

1. The Holder of the Chair, Dean Savage, called the meeting to order at 3:46 pm.

2. Approval of Agenda:

Chair Savage entertained a motion to approve the agenda, which was then moved and seconded:

MOTION: To approve the Agenda

Hearing no objection, the agenda was approved as submitted.

3. Approval of Minutes:

The Chair asked for a motion to adopt the minutes of the previous meeting, which was then moved and seconded.

MOTION: To adopt the minutes of October 15, 2009 as distributed.

Hearing no objection, the minutes were approved as submitted.

4. Announcements, Administrative Reports, and Memorials:

1. Alternate Senator Barbara Moore gave a short summary of topics from the last University Faculty Senate plenary. This year the fall conference of “Funding Public Higher Education” will be on Friday, December 11. For full details see: <http://www.cunyufs.org/>.
2. Alternate Senator Yitzchak Lockerman thanked the faculty of the Computer Science Department for all their work this summer on teaching the Advanced Program for Techniques and how the entire department came together to create a an exceptional culminating experience.
3. Alternate Senator Andrew DeMasters thanked all who participated in the Major/Minor Affair. Laura Silverman, Director of Academic Advising, added that 613 students attended the fair.
4. Alternate Senator Robert Anderson announced the “Soles for Souls” shoe drive is ~~in~~ on until November 20. All donations can be dropped off at the Academic Advising Center, the Student Life Office, or the main entrance of Powdermaker Hall. To help cover the cost of shipping, DSA will be hosting a formal tonight in the Patio Room from 6pm-10 pm.
5. Senator Gabriella Berrezueta announced that Delta Phi Epsilon sorority, along with UP, the Student Association and the Newman Center are sponsoring a relief drive for the victims of the typhoon in the Philippines. Please bring all donations to Hillel, the Newman Center or Student Association, Room 319.
6. Christopher Vickery, Chair of the Nominating Committee, reminded all committee members that the seats that expire in December have until November 19 to reapply. For complete details on committee vacancies and applications see: http://senate.qc.cuny.edu/NomCom/committee_seats.xhtml.
7. Senator Allan Ludman, President of the Queens College Chapter of the Society of Sigma Xi, hosts an annual event inviting two new faculty members to give a 20 minute presentation on their research on Thursday, November 19 in the faculty lounge from 4pm – 6pm.

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4. (Announcements, Administrative Reports, and Memorials continued)

8. Senator Richard Davies made the following announcements: i) tonight in the Student Union Ballroom from 6 pm-9 pm there will be a Charity Concert to raise money for the Food Bank of NY; ii) there will be a Multi-Cultural Food and Dance Fest on Monday, November 16, Student Union Ballroom 4th floor during free hour; iii) the Student Association wants to thank Dr. Joe Bertolino for his “Fundamentals of Student Leadership Class” which meets on Thursdays at 5pm.

9. Senator Ruth Frisz announced that on November 30 in Frese Hall Room 13, the Peer Counselors and College Counseling and Resource Center are having a workshop on “Body Image” -- everyone is invited to attend.

10. Chair Savage made the following announcements: i) please log on and complete the on-line “Faculty Experience Survey” and remind your colleagues and part-time faculty to do so also; ii) thanks to a campaign by faculty and the Center for Teaching and Learning, Provost Stellar has agreed to cap Writing Intensive Courses at 25; iii) with the support of Provost Stellar and Eva Fernandez, the “Faculty-Mentored Undergraduate Research” program has been re-launched and has received 51 proposals from faculty.

5. Committee Reports

a. Undergraduate Curriculum Committee

MOTION: Duly made by Senator Ken Lord, Chair of the UCC Committee:

Note: To add to the minutes a designation that ENSCI 100 will be added to the list of courses that fit LASAR- PBGA

Hearing no objection to the motion, the change was added to the UCC minutes.

MOTION: “To adopt the Undergraduate Curriculum Committee minutes dated- October 8, 2009”

Hearing no objection to the motion, the minutes were approved as amended.

1. Writing Intensive Subcommittee

No report.

2. General Education Advisory Committee

No report.

3. Media Studies (09-18)

a. New Course:

MEDST 364/364W. Advertising, Consumption and Culture.

3 hr.; 3 cr. Prereq.: MEDST 260, or permission of the department.

