

**The meeting will come to order:**

Deputy Chair Edward Borman called the meeting to order at 3:52 p.m.

**1. Approval of Agenda:**

i. MOTION: Duly made:

“To approve the agenda”

ii. MOTION: Duly made by Senator Ronald Rothenberg and seconded by Senator Robinson:

“To amend the Agenda to add under New Business Item 7a.”

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

iii. MOTION: Duly made by Deputy Chair Edward Borman:

“To approve the Agenda as amended”

Hearing no objection to the motion the agenda was approved as amended.

**2. Approval of Minutes:**

i. MOTION: Duly made and seconded:

“To adopt the minutes dated December 8, 2011”

ii. MOTION: Duly made by Senator James Robinson:

“To amend the Minutes to add an objection to the election of Timothy Rosen on the Elections Committee”

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

iii. MOTION: Duly made by Deputy Chair Edward Borman:

“To adopt the Minutes as amended”

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

## ACADEMIC SENATE MINUTES, February 9, 2012

(3. Announcements, Administrative Reports, and Memorials)

### 3. Announcements, Administrative Reports, and Memorials:

1. Professor Chris Vickery announced that today the subcommittee on Pathways sent a draft outline for the new General Education structure to the Undergraduate Curriculum Committee. There will be a Special Limited Academic Senate meeting on March 29, 2012 to discuss the College's plan for Pathways. For more information see the subcommittee's website at: <http://senate.qc.cuny.edu/Curriculum/Pathways/>.
2. Brian Lupo, Project coordinator for NYPIRG, announced on Tuesday, February 14, there will be a school supplies drive, "Have a Heart for the Homeless" from 11am-3:00pm in the QC dining hall. Any donation of school supplies will be greatly appreciated.

#### 3a. Guest Speaker- Professor Inas Kelly, Faculty Athletic Representative

Professor Inas Kelly gave a power point demonstration of the Athletics Department outlining the athletics program and the criteria needed for the students to stay in the program. The athletics department only allows students to miss class if they have a competition; and they must maintain a GPA of 2.0. As Athletics Representative she is a liaison between the Athletics Department and the faculty. She acknowledged China Jude, Assistant Vice President for Athletics and Athletics Director, and introduced Merlin Thompson, Associate Director and Jennifer Robbins, Student Services Coordinator. Professor Kelly took questions from the Senate. For more information visit the Athletics website at: <http://www.queensknights.com/splash/index>.

#### 4. Special Motions: (none)

#### 5. Committee Reports

##### 5a. Undergraduate Curriculum Committee

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

"To accept the UCC Minutes dated –December 8, 2011"

Hearing no objection to the motion, Senator Kenneth Lord moved unanimous consent.

#### A. General Education

- a. Writing-Intensive Sub-committee. No report.
- b. General Education Advisory Committee. (Meeting of 12/5/2011)
  - i. Perspectives courses (Details available at: <http://senate.qc.cuny.edu/GEAC/Proposals>)
    1. MUSIC 18: Music in European Traditions (AP, ET)
    2. MUSIC 38: Music in American Culture (AP, US)
    3. MUSIC 48: Music in Pre-Industrial Times (AP, PI)
  - ii. Synthesis proposals
    1. DRAM 302. Dramatizing Science (Meeting of 11/7/2011)
  - iii. Global Contexts course proposals

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(5a. UCC Minutes continued)

- iv. Capstone course proposals (Details available at: <http://senate.qc.cuny.edu/GEAC/Proposals>)
  - 1. HNRS 350: Senior Thesis
- v. Spirit of PLAS

### B. Curriculum Changes

#### 1. Drama, Theater and Dance (11-40)

##### a. New Course

DRAM 302. Dramatizing Science

3 hr.; 3 cr.

The intersections of science and theatre since the Renaissance. An investigation of the ways in which

Western theatre has examined the nature of science, and the social, cultural, ethical, psychological

and esthetic implications of scientific methods and discoveries.

#### 2. Accounting (11-41)

##### a. Change to Prerequisite

To read:

ACCT 101. Introduction to the Theory and Practice of Accounting I.

4 hr.; 3 cr. Prereq.: Minimum of twelve (12) credits completed.

#### 3. Honors in the Humanities (11-43)

##### a. Change in description.

To Read:

HTH 300. Senior Seminar. 3 hr. 3 cr.

Prereq.: By permission only. An intensive and interdisciplinary exploration of a major literary theme, philosophical issue, and/or historical concern (e.g., Utopias/Dystopias, Victorian Bodies; the European Avant-Garde, Suffering; The Silk Roads). The course may include both ancient and modern and both western and non-western texts and art. The course may be repeated once for credit provided the topic and instructor differ.

### C. Committee Resolution

##### a. Change in credit by external examination.

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(5a. UCC Minutes continued)

### To Read:

#### Credit by External Examination

Students may receive college credit for examinations conducted by the New York State Department of Education–College Proficiency Examination Program and by the College Entrance Examination Board– College Level Examination Program (CLEP, subject- area exams only). Students entering the college will have course equivalencies posted on their transcripts automatically. Once enrolled at the college students may not receive credit for these entrance exams. Information about these examination programs is available in the Admissions Office.

### 5b. Graduate Curriculum Committee.

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

“To accept the Graduate Curriculum Minutes dated- December 14, 2011”

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

#### 1. Psychology (G11-25)

##### Change in Description:

##### To Read:

PSYCH 760. Psychometric Methods. 2 lec. hr. plus conf.; 3 cr. Prereq. or Coreq.: Psy705 or permission of MA Advisor. A general introduction to psychometric methods which focuses on administration, standardization, norms, reliability, validity, and test construction. Lectures cover the history of intelligence testing and the development of techniques for assessing personality and psychiatric disorders, as well as basic issues related to intelligence testing and an introduction to the Wechsler intelligence scales.

