

The meeting will come to order:

Chair Manuel Sanudo called the meeting to order at 3:46 p.m.

1. Approval of Agenda:

i. MOTION: Duly made by Chair Sanudo:

“To approve the Agenda”

ii. MOTION: Duly made Jennifer Fernandez, Deputy Chair :

“To amend the agenda to add Item #5b.i.” [Graduate Curriculum Committee]

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

iii. MOTION: Duly made by Chair Sanudo:

“To approve the Agenda as amended”

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

2. Approval of Minutes:

MOTION: Duly made and seconded:

“To approve the minutes dated September 11, 2014”

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

3. Announcements, Administrative Reports, and Memorials:

1. Senator Meghan Healey announced the fall production of “Our House” written by Theresa Rebeck will open on October 30 thru November 9, in Rathaus M11 theatre. Tickets are available through the Kupferberg Center box office.
 2. Raj Maheshwari, President Student Association thanked all Student Association members, the QC Indian club and all clubs for helping to raise \$1,000 for Breast Cancer Awareness.
 3. Senator Daniel Eleyahouzadeh, President of the Persian club announced the Persian formal this year will be on November 20, in the Student Union 4th floor.
- 3b.i. Senator Allan Ludman sadly announced the passing of Professor Eugene A. Alexandrov on September 16. Professor Alexandrov was an economic geologist and taught at Queens College for over 30 years. When he retired, he left the College a world-class, professionally curated ore mineral collection housed today at the American Museum of Natural History.

The Senate paid its respect with a moment of silence.

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

3b.ii. Professor Robert Engel, Interim Dean of M&NS read a memorial for Professor Robert Bittman who passed away on October 1. Professor Bittman graduated from Queens College in 1962; after earning his Ph.D in 1965 he returned to Queens College as Assistant Professor of Chemistry and in 1988 became a Distinguished Professor of Chemistry and Biochemistry. He has written over 344 papers in refereed journals, 67 book chapters and numerous patents. Professor Bittman was a colleague who always maintained a high level of concern for his students.

The Senate paid its respect with a moment of silence.

3a. Guest Speaker Jonathan Buchsbaum, Professional Staff Congress Queens College Chapter Chair

Chair Sanudo introduced Professor Jonathan Buchsbaum highlighting his past accomplishments; he is currently Acting Chair of the Media Studies department; Queens College Chapter Chair of the Professional Staff Congress since 2000; and he also serves on the PSC CUNY Council.

Professor Buchsbaum thanked Chair Sanudo and the Senate for inviting him to speak. He expressed some of his concerns over the following issues: the higher number of adjunct professors teaching in comparison to the number of full time faculty professors; the challenges facing adjunct faculty; the rise in student tuition; the cost of CUNYfirst to the college; the implementation of Pathways and the effect it had on faculty and students; teaching conditions in buildings that are in need of repair. In closing, he stated what role if any does both the Senate and the Union have in trying to resolve some of these issues. Professor Buchsbaum answered questions from the senators.

4. Special Motions (none)

5. Committee Reports

5a. Undergraduate Curriculum Committee

i. MOTION: Duly made by Professor Kenneth Lord, Chair of the UCC:

“To accept the Undergraduate Curriculum Committee minutes of September 11, 2014”

Hearing an objection to the motion, discussion followed.

ii. MOTION: Duly made by Professor Kenneth Lord, Chair of the UCC :

“To withdraw Item #3 Women and Gender Studies”

Hearing no objection Professor Lord moved unanimous consent.

iii. MOTION: Duly made:

“To add the words at Queens College after the word attendance: Item # 3. Recital attendance (Music 100).

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

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(5a. UCC minutes continued)

iv. MOTION: Duly made by Professor Kenneth Lord, Chair of the UCC:

“To accept the UCC minutes as amended”

Hearing no objection Chair Sanudo moved unanimous consent.

A. General Education

Numbered proposals available for review at senate.qc.cuny.edu/Curriculum

1. General Education Advisory Committee

#687 HIST 163. VT: Social and Cultural History: United States. 3.0 lec.; 3.0 cr. (USED)

#732 URBST 326. Cities and Diasporas. 3.0 lec.; 3.0 cr. (WCGI)

2. Mathematics and Quantitative Reasoning Advisory Committee

No report.

3. Writing Intensive Advisory Committee.

No report.

4. STEM variant courses.

None.

B. Curriculum Changes

1. Music

a. Change to the major

To Read:

2. Scholastic Requirements

...

3. Recital Attendance (MUSIC 100)

Undergraduate music majors are required to complete six semesters of recital attendance at Queens College starting in their first semester at Queens College. (This requirement will be adjusted for transfer students.) Students must attend a minimum of 10 concerts or recitals for each of the six semesters. Concerts in which the student is performing do not meet this requirement.

4. Performance Activities

...

b. Change to the major

To Read:

REQUIREMENTS FOR THE MAJORS IN MUSIC (MAJOR CODE 075)

I. THE STANDARD MUSIC MAJOR (BA IN MUSIC)

MUSIC 246, 247, 346, 347, 171, 173; 172, 174; 271, 273; 272, 274; 373, 374, 270, 276, 377, 378, 187, 188, 287, 288, 387, and 388. Students are advised to elect additional courses in music literature and history, composition, and conducting, according to their needs. BA students who are taking MUSIC 187, 188, 287, 288, 387, or 388 (Individual Study in Performance I–VI) must perform on their major instrument each May before a faculty jury. These juries, known as Progress Evaluations, are evaluated on a pass-fail basis. Three Progress Evaluations must be passed prior to graduation. Additionally, the student must complete the requirements for MUSIC 100 for each semester they are registered up to a maximum of six semesters.

c. Change to the major.

To Read:

II. THE PERFORMANCE MAJOR (BMUS) (MAJOR CODE 077)

The Bachelor of Music program is planned for the student advanced in instrumental or vocal performance and is comparable to conservatory training. Admission is by competitive audition in the major instrument. Students accepted receive up to eight semesters of private instruction in the major instrument from an instructor assigned by the School of Music. They will also take the requirements for the Standard Music Major (BA in Music), but need take only one course from MUSIC 270 (Conducting), MUSIC 276 (Instrumentation), and MUSIC 378 (Composition); in addition, they will take at least two semesters of MUSIC 282 (Survey of Repertory for Major Instruments and Voice) and at least four semesters of MUSIC 255 (Chamber Music). There may not be more than one year's difference (2 semesters) between the theory level and the semester of lessons. Lessons may be at level 4 while taking Theory 2 (MUSIC 174), but no greater difference will be permitted. Should the theory level fall further behind, a student will be suspended from lessons until the theory requirement is fulfilled. Piano majors will take MUSIC 283 (The Art of Keyboard Accompaniment), MUSIC 284 (Continuo Playing), and MUSIC 286 (Practical Accompanying). Voice majors will take MUSIC 129, 130, 229, and 230 (diction courses in Italian, German, French, and English, respectively). Voice majors will also take two college-level courses in each of two languages, which must be chosen from Italian, German, or French. Each May, Bachelor of Music students must perform several contrasting works before a faculty jury to demonstrate satisfactory progress in performance. These juries, known as Progress Evaluations, are evaluated on a pass-fail basis. Three Progress Evaluations must be passed before a student may present the senior recital, which is also evaluated by a faculty jury on a pass-fail basis. The program for the senior recital must be approved in advance by the student's principal performance teacher. Additionally, student must complete the requirements for MUSIC 100 for each semester they are registered up to a maximum of six semesters.

