

The meeting will come to order:

Chair Manuel Sanudo called the meeting to order at 3:42 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Sanudo and seconded:

“To approve the Agenda”

Hearing no objection to the motion, the agenda was approved.

2. Approval of Minutes:

- i. MOTION: Duly made by Chair Sanudo and seconded:

“To approve the minutes dated May 7, 2015”

Hearing no objection, the minutes were approved as distributed.

- ii. MOTION: Duly made by Chair Sanudo and seconded:

“To approve the minutes dated May 14, 2015”

Hearing no objection, the minutes were approved as distributed.

3. Announcements, Administrative Reports, and Memorials:

- 3a. Guest Speaker – Michael B. Cogswell, Director, Louis Armstrong House Museum
Presentation title: What a Wonderful World

Chair Sanudo introduced our guest speaker, Michael B. Cogswell, who has put together at Queens College one of the United States’ premier music archives, the Louis Armstrong House Museum. Mr. Cogswell started his presentation with a rendition of music followed by photos of Louis “Satchmo” Armstrong at home and at performances all over the world. In 1933 he married Lucille and bought a modest house in Corona, Queens where they both lived together with their dogs. In the house they found over 700 hundred reels of tapes and half of them Louis Armstrong made of himself practicing his music along with manuscripts he wrote which are now part of the Queen College’s research archives. Currently more than 18 books have been published based on this research collection. This historic house is open to the public and the “*Satchmobile*” is parked in front. Mr. Cogswell answered questions from the senators.

1. Tiffany Brown, NYPIRG representative announced they will be doing voter register again this year on Monday, September 21 during free hour on campus.
2. Chair Sanudo announced that at our next meeting we will be asking all senators to choose whether they want all Academic Senate agendas and attachments to be sent electronically or paper copies. There will be a sign-in sheet at the front of the room with all faculty/students names listed alphabetically. When a senator signs in he/she can either choose electronic or paper.

3. William Keller, VP for Finance and Administration gave us an overview of what our budget projections are for FY15/16. Although there was a tuition increase this semester, that money has been set aside for collective bargaining. While enrollment is up it did not meet the estimated projection for the fall semester. VP Keller did a Powerpoint presentation that compared the variables that effect the budget and discussed some of the steps being taken to adjust the shortfall. VP Keller answered questions from the senators.

4. Special Motions
(none)

5. Committee Reports

5a. Graduate Curriculum Committee

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

“To accept the Graduate Curriculum Committee Minutes dated May 6, 2015”

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

1. Graduate School of Library and Information Studies.

- a. Change in title and description.

To Read:

LBSCI 764. Teaching Information Literacy in K-12. 3 hr.; 3 cr. Prereq.: LBSCI 700 or 706, 702, 703. Evaluation, selection, and utilization of appropriate instructional methods to serve the needs of all members of the K– 12 school community. Emphasis is on teaching information literacy skills to K–12 children and youth as well as methods and formats supportive of diverse learners.

2. Media Studies

- a. Change in hours and description.

To Read:

MEDST 758. Form and Genre. 2 hr. plus supervised lab. and/or conf. hr.; 3 cr. Analysis of selected topics in media trends, forms and styles. Social and political impact of a variety of media forms, including issues related to ethnic and cultural minorities, the environment, social justice, and religion and spirituality. Additional topics will be considered based on the interests of students. May be repeated for credit if topic changes.

- b. New course.

MEDST 769 Digital Lab: (variable topics). 3 hours, 3 credits. Hands-on seminar in digital production and technology, related specifically to context of movements, politics, and social advocacy. Topics vary depending on current uses of technology, and may include web design, podcasting, physical computing, app development, video, and 3D Printing. May be repeated for credit providing there is a change in a topic.

3. EECE

a. Change to program.

I. Changes in Requirements for Admission MAT 1-6:

Students are required to hold a bachelor's degree with a cumulative GPA of at least 3.0, and to have taken a concentration of no fewer than 30 credits in one of the liberal arts or sciences subject areas during their undergraduate programs. Specializations such as business administration, advertising, sales management, accounting, design, and nursing do not usually meet these requirements. Applicants [are] required to provide writing samples on site, and may be [asked to participate in focus groups]. Students also must have completed [two sequential years of study] in a foreign language, as well as courses in the general liberal arts and sciences in their undergraduate program that include the areas summarized in Table 1.

Table 2, middle column, summarizes the current pre-requisites.

Note: Applicants may provide evidence of Advanced Placement credits or equivalent experiences to demonstrate compliance with any of the required New York State Learning Standards.

Additional coursework in the liberal arts may be required to comply with NYS Learning Standards for Elementary School Teachers; students should check with the department at time of application. Students who lack some of these foundation courses but meet other admissions requirements may be admitted to the program. Applicants may enter the program only as matriculating students. Although [many] program courses are offered late afternoons and evenings, students must plan for one semester of daytime attendance for student teaching.

In order to continue in the program, students must maintain a *B* average and cannot receive a grade lower than *B-* in any course. Students who receive a grade lower than *B-* in any course are required to meet with an advisor or the department's review committee for advisement. Students must also display appropriate professional behavior in their field settings.

II. Changes in Requirements for Degree/Certificate MAT 1-6:

This [45 credit] program is designed for students with undergraduate degrees in fields other than education who are interested in entering the teaching profession. The program stresses reflective teaching and the proactive role of the teacher in enhancing educational quality. The MAT 1-6 program offers students [the option of earning] NYS initial certification in Childhood Education, Grades 1-6. The program [exposes students incrementally to] pedagogy, curriculum, and assessment, with principles of field practice integrated into the coursework at each level. Students are required to take student teaching, with two placements as mandated by New York State. With faculty guidance, each student compiles a teaching portfolio that documents the development of reflective practice and self-assessment, and highlights the connections between course and field experiences within the

program.

The course requirements for the MAT program[s cover] foundations, development and learning processes, curriculum and pedagogy, and field applications. Students are required to have a minimum 100 hours of course-related field experiences prior to student teaching. [Upon completion of 39 credits including Student Teaching, as well as NYS-approved seminars in drug abuse, child abuse, child abduction, fire prevention, and school violence, students are eligible for NYS initial certification in Childhood Education, Grades 1–6, contingent upon passing LAST, ATS-W, and CST Exams.] Upon completion of all program coursework [and requirements], students receive a MAT degree. [The course sequence for Childhood, Grades 1–6 initial certification is summarized in Table 1.]

