

The meeting will come to order:

Chair Roberta Brody called the meeting to order at 3:43 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made and seconded:

“To approve the agenda”

Hearing no objection, the agenda was approved unanimously.

2. Approval of Minutes:

- i. MOTION: Duly made and seconded:

“To approve the minutes dated May 5, 2011”

Hearing no objection, the minutes were approved as distributed.

- ii. MOTION: Duly made and seconded:

“To approve the minutes dated May 12, 2011”

Hearing no objection, the minutes were approved as distributed.

3. Announcements, Administrative Reports, and Memorials:

1. Chair Brody introduced President Muyskens our guest speaker. The President explained that Queens College was the vanguard college for CUNYFirst which is a new system for student registration as well as admissions, financial aid and Human Resources. Although, enrollment is down overall, we have had an increase in the number of part time students registered this semester.

The President talked about recent enrollment efforts and asked Joe Bertolino, Vice President for Enrollment Management and Student Affairs, to introduce the students who helped in the registration of over 3000 students within a 4 week period. Vice President Bertolino thanked the students.

President Muyskens announced after a national search we have a new Athletic Director, China Jude, he asked Vice President Sue Henderson to introduce her. Ms. Jude gave us a brief outline of the Athletic program planned for the coming year.

President Muyskens announced that through private donation the college has been able to do major renovation to Colden Center, Music Building Atrium and Goldstein Theater. In addition, with grants from the Department of Environment Protection, renovations will be done to Remsen Hall, Kiely Hall Plaza, BRL and plans for the future include an indoor track in Fitzgerald Gym.

In closing he mentioned the following items: a) CUNY Pathways Project which is under way. b) Queens College was one of five institutions that did a good job in servicing low income families. c) This year the college will focus on the country of Turkey. d) our goals for a 5 year strategic plan for 2012-2017. President Muyskens invited everyone to

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(3. Announcements, Administrative Reports, and Memorials)

- the Staff/Faculty Assembly on October 5.
2. Chair Brody announced that under New Business, she will make a motion to form an Ad Hoc Committee to study the CUNY Pathways Project. Chair Brody reminded all delegate/alternate senators to sign in and thanked Senator Kenneth Lord for helping with the clickers today as well as filling in as Parliamentarian.
 4. **Special Motions (none)**
 5. **Committee Reports**
 - 5a. **Graduate Curriculum Committee**

MOTION: Duly made by Professor Richard Bodnar, Dean of Research and Graduate Studies:

“To accept the Graduate Curriculum –Changes in Degree Program”

Hearing no objection to the motion, Professor Richard Bodnar moved unanimous consent.

PART A: ACADEMIC MATTERS September XX, 2011

Section AllI: Changes in Degree Programs September XX, 2011

AllI.1. Educational and Community Programs (XX-XX, Academic Senate minutes of 9/xx/2011)

RESOLVED, that a change in certification title and State program code for the Master's of Science in Education in Teaching Students with Disabilities at the Adolescent Level (grades 7-12) (Current State program code: 26417) be approved, subject to financial ability.

New York State Education Department (NYSED) eliminated all Content Specialist certifications in Students with Disabilities at the adolescent level (grades 7-12) and replaced these certification titles with an Adolescent Generalist certification with the possibility of subject area extensions. NYSED requires all registered teacher certification programs in students with disabilities at the adolescent level to apply for a new five-digit State Program Code through a fast-track application, specifically created for this purpose.

As a result, as of February 2, 2011, no new candidates will be admitted in the existing Queens College MEd Program leading to Students with Disabilities 7-12 Content Specialist Certificate Titles (program code: 26417). The College will discontinue applying for the Content Specialist Certificate Titles for candidates currently enrolled as of February 2016.

Candidates matriculated in the MEd program in special education as of September 2011 will be eligible for the SWD 7-12 Generalist certification with Subject Extensions as appropriate. A fast-track application for a new five-digit code for this new MEd program has already been submitted to the State Education Department and is pending approval (May 2011).

