

Proposal for New Program

**Queens College
City University of New York**



Division of Education



**Departments of Educational and Community Programs and
Elementary & Early Childhood Education**

Degree: Masters of Arts in Teaching, Elementary and Special Education (grades 1—6)

Anticipated Implementation Date: September 2009

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Abstract

This document describes the rationale, needs, and benefits associated with this proposed 60-credit hour dual certification Masters of Arts in Teaching program in general and special education at the childhood level (grades 1 to 6). This dual certification Masters of Arts in Teaching program is designed for candidates with no formal course work or teaching experience in childhood general or special education. This pre-service graduate program in elementary education and special education is designed to prepare professionals in the education of children with diverse learning needs in a variety of elementary education classroom settings. This new program is aligned with (a) the New York State Education Department core competencies for teachers of both general and special education, and (b) the core values of the Education Unit of Queens College of “promoting *Equity*, *Excellence*, and *Ethics* in urban schools and communities.” Specifically the goals of this dual certification program are to develop teachers who: build inclusive communities that nurture and challenge all learners (*Equity*); demonstrate professionalism, scholarship, efficacy, and evidence-based and reflective practice (*Excellence*); and, value diversity, democracy, and social justice (*Ethics*). Graduates who meet all requirements of the degree program, and who complete the required seminars and New York State assessments will be recommended to the New York State Education Department for Initial Teacher Certification in Childhood Education (grades 1-6) in both general education and special education. Professional Certification in both areas would follow automatically, once a graduate has successfully completed the equivalent of three years of teaching in New York State.

**Departments of Educational and Community Programs and
Elementary & Early Childhood Education**



Overview

**Degree: Masters of Arts in Teaching, Elementary and Special Education
(Grades 1—6)**

Historically, many of the most promising students who choose to pursue graduate degrees in special education at Queens College came from undergraduate fields more related to working with people with disabilities, rather than education (e.g., psychology, speech and language). Additionally these individuals, upon graduation, often became the most dedicated and competent special education teachers. Unfortunately, this all began to change in 1999 for these non-education major undergraduate students, when the New York State Education Department (NYSED) adopted new standards for teacher education programs—called core components.

By 2004, these changes were in full effect for all teacher education programs at Queens College, preventing any individuals without Initial New York State Teacher Certification from entering into special education at the graduate level. According to NYSED, candidates for certification as special education teachers must show competency in all the pedagogical core areas identified for general education teachers, plus eight additional pedagogical core areas unique to “developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities” (NYSED, 1999).

Thus, teacher candidates now seeking New York State Certification in special education must also be eligible for State Certification in general education at the same age-level, thus the need for the proposed dual certification program graduate program leading to a Masters of Arts in Teaching at the Childhood Level (grades 1 to 6) in both Elementary and Special Education. This proposed dual certification program also provides a unique opportunity for a cross-departmental collaboration among two Departments within the Division of Education: the Department of Educational and Community Programs (ECP) and the Department of Elementary and Early Childhood Education (EECE).

The Department of Educational and Community Programs. The Graduate Programs in Special Education (GPSE) are part of the Department of Educational and Community Programs (ECP). ECP offers graduate programs in Counselor Education, School Leadership, School Psychology, and Special Education. These programs prepare counselors, supervisors, administrators, school psychologists, and special educators to work in the schools. Currently, the

GPSE offer three 36-credit specializations or programs leading to Masters of Science in Education (MSED) Degrees in Teaching Students with Disabilities: (a) Early Childhood Special Education (Birth to Grade 2), (b) Childhood Special Education (Grades 1-6), and (c) Adolescent Special Education—Content Specialist (Grades 7- age 21). Additionally the GPSE, in collaboration with EECE and Secondary Education and Youth Services (SEYS), offer two alternate specializations or programs for New York City Teaching Fellows leading to Masters of Arts in Teaching (MAT) Degrees in Teaching Students with and without Disabilities: (a) Childhood Education (Grades 1-6), and (b) Middle School Generalist (Grades 5—9)

The Department of Elementary and Early Childhood Education. The Department of Elementary and Early Childhood Education (EECE) offers programs leading to New York State Certification in Early Childhood Education (birth to Grade 2) and Childhood Education (grades 1 to 6) at both the undergraduate and graduate level. Currently EECE offers graduate programs leading to New York State certification in Childhood Education (Grades 1 to 6) and Early Childhood Education (birth to grade 2). A 39-credit Master of Science in Education degree (MSED) is available for students who have completed a teacher certification program in elementary/early childhood and currently hold a provisional or initial teaching certificate. EECE also offers a 45-credit program leading to the Masters of Arts in Teaching (MAT) degree for students without initial certification in education.

Purpose and Goals

This proposed 60-credit dual certification Masters of Arts in Teaching program was designed for candidates with no formal course work or teaching experience in childhood general or special education. This pre-service graduate program in elementary and special education was designed specifically to prepare professionals in the education of children with diverse learning needs in a variety of elementary education classroom settings. As presented in Table 1, this proposed dual certification program has been designed to prepare candidates with competencies in the eleven pedagogical core areas identified for general education teachers and the eight additional pedagogical core areas unique to “developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities” (NYSED, 1999):

Table 1: New York State Competencies for General and Special Education Teachers

Pedagogical Core Areas for General Education	Pedagogical Core Areas for Special Education
1. Human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another.	1. The historical, social and legal foundations of special education, employment, and independence for individuals with disabilities.
2. Learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student’s highest level of	2. The characteristics of learners with disabilities.

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<p>learning in preparation for productive work, citizenship in a democracy, and continuing growth.</p>	
<p>3. The nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence.</p>	<p>3. Managing behavior of students with disabilities and promoting development of positive social interaction skills.</p>
<p>4. Language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students through at least 6 semester hours of study.</p>	<p>4. Participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships.</p>
<p>5. Curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate.</p>	<p>5. Assessment, diagnosis, and evaluation of students with disabilities.</p>
<p>6. Uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning.</p>	<p>6. Curriculum development and research-validated methods of instructing students with disabilities, including methods of teaching reading and mathematics, and methods of enrichment and remediation in reading and mathematics.</p>
<p>7. Formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching.</p>	<p>7. Use of assistive and instructional technology in the teaching of and learning by students with disabilities.</p>
<p>8. History, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts.</p>	<p>8. Planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings.</p>
<p>9. Means to update knowledge and skills in the subject(s) taught and in pedagogy.</p>	
<p>10. Means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law.</p>	
<p>11. Means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808.</p>	

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This proposed 60-credit dual certification program has also been carefully aligned with the Queens College Education Unit’s Core Values of “promoting *Equity*, *Excellence*, and *Ethics* in urban schools and communities.” *Equity* can be defined as building inclusive communities that nurture and challenge all learners. *Excellence* refers to demonstrating professionalism, scholarship, efficacy, and evidence-based and reflective practice. *Ethics* means valuing diversity, democracy, and social justice.

This dual certification program was designed to consist of four pedagogical phases. Each phase as well as the key anticipated competencies candidates will develop in each phase (i.e., knowledge, skills and dispositions) are described in Table 2.

Table 2: Core Program Phases, Proposed Dual Certification MAT Program

Program Phase & Credit Hours	Description of Critical Competencies (Knowledge, Skills, and Dispositions)
Phase 1: Pedagogical Foundations (21 credits)	In the first phase (21 credits, 7 courses) candidates are introduced to critical foundational knowledge, skills, and dispositions including the social foundations of general and special education; principles of educational psychology and human development; language and literacy development in children; and key concepts and practices in assessment.
Phase 2: Pedagogical Core (21 credits)	In the second phase (21 credits, 7 courses) candidates develop specific pedagogical core competencies in curriculum and instruction of students with and without disabilities in key content areas (e.g., social studies, mathematics, science, language arts); in using technology for teaching and promoting access; in collaborating with colleagues and families; and in classroom management and behavioral support.
Phase 3: Student Teaching (12 credits)	In the third phase (12 credits, 2 courses) candidates who successfully complete phase 1 and 2 participate in two semesters of student teaching. The first student teaching experience takes place within the context of serving in the role of the general education teacher and consists of supervised observation and student teaching at two different grade levels (grades 1 to3 and grades 4 to 6). The second student teaching experience will take place within the context of serving in the role of the special education teacher working with students with severe disabilities at the childhood level (e.g., Autism).
Phase 4: Research (6 credits)	In the final phase of the program (6 credits, 2 courses) candidates complete a two course sequence in research either within the context of elementary education or special education. During this phase candidates develop life-long learning skills in evaluating educational research and understanding basic research design and methodology in general and special education. In keeping with best-practice, candidates interpret research results for classroom instruction. In the second course in the research sequence, candidates implement a research study that is referenced to classroom needs as individually determined by each candidate and his/her area of interest.

Need and Justification

As mentioned previously, prior to changes in 1999, when the New York State Education Department (NYSED) adopted new standards for teacher education programs, many of the most promising students who choose to pursue graduate degrees in special education at Queens College came from fields related to working with people with disabilities, (e.g., psychology, speech and language) and did not have Initial New York State Certification in general education. Unfortunately these individuals are no longer eligible for admission into the Graduate Programs in Special Education in ECP as the three existing MSED programs require that applicants hold Initial Certification (or the equivalent) from NYSED in general education, in the age and grade range of the program applied to (i.e., Early Childhood Special Education: Birth to Grade 2; Childhood Special Education: Grades 1 to 6; Adolescent Special Education: Grades 7 to age 21). Potential candidates to be served by the dual certification program proposed here are also not eligible for ECP's MAT programs as these are alternative certification programs solely for New York State Teaching Fellows. EECE does have two existing MAT programs for candidates who do not have initial certification, but these programs prepare candidates for certification solely in general education (either at the early childhood or childhood level).

Clearly the need for such a dual certification program at the graduate level at Queens College is therefore justified. The development and implementation of this proposed dual certification program would also provide a unique opportunity to strengthen collaboration between two departments (ECP and EECE) within the Division of Education at Queens College.

A dual certification MAT program in Elementary Education and Special Education is justified based on three key points:

1. New York City has identified teachers of special education (i.e., teacher of students with disabilities) as a critical needs or shortage area. It should be noted that New York City's need for special education teachers is projected to remain fairly consistent for the next five years at approximately 950 additional new special education teachers needed each year. Thus, approximately 10% to 15% of all new teaching positions within NY City each year will be for teachers with State Certification in special education.
2. Queens College has been receiving cohorts of approximately 60 or more New York City Teaching Fellows at the childhood level each year for the last seven years through its approved alternate dual certification program in childhood general and special education.
3. The type of program proposed here has already been determined to be viable and justified by many of the colleges and universities in the local area, which compete with Queens College for students. In other words, dual certification programs are already in place at many other CUNY campuses (e.g., Hunter College, Brooklyn College, and Lehman College) and most local private colleges/university (e.g., New York University, Hofstra University, Adelphi University, Long Island University, and Saint John's University).

Students

It is anticipated that this proposed dual certification program will take in approximately 18 to 25 candidates a year for **Fall admission only**¹. Requirements for admission, academic prerequisites, requirements for maintenance and graduation, and requirements for New York State Initial and Professional Teacher Certification are described here:

Admission Requirements². All applicants will be required to:

- Have an undergraduate major in Liberal Arts or Science with a minimum of 30 credits³.
- An overall Grade Point Average (GPA) of 3.0 or better.
- Write a well-written essay explaining why the applicant chose to pursue dual certification in elementary and special education.
- Provide three letters of recommendation that demonstrate the applicant's abilities, qualities, and promise as an educator.

Academic Prerequisites⁴. Additionally applicants must have had an undergraduate course distribution in the following prerequisites:

- *English Language Arts*: Successful completion (i.e., a grade of B or better in each course) of 2 English courses, one must be English Composition.
- *The Arts*: Successful completion of 2 Art courses (i.e., a grade of C or better in at least one of these courses).
- *Social Sciences*: Successful completion (i.e., a grade of C or better in each course) of 4 Social Sciences courses. At least one of these courses must be a U.S. history course.
- *Math, Science and Technology*: Successful completion (i.e., a grade of C or better in each course) of 6 courses selected from the areas typically classified as mathematics, science and technology. At least one of these courses must be a lab science course.

¹ Candidate applications will be reviewed once a year in the spring for fall matriculation. Candidates wishing to begin the program in the spring semester may be allowed, on a case-by-case base with the permission of a ECPSE advisor, to take courses as a non-matriculated graduate student prior to matriculation.

² Following existing Queens College Graduate Admission policy, no more than 12 graduate credits that have been taken at another educational institution or at Queens College will be allowed to transfer in once a candidate matriculates. Credits to be transferred in from a different institution will be reviewed jointly by ECPSE and EECE prior to approval. Credits to be transferred in from Queens College will be based on prior approval of an ECPSE advisor (*see footnote 1 above*).

³ Candidates for this program will be admitted under existing ECPSE graduate program criteria with the exception that candidates will not be required to hold initial certification (or the equivalent) from the New York State Education Department in general or special education. Instead candidates will need to have an undergraduate major in Liberal Arts or Science with a minimum of 30 credits. The undergraduate major in liberal arts or science requirement is based on EECE's requirement for admission into their existing MAT programs.