[The department offers an accelerated daytime program (DMAT) in which students take courses and student teach for a full year. The DMAT program begins in Summer Session and concludes in the following summer. Interested students should contact the department in early spring.]

Table 1. Current MAT 1-6 Course Sequence.

General Sequence of Coursework Master of Arts in Teaching Childhood Education, Grade 1-6	
Pedagogical Core (9 credits)	
<i>Ecology of Childhood (select one)</i>	
EECE 702 Social Foundations of Educations	
EECE 704 Major Contemporary Issues	
EECE 705 School and Community Relations	
(3 credits)	
<i>Child Development (select one)</i>	
EECE 710 Ecological Perspectives on Development: The Early Years	(3 credits)
EECE 711 Ecological Perspectives on Development: The Childhood Years	
(3 credits)	
EECE 703 Classroom Realities in Diverse Settings	
(3 credits)	
[EECE 703 must be taken within the first 12 credits of the program.]	
Curriculum in Action (21 credits)	
EECE 520 Language Development and Emergent Literacy	
(3 credits)	
Prereq: EECE 525	
EECE 525 Language and Literacy in the Elementary Years	
(3 credits)	
EECE 545 Social Studies in the Elementary School	

(3 credits)

EECE 550 Mathematics in the Elementary School

(3 credits)

EECE 555 Science in the Elementary School

(3 credits)

EECE 750 Modern Learning Technologies

(3 credits)

[(Prereq: EECE 525 or EECE 545 or EECE 555 or EECE 555)]

ECPSE 550 Foundations of Special Education

(3 credits)

[(Prereq: EECE 525 or EECE 545 or EECE 555 or EECE 555 or EECE 750)]

Student Teaching

*EECE 566 Early Childhood: First-Sixth grade

[[6]* credits]

(Prereq: All MAT coursework excluding EECE 781 and specialty elective)

[EECE 780 Introduction to Educational Research

(3 credits)]

[It is strongly recommended that EECE 780 be taken with student teaching.]

[Research into Practice

EECE 781 Inquiry into Teaching

(3 credits)]

Prereq: All MAT coursework (excluding specialty elective) and student teaching

[Specialty Electives

(3

credits)]

[The 3 credit specialty elective is the only course that may be taken with EECE 781.]

Total Credits: 45 credits

*Includes 6 credits for student teaching that will be changed to 3 without a change in syllabus or requirements. This is in keeping with other institutions.

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was bracketed above, and underline new material you are substituting or adding:

I. Changes in Requirements for Admission:

Students are required to hold a bachelor's degree with a cumulative GPA of at least 3.0, and to have taken a concentration of no fewer than 30 credits in one of the liberal arts or sciences subject areas during their undergraduate programs. Specializations such as business administration, advertising, sales management, accounting, design, and nursing do not usually meet these requirements. Applicants may be required to provide writing samples on site and may be called in for an interview if: (a) their application essay is weak but other credentials are competitive, or (b) their application is on the cusp of being accepted into the program. Students also must have completed two semesters of study in a foreign

language, as well as courses in the general liberal arts and sciences in their undergraduate program that include the areas summarized in Table 2.

Note: Applicants who provide proof of scoring 85 or higher on a high school foreign language Regents exam will meet the foreign language requirement. Applicants may provide evidence of Advanced Placement credits or equivalent experiences to demonstrate compliance with any of the required New York State Learning Standards.

Additional coursework in the liberal arts may be required to comply with NYS Learning Standards for Elementary School Teachers; students should check with the department at time of application. Students who lack some of these foundation courses but meet other admissions requirements may be admitted to the program. Applicants may enter the program only as matriculating students. Although many program courses are offered late afternoons and evenings, students must plan for one semester of full-time daytime attendance for student teaching.

In order to continue in the program, students must maintain a *B* average and cannot receive a grade lower than *B-* in any course. Students who receive a grade lower than *B-* in any course are required to meet with an advisor or the department's review committee for advisement. Students must also display appropriate professional behavior in their field settings.

II. Changes in Requirements for Degree/Certificate:

This 36-credit program is designed for students with undergraduate degrees in fields other than education who are interested in entering the teaching profession. The program stresses reflective teaching and the proactive role of the teacher in enhancing educational quality. The MAT 1-6 program offers students the opportunity to earn NYS initial certification in Childhood Education, Grades 1–6. The program gives students progressive experience with pedagogy, curriculum, and assessment, with principles of field practice integrated into the coursework at each level. Students are required to take student teaching, with two placements as mandated by New York State. With faculty guidance, each student compiles a digital teaching portfolio that documents the development of reflective practice and self-assessment, and highlights the connections between course and field experiences within the program.

The course requirements for the MAT 1-6 program includes foundations, development and learning processes, curriculum and pedagogy, and field applications. Students are required to have a minimum 100 hours of course-related field experiences prior to student teaching. Upon successful completion of all program coursework, students receive a MAT degree. To be recommended by our program for initial New York State certification, students must complete student teaching, five New York State-approved seminars in alcohol and drug abuse awareness, child abuse awareness and prevention, school violence prevention, school safety, and dignity for all children. In addition, students must pass the

following New York State initial certification exams: Academic Literacy Skills Test, Content Specialty Test—Generalist, Educating All Students exam, and the education Teacher Performance Assessment.

Students have the option of attending full-time or part-time. Both formats follow a designated sequence of courses each semester.

5) Please give a justification for the changes:

I. Changes in Requirements for Admission:

Admission requirements for the liberal arts major, GPA, recommendations, and writing sample remain the same, but the number of liberal arts and science pre-requisites outside the major has been reduced from 45 to 34. This change is proposed for several reasons.