2. Earth and Environmental Sciences

Background: During the 2010-2011 academic year, SEES modified the Environmental Science majors to create a single, integrated major and dropped the previous concentration model, which had separate major concentrations in Chemistry,

Biology and Geology. Each of these Environmental Science major concentrations had BA and BS options. The new integrated major (BA and BS) was a modification of the Geology concentration major, which had the most similarity to the new major. Since 2011-2012, the QC bulletin has only shown the new modified major: Environmental Science-Geology concentration (BA and BS), with major codes ENSCIG-BA (old major code 110) and ENSCIG-BS (old major code 111). Only students that matriculated prior to 2011-2012 were allowed to use the older concentration majors as this reflected the options in the bulletin when they arrived at QC.

a. Modification of name of the major.

Modify the name of the existing major from “~~Environmental Sciences: Geology~~” to “Environmental Sciences” for both the BA and BS degrees. The major codes would change from ~~ENSCIG-BA~~ and ~~ENSCIG-BS~~ to ENSCI-BA and ENSCI-BS respectively, in CUNYFIRST and Degreeworks. The major codes of ENSCIG-BA and ENSCIG-BS will be inactivated.

The QC bulletin would be modified as follows:

Environmental Sciences

The interdisciplinary BA in Environmental Science (~~Geology concentration~~ Major code 110) requires the courses listed below (students desiring greater depth in biology or biochemistry than is included in the ENSCI major are advised to declare a minor in biology or biochemistry)...

and

For the BS in Environmental Science (~~Geology Concentration~~ Major code 111) the student....

b. Inactivation of majors.

Inactivate the following undergraduate majors: Environmental Sciences-Biology BA (ENSCIB-BA or 112), Environmental Sciences-Biology BS (ENSCIB-BS or 113), Environmental Sciences-Chemistry BA (ENSCIC-BA or 114), Environmental Sciences-Chemistry BS (ENSCIC-BS or 115) in CUNYFIRST and Degreeworks.

c. Change in name of a minor.

Modify the name of the existing minor from “~~Environmental Sciences: Geology~~” to “Environmental Sciences”. The minor code ENSCI-MIN would not change.

3. Women and Gender Studies (withdrawn)

4. Courses taken off Reserve and returned to Active Status

None.

5. Courses Put on Reserve

None.

6. Courses Withdrawn

None.

C. Policy Changes

5b. Graduate Curriculum Committee

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

“To accept the Graduate Curriculum minutes dated- September 17, 2014”

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

1. EECE.

B-6 Literacy Post Masters

- a. Change in requirements for degree/certificate.

The proposed changes involve the following:

- (1) Dropping one course (EECE 802—see table with present requirements below)
- (2) Adding one course (EECE 745—see table with proposed changes below).
- (3) Two course title changes (EECE 803 and EECE 804—see tables for present requirements and proposed requirements below)

Present Requirements for the B-6 Literacy Post-Masters Program	Number of Credits Hours
EECE 801 Role of Literacy Specialist	3 credits
[EECE 802 Strategies for the Literacy Specialist]--Eliminated	[3 credits]
EECE 803 [Authentic Assessment]—Course Title Change	3 credits
EECE 804 [Standards-Based Assessment]—Course Title Change	3 credits
EECE 764 Learning the Content Areas in Multilingual Settings: Teaching and Assessment	3 credits
EECE 805 Practicum	3 credits
Number of Classes	6 classes
Number of Credits	18 credits

To Read:

Proposed Changes for the B-6 Literacy Post-Masters Program	Number of Credits Hours
EECE 801 Role of Literacy Specialist	3 credits
<u>EECE 745 The Reading-Writing Connection--Added</u>	<u>3 credits</u>
<u>EECE 803 Assessment and Instruction I—Course Title Change</u>	3 credits
<u>EECE 804 Assessment and</u>	3 credits

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Instruction II—Course Title Change	
EECE 764 Learning the Content Areas in Multilingual Settings: Teaching and Assessment	3 credits
EECE 805 Practicum	3 credits
Number of Classes	6 Classes
Number of Credits	18 Credits

Justification:

The Post-Masters B-6 Literacy Program in the Elementary and Early Childhood Department leads to New York State (NYS) Certification as a Literacy Specialist for students birth through 6th grade. This program is for students who have completed their master’s degree and are looking for additional courses in elementary and early childhood education and NYS Certification as a Literacy Specialist. The 18 credits of coursework include pedagogy, content areas studies, and specifically designed courses in authentic and standards-based assessment, the role of and strategies for the literacy specialist, and a semester long reading practicum with children.

The B-6 Literacy Program is proposing a revised Post-Masters program to match the revisions proposed for the MSED B-6 Literacy Program. The proposed changes are changes in program content and will not affect the number of classes and credits at the current program level. **The proposed changes to the program are designed to produce highly qualified, effective New York State certified reading specialists/literacy coaches who are exposed to contemporary theories of literacy, practicing the most up-to-date practices on remediating reading and writing difficulties, and educational leaders in their schools.**

In order to certify teachers as B-6 Literacy Specialists, NYS and the Education Unit’s accreditation association the Council for the Accreditation of Educator Preparation (CAEP) requires the program to be nationally recognized by the program’s Specialty Program Association (SPA). The B-6 Literacy Program’s SPA is the International Reading Association (IRA). The B-6 Literacy Program has eight SPA assessments based on the 2010 IRA Standards for Reading Specialists/Literacy Coaches that assess the effectiveness of the program in terms of the candidates’ dispositions towards students, teaching and learning, and the ability to work with B-6 students and classroom teachers in creating effective reading and writing pedagogy. The program is conditionally recognized by IRA. In creating the Response to Conditions SPA/IRA Report, the B-6 Literacy Program analyzed data from the eight SPA assessments and made recommendations and changes to the program that would enhance the teacher preparation for our candidates. The majority of the proposed changes to the program are the result of the data analyses and the B-6 Literacy Program’s suggestions for changes from the SPA assessments and the Response to Conditions SPA/IRA Report, as well as the B-6 Literacy Program’s desire to meet the current 2010 IRA Standards. The justification for each change is outlined below.

- (1) The B-6 Literacy Program proposes to remove the course EECE 802 Strategies for the Literacy Specialist (as a stand-alone course) and integrate the content of EECE 802 into EECE 803 Authentic Assessment and EECE 804 Standards-Based Assessment. As a result the B-6 Literacy Program proposes title changes for EECE 803 from *Authentic Assessment* to *Assessment and Instruction I* and EECE 804 from *Standards-Based Assessment* to *Assessment and Instruction II*. **The course title changes are to better reflect the changes in content for EECE 803 and EECE 804. The integration of the content of EECE 802 into EECE 803 and EECE 804 are primarily designed to stay current with contemporary models of teaching, learning and assessment.** Current models of teaching and learning suggest a cyclical pedagogical model that reflects how assessment informs instruction. In addition, B-6 Literacy Program candidates performed less than effective on SPA assessments that asked them to generate instruction based on collected assessment data. Consequently, separating course content that addresses instruction from course content that addresses assessment in the B-6 Literacy Program creates an artificial

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divide that does not reflect current models of teaching and learning. EECE 802 is taken before EECE 803 and EECE 804 resulting in a semester to one academic year disconnect between course content on instruction and content on assessment. With the integration of the course content on instruction, the B-6 Literacy Program proposes course title and content changes to EECE 803 and EECE 804. EECE 803 will change to *Assessment and Instruction I*. EECE 803 will still address authentic and performance-based assessments, but will now integrate course content that addresses how to create instruction based on assessment data. Similarly, EECE 804 will change to *Assessment and Instruction II*. In the revised course, the focus will continue to be on standards-based assessments and will integrate instruction based on assessment data. Because EECE 803 and EECE 804 will become courses in a two part sequence, the B-6 Literacy Program is requesting that EECE 803 be added as a prerequisite to EECE 804.

