

1. The Holder of the Chair, Dean Savage, called the meeting to order at 3:47 p.m.

2. Approval of Agenda:

MOTION: Duly made by Chair Savage and seconded:

"To approve the agenda."

3. Approval of Minutes:

MOTION: Duly made by Chair Savage seconded and passed:

"To approve the Academic Senate meeting minutes of November 13 2008."

4. Announcements, Administrative Reports, and Memorials:

1. Senator Moore announced the Library hours will now be extended to include evenings and weekends. Senator Moore thanked Senator Adjani Papillon, Student Association President, and all the students who worked together with President Muyskens.
2. Senator Kyle Popkin, asked for a moment of silence for Brian Nelson, student and fraternity brother of Tau Epsilon Phi, who passed away suddenly on December 1, 2008.

The Senate paid its respects with a moment of silence.

3. The Chair announced that the percentage of students participating in the On-Line Course Evaluation has been low. He urged the faculty to encourage their students to take part in the on-line course evaluation. The Provost has added additional incentives to promote student participation.
4. Senator Jennifer Vargas announced she will be the first student to travel to Japan for half a year. She thanked President Muyskens, Vice President Sue Henderson and the East Asian Studies Department for making this possible.
5. Senator Frank Warren and Senator Ruth Frisz expressed concerns about the on-line course evaluation system being successful.

Discussion followed.

Motion made by Senator Yitzhak Lockerman "To Call to the order of the Day."

5. Committee Reports:

- a. Undergraduate Curriculum Committee Minutes-

MOTION: Duly made by Senator Kenneth Lord:

"To adopt the Undergraduate Curriculum Committee minutes dated October 30, 2008

"Hearing no objection to the motion, Professor Lord moved unanimous consent"

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(5a. Undergraduate Curriculum Committee minutes continued)

1. Accounting (08-19)

- a. Change in Number and prerequisite: To read:

ACCT 261. Business Law I. 3 hr.; 3 cr. Prereq: Sophomore standing.

2. Anthropology (08-20)

- a. New Course:

Anthropology 354. Time.

3 hrs., 3 credits. Prerequisites: ANTH 101 or 103, and 6 credits of courses which satisfy the Analyzing Social Structures PLAS requirement, 3 credits of Culture and Values, and 3 credits of Natural Science.

The exploration of human understanding and experience of time from multiple perspectives including the social sciences, philosophy, literature, and the natural sciences.

3. History (08-21)

- a. New Course.

History 148: Islamic Civilization 600-1517

3 hours 3 credits No prerequisites

Introduction to the history of the Islamic conquest and expansion in the early Islamic period and the changes in Empire, from Spain to Iran, up through the Ottoman conquest of the Mamluk sultanate.

- b. New course.

History 149: Islamic Civilization 1517-Present

3 hours 3 credits No prerequisites

Islamic history from the Ottoman conquest of Arab lands until the present day. Major themes will be the Ottoman Empire, European expansion into the Middle East, the Middle East during the World Wars, the Arab-Israeli conflicts, the Iran-Iraq war and the current wars in Iraq and Afghanistan.

4. English (08-22)

- a. Change in hours, credits, prerequisite, and description: To read:

ENGL 399W. Department Honors Seminar.

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3 hr., 3 cr. Prerequisite: Enrollment in the English Department's Honors Program.

This seminar, required of department Honors candidates, is organized around a broad theme, often interdisciplinary, and includes individual research projects, which are presented at a student conference in the Spring. The seminar is taken twice, in the Fall and Spring of the same academic year, and this two-semester sequence counts toward the requirements for Honors in English. Three credits of 399W replace the senior seminar required for the major, and the additional three credits replace one of the six electives for the major.

5b. Graduate Curriculum Committee Minutes

MOTION: Duly made by, Richard Bodnar, Acting Dean of Research & Graduate Studies,

“To adopt the Graduate Curriculum Minutes dated- November 5, 2008”

“Hearing no objection to the motion, Professor Bodnar moved unanimous consent”

Educational & Community Programs (G08-35)

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

College Governance Approval Date: _____

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

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(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).

Since, 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, there is 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 between 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

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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	1. The historical, social and legal foundations of special education, employment, and independence for individuals with disabilities.

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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.

