242 Lifespan Development |
| Prerequisite | PSY 100, ENG 111 | Prerequisite | No change |
| Corequisite | N/A | Corequisite | No change |
| Pre or corequisite | N/A | Pre or corequisite | No change |
| Credits | 4 | Credits | No change |
| Hours | 4 | Hours | No change |
| CATALOG DESCRIPTION | A survey of psychological growth and development with emphasis on developmental tasks distinguishing successive life stages. Patterns of intellectual growth, psychological growth under different social-cultural conditions, personality, and social development will be considered. (social science) | CATALOG DESCRIPTION | No change |
| Liberal Arts AND SCIENCES | Yes | Liberal Arts AND SCIENCES | No change |
| GenERAL EDUCATION | Social Science | GenERAL EDUCATION | No change |
| Effective | Fall 2022 | Effective | Fall 2023 |
| Role in Curriculum | For Psychology B.S. students, this course was used to satisfy the Developmental Psychology course requirement, and pending approvals, will still satisfy this requirement (and students would now be able to choose between PSY 241 and PSY 242 to fulfill this requirement). For B.A. students, this course will serve as a 200-level elective course for the major requirement. | | |
| Rationale | With the addition of a new course focused on Child Development, it is important to rename the present course to “Lifespan Development” to more accurately reflect the content of the course, which deals with developmental issues across the lifespan (from childhood to old age). | | |
| Submission to Committee Chair | 11/23/2021 sent to Committee Chair and Curriculum Office | | |
| APPROVAL | Department of Psychology 11/4/2021; Dean Takacs 12/2/21; Undergraduate Curriculum Committee 2/4/22; General Education Committee 2/7/22 | | |
| CONSULTATION | Nursing (Natalie Fischetti, 11/17/2021); Physical Therapy (Zaghloul Ahmed, 11/17/2021) | | |

**AIV.3 DEPARTMENT OF PSYCHOLOGY: PSY 335 Experimental Psychology: Child Development**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~** | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Psychology | Department/Program | No change |
| Course No. and Title | PSY 335 Experimental Psychology: Child Development | Course No. AND TITLE | No change |
| Prerequisite | PSY 242 and a minimum grade of C in PSY 266 | Prerequisite | PSY 241 or PSY 242 and a minimum grade of C in PSY 266 |
| Corequisite | N/A | Corequisite | No change |
| Pre or corequisite | N/A | Pre or corequisite | No change |
| Credits | 6 | Credits | No change |
| Hours | 8 (4 class hours, 4 laboratory hours) | Hours | No change |
| CATALOG DESCRIPTION | This laboratory course introduces basic findings and techniques in the study of developmental psychology. It will review all phases of research including research design, ethics, data collection, analysis, and presentation, with a specific focus on current methods used to study the psychological development of children. In the laboratory, students will design and complete group research projects illustrative of the major topics covered, culminating in APA-style research papers. | CATALOG DESCRIPTION | No change |
| Liberal Arts AND SCIENCES | No | Liberal Arts AND SCIENCES | No change |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | No change |
| Effective | Fall 2022 | Effective | Fall 2023 |
| Role in Curriculum | This course satisfies the psychology laboratory course requirement for majors. | | |
| Rationale | This course complements existing laboratory courses in psychology. It provides a unique exposure to research issues in developmental psychology for students who wish to concentrate on this area of psychology. Adding PSY 241 as an acceptable prerequisite is important because students are required to have a course in developmental psychology prior to this course and PSY 241 will satisfy that requirement. | | |
| Submission to Committee Chair | 11/23/2021 sent to Committee Chair and Curriculum Office | | |
| APPROVAL | Department of Psychology 11/4/2021; Dean Takacs 12/2/21; Undergraduate Curriculum Committee 2/4/22 | | |
| CONSULTATION | N/A | | |