- (2) The B-6 Literacy Program proposes adding EECE 745 The Reading-Writing Connection, which is an existing course in the Elementary and Early Childhood Department. The addition of the course is designed to meet the B-6 Literacy Program’s goals to produce reading specialists who have positive dispositions towards reading and writing and the teaching of reading and writing, as well as the programs ability to meet IRA Standards in the teaching of writing for Reading Specialists/Literacy Coaches. The program currently has one other course that addresses the teaching of writing, EECE 731 Teaching Beginning Reading and Writing. EECE 731, however, addresses developmental writing from the ages of birth to 2nd grade. The teaching of writing for students in grades 3-6 is not clearly addressed in the other courses. Therefore to fill this gap in program content and to meet the 2010 IRA Standards 1 (Foundational Knowledge), 2 (Curriculum and Instruction), and 5 (Literate Environment), the B-6 Literacy Program proposes the addition of EECE 745 to the list of courses for the MSED B-6 Literacy Program.

The course description for EECE 745:

EECE 745. The Reading-Writing connection. 3 hr.; 3 cr.

Reviews current research on the development of children’s writing and explores how writing can enhance children’s learning to read. Students investigate children’s writing through actual writing samples and strategies. Students also work on their own writing and examine the childhoods of famous writers.

b. Change in requirements for degree/certificate: **B-6 Literacy MSED Program**

Please note the following proposed changes in the table below:

- (1) The number of required courses is reduced from 13 to 11.
- (2) The number of required credits is reduced from 39 to 33.
- (3) Three courses (EECE 722, EECE 787, and EECE 802) are eliminated (see table for present requirements below).
- (4) One course (EECE 745) is added (see table for proposed changes below).
- (5) Two course title changes (EECE 803 and EECE 804—see tables for present requirements and proposed requirements below)

Present Requirements for B-6 Literacy MSED 39 credits (13 courses)	Number of credits
EECE 773 Families, Stories, and Literacy	3 credits
[EECE 722 Language Learning in Cross Cultural Perspectives]-Eliminated	[3 credits]
EECE 731 Teaching Beginning Reading and Writing	3 credits
EECE 764 Learning the Content Areas in Multilingual Settings: Teaching and Assessment	3 credits

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EECE 780 Introduction to Educational Research	3 credits
EECE 782 Teacher as Research	3 credits
[EECE 787 Research in Language and Literacy]- Eliminated	[3 credits]
EECE 746 Nonfiction for Children	3 credits
EECE 801 Role of the Literacy Specialist	3 credits
[EECE 802 Strategies for the Literacy Specialist]- Eliminated	[3 credits]
EECE 803 [Authentic Assessment]-Course Title Change	3 credits
EECE 804 [Standards-Based Assessment]-Course Title Change	3 credits
EECE 805 Practicum	3credits
[Total Number of class]-Reduced	[13]
[Total Number of credits]-Reduced	[39]

Other: The B-6 Literacy Program requests that Table 3 on page 85 of the current Graduate Bulletin is modified to reflect the proposed changes. Table 3 as it is listed in the Graduate Bulletin is below.

TABLE 3. Coursework for MEd in Literacy Education and NYS Professional Certificate for Literacy Specialist B-6 Foundations, Theory, and Research **[(21 credits)]**

[EECE 722. Language Learning in Cross-Cultural Perspectives 3 cr.]

EECE 731. Teaching Beginning Reading and Writing 3 cr.

EECE 746. Nonfiction for Children 3 cr.

EECE 773. Families, Stories, and Literacy 3 cr.

EECE 780. Introduction to Educational Research 3 cr.

[EECE 787. Research in Language and Literacy 3 cr.]

EECE 782. Teacher as Researcher 3 cr.

Professional Specialization **[(18 credits)]**

EECE 764. Learning the Content Areas in Multilingual Settings: Teaching and Assessment 3 cr.

EECE 801. The Role of the Literacy Specialist 3 cr.

[EECE 802. Teaching Strategies for the Literacy Specialist 3 cr.]

EECE 803. **[Authentic Assessment]** 3 cr.

EECE 804. **[Standards-Based Assessment]** 3 cr.

EECE 805. Literacy Practicum 3 cr.

To Read:

Proposed Changes for B-6 Literacy MSED 33 credits (11 courses)	Number of Credits
EECE 773 Families, Stories, and Literacy,	3 credits
EECE 731 Teaching Beginning Reading and Writing	3 credits
EECE 764 Learning the Content Areas in Multilingual Settings: Teaching and Assessment	3 credits
EECE 780 Introduction to Educational Research	3 credits
EECE 782 Teacher as Research	3 credits
<u>EECE 745 The Reading and Writing Connection--Added</u>	<u>3 credits</u>
EECE 746 Nonfiction for Children	3 credits
EECE 801 Role of the Literacy Specialist	3 credits
<u>EECE 803 Assessment and Instruction I- Course Title Change</u>	3 credits

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EECE 804 Assessment and Instruction II – Course Title Change	3 credits
EECE 805 Practicum	3credits
Total Number of Classes-Reduced	11
Total Number of Credits-Reduced	33

Other Proposed Changes:

The B-6 Literacy Program requests that the following changes be made to the Graduate Bulletin to reflect the proposed changes in program requirements: On page 86 of the current Graduate Bulletin, Table 3 is revised to read as follows:

TAB LE 3. Coursework for MSED in Literacy Education and NYS Professional Certificate for Literacy Specialist B–6

Foundations, Theory, and Research **(18 credits)**

EECE 731. Teaching Beginning Reading and Writing 3 cr.

EECE 745. The Reading-Writing Connection 3 cr.

EECE 746. Nonfiction for Children 3 cr.

EECE 773. Families, Stories, and Literacy 3 cr.

EECE 780. Introduction to Educational Research 3 cr.

EECE 782. Teacher as Researcher 3 cr.

Professional Specialization **(15 credits)**

EECE 764. Learning the Content Areas in Multilingual Settings: Teaching and Assessment 3 cr.

EECE 801. The Role of the Literacy Specialist 3 cr.

EECE 803. Assessment and Instruction I 3 cr.

EECE 804. Assessment and Instruction II 3 cr.

EECE 805. Literacy Practicum 3 cr.

Justification:

The MSED B-6 Literacy Program in the Elementary and Early Childhood Department leads to New York State (NYS) Certification as a Literacy Specialist for students birth through 6th grade and offers an MSED in Literacy Education. The B-6 Literacy Program is currently a 39 credit program with students taking a total of 13 courses. The 39 credits of coursework include foundations, diversity, pedagogy, content areas studies, literature studies, and specifically designed courses in authentic and standards-based assessment, the role of and strategies for the literacy specialist, and a semester long reading practicum with children.