#### 2. Psychology (G11-26)

##### New Course

Psych. 720.04, Behavior Analysis of Child Development. 3 hr.; 3 cr.

A critical review of basic concepts in child psychology from the point of view of the field of behavior analysis. Content includes readings, lecture, and discussion concerning a) the criteria for evaluating scientific theories, b) the concept of behavior in developmental psychology, and c) the behavior analytic view of development.

##### Rationale:

This course is part of the curriculum for the Queens College ABA MA program and ABA Certificate Program in the Psychology Department. It also meets a subject requirement in the Behavior Analysis Certification Board’s preapproval of the Psychology Department’s behavior analysis curriculum. The course has been offered for over 10 years as part of the curriculum on behavior analysis of development and developmental disabilities, but has always had a 791.3

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number. We are requesting a long-overdue permanent number for this course. The course has been co-listed with Psych 72004 at the doctoral level. The proposal is to give it the same number as in the Graduate Center listing, as is the case for other co-listed courses.

### 3. Psychology (G11-27)

#### To Read:

#### **708.4. Behavioral Neuroscience.**

3 hr.; 3 cr. A survey dealing with the basic physiological, anatomical, and chemical functions of the nervous system as they relate to behavior. Topics include basic neuron cellular anatomy and physiology, sensory processes, motor systems, memory, motivation, learning, emotion, sleep, and arousal.

### 4. Psychology (G11-28)

#### To Read:

703.10. Design of Psychological Research. 2 lec. Hr. plus conf.; 3 cr. An intensive examination of experimental research methodology. Prior approval of the research project by both the Faculty advisor and the MA advisor is required before registering. Individual research projects.

### 5. Education and Community Programs (G11-29)

## OVERVIEW OF REQUESTED CHANGES

ECP's Graduate Programs in Special Education (GPSE) request a series of program changes, which are highlighted in this cover memo.

- I. **Changes to two existing courses to make age-level/certification level courses.** GPSE prepares students for NY State Teacher Certification at three age-levels: early childhood level (birth to grade 2), childhood level (grades 1 to 6), and adolescent level (grades 7 to 12). Over the last few semesters, GPSE pilot-tested dividing up two existing courses ECPSE 701—Introduction to Assessment in Special Education, and ECPSE 712—Language and Literacy: Principles and Practices, by age range certification levels. Prior to this pilot-testing, the assessment course (ECPSE 701) and the literacy course (ECPSE 712) mixed candidates across age-level certifications.

The pilot-testing of these age specific courses indicates that both faculty and program participants believe that these age level/certification level subdivisions makes pedagogical sense. So the GPSE faculty wanted to formalize this by creating age level/certification level sections of the assessment course and the literacy course. **The first six changes are related to creating these age level/certification level specific courses.**

#### **More specifically:**

- A. Minor changes are proposed to ECPSE 701—Assessment in Special Education to change this course to specifically focus on early childhood assessment (i.e., birth to grade 2).

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- B. Two new courses are proposed (a) ECPSE 702—Assessment in Childhood Special Education, and (b) ECPSE 703—Assessment in Adolescent Special Education, to create parallel sections of this courses at the childhood and adolescent levels (i.e., grades 1—6, and grades 7—12, respectively).
  - C. Minor changes are proposed to ECPSE 712—Language and Literacy: Principles and Practices to change this course to specifically focus on early childhood literacy.
  - D. Two new courses are proposed (a) ECPSE 713— Language and Literacy: Principles and Practices in Childhood Special Education, and (b) ECPSE 714— Language and Literacy: Principles and Practices in Adolescent Special Education, to create parallel sections of this courses at the childhood and adolescent levels.
- II. **Creation of a new course ECPSE 728—Advanced Workshop in Applied Behavior Analysis.** ECPSE 728 was specifically developed to be a long-term solution, to the use of a variable workshop code, ECPSE 750. ECPSE 728 should replace ECPSE 750 in the Graduate Bulletin, so that ECPSE 750 remains available for use as a variable topical workshop code.
- III. **Changes to maintenance requirements for ECPSE MEd and MAT Programs, and changes to the maintenance and graduation requirements for ECPSE Post-Masters, Advanced Certification Programs.** The focus of these changes to the matriculation requirements (or matriculation/graduation requirements) is to make the maintenance requirements similar across all special education teacher preparation programs. In addition, faculty members want to make sure that the maintenance requirements (for the MEd and MAT Programs) and the combined maintenance and graduation requirements (for the Post-Masters, Advanced Certification Programs) emphasize candidates’ professional dispositions and behaviors directly in addition to GPA.

### Overview of Revised Program Sequences

This overview table highlights the changes to the three age-level graduate programs in special education as described in the pages that follow. Each course in which changes are proposed is followed by superscript numbers which are referenced to the actual types of changes in the guide below the table.

**These changes were approved by the ECP Curriculum Committee on November 15, 2011.**

Graduate MEd Programs in Special Education					
Early Childhood MEd		Childhood MEd		Adolescent MEd	
<i>Existing Program</i>	<i>Proposed Program</i>	<i>Existing Program</i>	<i>Proposed Program</i>	<i>Existing Program</i>	<i>Proposed Program</i>
ECPSE 700	ECPSE 700	ECPSE 700	ECPSE 700	ECPSE 700	ECPSE 700
[ECPSE 712]	<u>ECPSE 712</u> <sup>1</sup>	[ECPSE 712]	<u>ECPSE 713</u> <sup>2</sup>	[ECPSE 712]	<u>ECPSE 714</u> <sup>3</sup>

<sup>1</sup> ECPSE 712 has been changed to become an age specific literacy course at the early childhood level.

<sup>2</sup> ECPSE 713 has been created as a new course to become an age specific literacy course at the childhood level.

