

**The meeting will come to order:**

Chair Roberta Brody called the meeting to order at 3:38 p.m.

President Muyskens addressed the Senate to thank everyone for their enormous generosity in the aftermath of “*Hurricane Sandy*.” The gym, dining hall and FNES dept is now a shelter to over 500 evacuees along with cats, dogs, turtles, birds, lizards and one goldfish. The President went on to thank: Emmanuel Aviles who organized all the evacuation details; Dean Craig Michaels who helped with getting books and supplies to the children; Sidney Grimes, Administrator for Campus Plant Operations and Construction Services and the Building and Ground staff who have done a amazing job in cleaning up the campus; Professor Barbara Moore and her Counseling Ctr. staff; Naveed Husain and his staff in OCT; Pedro Pineiro and his Security team; Jeffrey Rosenstock for working with the Media and public relations; Acting VP Hendrey for managing the control center and being a liaison for FEMA and other agencies. In closing, he expressed how proud he is of Queens College’s faculty, staff and students.

**1. Approval of Agenda:**

- i. MOTION: Duly made by Chair Brody:

“To Adopt the Agenda”

Hearing no objection to the motion the Agenda was approved as distributed.

**2. Approval of Minutes:**

MOTION: Duly made and seconded:

“To approve the minutes dated October 18, 2012”

Hearing no objection, the minutes were approved as distributed

**3. Announcements, Administrative Reports, and Memorials:  
(none)**

**4. Special Motions**

4a. Deputy Holder of the Chair, QC Academic Senate

The following candidates were nominated from the floor to fill the OPEN Deputy Holder of the Chair seat:

**Ballot #1**

Michael Bento            30 votes

Alejandra Villanueva    17 votes

Failed election.

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(4a. Special Motions continued)

**Ballot #2**

Michael Bento	33 votes
Alejandra Villanueva	13 votes
Abstention	1

Michael Bento was elected.

**4b. Nominating Committee Elections**

The following student was nominated from the floor to fill the OPEN Social Science Seat:

Mursal Jaffrey Social Science May, 2013

Hearing no other nominations, the Chair asked the Secretary to cast one vote for the nominee.

**5. Committee Reports**

**5a. Undergraduate Curriculum Committee**

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

Editorial correction: pg .1 b.ii. withdrawn: ANTH 101, 102, 103, 104,  
pg..2. b.ii. withdrawn: SPAN 47

“To accept the UCC minutes dated October 18, 2012 as amended”

Hearing an objection to the motion, discussion followed.

ii. MOTION: Duly made by Alternate Senator Rodberg, Council of Chairs:

“To separate Part A- Pathways Proposals and postpone consideration indefinitely”

Hearing an objection to the motion, discussion followed.

iii. MOTION: Duly made by Parliamentarian Dave Fields:

“To call the question on the motion to Postpone”

Motion passed. Yes 40, No 0, Abstention 2

Point of Order by Senator Ken Lord to have a ballot vote

iv. MOTION: Duly made by Chair Brody:

“To have a Roll Call vote”

Motion failed. Yes 4 no 38

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(5a. UCC minutes continued)

v. MOTION: Duly made:

“To postpone UCC minutes Part A- Pathways Proposals indefinitely”

Motion failed. Yes 28, No 11, abstention 9

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

“To accept the UCC minutes of October 18, 2012 as amended”

Hearing an objection to the motion, discussion followed.

vi. MOTION: Duly made by Senator Manny Sanudo:

“To separate out UCC minutes Part A-Pathways Proposals “

Motion failed. Yes 29, No 19

vii. MOTION: Duly made Senator Ken Lord, Chair of the UCC:

“To accept the UCC minutes of October 18, 2012 as amended”

Motion passed. Yes 32

**A. General Education**

a. Writing Sub-committee. Meeting of 10/10/2012.

i. EC2: HIST 190. Writing and History.

b. General Education Advisory Committee. Meeting of 10/10/2012.

i. Perspectives Capstone course proposals. None.

ii. Core Curriculum Courses

Full proposal information may be found at  
[senate.qc.cuny.edu/Curriculum](http://senate.qc.cuny.edu/Curriculum)

ID	Course	Designation *
409	ACCT 261	IS
247	ANTH 101**	WC
251	ANTH 102**	SW
294	ANTH 103**	SW
253	ANTH 104**	IS
330	ARTH 110	CE
418	ARTH 258	CE
206	ASTR 1	SW
360	BIOL 14	LPS
353	CMLIT 206	WC
388	CMLIT 208	WC
377	CMLIT 209	US
358	CMLIT 210	WC