The B-6 Literacy Program is proposing a revised MSED program in which students take 33 credits (11 courses) for completion and graduation from the program. The B-6 Literacy Program has maintained a stable enrollment in a department and field of study where there have been large drops of enrollment over the years. **These proposed changes are aimed to provide a cost-effective program that does not reduce the integrity and high standards of the current program, the Elementary and Early Childhood Education Department, the Education Unit, and Queens College, while creating a more competitive and comparable program with other B-6 literacy programs in the New York City area. The proposed changes to the program are designed to produce highly qualified, effective New York State certified reading specialists/literacy coaches who are exposed to contemporary theories of literacy, practicing the most up-to-date practices on remediating reading and writing difficulties, and educational leaders in their schools.**

In order to certify teachers as B-6 Literacy Specialists, NYS and the Education Unit’s accreditation association the Council for the Accreditation of Educator Preparation (CAEP) requires the program to be nationally recognized by the program’s Specialty Program Association (SPA). The B-6 Literacy Program’s SPA is the International Reading Association (IRA). The B-6 Literacy Program has eight

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SPA assessments based on the 2010 IRA Standards for Reading Specialists/Literacy Coaches that assess the effectiveness of the program in terms of the candidates' dispositions towards students, teaching and learning, and the ability to work with B-6 students and classroom teachers in creating effective reading and writing pedagogy. The program is conditionally recognized by IRA. In creating the Response to Conditions SPA/IRA Report, the B-6 Literacy Program analyzed data from the eight SPA assessments and made recommendations and changes to the program that would enhance the teacher preparation for our candidates. The majority of the proposed changes to the program are the result of the data analyses and the B-6 Literacy Program's suggestions for changes from the SPA assessments and the Response to Conditions SPA/IRA Report, as well as the B-6 Literacy Program's desire to meet the current 2010 IRA Standards. The justification for each change is outlined below.

- (3) The B-6 Literacy Program proposes to remove the course EECE 802 Strategies for the Literacy Specialist (as a stand-alone course) and integrate the content of EECE 802 into EECE 803 Authentic Assessment and EECE 804 Standards-Based Assessment. As a result the B-6 Literacy Program proposes title changes for EECE 803 from *Authentic Assessment* to *Assessment and Instruction I* and EECE 804 from *Standards-Based Assessment* to *Assessment and Instruction II*. **The course title changes are to better reflect the changes in content for EECE 803 and EECE 804. The integration of the content from EECE 802 into EECE 803 and EECE 804 is primarily designed to stay current with contemporary models of teaching, learning and assessment.** Current models of teaching and learning suggest a cyclical pedagogical model that reflects how assessment informs instruction. In addition, B-6 Literacy Program candidates performed less than effective on SPA assessments that asked them to generate instruction based on collected assessment data. Consequently, separating course content that addresses instruction from course content that addresses assessment in the B-6 Literacy Program creates an artificial divide that does not reflect current models of teaching and learning. EECE 802 is taken before EECE 803 and EECE 804 resulting in a semester to one academic year disconnect between course content on instruction and content on assessment. With the integration of the course content, the B-6 Literacy Program proposes course title and content changes to EECE 803 and EECE 804. EECE 803 will change to *Assessment and Instruction I*. EECE 803 will still address authentic and performance-based assessments, but will now integrate course content that addresses how to create instruction based on assessment data. Similarly, EECE 804 will change to *Assessment and Instruction II*. In the revised course, the focus will continue to be on standards-based assessments and will integrate instruction based on assessment data. Because EECE 803 and EECE 804 will become courses in a two part sequence, the B-6 Literacy Program is requesting that EECE 803 be added as a prerequisite to EECE 804.
- (4) The B-6 Literacy Program proposes adding EECE 745 The Reading-Writing Connection, which is an existing course in the Elementary and Early Childhood Department. The addition of the course is designed to meet the B-6 Literacy Program's goals to produce reading specialists who have positive dispositions towards reading and writing and the teaching of reading and writing, as well as the program's ability to meet IRA Standards in the teaching of writing for Reading Specialists/Literacy Coaches. The program currently has one other course that addresses the teaching of writing, EECE 731 Teaching Beginning Reading and Writing. EECE 731, however, addresses developmental writing from the ages of birth to 2nd grade. The teaching of writing for students in grades 3-6 is not clearly addressed in the other courses. Therefore to fill this gap in program content and to meet the 2010 IRA Standards 1 (Foundational Knowledge), 2 (Curriculum and Instruction), and 5 (Literate Environment), the B-6 Literacy Program proposes the addition of EECE 745 to the list of courses for the MSED B-6 Literacy Program.

The course description for EECE 745:

EECE 745. The Reading-Writing connection. 3 hr.; 3 cr.

Reviews current research on the development of children's writing and explores how writing can enhance children's learning to read. Students investigate children's writing through actual writing

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samples and strategies. Students also work on their own writing and examine the childhoods of famous writers.

- (5) The B-6 Literacy Program proposes the integration of course content of (1) EECE 722 Language Learning in Cross-Cultural Perspectives into EECE 764 Learning the Content Areas in Multilingual Settings: Teaching and Assessment and EECE 773 Families, Stories, and Literacy. As a result, EECE 722 will be removed as required course for completion and graduation from the MSED B-6 Literacy Program. **It is important to emphasize that the removal of this course will not result in the reduction of program content. Candidate and instructor feedback and a review of course syllabi suggest that there is significant overlap in the course content among EECE 722, EECE 764, and EECE 773 (see Table 1 below).**

Table 1 illustrates the overlap in content and course assignments for EECE 722, EECE 764, and EECE 773. EECE 722 and EECE 764 have the core focus on cross-cultural, linguistic diversity. EECE 722 and EECE 773 both focus on family and community. EECE 764 and EECE 722 address cultural and linguistic diversity in formal schooling. EECE 722 and EECE 773 provide the theoretical basis for cross-cultural and linguistic diversity, while EECE 764 provides the practical strategies that can be used by reading specialists/literacy coaches in school settings. **Due to the similarity of course content and course assignments, the content and assignments of EECE 722 will be integrated into EECE 773 and EECE 764 to create more concise, less repetitious program content.** The B-6 Literacy Program proposes a change in course description for EECE 773 to reflect the integration of course content from EECE 722. Because the course description for EECE 764 addresses linguistic and cross-cultural issues in the classroom setting, an adjustment in course description will not be needed. In addition, EECE 764 is a required course in other EECE programs. Instead, practical strategies related to linguistically and culturally diverse populations taught in EECE 722 will be moved to EECE 764.

The course descriptions for EECE 764, EECE 722, and EECE 773 are as follows:

EECE 764. Learning the Content Areas in Multilingual Settings: Teaching and Assessment. 3 hr.; 3 cr. Elective course in the Language and Literacy and Education for Diverse Populations Specialties. Required course in Literacy B–6 MSED and Bilingual Extension. 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.

EECE 722. Language Learning in Cross-Cultural Perspectives. 3 hr.; 3 cr. Required course for the MSED Professional Certification/B–2 and for the Language and Literacy Specialty. This course examines the social and cultural bases of language acquisition and formal language education, highlighting the interrelationships between language acquisition and enculturation processes. Major topics include: examination of crosscultural perspectives on language acquisition, the identification of the cultural bases of school language programs, and the development of effective strategies for teaching B–2 students who come to school with diverse language experiences and capabilities.

EECE 773. Families, Stories, and Literacy. 3 hr.; 3cr. Required course in Literacy MSED. Elective course in the Family and Community Studies and Language and Literacy Learning Specialties. Examines the reciprocal influences of families, stories, and literacy in the lives of children. Students apply constructs from developmental psychology to consider how families shape the young child's approach to language, stories, and literacy while in turn being shaped by the child's encounters with spoken and written words.