- Competition. Comparable teacher education programs, including CUNY’s Hunter and Teachers College, require fewer than 34 liberal arts pre-requisites for admissions.
- Changing demographics among applicants. Teacher education is attracting more career changer applicants, and thus a greater number of applicants with more varied liberal arts backgrounds.
- Implications. We frequently lose applicants to other institutions because they do not wish to have to go back and take 2, 3, and even 5 undergraduate courses, after successfully completing their baccalaureate degrees, before being considered for admission. Both the time and the cost are too prohibitive.
 - Two recent examples of applicants we lost to other universities as a result of our existing prerequisites are a lawyer and a 4.0 graduate of Baruch College who fell 15 credits short of those currently required. The latter applicant was willing to take three additional undergraduate courses, but not five, and thus she enrolled elsewhere.

At the same time, the number of proposed liberal arts prerequisites still exceed those required by the New York State Department of Education, and work to maintain our high standards for teacher preparation.

Table 2, left column, summarizes the state prerequisites for admission into a teacher certification. The middle column summarizes our current prerequisites. The third column summarizes our proposed prerequisites.

Table 2. Prerequisites for admission into the MAT 1-6 program.

State Prerequisites	[Current Prerequisites]	<u>Proposed Prerequisites</u>
8 CRR-NY 52.21 Current through January 31, 2015	• 2 courses in English (6 cr.)	• 2 courses in English (6 cr.)

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<p>General education core in the liberal arts and sciences. The program shall include a requirement that the candidate complete study that prepares candidates with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.</p>	<ul style="list-style-type: none"> • 2 courses in the arts (6 cr.) • 4 courses in social sciences (including humanities), including one course in U.S. History (12 cr.) • 6 courses in math, science, technology, including a 4-credit lab science course (19 cr.) • 2 courses in foreign language (or Regents) (6 cr.) 	<ul style="list-style-type: none"> • 1 course in the arts (3 cr.) • 2 courses in social sciences (including humanities), including one course in U.S. History (6 cr.) • 4 courses in math, science, technology, including a 4-credit lab science course (13 cr.) • 2 courses in foreign language (or Regents) (6 cr.)
<p>TOTAL CREDITS</p>	<p>[49] credits</p>	<p><u>34</u> credits</p>

II. Changes in Requirements for Degree/Certificate:
Over 70% of the MAT 1-6 program remains the same.

Changes in the total number of credits for program completion was changed from 45 to 36 credits, a reduction of 9 credits. In practice, however, only 6 of these credits are meaningful, as 3 are being taken from the current 6 assigned to EECE 565. Student Teaching, though the course syllabus and requirements will be the same. This is in keeping with other institutions.

Reducing the number of credits from 45 to 36 reduces the number of full-time semesters required to complete the program from 4 to 3. Importantly, a three-semester full-time program (including one summer course) allows students to do their student teaching in the fall semester. This makes for a much more optimal learning experience as it is not compromised by mandated test preparation and testing that occurs in schools in the spring. Also, the few students who do not pass the state-mandated assessment called edTPA, which is submitted during student teaching, will now have the opportunity to redo it in the spring semester. Another benefit to doing student teaching in the fall semester is that students are able to experience the developing class community from the start of the school year.

Finally, a three-semester program also opens up the possibility for students to obtain a second certification at Queens in the fourth semester, which increases their chances of future employment greatly, while it simultaneously reduces their financial burden from the initial program, and allows them to enter the work force sooner, potentially at the start of the school year in fall.

In sum, the proposed program changes comprise one course addition, one revision, and three course eliminations and directly respond to student needs, as well as new requirements and/or expectations of state and accrediting agencies. Here are the course revisions:

Addition of EECE.762 Schooling in a Diverse Society.

- This is a required course in the bilingual extension, and is proposed as a required course in the 1-6 program to meet the forthcoming state requirement that teacher candidates be educated in the specific needs of second language learners. It replaces “EECE 703 Classroom Realities in Diverse Settings” in the current program. It also acknowledges expected demands from CAEP and NAEYC, our Specialized Program Association, when we undergo the reaccreditation process.

Revision of EECE 780 Introduction to Educational Research

- This course has been renamed EECE 8ZZ Classroom-Based Assessment and Research in the Elementary Years and updated to prepare teacher candidates in methods of data collection, analysis, and assessment valuable to or currently in use in early childhood classrooms.
- This course is designed to address the imperative for teacher candidates to be educated in data collection and assessment methods, which, in turn, will inform pedagogy and increase student learning. It also recognizes expected demands from CAEP and NAEYC, our Specialized Program Association, when we undergo the reaccreditation process.
- Course description. This course discusses critical issues related to assessment of student learning. Teacher candidates will be introduced to both theory and practice of assessment in the context of their assigned classrooms, schools, and communities. These include summative assessment, methods and techniques of formative assessment, alternative approaches to assessment of psychosocial characteristics. Students will explore a range of tests and surveys currently used in schools, and will study effective ways of communicating assessment results to families and colleagues.

Elimination of one elective course.

- We will be offering an elective course in the extension semester (Spring II).

Elimination of “EECE 781 Inquiry into Teaching”

- This course, often referred to as the thesis course, has been eliminated to recognize its greater value to students in the advanced MSED program for students with prior certification.
- The new state-mandated edTPA assessment in the student teaching semester and the students’ e-portfolio work (see pages 2 and 4) will effectively substitute for an initial teacher inquiry project.

Table 3 summarizes the proposed course sequence.

Table 3. Proposed Course Sequence.

Full-time	Part-time
<p><u>Fall 1</u> (12 credits) EECE 702 Social Foundations of Education EECE 711 Ecological Perspectives on Development: The Childhood Years EECE 520 Language Development and Emergent Literacy EECE 545 Social Studies in the Elementary Years</p>	<p><u>Fall 1</u> (6 credits) EECE 702 Social Foundations of Education EECE 711 Ecological Perspectives on Development: The Childhood Years</p>
<p><u>Spring 1</u> (12 credits) EECE 525 Language and Literacy in the Elementary Years EECE 550 Mathematics in the Elementary Years EECE 750: Technology in the Elementary ECPSE 550 Foundations of Special Education</p>	<p><u>Spring 1</u> (6 credits) EECE 550 Mathematics in the Elementary Years ECPSE 550 Foundations of Special Education</p>
<p><u>Summer 1</u> (3 credits) EECE 762 Schooling in a Diverse Society</p>	
<p><u>Fall 2</u> (9 credits) EECE 555 Science in the Elementary Years EECE 8ZZ Classroom-Based Assessment and Research EECE 566 Student Teaching TOTAL: 36 credits</p>	<p><u>Fall 2</u> (6 credits) EECE 520 Language Development and Emergent Literacy EECE 545 Social Studies in the Elementary Years</p>
<p><u>Spring 2</u> Possible extension semester in bilingual or early childhood (for candidates holding initial certification in 1-6)</p>	<p><u>Spring 2</u> (6 credits) EECE 525 Language and Literacy in the Elementary Years EECE 750: Technology in the Elementary Classroom</p>
	<p><u>Fall 3</u> (6 credits) EECE 555 Science in the Elementary Years EECE 762 Schooling in a Diverse Society</p>
	<p><u>Spring 3</u> (6 credits) EECE 8ZZ Classroom-Based Assessment and Research EECE 566 Student Teaching TOTAL: 36 credits</p>