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397	CMLIT 215	CE
349	CMLIT 242	WC
228	DRAM 100	CE
272	ENSCI 112	SW
274	ENSCI 99	SW
339	FREN 203	LANG
367	FREN 203	WC
365	FREN 205	LIT
366	FREN 205	LANG
368	FREN 205	WC
316	FREN 45W	WC
207	GEOL 25	SW
175	HIST 160	WC
279	HNRS 125	CE
282	HNRS 226	IS
280	HNRS 126W	US
342	HSS 200	IS
328	LCD 100	IS
307	LCD 103	US
291	PHIL 104	IS
308	PHIL 225	SW
210	PHYS 3	SW
181	PSCI 102	US
352	PSCI 103	WC
297	PSYCH 252	LPS
384	SOC 101	IS
383	SOC 103	US
411	SOC 211	US
382	SOC 215	IS
393	SPAN 201	WC
268	SPAN 203	WC
406	SPAN 204	WC
389	SPAN 221	WC
394	SPAN 47**	CE
161	URBST 101	US
163	URBST 105	US
174	HIST 104	US
244	DANCE 151	WC
281	HNRS 225	SW
299	PHIL 116	IS
317	MUSIC 1	CE
350	MNSCI 113	SW
355	GEOL 99	LPS
362	CMLIT 207	US
376	PSCI 105	IS

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386	CMLIT 205	CE
400	SOC 222	US
414	ARTH 256	CE
162	URBST 103	US

\*\* NOTE: Removed from the list at the Senate meeting on 11/8/2012

\*Designations:

CE	Creative Expression	Pathways Core	Flexible
IS	Individual and Society	Pathways Core	Flexible
LANG	Language	College Option	
LPS	Life and Physical Sciences	Pathways Core	Required
SW	Scientific World	Pathways Core	Flexible
US	United States Experience in its Diversity	Pathways Core	Flexible
WC	World Cultures and Global Issues	Pathways Core	Flexible

**B. Curriculum Changes**

**1. Courses taken off Reserve and returned to Active Status**

- a. BIOL 22. Introduction to Human Physiology.
- b. ARTS 296. Advertising Design

**2. Courses Withdrawn**

- a. STPER 301. Dimensions of Counseling and Psychoanalytic Theory.
- b. STPER 303. Practicum in Dimensions of Counseling and Psychoanalytic Theory.
- c. PSCI 227. Revolution, Politics and Film
- d. PSCI 237. Central American Politics
- e. ENGL 134W. Writing Tutorial
- f. ENGL 135W. Writing Workshop

**3. Music (12-30)**

- a. Change in course number

To Read:

MUSIC 286. Practical Accompanying.  
2 hr.; 2 cr. Prereq: Permission of the accompaniment coordinator.

**4. Psychology: Neuroscience (12-31)**

- a. Change to the major.

To Read:

Requirements for Neuroscience majors (Major codes 144 and 145)

A total of 55 credits is required.

Required courses: PSYCH 101; PSYCH 107 (*or* BIOL 230); PSYCH 213W; PSYCH 243; BIOL 105; BIOL 106; BIOL 286; BIOL 373 *or* PSYCH 316/BIOL 385.4; CHEM 113.1 and 113.4; CHEM 114.1 and 114.4; *plus* 3 independent research credits chosen from the courses available in Biology, Honors in the Mathematical and Natural Sciences or Psychology.

Electives (12 credits) chosen from the following courses: PSYCH 260, 281, one Advanced Experimental course (311, 312, 313, 316, 319), 345, 346, 352; BIOL 285, 286, 325, 326, 345W, 354, 365, 385.4; CHEM 371.

**5. Accounting (12-32)**

- a. Change in prerequisite:

To read:

ACCT 305. Cost Accounting. 3 hr.; 2 cr. Prereq: ACCT 102 and sophomore standing

**6. Psychology (12-36)**

- a. New Course.

Psych 336. Evolutionary Psychology.

3 hours, 3 credits. Prerequisite: One of the following courses, PSYCH 221, 243, 214, or 232.

Examination of the mechanisms of the human mind through the lens of evolutionary psychology beginning with a brief historical review of key theories in psychology and evolutionary biology. Topics include problems of survival, long-term and short-term mating, sexuality, parenting, kinship, cooperation, aggression and warfare, conflict between the sexes, status, prestige, and dominance hierarchies. The course concludes by proposing a unified field that integrates the different branches of psychology.

**7. SEES (12-37)**

- a. New course.

GEOL 77. Weather, Climate, and Climate Change  
3 hr.; 3 cr

A basic introduction to the causes of Earth's weather and climate systems and the reasons for long-term climate change. Geologic evidence for climate change over millions of years is applied to understanding projections of future weather and climate.

**8. MNSCI (12-38)**

a. Change in description.

To read:

This course may be taught by faculty from different departments in the Division of Mathematics and Natural Sciences. Students will be introduced to methods used in science. Contemporary issues and the impacts of selected scientific developments will be discussed. Topics will be chosen from current events, literature, or media which the students will explore from the vantage point of the science fields represented in the course. Students will write a paper and prepare oral reports. Not open to students who have received credit for MNSCI 114.

**9. HISTORY (12-39)**

a. New course.