⁴ The Academic Prerequisites described here are based on EECE's rigorous interpretation of New York State Education Department content requirements for elementary (childhood level) teacher certification. These are the same academic prerequisites that EECE uses to evaluate candidates for their existing MAT program. EECE will be responsible for reviewing and monitoring all academic prerequisites for candidates who are admitted into this dual certification program by ECPSE. A worksheet related to academic prerequisites will need to be completed as part of the application process. This worksheet is currently available for applicants on the Graduate Admissions website at <http://www.qc.edu/gadm/apps.htm> and the EECE website at <http://qcpages.qc.edu/EECE/>.

- *Foreign Language:* Successful completion of two semesters of foreign language at the college level (grade of C or better) or 3 years of high school study in the same language with a passing grade on NYS High School in Regents in Foreign Language.

Maintenance Requirements. Once admitted to the dual certification program, candidates will be required to:

- Maintain at least a B average (3.0 grade-point average) and demonstrate professional dispositions and behavior⁵ to remain matriculated and to graduate.
- A matriculated candidate whose grade-point average falls below 3.0 during the course of the program will be placed on probation. The candidate will then have up to 12 graduate credits within which to raise the grade-point average to 3.0. If this is not achieved the candidate will be dismissed.⁶

Appeal Process. A candidate who believes he or she has received an inappropriate grade or that his or her professional behavior and dispositions have been unfairly assessed should take the following steps:

- Consult with the instructor.
- If there is no satisfactory resolution, meet with the Program Coordinator of the Graduate Programs in Special Education.
- If there is no satisfactory resolution, consult with the department Chair. The Chair may convene a faculty committee to review the appeal.
- If there is still no satisfactory resolution, appeal to the Office of Graduate Studies for a further review. The appeal must be in writing and must detail the reasons why the grade is felt to be inappropriate.
- Appeals from the decisions of the Office of Graduate Studies may be directed in writing to the Graduate Scholastic Standards Committee.⁷

⁵ Candidates in this new program will be expected to demonstrate professional behaviors and dispositions that are consistent with (a) the Core Values of the Education Unit at Queens College of “promoting Equity, Excellence, and Ethics in urban schools and communities” (see Table 6 on page 17 of this document for a list of the candidate assessments relation to professional behaviors and dispositions); and (b) the code of ethics for special education professionals (see [as adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983] <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/default.htm>).

⁶ As per Queens College graduate student governance policy, “a matriculated graduate student who is dismissed must remain out of the College for at least one semester. To return, the student must file a formal application for reentry and pay a non-refundable reentry fee by the appropriate deadline. The student must also petition the Office of Graduate Studies for permission to reenter. Requests for reentry will be reviewed on an individual basis. Permission to reenter following suspension may be granted *one time only*”. (*Graduate Bulletin 2002—2004*, p. 31)

⁷ “The only basis for an appeal to the Office of Graduate Studies and the Graduate Scholastic Standards Committee is that the student has been treated in an arbitrary and capricious manner by the instructor. To make such an appeal, the student must be prepared to demonstrate that the grade [or evaluation of professional behavior and dispositions] was assigned punitively, unfairly, or on a basis other than impartial academic evaluation. At the departmental level, a grade appeal may be based on the academic quality of the student’s work. Once a grade has been posted on the record, it may not be changed without the written permission of the Office of Graduate Studies”. (*Graduate Bulletin 2002—2004*, p. 31)

Graduation Requirements. To graduate, all candidates will be required to meet the following requirements:

- Maintain a 3.0 GPA and complete all coursework.
- Perform successfully on all program-level and unit-level assessments.
- Apply for graduation in the spring of the semester they will graduate.
- Successfully complete a research project developed with, supervised, and supported by a faculty member in either ECPSE or EECE.

Teacher Certification Requirements. Graduates who meet all requirements of the proposed MAT degree program, and who complete the required seminars and New York State assessments, will be recommended to New York State for initial certification in both general education and special education at the childhood level (grades 1-6). Professional Certification in both areas will follow automatically once a graduate has completed the equivalent of three years of teaching in New York State.

Curriculum

This proposed 60-credit dual certification program as already described has been carefully aligned with the New York State Core Competencies for both General and Special Education teachers (see Table 1 on pages 5 and 6) and with the Queens College Education Unit’s Core Values of “promoting *Equity, Excellence, and Ethics* in urban schools and communities.” All ECP and EECE courses that composed this 60-credit hour dual certification program are already approved ECP and EECE courses. Thus, no new courses would need to be developed or approved.

Proposed Dual Certification Program Curriculum Scope and Sequence

Phase 1: Pedagogical Foundations (21 credits)

In the first phase (21 credits, 7 courses) candidates are introduced to critical foundational knowledge, skills, and dispositions including the social foundations of general and special education; principles of educational psychology and human development; language and literacy development in children; and key concepts and practices in assessment.

EECE 702	Social Foundations of Education	3 credits
ECPSE 700	Foundations of Special Education	3 credits
EECE 711	Ecological Perspectives on Development—The Childhood Years	3 credits
ECPSE 701	Introduction to Assessment in Special Education	3 credits
EECE 520	Language Development and Emergent Literacy	3 credits
EECE 525	Language and Literacy Learning in the Elementary Years	3 credits
ECPSE 720	Trends and Issues in the Education of Students with Severe Disabilities	3 credits

Phase 2: Pedagogical Core (21 credits)

In the second phase (21 credits, 7 courses) candidates develop specific pedagogical core competencies in curriculum and instruction of students with and without disabilities in key content areas (e.g., social studies, mathematics, science, language arts), in using technology for

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teaching and promoting access; in collaborating with colleagues and families; and in classroom management and behavioral support.

EECE 545	Social Studies in the Elementary School	3 credits
EECE 550	Mathematics in the Elementary School	3 credits
EECE 555	Science in the Elementary School	3 credits
ECPSE 710	Curriculum and Instruction for Childhood Special Education	3 credits
ECPSE 742	Foundations of Assistive and Instructional Technology	3 credits
ECPSE 708	Collaboration with Families and School Based Teams	3 credits
ECPSE 722	Applied Behavior Analysis and Positive Behavioral Supports	3 credits

Phase 3: Student Teaching (12 credits)

In the third phase (12 credits, 2 courses) candidates who successfully complete phase 1 and 2 participate in two semesters of student teaching. The first student teaching experience takes place within the context of serving in the role of the general education teacher and consists of supervised observation and student teaching at two different grade levels (grades 1 to 3 and grades 4 to 6). The second student teaching experience takes place within the context of serving in the role of the special education teacher working with students with severe disabilities at the childhood level (e.g., Autism).

EECE 566	Student Teaching in Elementary Education	6 credits
ECPSE 725	Internship in Severe Disabilities	6 credits

Phase 4: Research (6 credits)

In the final phase of the program (6 credits, 2 courses) candidates complete a two course sequence in research either within the context of elementary education or special education. During this phase candidates develop life-long learning skills in evaluating educational research and understanding basic research design and methodology in general and special education. In keeping with best-practices, candidates interpret research results for classroom instruction. In the second course in the research sequence, candidates implement a research study that is referenced to classroom needs as individually determined by each candidate and his/her area of interest.

Select a two-course sequence in research in special education or elementary education

ECPSE 746	Research in Special Education	3 credits
ECPSE 748	Advanced Research in Special Education	3 credits

OR

EECE 780	Introduction to Educational Research	3 credits
EECE 781	Inquiry into Teaching	3 credits

It is anticipated that candidates will be able to complete this dual certification MAT program in three years. A sample flow chart illustrating completion by sequence of classes for each semester and year is presented in Figure 1.

Figure 1: Flow Chart of Program Completion

Pedagogical Foundations Fall—Year 1			Spring—Year 1		
<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>	<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>
EECE 702	Social Foundations of Education	3	ECPSE 701	Introduction to Assessment in Special Education	3
ECPSE 700	Foundations of Special Education	3	EECE 525	Language and Literacy Learning in the Elementary Years	3
EECE 711	Ecological Perspectives on Development—The Childhood Years	3	ECPSE 720	Trends and Issues in the Education of Students with Severe Disabilities	3
EECE 520	Language Development and Emergent Literacy	3			
Total Earned Credits		12	Total Earned Credits		21
Pedagogical Core Fall—Year 2			Spring—Year 2		
<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>	<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>
EECE 545	Social Studies in the Elementary School	3	EECE 555	Science in the Elementary School	3
EECE 550	Mathematics in the Elementary School	3	ECPSE 742	Foundations of Assistive and Instructional Technology	3
ECPSE 710	Curriculum and Instruction for Childhood Special Education	3	ECPSE 708	Collaboration with Families and School Based Teams	3
ECPSE 722	Applied Behavior Analysis and Positive Behavioral Supports	3			
Total Earned Credits		33	Total Earned Credits		42
Student Teaching & Research Fall—Year 3			Spring—Year 3		
<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>	<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>
ECPSE 725	Internship in Severe Disabilities	6	EECE 566	Student Teaching in Elementary Education	6
Select a two-course sequence in research in special education or elementary education					
ECPSE 746	Research in Special Education	3	ECPSE 748	Advanced Research in Special Education	3
EECE 780	Introduction to Educational Research	3	EECE 781	Inquiry into Teaching	3
Total Earned Credits		51	Total Earned Credits		60

Cost Assessment

As already mentioned, all courses that composed this 60-credit hour dual certification program are existing ECP and EECE courses. Thus, no new courses would need to be developed in order to implement this program. It is anticipated that at least initially (i.e., for the first few years of operation), the program would take in approximately 18 to 25 graduate students per year. These students would be integrated into existing sections of ECP and EECE courses so that initially it might only be necessary to add one or two sections of existing courses per semester in each Department.

Faculty. Statistics for the 2005—2006 academic year for the alternative dual certification program in childhood education for New York State Teaching Fellows indicated that full time faculty members in ECP and EECE taught approximately 67% of all courses. It is assumed that the ratio will be fairly similar within the proposed dual certification MAT described in this proposal. Table 3 presents a list of the full time and adjunct faculty in ECP who will be involved with the proposed dual certification program and a list of their specialization areas. Table 4 presents similar information for full time and adjunct faculty in EECE. Abbreviated Curriculum Vitae for key full time ECP and EECE faculty affiliated with this proposed dual certification program can be found in Appendix B.

Table 3: ECPSE Full Time and Adjunct Faculty affiliated with Proposed MAT Program

Name	Rank	Status	Degrees, with Areas of Specialization
Fredda Brown*	Professor	FT	B.S. Social Sciences, SUNY Stony Brook; M.S. Special Education/Emotional Disabilities, Adelphi University; Ph.D. Special Education/Severe Disabilities, University of Kansas
Craig Michaels*	Professor	FT	B.F.A. Painting and Photography, San Francisco Art Institute; M.A. Special Education/Educational Psychology, New York University; Ph.D. Special Education/ Educational Psychology, New York University
Christopher Oliva*	Assistant Professor	FT	B.A. Anthropology, Adelphi; M.S. Special Education/Mental Retardation, Adelphi; Ph.D. Education, University of Kansas
Peish Wang*	Assistant Professor	FT	B.A. English, Liaoning College of Education; M.A. Deaf Education, Gallaudet University; Ph.D. Special Education, Columbia University, Teachers College
Sara B. Woolf*	Lecturer	FT	B.A. Psychology, Brown University; M.A. Deafness Rehabilitation, New York University
Brian Abrams	Associate Professor	PT	B.A. Sociology, St. John’s University; M.S. Special Ed, Adelphi University; Ph.D. Educational Psychology, Fordham University
Diane Berger	Lecturer	PT	B.A., French, Rosemont College; M.A. French Language & Civilization, New York University; M.A. Behavior Disorders, Teachers College, Columbia University
Pamela Bligh	Lecturer	PT	A.A.S., Early Childhood, Nassau Community College; B.S. Elementary Education, SUNY, Old Westbury; M.S. Education, Reading, Queens College
Carol Elk	Lecturer	PT	B.A., Education, University of Bridgeport; M.A., Special Education, Teachers College Columbia University
Denise Ferrara	Lecturer	PT	B.A., Communication Arts and Sciences, Speech Pathology, Queens College; MS, Education, Hofstra University

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Lina Gilic	Assistant Professor	PT	B.S., Finance, St. John's University; M.S. Special and Elementary Education, Adelphi University; Ph.D. Behavioral Disorders, Teachers College Columbia University
Randy Horowitz	Lecturer	PT	B.A. Education, Brooklyn College; M.S. Ed., Queens College; School Administration and Supervision Certificate Program, College of New Rochelle
Linda Kraemer	Lecturer	PT	B.A., Elementary Education, Queens College; M.S., Reading, Long Island University; Ed.D. Reading and Curriculum, St. John's University projected fall 2008
Laura Menikoff	Assistant Professor	PT	B.A. Psychology, Hamilton College; M.S. Early Childhood Education, Bank Street; M.S. School Psychology, Queens; Ph.D. Educational Psychology, CUNY Graduate Center
Robin Schwartz	Lecturer	PT	B.S. Speech and Language Pathology, Brooklyn College; M.S., Speech and Language Pathology, Brooklyn College
Sara Selligson	Lecturer	PT	B.A. Psychology, College of Staten Island; M.S., Instructional Technology, New York Institute of Technology
Aruna Sokol	Lecturer	PT	B.A., English, SUNY at Geneseo; M.A. Special Education, San Francisco State University
Nicole Weidenbaum	Lecturer	PT	B.A. Psychology, University of Maryland; M.S. Special Education, Long Island University