An overview of the commercialization of American society and culture via the widespread use of advertising and sophisticated marketing techniques. A combination of theories will be used from political economy, sociology, feminist studies, management, and semiotics to analyze commercial messages and develop an understanding of the impact of these messages on different demographic groups particularly children, tweens, teens and women as well as cultural institutions like family, politics, education and religion.

4. Political Science (09-19)

a. Change in track requirements: To Read:

The Law and Politics Track.

The Political Science Department offers a special concentration in Law and Politics.

The requirements for this concentration are

- 1) Political Science 100, and two other 100-level Political Science courses
- 2) Four courses from Political Science 212, 213, 250, 270, 280-289
- 3) One course from Political Science 381W, 382W, or 386W
- 4) Two electives from other Political Science courses, one or both of which may be internships.

5. Music (09-20)

a. Change to a Major: BM lessons (p. 198 of the current Bulletin)

To Read:

Instruction in Musical Performance

Note: MUSIC 151 to 452 are only for students in the Bachelor of Music program.

Each course is a continuation of the preceding one. All are offered each semester.

Student must have been admitted to the B.Mus. program and have declared the

B.Mus. major.

6. History (09-22)

a. Courses Withdrawn.

History 314. The Air War in Europe

History 344. Urban Planning in the American Past

b. New Course

History 272. History of the Family in the United States

3 hr., 3 cr.

History of the family in the United States from the colonial period to the present.

c. New Course.

History 293. War and Society

3 hr., 3 cr.

The history of the interaction between war and societal institutions and cultural and societal norms.

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5.a.(UCC minutes continued)

d. New Course.

History 294. History of Brazil

3 hr., 3 cr.

History of Brazil from the colonial period to the present.

e. New Course.

History 295. Sephardic Jewish History

3 hr., 3 cr.

Sephardic Jewish history from 1492 to modern times.

f. New Course.

History 296: Eastern European History in the Twentieth Century

3 hr., 3 cr.

Twentieth century Eastern European history.

g. New Course.

History 297. History of Italians in America

3 hr., 3 cr.

Historical experience of Italians in the United States from the mass migration in the late 19th and early 20th century to the present.

h. New Course

History 346. Special Topics in Military History

3 hr., 3 cr.

Selected topics in military history, such as Race and Gender in Military History, Militarism and Ethics of War.

i. New Course.

History 352. History of the Celtic World

3 hr., 3 cr.

History, literature, and culture of the Celtic world from the first millennium B.C. through early modern times.

j. New Course.

History 298. Women, Gender and Sexuality in Islam

3 hr., 3 cr.

History of women, gender and sexuality in Islam from early Islamic history to the modern period.

5b Graduate Curriculum Committee.

- i. MOTION: Duly made by Professor Richard Bodnar, Acting Dean of Research and Graduate Studies

To accept the Graduate Curriculum minutes dated October 7, 2009

Professor Bodnar moved unanimous consent. Hearing no objection, the motion passed unanimously.

1. Secondary Education and Youth Services (G09-39)

PART A: ACADEMIC MATTERS

SECTION A1: SPECIAL ACTIONS

CREATION OF A CERTIFICATE PROGRAM IN Secondary Education and Youth Services (SEYS)

RESOLVED, that a certificate program in Adolescent Literacy (5-12) be approved subject to financial availability.

CURRICULUM FOR CERTIFICATE IN Adolescent Literacy (5-12)

Admission Requirements: -

- **Teaching Certification recognized by New York State is required for matriculation in this program of study.**
- **Students must already have a Masters Degree in Education (including at least one undergraduate or graduate course in *each* of the following three areas: reading, diverse learners and in educational research.) If students are missing one or more of these courses, they may be admitted on probation and must take them while pursuing the first 9 credits of this program.**
- **Admission is open only to students whose Masters Degree is in a field other than Adolescent/Secondary literacy.**

CERTIFICATE COURSES	CREDITS
SEYSL 701 Foundations of Literacy Development and Instruction	3
SEYSL 702 Literacy in Content Areas	3
SEYSL 704 Literature across the Curriculum	3

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SEYSL 750 Literacy Assessment and Instruction, Part I	3
SEYSL 751 Literacy Assessment and Instruction, Part II	3
SEYSL 752 Consultation, Collaboration, and Literacy Program Renewal	3
SEYSL 760 Supervised Practicum with Middle/Junior School Students	3
SEYSL 761 Supervised Practicum with High School Students	3
Total Credits	24
NO ELECTIVE COURSES	

Background / Foundation:

Many teachers who already hold Master’s Degrees in Education come to us desiring certification in Literacy (5-12). Teachers get incremental raises for a Masters plus additional credits. Further, teachers on sabbatical leave often want to take courses leading to a certification rather than random courses. This program, built around core courses within our existing MS program, was designed to meet all of these needs.