No changes are proposed to the existing program entrance requirements, curriculum, course sequence, or graduation requirements. *The course sequence for the proposed MEd in Adolescent Special Education leading to a Generalist Certificate will be following the course sequence that of our previously approved MEd in Adolescent Special Education leading to the Content Specialist certificate. A complete course sequence and course descriptions are attached.*

FROM:	TO:
Current program title: Master's of Science in Education in Teaching Students with Disabilities at the Adolescent Level (grades 7-12) —Content Specialist	Proposed program title: Master's of Science in Education in Teaching Students with Disabilities Adolescent <u>Generalist</u> (grades 7-12)
NY State Certificate Titles to be Deleted: SWD 7-12 Content Specialist in: <ul style="list-style-type: none"> • SWD- Earth Science (grades 7-12) • SWD- Biology (grades 7-12) • SWD- Chemistry (grades 7-12) • SWD- Physics (grades 7-12) • SWD- Social Studies (grades 7-12) • SWD- Mathematics (grades 7-12) • SWD- English Language Arts (grades 7-12) • SWD- Languages other than English (grades 7-12) (Spanish, Italian, French, Chinese) 	NY State Certificate Titles to be Added: SWD 7-12 Generalist with SWD Subject Extensions <ul style="list-style-type: none"> • SWD- Earth Science (grades 7-12) • SWD- Biology (grades 7-12) • SWD- Chemistry (grades 7-12) • SWD- Physics (grades 7-12) • SWD- Social Studies (grades 7-12) • SWD- Mathematics (grades 7-12) • SWD- English Language Arts (grades 7-12) • SWD- Languages other than English (grades 7-12) (Spanish, Italian, French, Chinese)
Number of Credits: 36-credits	Number of Credits: 36-credits

MSED SWD Adolescent Generalist

<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
ECPSE 700	Foundations of Special Education	3
ECPSE 712	Language and Literacy: Principles and Practices	3
ECPSE 701	Introduction to Assessment in Special Education	3
ECPSE 708	Collaboration with Families and School-Based Team	3
ECPSE 722	Applied Behavior Analysis and Positive Behavior Supports	3
ECPSE 740	Curriculum and Instruction for Adolescent Special Education	3
ECPSE 741	Advanced Seminar in Adolescent Special Education	3
ECPSE 720	Trends and Issues in the Education of Students with Severe Disabilities	3
ECPSE 725	Internship in Severe Disabilities	6
ECPSE 746	Research in Special Education	3
ECPSE 748	Advanced Research in Special Education	3
Total Credits		36

MSEd Program in SWD Adolescent Generalist 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 712: Language and Literacy: Principles and Practices. This course examines developmental and pedagogical principles of language and literacy development and explores best-practices in curriculum and instruction for promoting language and literacy skill acquisition. Specifically, techniques and strategies are presented for addressing the diverse language and literacy needs of students with disabilities, English Language Learners, and students at risk for school failure across developmental levels (i.e., at the early childhood, childhood, and adolescent levels). Candidates will also examine reading and writing levels, formative evaluation strategies, motivational influences, and individual and group strategies for supporting language and literacy skill development.

ECPSE 720: Trends and Issues in the Education of Learners with Severe Disabilities. This course is designed to acquaint program candidates with the characteristics, assessment strategies, methods of teaching, team approaches, and current research and life span issues related to the education of learners with severe and multiple disabilities, and learners on the autism spectrum. Emphasis is placed on research-based methodology, language development, and teaching skills that increase self-determination and quality of life for students and their families.

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

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

ECPSE 740: Curriculum and Instruction for Adolescent Special Education. Theory and research about young adults with disabilities and exemplary practices in informal assessment, curriculum design and adaptation, effective instruction, person-centered planning, self-determination, supportive learning environments, and instructional technology for students with mild, moderate, and severe disabilities. Field experiences of at least 15 hours involve program candidates in assessment, curriculum adaptation, planning, and implementing an intervention to assist a young adult achieve his/her goals. Reflection on practice involves an analysis of self-determination, empowerment, learning, community participation, and behavior change.

ECPSE 741: Advanced Seminar in Adolescent Special Education. This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in adolescent special education for students with mild, moderate, and severe disabilities. This advanced seminar will focus critically on the core values of the Queens College Education Unit related to promoting Equity, Excellence, and Ethics in urban schools and communities.

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.