**AIV.4 DEPARTMENT OF PSYCHOLOGY: PSY 342 Language Development**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~** | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Psychology | Department/Program | No change |
| Course No. and Title | PSY 342 Language Development | Course No. AND TITLE | No change |
| Prerequisite | PSY 242 | Prerequisite | PSY 241 or PSY 242 |
| Corequisite | N/A | Corequisite | No change |
| Pre or corequisite | N/A | Pre or corequisite | No change |
| Credits | 4 | Credits | No change |
| Hours | 4 | Hours | No change |
| CATALOG DESCRIPTION | Research in social and cognitive processes involved in language development and early communication is explored. Topics include listening to speech in the first year of life, babbling, word learning, grammatical development, the critical period hypotheses, and developmental language disorders such as dyslexia and Specific Language Impairment. | CATALOG DESCRIPTION | No change |
| Liberal Arts AND SCIENCES | No | Liberal Arts AND SCIENCES | No change |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | No change |
| Effective | Fall 2022 | Effective | Fall 2023 |
| Role in Curriculum | This class is a 300-level elective which can satisfy a major requirement for Psychology majors (4 credits at 300- or 400-level), and for B.S. majors, this course can satisfy the Cognitive Psychology requirement | | |
| Rationale | Adding PSY 241 as an acceptable prerequisite is important because students are required to have a course in developmental psychology prior to this course and PSY 241 will satisfy that requirement. | | |
| Submission to Committee Chair | 11/23/2021 sent to Committee Chair and Curriculum Office | | |
| APPROVAL | Department of Psychology 11/4/2021; Dean Takacs 12/2/21; Undergraduate Curriculum Committee 2/4/22 | | |
| CONSULTATION | N/A. | | |

**AIV.5 DEPARTMENT OF PSYCHOLOGY: PSY 343 Infancy**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~** | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Psychology | Department/Program | No change |
| Course No. and Title | PSY 343 Infancy | Course No. AND TITLE | No change |
| Prerequisite | PSY 242 | Prerequisite | PSY 241 or PSY 242 |
| Corequisite | N/A | Corequisite | No change |
| Pre or corequisite | N/A | Pre or corequisite | No change |
| Credits | 4 | Credits | No change |
| Hours | 4 | Hours | No change |
| CATALOG DESCRIPTION | This course is concerned with how infants come to understand the world around them. Students will learn classic and current theoretical perspectives on infant development as well as methodologies and results from recent empirical papers. We will discuss what sort of evidence would provide a meaningful answer to the question of how learning occurs. Topics to be discussed include prenatal development, physical and motor development, and cognitive, perceptual, language, and emotional development. | CATALOG DESCRIPTION | No change |
| Liberal Arts AND SCIENCES | No | Liberal Arts AND SCIENCES | No Change |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | No Change |
| Effective | Fall 2022 | Effective | Fall 2023 |
| Role in Curriculum | This class is a 300-level elective which can satisfy a major requirement for Psychology majors (4 credits at 300- or 400-level). | | |
| Rationale | Adding PSY 241 as an acceptable prerequisite is important because students are required to have a course in developmental psychology prior to this course and PSY 241 will satisfy that requirement. | | |
| Submission to Committee Chair | 11/23/2021 sent to Committee Chair and Curriculum Office | | |
| APPROVAL | Department of Psychology 11/4/2021, Dean Takacs 12/2/21; Undergraduate Curriculum Committee 2/4/22 | | |
| CONSULTATION | N/A | | |