* Indicates that abbreviated vitae appears in Appendix B

Table 4: EECE Full Time and Adjunct Faculty affiliated with Proposed MAT Program

Name	Rank	Status	Degrees, with Areas of Specialization
Dominic Gullo	Professor	FT	B.S. Speech Pathology & Audiology, University of Wisconsin; M.S. Educational Psychology, University of Wisconsin; Ph.D. Interdisciplinary Doctoral Program on Young Children (IDPCY), Indiana University
Penny Hammrich*	Professor	FT	B.S. Biology & Education, University of Minnesota; M.S. Biology & Genetics, Minnesota State University; Ph.D. Curriculum & Instruction, University of Minnesota
Joel Spring*	Professor	FT	B.A. History, Roosevelt University; M.A. Social & Intellectual History, University of Wisconsin; Ph.D. Educational Policy Studies, University of Wisconsin
Susan Turkel	Professor	FT	B.S. Elementary Education, Boston University; M.S. Elementary Education, Hunter College; Ed.D. Math Education, Columbia University
Myra Zarnowski*	Professor	FT	B.A. Elementary Education, Northeastern University; M.Ed. Reading & Language Arts, Boston University; Ed.D. Language Education; University of Georgia
Mary Greiner	Associate Professor	FT	B.A. Anthropology, University of California; Ph.D. Social Foundations of Education, University of Virginia
Daisuke Akiba	Assistant Professor	FT	B.A. Psychology, Boston University; M.S. Organizational Behavior, Tufts University; M.A. Experimental Psychology, Brown University; Ph.D. Interdisciplinary Studies in Child Development & Education, Brown University
Marcia Baghban*	Assistant Professor	FT	B.S. French, Simmons College; M.A. Applied Linguistics, Columbia University; Ed.S. Reading, Indiana University; Ed.D. Reading with minor in Applied Linguistics & English, Indiana University

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Lee Bisland*	Assistant Professor	FT	B.A. History, Guilford College; M.A.T. Social Studies Education, Duke University; Certificate of Advanced Study in School Administration, New York University; Ed.D. Social Studies Education, Teachers College, Columbia University
Liba Engel	Assistant Professor	FT	B.A. Personality & Social Psychology, Purdue University; B.S. Dietetics, Purdue University; M.A. Pre-service Elementary Education Teachers College; Ed.M. Curriculum & Teaching; Ph.D. Education focus on Curriculum & Instruction, Teachers College
Mary Foote	Assistant Professor	FT	B.A. Theatre Arts and Speech, Mount Golyoke college; M.S. Child and the Individual Curriculum, City College; MsED. Leadership in Mathematics Education, Bank Street College; Ph.D. Curriculum & Instruction focus on Mathematic Education, University of Wisconsin-Madison
Gloria Harris	Assistant Professor	FT	B.A. Psychology, Hunter College; M.A. Elementary Education, Hunter College; Ed.D. Curriculum/Teaching, Teachers College
Bobbi Kabuto	Assistant Professor	FT	B.S. Biology, University of Richmond; M.S. Literacy, Hofstra University; Ph.D. Language Cognition, Hofstra University
Ted Kesler	Assistant Professor	FT	B.A. Biology, Columbia University; M.A. Elementary Education, Teachers College; Ed.D. Curriculum, Teachers College
Franklin Turner	Assistant Professor	FT	B.S. History, Florida A&M University ; M.A. Educational Psychology, Rutgers University; Ph.D. Urban Education, Rutgers University
Toni Spring	Lecturer	FT	B.A. Social Science Adelphi University; M.S.Ed. Reading, Adelphi University; Doctoral Student, Developmental Psychology, City University
Karen Steuerwalt	Lecturer	FT	B.A. Sociology & Anthropology, SUNY Stony Brook; M.A. Elementary Education, Adelphi University
James Brown	Lecturer	PT	B.A. Psychology, Long Island University; M.A. Elementary Education, Long Island University; Professional Diploma Administration & Supervision, Queens College
Barbara Friend	Lecturer	PT	B.S. Elementary Education, Queens College; M.S.Ed. Elementary Education, Queens College
Peggy Kump	Lecturer	PT	B.S. Human Development & Family Studies, Cornell University; M.S.Ed Mathematics Education, Queens College
Michael Parrella	Adjunct Assistant Professor	PT	B.A. History, Boston University ; Ph.D. History & Education, New York University
Robert Perelmuter	Lecturer	PT	M.S. Education & School Psychology, City College
Mindi Reich-Shapiro	Lecturer	PT	B.A. Communication Arts & Science, City University; M.S. Education, City University; Doctoral Candidate, City University
Joseph Saccente	Lecturer	PT	B.A. Education & Behavioral Science, Queens College; M.S. Environmental Science, Queens College; P.D. Supervision & Administration, Queens College
Arthur Salz	Adjunct Associate Professor	PT	B.S. Health & Physical Education, Brooklyn College; M.S. Health & Physical Education, Pennsylvania State; Ed.D. Curriculum Teaching, Teachers College

* Indicates that abbreviated vitae appears in Appendix B

It is anticipated that as a new education program leading to New York State licensing for the first five years there will be administrative release time provided (1 course per semester) for a faculty

coordinator from each Department (ECP and EECE). Additionally it is anticipated that a new faculty line in special education (ECP) will be requested in 2010 to address the increased FTEs as a result of this new program.

Facilities and Equipment. The majority of education courses in both ECP and EECE are taught in the recently renovated Powdermaker Hall. As a result, the majority of classrooms where candidates will take classes have wireless internet access, data projectors, and other necessary technology. The one potential limitation is computer lab space. Both EECE and ECP have applied for increased access to computer lab space in general, and have been working with the Dean of Education to create additional computer lab space in Powdermaker Hall. Additionally, both Departments have developed specific technology fee proposals to increase access to instructional technology through mobile laptop carts and assistive technology for students with disabilities. Therefore, with regards to facilities and equipment, we are essentially prepared for the projected increase of enrollment.

Library and Instructional Materials. The library has identified a specific librarian as a Division of Education liaison and subject specific bibliographer. Dr. Suzanne Li has been most helpful in increasing the amount of library resources dedicated to the Division of Education. Also, as the library gets more access to full text electronic versions of educational journals, access for education candidates is increased exponentially while expenses for individual subscription of paper print versions is reduced. As additional teaching media (i.e., DVDs and CD-ROMs) and technology (i.e., assistive technology software applications) are identified over time for the operation of this new program, Graduate Investment Initiative funds and CUNY Technology Fee funding will be requested and is expected to cover these additional purchases. Thus the proposed increase in enrollment should not require any increase in library or instructional material expenses.

Budget Table. As described in this section, the proposed dual certification MAT program is primarily a re-structuring of existing courses and a creative collaboration between two Departments within the Division of Education—ECP and EECE. While many of the necessary resources are currently in place, the primary expenditures for the first five years to operate this new dual certification program will be associated with administrative release time (1 course per semester for a faculty coordinator from each Department) and a new faculty line in ECP for an assistant professor in special education in 2010. See Table 5 for complete projections of expenses over the next five years.

Table 5: Budget Projections for the first 5-Years of the Proposed MAT Program

Expenditures	2009	2010	2011	2012	2013
Faculty—resources	2 courses of administrative release per semester (1 in ECP & 1 in EECE)	2 courses of administrative release per semester (1 in ECP & 1 in EECE) 1 line in ECP @ \$61,563 plus Fringe Benefits	2 courses of administrative release per semester (1 in ECP & 1 in EECE) 1 line in ECP @ \$64,323 plus Fringe Benefits	2 courses of administrative release per semester (1 in ECP & 1 in EECE) 1 line in ECP @ approximately \$66,500 plus Fringe Benefits	2 courses of administrative release per semester (1 in ECP & 1 in EECE) 1 line in ECP @ at approximately \$69,000 plus Fringe Benefits

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Equipment—resources	No additional costs anticipated	No additional costs anticipated	No additional costs anticipated	No additional costs anticipated	No additional costs anticipated
Other—resources	No additional costs anticipated	No additional costs anticipated	No additional costs anticipated	No additional costs anticipated	No additional costs anticipated
TOTAL—resources	Approximately \$12,000 in release time	Approximately \$12,000 in release time + \$61,563 = \$73,563	Approximately \$12,000 in release time + \$64,323 = \$76,323	Approximately \$12,000 in release time + \$66,500 = \$78,500	Approximately \$12,000 in release time + \$69,000 = \$81,000

Evaluation

Internal Evaluation and Outcomes

The proposed dual certification program will use a variety of course specific assessment strategies to evaluate candidates’ knowledge, skills, and dispositions. As already mentioned, this proposed program has been carefully aligned to the New York State competencies for both general and special education teachers at the childhood level. Additionally, this new program has been aligned with the Queens College Education Unit’s Core Values of Equity, Excellence, and Ethics. As such, candidates’ progress in this dual certification program will be tracked (i.e., monitored and evaluated) through the electronic assessment system of the Education Unit, QC-TEAMS (the Queens College-Teacher Education Assessment Monitoring System).

Table 6 presents the assessment instruments that compose the Education Unit Assessment System (as approved by the National Council on the Accreditation of Teacher Education, NCATE) and indicates in which (a) program phase each assessment will be administered, and (b) the specific ECPSE and EECE course(s) within which each assessment will be administered.

Table 6: Timelines for the Administration of Unit Assessment Instruments

<i>Education Unit Assessment System Instrument</i>	<i>Program Phase</i>	<i>ECP</i>	<i>EECE</i>
1. Core Values Survey	Phase 1: Pedagogical Foundations	ECPSE 700	EECE 702
2. Field Experience Assessment		ECPSE 701	---
		ECPSE 720	EECE 525
3. Lesson Plan Assessment	Phase 2: Pedagogical Core	---	EECE 545
		---	EECE 550
		---	EECE 555
4. Curriculum Unit Assessment		ECPSE 710	---
5. Lesson Plan Implementation	Phase 3:	ECPSE 725	EECE 566

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6. Clinical Practice/Student Teaching & Internship Evaluation	Student Teaching	ECPSE 725	EECE 566
7. Candidate Impact on Student Learning in the P-12 Schools		ECPSE 725	EECE 566
8. Candidate Evaluation of College Supervisor		ECPSE 725	EECE 566
9. Candidate Evaluation of Cooperating Teacher/Supervisor		ECPSE 725	EECE 566
10. Site Based Clinical Faculty Evaluation of College Supervisor		ECPSE 725	EECE 566
11. Instructor Evaluation of Research to Practice	Phase 4: Research	ECPSE 748	EECE 781
12. Candidate Satisfaction Inventory		ECPSE 748	EECE 781

External Evaluations

All teacher candidates in New York State are required to take a variety of state examinations for licensing. These exams would be taken during Phase 3 (Student Teaching) in the dual certification program proposed here. Each year the New York State Education Department prepares a report, the Title II Report, and provides this report to the Queens College Office of Teacher Certification. This report describes the pass rates on the Content Specialty Tests (CST) and the Liberal Arts and Science Test (LAST) by program code. Thus each year, information on candidate pass rates on the LAST and the two Content Specialty Tests associated with this dual certification program (the multi-subject CST for elementary education and the students with disabilities CST) will be collected and analyzed by the program and reported as part of the Queens College Education Unit Assessment data. Retention data and five-year follow-up data on all graduates of this proposed dual certification program will also be collected by the Education Unit.

APPENDIX A: Course Descriptions

ECP Special Education Course Descriptions

ECPSE 700: Foundations of Special Education. Education and psychology in special education are stressed with emphasis on developing a broad background of knowledge about students with various disabilities and strategies for creating access to the general education curriculum. The historical and sociological treatment of people with disabilities, special education law and programs, advocacy and collaboration, and building classroom communities that support the full diversity of learners are also addressed. Twenty hours of fieldwork focusing on special education programs is required.

ECPSE 701: Introduction to Assessment in Special Education. The purpose of this course is to prepare special education teachers across all age-range certifications to engage in reflective decision-making and research-validated professional practice that will result in the creation of effective instructional programs for all students, including those students who are classified for special education services and supports with mild, moderate and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills, and dispositions associated with the application of assessment information to individual student and program evaluation, as well as to classroom and curriculum planning.

ECPSE 708: Collaboration with Families and School-Based Teams. This course offers intensive practical exposure to theory, research, and exemplary practice in collaborative process and team development with particular emphasis on working with families and multiple school and community partners. Candidates examine specific practices to enhance cross-disciplinary, cross-cultural, and cross-constituent partnerships within inclusive school, community, and other settings. Candidates will apply knowledge to students with mild, moderate and severe disabilities. Through active and guided participation, candidates acquire enhanced communication, problem-solving, facilitation and leadership skills necessary to develop integrated special education and related services. Co-teaching with another teacher or related service professional is a required field-based assignment.

ECPSE 710: Curriculum and Instruction for Childhood Special Education. Theory and research about children with mild, moderate and severe disabilities at the childhood level (grades 1-6) and exemplary practices in informal assessment, curriculum design, adaptations, effective instruction, and supportive learning environments, with additional focus on the use of instructional and assistive technology. Field experience of at least 15 hours involves program candidates in assessment, curriculum adaptations, and teaching a small group of children who exhibit learning problems. Reflection on practice involves an analysis of learning and behavior change.