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As Table 1 illustrates, EECE 722 and EECE 764 have similar assignments. They are:

- (1) *Identifying the Role of a Cultural Artifact* (EECE 722) and *Cultural Shoebox* (EECE 764)
- (2) *Observing Characteristics of a Particular Culture* and *Interview on the Experience of Immigration* (EECE 722) and *Mid-Term Project: Observing a Bilingual/Biliterate Learner* (EECE 764)

The following course assignments will be added to EECE 764 from EECE 722:

- (1) *Cross-Cultural Awareness Book Review*
- (2) *Classroom Uses of Global and/or Cross-Cultural Children’s Literature*

Table 1

Course Description/Major Content from EECE 722	Explores the social and cultural bases of language acquisition	Explores the cultural bases of formal language education.	Highlights the interrelationships between language acquisition and enculturation processes
EECE 722: Course Assignments	(1) Observing Characteristics of a Particular Culture (2) Identifying the Role of a Cultural Artifact (3) Cross-Cultural Awareness Book Review (4) Interview on the Experience of Immigration	(1) Cross-Cultural Awareness Book Review (2) Interview on the Experience of Immigration (3) Classroom Uses of Global and/or Cross-Cultural Children’s Literature	(1) Identifying the Role of a Cultural Artifact (2) Cross-Cultural Awareness Book Review (3) Interview on the Experience of Immigration
EECE 764: Course Assignments	(1) Mid-Term Project: Observing a Bilingual/Biliterate Learner (2) Cultural Shoebox	(1) Investigating Language Policy in School Districts: Mid-Term Project: (2) Observing a Bilingual/Biliterate Learner	(1) Mid-Term Project: Observing a Bilingual/Biliterate Learner
EECE 773: Course Assignments	(1) Cultural and Family Contexts of Literacy: The Family Backpack (2) Family Heritage Project		(1) Cultural and Family Contexts of Literacy: The Family Backpack (2) Family Heritage Project

- (6) The B-6 Literacy Program proposes the integration of course content from EECE 787 Research in Language and Literacy into EECE 780 Introduction to Educational Research. As a result, EECE 787 will be removed as a required course for completion and graduation from the MSED B-6 Literacy Program. **It is important to emphasize that the removal of this courses will not result in the reduction of program content. Candidate and instructor feedback and a review of course syllabi suggest that there is significant overlap in the course content between EECE 780 and EECE 787 (see Table 2).**

Table 2 presents the courses in the research sequence in the B-6 Literacy Program and the overlap in course content between EECE 780 Introduction to Educational Research and EECE 787 Research in Language and Literacy. Program candidates take EECE 780 in their first 12 credits in the program. At this time, they create a research topic and literature review. Program candidates take EECE 787

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in the last 12 credits in the program and, again, create a literature review and project proposal for their Literacy Enhancement Projects. Candidates implement and present their Literacy Enhancement Projects in EECE 782, which they take in their final semester of the program. There are several concerns with the current design and layout of these courses. First, candidates do not have enough experience in the first 12 credits of the program to generate quality research topics and literature reviews in EECE 780, which causes them to create a different topic area and literature review in EECE 787 for their Literacy Enhancement Projects. **Second, program candidates are completing twice the amount of unneeded coursework in preparation for their Literacy Enhancement Projects, which is a B-6 Literacy Program SPA Assessment.** Third, moving EECE 780 closer to EECE 787 has posed problems because the movement interferes with the flow of the coursework required by New York State for teacher certification as a B-6 Literacy Specialist. Due to the repetitious course content and to create a better flow of coursework for the research sequence, the B-6 Literacy Program would like to remove EECE 787 as a requirement for completion and graduation from the program and move EECE 780 to the last 12 credits of the program. Consequently, candidates will take EECE 780 and EECE 782 sequentially in the last 12 credits of the program. Also, the removal of EECE 787 will create a more comparable research sequence to other MSED programs in the Elementary and Early Childhood Department. The MSED Programs in Childhood (1-6) and Early Childhood (B-2) require two research courses EECE 780 and EECE 782.

Table 2

EECE 787 Research in Language and Literacy Course Content	Deals with specific issues in language development, emergent literacy, reading instruction, writing process, language arts, and cross-cultural differences in linguistic and literacy practices and perceptions.	Students develop projects for the improvement of practices in homes and schools.
EECE 787	(1)10 Article Literature Review (2)Literacy Enhancement Project Proposal	(1)10 Article Literature Review (2)Literacy Enhancement Project Proposal
EECE 780	(1)Article Summaries and Critiques (2)Research Topic (3)Literature Review	(1)Article Summaries and Critiques (2)Research Topic (3)Literature Review
EECE 782		(1)Completion of the Literacy Enhancement Project (2)Research Presentation

The proposed changes to the MSED B-6 Literacy Program will result in a reduction of classes and credits needed to complete and graduate from the program. The proposed changes will result in a 33 credit MSED program with candidates taking 11 classes. There are many benefits to having a program with a reduced number of credits. **First, the revised program will create a more effective program that does not reduce graduation rates and/or increase student costs. The program will decrease the amount of time needed to graduate without jeopardizing the quality of the program content, which is attractive to prospective students. Second, a 33 credit MSED program is more comparable to other MSED programs in the New York City area, which will make the Queens College’s MSED B-6 Literacy Program more competitive with other programs.** Below is a list of colleges and the number of credits required for graduation from their B-6 literacy programs:

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- Hunter College, 31-36 credits
- Adelphi University, 36 credits
- St John’s University, 33 credits
- City College, 38 credits
- Lehman College, 36 credits
- New York University, 34 credits

At its current program requirement, the Queens College’s B-6 Literacy Program requires 39 credits to graduate, which is the highest number of credits when compared to other colleges and universities in the area for graduation from a single certificate area. **The third benefit of a 33 credit, competitive program is a possible increase in enrollment to the B-6 Literacy Program.**

c. Change in requirements.

The B-6 Literacy Program requests that EECE 722 is removed from Table 3 on page 85 (see below) of the current Graduate Bulletin.

TAB LE 3. Coursework for MEd in Literacy Education and NYS Professional Certificate for Literacy Specialist B–6 Foundations, Theory, and Research (21 credits)

[EECE 722. Language Learning in Cross-Cultural Perspectives 3 cr.]

EECE 731. Teaching Beginning Reading and Writing 3 cr.

EECE 746. Nonfiction for Children 3 cr.

EECE 773. Families, Stories, and Literacy 3 cr.

EECE 780. Introduction to Educational Research 3 cr.

EECE 787. Research in Language and Literacy 3 cr.

EECE 782. Teacher as Researcher 3 cr.

Professional Specialization (18 credits)

EECE 764. Learning the Content Areas in Multilingual Settings: Teaching and Assessment 3 cr.

EECE 801. The Role of the Literacy Specialist 3 cr.

EECE 802. Teaching Strategies for the Literacy Specialist 3 cr.

EECE 803. Authentic Assessment 3 cr.

EECE 804. Standards-Based Assessment 3 cr.

EECE 805. Literacy Practicum 3 cr.

EECE 722. Language Learning in Cross-Cultural Perspectives. 3 hr.; 3 cr. Required course for the MEd Professional Certification/B–2 and for the Language and Literacy Specialty. This course examines the social and cultural bases of language acquisition and formal language education, highlighting the interrelationships between language acquisition and enculturation processes. Major topics include: examination of crosscultural perspectives on language acquisition, the identification of the cultural bases of school language programs, and the development of effective strategies for teaching B–2 students who come to school with diverse language experiences and capabilities.

Justification:

The B-6 Literacy Program is proposing the elimination of EECE 722 from the list of coursework needed to complete and graduate from the MEd B-6 Literacy Program. Therefore, the program requests that EECE 722 is removed from Table 3 on page 85 (see below) of the current Graduate Bulletin.

TAB LE 3. Coursework for MEd in Literacy Education and NYS Professional Certificate for Literacy Specialist B–6 Foundations, Theory, and Research (21 credits)

EECE 722. Language Learning in Cross-Cultural Perspectives 3 cr.