Highlights of the proposed revisions to MAT 1-6 program for initial certification:

1. A meaningful reduction of 6 credits from the programs means that over 80% of the existing 1-6 initial program requirements remain unchanged.

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(5a. Graduate Curriculum Committee minutes continued)

2. We propose the addition of “EECE 762 Schooling in a Diverse Society” to fulfill the forthcoming state requirement for a course on the specific needs of second language learners.
3. We reduced the student teaching course from 6 to 3 credits in keeping with comparable programs in the region.
4. We revised EECE 780 to EECE 8ZZ to more closely match the ongoing assessments that teachers need to know and be able to apply in classrooms.
5. We incorporated or substituted for all meaningful content and requirements in the three eliminated courses, EECE.721, 728, and 781 to other courses.

b. Change to program.

I. Changes in Requirements for Admission:

Students are required to hold a bachelor’s degree with a cumulative GPA of at least 3.0, and to have taken a concentration of no fewer than 30 credits in one of the liberal arts or sciences subject areas during their undergraduate programs. Specializations such as business administration, advertising, sales management, accounting, design, and nursing do not usually meet these requirements. Applicants [are] required to provide writing samples on site, and may be [asked to participate in focus groups]. Students also must have completed [two sequential years of study] in a foreign language.

Table 2, middle column, summarizes the current pre-requisites.

Note: Applicants may provide evidence of Advanced Placement credits or equivalent experiences to demonstrate compliance with any of the required New York State Learning Standards.

Additional coursework in the liberal arts may be required to comply with NYS Learning Standards for [Elementary] School Teachers; students should check with the department at time of application. Students who lack some of these foundation courses [but meet other admissions requirements may be admitted to the program]. Applicants may enter the program only as matriculating students. Although [many] program courses are offered late afternoons and evenings, students must plan for one semester of daytime attendance for student teaching.

In order to continue in the program, students must maintain a *B* average and cannot receive a grade lower than *B-* in any course. Students who receive a grade lower than *B-* in any course are required to meet with an advisor or the department’s review committee for advisement. Students must also display appropriate professional behavior in their field settings.

II. Changes in Requirements for Degree/Certificate:

This [45 credit] program is designed for students with undergraduate degrees in fields other than education who are interested in entering the teaching profession.

The program stresses reflective teaching and the proactive role of the teacher in enhancing educational quality. The MAT B-2 program offers students the [option of earning] NYS initial certification in Early Childhood Education. The program [exposes students incrementally to] pedagogy, curriculum, and assessment, with principles of field practice integrated into the coursework at each level. Students are required to take student teaching, with two placements as mandated by New York State. With faculty guidance, each student compiles a teaching portfolio that documents the development of reflective practice and self-assessment, and highlights the connections between course and field experiences within the program.

The course requirements for the MAT program[s cover] foundations, development and learning processes, curriculum and pedagogy, and field applications. Students are required to have a minimum 100 hours of course-related field experiences prior to student teaching. [Upon completion of 39 credits including Student Teaching, as well as NYS-approved seminars in drug abuse, child abuse, child abduction, fire prevention, and school violence, students are eligible for NYS initial certification in Childhood Education, Grades 1-6 or Early Childhood Education, Grades B-2, contingent upon passing ATSW, ALST, and CST Exams.] Upon completion of all program coursework [and requirements,] students receive a MAT degree. [The course sequence for Early Childhood B-2 initial certification is summarized in Table 1].

[The department offers an accelerated daytime program (DMAT) in which students take courses and student teach for a full year. The DMAT program begins in Summer Session and concludes in the following summer. Interested students should contact the department in early spring.]

Table 1. Current MAT B-2 Course Sequence.

Sequence of Coursework Leading to New York State Initial Certificate Early Childhood Education, B-2*
Pedagogical Core ([12] Credits) <i>Ecology of Childhood (select one)</i> EECE 702. Social Foundations of Education EECE 704. Major Contemporary Issues EECE 705. School and Community Relations (3 credits)
<i>Ecological Perspectives on Development</i> EECE 710. Ecological Perspectives on Development: The Early Years (3 credits)
[EECE 721 Professional Issues in Early Childhood Education 3 credits]
ECPSE 550. Foundations of Special Education (3 credits)

Curriculum in Action (21 credits)

EECE 520 Language Development and Emergent Literacy
(3 credits)

EECE 525 Language and Literacy in the Elementary Years
(3 credits)

EECE 724 Curriculum and Environmental Design: I
(3 credits)

EECE 725 Curriculum and Environmental Design: II
(3 credits)

[EECE 728 Integrated Expressive Arts in Early Childhood Education
3 credits]

EECE 737 Infants and Toddlers: Curriculum and Teaching
(3 credits)

EECE 759 Modern Learning Technologies
(3 credits)

Student Teaching

[6] credits

*EECE 565

Upon completion of these [39] credits, students are eligible for the NYS Initial Certificate in Early Childhood Education, B-2, contingent upon passing the LAST, ATS-W, and CST Exams, and completing the state-approved training seminars in child abuse, maltreatment, and abduction; substance abuse; violence prevention; safety education.]

[Research

EECE 780 Introduction to Education Research
(3 credits)

EECE 781 Thesis (Prereq 780)
(3 credits)]

Total Credits: 45 credits*

*Includes 6 credits for student teaching that will be changed to 3 without a change in syllabus or requirements. This is in keeping with other institutions.