ECPSE 720: Trends and Issues in the Education of Learners with Severe Disabilities. This course is designed to acquaint program candidates with the characteristics, assessment strategies, methods of teaching, team approaches, and current research and life span issues related to the education of learners with severe and multiple disabilities, and learners on the autism spectrum.

Emphasis is placed on research-based methodology, language development, and teaching skills that increase self-determination and quality of life for students and their families.

ECPSE 722: Applied Behavior Analysis and Positive Behavioral Supports. Program candidates will learn and examine environmental influences on student behavior. Additionally, candidates will learn about assessment of behavior problems, various educative and positive behavioral strategies, and the use of single subject designs to evaluate behavior change in applied settings for students with mild, moderate and severe disabilities. Field experiences of about 5 hours involve candidates in measurement and analysis of student behavior.

ECPSE 725: Internship in Severe Disabilities. Supervised teaching of students with severe disabilities within a candidate's certification area with a focus on students on the autism spectrum. Candidates will be placed in a classroom with students with intensive support needs, where they will be provided the opportunity and guidance to participate in application of theories and practices discussed in prerequisite courses. Clinical component consists of full-time participation and teaching for the entire semester. Seminars supplement the clinical experience. Entry into this internship requires a B or better in both ECPSE 720 and ECPSE 722.

ECPSE 742: Foundations of Assistive and Instructional Technology. Theory, research, and practice in identifying, implementing, and evaluating assistive and instructional technology for students with disabilities. Candidates will develop knowledge, skills, and dispositions to: (a) integrate technology in planning and managing the teaching and learning environment, (b) use technology to conduct assessments, and (c) make appropriate technology-related adaptations for students with disabilities. The course is designed to provide a broad knowledge base, rather than disability-specific information with the goal of assisting candidates develop technology competencies that they can apply with students with disabilities within their age specialization (elementary or adolescent) within special education and general education classrooms.

ECPSE 746: Research in Special Education. Study, understanding and evaluation of basic research design and methodology in special education and interpreting research results for classroom instruction. Program candidates will prepare a literature review and design research methodology that will be implemented in a research study in ECPSE 748. Research topics will be referenced to classroom needs as individually determined by each candidate's educational placement and their area of interest.

ECPSE 748: Advanced Research in Special Education. The continued study, understanding, and evaluation of research design and methodology in special education. Each program candidate will implement an independent field-based project based on the literature reviewed and methodology developed in ECPSE 746. Research topics are based on needs of candidates' classroom and their research interests. A research paper is required. This paper serves as the thesis and culminating project.

EECE Elementary Education Course Descriptions

EECE 702: Social Foundations of Education. Provides a forum for the beginning teacher to further investigate cultural, social, philosophical, and historical elements of education. Building on earlier studies in educational foundations, the course explores equity in schooling, school reforms, educational philosophy, and the relationship between schools and society, among other topics. Through readings, course assignments, and field experiences, students study a reflective decision-making model.

EECE 520: Language Development and Emergent Literacy. Required course for MAT students; open only to MAT students. Students examine how language develops in young children, the relation between language and cognition, and the sociocultural factors that impinge upon language learning. Among the major topics are: language assessment, language diversity, and emergent literacy. Emphasized throughout are teaching strategies and classroom experiences that foster language development in the young child.

EECE 525: Language and Literacy Learning in the Elementary Years. Required course for MAT students; open only to MAT students. Students build upon earlier studies of emergent literacy to plan effective programs in diverse, inclusive elementary settings. Students develop knowledge of theories of literacy development, design and implement effective strategies for teaching reading and writing in inclusive elementary settings, and examine children's literature to be used across the curriculum. Prospective teachers implement strategies in the field and analyze their teaching with the support of the teacher-research community.

EECE 711: Ecological Perspectives on Development—the Childhood Years. This course provides a contextually based study of development, focusing on children during the elementary school years. Highlighting the ongoing interplay between cognition, language, affect and social functioning, students examine individual differences in abilities, learning styles, and academic performance, with attention to ecologically valid assessment strategies for linguistically and culturally diverse populations. Students explore the impact of family dysfunction, stress, poverty, and violence on development and academic performance. Strategies for creating classrooms that support pro-social development and learning are discussed.

EECE 545: Social Studies in the Elementary School. Required course for MAT, Grades 1–6 students; open only to students in this program. Preservice elementary teachers examine the teaching of social studies in the primary and intermediate grades. Emphasis is on the theoretical basis underlying the teaching of social studies and its application in the elementary classroom. Topics include the social studies disciplines, methodologies, and applications in the classroom.

EECE 550: Mathematics in the Elementary School. Required course for MAT Grades 1–6 students; open only to students in this program. This course examines key concepts, strategies, and skills in the elementary school curriculum. Topics include estimation and mental computation, place value, development of algorithms, algebraic reasoning, fractions and decimals, probability and data analysis, and measurement and geometric concepts. There will be an emphasis on problem-solving, reasoning and proof, communication, and representation of

ideas. The course also addresses state and national standards in elementary school mathematics, and discusses uses of technology in the classroom.

EECE 555: Science in the Elementary School. Required course for MAT, Grades 1–6 students; open only to students in this program. Students learn about state and national standards in elementary school science. They relate current research to the effective teaching of science.

EECE 566: Student Teaching in Elementary Education. Eleven weeks of supervised observation and student teaching at two grade levels: Grades 1—3 and Grades 4—6.

EECE 780: Introduction to Educational Research. Students are introduced to basic principles of quantitative and qualitative research design in educational settings. Emphasis is given to an examination of interdisciplinary perspectives on educational and social issues and to the integration of research evaluation with professional decision-making.

EECE 781: Inquiry into Teaching. This culminating course synthesizes theory and practice through a student-designed teacher-research project. Ongoing sharing of this classroom-based research provides a forum for discussion of key features of successful teaching. The course also addresses the interviewing process and preparation for entry into the teaching profession.

APPENDIX B: Faculty Curriculum Vitae

ECP Curriculum Vitae

BRIEF VITAE

Fredda Brown, Ph.D.
Professor
Educational and Community Programs
Queens College
Flushing, New York 11367-0904
Phone: (718) 997-5243 e-mail: fbrowncuny@aol.com

EDUCATION

Doctor of Philosophy: Major- Special Education; Minor- Human Development, University of Kansas, Lawrence, KS. December, 1981.

Master of Science: Special Education. Adelphi Univ., Garden City, N.Y. 974.

Bachelor of Arts: Social Science, SUNY Stony Brook. 1973.

RECENT POSITIONS

Professor, Queens College, CUNY. Sept. 1996-present (Coordinator of Special Education Program, 1994- present). Educational and Community Programs.

Editor-In-Chief, *Research and Practice for Persons with Severe Disabilities*, (formerly *Journal of The Association for Persons with Severe Handicaps*). October 2001- present.

SELECTED PUBLICATIONS

Books

Snell, M.E., & Brown, F. (Eds.). (2006). *Instruction of students with severe disabilities (6th Ed.)*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Snell, M.E., & Brown, F.(Eds.) (2000). *Instruction of students with severe disabilities (5th Ed.)*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Lehr, D., & Brown, F. (Eds.). (1996). *Individuals with disabilities who challenge the system*. Baltimore: Paul H. Brookes.

Brown, F., & Lehr, D. (Eds.). (1989). *People with profound disabilities: Issues and practices*. Baltimore: Paul H. Brookes.

Recent Articles, Chapters, Manuals Since 2005

Brown, F., Michaels, C. A., Oliva, C., & Woolf, S. (in press). Personal paradigm shifts in ABA and PBS experts. *Journal of Positive Behavior Interventions*.

Anderson, J., Brown, F., & Scheurmann, B. (2007). *Positive Behavior Supports: Standards of Practice*. Association for Positive Behavior Supports. Bloomburg, PA.

- Special Series Editor (L. Koegel, & F. Brown). (2007). Autism Spectrum Disorders: Trends, Treatments, and Diversity. *Research and Practice for Persons with Severe Disabilities*, (32), 2.
- Brown, F., & Michaels, C. A. (2006). School-wide positive behavior support initiatives and students with severe disabilities: A time for reflection. *Research and Practice for Persons with Severe Disabilities*, 31, 57-61.
- Brown, F., & Amos, P. (2006). TASH challenges New York State behavioral regulations. *TASH Connections*, 32(11-12), 14-15.
- Brown, F., Snell, M. E., & Lehr, D. (2006). Meaningful Assessment. In Snell, M.E., & F.Brown, (Eds.). *Instruction of students with severe disabilities (6th Ed)*(pp. 67-110). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Brown, F., & Snell, M. E. (2006). Measurement, analysis and evaluation. In Snell, M.E., & F.Brown.(Eds.). *Instruction of students with severe disabilities (6th Ed.)* (pp. 111-169). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Snell, M. E., & Brown, F. (2006). Instructional planning and implementation. In Snell, M.E., & F.Brown. (Eds.). *Instruction of students with severe disabilities (6th Ed)* (170-205). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Lohrmann, S., & Brown, F. (2006). Working together: A guide to positive behavior support for families and professionals. Baltimore: TASH.
- Michaels, C. A., Brown, F., & Mirabella, N. (2005). Personal paradigm shifts in PBS experts: Perceptions of treatment acceptability of decelerative consequence-based behavioral procedures. *Journal of Positive Behavior Interventions*, 7, 93-108.
- Brown, F., Gerenser, J., & Gerber, S. (2005). Autism spectrum disorders. In G. Sugai & R. Horner (Eds.) *Encyclopedia of Behavior Modification and Cognitive Behavior Therapy (Volume 3): Educational Applications* (pp. 1149-1154). Thousand Oaks, CA: Sage.

SELECTED PRESENTATIONS SINCE 2007

- “Self-Determination for Individuals with Severe Disabilities and Problem Behavior.” April 4, 2008. Statewide Conference of the Center for autism and related Disabilities, Rochester, NY.
- “APBS Standards of Practice- Iteration I: Distribution, Uses, and Impact.” March 28, 2008. Association for Positive Behavior Interventions. Chicago, Illinois.
- “Countering Aversive Behavioral Interventions and Promoting Positive Strategies: Moving Toward a National Agenda.” March 28, 2008. Association for Positive Behavior Interventions. Chicago, Illinois.
- “How Did They Get There? The Path to Aversive Interventions” March 27, 2008. Association for Positive Behavior Interventions. Chicago, Illinois.
- “Respectful Approaches to Behaviors Support: Moving Away from the Culture of Coercion.” March 14, 2008. The Providence Autism Spectrum Disorder Symposium. Providence, Rhode Island.

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“Personal Paradigm Shifts and Treatment Acceptability: A Comparison of PBS and ABA Experts.” New York State Association for applied Behavior Analysis. Verona, NY, November 2, 2007.

“Personal Paradigm Shifts and Treatment Acceptability: A Comparison of PBS and ABA Experts.” October 12, 2007. Special Topic Panel Discussion, Berkshire Association for Behavior Analysis and Therapy. Amherst, MA.

“Personal Paradigm Shifts and Treatment Acceptability: A Survey of PBS & ABA Experts.” May 1, 2007. Annual Conference of the Young Adult Institute. New York, New York.

“Fighting the Culture of Coercion and “under the Radar Strategies.” April 20, 2007. Statewide Conference of the Center for Autism and Related Disabilities. New York, New York.

“Punishment and Coercion: Under the Radar Strategies.” March 16, 2007. Keynote Speech: New England TASH Conference. Worcester, MA.

“Severe Disabilities and School-Wide Positive Behavior Support.” March 9, 2007. Annual Conference of the Association for Positive Behavior Support (APBS). Boston, MA.

“Standards and Issues in Positive Behavior Support.” March 8, 2007. Annual Conference of the Association for Positive Behavior Support (APBS). Boston, MA.

“Positive Behavior Supports: New Perspectives on Problem Behavior.” January 26, 2007. Annual School Psychology Conference: Evidence-Based Interventions in the Schools: Behavioral and Instructional Strategies. Queens College, New York.

OTHER RECENT PROFESSIONAL ACTIVITY

National Board, The Association of Persons with Severe Disabilities (TASH), 2001-present.

National Board, The Association for Positive Behavior Supports, 2004- present.

National Advisory Board, Kansas Institute for Positive Behavior Support, 2002- present.

CURRENT GRANT

Brown, F. (2007). Regional Center on Autism Spectrum Disorders. State University of New York.