EECE 731. Teaching Beginning Reading and Writing 3 cr.

EECE 746. Nonfiction for Children 3 cr.

EECE 773. Families, Stories, and Literacy 3 cr.

EECE 780. Introduction to Educational Research 3 cr.

EECE 787. Research in Language and Literacy 3 cr.

EECE 782. Teacher as Researcher 3 cr.

Professional Specialization (18 credits)

EECE 764. Learning the Content Areas in Multilingual Settings: Teaching and Assessment 3 cr.

EECE 801. The Role of the Literacy Specialist 3 cr.

EECE 802. Teaching Strategies for the Literacy Specialist 3 cr.

EECE 803. Authentic Assessment 3 cr.

EECE 804. Standards-Based Assessment 3 cr.

EECE 805. Literacy Practicum 3 cr.

The B-6 Literacy Program proposes the integration of course content from EECE 722 Language Learning in Cross-Cultural Perspectives into EECE 764 Learning the Content Areas in Multilingual Settings: Teaching and Assessment and EECE 773 Families, Stories, and Literacy. As a result, EECE 722 will be removed as a required course for completion and graduation from the MSed B-6 Literacy Program.

Table 1 illustrates overlap in content and course assignments for EECE 722, EECE 764, and EECE 773. EECE 722 and EECE 764 have the core focus on cross-cultural, linguistic diversity.

EECE 722 and EECE 773 both focus on family and community. EECE 764 and EECE 722 address cultural and linguistic diversity in formal schooling. EECE 722 and EECE 773 provide the theoretical basis for cross-cultural and linguistic diversity, while EECE 764 provides the practical strategies that can be used by reading specialists/literacy coaches in school settings.

Due to the similarity of course content and course assignments, the content and assignments of EECE 722 can be integrated into EECE 773 and EECE 764 to create more concise, less repetitious program content.

The course description for EECE 764, EECE 722, and EECE 773 are as follows:

EECE 764. Learning the Content Areas in Multilingual Settings: Teaching and Assessment.

3 hr.; 3 cr. Elective course in the Language and Literacy and Education for Diverse Populations Specialties. Required course in Literacy B–6 MSed and Bilingual Extension. 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.

EECE 722. Language Learning in Cross-Cultural Perspectives. 3 hr.; 3 cr. Required course for the MSed Professional Certification/B–2 and for the Language and Literacy Specialty. This course examines the social and cultural bases of language acquisition and formal language education, highlighting the interrelationships between language acquisition and enculturation processes. Major topics include: examination of crosscultural perspectives on language acquisition, the identification of the cultural bases of school language programs, and the development of effective strategies for teaching B–2 students who come to school with diverse language experiences and capabilities.

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EECE 773. Families, Stories, and Literacy. 3 hr.; 3cr. Required course in Literacy MSED. Elective course in the Family and Community Studies and Language and Literacy Learning Specialties. Examines the reciprocal influences of families, stories, and literacy in the lives of children. Students apply constructs from developmental psychology to consider how families shape the young child’s approach to language, stories, and literacy while in turn being shaped by the child’s encounters with spoken and written words.

Table 1
Content and Assignments from Course Syllabi

Course Description/Major Content from EECE 722	Explores the social and cultural bases of language acquisition	Explores the cultural bases of formal language education.	Highlights the interrelationships between language acquisition and enculturation processes
EECE 722: Course Assignments	(1) Observing Characteristics of a Particular Culture (2) Identifying the Role of a Cultural Artifact (3) Cross-Cultural Awareness Book Review (4) Interview on the Experience of Immigration	(1) Cross-Cultural Awareness Book Review (2) Interview on the Experience of Immigration (3) Classroom Uses of Global and/or Cross-Cultural Children’s Literature	(1) Identifying the Role of a Cultural Artifact (2) Cross-Cultural Awareness Book Review (3) Interview on the Experience of Immigration
EECE 764: Course Assignments	(1) Mid-Term Project: Observing a Bilingual/Biliterate Learner (2) Cultural Shoebox	(1) Investigating Language Policy in School Districts: Mid-Term Project: (2) Observing a Bilingual/Biliterate Learner	(1) Mid-Term Project: Observing a Bilingual/Biliterate Learner
EECE 773: Course Assignments	(1) Cultural and Family Contexts of Literacy: The Family Backpack (2) Family Heritage Project		(1) Cultural and Family Contexts of Literacy: The Family Backpack (2) Family Heritage Project

d. Change in description.

To Read:

EECE 773. Families, Stories, and Literacy. 3 hr.; 3 cr. Required course in Literacy MSED. Elective course in the Family and Community Studies and Language and Literacy Learning Specialties. **This course** examines the reciprocal influences of families, stories, and literacy in the lives of children. Students apply constructs from developmental psychology **and sociocultural perspectives** to consider how families shape the young child’s approach to language, stories, and literacy while in turn being shaped by the child’s encounters with spoken and written words. **This course will also include topics related to crosscultural perspectives on language**

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acquisition and the development of effective strategies for teaching B–2 students who come to school with diverse language experiences and capabilities.

Justification:

The B-6 Literacy Program proposes the integration of course content of EECE 722 Language Learning in Cross-Cultural Perspectives into EECE 773 Families, Stories, and Literacy. **Candidate and instructor feedback and a review of course syllabi suggest that there is significant overlap in the course content among EECE 722 and EECE 773 (see Table 1 below).**

Table 1 illustrates overlap in content and course assignments for EECE 722 and EECE 773. EECE 722 has the core focus on cross-cultural, linguistic diversity. EECE 722 and EECE 773 both focus on family and community and the reciprocal relationships between the social and cultural context of families and children’s language and literacy learning. EECE 722 and EECE 773 both provide the theoretical basis for cross-cultural and linguistic diversity to prepare students for another course in the program EECE 764, which provides students with the practical strategies that can be used by reading specialists/literacy coaches in school settings when working with culturally and linguistically diverse populations of students. Due to the similarity of course content and course assignments, the content and assignments of EECE 722 can be integrated into EECE 773 to create more concise, less repetitious program content. The B-6 Literacy Program proposes a change in course description for EECE 773 to reflect the integration of course content from EECE 722.

Table 1

Course Description/Major Content from EECE 722	Explores the social and cultural bases of language acquisition	Explores the cultural bases of formal language education.	Highlights the interrelationships between language acquisition and enculturation processes
EECE 722: Course Assignments	(1) Observing Characteristics of a Particular Culture (2) Identifying the Role of a Cultural Artifact (3) Cross-Cultural Awareness Book Review (4) Interview on the Experience of Immigration	(1) Cross-Cultural Awareness Book Review (2) Interview on the Experience of Immigration (3) Classroom Uses of Global and/or Cross-Cultural Children’s Literature	(1) Identifying the Role of a Cultural Artifact (2) Cross-Cultural Awareness Book Review (3) Interview on the Experience of Immigration
EECE 773: Course Assignments	(1) Cultural and Family Contexts of Literacy: The Family Backpack (2) Family Heritage Project		(1) Cultural and Family Contexts of Literacy: The Family Backpack (2) Family Heritage Project

The following course content from EECE 722 will be added to EECE 773:

1. Explores the social and cultural bases of language acquisition
2. Highlights the interrelationships between language acquisition and enculturation processes

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The B-6 Literacy Program proposes the integration of course content from EECE 722 Language Learning in Cross-Cultural Perspectives into EECE 764 Learning the Content Areas in Multilingual Settings: Teaching and Assessment. **The purpose of this minor revision form is to show the integration of course content from EECE 722 into EECE 764 to emphasize that the removal of EECE 722 from the program will not result in the reduction of program content.**

Candidate and instructor feedback and a review of course syllabi suggest that there is significant overlap in the course content between EECE 722 and EECE 764. Table 1 illustrates overlap in content and course assignments. EECE 722 and EECE 764 have the core focus on cross-cultural, linguistic diversity and address cultural and linguistic diversity in formal schooling. Both courses provide the practical strategies that can be used by reading specialists/literacy coaches in school settings. Due to the similarity of course content and course assignments, the content and assignments of EECE 722 can be integrated into EECE 764 to create more concise, less repetitious program content. Because the course description for EECE 764 addresses linguistic and cross-cultural issues in the classroom setting, an adjustment in course description will not be needed. In addition, EECE 764 is a required course in other EECE programs. Instead, practical strategies related to linguistically and culturally diverse populations taught in EECE 722 will be moved to EECE 764.