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Note: Applicants who provide proof of scoring 85 or higher on a high school foreign language Regents exam will meet the foreign language requirement. Applicants may provide evidence of Advanced Placement credits or equivalent experiences to demonstrate compliance with any of the required New York State Learning Standards.

Additional coursework in the liberal arts may be required to comply with NYS Learning Standards for Early Childhood, B-2 School Teachers; students should check with the department at time of application. Students who lack some of these foundation courses but meet other admissions requirements may be admitted to the program. Applicants may enter the program only as matriculating students. Although most program courses are offered late afternoons and evenings, students must plan for one semester of daytime attendance for student teaching.

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The course requirements for the MAT B-2 program include foundations, development and learning processes, curriculum and pedagogy, and field applications. Students are required to have a minimum 100 hours of course-related field experiences prior to student teaching. Upon successful program of all program coursework students receive their MAT degree. To be recommended by our program for initial New York State certification students must complete student teaching, five New York State-approved seminars in alcohol and drug abuse awareness, child abuse awareness and prevention, school violence prevention,

school safety, and dignity for all children. In addition, students must pass the following New York State initial certification exams: Academic Literacy Skills Test, Content Specialty Test in Early Childhood Education, Educating All Students Test, Content Specialty Test, and the Education Teacher Performance Assessment. Students have the option of attending full-time or part-time. Both formats follow a designated sequence of courses each semester, and student teaching.

5) Please give a justification for the changes:

I. Changes in Requirements for Admission:

Admission requirements for the liberal arts major, GPA, recommendations, and writing sample remain the same, but the number of liberal arts and science pre-requisites outside the major has been reduced from 45 to 34. This change is proposed for several reasons.

- Competition. Comparable teacher education programs, including CUNY’s Hunter and Teachers College, require fewer than 34 liberal arts pre-requisites for admissions.
- Changing demographics among applicants. Teacher education is attracting more career changer applicants, and thus a greater number of applicants with more varied liberal arts backgrounds.
- Implications. We frequently lose applicants to other institutions because they do not wish to have to go back and take 2, 3, and even 5 undergraduate courses, after successfully completing their baccalaureate degrees, before being considered for admission. Both the time and the cost are too prohibitive.
 - Two recent examples of applicants we lost to other universities as a result of our existing prerequisites are a lawyer and a 4.0 graduate of Baruch College who fell 15 credits short of those currently required. The latter applicant was willing to take three additional undergraduate courses, but not five, and thus she enrolled elsewhere.

At the same time, the number of proposed liberal arts prerequisites still exceed those required by the New York State Department of Education, and work to maintain our high standards for teacher preparation.

Table 2, left column, summarizes the state prerequisites for admission into a teacher certification. The middle column summarizes our current prerequisites. The third column summarizes our proposed prerequisites.

Table 2. Prerequisites for admission into the MAT B-2 program.

State Prerequisites	[Current Prerequisites]	<u>Proposed Prerequisites</u>
8 CRR-NY 52.21 Current through January 31, 2015	<ul style="list-style-type: none"> • 2 courses in English (6 cr.) • 2 courses in the arts (6 cr.) 	<ul style="list-style-type: none"> • 2 courses in English (6 cr.) • 1 course in the arts (3 cr.)

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<p>General education core in the liberal arts and sciences. The program shall include a requirement that the candidate complete study that prepares candidates with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.</p>	<ul style="list-style-type: none"> • 4 courses in social sciences (including humanities), including one course in U.S. History (12 cr.) • 6 courses in math, science, technology, including a 4-credit lab science course (19 cr.) • 2 courses in foreign language (or Regents) (6 cr.) 	<ul style="list-style-type: none"> • 2 courses in social sciences (including humanities), including one course U.S. History (6 cr.) • 4 courses in math, science, technology, including a 4-credit lab science course, 1 course in math, and 1 course in technology (13 cr.) • 2 courses in foreign language (or Regents) (6 cr.)
<p>TOTAL CREDITS</p>	<p>49 credits</p>	<p>34 credits</p>

II. Changes in Requirements for Degree/Certificate:

Over 70% of the B-2 MAT program remains the same.

Changes in the total number of credits for program completion was changed from 45 to 36 credits, a reduction of 9 credits. In practice, however, only 6 of these credits are meaningful, as 3 are being taken from the current 6 assigned to EECE 565. Student Teaching, though the course syllabus and requirements will be the same. This is in keeping with other institutions.

Reducing the number of credits from 45 to 36 reduces the number of full-time semesters required to complete the program from 4 to 3. Importantly, a three-semester full-time program (including one summer course) allows students to do their student teaching in the fall semester. This makes for a much more optimal learning experience as it is not compromised by mandated test preparation and testing that occurs in schools in the spring. Also, the few students who do not pass the state-mandated assessment called edTPA, which is submitted during student teaching, will now have the opportunity to redo it in the spring semester. Another benefit to doing student teaching in the fall semester is that students are able to experience the developing class community from the start of the school year.

Finally, a three-semester program also opens up the possibility for students to obtain a second certification at Queens in the fourth semester, which increases their chances of future employment greatly, while it simultaneously reduces their financial burden from the initial program, and allows them to enter the work force sooner, potentially at the start

of the school year in fall.

In sum, the proposed program changes comprise one course addition, one revision, and three course eliminations and directly respond to student needs, as well as new requirements and/or expectations of state and accrediting agencies. Here are the course revisions:

Addition of EECE.762 Schooling in a Diverse Society.

- This is a required course in the bilingual extension, and is proposed as a required course in the B-2 program to meet the forthcoming state requirement that teacher candidates be educated in the specific needs of second language learners. It also acknowledges expected demands from CAEP and NAEYC, our Specialized Program Association, when we undergo the reaccreditation process.

Revising of EECE.780 Introduction to Educational Research

- This course has been renamed EECE 8YY Classroom-Based Assessment and Research in Early Childhood Education and updated to prepare teacher candidates in methods of data collection, analysis, and assessment valuable to or currently in use in early childhood classrooms.
- This course is designed to address the imperative for teacher candidates to be educated in data collection and assessment methods, which, in turn, will inform pedagogy and increase student learning. It also recognizes expected demands from CAEP and NAEYC, our Specialized Program Association, when we undergo the reaccreditation process.
- Course description. This course discusses critical issues related to assessment of student learning. Teacher candidates will be introduced to both theory and practice of assessment in the context of their assigned classrooms, schools, and communities. These include summative assessment, methods and techniques of formative assessment, alternative approaches to assessment of psychosocial characteristics. Students will explore a range of tests and surveys currently used in schools, and will study effective ways of communicating assessment results to families and colleagues.