CURRICULUM VITAE

Craig A. Michaels

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Port Wasington, NY 11050

516-883-9666 (voice)

516-883-2451 (fax)

516-383-1912 (cell)

craig.michaels@qc.cuny.edu (e-mail)

HIGHER EDUCATION

Institution	Dates	Degree/Major	Dates Conferred
New York University	1986—1993	Ph.D., Educational Psychology	1993
New York University	1978—1980	M.A., Special Education	1980
San Francisco Art Institute	1974—1976	B.F.A., Painting & Photography	1976
Carnegie-Mellon University	1972—1974	Fine Arts	

SAMPLE TEACHING EXPERIENCE

Institution	Dates	Rank	Department
Queens College, City University of New York	2006—present	Professor	Educational & Community Programs
Queens College, City University of New York	200--2005	Associate Professor	Educational & Community Programs
New York University	1998—2000	Adjunct Associate Professor	Teaching & Learning
New York University	1998—2000	Adjunct Associate Professor	Health Studies

ACADEMIC AND PROFESSIONAL HONORS

Date	Professional Honor
2007	Reviewer of the Year, <i>Career Development for Exceptional Individuals</i> , Council for Exceptional Children
2003	Certificate of Recognition for receiving major institutional grants for education and public service, Chancellor of the City University of New York
1998—Present	Fellow, International Academy for Research in Learning Disabilities
1994—Present	Kappa Delta Pi, International Honor Association in Education
1993	Outstanding Research Publication in Job Placement, National Rehabilitation Association

RECENT PUBLICATIONS

- Wislon, G. L., & Michaels, C. A., (manuscript in preparation). Secondary students with disabilities in co-teaching classes: Who are they and how are they doing?
- Brown, F., Michaels, C. A., Oliva, C. M., & Woolf, S. B. (in press). Personal paradigm shifts among ABA and PBS experts: Comparisons in treatment acceptability. *Journal of Positive Behavior Interventions*.
- Michaels, C. A. (2007). Sustaining the dream: A response to excessive positivism in person-centered planning. *Research and Practice for Persons with Severe Disabilities*, 32, 177-180.
- Brown, F., & Michaels, C. A. (2006). School-wide positive behavior supports and students with severe disabilities: A time for reflection. *Research and Practice for Persons with Severe Disabilities*, 31,(1), 57-61.
- Wilson, G. L., & Michaels, C. A. (2006). General and special education students' perceptions of co-teaching: Implications for secondary-level literacy instruction. *Reading and Writing Quarterly*, 22, 205-225.
- Michaels, C. A. & Lopez, D. L. (2005). Collaboration and consultation in transition planning: Introduction to mini-theme. *Journal of Educational and Psychological Consultation*, 16, 255-261.
- Michaels, C. A. & Ferrara, D. L. (2005). Promoting post-school success for all: The role of collaboration in person-centered transition planning. *Journal of Educational and Psychological Consultation*, 16, 287-313.
- Michaels, C. A., Brown, F., & Mirabella, N. (2005). Personal paradigm shifts in PBS experts: Perceptions of treatment acceptability of decelerative consequence-based behavioral procedures. *Journal of Positive Behavior Interventions*, 7, 93-108.
- Wilson, G. L., Michaels, C. A., & Margolis, H. (2005). Form versus function: Using technology to develop Individualized Education Programs for students with disabilities. *Journal of Special Education Technology*, 20, 37-46.

RECENT PRESENTATIONS

- Michaels, C. A. (2007, October). *The Zen of Competency and Learning Disabilities*. Burlington, MA: Learning Disabilities Worldwide Conference.
- Wilson, G. L., & Michaels, C. A. (2007, October). *Secondary Students in Co-Teaching Classrooms: Who Are They and How Are They Doing?* Burlington, MA: Learning Disabilities Worldwide Conference.
- Brown, F., Michaels, C. A., Oliva, C. M., & Woolf, S. A. (2007, October). *Personal Paradigm Shifts among ABA and PBS Experts: Comparisons in Treatment Acceptability*. Amherst, MA: Berkshire Association for Behavioral Analysis and Therapy Conference.
- Brown, F., Michaels, C. A., Oliva, C. M., & Woolf, S. A. (2007, May). *Personal Paradigm Shifts among ABA and PBS Experts: Comparisons in Treatment Acceptability*. New York City, NY: 28th Annual International YAI National Institute for People with Disabilities Network Conference.
- Michaels, C. A. (2006, October). *The Zen of Competency and Learning Disabilities*. Burlington, MA: Learning Disabilities Worldwide Conference.
- Wilson, G. L., & Michaels, C. A. (2006, October). *General and Special Education Students' and Teachers' Perceptions of Co-Teaching Implications for Secondary-Level Literacy Instruction..* Burlington, MA: Learning Disabilities Worldwide Conference.

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- Deshler, D., Michaels, C. A., & Swanson, L. (2006, October). *The Future of Special Education in the United States*. Burlington, MA: Learning Disabilities Worldwide Conference.
- Cohen, S., Taranto, D., Brown, F., Michaels, C. A., Gerber, S., Polirstok, S., Bahadourian, A., Genser, J., & Longtin, S. (2006, May). *Preparing School Personnel for Students with Autism Spectrum Disorders*. New York City, NY: 27th Annual International YAI National Institute for People with Disabilities Network Conference.
- Brown, F., & Michaels, C. A. (2006, March). *Self-Determination for Individuals with Severe Disabilities and problem behavior*. Reno, NV: 3rd International Conference on Positive Behavior Support.
- Brown, F., & Michaels, C. A. (2006, March). *A Comparison of Treatment Acceptability among Experts in Applied Behavior Analysis and Positive Behavior Supports*. Reno, NV: 3rd International Conference on Positive Behavior Support.
- Michaels, C. A, Brown, F, Levy, M., & Buyse, C. (2005, October). *Urban PBIS Implementation*. Chicago, IL: School-Wide PBIS Implementation Forum.
- Michaels, C. A, & Wilson, G. L. (2005, October). Promoting Self-Efficacy and Academic Competency: Instructional Implications for Struggling Secondary Learners. Boston, MA: Learning Disabilities Worldwide Conference.
- Brown, F., & Michaels, C. A. (2005, December). *A Comparison of Treatment Acceptability among Experts in Applied Behavior Analysis and Positive Behavior Supports*. Milwaukee, WI: 2005 TASH International Conference.
- Orentlicher, M. L., & Michaels, C. A. (2005, December). *Transition 101: A Workshop for Occupational Therapists*. Orlando, FL: Association on Positive Behavior Supports Annual Conference.
- Brown, F. & Michaels, C. A. (2005, March). *Personal Paradigm Shifts and Treatment Acceptability in Positive Behavior Supports*. Orlando, FL: Association on Positive Behavior Supports Annual Conference.

RECENT PROFESSIONAL SERVICE

Dates	Professional Service
2005—present	Editorial Board Member, <i>Career Development for Exceptional Individuals</i>
2005--present	Higher Education Member, State-Wide NYSUT Committee on Special Education
2004—present	Consulting Editor, <i>Insights on Learning Disabilities: An International Journal</i>
2004—present	Statistical Consultant, <i>Research and Practice in Severe Disabilities</i>
2004	Research Methodology Reviewer, Proposals for the TASH Annual Conference, Saint Louis, MI
2003—present	Associate Editor, <i>Reading & Writing Quarterly</i>
2002—present	Editorial Board Member, <i>Research and Practice in Severe Disabilities</i>

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ACADEMIC BACKGROUND

Ph.D.	1981	Education University of Kansas Lawrence, Kansas
Training Institute	1976	Dr. Lou Brown Summer Institute on “Educating Students with Severe Disabilities in Public School Settings” University of Wisconsin – Madison
M.S.	1974	Special Education
B.A.	1971	Sociology-Anthropology Adelphi University Garden City, New York
		Adelphi University Garden City, New York
Teacher Certifications:		Pre – Kindergarten Kindergarten – 6 Special Education

PROFESSIONAL EXPERIENCE

Position	Date	Employer
Assistant Professor	2002-present	Department of Educational and Community Programs, Queens College, City University of New York, Flushing, NY
Educational and Behavioral Consultant	1997-2007	Gateways: Educational and Behavioral Consultation Services, Chatham, NY
Executive Director	1994-1997	Community Systems, Inc., Torrington, CT

Queens College Dual Certification Childhood Education Proposal

Vice President for Clinical Services	1988-1994	MARC: community Resources, Ltd., Portland, CT
Visiting Fellow	1982-1984	Binghamton University, Binghamton, NY
University Planner	1980-1982	Old Dominion University, Norfolk, VA
Research Assistant	1978	Bureau of Child Research, University of Kansas, Lawrence, KS
Teacher Supervisor	1975-1977	Kansas Neurological Institute, Lawrence, KS
Teacher	1973-1975	Queens Developmental Services, Queens Village, NY

Other Professional Activity

2006 - Present	Child-Specific Panel on Behavioral Interventions Department of Education, State of New York Albany, New York
2008	Member Task Force on Quality Inclusive Higher Education NYS Department of Education Albany, New York

PUBLICATION

Brown, F., Michaels, C., Oliva, C. M., Woolf, S. (accepted for publication). *Treatment acceptability of consequence-based procedures: A comparison of ABA and PBS experts.*

PROFESSIONAL ORGANIZATIONS

Council for Exceptional Children (CEC)
American Association on Mental Retardation (AAMR) (Education)
Association for Persons with Severe Handicaps (TASH) (Education)
Association for Positive Behavior Supports (APBS)

RECENT PRESENTATIONS and TRAININGS

“Thinking in PBS: Approaching Problem Behavior through the Lens of PBS.” May 2008.
Queens College Regional Center on Autism and Related Disabilities , Flushing, New York.

“Thinking in PBS: Approaching Problem Behavior through the Lens of PBS.” April 2008. Center for Autism and Related Disabilities – University at Albany. Rochester, New York.

“What Multi-Component PBS Interventions Look Like: Supporting Individuals With Challenging Behaviors.” December 2007. Association for Persons with Severe Handicaps. Seattle, Washington.

“An Evidence Base for Contingent Electric Shock?... Or the “Believability” of Research Findings.” December 2007. Association for Persons with Severe Handicaps. Seattle, Washington.

“Multi-Component PBS Interventions: Supporting Individuals With Autism Who Engage in Serious Challenging Behaviors.” November 2007. Autism Across the Lifespan, Third Annual Conference on Autism Spectrum Disorders, New York, New York.

“Personal Paradigm Shifts and Treatment Acceptability: A Comparison of PBS and ABA Experts.” November 2007. New York State Association for Applied Behavior Analysis Annual Conference, Verona, New York.

“From Functional Behavioral Assessment to Effective Behavioral Intervention.” October 2007. Autism Spectrum Disorder (ASD): A Focus on Student Assessment to Promote Curriculum Integration and Intervention Planning. Hofstra University, Hempstead, New York.

PEISHI WANG

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E-mail: peishi.wang@qc.cuny.edu

EDUCATION

Teacher's College, Columbia University, New York, NY
Ph.D. in Special Education, Department of Health and Behavioral Studies (Mental Retardation & Autism) May, 2005

Pennsylvania College of Optometry, Philadelphia, PA
Certificate in Teaching Young Children and Youth with Visual Impairments and Multiple Disabilities, May, 2000

Gallaudet University, Washington, DC
MA in Deaf Education with a specialization in Parent-Infant, May, 1994

Liaoning College of Education, Shenyang, People's Republic of China
BA in Foreign Language (English), July, 1991

TEACHING EXPERIENCE

Queens College, City University of New York, Queens, NY

Assistant Professor

Teach graduate courses in the special education department in the area of research, working with families of children with disabilities, students with severe disabilities and early childhood special education curriculum (Fall 2005 to present).

Teachers College, Columbia University, New York, NY

Adjunct Instructor

Taught course on the education of students with severe disabilities in the department of health and behavior studies. Designed the course syllabus, prepared reading materials for the class, facilitated weekly discussions and group activities, and developed midterm and final exams. (Fall, 2004).

Co-taught student teaching class in the department of curriculum and teaching. Prepared weekly discussion topics and supervised five student teachers throughout the semester. (Spring, 2004).

Center of Opportunities and Outcomes for People with Disabilities, Teachers College, Columbia University, New York, NY

Research Assistant

Assisted Center director in federal grants application processes and various research projects. Worked with faculty and staff at Teachers College on the NCATE accreditation process. (January 2003 to May 2005).

**AHRC, New York, NY &
YAI/NYL LIFESTART Program, New York, NY**
ABA Therapist/Early Intervention Special Education Teacher

Provide one-to-one home-based ABA therapy to children with autism or PDD as a board certified behavior analyst. Work with infants and toddlers with developmental delays and disabilities in the homes as well as at other inclusive settings. (November 2002 to present).

**Department of Early Childhood Education, Prince George's Community College,
Largo, MD**
Adjunct Lecturer

Developed the syllabus for *Introduction to Special Education* (3 credits), prepared and delivered lectures, and supervised students during their student teaching. (Spring, 2001)

**Daytime Development Center, Fairfax County Early Intervention Services, Fairfax,
VA**
Infant Educator

Provided one-on-one transdisciplinary services to families of infants and toddlers with various disabilities and developmental delays. Led educational groups at the center for children with similar needs. Participated in weekly evaluations and report writings. (March 1998 to July, 2001).

PROFESSIONAL LICENSES

Board Certified Behavior Analyst, 2004 to present
New York State Teaching Certificate in Special Education, Pre K-12, 2002 to present

PROFESSIONAL AFFILIATIONS

Association of Behavior Analysts, 2003 to present
Council for Exceptional Children, 1995 to present

PUBLICATIONS

Wang, P. (2008). Effects of a parent training program on the interactive skills of parents of children with autism in China. *Journal of Policy and Practice in Intellectual Disabilities*, 5(2), 96-104.

Wang, P. (2005). *Effects of a parent training program for teaching children with autism in the People's Republic of China*. Unpublished doctoral dissertation, Columbia University, New York.

PRESENTATIONS

Wang, P. (2007). *Parent language input and children's language development: The Chinese perspective*. Paper presented at the Annual TASH conference, Seattle, Washington, December 6-8, 2007.