HIST 190. Writing and History

3 hr.; 3 cr. Prerequisite: ENGL 110

This course is designed to build on basic college writing skills by applying them in a specific disciplinary context (history), with special attention paid to problems of evidence, argument, and authority. Concentrating on one historical theme, students consider a discrete set of primary and secondary sources and practice analyzing sources and constructing arguments in clear, correct, and formal academic prose.

**5b. Graduate Curriculum Committee.**

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

“To accept the GCC minutes dated October 17, 2012”

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

**1. MUSIC**

a. Change in description

To read:

MUSIC 725.Composers’ Workshop.1 hr.; 1 cr.A practicum for composers including performance and discussion of student works and discussion of other new music. Required of composition majors during each semester of residence for a maximum of four credits. Open to other graduate students with permission of the instructor. Graded on Pass/Fail basis only.

b. Change in title and description

To read:

MUSIC 784.Music since 1900 I. 3 hr.; 3 cr.A detailed study of changing styles and concepts of music in the first half of the twentieth century. Fall

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c. Change in title and description

To read:

MUSIC 785. Music since 1900 II.3 hr.; 3 cr. A detailed study of music from 1945 to the present. Spring

d. Change in title.

To read:

MUSIC 760, 761. Musicology Seminar.3 hr.; 3 cr. Prereq.: MUSIC 700 and 742 or permission of the instructor. Consideration of special historical problems in which techniques of research and independent evaluation are stressed. Recent offerings have included Josquin, The Early Symphony, Mozart Operas, Beethoven (the Origins of his Style), and Verdi. May be repeated for credit with permission of the School. MUSIC 760–Fall; MUSIC 761–Spring

e. Change in number

To read:

MUSIC 745. Introduction to Schenkerian Analysis.3 hr.; 3 cr. Prereq.: Passing of Theory Qualifying Exam. An introduction to the theories of Heinrich Schenker, their relevance and practical application to musical analysis. (Required for all theory majors.)

f. Change in title, hours, prerequisite and description

To read:

MUSIC 729. Private Lessons in Composition I. 1 hr.; 3 cr. Prereq.: Admission to the MA composition major or permission of the department; coreq.: MUSIC 725. Private study in composition. May not be taken in the same semester as MUSIC 789. Fall, Spring

MUSIC 730. Private Lessons in Composition II. 1 hr.; 3 cr. Prereq.: MUSIC 729; coreq.: MUSIC 725. Continuation of private study in composition. May not be taken in the same semester as MUSIC 789. Fall, Spring

MUSIC 731. Private Lessons in Composition III. 1 hr.; 3 cr. Prereq.: MUSIC 730; coreq.: MUSIC 725. Continuation of private study in composition. May not be taken in the same semester as MUSIC 789. Fall, Spring

g. New course.

MUSIC 702, Critical and Theoretical Approaches to Musicology  
3 hr., 3 cr. Prereq.: MUSIC 700, Bibliography and Research Techniques



The course is intended for MA students in their second semester of residence. Students will gain familiarity with critical and interdisciplinary musicological literature, focusing on scholarship since 1980. Assessment will be based on research, readings, and written assignments.

*Rationale: Since 1980, the landscape of musicological thought has changed dramatically. Where previously, the skills required for doctoral and post-doctoral study in the discipline were predominantly musical and philological -- including music literacy, a fluency with stylistic and harmonic analysis, and the interpretation of composers' manuscripts and sketches -- more recent developments in musical historiography call for a familiarity with modes of thinking drawn from the broader humanities, including feminist and gender theory, philosophy, new historicism, post-modernism, sound studies, and performance studies. While the ACSM has been traditionally strong in musicianship and music-analytical skills, there has been no structured introduction of critical and theoretical approaches to musicology. Music 702 is intended to address that lapse.*

*Music 702 forms part of a larger reform of the musicology major within the Master of Arts program in Music, aimed at bringing the curriculum of the degree in line with the current priorities of the discipline. Our intention is to best prepare our students for entry to a doctoral program. This required class replaces a previous prerequisite, Music 706, Renaissance Notation. Queens College is one of the only North American universities that still requires such a course.*

*Music 702 is intended to provide students with a solid grounding in interdisciplinary and critical thought, building on the research and writing skills taught in Music 700, Bibliography and Research Techniques, and helping to prepare students for the required thesis, Music 789. It is therefore being placed in the second semester of the MA musicology major.*

h. New course.

**MUSIC 789, Thesis**

Hours to be arranged; 3 cr. Prereq.: Approval of a thesis advisor and the Graduate Advisor.

Required of all candidates for the MA in Music and the MM in Classical Performance. Supervised thesis writing (for MA students) or recital preparation (for MM students). MA students only may repeat the course to a maximum of 6 credits.