Elimination of EECE.721 Professional Issues in Early Childhood Education

- Content of this course currently duplicates existing content in the following courses: EECE.710, 724, 737, and 725. The NAECTE/NAEYC mandated assessment called Voices in the Field currently in this course will be transferred to EECE.710.

Elimination of EECE.728 Integrated Expressive Arts in Early Childhood Education

- Content of this method course will be redistributed in the remaining three methods courses: EECE.737, 724, and 725.

Elimination of EECE.781 Inquiry into Teaching

- This course, often referred to as the thesis course, has been eliminated to recognize its greater value to students in the advanced MSED program for students with prior certification.
- The new state-mandated edTPA assessment in the student teaching semester and the students’ e-portfolio work (see pages 2 and 4) will effectively substitute for an initial teacher inquiry project.

Table 3 summarizes the proposed course sequence.

Table 3. Proposed Course Sequence.

Full-time	Part-time
<p><u>Fall 1</u> (12 credits) EECE 520 Language Development and Emergent Literacy EECE 702 Social Foundations of Education EECE 710 Ecological Perspectives on Development: The Early Years EECE 737 Infants and Toddlers: Curriculum and Teaching</p>	<p><u>Fall 1</u> (6 credits) EECE 710 Ecological Perspectives on Development: The Early Years EECE 737 Infants and Toddlers: Curriculum and Teaching</p>
<p><u>Spring 1</u> (12 credits) EECE 525 Language and Literacy in the Elementary Years EECE 724 Curriculum and Environmental Design: I EECE 750 Modern Learning Technologies ECPSE 550 Foundations of Special Education</p>	<p><u>Spring 1</u> (6 credits) EECE 724 Curriculum and Environmental Design: I ECPSE 550 Foundations of Special Education</p>
<p><u>Summer 1</u> (3 credits) EECE 762 Schooling in a Diverse Society</p>	
<p><u>Fall 2</u> (9 credits) EECE 725 Curriculum and Environmental Design: II EECE 8YY Classroom-based Assessment and Research in Early Childhood Education EECE 565 Student Teaching Total: 36 credits</p>	<p><u>Fall 2</u> (6 credits) EECE 520 Language Development and Emergent Literacy EECE 702 Social Foundations of Education</p>
<p><u>Spring 2</u> Possible extension semester in bilingual or 1-6 (for candidates holding initial certification in B-2).</p>	<p><u>Spring 2</u> (6 credits) EECE 525 Language and Literacy in the Elementary Years EECE 750 Modern Learning Technologies</p>

	<i>Fall 3</i> (6 credits) EECE 725 Curriculum and Environmental Design: II EECE 762 Schooling in a Diverse Society
	<i>Spring 4</i> (6 credits) EECE 565 Student Teaching EECE 8YY Classroom-based Assessment and Research in Early Childhood Education Total: 36 credits

Highlights of the proposed revisions to MAT B-2 program for initial certification:

6. A meaningful reduction of 6 credits from the programs means that over 80% of the existing B-2 initial program requirements remain unchanged.

 7. We propose the addition of “EECE.762 Schooling in a Diverse Society” to fulfill the forthcoming state requirement for a course on the specific needs of second language learners.

 8. We reduced the student teaching course from 6 to 3 credits in keeping with comparable programs in the region.

 9. We revised EECE 780 to EECE 8YY to more closely match the ongoing assessments that teachers need to know and be able to apply in classrooms.

 10. We incorporated or substituted for all meaningful content and requirements in the three eliminated courses, EECE.721, 728, and 781 to other courses.
- c. Letter of Intent for new Program.

Queens College
Elementary and Early Childhood Education Department
MAT 1-6 Preservice Program
Certificate in Elementary Education, Grades 1 – 6
Anticipated start date: Spring semester, 2017
Date of College governance approval:

Purposes and Goals:

Our purpose is to take advantage of the revised and shortened programs in 1-6 and B-2 certification to offer a second initial certification in childhood grades 1 through 6 for all candidates who have achieved initial certification in early childhood grades B-2. Ideally, students will enroll in this program in the spring semester following the completion of the revised three-semester (Fall-Spring-Fall) initial certification program, bringing the time from initial to double certification to only four semesters, making them eligible for employment the following fall.

Need and Justification:

We have three reasons for this extension semester. First, data suggest that students graduating with only initial certification routinely lose jobs to those who have a second certification. Second, this second initial certification is also consistent with other local colleges that offer this opportunity (see, for example, St. John's University, Brooklyn College, and Long Island University). Finally, this four-semester approach to initial and extension certifications makes the cost of obtaining certification in two areas substantially cheaper and less time consuming than in the pre-revision programs. .

Student Interest and Enrollment:

Each year, a cohort of, on average, 25 students graduate from our early childhood program. We are confident that 75% (on average, 18 to 19 students) would likely pursue a second initial certification in elementary grades 1 through 6, because this would expand their grade range for teaching positions from birth through grade 2 to birth through grade 6. Currently, these students seek this second initial certification at other local colleges

and universities or on their own, via the State certification system. We are confident that we would have 25 students (a full cohort) each semester that we have this extension program. We do not anticipate attrition because we believe that students will have sufficient incentive and motivation to achieve this second certification. We also believe that they will find the course load manageable, especially in comparison to the course load they had in their master's degree program. Third, by offering this extension program only in the spring semester, we believe students will be in an excellent position to then seek employment as classroom teachers for the following school year.

To be considered for this program, students must:

- achieve initial certification in early childhood.
- have master's degree for classroom teaching.
- have a minimum GPA at the master's degree level of 3.0.

Graduation Requirements. To graduate, all candidates will be required to meet the following requirements:

- Maintain a 3.0 GPA and complete all coursework.¹
- Perform successfully on all program-level and unit-level assessments.
- Apply for second certification in the spring of the semester they will graduate.