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<b>[ECPSE 701]</b>	<b><u>ECPSE 701</u></b> <sup>4</sup>	<b>[ECPSE 701]</b>	<b><u>ECPSE 702</u></b> <sup>5</sup>	<b>[ECPSE 701]</b>	<b><u>ECPSE 703</u></b> <sup>6</sup>
ECPSE 708	ECPSE 708	ECPSE 708	ECPSE 708	ECPSE 708	ECPSE 708
ECPSE 730	ECPSE 730	ECPSE 710	ECPSE 710	ECPSE 710	ECPSE 710
ECPSE 722	ECPSE 722	ECPSE 722	ECPSE 722	ECPSE 722	ECPSE 722
ECPSE 731	ECPSE 731	ECPSE 711	ECPSE 711	ECPSE 711	ECPSE 711
ECPSE 720	ECPSE 720	ECPSE 720	ECPSE 720	ECPSE 720	ECPSE 720
ECPSE 725	ECPSE 725	ECPSE 725	ECPSE 725	ECPSE 725	ECPSE 725
ECPSE 746	ECPSE 746	ECPSE 746	ECPSE 746	ECPSE 746	ECPSE 746
ECPSE 748	ECPSE 748	ECPSE 748	ECPSE 748	ECPSE 748	ECPSE 748
<i>Total = 36-credits</i> <sup>7</sup>					

<b>Graduate Post Masters, Advanced Certification Programs in Special Education</b>					
<b>Early Childhood</b>		<b>Childhood</b>		<b>Adolescent</b>	
<i>Existing Program</i>	<i>Proposed Program</i>	<i>Existing Program</i>	<i>Proposed Program</i>	<i>Existing Program</i>	<i>Proposed Program</i>
ECPSE 700	ECPSE 700	ECPSE 700	ECPSE 700	ECPSE 700	ECPSE 700
<b>[ECPSE 701]</b>	<b><u>ECPSE 701</u></b> <sup>8</sup>	<b>[ECPSE 701]</b>	<b><u>ECPSE 702</u></b> <sup>9</sup>	<b>[ECPSE 701]</b>	<b><u>ECPSE 703</u></b> <sup>10</sup>
ECPSE 730	ECPSE 730	ECPSE 710	ECPSE 710	ECPSE 710	ECPSE 710
ECPSE 722	ECPSE 722	ECPSE 722	ECPSE 722	ECPSE 722	ECPSE 722
ECPSE 725	ECPSE 725	ECPSE 725	ECPSE 725	ECPSE 725	ECPSE 725
<i>Total = 18-credits</i>					

<b>Dual Certification Programs in Elementary and Special Education</b>	
<b>Childhood MAT</b>	
<i>Existing Program</i>	<i>Proposed Program</i>
EECE 702	EECE 702
ECPSE 700	ECPSE 700
EECE 711	EECE 711
<b>[ECPSE 701]</b>	<b><u>ECPSE 702</u></b> <sup>11</sup>

<sup>3</sup> ECPSE 714 has been created as a new course to become an age specific literacy course at the adolescent level.

<sup>4</sup> ECPSE 701 has been changed to become an age specific assessment course at the early childhood level.

<sup>5</sup> ECPSE 702 had been created as a new course to become an age specific assessment course at the childhood level.

<sup>6</sup> ECPSE 703 has been created as a new course to become an age specific assessment course at the adolescent level

<sup>7</sup> ECPSE 728 has been created as a new course to replace ECPSE 750 for MSED candidates in the BCBA program. The BCBA program is a 39-credit program.

<sup>8</sup> ECPSE 701 has been changed to become an age specific assessment course at the early childhood level.

<sup>9</sup> ECPSE 702 had been created as a new course to become an age specific assessment course at the childhood level.

<sup>10</sup> ECPSE 703 has been created as a new course to become an age specific assessment course at the adolescent level

<sup>11</sup> ECPSE 702 had been created as a new course to become an age specific assessment course at the childhood level.

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EECE 520		EECE 520	
EECE 525		EECE 525	
ECPSE 720		ECPSE 720	
EECE 545		EECE 545	
EECE 550		EECE 550	
EECE 555		EECE 555	
ECPSE 710		ECPSE 710	
ECPSE 742		ECPSE 742	
ECPSE 708		ECPSE 708	
ECPSE 722		ECPSE 722	
EECE 556		EECE 556	
ECPSE 725		ECPSE 725	
Either 2-course Sequence		Either 2-course Sequence	
ECPSE 746	EECE 780	ECPSE 746	EECE 780
ECPSE 748	EECE 781	ECPSE 748	EECE 781
<b>Total = 60-credits</b>			

QUEENS COLLEGE GRADUATE CURRICULUM COMMITTEE

To Read:

**ECPSE 701 Introduction to Assessment in Early Childhood Special Education (3 credits)**

The purpose of this course is to prepare early childhood special education teachers 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 in individual student and program evaluation, as well as, to classroom and curriculum planning.

New Course

**ECPSE 702, Introduction to Assessment in Childhood Special Education.** 3 hrs.; 3 cr. The purpose of this course is to prepare childhood special education teachers 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 in individual student and program evaluation, as well as, to classroom and curriculum planning.

**Course Rationale:** For years ECPSE 701 Introduction to Assessment in Special Education was taught across certification levels. However, this structure was not always effective in terms of addressing some of the content areas that are specific to a given certification age range. Feedback from candidates in the program and instructors strongly indicate that cohorts of candidates at the



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same certification level should be taught together. In other words, all early childhood special  
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education candidates should be taught together, all childhood special education candidates should be taught together and all adolescent special education candidates should be taught together so that each course can be better focused on addressing content areas relevant to the age range.

This newly proposed course, ECPSE 702 is based on the previously approved course, ECPSE 701 and it is modified and designated for candidates at the Childhood level.