*The revised Master of Arts in Music, consisting of majors in composition, musicology, and music theory, will require a written thesis of all students; currently the thesis is optional for students in musicology and music theory. Making the thesis required of all MA students represents a stiffening of requirements. We believe this is justified in order to prepare students for doctoral study.*

*We anticipate that some MA students will require two semesters to complete a satisfactory thesis. Students who require a second semester will be given a first-semester grade based on their progress to that point.*

*The Master of Music in Classical Performance is designed to be completed in four semesters, of which the fourth semester — the semester of the recital — involves a reduced credit load. Following three semesters of private lessons (Music 707, 708, and 709), students will take Music 789 (Thesis) in the fourth semester. The thesis consists of a complete, public recital accompanied by well-researched program notes written by the student. The course will involve regular consultation with the thesis advisor. Music 789 represents a formalized way of dealing with recital preparation in a student's fourth semester; until now, this has been handled on an ad hoc basis via "Special Problems" courses.*

**2. Psychology**

a. Change in Degree Requirements for the Master's in Applied Behavior Analysis

To read:

MASTER'S IN APPLIED BEHAVIOR ANALYSIS (37 credits)

The goals of the Masters Program in Applied Behavior Analysis are to provide students with training:

- To work in a variety of fields with a variety of populations in need of behaviorally based interventions.
- That meets the educational competence requirements necessary to pursue professional certification (through the Behavior Analyst Certification Board).
- That helps students contribute to and advance the field through conduct and participation in research as well as presentations.
- That supports the possibility of continuing their education at the doctoral level.

Degree Requirements for the Master's in Applied Behavior Analysis

*37 credits distributed as follows:*

Required courses (22 credits)

PSYCH 705.00: Statistics (3 cr)

PSYCH 730.00: Psychology of Learning (3 cr)

PSYCH 730.01: Theory and Method in Applied Behavior Analysis I (3 cr)

PSYCH 730.05: Practicum in Applied Behavior Analysis I (2 cr)

PSYCH 730.02: Theory and Method in Applied Behavior Analysis II (3 cr)

PSYCH 730.06: Practicum in Applied Behavior Analysis II (3 cr)

PSYCH 795.00: Fieldwork in Applied Behavior Analysis (3 cr)

PSYCH 771.01: Ethical Issues in Psychology (3 cr)

Comprehensive Exams and 15-credits of Elective courses

Students must pass the Applied Behavior Analysis comprehensive exam and complete 15-credits of elective courses. The majority of elective course must be Applied Behavior Analysis courses and up to 6-credits of the 15 total can come from non-Applied Behavior Analysis courses.

The Applied Behavior Analysis comprehensive exam is a 4-hour exam that examines one's responses to applied behavior analysis questions in an essay format. The questions come from the Behavior Analysis Certification Board's task list. The exam includes five questions, a passing score is an average score of 2.0 or great, with a score of 1.3 or greater on each question (all scored on a 0 to 3 point scale by at least two faculty members). Students are allowed to take comprehensive exams a maximum of two times. If the exam is taken a second time, the second administration must be within 1-year of the first attempt.

Qualifying students may have the option to complete a thesis to substitute for a portion of the elective courses.

1) 9 credits of electives and 6 credits of independent thesis work with a faculty mentor. 6-credit thesis must receive approval by a committee of two faculty members (faculty mentor and reader) prior to beginning research and must be defend upon completed to the same committee.

2) 12 credits of electives and 3 credits of thesis work with a faculty mentor that is an elaboration of 730.05–730.06 practicum courses with a faculty advisor and 12 credits

of elective courses;

A Master's Thesis is a written document describing a research study conducted by a student. All thesis research must be approved by the IRB prior to data collection. Qualifications for completing a thesis: high GPA (3.75 or higher), active engagement in research prior to thesis (e.g., attendance at lab meetings), formal research relationship with ABA mentor, ABA mentor agrees to supervise thesis, completion of 730.05 and 730.06 prior to planning a thesis.

*Applied Behavior Analysis Elective Courses:*

PSYCH 720.01 Developmental Disabilities I (3 cr)

PSYCH 720.02 Developmental Disabilities II (3 cr)

PSYCH 720.03 Behavioral Intervention in Developmental Disabilities (3 cr)

PSYCH 720.04 Behavioral Analysis of Child Development (3 cr)

PSYCH 730.04 Practicum in Applied Behavior Analysis (3 cr)

PSYCH 730.07 Theories of Association (3 cr)

PSYCH 731.00 Stimulus Control of Behavior (4 cr)

PSYCH 732.00 Motivation and Reinforcement (4 cr)

PSYCH 791.3/754.00 Behavioral Science and Business. (3 cr)

Psych 780 Quantitative Methods in psychology (3 cr)

PSYCH 791.03 Special Topics: Autism Treatment (3 cr)

*Other Elective Courses (maximum of 6-credits allowed from this list):*

PSYCH 700.00 History of Psychology (3 cr)

PSYCH 703.1 Design of Psychological Research (3 cr)

PSYCH 708.1 Basic Neuroscience: Neuroanatomy (3 cr)

PSYCH 708.4 Behavioral Neuroscience (3 cr)

PSYCH 720 Developmental Psychology (3 cr)

PSYCH 746 Social Psychology (3 cr)

PSYCH 755 Psychopathology I (3 cr)

PSYCH 760 Psychometric Methods (3 cr)

PSYCH 791.3/757.00 Organizational Diagnosis and Intervention

*Appeals Process*

Students who disagree with the outcomes of the Applied Behavior Analysis comprehensive exams may appeal such a decision. Appeals will only be granted following a second failed comprehensive exam, as this outcome is grounds for dismissal from the program.