The MS in Adolescent Literacy (5-12) and the proposed certificate program in Adolescent Literacy (5-12) are designed to offer an integrated, theoretically grounded view of literacy and literacy learning that addresses the needs of students and teachers in diverse communities. The Literacy faculty focus on preparing graduate candidates for their careers as classroom teachers, interventional literacy teachers, clinicians, supervisors, and directors or coordinators of literacy in school districts. Graduates will be able to develop, implement, and evaluate literacy programs at schools and in agencies, and work with individual students and their families. Program faculty promote rigorous scholarship and research, contextualized learning and service in school and community settings. We encourage critical reflection on the role of literacy in society and about our responsibilities as educators.

The QC Secondary Literacy program's knowledge base and practices are consistent with International Reading Association Standards (IRA/NCATE) and New York State regulations. Completion of the course work will lead to New York State certification as Literacy Specialist

(formerly titled "Reading Teacher"). It is expected that all candidates completing the program of study will be recommended for and attain New York State certification as Literacy Specialists.

The New York State Teacher Certification exams are required for certification in Literacy, even for those who have passed other state examinations such as the NTE for prior certification.

The curriculum for the above certificate program in Adolescent Literacy (5-12) is a subset of the MS Program in Literacy (5-12) that is currently offered at the college (SED Program Code:830 HEGIS). Complete copies of the proposal for this program are on file and available for review in the Office of Academic Affairs.

Relationship To Existing Programs At The College:

This program is a subset of our current MS in Literacy (5-12). Students will be enrolled in existing program courses.

Projected Enrollment:

We anticipate between 15 and 20 students per year.

Impact On The College:

Students will be enrolled in existing courses which, at the present time, have adequate space, thus no new sections are necessary. An additional anticipated impact will be that of increased graduate enrollment.

EXPLANATION:

Since this certificate program will use existing courses, students will be enrolled in existing program courses which are offered.

2. Secondary Education and Youth Services (G09-40)

SEYSL 701. Foundations of Literacy Development and Instruction. 3 hr.; 3 cr. An introductory course in literacy development and instruction of students in grades 5-12. The major area of inquiry is the psychological, sociological, cognitive, and linguistic bases of literacy. Specific topics include the role of literacy in society, history of literacy instruction, current school-wide early childhood, childhood, middle education, and adolescent literacy instructional programs, differentiation of instruction for students with diverse needs, family literacy partnerships, children and adolescent literature, classroom organization, classroom and school-wide assessment programs, literacy in a technological age, and processes of developing literacy proficiency. Special emphasis is placed on factors underlying development of print awareness and usage at all levels, including word identification and spelling strategies, vocabulary skills, comprehension strategies, composing skills, and the supporting roles of speaking and listening to the development of reading and writing strategies.

SEYSL 702 Literacy in Content Areas (3 hr.; 3 cr.). This course is designed to help all teachers facilitate middle and secondary classrooms where reading and writing are effective tools for learning, where collaboration and communication are valued and enhanced in the learning process, and where young people are encouraged to develop critical perspectives and strong voices. Attainment of literacy is central to knowledge construction in all middle and secondary school curricula. Students will examine issues of literacy in different subject areas and the varied demands on readers and writers as the range of literate activities changes according to context. This course is designed to enable inservice teachers and literacy specialists to improve the literacy of all students in the middle and secondary schools.

SEYSL 704 Literature across the Curriculum (3 hr.; 3 cr.) This course is designed to engage students in a study of the literature of interest to adolescents or young adults. The integration of literature across disciplines can be greatly enhanced when teachers are knowledgeable about historical and current trends in young adult literature as well as the literacy theories that can serve as lenses for examining such texts. Literacy theory and pedagogy will inform all aspects of our study of literature and related media. Students will explore ways to encourage young people in middle and secondary schools to read critically and appreciate a variety of literacy works. The integration of literature into all content areas will be emphasized

SEYSL 750 Literacy Assessment and Instruction, Part I (3 hr.; 3 cr.). This course requires teacher candidates to examine causes of reading difficulty, elements of skilled reading, and systematic models for analyzing and remediating literacy problems for students in middle and adolescent education. Topics include the function of standardized assessment devices in instructional decision making, development and administration of informal assessment devices and inventories of reading and writing performance, evaluation and modification of environmental and instructional variables contributing to literacy achievement in content areas, student motivation, and strategies for determining appropriate procedures to assess students with diverse abilities and cultural and linguistic backgrounds. Candidates demonstrate ability to systematically identify critical variables that contribute to literacy success and failure and to develop and apply various procedures for assessing literacy difficulties of students with diverse backgrounds.