### NEW COURSE

**ECPSE 703, Introduction to Assessment in Adolescent Special Education.** 3 hr.; 3 cr. The purpose of this course is to prepare secondary special education teachers 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 in individual student and program evaluation, as well as, to classroom and curriculum planning.

*Course Rationale:* For years ECPSE 701 Introduction to Assessment in Special Education was taught across certification levels. However, this structure was not always effective in terms of addressing some of the content areas that are specific to a given certification age range. Feedback from candidates in the program and instructors strongly indicate that cohorts of candidates at the same certification level should be taught together. In other words, all early childhood special education candidates should be taught together, all childhood special education candidates should be taught together and all adolescent special education candidates should be taught together.

This newly proposed course, ECPSE 703 is based on the previously approved course, ECPSE 701 and it is modified and designated for candidates at the Adolescent level.

Change in Course title, description:

To Read:

**ECPSE 712 Language and Literacy: Principles and Practices in Early Childhood Special Education (3 credits).** 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 at the early childhood level. 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.

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### NEW COURSE

**ECPSE 713, Language and Literacy: Principles and Practices in Childhood Special Education.** 3 hr.; 3 cr. 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 at the childhood level. 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.

*Course Rationale:* A previously approved course, ECPSE 712, Language and Literacy: Principles and Practices, for years it is taught where a mixture of candidates seeking teaching certification across three levels, i.e. early childhood, childhood and adolescent are grouped together into one section. However, this kind of grouping structure is not always effective in terms of addressing some of the content areas that are specific to a given certification age range. Feedback from candidates in the program and instructors strongly indicate that cohorts of candidates at the same certification level should be taught together. In other words, all early childhood special education candidates should be taught together, all childhood special education candidates should be taught together and all adolescent special education candidates should be taught together.

This newly proposed course, ECPSE 713 is based on the previously approved course, ECPSE 712 and it is modified and designated for candidates in the Childhood Special Education program only.

### NEW COURSE

**ECPSE 714, Language and Literacy: Principles and Practices in Adolescent Special Education.** 3 hr.; 3 cr. 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 at the secondary level. 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.

*Course Rationale:* A previously approved course, ECPSE 712, Language and Literacy: Principles and Practices, for years it is taught where a mixture of candidates seeking teaching certification across three levels, i.e. early childhood, childhood and adolescent are grouped

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together into one section. However, this kind of grouping structure is not always effective in terms of addressing some of the content areas that are specific to a given certification age range. Feedback from candidates in the program and instructors strongly indicate that cohorts of candidates at the same certification level should be taught together. In other words, all early childhood special education candidates should be taught together, all childhood special education candidates should be taught together and all adolescent special education candidates should be taught together in content age level focused courses.

This newly proposed course, ECPSE 714 is based on the previously approved course, ECPSE 712 and it is modified and designated for candidates in the Adolescent Special Education program only.

**Projected enrollment:** approximately 100 candidates each spring semester

**Projected frequency:** 5 course sections that would meet once a week for 15 weeks

**If this course will require additional costs, such as additional faculty, special facilities (laboratory, computer, library facilities), please attach a description and rationale.**

There are no additional costs associated with this course as this course will replace an existing literacy course that is currently taken by candidates in the special education program at the adolescent level.

### NEW COURSE

**ECPSE 728, Advanced Workshop in Applied Behavior Analysis.** 3 hr.; plus field work, 3 cr.  
**Prereq.:** ECPSE 722—Applied Behavior Analysis and Positive Behavior Supports, ECPSE 720—Trends and Issues in the Education of Students with Severe Disabilities, ECPSE 725—Internship in Severe Disabilities).

This advanced workshop on applied behavior analysis is offered to graduate students in special education in the three age-level Masters of Science in Education programs (MSEd; early childhood level—birth to grade 2, childhood level—grades 1 to 6, and adolescent level—grades 7-12) who are also interested in perusing a Board Certified Behavior Analyst (BCBA) certification. This advanced workshop focuses on enhancing candidates knowledge, skills and dispositions related to applied behavior analysis grounded in the ten content areas established by the Behavior Analyst Certification Board: 1) ethical considerations; 2) definition and characteristics, 3) principles, processes and concepts; 4) behavioral assessment; 5) experimental evaluation of interventions; 6) measurement of behavior; 7) displaying and interpreting behavioral data, 8) selecting intervention outcomes and strategies; 9) behavior change procedures, and 10) systems support.

**Rationale:** In 2008 the Graduate Programs in ECP began working with the Behavior Analyst Certification Board, Inc. and with our colleagues in the Department of Psychology to explore the possibilities of having a subset of the courses in our MSEd programs in special education approved as meeting the minimum of 225 classroom hours of academic credit graduate level instruction to enable interested graduate students in the Masters of Science in Education degree programs in Special Education to meet the coursework requirements for eligibility to take

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the Board Certified Behavior Analyst Examination (BCBA).

Upon an initial review of the existing coursework in our 36-credit MEd programs at the three certification levels (birth through grade 2, grades 1—6, grades 7 through age 21), we were told by the Behavior Analyst Certification Board that the MEd programs were slightly short in a few areas. The Department initially used a variable topic workshop course (ECPSE 750) to address these shortages. With the addition of ECPSE 750—Workshop in Applied Behavior Analysis, the MEd programs in special education received approval by the BACB.

- ❖ [See, the letter that follows from Dr. Jerry Shook, the Executive Officer of the Behavior Analyst Certification Board, Inc. (dated April 23, 2010) that states that that the course sequence in our MEd programs meets the BACB's coursework eligibility requirements with the inclusion of ECPSE 750.

ECPSE 728 was specifically developed to be a long-term solution, to the use of a variable workshop code. ECPSE 728 should replace ECPSE 750 in the Graduate Bulletin, so that the workshop code ECPSE 750 remains available for variable topical workshops in special education.