Students who disagree with an unsatisfactory thesis judgment may appeal such a decision. Appeals will only be granted for decisions following the completion and defense of thesis research.

For all appeals, a student must write a letter to the Applied Behavior Analysis (ABA) Committee, which governs both the ABA Master's and Certificate programs. Each letter received will be examined and discussed by the ABA committee. Additionally, the ABA committee will examine the student's academic record at Queens College. After considering the evidence, the ABA committee will vote on whether to uphold the decision or grant the appeal.

In all cases, students developing an appeal letter should consider what to say in the letter and what evidence to provide to justify one's appeal. The letter should include

any and all relevant information regarding reasons why an appeal should be granted (including medical documentation, if relevant).

If an appeal is granted, the ABA committee will provide this ruling in writing and specify the contingencies under which the requirement must be completed.

Any other academic appeals relevant to disputing grades, dismissal from the program on academic grounds, and/or removal from the program on student disciplinary grounds are governed by the Queens College Graduate Bulletin, and should be exercised through the mechanisms described in the Bulletin.

- *A number of minor changes were made for different reasons:*
  - *Description of comprehensive exam provided for students to better understand requirement. This includes what the exam consists of, how it is scored, and limits on the number of times a student can take the comprehensive exam.*
  - *Description of thesis made more complete. This includes qualifications and relation of thesis (3 or 6 credit) to elective courses.*
  - *An appeals process for thesis and comprehensive exam decisions was added.*
  - *Elective courses divided between Applied Behavior Analysis and non-ABA classes. Requirement of no more than 6-credits allowed from non-ABA electives added.*

### **3. English**

#### a. New course.

English 758: MFA Thesis Workshop

2 hr plus conf. 3 credits. Pre-requisites: Course to be taken in final year of the MFA program as the first course in the MFA thesis sequence

A multi-genre MFA thesis workshop with an intensive focus on writing the MFA thesis, reading for the MFA exam and writing the required MFA process paper.

*Rationale: The course is already running and has been running for 4 years under the course number English 795. However, this number which also functions as the course number for Independent Studies, creates confusion.*

#### b. New course.

English 763: Translation in Theory and Practice

2 hr plus conf. 3 credits.

An intensive study of the theory of translation, with close reading of translation theories and practices. (This is not a writing workshop course but one in the critical reading of translation theories. It is designed for translators and writers in the MFA Program.)

*Rationale: The course is already running and has been running for 4 years under the course number English 781. However, this number which also functions as the course number for variable topics in literature courses, creates confusion.*

4. **EECE/LCD Letter of Intent**

**CREATION OF A POST-MASTER'S ADVANCED CERTIFICATE IN  
TESOL AND ELEMENTARY BILINGUAL EDUCATION**

**RESOLVED**, that a post-master's advanced certificate leading to K-12 Initial Certification in Teaching English to Speakers of Other Languages (TESOL) and a Bilingual Education Extension in Elementary Education to be offered at Queens College be approved, subject to financial availability.

**CURRICULUM FOR POST-MASTER'S ADVANCED CERTIFICATE IN  
TESOL AND ELEMENTARY BILINGUAL EDUCATION**

**Departmental Approvals**

Elementary and Early Childhood Education (EECE):  
September 5, 2012 (for Bilingual Education)

Linguistics and Communication Disorders (LCD):  
September 10, 2012 (for TESOL)

**Background Information**

The Bilingual Education Extension functions as a branch of the initial or professional certification granted by NYSED. This means that once certified elementary school teachers complete the courses leading to the extension, they can teach elementary school age students in bilingual contexts (English and one of the 23 languages in which NYS grants bilingual extensions).

The TESOL Initial Certificate allows certified teachers to teach English as a Second Language (ESL) at all grade levels.

**Background / Foundation**

According to the United Nations International Children Education Fund (UNICEF 2009), children of immigrant families account for 22% of the US population. In New York City, the Mexican population has experienced a dramatic growth. Bergad (2008) estimates that this group has risen 57.7% since 2000. Growth in the immigrant population corresponds to the growth of immigrant students. Districts and schools across the city are looking for ways to adequately meet the needs of immigrant children. Not only must schools and districts determine how to effectively engage their students in the academic and social life of the school, but they are also being held accountable to ensure that these students master oral and written skills in their second language (English).