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 learning in preparation for productive work, citizenship in a democracy, and continuing growth.
 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.
 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.
 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.
 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.
 7. Formal and informal methods of assessing student learning and the means of analyzing
2. The characteristics of learners with disabilities.
 3. Managing behavior of students with disabilities and promoting development of positive social interaction skills.
 4. Participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships.
 5. Assessment, diagnosis, and evaluation of students with disabilities.
 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.
 7. Use of assistive and instructional technology in the teaching of and learning by students

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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.

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.
 9. Means to update knowledge and skills in the subject(s) taught and in pedagogy.
 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.
 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.
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with disabilities.

8. Planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings.
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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

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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.

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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).

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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.

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/>.

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- *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.
- *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.

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)

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- Appeals from the decisions of the Office of Graduate Studies may be directed in writing to the Graduate Scholastic Standards Committee.⁷

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 credit
ECPSE 700	Foundations of Special Education	3 credit

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)

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

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.

2) EECE 545	3) Social Studies in the Elementary School	4) 3 credits
5) EECE 550	6) Mathematics in the Elementary School	7) 3 credits
8) EECE 555	9) Science in the Elementary School	10) 3 credits
11) ECPSE 710	12) Curriculum and Instruction for Childhood Special Education	13) 3 credits
14) ECPSE 742	15) Foundations of Assistive and Instructional Technology	16) 3 credits
17) ECPSE 708	18) Collaboration with Families and School Based Teams	19) 3 credits
20) ECPSE 722	21) <i>Applied Behavior Analysis and Positive Behavioral Supports</i>	22) 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

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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).

23)	EECE	24)	Student Teaching in Elementary Education	25)	6
	566				credits
26)	ECPSE	27)	Internship in Severe Disabilities	28)	6
	725				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	Research in Special Education	3
746		credits
ECPSE	Advanced Research in Special Education	3
748		credits

OR

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

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<i>Pedagogical Foundations Fall—Year 1</i>			<i>Spring—Year 1</i>		
<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			
<i>Total Earned Credits</i>		12	<i>Total Earned Credits</i>		21

<i>Pedagogical Core Fall—Year 2</i>			<i>Spring—Year 2</i>		
<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	ECPS E 742	Foundations of Assistive and Instructional	3

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ECPS E 710	Curriculum and Instruction for Childhood Special Education	3	ECPS E 708	Technology Collaboratio n with Families and School Based Teams	3
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ECPS E 722	Applied Behavior Analysis and Positive Behavioral Supports	3
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Total Earned Credits 42

Total Earned Credits 33

Student Teaching & Research Fall—Year 3

Spring—Year 3

<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>
ECPSE 725	Internship in Severe Disabilities	6

<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>
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
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ECPSE 748	Advanced Research in Special Education	3
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EECE 780	Introduction to Educational Research	3
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EECE 781	Inquiry into Teaching	3
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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

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(5b. Graduate Curriculum Committee minutes continued)

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

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			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
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	Professor	FT	B.S. Biology & Education, University of

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Hammrich*			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
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

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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 Saccante	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*

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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)	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)	2 courses of administrative release per semester (1 in ECP & 1 in EECE)

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		EECE)	EECE)	EECE)	EECE)
		1 line in ECP @ \$61,563 plus Fringe Benefits	1 line in ECP @ \$64,323 plus Fringe Benefits	1 line in ECP @ approximately \$66,500 plus Fringe Benefits	1 line in ECP @ at approximately \$69,000 plus Fringe Benefits
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: Pedagog ical Foundati	ECPSE 700	EECE 702
2.Field Experience Assessment		ECPSE 701	---

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	ons	ECPSE 720	EECE 525
3.Lesson Plan Assessment	Phase 2: Pedagog ical Core	---	EECE 545
		---	EECE 550
		---	EECE 555
4.Curriculum Unit Assessment		ECPSE 710	---
5.Lesson Plan Implementation	Phase 3: Student Teachin g	ECPSE 725	EECE 566
6.Clinical Practice/Student Teaching & Internship Evaluation		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.

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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

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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,

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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.

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(5b. Graduate Curriculum Minutes continued)

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.

2. Linguistics and Communication Disorders (G08-37)

Change in course description

To Read:

LCD 741. *Methods and Materials of TESOL: Listening, Speaking, Reading, Writing.*

Prereq.: LCD 702 and 740. This course is a comprehensive review of the methods and materials used in TESOL/ESL classes to teach the four language skills: listening, speaking, reading, and writing. The class covers how to adapt methods and materials to suit learner populations of different ages and at varying levels of English proficiency. The role of instructional technology (e.g. audiovisual, multimedia, computers in ESL instruction) will also be addressed. There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations.