- Wang, P. & Spillane, A. (2007). *Teaching social skills to children with autism: What does research tell us?* Paper presented at the Annual TASH conference, Seattle, Washington, December 6-8, 2007.
- Wang, P. (2007). *Parent language input and children's language development: The Chinese perspective.* Paper presented at The 40th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities. Annapolis, Maryland, March 7-9, 2007
- Wang, P., & Gao, W. (2006). Overview of *People with disabilities in the People's Republic of China.* Paper presented at the Annual TASH conference, Baltimore, Maryland, November 8-10, 2006.
- Wang, P. (2006). *Training parents of children with autism to be teachers in China.* Paper presented at the Annual TASH conference. Baltimore, Maryland, November 8-10, 2006.
- Wang, P. (2006). *Effects of a parent training program for teaching children with autism in the People's Republic of China: Parents' teaching skills.* Poster presented at the 32nd Annual Association for Behavior Analysis International Convention. Atlanta, Georgia, May 26-30, 2006.
- Wang, P. (2006). *Effects of a parent training program for teaching children with autism in the People's Republic of China: Parents' interactive skills.* Paper presented at the 39th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities. San Diego, California, March 15-17, 2006.
- Hickson, L., Khemka, I., Collado, J., Spillane, A., & Wang, P. (2004). *Adapting ESCAPE for women with Williams Syndrome.* Paper presented at the 10th National/International Professional Conference on Williams Syndrome: Genetics, Neuroimaging, Cognition and Clinical Issues. Grand Rapids, Michigan, July 25-26, 2004.
- Wang, P. (2003). *Treatment approaches for autism in the United States of America.* Paper presented at Children's Learning Disabilities Conference of Both Sides of the Straits, Shenyang, People's Republic of China, August 27-29, 2003.

GRANTS

- Wang, P. (2008). Parent-child interactions in Chinese children with and without autism. PSC-CUNY Research Grant Award 61051-00 39 (Funding period July 1, 2008—June 30, 2009)
- Wang, P. (2006). *Family needs, parental stress, and coping strategies in Chinese and American parents of young children with autism: A cross-cultural study.* PSC-CUNY Research Grant Award # 60092-37 38 (Funding period July 1, 2007—June 30, 2008)

SARA B. WOOLF, MA
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Professional Experience

- 2007 - Present Lecturer, Educational and Community Programs, CUNY, Queens, NY.
- 2003 - 2007 Faculty Advisor, Lecturer, Educational and Community Programs, CUNY, Queens, NY.
- 2005 - Present Behavior and Curriculum Consultant, Lexington School for the Deaf, Jackson Heights, NY.
- 2004 - 2007 Consultant, Nassau Suffolk Services for Autism, Levittown, NY.
- 2002 - Present Life Coach, Optionz Unlimited, Merrick, N.Y.
- 2001 - 2002 Behavior and Curriculum Consultant, Levittown Public Schools, Levittown, N.Y.
- 2000 - 2003 Adjunct Instructor, Educational and Community Programs, CUNY, Queens, NY.
- 2000 - 2003 Inclusion Consultant, Stamford Public Schools, Stamford, CT.
- 2000 - 2003 Autism Consultant, Greenwich Autism Program, Greenwich, CT.
- 1999 - 2002 Consultant, Westchester Institute for Human Development, Valhalla, NY.
- 1998 - 2000 Director, Greenwich Autism Program, Greenwich ARC, Greenwich, CT.
- 1997 - 1999 Behavior Consultant, Richmond Children's Center, Yonkers NY.
- 1991 - 1998 Project Coordinator, Westchester Institute for Human Development, Westchester Medical Center, Valhalla, NY, **Positive Strategies to Support Behavior Change: A Community-based Training Initiative.** Project funded by the Administration on Developmental Disabilities.
- 1991 - 1998 Project Associate, Mental Retardation Institute, Westchester Medical Center, Valhalla, NY, Training contract with the New York City Public Schools.
- 1991 - 1998 Trainer, New York State Training Team for Positive Behavioral Supports jointly supported by the NY State Office of Mental Retardation and Developmental Disabilities and the New York State Education Department.
- 1992 - 1995 Project Coordinator, Westchester Institute for Human Development, Westchester Medical Center, Valhalla, NY, **Preparation of Transition Specialists for Adolescents with Severe Disabilities.** A three-year project funded by the Office of Special Education and Rehabilitative Services, U.S. Education Department.
- 1990 - 1991 Project Coordinator, Mental Retardation Institute, Westchester County Medical Center, Valhalla, NY, **Responding to the Challenging Behaviors of Transition Aged Students with Dual Sensory Impairment: A Comprehensive Technical Assistance Model.** A one-year project funded by the New York State Education Department, Title VI-C.
- 1990 - 1991 Project Associate, Mental Retardation Institute, Westchester County Medical Center, Valhalla, NY, **Assessment and Educational Planning for Students with Handicapping Conditions: A Training Program for Committees on Special Education.** A three-year project funded by the New York State Education Department, Office for Special Education Services.

Education

New York University	M.A.	1982	Deafness Rehabilitation
Brown University	B.A.	1980	Psychology, Magna Cum Laude;
Honors			

Selected Publications

Brown, F., Michaels, C. A., Oliva, C. M., & Woolf, S. B. (in press). Personal paradigm shifts among ABA and PBS experts: Comparisons in treatment acceptability. *Journal of Positive Behavior Interventions*.

Crimmins, D.B. & Woolf, S.B. (1997). Positive strategies: Training teams in positive behavior support. Valhalla, NY: Westchester Institute for Human Development.

Gothelf, C.R., Crimmins, D.B., Woolf, S.B., & Prickett, J.G. (1995). Transition to adult life (Module 14). In K.M. Huebner, J.G. Prickett, T.R. Rafalowski-Welsch, & Joffe, E. (Eds.), Hand in hand: Essentials of communication and orientation and mobility for your students who are deaf-blind (pp. 445-490). New York: AFB Press.

Crimmins, D.B. & Woolf, S.B. (1994). Positive strategies to promote behavior change: Planning for students in inclusive settings. 1993 Summer Institute, Trenton: New Jersey Department of Education, Office for Special Education.

Crimmins, D.B., Woolf, S.B., & Backus, L. (1991). An introduction to students with severe disabilities. In L. Backus & D. Crimmins, Assessment and educational planning for students with severe disabilities: Training for members of Committees on Special Education (pp. 1-27). Albany: New York State Education Department, Office for Special Education Services.

Backus, L., & Woolf, S.B. (1991). Transitions to the future. In L. Backus & D. Crimmins, Assessment and educational planning for students with severe disabilities: Training for members of Committees on Special Education (pp. 98-125). Albany: New York State Education Department, Office for Special Education Services.

Backus, L., Crimmins, D.B. & Woolf, S.B. (1991). Assessment and educational planning for students with severe disabilities: A manual for training members of Committees on Special Education. Albany: New York State Education Department, Office for Special Education Services.

O'Neill, J., Cohen, S., Gothelf, C.R., Woolf, S.B. (Winter, 1991). The transition from school to adult life for individuals with visual or dual sensory impairments and cognitive disabilities. MOMENTUM, 18-22. Albany: New York State Education Department, Vocational and Educational Services for Individuals with Disabilities.

O'Neill, J., Gothelf, C.R., Cohen, S., Lehman, L., Woolf, S.B. (1990). A curricular approach to support the transition to adulthood of adolescents with visual or dual sensory impairments and cognitive disabilities. Albany: New York State Department of Education, Office for Education of Children with Handicapping Conditions.

Selected Invited Presentations

Woolf, S. B. (2008, May). **We're all working really hard, but these PBS strategies are *not* working!** 1st Annual QC- CARD Conference, Flushing, New York.

Woolf, S.B. and Oliva, C. (2007, December). **What Multi-Component PBS Interventions Look Like: Supporting Individuals With Challenging Behaviors.** TASH. Seattle, Washington.

- Woolf, S.B. and Oliva, C. (2007, November). **Multi-component PBS interventions: Supporting individuals with autism who engage in serious challenging behaviors.** Autism Across the Lifespan's 3rd Annual Conference, New York, New York.
- Woolf, S.B. and Oliva, C. (2007, April). **Positive behavior supports in school settings: Using multi-component PBS interventions to support students with ASD in general education settings.** CARD, New York, New York.
- Woolf, S.B. and Oliva, C. (2007, March). **Positive behavior supports in school settings: How to use multi-component PBS interventions to support students with significant learning and behavioral needs in general education settings.** New England TASH, Worcester, Mass.
- Woolf, S.B. (2007, February). **Leveraging mission statements to shape systems change.** Lexington School for the Deaf. Jackson Heights, N.Y.
- Woolf, S.B. (2007, January). **Weaving functional behavioral assessment outcomes within curricular adaptations.** Lexington School for the Deaf. Jackson Heights, N.Y.
- Lohrmann, S., Oliva, C., Snell, M. & Woolf, S.B. (2006, December). **Providing behavior support in general education settings.** TASH. Baltimore, M.D.
- Woolf, S.B. (2006, November). **Positive behavioral supports: An overview.** Lexington School for the Deaf. Superintendent Day Conference. Jackson Heights, N.Y.
- Woolf, S.B. (2006, November). **Developing mission statements that reflect staff values: Assuring system-wide consensus to support learners with severe disabilities.** Lexington School for the Deaf. Superintendent Day Conference. Jackson Heights, N.Y.
- Woolf, S.B. (2003, January). **Enhancing outcomes for students who require intensive supports: An overview of autism and classroom-based strategies.** Levittown School District Staff Development Conference. Levittown, N.Y.
- Woolf, S.B. (2002, May). **Positive behavioral supports – supporting children with significant challenges.** H.G. Birch Early Intervention Staff Development Conference, Washington Heights, NY.
- Woolf, S.B. (2001, March). **Interweaving person-centered and positive behavioral supports for individuals who challenge the system.** H.G. Birch Services First Annual Agency Wide Training Conference. Brooklyn, NY.
- Woolf, S.B. (2000, May). **Providing family-driven positive behavioral and community-based supports to children with autism.** Young Adult Institute's 21st Annual International Conference, New York, NY.
- Woolf, S.B. (1999, October). **Positive behavioral supports: An overview.** The 14th Annual Convention, Connecticut Down Syndrome Congress, Norwalk, CT.
- Woolf, S.B. (1998, March). **Addressing the needs of individuals with challenging behaviors: An overview of positive behavioral supports for statewide SCIP master trainers.** OMRDD, Tarrytown, Middletown, and Thiells, NY.
- Woolf, S.B., (1997, October). **Providing supports to individuals with challenging behaviors: An overview of positive behavioral supports.** Tenth Annual Inservice Training Day, New Hope Community, Inc., Loch Sheldrake, NY.

EECE Curriculum Vitae

MARCIA BAGHBAN
29-19 164TH Street
Flushing, New York 11358
(718) 460-1176
mbaghban@nyc.rr.com
Abbreviated Vita

EDUCATION

Ed.D., 1979	Reading, Minors: Applied Linguistics; English/Linguistics	Indiana University
Ed.S., 1977	Reading	Indiana University
M.A., 1966	Applied Linguistics	Columbia University
B.S., 1964	French	Simmons College

TEACHING EXPERIENCE

2003-Present	Professor Elementary & Early Childhood Education	Queens College, CUNY
1985-2003	Associate Professor Elementary & Early Childhood Education	Queens College, CUNY
1984-1985	Associate Professor Elementary & Secondary Education Department	W. Virginia University College of Graduate Studies, Institute
1979-1984	Assistant Professor Elementary & Secondary Education Department	W. Virginia University College of Graduate Studies, Institute
1979	Adjunct Instructor Reading Department	Indiana University, Columbus
1975-1978	Adjunct Instructor Multicultural Program	Indiana University, Bloomington
1975	Adjunct Instructor Language Education Department	Indiana University, Bloomington

Queens College Dual Certification Childhood Education Proposal

1969	Instructor, Group '69 Linguistics Department	Indiana University, Bloomington
1966-1968	English Instructor Kabul University Afghanistan	USAID/Columbia, University Team
1964-1966	English Teacher	The Cambridge School New York, New York

NATIONAL SERVICE

National Council of Teachers of English

Editorial Boards

- 1996-present Member, *The Journal of Children's Literature* (NCTE)
1999-2006 Member, *The Dragon Lode* (IRA)
1989-2000 Member, *The Reading Teacher* (IRA)

PRESENTATIONS

- 2006 Baghban, M. *Sisters and brothers reading together: An untapped resource in literacy learning*. Oxford: Oxford University Round Table on The Worldwide Progress of Literacy. July
- 2005 Baghban, M. *Dilemmas of contemporary immigrant children: Finding the self in books*. Research and Teaching Language in These Critical Times. Invited Alumna. Department of Language Education Conference in Honor of Drs. Jerome Harste and Carolyn Burke. Indiana University, May
- 2002 Baghban, M. *Survival lessons from the childhoods of authors*. Annual CAWS Conference CUNY Association of Writing Supervisors), NYC Technical College College, November
- 2001 Baghban, M. *et al. Notable books for a global society: 2000 selections*. Children's Literature Assembly, IRA Annual Convention, New Orleans, May
- 2000 Baghban, M. *et al. Notable books for a global society: 1999 selections*. Children's Literature Assembly, IRA Annual Convention, Indianapolis, May

PUBLICATIONS

Books

- 2002 Baghban, M. *Sisters and brothers reading together: An Untapped resource in family literacy*. Lanham, MD: University Press of America

Monographs

- 2003 Baghban, M. *How to help your child learn ESL*. Newark, DE: International Reading Association. 17 pp.