### **The current Graduate Bulletin states that:**

**ECPSE 750. Advanced Workshop in Applied Behavior Analysis.** 3 hr.; 3 cr. This advanced workshop on applied behavior analysis is offered to graduate students in special education who are also interested in pursuing their Board Certified Behavior Analyst (BCBA) certification. Candidates who take this advanced workshop must have already successfully completed ECPSE 722 (Applied Behavior Analysis and Positive Behavior Supports), ECPSE 720 (Trends and Issues in the Education of Learners with Severe Disabilities), and ECPSE 725 (Summer Internship in Severe Disabilities).

## QUEENS COLLEGE GRADUATE CURRICULUM COMMITTEE

### MINOR CHANGE FORM

Department: Educational and Community Programs

Department Contact: Craig Michaels

Telephone Number: (718.997.5266)

E-mail: drcmichaels@aol.com

Date Approved by Departmental Curriculum Committee: November 15, 2011

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### 1. Please note the types of change being requested:

*Change in Maintenance Requirements* for (a) ECPSE's MEd Programs, and (b) ECPSE/EECE's Dual certification MAT.

*Change in Maintenance and Graduation Requirements* for (c) ECPSE's Post-Masters, Advanced Certificate Programs

### 2. Please list the Maintenance Requirements or the Maintenance and Graduation Requirements previously passed by the Academic Senate from the current Graduate Bulletin. Bracket the material that you wish changed or eliminated.

#### a. Current Maintenance requirements for the MEd

##### Maintenance Requirements

All matriculated candidates in the graduate programs in Special Education must maintain a 3.0 [GPA]. Candidates who achieve a course grade of less than *B-* must meet with their advisor.

Candidates must have a 3.0 GPA to register for the [summer] internship course (ECPSE 725) and for research courses (ECPSE 746, 748). Candidates who achieve less than a *B-* in an internship course must meet with their advisor to determine if they should continue in the program and, if so, the conditions for continuing. If the candidate and advisor deem that the deficiencies can be rectified, an individualized plan, including a guided internship experience, may be written, and the candidate will be required to register for the Supervised Internship in Special Education (ECPSE 754).

#### b. Current Maintenance requirements for the Dual Certification MAT

##### Maintenance Requirements

Once admitted to the dual certification program, candidates must:

- Maintain at least a *B* average (3.0 grade-point average) and demonstrate professional dispositions and behavior<sup>[1]</sup> to remain matriculated and to graduate.

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- 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.<sup>[2]</sup>

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[1. 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 relative 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>.)]

[2. 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).]

### c. **Current Maintenance and Graduation requirements for the Post-Masters, Advanced Certification Programs**

#### **Maintenance and Graduation Requirements.**

Once admitted to one of these post-masters, advanced certificate programs, candidates will be required to:

- Get a grade of [3.0] or better in each class.
- Demonstrate professional dispositions and behaviors.
- [▪ Perform successfully on all program-level and unit-level assessments.]

### 3. **Please state the Maintenance Requirements or the Maintenance and Graduation Requirements as you wish it to read in the future. Eliminate whatever was bracketed above, and underline new material you are substituting or adding.**

#### a. **Revised Maintenance requirements for the MSED**

## ACADEMIC SENATE MINUTES, February 9, 2012

(5b. GCC minutes continued)

### Maintenance Requirements

All matriculated candidates in the graduate programs in Special Education must maintain a B average (3.0 grade-point average, GPA) and demonstrate professional dispositions and behaviors\*. Candidates who achieve a course grade of less than *B-* or who fail to demonstrate professional dispositions and behaviors must meet with their advisor.

Candidates must have a 3.0 GPA and have demonstrated appropriate professional dispositions and behaviors in all classroom, field, and professional settings to register for the internship course (ECPSE 725) and for research courses (ECPSE 746, 748).

Candidates who fail to meet appropriate professional dispositions and behavior will be reviewed by the special education faculty, who may recommend remedial action or dismissal from the program.\*\*

Candidates who achieve less than a *B-* in an internship course must meet with their advisor to determine if they should continue in the program and, if so, the conditions for continuing. If the candidate and advisor deem that the deficiencies can be rectified, an individualized plan, including a guided internship experience, may be written, and the candidate will be required to register for the Supervised Internship in Special Education (ECPSE 754).

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\*. Appropriate professional dispositions and behaviors must be demonstrated in all classroom, field, and professional settings 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,;" and (b) the code of ethics for special education professionals (see <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/default.htm>). Such professional dispositions and behaviors also include, but are not limited to, interpersonal skills, professional judgment, ethical conduct, and academic integrity.

\*\*. 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.

## ACADEMIC SENATE MINUTES, February 9, 2012

(5b. GCC minutes continued)

### b. Revised Maintenance requirements for the Dual Certification MAT

#### Maintenance Requirements

Once admitted to the dual certification program, candidates must:

- Maintain at least a *B* average (3.0 grade-point average) and demonstrate appropriate professional dispositions and behavior\* 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.\*\*
- Similarly, a matriculated candidate who fails to demonstrate professional dispositions and behaviors in all classroom, field, and professional settings will be reviewed by the special education and elementary education faculty, who may recommend remedial action or dismissal from the program.\*\*

### c. Revised Maintenance and Graduation requirements for the Post-Masters, Advanced Certification Programs

#### Maintenance and Graduation Requirements.

Once admitted to one of these post-masters, advanced certificate programs, candidates will be required to:

- Get a grade of B or better in each class.
- Demonstrate appropriate professional dispositions and behaviors in all class, field, and professional settings.\*
- Candidates who do not get grades of B or better or who fail to demonstrate appropriate professional dispositions and behaviors will be reviewed by the special education faculty, who will either recommend remedial action or dismissal from the program.\*\*



## ACADEMIC SENATE MINUTES, February 9, 2012

(5b. GCC minutes continued)

### 4. Please give a justification for the change.

The Special Education faculty wanted to maintenance requirements to be similar across all special education teacher preparation programs. In addition, faculty members want to make sure that the maintenance requirements (for the MEd and MAT Programs) and the combined maintenance and graduation requirements (for the Post-Masters, Advanced Certification Programs) emphasize candidates' professional dispositions and behaviors directly in addition to GPA. After all the Graduate Programs in Special Education are preparing future teachers who will be working with one of the more vulnerable populations in schools today. The professionalism and ethics of our graduates are critical to their success as special educators and to the reputation of the graduate programs at Queens College.