Teacher Certification Requirements. Graduates who meet all requirements of the proposed second initial certification will be recommended to New York State for initial certification in general education at the elementary childhood level (1 – 6). Professional Certification in one or both initial certification areas will depend on the teaching position a graduate obtains. The graduate will be eligible for professional certification after completing three years of teaching at that position in New York State.

¹ Because this is a one-semester program with a total of 9 credits, students who have a GPA lower than 3.0 will be required to revise and resubmit coursework for a change of grade in any course in which the student earned a grade lower than B.

ACADEMIC SENATE MINUTES – September 17, 2015

(5a. Graduate Curriculum Committee minutes continued)

Curriculum:

For a second certification, the New York State Department of Education (NYSDOE) requires one content-area course in that age-range and a 6-week practicum working with students in that age-range in a classroom setting. With these requirements in mind, our certification program has the following coursework:

COURSE NUMBER and TITLE	COURSE DESCRIPTION
EECE 545: Social Studies in the Elementary School Years	Preservice elementary teachers examine the teaching of social studies in the primary and intermediate grades. Emphasis is on the theoretical basis underlying the teaching of social studies and its application in the elementary classroom. Topics include the social studies disciplines, methodologies, and applications in the classroom.
EECE 550: Mathematics in the Elementary School Years	This course examines key concepts, strategies, and skills in the elementary school curriculum. Topics include estimation and mental computation, place value, development of algorithms, algebraic reasoning, fractions and decimals, probability and data analysis, and measurement and geometric concepts. There will be an emphasis on problem-solving, reasoning and proof, communication, and representation of ideas. The course also addresses state and national standards in elementary school mathematics, and discusses uses of technology in the classroom.
ELECTIVE	The elective course will be any non-required course in our department, including: Science in the Elementary Years (EECE 555), integrated arts course, a course in children’s literature, a technology course, a course in behavior management.
EECE 8FF: Practicum in Elementary Education	Six weeks of supervised observation and student teaching in one of the elementary certificate grade levels (1 - 6).

We selected these two content area courses because: (a) early childhood students also take two semesters of coursework in language arts; (b) early childhood candidates take integrated curriculum courses that focus on science education.

In addition, our candidates will need to successfully complete the **CST** - Content Specialty Test: Multi-Subject Grades Levels for elementary grade classroom teachers. We are confident that the students’ experience with the six-credit language arts sequence, their integrated curriculum (in early childhood certification), and their experiences with the content in EECE 545 and 550 will prepare them for successful completion of the Content Specialty Test for elementary grades.

Faculty:

The two content areas courses, EECE 545 and EECE 550, will be taught by full-time faculty. We anticipate one section of each course.

The following full-time faculty are qualified and would be available to teach EECE 545:

- Dr. Beverly Bisland
- Dr. Myra Zarnowski

The following full-time faculty are qualified and would be available to teach EECE 550:

- Dr. Mary Foote
- Dr. Susan Terkel

The following full-time faculty member is qualified and would be available to teach the practicum, EECE 8FF: Dr. Michael Perrone.

Cost Assessment:

We do not anticipate this second initial certification program incurring any additional costs. Conversely, we anticipate this program generating revenue from the tuition and

fees of 25 students that we anticipate each spring who would have otherwise enrolled in a program outside of Queens College or pursued this second initial certification on their own.

d. Letter of Intent for new Program.

Queens College

Elementary and Early Childhood Education Department
MAT B-2 Preservice Program

Certificate in Early Childhood Education, Grades B - 2

Anticipated start date: Spring semester, 2017

Date of College governance approval:

Purposes and Goals:

Our purpose is to take advantage of the revised and shortened programs in 1-6 and B-2 certification to offer a second initial certification in early childhood, birth through grade 2, for all candidates who have achieved initial certification in elementary grades 1 through 6. Ideally, students will enroll in this program in the spring semester following the completion of the revised three-semester (Fall-Spring-Fall) initial certification program, bringing the time from initial to double certification to only four semesters, making them eligible for employment the following fall.

Need and Justification:

We have three reasons for this extension semester. First, data suggest that students graduating with only initial certification routinely lose jobs to those who have a second certification. Second, this second initial certification is also consistent with other local colleges that offer this opportunity (see, for example, St. John’s University, Brooklyn College, and Long Island University). Finally, this four-semester approach to initial and extension certification makes the cost of obtaining certifications in two areas substantially cheaper and less time consuming than in the pre-revision programs.

Student Interest and Enrollment:

Each year, a cohort of, on average, 120 students or more graduate from our childhood graduate program. We are confident that at least 25% (on average, 30 students) would likely pursue a second initial certification in early childhood grades B through 2, because this would expand their grade range for teaching positions from 1 through grade 6 to birth through grade 2. Currently, these students seek this second initial certification at other local colleges and universities or on their own, via the State certification system. We are confident that we would have 25 students (a full cohort) each semester that we have this extension program. We do not anticipate attrition because we believe that students will have sufficient incentive and motivation to achieve this second certification. We also believe that they will find the course load manageable, especially in comparison to the course load they had in their undergraduate or master’s degree program. Third, by

offering this extension program only in the spring semester, we believe students will be in an excellent position to then seek employment as classroom teachers for the following school year.

To be considered for this program, students must:

- achieve initial certification in elementary.
- have master’s degree for classroom teaching.
- have a minimum GPA at the master’s degree level of 3.0.

Graduation Requirements. To graduate, all candidates will be required to meet the following requirements:

- Maintain a 3.0 GPA and complete all coursework.²
- Perform successfully on all program-level and unit-level assessments.
- Apply for second certification in the spring of the semester they will graduate.

² Because this is a one-semester program with a total of 9 credits, students who have a GPA lower than 3.0 will be required to revise and resubmit coursework for a change of grade in any course in which the student earned a grade lower than B.

Teacher Certification Requirements. Graduates who meet all requirements of the proposed second initial certification will be recommended to New York State for initial certification in general education at the early childhood level (B – 2). Professional Certification in one or both initial certification areas will depend on the teaching position a graduate obtains. The graduate will be eligible for professional certification after completing three years of teaching at that position in New York State.