In 1974, New York passed the ASPIRA Consent Decree between the New York City Board of Education and the Aspira Association of New York, which established bilingual instruction as a legally enforceable federal entitlement for New York City's non-English-speaking students, which is now under direct mayoral control.

This decree states that if there were at least 20 children in one classroom (and in the same school building) who spoke the same first language, the school was mandated to open a bilingual program. If there were less than 20 children with the same linguistic characteristics, the school was mandated to have a free-standing ESL program. Since the passing of the NCLB law in 2002, schools in New York have been enforcing English only programs with little success. Even though bilingual education should be the norm in most schools in New York City, Woodward (2009) found that out of 281

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schools that had a robust population of English Language Learners, 38% were out of compliance. In addition, because of shortages of certified teachers, 5,190 children were not getting the linguistic support to which they were legally entitled. In order to provide the educational services that these students need, and that the Aspira Consent Degree guarantees, the NYSED and the NYC DOE have:

- Opened 103 bilingual schools in September 2012. In the next two years 200 bilingual schools are expected to open in the NYC area.
- Extended the number of languages in which bilingual teachers can obtain the Bilingual Extension. The Bilingual Education Assessment (BEA) is a NYSED test that insures that a teacher is bilingual. As of Sept. 2012, the BEA is offered in twenty four languages: Albanian, Arabic, Bengali, Cantonese, Farsi, French, Haitian Creole, Hebrew, Hindi, Igbo, Japanese, Korean, Mandarin, Polish, Russian, Serbo-Croatian, Spanish, Swedish, Tagalog, Tamil, Urdu, Vietnamese and Yiddish.
- Determined that the regulations permit common branch (K-6) teachers with a bilingual extension to teach the English as a Second Language (ESL) component of a K-6 bilingual program.
- Align instruction for ELLs with grade level indicators in English Language Arts and content areas. This means that ESL teachers are mandated to work in unison with classroom teachers targeting content area instruction.

This attention to extending and offering bilingual education in conjunction with ESL requires that Institutions of Higher Education respond by integrating TESOL and Bilingual Extension programs in the same way that teachers are expected to work in the public school system. So far, teacher-training programs that address the needs of immigrant children in the public school system follow one of two paths:

- a. TESOL: prepares teachers to work teaching English through English, although using strategies that incorporate students' home language practices. Most TESOL certified teachers work as ESL teachers by working with children in an individual or small group setting inside or outside the classroom.
- b. Bilingual Education Extension: teachers aim to educate children bilingually. Bilingual teachers usually work as classroom teachers in bilingual-dual (teaching two languages simultaneously), transitional (using the first language for 2 to 3 years to facilitate the acquisition of English) or monolingual classrooms (English only) that have English Language Learners.

Both programs share common ground in teacher training:

- Both programs target English Language Learners
- Knowledge of second language acquisition and its effects on cognitive and social development
- Knowledge of pedagogical strategies (or scaffolding) to communicate meaningful input in content areas
- Focus on achieving high level of linguistic mastery in all four areas of language knowledge: speaking, listening, reading and writing

### Admission Requirements

- Master's in Education (MAT or MSED)
- Current NYSED Teacher Certification in elementary education
- Fluency in a language other than English in which Bilingual Extension is offered
- Personal interview, including evaluation of oral and written English language proficiency

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- Applicants whose first language is not English and who do not hold a degree from an accredited institution of higher education in a country where English is an official language must submit proof of having passed the Test of English as a Foreign Language (TOEFL) with the following minimum scores: 600 (paper-based test); 250 (computer-based test); 100 (Internet-based test).

### Course Work

- This is a 24 credit program, consisting of 8 courses: 6 required and 2 disjunctively required between two courses. (6 transfer credits, approved by the Program Directors, are the maximum allowed.)
- There are two sets of courses offered by the TESOL and Elementary Education Bilingual Extension programs that share similar content:
  - o EECE 761 and LCD 706 focus on the rationale for bilingual education, and its sociopolitical context in the United States.
  - o EECE 766 and LCD 701 target theoretical and structural approaches to the study of language and its implications for teaching.
- The other six courses cover specific topics that are relevant for future TESOL and bilingual teachers.

### Matriculation

This program will start in the Summer Session and will function as a cohort. The application deadline will be April 1.

### Required Courses

See Table 1 below.