Chapters

- 2008 Baghban, M., & Li, H. Teachers and parents' reactions to *No Child Left Behind* in New York. In H. Johnson and A. Salz, *I Thought I Was a Professional*. Mahwah, NJ: Lawrence Erlbaum. 24pp.
- 2004 Baghban, M. Open Sesame! Middle Eastern and Indian subcontinent folk literature. In T. A. Young (Ed.), *Happily Ever After: Teaching folk literature to children and young adults*. International Reading Association. 25 pp.

Journal Articles

- 2007 Baghban, M. Scribbles, labels, and stories: The role of drawing in the development of writing. *Young Children* 62 (1): 20-26.
- 2007 Baghban, M. Immigration in childhood: Using picture books to cope. *The Social Studies* 98 (2): 71-76.
- 2005 Baghban, M. Children's literature that depicts the dilemmas of contemporary immigrant children: A continuing need. *The Dragon Lode* (Fall).
- 2003 Bushner, D., Freeman, E., Baghban, M., et al. 2001 Notable list for a global society (long annotations). *The Dragon Lode*, 20, 34-50.
- 2002 Baghban, M. Chinese immigrants in American history: An Interview with Yin, 2002 IRA Book Award Winner. *The Dragon Lode*. (Winter).

Reports

- 2000 Baghban, M. Too serious, too soon: Where's the childishness in children's fiction? ERIC *Resources in Education*. October. ED 439 423
- 1999 Baghban, M. Conversations which extend the learning contexts for literacy: Using life stories. ERIC *Resources in Education*. January. ED 420 861

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Huntington Station, New York 11746
Tel. 631-421-0874 (hm)
718-997-5310 (wk)
Email: Beverly.Bisland@qc.cuny.edu

Academic Background

- 2004 Ed.D in Social Studies Education, Teachers College, Columbia University, New York, New York
1990 Certificate of Advanced Study in Educational Administration, New York University, New York, New York
1967 M.A.T. (Social Studies Education), Duke University, Durham, North Carolina
1966 A.B., Guilford College, Greensboro, North Carolina, (Major: History; Minor: Political Science)

Teaching Experience

- 2004- Present Assistant Professor, Department of Elementary and Early Childhood Education; Queens College/City University of New York
2002-2004 Lecturer with Certificate of Continuous Employment (equivalent of tenure in a clinical line), granted May, 2000
Department of Elementary and early Childhood Education; Queens College/City University of New York
1995-2000 Instructor, Department of Elementary and Early Childhood Education; Queens College/City University of New York

Courses Taught:

- Social Studies in the Elementary School
Major Issues in Elementary School Social Studies
Queens as a Learning Lab: Using Persona; and Local History to Teach Social Studies
Supervision of Student Teachers in the Elementary School
1994-1995 Adjunct Professor, Computer Assisted Instruction, New York Institute of Technology, Westbury, N.Y.
1976-1987 Teacher, Social Studies, Grades 10-12, Herricks, Sayville, Half Hollow Hills, Long Island Public Schools
1973-1975 Teacher, Social Studies, Grades 6-12, Department of Defense Overseas Dependent Schools, Iwakuni & Yokosuka, Japan
1971-1973 Teacher, Social Studies, Grades 10-12, Rockville Centre, Long Island Public Schools
1968-1971 Teacher, Social Studies, Grades 10-12, Department of Defense Overseas Dependent Schools, Okinawa, Japan
1966-1968 Teacher, Social Studies, Grades 8-12, Halifax County Virginia Public Schools

Experience Other Than Teaching

- 1993-1999 Trustee, South Huntington Board of Education
Vice- President, 1994-1996
- 1993-1995 Supervisor, National Assessment of Educational Progress, US Offices of Education, NYC
- 1988-1991 Curriculum and Staff Developer, Western Suffolk Board of Cooperative Educational Services, Dix Hills, NY

Recent Publication and Scholarly Work

Journal Articles:

- Indicates refereed

- Bisland, B.M., & Ahmad, I. (2008). Climate change draws world attention: The 2007 Nobel peace award goes to Al Gore and IPCC. *Social Education* 72(2), 15-20
- Malow-Iroff, M.S., O'Connor, E.A., & Bisland, B.M. (2007) Intention to return: Alternatively certified teachers' support, ideology, and efficacy beliefs. *Teacher Development: An International Journal of Teachers' Professional Development*, 11(3), 263,275.
- Bisland, B.M. (2007) Geographic perspectives with elementary students: The Silk Road. *Social Studies Research and Practice*, 2(2), 209-218.
- Bisland, B.M. (2006) The changing landscape: Constructing the concept of urbanization. *Social Studies and the Young Learner*, 19(2), 28-32.
- Bisland, B.M. (2006) At the edge of danger: Elementary teachers in Queens, New York, September 11, 2001. *Education and Urban Society*, 38(4), 375-397.
- Bisland, B.M. (2005) Walls, towers and sphinxes: Multicultural concept construction and group inquiry. *Social Studies and the Young Learner*, 17(4) 8-12.
- Bisland, B. M. (1999) Lysbet and the fire kittens: A historical inquiry. *Social Studies and the Young Learner*, 11, P1-P4.
- Bisland, B. M. (1997) Festa Italiana: Integrating language arts, social studies and computers in the elementary classroom. *The English Record: Journal of the new York State English Council*, 47, 13-21.

Reviews:

- ** Bisland, B.M. (September 05, 2006). Forever after: New York City teachers on 9/11. *Teachers College Record*, <http://www.tcrecord.org>, ID Number 12695
- * Bisland, B. M. (2003). Academic associations' impact on curriculum in the public schools: The example of the American political science association. *Theory and Research in Social Education*. 31, 557-560.

Grants

In Progress:

- 2006-2009 Queens College Project Director and Co – Writer of Learning History Together: the Content, Documents and Artifacts of United States History for the Elementary Grades, United States Office of Education Teaching American History Grant with Region 4 of the New York City Board of Education, The Brooklyn Historical Society and the New York Historical Society. Grant is for \$1,00,000.

Queens College Dual Certification Childhood Education Proposal

- 2007-2010 Queens College Project Director and Co- Developer of Learning History Together for Teachers of English Language Learners, United States Office Education Teaching American History Grant in partnership with Region 4 of the NYCBOE and the Social History Project. Grant is for \$1,000,000
- 2007-2010 Teacher Educator for Social Studies & Technology in Learning Our History: Exploring the American Experience United States Office of Education Teaching American History Grant in partnership with CW Post and 12 Nassau County School Districts. Grant is for \$1,000,000
- 2005-2008 Integrating Asian Studies into the Education Curriculum Program Grant with the Asia Society, Queens College, Iona College and William Patterson University.
2005-2008 Participant
2006-2007 Liaison for Queens College

National Presentations

* indicates refereed:

*Bisland, B. M, (2007, November) Illustrations of the Silk Road: A tool for comprehension. Paper presented at the International Council for the Social Studies Annual Convention, San Diego, CA

*Bisland, B.M, (2007, April) Two traditions in the social studies curriculum for the elementary grades: The textbooks of Paul R. Hanna and Harold O. Rugg. Paper presented at the American Educational Research Association Annual Convention, Chicago, IL.

*Bisland, B.M & Fraboni, M.C. (2007, April) Two perspectives on interactive social studies websites for elementary student. Paper presented at the American Educational research Association Annual Convention; Chicago, IL

*Bisland, B.M. (2006, December) Asia in the elementary school curriculum: The Silk Road. Paper presented at the international Assembly of the National Council for the Social Studies Annual Convention, Washington, D.C.

* Bisland, B.M., & Fraboni, M.C. (2006, November) Interactive social studies for the elementary and middle school. Workshop presented at the National Social Studies Supervisors Association at the National Council for the Social Studies Annual Convention, Washington, D.C.

Penny L. Hammrich
Dean and Professor of Education
Queens College
The City University of New York

Address

Office of the Dean of Education,
Queens College of the City University of New York,
100 Powdermaker Hall, 65-30 Kissena Blvd.,
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Education

Ph.D. Curriculum and Instruction. University of Minnesota
ABD Educational Psychology. Arizona State University
M.S. Biology-Genetics. Minnesota State University
B.S. Biology & Education. South Dakota State University

Professional Appointments

Dean, CUNY Queens College, 2003-present
President, Sisters in Science, LLC, 2001-present
Professor (with tenure), CUNY Queens College, 2003-present (Science Education)
Professor (with tenure), CUNY, The Graduate Center, 2003-present (Urban Education)
Professor (with tenure), CUNY, The Graduate Center, 2004-present (Educational Psychology)
Founder and Director, Equity Studies Research Center, CUNY Queens College, 2003-present
Director, Center for the Improvement of Education, CUNY Queens College, 2003-present
Vice President, The Child Development Center, CUNY Queens, 2003-present
Associate Dean for Research, Temple University, 2002-2003
Associate Professor (with tenure), Temple University, 2000-2003
Assistant Professor, Temple University, 1994-2000
Affiliated Faculty, College of Liberal Arts, Temple University, 1994-2003.
Senior Research Associate, Mid-Atlantic Laboratory for Student Success, 1995-2004
Instructor, Academic Tutoring and Testing, Minneapolis, MN, 1992-1994
Education Coordinator, State Department of Minnesota, 1991-1992
Research Coordinator, State Department of Minnesota, 1990-1991
Adjunct Instructor, Educational Psychology, University of Minnesota, MN 1990-1991
Adjunct Instructor, Educational Psychology, Arizona State University, 1989-1990
Adjunct Instructor, Embury Riddle Aeronautical University, Phoenix, Arizona, 1989-1990
Coordinator, Educational Support Program, Arizona State University, 1988-1989
Educational Researcher, Arizona State University, 1988-1989
Teacher/Coordinator, Mankato, MN, 1987-1988
Adjunct Instructor, Minnesota State University, Mankato, MN, 1987-1988
Secondary Biology, Teacher, Watertown, South Dakota, 1986-1987
Elementary Teacher, The American School of London, London, England, 1985-1986

SCHOLARSHIP

Books/Manuals

Hammrich, P.L. (2000). Exploring the Science of Sport: Teacher Manual. Black Women in Sport Foundation. Philadelphia, PA.

Hammrich, P.L. (2000). Exploring the Science of Sport: Student Manual. Black Women in Sport Foundation. Philadelphia, PA.

Hammrich, P.L. & Klein, E.R. (2000). Head Start on Science and Communication Program Manual (grade K). Mid-Atlantic Laboratory for Student Success. Temple University Center for Research in Human Development and Education. Philadelphia, PA.

Hammrich, P.L. & Klein, E.R. (2000). Head Start on Science and Communication Program Manual (grade 1). Mid-Atlantic Laboratory for Student Success. Temple University Center for Research in Human Development and Education. Philadelphia, PA.

Hammrich, P.L. & Klein, E.R. (2000). Head Start on Science and Communication Program Manual (grade 2). Mid-Atlantic Laboratory for Student Success. Temple University Center for Research in Human Development and Education. Philadelphia, PA.

Hammrich, P.L. & Klein, E.R. (2000). Head Start on Science and Communication Assessment Manual. Mid-Atlantic Laboratory for Student Success. Temple University Center for Research in Human Development and Education. Philadelphia, PA.

Hammrich, P.L. & Ragins, A. (2001). Gidget's Journey: An Exploration of the Human Body Student Manual. Mid-Atlantic Laboratory for Student Success. Temple University Center for Research in Human Development and Education. Philadelphia, PA.

Hammrich, P.L. & Ragins, A. (2001). Gidget's Journey: An Exploration of the Human Body Teacher's Manual. Mid-Atlantic Laboratory for Student Success. Temple University Center for Research in Human Development and Education. Philadelphia, PA.

Chapters in Books

Hammrich, P.L. (1998). Challenging teacher candidates' conceptions of the nature of science using constructed controversy. The Nature of Science in Science Teacher Education: A Handbook for Practitioners. (Ed. William McComas). Kluwer Academic Publishers, The Netherlands. pp. 127-136.

Hammrich, P.L. (2002). Gender Equity in Science and Mathematics Education: Barriers of the Mind. Defining and Redefining Gender Equity in Education (Ed. Janice Koch & Beverly Irby). Information Age Publishing. Volume 1. pp. 81-93.

Hammrich, P.L. (2003). Sisters in Sport Science. New Formulas for America's Workforce: Girls in Science and Engineering. V1. pp. 16-17.

Hammrich, P.L. (2003). Sisters in Science. New Formulas for America's Workforce: Girls in Science and Engineering. V1. pp. 141-142.

Hammrich, P. L. (2005) Sisters in Science: Confronting Equity in Science and Mathematics Education. In Addressing the achievement gap: Findings and applications. Information Age Press. Greenwich, CT.

Hammrich, P.L. & Myers, M. E. (2007). Fostering Gender Equity in the Science Classroom. (Eds. Johnson and Salz). In Authentic Educational Reform: Pushing Against the Compassionate Conservative Agenda. McGraw-Hill.