### 6. Graduate School of Library Information Systems (G11-30)

To Read:

LBSCI 787 Strategic and Competitive Intelligence. 3 hrs.; 3 cr. Prereq. or Coreq: LBSCI 700, 701, 702, 703, 786. This course will introduce the student to the theories, concepts, processes and practices of ethical competitive intelligence. It covers the study and use of basic competitive intelligence concepts, practices, techniques, and tools, set within the context of ethical business practice and grounded in critical thinking approaches.. Application of concepts, processes, and techniques within related business and information-intensive settings will also be explored.

### 7. History (G11-31)

New Course

HIST 705 History of World War I hours and credits: 2 hours plus conference, 3.0 credits.

Explores World War II as a military, as well as a cultural phenomenon. The course takes a global perspective, examining the events and historiography on the war in various national theaters. It also explores World War II as race war, a site of competing memories, and delves into debates over the morality of tactics such as the strategic bombing campaigns over Germany and Japan. Rationale: This popular course complements our other offerings in U.S., European and Asian history. Together with the proposed new course in military theory, making this course permanent would also allow us to develop a potential concentration within the MA on military history.

New Course

HIST 706 Military Theory and History. 2 hours plus conference, 3.0 credits Focuses on how military theory has evolved from the ancients until the current day. We will examine various military thinkers and their ideas on how to effectively wage war, the human costs of war, and how at times theory and reality clash. We shall also consider the major threads of historiography of military history and the ethics of war.

Rationale: This popular course complements our other offerings in U.S., European and Asian history. Together with the proposed new course in World War II, making this course permanent would also allow us to develop a potential concentration within the MA on military history.

## ACADEMIC SENATE MINUTES, February 9, 2012

(5b. GCC minutes continued)

HIST 728 The Collapse of the Soviet Union. 2 hours plus conference, 3.0 credits. This course explores the causes and consequences of the collapse of the Soviet Union in 1991. It considers a variety of interpretations of the causes of collapse (nationalism, ideology, technology, international relations, economics, etc.), the evolving historiography on the subject, and the effects of the USSR's collapse on its successor states as well as global politics.

Rationale: This course would be a logical complement to HIST 733, The Soviet Union. The department has never had a permanent course on post-Soviet Russia, which has now entered the realm of history. Students have expressed interest in this topic as both a course and topic for MA theses. By building up our offerings in European history, the department would be better positioned to eventually create better defined concentrations within students' MA coursework.

### NEW Course

HIST 750 The History of Brazil. 2 hours plus conference, 3.0 credits The political, cultural, social, economic and intellectual history of Brazil from the colonial period to the present.

Rationale: This would make permanent a course Prof. Chazkel has offered numerous times. It takes a broader look at Brazil than HIST 753 (Studies in Brazilian History) and would better prepare students wishing to take that course, as well as write theses on modern Brazil. By building up our offerings in Latin American history, the department would be better positioned to eventually create concentrations or possibly a non-U.S./non-Europe requirement within students' MA coursework.

### New Course

HIST 779 History of Women in the Modern United States. 2 hours plus conference, 3.0 credits. Examines women's social, political, cultural and economic position in American society from 1920 (the passage of suffrage) through the present. Among the topics considered are notions of women's roles in the public and private sphere; how gender intersected with categories of race, class, ethnicity, and region; women's lived experience; and how larger forces affected women's abilities to act in the public sphere.

Rationale: This popular course has frequently been taught as a HIST 799 and needs to be made permanent (just as European women's history has been). Also, by formalizing more offerings in women's and gender history we may eventually be able to offer this as a concentration within students' MA coursework.

### New Course

HIST 780 The Family in U.S. History. 2 hours plus conference, 3.0 credits. Examines how familial roles and expectations have changed over the course of U.S. history, both in terms of private relations within families and the family's relationship to forces such as politics, the law, social movements, and the economy.

Rationale: This popular course has frequently been taught as a HIST 799 and needs to be made permanent. This subject attracts a great deal of interest as a thesis topic as well. Also, by

## ACADEMIC SENATE MINUTES, February 9, 2012

(5b. GCC minutes continued)

formalizing more offerings in women's and gender history we may eventually be able to offer this as a concentration within students' MA coursework.

### New Course

HIST 788 The United States and the Vietnam War. 2 hours plus conference, 3.0 credits.

Explores the history of the U.S.'s role in the Vietnam War with an emphasis on the impact of the war on the political, social, and cultural life of the United States.

Rationale: This popular course has been offered frequently as a HIST 799 and needs to be made permanent. It complements existing offerings in U.S. history and expands our reach into more recent history. The Vietnam War also attracts student interest as both the subject of a course and a subject for MA theses.

### New Course

HIST 758 Gandhi and Non-Violence. 2 hours plus conference, 3.0 credits. The history of violence and non-violence in the context of colonialism and nationalism, with an emphasis on the life of M.K. Gandhi, his role in political and social movements, his theoretical writings, and his wider influence.

Rationale: We currently have no permanent offerings in South Asian history, a gap that desperately needs filling. This course would be well-suited to secondary school teachers seeking courses in the burgeoning field of global history. Also, by formalizing more offerings in non-U.S./non-European history we may eventually be able to offer this as a concentration within students' MA coursework.