<b>Table 1: REQUIRED COURSES</b>	
<b>LCD 701. <i>Introduction to Linguistics.</i></b> 3 hr.; 3 cr. Structural aspects of language most relevant to the ESL and/or literacy teacher.	
<b>OR</b> <b>EECE 766. <i>English Language Learning in the Bilingual Classroom: Theoretical Background.</i></b> 3 hr.; 3 cr. Designed for bilingual teachers, this course concentrates on theoretical and structural approaches to the study of the second language learning process in a bilingual classroom. Students explore aspects of second language acquisition as well as those factors involved in individual variations in achievements of non-native speakers of English attending bilingual programs.	
<b>LCD 702. <i>Teaching English Sentence Structure I.</i></b> 3 hr.; 3 cr. Prereq. orcoreq.: LCD 701. Introduction to the grammar of English and applications to teaching ESL, Part I.	
<b>LCD 706. <i>Bilingualism.</i></b> 3 cr.; 3 hr. Prereq. orcoreq.: LCD 701. Sociolinguistic and psycholinguistic properties of bilingualism, legal history, and educational foundations of bilingual education. Bilingual education will be compared to other approaches. An emphasis is placed on the implications of bilingualism for ESL and/or literacy teachers.	
<b>OR</b> <b>EECE 761: <i>Educating the Non-native Speaker of English: Theory and Research.</i></b> 3hr.; 3 cr. This course examines the philosophy, rationale and historical	

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<p>background of bilingual education. By using information provided by research on the field, participants will discuss the programs and trends while exploring the sociological and political aspects of bilingual education. Special emphasis is placed on the analysis of the research in first and second language acquisition as well as the study of strategies to develop the first language and acquire a second language through the content areas.</p>	
<p><b>LCD 740. <i>Second Language Acquisition and Teaching.</i></b> 3 hr. plus 25 hr. of fieldwork; 3 cr. Prereq. orcoreq.: LCD 701. Introduction to the linguistic and pedagogical theories and methods of teaching ESL. There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations.</p>	
<p><b>EECE 763: <i>Teaching of Reading and Language Arts in Bilingual Education.</i></b> 3 hr.; 3 cr. This course is taught in Spanish. For students who speak a language other than Spanish, candidates take an independent course (EECE 791.3) with an instructor who is a native speaker of that language. The languages for which New York State grants certification are: Arabic, Bengali, Cantonese, French, Haitian Creole, Hebrew, Korean, Mandarin, Polish, Russian, Spanish, Urdu, Vietnamese and Yiddish.</p>	
<p><b>LCD 741. <i>Methods and Materials of TESOL: Listening, Speaking, Reading, Writing.</i></b> 3 hr. plus 25 hr. of fieldwork tutorial; 3 cr. Prereq.: LCD 702 and 740. This course is a comprehensive review of the methods and materials used in TESOL/ESL classes to teach the four language skills: listening, speaking, reading, and writing. The class covers how to adapt methods and materials to suit learner populations of different ages and at varying levels of English proficiency. The role of instructional technology (e.g. audiovisual, multimedia, computers in ESL instruction) will also be addressed. There is a field experience requirement at various school settings in conformity with New York State certification requirements. Classes may sometimes be held at these off-campus locations. There is a requirement for 10 full school days of supervised student teaching in ESL classes at either the elementary or secondary level.</p>	
<p><b>EECE 764. <i>Learning the Content Areas in Multilingual Settings: Teaching and Assessment.</i></b> 3 hr.; 3 cr. This course focuses on the study, analysis, application, and creation of appropriate classroom instructional strategies to teach content areas to language minority students. Students practice different methodologies in teaching mathematics, science, social studies, and other content areas in the first and second language, and consider the evaluation issues related to language and content in the bilingual-multicultural classroom. Participants develop skills to examine, evaluate, and create instructional materials to teach language to minority children in their mother tongue.</p>	
<p><b>LCD 742. <i>Methods and Materials of TESOL: The Content Areas.</i></b> 3 hr.; 3 cr. Prereq.: LCD 741. In this course students learn the principles and practices for TESOL/ESL through academic content areas such as mathematics, science, social studies, and language arts. Readings, model lessons, and authentic materials are used to examine the theoretical issues involved and apply them to teaching practices for ESL learners at the elementary and secondary levels. There is a requirement for 10 full school days of supervised student teaching in ESL classes at either the elementary or secondary level, complementing the level of student teaching in LCD 741.</p>	
<p><b>TOTAL CREDITS</b></p>	



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(5b. GCC minutes continued)

**Course Sequencing**

Students matriculate in the Summer semester and complete the program in 4 semesters (Summer; Fall; Spring; Fall), taking 2 courses in each semester. (See Table 2 below.)

**Table 2: COURSE SEQUENCING**

<b>Summer</b>		
<b>Fall</b>		
<b>Spring</b>		
<b>Fall</b>		

**Profile of Prospective Students**

As of now, students who possess a master’s degree and a certification in Elementary Education and who are interested in obtaining both an Elementary Bilingual Education Extension and a K-12 Initial Certification in TESOL have one of two choices: (a) they first complete the Elementary Education Bilingual Extension program and then complete the Post-Master’s Advanced Certificate in TESOL; or (b) they first complete the Post-Master’s Advanced Certificate in TESOL and then complete the Elementary Education Bilingual Extension program. In either case, students are granted credit for courses that share similar content: EECE 761 and EECE 766 are equivalent to LCD 701 and LCD 706, respectively. The proposed program will afford these students the opportunity to obtain both the Elementary Bilingual Education Extension and the TESOL Initial Certification more expeditiously. More importantly, the proposed program will emphasize the common areas of knowledge and reflect the integration between bilingual and TESOL teachers that English Language Learners require and that NYC and NYSED demand.