All applicants for the SWD Adolescent Generalist MEd Program are required to:

- Have an undergraduate Grade Point Average (GPA) of 3.0 or better.
- Write a well-written essay explaining why the applicant chose to major in special education.
- Provide three letters of recommendation that demonstrate the applicant's abilities, qualities, and promise as a special educator.
- Indicate the nature and types of the applicant's work experience.
- Hold Initial Certification (or the equivalent) from NYSED in general education in a secondary level content area.

Once admitted to the SWD Adolescent Generalist MEd Program, candidates are required

to:

- Maintain a 3.0 GPA to register for internship course or research courses.
- Maintain a 3.0 GPA and demonstrate professional dispositions and behavior to remain matriculated and to graduate.
- Receive a grade of B or better (3.0) in the internship.
- Meet with an advisor if they get a course grade lower than B- or if they demonstrate questionable professional dispositions or behavior. A candidate and his/her advisor will then make a plan to determine (a) how to rectify any academic or behavioral deficiencies, and (b) the conditions for continuing in the program.
- If a candidate and advisor agree that the deficiencies can be rectified, an individualized contract is developed and carefully monitored by the advisor and the candidate.
- Should an individualized plan address academic or behavioral deficiencies within an internship situation, a candidate may be required to participate in a guided internship

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(5a. Graduate Curriculum Committee minutes continued)

- experiences. The candidate would then be required to register for Supervised Internship in Special Education (ECPSE 754) to fulfill the requirements of the individualized plan.

To complete the MEd in SWD Adolescent Generalist program, candidates must 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. The research project or culminating activity—is completed in the Advanced Research in Special Education (ECPSE 748).

AIII.2. Educational and Community Programs (XX-XX, Academic Senate minutes of 9/xx/2011)

RESOLVED, that a change in certification title and State program code for the Post-Master’s, Advanced Certificate in Education in Teaching Students with Disabilities at the Adolescent Level (grades 7-12) (Current State program code: 32804) be approved, subject to financial ability.

New York State Education Department (NYSED) eliminated all Content Specialist certifications in Students with Disabilities at the adolescent level (grades 7-12) and replaced these certification titles with an Adolescent Generalist certification with the possibility of subject area extensions. NYSED requires all registered teacher certification programs in students with disabilities at the adolescent level to apply for a new State Program Code through a fast-track application, specifically created for this purpose.

As a result, as of February 2, 2011, no new candidates will be admitted in the existing Queens College Post-Master’s, Advanced Certificate Program leading to Students with Disabilities 7-12 Content Specialist Certificate Titles (program code: 32804). The College will discontinue applying for the Content Specialist Certificate Titles for candidates currently enrolled as of February 2016.

Candidates matriculated in the post master’s, advanced certification program in special education as of September 2011 will be eligible for the SWD 7-12 Generalist certification with Subject Extensions as appropriate. A fast-track application for a new five-digit code for this new post master’s, advanced certification program has already been submitted to the State Education Department and is pending approval (May 2011).

No changes are proposed to the existing program entrance requirements, curriculum, course sequence, or post master’s advanced certification program completion requirements. *The course sequence for the proposed post-master’s, advanced certification program in Adolescent Special Education leading to a Generalist Certificate will be following the course of our previously approved post master’s, advanced certification program in Adolescent Special Education leading to the Content Specialist certificate. A complete course sequence and course descriptions are attached.*

FROM:	TO:
Current program title: Post Master’s, Advanced Certificate Program in Teaching Students with Disabilities at the Adolescent Level (grades 7-12) —Content Specialist	Proposed program title: Post Master’s, Advanced Certificate Program in Teaching Students with Disabilities Adolescent Generalist (grades 7-12)
NY State Certificate Titles to be Deleted:	NY State Certificate Titles to be Added:

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<p>SWD 7-12 Content Specialist in:</p> <ul style="list-style-type: none"> • SWD- Earth Science (grades 7-12) • SWD- Biology (grades 7-12) • SWD- Chemistry (grades 7-12) • SWD- Physics (grades 7-12) • SWD- Social Studies (grades 7-12) • SWD- Mathematics (grades 7-12) • SWD- English Language Arts (grades 7-12) • SWD- Languages other than English (grades 7-12) (Spanish, Italian, French, Chinese) 	<p>SWD 7-12 Generalist with SWD Subject Extensions</p> <ul style="list-style-type: none"> • SWD- Earth Science (grades 7-12) • SWD- Biology (grades 7-12) • SWD- Chemistry (grades 7-12) • SWD- Physics (grades 7-12) • SWD- Social Studies (grades 7-12) • SWD- Mathematics (grades 7-12) • SWD- English Language Arts (grades 7-12) • SWD- Languages other than English (grades 7-12) (Spanish, Italian, French, Chinese)
<p>Number of Credits: 18-credits</p>	<p>Number of Credits: 18-credits</p>