### New course

HIST 755 Nationalism in South Asia. 2 hours plus conference, 3.0 credits. Examines the phenomenon of nationalism through the lens of South Asia (India and neighboring countries) from its eighteenth century roots to the political conflicts of the present. Topics include nationalism's connections with race and gender, violence and nationhood, and the colonial roots of nationalism in the Third World.

Rationale: We currently have no permanent offerings in South Asian history, a gap that desperately needs filling. This course would be well-suited to secondary school teachers seeking courses in the burgeoning field of global history. Also, by formalizing more offerings in non-U.S./non-European history we may eventually be able to offer this as a concentration within students' MA coursework.

### New Course

HIST 757 History of Modern Genocide: 2 hours plus conference, 3.0 credits. Explores the emergence, evolution and causes of genocide in the twentieth century. Examples will be drawn from colonial genocides, the mass murder of Armenians, the Nazi Holocaust of Jews, Sinti and Roma, Soviet massacres, genocides in Cambodia and Rwanda, and "ethnic cleansing" in the former Yugoslavia.

## ACADEMIC SENATE MINUTES, February 9, 2012

(5b. GCC minutes continued)

Rationale: Having this course as a permanent offering would complement several existing courses in Soviet, German, and Asian history. It would be useful for secondary ed. students seeking courses in global history. It would also be useful for students as a source of potential thesis topics.

**5b.i.** MOTION: Duly made by Professor Richard Bodnar, Dean of Research and Graduate Studies:

“To accept the Master of Arts Teaching, Adolescent Science Education,  
Grades 7-12 Addendum Dated – February 9, 2012”

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

**Justification.** As noted by the New York State Department of Education (NYDOE) in its Race to the Top Initiative and supported by research regarding teacher shortages throughout the State and the country, there is a critical need for certified science teachers to work in high-needs secondary schools in New York City and throughout the country. Initially supported by a \$2.6 million grant awarded to Queens College (QC) by the by the NYDOE, this masters degree program leads to teacher certification in secondary science education. The program partners faculty and administrators at five local high-needs schools with QC teacher education faculty and museum educators at the New York Hall of Science, who have together developed a clinically rich, innovative set of curricular and clinical experiences that are similar to those in medical residencies.

This program is one of 11 funded by the State in a grant competition that included 38 applicants. To be funded, the program of studies was carefully reviewed by the NYDOE to be certain that it would meet State requirements for graduates to be eligible for teacher certification. Further, the curriculum presented was approved by a Blue Ribbon Panel of national experts in teacher education as appropriate and innovative in preparing urban science teachers in clinically rich experiences.

Given the State’s need for and review and recognition of this program, Dr. Ekaterina Sukhanova, Director of Academic Program Review for the City University of New York, advised Queens College to submit this program as one based on our Master of Science in Education (M.S.Ed.) that was previously approved for the Teaching Fellows Program.

**Teacher Certification.** This is a dual purpose program in that in addition to awarding a Masters Degree at the completion of the program, the necessary pre-requisites for Initial Teacher Certification are completed once students receive credit for all courses in the pedagogical core, the science education curriculum and student teaching. Professional Teacher Certification is achieved after three years of successful teaching.

**Competition.** The only local competition for this program is one offered by the American Museum of Natural History and another by New York University—which were similarly funded by NYDOE. We are not aware of any other masters programs that lead to initial adolescent science education certification in the New York City area.

### **Master of Arts in Teaching, Adolescent Science Education, Grades 7-12**

**Justification.** As noted by the New York State Department of Education (NYDOE) in its Race to the Top Initiative and supported by research regarding teacher shortages throughout the State and the country, there is a critical need for certified science teachers to work in high-needs secondary schools in New York City and throughout the country. Initially supported by a \$2.6 million grant awarded to Queens College (QC) by the by the NYDOE, this masters degree program leads to teacher certification in secondary science education. The program partners faculty and administrators at five local high-needs

## ACADEMIC SENATE MINUTES, February 9, 2012

(5b.i. continued)

schools with QC teacher education faculty and museum educators at the New York Hall of Science, who have together developed a clinically rich, innovative set of curricular and clinical experiences that are similar to those in medical residencies.

This program is one of 11 funded by the State in a grant competition that included 38 applicants. To be funded, the program of studies was carefully reviewed by the NYDOE to be certain that it would meet State requirements for graduates to be eligible for teacher certification. Further, the curriculum presented was approved by a Blue Ribbon Panel of national experts in teacher education as appropriate and innovative in preparing urban science teachers in clinically rich experiences.

Given the State's need for and review and recognition of this program, Dr. Ekaterina Sukhanova, Director of Academic Program Review for the City University of New York, advised Queens College to submit this program as one based on our Master of Science in Education (MSEd) that was previously approved for the Teaching Fellows Program.

**Competition.** The only local competition for this program is one offered by the American Museum of Natural History and another by New York University—which were similarly funded by NYDOE. We are not aware of any other masters programs that lead to initial adolescent science education certification in the New York City area.

**Based upon Existing Program.** The program being submitted is based upon an existing master's degree program at Queens College that is approved by the NYDOE. That MSEd program was similarly created to prepare secondary science teachers. The two programs differ in the following ways (see over):

New MAT	Existing MSEd
1. Fulfills requirements for Initial and Professional Teaching Certification	1. Fulfills requirements for Transitional B Teaching Certificate
2. Requires 3 intensive clinical experiences that are supervised by Queens College faculty (Summer Institute at New York Hall of Science; SEYS 572.2 Initial Clinical Experience; SEYS 572.4 Student Teaching)	2. Does not require clinical experience
3. Students begin full-time teaching upon completing 3 semesters of clinical experiences, pedagogical core and science education courses	3. Students begin full-time teaching upon completion of one summer of coursework and then complete most pedagogical core and science education courses while employed
4. Provides additional coursework to prepare graduates to work with diverse students, including English Language learners (ECPSE 550: Foundations of Special Education) and those with Disabilities (SEYS 745: Reading and Writing for Diverse Learner)	4. Requires minimal coursework related to teaching diverse students
5. Prepares graduates to use technology to enhance teaching and learning (SEYS 753: Computer Applications in Science Education)	5. Does not include technology coursework

The changes were included to be certain that students receive appropriate and significant clinical experience and coursework to prepare them to have an impact on student learning in high-needs, diverse communities. (See Appendix A for a comparison of requirements of the two degrees.)