Articles in Journals and in Edited Books

Kulhavy, R.W., Stock, W.A., Hancock, T.E., Swindell, L.K., & **Hammrich, P.L.** (1990). Written feedback: Response certitude and durability. Contemporary Psychology, 15, pp. 319-332.

Hammrich, P. L., Bonozo, J., & Berliner, D.C. Schema differences among expert and novice teachers in reflection about teaching. [ERIC (ED 344 - 837). 1992]

Hammrich, P. L., Bonozo, J., & Berliner, D.C. Expert and novice teacher differences in evaluating teaching. [ERIC. (ED 344-838). 1992]

Hammrich, P. L. & Armstrong, K. L. (1995). A model program: Discipline-specific instruction for graduate teaching assistants. Selected Papers from the 6th National Conference on College Teaching & Learning. (Ed. Jack Chambers). Center for the Advancement of Teaching and Learning, Jacksonville, Florida. pp. 67-75.

Hammrich, P. L.(1996). An example of a discipline specific instructional program for graduate teaching assistants, Journal of Graduate Teaching Assistant Development, 3(2), pp. 53-60.

Hammrich, P.L. (1996). The impact of teaching assistants' conceptions on college science teaching, Journal of Graduate Teaching Assistant Development, 3(3), pp. 109-117.

Hammrich, P. L. Preparing teaching assistants to assist biology faculty in the CETP courses. The Collaborative for Excellence in Teacher Preparation Newsletter, Summer, 1995, 1 (2), 1-5.

Hammrich, P.L. & Armstrong, K.L. Two cultures of teacher preparation: Effects on teachers candidates' world view. [ERIC (ED 394 818). 1996]

Hammrich, P.L. & Blouch, K.K. Elementary teacher candidates' conceptions of the nature of science and science teaching. [ERIC (ED 394 817). 1996]

Hammrich, P. L. (1997). Yes, daughter, you can: Empowering parents is the first step toward improving females' achievement in science , Science and Children. 34(4). pp.21-24.

Hammrich, P. L. (1997). Confronting teacher candidate's conceptions of the nature of science, Journal of Science Teacher Education, 8(2) pp. 141-151.

Joel Spring

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Mt. Vernon, NY 10552

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Academic Degrees

1964 B.A. Roosevelt University (History)

1965 M.A. University of Wisconsin (Social and Intellectual History)

1969 Ph.D. University of Wisconsin (Educational Policy Studies)

Citizenship

Citizen by Blood of the Choctaw Nation I.D. # 1274408293

United States

Academic Experience

Present: Professor Queens College and Graduate Center- City University of New York

2004-2005 Forensic Historian: I prepared two expert witness analyses of historical documentation which proved the responsibility of the Canadian government for the psychological and cultural damage to the citizens of the Cree Nation caused by their experience in residential boarding schools. In the fall of 2005, a Canadian federal arbitrator awarded \$4 billion to the First Nations, including the Cree, as reparation for the suffering caused by residential boarding schools.

Joel Spring, **Goals, Conditions and Consequences of Residential Schools for First Nations Peoples**

Expert Witness Paper: December 13, 2004

Prepared for: Field Law

2000 Oxford Tower

10235-101 Street

Edmonton, ABT5J 3G1

Joel Spring, **Government Responsibility for the Miseducation, Loss of Cultural Identity and Indigenous Languages, Sexual and Physical Abuse, and Resulting Adult Social and Psychological Problems of Students at Holy Angels, St. Bruno's and St. Martin's**

Expert Witness Paper: February 28, 2005

2000-2003 Faculty, New School University, New York City

1994 to Present- Series Editor, Social, Political, and Historical Studies in Education, Lawrence Erlbaum Associates, Inc

1993-2000 – Professor of Education

State University of New York

College at New Paltz

1990-1993 Professor of Teacher Education

State University of New York

College of Old Westbury

1989 Appointed as Associate in the University Seminar on American Civilization, Columbia University

1985-1992 Advisor to Education Series, Longman Publishers

1976-1990 Associate Professor Education, University of Cincinnati
1971-1976 Associate Professor Education, Case Western Reserve University
1969-1971 Assistant Professor Education, Case Western Reserve University
1971-1970 Lecturer, Center for Intercultural Documentation, Cuernavaca, Mexico

Published Books on Globalization

- 2008 Globalization of Education: An Introduction (New York: Routledge, In Press).
2007 A New Paradigm for Global School Systems: Education for a Long and Happy Life (New York: Routledge, 2007)
2006 Pedagogies of Globalization: The Rise of the Educational Security State (Mahwah, N.J. Lawrence Erlbaum, 2006)
2004 How Educational Ideologies are Shaping Global Society (Mahwah, N.J. Lawrence Erlbaum, 2004)
2001 Globalization and Educational Rights (Mahwah, N.J. Lawrence Erlbaum Associates, 2001)
1998 Education and the Rise of the Global Economy (Mahwah, N.J. Lawrence Erlbaum Associates, 1998)

Published Books on the Politics of Education

- 2005 Political Agendas for Education: From the Christian Coalition to the Green Party Third Edition (Mahwah, N.J.: Lawrence Erlbaum Associates, Inc. 2005).
2005 Conflict of Interests: The Politics of American Education Fifth Edition (New York: McGraw Hill, 2005)
2002 Political Agendas for Education: From the Christian Coalition to the Green Party Second Edition (Mahwah, N.J.: Lawrence Erlbaum Associates, Inc., 2002).
2002 Conflict of Interests: The Politics of American Education Fourth Edition (New York: McGraw Hill, 2002).
1998 Conflict of Interests: The Politics of American Education Third Edition (New York: McGraw Hill, 1998).
1997 Political Agendas for Education: From the Christian Coalition to the Green Party (Mahwah, N.J.: Lawrence Erlbaum Associates, Inc. 1998).
1992 Conflict of Interests: The Politics of American Education Second Edition (White Plains Longman, Inc., 1992)

Published Books on the Philosophy & History of Education

- 2008 Wheels in the Head: Educational Philosophies of Authority, Freedom, and Culture from Confucianism to Human Rights Third Edition (New York: Lawrence Erlbaum Associates Taylor & Francis, 2008).
2008 The American School: From the Puritans to no Child Left Behind Seventh Edition (New York: McGraw Hill, 2008).
2004 Deculturalization and the Struggle for Equality Fourth Edition (New York: McGraw Hill, 2005).

Queens College Dual Certification Childhood Education Proposal

- 2003 Educating the Consumer-Citizen: A History of the Marriage of Schools, Advertising, and Media (Mahwah, N.J.: Lawrence Erlbaum, 2003)
- 1996 The Cultural Transformation of a Native American Family and Its Tribe 1763-1995: A Basket of Apples (Mahwah, N.J.: Lawrence Erlbaum Associates, Inc, 1996).
- 1992 Images of American Life: Ideological Management in Schools, Movies, Radio and Television (Albany, SUNY Press, 1992)
- 1990 The American School: Varieties of Historical Interpretation Second Edition (White Plains: Longman Inc, 1990).
- 1988 Sorting Machine Revisited: National Educational Policy Since 1945 (White Plains: Longman Inc, 1998).

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 Queens College, CUNY
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 718-997-5309
 myra.zarnowski@qc.cuny.edu

HIGHER EDUCATION:

A. Degrees:

Institution	Dates Attended	Degree and Major	Dates Conferred
U. of Georgia	1978-83	Ed.D., Language Ed.	1983
Boston U.	1974-78	M.Ed., Reading & Language Arts	1976
Northeastern Univ.	1962-66	B.S., Elementary Ed.	1966

SELECTED TEACHING EXPERIENCE

Institution	Dates	Rank	Department
Queens College	1998-present	Professor	Elementary and Early Childhood Education
University of Maine	2001-2006	Professor	Appointed to Graduate Faculty
Queens College	1990-1997	Associate Professor	Elementary and Early Childhood Education
Queens College	1985-89	Assistant Professor	Elementary and Early Childhood Education
Little Red School House	1981-1985	Teacher	Grade 7 English/ American History
Newton Public Schools	1972-76	Teacher	Grades 3, 6, 5 Reading & Social Studies

SELECTED PUBLICATIONS AND CREATIVE WORKS

(A) BOOKS, MONOGRAPHS

Zarnowski, M. (2006). *Making sense of history: Using high-quality literature and hands-on experiences to build content knowledge*. New York: Scholastic.

Zarnowski, M. (2003). *History makers: A questioning approach to reading and writing biography*. Portsmouth, NH: Heinemann.

Zarnowski, M., Kerper, R. M., Jensen, J. M. (Eds.). (2001). *The Best in Children's Nonfiction: Reading, Writing, and Teaching Orbis Pictus Award Books*. Urbana, IL: National Council of Teachers of English.

(B) SELECTED JOURNAL ARTICLES

Zarnowski, M. (2007). Social studies books that rethink history: The case of the Jamestown settlement. *The Dragon Lode*, 26, 9-14.

Zarnowski, M. (2007). What would Cleopatra do? Applying the wisdom of the past to today's world. *Journal of Children's Literature*, 33, 42-46.

Zarnowski, M. (2006). Appealing social studies books: The partnership between the big idea and the terrific specific. *The Dragon Lode*, 25, 9-14.

Zarnowski, M. (2006). Objects take center stage in history books. *Social Studies and the Young Learner*, 19, 20-23.

Zarnowski, M. (2004). Biography from a variety of perspectives. *Social Studies and the Young Learner*, 17, 22-24.

(C) SELECTED CHAPTERS IN BOOKS/ANTHOLOGIES

Zarnowski, M., Backner, A., & Engel, L. (2008). What ever happened to the rest of the curriculum? In H. Johnson & A. Salz (Eds.), *Authentic Educational Reform: Pushing Against the Compassionate Conservative Agenda* (pp. 121-133). Mahwah, NJ: Erlbaum.

Curcio, F. R., Zarnowski, M. & Vigliarolo, S. (2004). Mathematics and poetry: Problem solving in context. In D. Thiessen, (Ed.), *Exploring mathematics through literature: Articles and lessons for prekindergarten through grade 8* (pp. 29-36). Reston, VA: National Council of Teachers of Mathematics. [Article reprinted from *Teaching Children Mathematics* 1 (February 1995): 380-74. Additional teaching material provided]

Zarnowski, M. (2003). It's more than dates and places: How nonfiction contributes to understanding social studies. [Revised chapter for 2nd edition]. In R. A. Bamford & J. V. Kristo, (Eds.), *Making Facts Come Alive: Choosing Quality Nonfiction Literature K-8* (pp. 121-139). Norwood, MA: Christopher-Gordon.

Zarnowski, M. (chapter editor). (2002). Historical nonfiction and biography. In A. A. McClure & J. V. Kristo, (Eds.), *Adventuring with Books*. 13th ed. (pp. 25-47). Urbana, IL: National Council of Teachers of English. [Chapter was written in partnership with a group of nine Queens College

graduate students and one cooperating teacher in our student teaching program who worked to review and discuss nonfiction literature for a three year period]

Zarnowski, M. (2001). Intermingling fact and fiction. In M. Zarnowski, R. M. Kerper, and J. M. Jensen, (Eds.), *The Best in Children's Nonfiction: Reading, Writing, and Teaching Orbis Pictus Award Books*, (pp. 13-21). Urbana, IL: National Council of Teachers of English.

Zarnowski, M. (2000). Telling Lewis Hine's story: Russell Freedman's *Kids at Work*. In E. Close, & K. D. Ramsey, (Eds.), *A middle mosaic: A celebration of reading, writing, and reflective practice at the middle level*, (pp. 40-51). Urbana, IL: National Council of Teachers of English.

SELECTED ORAL PAPERS AND PRESENTATIONS

Zarnowski, M. (2008, May). *Developing historical literacy in the classroom*. Paper presented at the 53rd Annual Convention of the International Reading Association. [This paper is part of a symposium entitled *Beyond the Basics: Using the Lincoln Bicentennial to Encourage Historical Inquiry and Literacy*.]

Zarnowski, M. (2008, March). *Writing about History*. Invited presentation at the JFK Library, Boston, MA.

Zarnowski, M. (2008, January). *History makers: Reading and writing history in the middle grades*. Invited presentation at the JFK Library. Boston, MA.

Zarnowski, M. (2007, November). *The thought experiment: An imaginative way into civic literacy*. Paper presented at the Annual Convention of the National Council of Teachers of English. New York, NY.

Zarnowski, M. & Giblin, J.C. (2007, May). *What writers put in and teachers pull out: A Children's book author and a teacher discuss how to make sense of history*. Paper presented at the 52nd Annual Convention of the International Reading Association. Toronto, Canada.

Zarnowski, M. (2007, March). *Getting caught up in the puzzles of history: Putting Questioning and sense-making first*. Invited day-long presentation at the conference on Using Nonfiction Literature for Content Area Learning in a Reading/Writing Workshop (Grades 2-8). Center for Reading Recovery and Literacy, Lesley University, Cambridge, MA.

Zarnowski, M. (2007, January). *History makers: Reading and writing history in the middle grades*. Invited presentation at the JFK Library. Boston, MA.

Zarnowski, M. (2006, December). *Using the ideas in History Makers to engage second grade learners*. Invited presentation to teachers and administrators in the Brookline Public Schools. Brookline, MA.