741.3. 3 hr. plus 25 hr. of fieldwork tutorial; 3 cr. (For students who possess a New York State teaching certificate.) For students in the TESOL:ITI and post-master's TESOL advanced certificate programs there is a requirement for 10 full school days of supervised student teaching in ESL classes at either the elementary or secondary level.

741.4. 3 hr. plus 50 hr. of fieldwork tutorial; 4 cr. (For students who do not possess a New York State teaching certificate.)

Justification: The LCD department is proposing a new post-master's advanced certificate in Teaching English to Speakers of Other Languages (TESOL). The New York State requirements for certification stipulate that students must have 20 days of supervised student teaching experience in TESOL across both the elementary and secondary grade levels. The material added to the course description of LCD 741 reflects half of this requirement; for the

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(5b. Graduate Curriculum Minutes continued)

other half, see the Minor Change proposal for LCD 742.

3. Linguistics and Communication Disorders (G08-38)

Change in course description: [x]

To Read:

LCD 742. *Methods and Materials of TESOL: The Content Areas*. 3 hr.; 3 cr. Prereq.: LCD 741. In this course students learn the principles and practices for TESOL/ESL through academic content areas such as mathematics, science, social studies, and language arts.

Readings, model lessons, and authentic materials are used to examine the theoretical issues involved and apply them to teaching practices for ESL learners at the elementary and secondary levels. For students in the TESOL:ITI and post-master's TESOL advanced certificate programs there is a requirement for 10 full school days of supervised student teaching in ESL classes at either the elementary or secondary level, complementing the level of student teaching in LCD 741.

4. Educational and Community Programs (G08-39)

ECPEL 884, Data for School Planning. 3hr.; 3 cr. Prereq.: ECPEL 880, ECPEL 881, ECPEL883, ECPEL, ECPEL 887, ECPEL 888. (15 credits)

This course prepares prospective school administrators to use data as a tool to examine school issues and develop improvement plans. The course teaches the processes of data analysis, collection and management, and then requires participants to develop a School Improvement Plan for a real school striving to reverse a pattern of declining student achievement. The focus is on helping participants work collaboratively to evaluate a wide range of data sources so they can initiate thoughtful plans and recommendations based on data review.

Rationale: The use of data is an emerging trend in the literature of educational leadership. Research indicates the importance of data analysis as a viable strategy in school improvement initiatives. This course enables participants to build a knowledge base to manage and interpret school data findings into specific, measurable improvement goals to (1)enhance proper instructional planning, (2)increase student learning, and (3) support school management operations. Course goals and objectives are consistent with the Queens College Principles for Educational Preparation as identified By the National Association for the Accreditation of Teacher Education (NCATE).

The course is aligned with the Core Values of the Education Unit of “promoting Equity, Excellence, and Ethics in urbanschools and communities.” More specifically, the Education Unit is committed to preparing teachers and educational Leaders who

- Build inclusive communities that nurture and challenge all learners (Equity)
- Demonstrate professionalism, scholarship, efficacy, and evidence-based and reflective practices (Excellence), and
- Value diversity, democracy, and social justice (Ethics).

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The course is also designed to meet the Interstate School Leadership Licensure Consortium (ISLLC) standards 1, 2, 3, 4, 6, and 7.

5c. Nominating Committee Report

MOTION: Duly made by Professor Christopher Vickery:

“To adopt the Nominating Committee Report dated December 4, 2008

“Hearing no objections to the motion, Professor Vickery moved unanimous consent”

i. Campus Affairs and Environment Committee

The following faculty members were nominated:

Alexandra deLuise	(A&H)	(to December 2010)
Mitchell Baker	(M&NS)	(to December 2010)

ii. Elections Committee

The following faculty member was nominated:

Nancy Foasberg	(A&H)	(to December 2010)
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The following student was nominated:

Stephane Derisma	(SS)	(to December 2010)
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iii. Graduate Curriculum Committee

The following faculty member was nominated:

Virgil L. P. Blake	(SS)	(to December 2010)
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iv. Graduate Scholastic Standards Committee

The following faculty member was nominated:

David Richter	(A&H)	(to December 2010)
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(5c. Nominating Committee Report continued)

v. International Student Affairs Committee

The following faculty member was nominated:

Magnus O. Bassey (ED) (to December 2010)

vi. Teaching Excellence and Evaluation Committee

The following faculty members were nominated:

Susan Croll (M&NS) (to December 2010)

Ekaterina Pechenkina (SS) (to December 2010)

vii. Undergraduate Curriculum Committee

The following faculty members were nominated:

Frank Warren (SS) (to December 2010)

Kenneth Lord (M&NS) (to December 2010)

The following student was nominated:

Joshua Berk (SS) (to December 2010)

viii. Undergraduate Scholastic Standards

The following faculty members were nominated:

Doreen Berman (M&NS) (to December 2010)

Juan Caamaño (A&H) (to December 2010)

The following students were nominated:

Lyudmilia Alishayeva (M&NS) (to December 2010)

Yitzchak Lockerman (M&NS) (to December 2010)

ix. Technology and Library Committee

The following faculty members were nominated:

Christopher Vickery (M&NS) (to December 2010)

Francis Scott Walters (A&H) (to December 2009)

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(5c. Nominating Committee Report continued)

x. **Governance Committee**

The follow faculty member was nominated:

Dave Fields, Esq. (to December 2010)

The following students were nominated:

Jacob Evan Soloman	(SS)	(to December 2010)
Elliot Wiesel	(SS)	(to December 2010)
Joshua Berk	(SS)	(to December 2010)

xi. **Review Committee for the Dean of Arts & Humanities**

The following faculty member was nominated:

Thomas E. Bird (A&H)

xii. **Search Committee for the Dean of Education:**

The following students were nominated:

Marie Leone	(Ed)
Christopher DiDamo	(Ed)

xiii. **Executive Committee**

a. MOTION: Duly made by Professor Leonard Rodberg:

To nominate Manuel Sanudo for the OPEN seat on the **Executive Committee:**

“Hearing no objections to the motion, the Chair moved unanimous consent,”

Manuel Sanudo was elected to the Executive Committee.

xiv. **Undergraduate Scholastic Standards Committee**

a. MOTION: Duly made by Senator Yitchak Lockerman:

“To elect Charles Lloyd as Executive Officer of the Undergraduate Scholastic Standards Committee for a two-year term from January 2008 to December 2010.”

“Hearing no objections to the motion, the Chair moved unanimous consent.”

Charles Lloyd was elected Executive Officer

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5d. Elections Committee Report

- i. MOTION: Duly made by Leonard Rodberg:

“To adopt the Elections Committee Report”

- ii. MOTION: Duly made by Dave Fields, Esq., for the Executive Committee:

“To amend Item#15 to remove the language after the first sentence.”

To Read: “Balloting will take place via web-based voting on the Internet.”

Discussion followed

- iii. MOTION: Duly made by Frank Warren and seconded.

“To call the question”

Motion ii. failed. Yes 27, No 24, Abstain 3

- iv. MOTION: Duly made by Senator Ruth Frisz and seconded:

“To Table “

Motion iv. failed. Yes 28, No 22, Abstain 1

- v. MOTION: Duly made by Dave Fields, Esq. and seconded:

“To divide the question to separate Item #15 out”

Motion v. passed. 115Yes 42, No 11, Abstain 0

- vi. MOTION: Duly made by Dave Fields, Esq. and seconded:

“To Table Item #15”

Motion vi. passed. Yes 39, No 12, Abstain 1.

- vii. MOTION: Duly made by Dave Fields, Esq. and seconded:

“Approval of Elections Committee Report excluding Item#15”

“Hearing no objection to the motion, the Chair moved unanimous consent.”

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5e. Subcommittee on Honorary Degree

MOTION: Duly made by Chair Savage:

“To approve an honorary degree for Carole King and John Lewis”

“Hearing no objection to the motion, the Chair moved unanimous consent.”

6. Old Business

(none)

7. New Business

i. MOTION: Duly made by Kenneth Lord to accept the:

Proposal for Upper-Level Requirement in Integration and Synthesis

ii. MOTION: Duly made by Senator Stephen Grover and passed (Yes 35, No 15 Abstain, 0)

“To Table”

MOTION: Duly made by Chair Savage:

“To Adjourn”

The meeting was adjourned at 5:23p.m. The next Special Academic Senate meeting will be on Thursday, February 5, 2009.