Post Master’s, Advanced Certification Program in SWD Adolescent Generalist

<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
ECPSE 700	Foundations of Special Education	3
ECPSE 701	Introduction to Assessment in Special Education	3
ECPSE 722	Applied Behavior Analysis and Positive Behavior Supports	3
ECPSE 740	Curriculum and Instruction for Adolescent Special Education	3
ECPSE 725	Internship in Severe Disabilities	6
Total Credits		18

Post Master’s, Advanced Certificate in SWD Adolescent Generalist 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.

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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.

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(5a. Graduate Curriculum Committee minutes continued)

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 740: Curriculum and Instruction for Adolescent Special Education. Theory and research about young adults with disabilities and exemplary practices in informal assessment, curriculum design and adaptation, effective instruction, person-centered planning, self-determination, supportive learning environments, and instructional technology for students with mild, moderate, and severe disabilities. Field experiences of at least 15 hours involve program candidates in assessment, curriculum adaptation, planning, and implementing an intervention to assist a young adult achieve his/her goals. Reflection on practice involves an analysis of self-determination, empowerment, learning, community participation, and behavior change.

All applicants for the SWD Adolescent Generalist Post Master's Advanced Certificate

Program are required to:

- Have a graduate degree in education or an appropriate secondary content area
- Have a graduate Grade Point Average (GPA) of 3.0 or better.
- Write a well-written essay explaining why the applicant chose to major in special education.
- Provide three letters of recommendation that demonstrate the applicant's abilities, qualities, and promise as a special educator.
- Indicate the nature and types of the applicant's work experience.
- Hold Initial Certification (or the equivalent) from NYSED in general education in a secondary level content area.

Once admitted to the SWD Adolescent Generalist Post Master's, Advanced Certificate

Program, candidates are required to:

- Maintain a 3.0 GPA to register for the internship course.
- Maintain a 3.0 GPA and demonstrate professional dispositions and behavior to remain matriculated and to graduate.
- Receive a grade of B or better (3.0) in the internship.

To complete the Post Master's, Advanced Certification Program in SWD Adolescent Generalist, candidates must meet the following requirements:

- Maintain a 3.0 GPA and complete all coursework.
- Perform successfully on all program-level and unit-level assessments.

5b. Nominating Committee

- i. MOTION: Duly made by Professor Franklin Turner, Chair of the Nominating Committee:

“To accept the Nominating Committee Report dated September 15, 2011”

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

A) International Student Affairs Committee:

The following faculty member was elected by unanimous consent:

Sung-Eun Choi ANY (December, 2012)

B) Nominating Committee:

The following faculty member was nominated from the floor to fill the OPEN Social Science seat:

Kwong Bor NG Social Science (May, 2012)

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

6. Old Business

The Chair accepted nominations to fill the remaining student seat on the **Executive Committee**.

The following students were nominated from the floor:

Raspreet Bhatia (31 votes)
Alexia Makrigannis (17 votes)

Raspreet Bhatia was elected by a majority of the vote.

7. New Business

Chair Roberta Brody appointed Deputy Chair Edward Borman, Chair pro tempore

MOTION: Duly made by Chair Brody:

“Move to form an Ad Hoc Committee under the Undergraduate Curriculum Committee, to study the Pathways Project related documents coming out of CUNY and provide input and feedback to Dean Summerfield’s Committee”

Hearing no objection to the motion, Deputy Chair Edward Borman pro tempore moved unanimous consent.

Deputy Chair Edward Borman pro tempore returned control of the Senate back to Chair Brody.

MOTION: Duly made:

“To Adjourn”

The meeting was adjourned at 4:30 p. m. The next Academic Senate meeting will be on Thursday, October 13, 2011.