SEYSL 751 Literacy Assessment and Instruction, Part II (3 hr., 3 cr.). In this course emphasis is placed on application of systematic models for analyzing and developing instructional programs for students in middle and adolescent education who show severe literacy learning problems in English Language Arts and content areas. Topics include interpreting informal and formal assessments, interactive decision making, and specific strategies for addressing problems of word recognition, word analysis, spelling, fluency, vocabulary development, comprehension, composing, and studying. The administration and interpretation of informal and formal assessments and application of specific intervention strategies for students with diverse cultural and linguistic backgrounds who are experiencing difficulty acquiring literacy proficiency is studied throughout the course. Candidates apply literacy assessment knowledge and competence in a case study.

SEYSL 752 Consultation, Collaboration, and Literacy Program Renewal (3 hr.; 3 cr.) This course assists literacy personnel in using their knowledge of literacy to help classroom teachers, special education teachers, parents, school based support teams, administrators, and other relevant personnel to develop and enhance literacy programs for students and to improve literacy across the curriculum. It focuses on definitions of consultation, effective models of consultation, consultation strategies, staff development, literacy program evaluation and reform, working with para-professionals, federal and state laws and initiatives, and instructional practice.

SEYSL 760. Supervised Practicum with Middle/Junior School Students (3 hr.; 3 cr.). This course provides 25 hours of supervised practicum and seminars to develop teacher candidates' competence in planning and implementing instruction in middle/junior high school education, grades 5-8, for diverse students experiencing moderate and severe difficulties in literacy development. Content deals with the skills and strategies needed to assess students' literacy strategies, plan and implement appropriate instructional procedures, and report progress to students, parents, and school officials. Supervised practicum is required for New York State Certification as literacy teacher, Grades 5-12.

SEYSL 761. Supervised Practicum with High School Students (3 hr.; 3 cr.). This course provides 25 hours of supervised practicum and seminar to develop teacher candidates' competence in planning and implementing instruction in high school education, grades 9-12, for diverse students experiencing moderate and severe difficulties in literacy development. Content deals with the skills and strategies needed to assess students' literacy strategies, plan and implement appropriate instructional procedures, and report progress to students, parents, and school officials. Supervised practicum is required for New York State Certification as literacy teacher, Grades 5-12.

5c. Nominating Committee

MOTION: Duly made by Christopher Vickery, Chair of the Nominating Committee

To accept the Nominating Committee Report dated November 12, 2009

Hearing no objection to the motion, the report was passed unanimously.

1) The following faculty member was nominated to the OPEN seat on the **Technology and Library Committee**.

Elena Vesselinov (SS) to April, 2011

2) The following faculty member was nominated to fill the OPEN seat on the **Honors and Awards Committee**.

Francois Pierre-Louis (PSCI) to April, 2010

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5.c. (Nominating Report continued)

- i. MOTION: Duly made by Alternate Senator Yitzchak Lockerman:

“To Adjourn”

- ii. MOTION: Duly made by Alternate Senator Yitzchak Lockerman

“To withdraw his Motion”

- iii. MOTION: Duly made by Senator Allison Ratner:

“To move to take from the table the Election Committee vote”

Motion iii. Passed (yes 36, no 22, abstentions 1).

- iv. MOTION: Duly made by Alternate Senator Yitzchak Lockerman:

“To Adjourn”

Motion iv. failed (yes 30 no 32)

- 1) The following students were nominated for the OPEN seat on the **Elections Committee**:

Vimonsiri Aunaetrakul	(25)
Janel Rottkamp	(26)
Abstentions	(5)

Neither candidate received the required 31 votes.

- i. MOTION: Duly made by Alternate Senator Yitzchak Lockerman: (yes 43, no 15)

“To Adjourn”

Motion i. passed.

The meeting was adjourned at 4:20pm. The next Special Academic Senate meeting is December 3, 2009