As Table 1 illustrates, EECE 722 and EECE 764 have similar assignments. They are:

- (1) *Identifying the Role of a Cultural Artifact* (EECE 722) and *Cultural Shoebox* (EECE 764)
- (2) *Observing Characteristics of a Particular Culture* and *Interview on the Experience of Immigration* (EECE 722) and *Mid-Term Project: Observing a Bilingual/Biliterate Learner* (EECE 764)

The following course assignments will be added to EECE 764 from EECE 722:

- (1) *Cross-Cultural Awareness Book Review*
- (2) *Classroom Uses of Global and/or Cross-Cultural Children’s Literature*

Table 1

Course Description/Major Content from EECE 722	Explores the social and cultural bases of language acquisition	Explores the cultural bases of formal language education.	Highlights the interrelationships between language acquisition and enculturation processes
EECE 722: Course Assignments	(1) Observing Characteristics of a Particular Culture (2) Identifying the Role of a Cultural Artifact (3) Cross-Cultural Awareness Book Review (4) Interview on the Experience of Immigration	(1) Cross-Cultural Awareness Book Review (2) Interview on the Experience of Immigration (3) Classroom Uses of Global and/or Cross-Cultural Children’s Literature	(1) Identifying the Role of a Cultural Artifact (2) Cross-Cultural Awareness Book Review (3) Interview on the Experience of Immigration
EECE 764: Course Assignments	(1) Mid-Term Project: Observing a Bilingual/Biliterate Learner (2) Cultural Shoebox	(1) Investigating Language Policy in School Districts: Mid-Term Project: (2) Observing a Bilingual/Biliterate Learner	(1) Mid-Term Project: Observing a Bilingual/Biliterate Learner

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- e. Change in description.

To Read:

EECE 780. Introduction to Educational Research. 3 hr.; 3 cr. Required course for all EECE graduate students. MAT students are encouraged to take this course as early in the program as possible. For MSED students, this course must be taken within the first 12 credits. **[For B-6 Literacy MSED students, this course must be taken within the last 12 credits.]** Students are introduced to basic principles of quantitative and qualitative research design in educational settings. Emphasis is given to an examination of interdisciplinary perspectives on educational and social issues and to the integration of research evaluation with professional decision-making.

Justification:

The B-6 Literacy Program is proposing a change in course description for EECE 780 to read that MSED Literacy students take EECE 780 in the last 12 credits of the program, rather than in the first 12 credits. This request is due to the proposed eliminated of EECE 787 as a requirement for completion and graduation for the program. **The elimination of EECE 787 is due to the overlap in course content with EECE 780, the unneeded amount of coursework that may cause financial strains on program candidates, and comparability of the MSED B-6 Literacy Program’s research sequence to other MSED programs in the Elementary and Early Childhood Education Department.**

Table 1 illustrates the overlap in course content between EECE 780 Introduction to Educational Research and EECE 787 Research in Language and Literacy. According to the course description, MSED students must take EECE 780 in their first 12 credits of the program. At this time, they create a research topic and literature review. There are several concerns with the current design and layout of these courses for MSED B-6 Literacy candidates. First, B-6 Literacy program faculty observe that candidates do not have enough experience in their first 12 credits to generate quality research topics and literature reviews in the area of literacy in EECE 780. As a result, program candidates end up creating a different topic area and literature review in EECE 787, which they take in the last 12 credits of the program, for their Literacy Enhancement Projects. Candidates implement and present their Literacy Enhancement Projects in EECE 782, which is a B-6 Literacy Program SPA Assessment and implemented in the final semester of the program.

Second, program candidates are completing twice the amount of unneeded coursework in preparation for their Literacy Enhancement Projects. Due to the repetitious course content and to create a better flow of coursework for the research sequence, the B-6 Literacy Program would like to remove EECE 787 and replace it with EECE 780. Therefore EECE 780 and EECE 782 will be required in the last 12 credits of the program.

In addition, the removal of EECE 787 will not jeopardize the quality of the candidates’ final research projects. The 10 article literature review and the Literacy Enhancement Project Proposals will be moved to EECE 780.

Table 1

EECE 787 Research in Language and Literacy Course Content	Deals with specific issues in language development, emergent literacy, reading instruction, writing process, language arts, and cross-cultural differences in linguistic and literacy practices and perceptions.	Students develop projects for the improvement of practices in homes and schools.
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EECE 787	(1)10 Article Literature Review (2)Literacy Enhancement Project Proposal	(1)10 Article Literature Review (2)Literacy Enhancement Project Proposal
EECE 780	(1)Article Summaries and Critiques (2)Research Topic (3)Literature Review	(1)Article Summaries and Critiques (2)Research Topic (3)Literature Review

5b.i. Proposal for a BA/MA Program in Biology

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

“To accept the Proposal for a BA/MA Program in Biology”

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

July 17, 2014

Proposal for a BA/MA Program in Biology

The Biology Department proposes to offer an accelerated BA/MA Program in Biology.

Rationale: It has become widely acknowledged that a Master’s degree confers a distinct advantage in today’s competitive job market. Many undergraduate students recognize that they need to go beyond the Bachelor’s degree if they are to succeed. Our Master’s Program in Biology has long provided enhanced credentials to many who need this marker of advanced skills and knowledge, including individuals who seek employment in the biotechnology or pharmaceutical industries, or those who seek entry into RN, DVM, MD, and/or Ph.D programs. The proposed program offers our undergraduate students an opportunity to continue their studies in a Department they know and enjoy, and complete MA degrees expeditiously. The program we are proposing will also enhance our existing graduate program.

Program Description: The BA/MA program will operate as follows:

1. Eligibility for the program will be limited to Biology majors (and, on a case by case basis, majors in other natural science programs) with a minimum overall GPA of 3.3 and a GPA of 3.3 or greater in Biology courses, or applicable courses in their major if they are not Biology majors. All students will become Biology majors upon their acceptance into the Program. They must maintain a 3.0 GPA in their graduate courses in order to receive the MA degree.
2. Such students must apply to the BA/MA program in their upper sophomore or junior year; only students with at least 15 credits in Biology, (or required courses for the Biology major in other departments (e.g., Chemistry)), including Biol 105 and 106, will be considered for the program.
3. Eligible students will submit the application (available online at the Office of Graduate Studies and Research website), a personal statement of goals and aspirations, and three letters of recommendation to the Biology MA Advisor. Once vetted and approved by the

department, the successful application will be kept on file in the Office of Graduate Studies and Research, and the major code changed, as appropriate, by the Registrar.