Curriculum:

For a second certification, the New York State Department of Education (NYSDOE) requires one content-area course in that age-range and a 6-week practicum working with students in that age-range in a classroom setting. With these requirements in mind, our certification program has the following coursework:

COURSE NUMBER and TITLE	COURSE DESCRIPTION
EECE 737: Infants and Toddlers: Curriculum and Teaching	Approaches to infant/toddler care and education; instructional materials and techniques to foster infant/toddler development; strategies for administering and managing learning environments.
EECE 724: Curriculum and Environmental Design I	This course examines environmental design, instructional strategies, and materials to serve goals of curriculum for B–6-year-old children. Professional study features the role of play, goal-directed teaching within an action-based learning environment, multicultural and technological resources for program development, assessment, working with families in cultural contexts, and meeting the needs of individual children.
ELECTIVE	The elective course will be any non-required course in our department, including: Curriculum and Environmental Design (EECE 725), integrated arts course, a course in children’s literature, a technology course, a course in behavior management.
EECE 8EE: Practicum in Early Childhood Education	Six weeks of supervised observation and student teaching in one of the elementary certificate grade levels (1 - 6).

We selected these three content area courses because: (a) elementary/childhood students take two semesters of coursework in language arts; (b) elementary candidates take dedicated curriculum courses in the content areas.

In addition, our candidates will need to successfully complete the CST - Content Specialty Test: Multi-Subject Grades Levels for early childhood grade classroom teachers. We are confident that the students' experience with the six-credit language arts sequence, their integrated curriculum (in childhood certification), and their experiences with the content in EECE 737, 724, and 725 will prepare them for successful completion of the Content Specialty Test for elementary grades.

Faculty:

The three content areas courses, EECE 737, 724, and EECE 725, will be taught by full-time faculty. We anticipate one section of each course.

The following full-time faculty are qualified and would be available to teach EECE 737:

- Dr. Patricia M. Cooper

The following full-time faculty are qualified and would be available to teach EECE 724 and 725:

- Dr. Patricia M. Cooper
- Dr. Sara Michael-Luna
- Professor Karen Steuerwalt

The following full-time faculty member is qualified and would be available to teach the practicum, EECE 8EE: Dr. Michael Perrone.

Cost Assessment:

We do not anticipate this second initial certification program incurring any additional costs. Conversely, we anticipate this program generating revenue from the tuition and fees of 25 students that we anticipate each spring who would have otherwise enrolled in a program outside of Queens College or pursued this second initial certification on their own.

4. Psychology

- a. Change in Program.

TO READ:

MASTER'S IN APPLIED BEHAVIOR ANALYSIS (36 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

36 credits distributed as follows:

Required courses (27 credits)

PSYCH 705.00 Statistics (3 cr.)

PSYCH 720.05 Autism (3 cr) OR PSYCH 791.3 Special Topics: Autism Treatment

PSYCH 730.00 Psychology of Learning (3 cr.)

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

PSYCH 730.05 Applied Behavior Analysis: Measurement and Applied Project I (3 cr.)

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

PSYCH 730.06 Applied Behavior Analysis: Measurement and Applied Project II (3 cr.)

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

PSYCH 771.03 Ethical Issues in Psychology (3 cr.)

Comprehensive Exams and 9-credits of Elective courses

Students must pass the Applied Behavior Analysis comprehensive exam and complete 9-credits of elective courses. The majority of elective course must be Applied Behavior Analysis courses and up to 6-credits of the 9 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 greater, 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) 3 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) 6 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 6 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)

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.

b. Change in Program

TO READ:

ADVANCED CERTIFICATE PROGRAM IN APPLIED BEHAVIOR ANALYSIS

The goal of the Advanced Certificate in Applied Behavior Analysis is to prepare people to design, deliver, and evaluate individualized behavioral intervention. The aim of the certificate program is to provide practitioners with high-quality academic training in applied behavior analysis. To that end, faculty carefully integrate the practicum coursework experience with didactic coursework to provide a meaningful repertoire of behavior analysis skills and to help prepare professionals for the National Board Certified Behavior Analyst (BCBA) Examination. The certificate program is not a Master's program, and thus, a graduate degree is not awarded upon completion of the coursework. The program is designed to fulfill the coursework requirements necessary to sit for the BCBA national exam (www.bacb.com), it does NOT fulfill the experience supervision requirements for the BCBA. You DO NOT receive your BCBA upon completion of our program—you will have simply met the coursework requirements necessary to sit for the exam. Students (on their own) must research the requirements for the practice component of the BCBA.

Requirements for Matriculation and Continuation in the Program

Applicants for admission must possess a BA or BS degree (but are strongly encouraged to have a Master's degree) with an earned grade-point average of at least 3.0 (B). Maintenance of a GPA of at least 3.0 through the entire program is required. Additionally, applicants will be required to have some background in psychology (i.e., courses in learning, advanced experimental psychology, developmental disabilities, behavior analysis, etc.). Background in special education and/or field-based experience in

behavior analysis are an added strength. The GRE is NOT required, but students for whom English is not a native language must show a score of 600 or higher on the TOEFL.

Transfer credits from other programs will not be applied to the completion of this program.

Curriculum of the Program

The curriculum for the 18-credit Advanced Certificate Program in Applied Behavior Analysis will include the following classes:

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

PSYCH 730.05 Applied Behavior Analysis: Measurement and Applied Project I (3 cr.)

PSYCH 771.3 Ethical Issues in Psychology (3 cr.)

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

PSYCH 730.06 Applied Behavior Analysis: Measurement and Applied Project II (3 cr.)

PSYCH 720.05 Autism OR PSYCH 791.3 Special Topics: Autism Treatment (3cr.)

5b. Nominating Committee

MOTION: Duly made by Professor Sara Woolf, Senator:

“To accept the Nominating Committee Report dated September 17, 2015”

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

1) College Committee on Honors and Awards

The following faculty members were elected by unanimous consent:

Dan Lee	Math and Natural Science	April, 2018
Caroline Rupprecht	Arts & Humanities	April, 2018

6. Old Business (none)

7. New Business (none)

MOTION: Duly made by Parliamentarian Fields:

“To Adjourn”

The meeting was adjourned at 4:46 p. m. The next Academic Senate meeting will be on Thursday, October 8, 2015.