## ACADEMIC SENATE MINUTES, February 9, 2012

(5b.i. continued)

**Program of Study.** The program of study is a combination of University graduate level coursework in education and science and clinical experiences at the New York Hall of Science, five local public Schools, and community educational enterprises. The intent of the program is to graduate students who have a strong base of content knowledge and solid pedagogical knowledge based in research, theory and practice. The following courses comprise the program of study:

<u>Course # and Title</u>	<u>Credits</u>
<i>Pedagogical Core</i>	
SEYS 536 Educational Foundations	3
SEYS 552 Educational Psychology	3
SEYS 700 Language, Literacy and Culture in Education	3
SEYS 745 Reading and Writing for Diverse Learners	3
<i>Science Education Curriculum</i>	
SEYS 582 Standards-Based Curriculum and Assessment in Teaching Science	3
SEYS 562 Seminar in Teaching Science	3
SEYS 753 Computer Applications in Science Education	3
<i>Student Teaching</i>	
SEYS 572.2 Initial Clinical Experience	2
SEYS 572.4 Student Teaching	4
<i>Research and Foundations</i>	
ECPSE 550 Foundations of Special Education	3
SEYS 777 Seminar in Research in Science Education I	3
SEYS 778 Seminar in Research in Science Education II	3
<i>Graduate Level Courses in Science Content</i>	10
Select three in the appropriate content area	
• Biology 585 Principles of Genetics	
• Biology 586 Principles of Cell Biology	
• Biology 587 Principles of Evolutionary Biology	
• Chemistry 501 & 502: Modern Concepts in General Chemistry	
• Chemistry 503 Special Topics: High School Chemistry	
• Chemistry 504 Environmental Chemistry	
• Geology 501 Earth Composition and Processes	
• Geology 520 Meteorology	
• Geology 522 Applied Geological Reasoning: The Geology of New York	

To earn an Initial Certificate, students must complete the courses designated as the Pedagogical Core, Science Education Curriculum and Student Teaching as well as demonstrate that, through their undergraduate and graduate work, they have accumulated a total of 36 credits that satisfy the State requirement for certification in the specialty area.

To earn a Professional Certificate, graduates must complete the courses required for Initial Certification, three years of teaching, and the courses designated as Research and Foundations and Graduate Level Courses in Science Content.,

TOTAL number of credits required = 46

# ACADEMIC SENATE MINUTES, February 9, 2012

(5b.i. continued)

<b>Comparison of course requirements for various Post Baccalaureate Degrees/Certificate Programs at QC</b>						
<b>A.</b>	<u>Course #</u>	<u>Course name</u>	<u>units</u>	Post Bac	Masters	MAT
<u>Course Type</u>				Cert in	For Teach.	(adol sci
				Sci Ed	Fellows	Ed)
					MS Ed (Sci)	
<i>Pedagogical Core</i>						
		Ed				
Foundations	SEYS 536	foundations	3	*	*	*
Psychology	SEYS 552	Ed. Psych	3	*	*	*
		Foundations of				
Sp.Ed.	ECPSE 550	Sp. ED	3			*
Special needs and differences	SEYS 700	Lang. Lit & Culture	3	*	*	*
		Read. And Wr.				
ESL	SEYS 745	For Diverse Lea	3			*
<i>Curriculum</i>						
Curriculum and Assessment	SEYS 582	Stds. Based Curr and Asses in Sci Seminar in Tch	3	*	*	*
Sci methods	SEYS 562	Sec Sci	3	*	*	*
		Computer				
Technology Course	SEYS 753	Applications in Sci Ed	3			*
<i>Student Teaching</i>						
Clinical experience	SEYS 572.2	Initial Clinical Exper.	2	*		*2
Student Teaching	SEYS 572.4	Student Teaching	4	*		*4
<i>Research</i>						
		Seminar in Research in Sci				
Research 1	SEYS777	Ed I	3		*	*
		Seminar in Research in Sc				
Research II	SEYS778	Ed II	3		*	*
<i>Specialty Course</i>						
			3		*	
<b>Cognate Courses</b>			3		*	
<b>Curriculum Course (2nd)</b>	SEYS 700 level course		3		*	

## ACADEMIC SENATE MINUTES, February 9, 2012

Graduate Content area	12 credits	10 credits
* indicates a 3 unit course unless otherwise stated		
** Registered with the State as a 36 Cr course		
<b>TOTAL CREDITS REQUIRED</b>	21 Cr	39 Cr ** 46 Cr

### 5c. Nominating Committee

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

“To accept the Nominating Committee Report dated February 9, 2012”

Hearing no objection to the motion, Professor Franklin Turner moved unanimous consent

#### 1. Undergraduate Curriculum Committee:

The following faculty member was elected by unanimous consent:

Janice P. Smith                      Arts & Humanities                      December, 2013

#### 6. Old Business (none)

#### 7. New Business

##### 7a. Resolution on Whiteboards

i. MOTION: Duly made by Professor Rothenberg and seconded:

“To accept the Resolution on Whiteboards”

ii. MOTION: Duly made by Parliamentarian Dave Fields:

“To refer to the Governance Committee”

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

MOTION: Duly made by Parliamentarian Dave Fields seconded and passed:

“To Adjourn”

The meeting was adjourned at 4:05pm. The next Regular Academic Senate meeting is Thursday, March 8, 2012.