4. After acceptance to the BA/MA program, students will be entitled to take up to three graduate (600- and 700- level) classes, for a total of 12 credits, while they are still undergraduates; these courses will count toward the requirements for both the BA and the MA degrees. In other words, students may use up to 12 credits of graduate coursework toward **both** the 36 biology credits required for the BA in Biology, and the 30 or 32 credits (see below) required for the MA in Biology. Such graduate level classes are expected to substitute for upper (300-) level undergraduate electives. For example, a typical BA/MA student might replace Biol 340 (undergraduate General Ecology) with Biol 640 (graduate General Ecology), Biol 366 (undergraduate Immunology) with Biol 666 (graduate Immunology), and Biol 365 (undergraduate Developmental Biology) with Biol 750 (graduate Developmental Biology).

5. In essence, students in the BA/MA program will take 12 fewer credits, overall, than students who complete the BA, then apply for, are accepted to, and complete the MA. Students in the combined program may take up to 12 credits of graduate coursework at the undergraduate rate; this represents a significant financial benefit for program participants.

6. Students in the BA/MA program have the same Master's course and thesis requirements as traditional MA students (see "Requirements for the Master of Arts Degree," below). BA/MA students will be strongly encouraged to pursue the "research-intensive" track, and to join laboratories as undergraduates. The Biology BA/MA program will attract especially able and motivated Queens College students, those who are most interested in pursuing a career in Biology that, by necessity, requires advanced degrees, courses, and research experience. The research-intensive track will therefore offer invaluable opportunities to those students best-equipped both to handle its challenges and to capitalize on its benefits.

7. It is expected that full-time BA/MA students will complete their graduate studies, including the thesis, within three to four terms after completing their undergraduate requirements; to this end, students will form an academic plan, in consultation with the Graduate Advisor.

Requirements for the Master of Arts Degree

These requirements are in addition to the general requirements for the Master of Arts degree.

1. Each student's program will be approved by a supervising professor chosen by the student with the approval of the Graduate Advisor.
2. Only 600- and 700-level courses may be applied toward degree requirements. Students who have taken a 300-level Queens College biology course that is also offered at the 600-level may not take that 600-level course for credit. All graduate students must take at least 10 credits of 700-level lecture courses; furthermore, the

combination of BIOL 791 (Colloquium), BIOL 792 (Tutorial), and BIOL 799 (Research), may not exceed 12 credits. Students should meet with the Biology Graduate Advisor for guidance in the selection of Biology courses.

3. Depending on personal interests and career goals, candidates for the MA degree in Biology may choose one of two tracks, described below, to fulfill the degree requirements. All students, regardless of track, must register for 1 credit of BIOL 792 (Tutorial) with their faculty sponsor in the semester that they wish to complete their final exam requirement. All students, regardless of track, are encouraged to participate in the research programs of faculty in the department, and are eligible to receive credit (BIOL 799) toward the MA degree for this research.

A. Research-intensive track (30 credits required). Students in this track are expected to present significant independent research in a written Master's thesis, followed by an oral examination/defense, conducted by an Examination Committee established for each candidate. The chair of this committee shall be a member of the Queens College Biology Department, chosen by the candidate in consultation with the Biology MA advisor. The committee chair, in consultation with the candidate, will choose two additional committee members. The chair of the committee, in consultation with the student to be examined, shall determine the content and nature of the oral examination. Each student will be limited to two attempts to pass this examination.

B. Course-intensive track (32 credits required). Students in this track are required to write a literature-based review paper, followed by an oral examination/defense conducted by a three-member Examination Committee composed of Queens College Biology Department faculty. Each student will be limited to two attempts to pass this examination, which can be taken only after at least 24 course credits have been completed.

5c. Nominating Committee Report

MOTION: Duly made by Professor Marian Fish, Chair of the Nominating Committee:

“To accept the Nominating Committee Report dated October 23, 2014 “

Hearing no objection, Professor Fish moved unanimous consent.

i. MOTION: Duly made by Senator Leslee Grey:

“To nominate Dr. Stephen Farenga, to the Dean of M&NS Search Committee”

Hearing no further nominees the Chair asked the Secretary to cast all votes for the nominee.

1) Dean of Math and Natural Science Search Committee

a) The following faculty members were elected to the Search Committee for the Dean of Math & Natural Science by unanimous consent:

Ted Brown	Computer Science
Joshua Brumberg	Psychology

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(5c. Nominating Committee Report continued)

John Dennehy	Biology
Susan Rotenberg	Chemistry & Biochemistry

- b) The following student was elected to the Search Committee for the Dean of Math & Natural Science by unanimous consent:

Nikkia Hanson	Computer Science
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2) College Committee on Honors and Awards

The following faculty members were elected to the Committee on Honors and Awards by unanimous consent:

Hefer Bembenutty	Education	April, 2015
Madhulika Khandelwal	Social Science	April, 2015
Dan Lee	M&NS	April, 2015
Caroline Rupprecht	Arts and Humanities	April, 2015

5d. Teaching Excellence and Evaluation Committee

- i. MOTION: Duly made by Michelle Fraboni, Chair of the Teaching Excellence and Evaluation Committee:

“To accept the Committee on Teaching Excellence and Evaluation Proposal to the Senate”

Hearing an objection, discussion followed.

- ii. MOTION: Duly made by Senator Jeffrey Satenstein:

“To amend the Proposal to add after department chairs all registered Queens College students”

Hearing an objection, discussion followed.

- iii. MOTION: Duly made by Senator Allan Ludman:

“To call the question”

Motion iii. passed. Yes 45 No 0 Abstention 0

- iv. MOTION: Duly made by Senator Jeffrey Satenstein and 2nd:

“To amend the Proposal to add after department chairs all registered Queens College students”

Motion iv. failed. Yes 15, No 25, Abstention 2

- v. MOTION: Duly made by Senator Sara Woolf and 2nd:

“To amend the Proposal to add after those voting members of the P&B”

- vi. MOTION: Duly made by Deputy Chair Jennifer Fernandez and 2nd:

“To call the question”

Motion vi. failed: Yes 28

vii. MOTION: Duly made by Senator Roberta Brody and 2nd:

“To amend the Proposal to add after those voting P&B members and tenured faculty designated by department chairs”

Motion vii. failed

viii. MOTION: Duly made by Chair Sanudo:

“To accept the Committee on Teaching Excellence and Evaluation Proposal to the Senate”

Hearing an objection, discussion followed.

ix. MOTION: Duly made by Senator Allan Ludman:

“To amend the Proposal to add after onwards deans, P&B members and mentors”

x. MOTION: Duly made by Deputy Chair Jennifer Fernandez:

“To table the Proposal”

Motion x. failed. Yes 26, No 5, Abstention 1

xi. MOTION: Duly made by Senator Kenneth Lord:

“To refer the Proposal back to the Teaching Excellence and Evaluation Committee”

Motion xi. passed. Senator Kenneth Lord moved unanimous consent.

6. Old Business

6a. Committee on Athletic Policy Student Election

MOTION: Duly made by Chair Sanudo:

“To accept the Committee on Athletic Policy 2014-2015 Nominee”

The following student was nominated by Sports Association Board to serve on the Committee on Athletic Policy from May, 2014- May, 2015.

Else Buchmiller

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

6b. Nominating Committee Election – Student At-Large

The following student was nominated from the floor to fill the OPEN At-Large seat:

Xenia Kokkinos

Hearing no further nominations, the Chair asked to cast all votes for the nominee.

7. New Business (none)

MOTION: Duly made:

“To adjourn”

The meeting was adjourned at 5:21 p.m. The next Regular Academic Senate meeting will be on Thursday, November 13, 2014.