**Expected Enrollment**

We expect that approximately 20 students would enroll in the first year. Once the program is established, we can expect 45 students per academic year. (See Table 3 below.)

**Attrition**

Neither the free-standing Bilingual Education Extension program nor the free-standing TESOL Advanced Certificate program shows any signs of significant attrition rates. We expect this to be the pattern in the proposed program. We expect minimal annual attrition rates (10% or less): students will be drawn to the unique content and excellent employment opportunities that the program offers; as a consequence, students will be highly motivated to complete the program on time; students will

belong to a cohort that will move together through the required courses in a structured way; the courses are well paced (two courses per semester); students will be disincentivized to miss a course, as they will not be able to take that course for another year, thus delaying graduation and the onset of employment. (See Table 3 below.)

**Table 3: EXPECTED ENROLLMENT AND ATTRITION**

<b>Number enrolled (from previous year)</b>					
<b>Number admitted (in Summer)</b>					
<b>Number graduated (assuming maximum 10% attrition rate of number enrolled)</b>					

**Relationship To Existing Programs At The College**

Currently, Queens College offers the following free-standing Advanced Certificate programs:

**1. The Bilingual Extension in Elementary Education**

This program provides elementary school teachers already certified in their respective disciplines with a five course (15 credits) sequence of courses that leads to a NYS Bilingual Education Extension and a Queens College Advanced Certificate. The Bilingual Education Extension qualifies teacher candidates for positions as bilingual teachers in elementary schools in the State of New York.

**2. The Post-Master’s Advanced Certificate in TESOL**

This seven course (21 credits) program provides Initial Certification in TESOL to candidates who possess a master’s degree and a NYS teaching certificate. The TESOL Initial Certification qualifies teacher candidates for positions as ESL teachers in K-12 schools in the State of New York.

The proposed program is a Post-Master’s Advanced Certificate that combines the essential contents of the above two free-standing Advanced Certificates. It leads to an Initial Certification in TESOL at the K-12 levels, as well as to an elementary level Bilingual Education Extension that is a branch of a student’s Initial Certification (excepting TESOL, as per NYS regulation) that allows him or her to implement bilingual education. Students must satisfy the admission requirements of both programs and follow a course of study consisting of courses that are subsets of the two free-standing Advanced Certificate programs. Thus, no new courses are being proposed.

Ms. Christine Howard, Director of Teacher Certification at Queens College, is aware of the current proposal and is in favor of it, pending approval from NYSED.

**Impact On The College**

Queens College has the necessary resources to offer the proposed program without impacting negatively on its existing programs. No new faculty lines are being requested.

**Conclusion**

The current proposal has the possibility of establishing itself as a powerful teacher-training program that will be the first of its kind. It aims to provide future teachers with a profound knowledge of second language teaching and learning that will enable them to fulfill the challenges and expectations of English Language Learners in the New York City area at a time when the City is opening and strengthening its schools to comply with the laws of the Aspira Consent Decree.

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(5b. GCC minutes continued)

### References

Bergad, Laird W. (2008). *Mexicans in New York City, 2007. An Update*. Center for Latin American, Caribbean and Latino Studies. The Graduate Center, CUNY.

Otterman, Sharon (2011). 'State Puts Pressure on City Schools Over English Language Learners.' *New York Times*, October 13.

UNICEF (2009). Children in Immigrant Families in Eight Affluent Countries: Their Families, National and International Contexts. Innocenti Research Centre.

Woodward, Jennifer (2009). Bilingual Education Provision in New York State: An Assessment of Local Compliance. NYLARNet: SUNY Albany.

**Complete copies of the proposal for this program are on file and available for review in the Office of Academic Affairs.**

### 5c. Nominating Committee

MOTION: Duly made by Parliamentarian Dave Fields:

“To accept the Nominating Committee Report dated November 8, 2012”

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

#### 1) Undergraduate Curriculum Committee

The following faculty members were elected by unanimous consent:

Ken Lord	M&NS	December, 2014
Joel Allen	SS	December, 2014

#### 2) Elections Committee

The following student was elected by unanimous consent:

Julissa Carpio	SS	December, 2014
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#### 3) Governance Committee

The following faculty member was elected by unanimous consent:

Ken Lord	M&NS	April, 2015
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### 6. Old Business (none)

### 7. New Business (none)

MOTION: Duly made:

“To Adjourn”

The meeting was adjourned at 5:00. The next Special Academic Senate meeting will be on Thursday, December 6, 2012.