**AIV.5 DEPARTMENT OF PSYCHOLOGY: PSY 345 Motor Development**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~** | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Psychology | Department/Program | No change |
| Course No. and Title | PSY 345 Motor Development | Course No. AND TITLE | No change |
| Prerequisite | PSY 242 | Prerequisite | PSY 241 or PSY 242 |
| Corequisite | N/A | Corequisite | No change |
| Pre or corequisite | N/A | Pre or corequisite | No change |
| Credits | 4 | Credits | No change |
| Hours | 4 | Hours | No change |
| CATALOG DESCRIPTION | A central goal for this class is to understand the psychological aspects of motor development. Over their first two years of life, babies' bodies, skills, and environments change rapidly and dramatically. How do infants learn to cope with a changeable body in a variable world? In this class, we will discuss infant motor development in the context of traditionally separate domains of psychology—perceptual, cognitive, and social development. | CATALOG DESCRIPTION | No change |
| Liberal Arts AND SCIENCES | No | Liberal Arts AND SCIENCES | No change |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | No change |
| Effective | Fall 2022 | Effective | Fall 2023 |
| Role in Curriculum | This class is a 300-level elective which can satisfy a major requirement for Psychology majors (4 credits at 300- or 400-level). | | |
| Rationale | Adding PSY 241 as an acceptable prerequisite is important because students are required to have a course in developmental psychology prior to this course and PSY 241 will satisfy that requirement. | | |
| Submission to Committee Chair | 11/23/2021 sent to Committee Chair and Curriculum Office | | |
| APPROVAL | Department of Psychology 11/4/2021, Dean Takacs 12/2/21; Undergraduate Curriculum Committee 2/4/22  Include Dean(s) Name, Department Chair(s) Name/Program Director(s) Name and Date(s) | | |
| CONSULTATION | N/A | | |

**AIV.6 DEPARTMENT OF PERFORMING AND CREATIVE ARTS: ART 105 DISCOVERING THE NY ART SCENCE**

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| **FROM** | **USE STRIKETHROUGH FOR ~~CHANGES~~** | **TO** | **USE UNDERLINE FOR CHANGES** |
| Department/Program | Performing and Creative Arts/ ART | Department/Program | PCA |
| Course No. and Title | ~~ART 105 Discovering the NY Art Scene~~ | Course No. AND TITLE | PCA 205 NYC and the Arts |
| Prerequisite | N/A | Prerequisite | ENG 151 |
| Corequisite | N/A | Corequisite | N/A |
| Pre or corequisite | N/A | Pre or corequisite | ENG 151 |
| Credits | 3 | Credits | 3 |
| Hours | 4 | Hours | 3 |
| CATALOG DESCRIPTION | ~~A series of visits to museums, galleries, and artists’ studios in the New York area. The estimated cost for the course is $25.00~~ | CATALOG DESCRIPTION | An introduction to works across media that will be analyzed and critiqued for meaning, significance and cultural context. Students will visit museums, galleries, ~~and~~ ~~visits to~~ artists’ studios, and attend music and theatre performances in New York City. Admission to performances and exhibitions covered by course fee $ 75.00. |
| Liberal Arts AND SCIENCES | YES | Liberal Arts AND SCIENCES | YES |
| GenERAL EDUCATION | N/A | GenERAL EDUCATION | Creative Expression and Pluralism and Diversity |
| Effective | N/A | Effective | Spring 2023 |
| Role in Curriculum | This course introduces students to the arts in New York City; the course augments offerings from the Performing and Creative Arts Department and is a platform for continued collaborative research for courses across disciplines within the Department. This is PCA’s first multi-discipline course designation. | | |
| Rationale | After extensive collaboration among PCA colleagues, our faculty re-evaluated ART 105, a course previously dedicated to the visual arts. The revised course reflects the ways in which art practice itself has changed to become more interdisciplinary, and our need to be in alignment with similar practices within the academy. The ENG 151 pre-requisite reflects the important role of writing in this course. This course will also give us an opportunity to assess how the PCA can develop meaningful study of the arts as a whole.  In order for this course to fit into the Pathways curriculum, we have reduced the course credits from 4 to 3.  Given the logistics required to facilitate groups at exhibitions and performances, a cap of 18 is recommended. | | |
| Submission to Committee Chair | 1/19/2022 sent to Committee Chair and Curriculum Office | | |
| APPROVAL | Beatrix Reinhardt Chair, PCA Curriculum Committee approval 1/19/2022; Undergraduate Curriculum Committee 2/4/22 | | |
| CONSULTATION | Beatrix Reinhardt, Marianne Weil, Chris Verene, Sylvia Kahan, Maurya Wickstrom, Beth Livensperger, Donna Scimeca, Catherine Lavender, Veronica DiMeglio, Maria Rice Bellamy, Mary Boland, and Lee Papa | | |