MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE   March 10, 2016

Kiely Hall, room 170

The meeting will come to order:

Chair Manuel Sanudo called the meeting to order at 3:47 p.m.

1.   Approval of Agenda:

i.   MOTION: Duly made:

"To approve the Agenda"

ii.   MOTION: Duly made by Dave Fields, Parliamentarian :

"To amend the Agenda to add Item 7b." [CUNY Core Review Committee Elections]

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

iii. MOTION: Duly made by Chair Sanudo:

"To accept the Agenda as amended"

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

2. Approval of Minutes:

i. MOTION: Duly made by Chair Sanudo:

"To approve the minutes dated February 18, 2016"

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

3. Announcements, Administrative Reports, and Memorials:

1. Senator Stephen Grover announced a memorial lecture will be held for Hilail Gildin on March 23, at 2:30pm in Powdermaker Hall Room 351.

2. On Wednesday, March 16, in Kiely 243 at 12- 1:15pm there will be a presentation about CUNY Academic Works which is a CUNY wide institutional repository to make your work available publicly.

3a.   Guest Speaker-Leanna Taylor, Associate Athletics Director

Chair Sanudo introduced our guest speaker Leanna Taylor, Associate Athletics Director. She started her presentation with a Youtube video showing the day to day routine of an athlete. Leanna explained that Queens College is NCAA Division II which allows the college to recruit athletes from abroad and out of state. She described a quick layout of the Athletics Department and its functions year round. Our Faculty Athletic Representative (FAR) is Ryan Black; he is the liaison for the faculty community and any issues or communications go through Ryan. She explained that the academic success of the athletes is as important as their athletics and department wide the GPA is 3.1.   She introduced Lydia Travis, Director of Compliance. Her primary role is insure that the college is in alignment with the NCAA and ECC regulations. Leanna, Lydia and Ryan answered questions from the senators.

4.   Special Motions: (none)

5.   Committee Reports

5a. Undergraduate Curriculum Committee

MOTION: Duly made Professor Ken Lord, Chair UCC:

"To accept the UCC minutes dated February 18, 2016

Hearing no objection to the motion, the Chair moved unanimous consent:\

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

1. General Education Advisory Committee

No report.

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. CMAL

a. Change in description.

To Read:

Hebrew 358. The Modern Hebrew Media.
3 hr., 3 cr. <u>The language of instruction is Hebrew. Students who can both read and write in Hebrew are eligible to enroll in 300-level HEBRW courses.</u>
<u>Readings and assignments include selections from Israeli newspapers and journals; listening to Israeli radio and television; browsing the Hebrew web. Students will learn the language of Hebrew journalism, as well as the politics of Israeli media, and will work on writing, and recording or videotaping an op-ed for online publication.</u>

b. New Course

JPNS 254. Japanese Cinema.
3 hr., 3 cr. Prereq.: Sophomore standing
A chronological overview of Japanese cinema, from its origins to the present. Films will be analyzed both in terms of their aesthetic attributes as well as their position in the larger historical context of their era. Films will be shown in Japanese with English subtitles. Lectures, class discussion and work will be done in English.

c.   New course:

CLAS 260. Law and Order in Greece & Rome.

3 hours, 3 credits. No prerequisite.

The legal systems and judicial processes of the ancient Greeks and Romans with emphasis on actual trials. Ancient trials were dramatic and often scandalous affairs in which not only laws but fundamental social values were at stake. The course examines legal cases both famous and obscure through the speeches of defendants and prosecutors and other surviving documents. Besides serious criminal matters (e.g., homicide, assault, robbery), the course introduces legal issues absent from the U.S. judicial system (e.g., impiety, exile) as well as legal matters familiar today (e.g., immigration, citizenship, fraud, child custody). Authors include Andocides, Antiphon, Lysias, Demosthenes, Plato, Aristotle, Cicero and Quintilian.

d.   Change in Description

To Read:

LATIN 102. Intermediate Latin. 3 hr.; 3 cr. Prereq.: LATIN 101 or one year of high school Latin. A continuation of LATIN 101 but with an emphasis on Roman culture and civilization as revealed through study of the Latin language. (LANG)

e.   Change in Description and Designation

To Read:

CLAS 250, 250W. Ancient Epic and Tragedy.

3 hr.; 3 cr. Study of the literary, philosophical, and political themes that are explored in the *Iliad* of Homer and in the tragic plays of Homer's intellectual heirs, Aeschylus, Sophocles, and Euripides of classical Athens. Topics discussed include: the conception of gods and mortals; an examination of traditional heroic values such as honor and glory; the debate on fate and human free choice; a meditation on the human pursuit of knowledge and technology; the autonomy of the individual versus the demands of society; a critique of classical Athens as an imperial power; and the representation of women in epic and tragedy.

2. Studio Art

a. Change in description.

To Read:

 ARTS 171. Color and Design I.

 4 hr.; 3 cr.

 An introduction to <u>Josef Albers' color theory and 2D design principles.</u>

b. Change in title.

To Read:

 ARTS 215. <u>Traditional Animation</u>

 4 hr.; 3 cr.

 Traditional, hand-drawn animation as well as cutout and stop-motion animation.

c. New Course

 ARTS 172 Game Design.

 4 hr., 3cr.

 An introductory course on the culture, theory, and design of games. In this course, students will work in teams to create several games and write game design documentation. Through the playing and analysis of games, lectures, assigned readings and process blogs, students will develop a foundation in game design that will be applicable to other interactive experiences.

d. New Course

 ARTS 192. Storyboarding & Storytelling

 4 hr., 3 cr. ARTS 191; and ARTS 188 or ARTS 151.

 Storytelling skills for time-based media through the introduction of storyboarding techniques. Storyboarding is the art of transforming a written script into a sequential, visual story. Concepts addressed in this course include: tools, methods and techniques, visual storytelling and narrative structure, shot composition, "acting," and character development.

e.   New Course

ARTS 250 Design Thinking

4 hr., 3 cr. Prerequisite: ARTS 241

Exploration of a variety of design research, strategy, ideation and prototyping methods to create insightful and innovative design solutions. Students will work individually and collaboratively to design services, experiences, interactions, products and brands.

f.   New Course

ARTS 263. App Design.

4 hr., 3 cr. Prereq: ARTS 214.

Students will gain skills designing applications (apps) from ideation to high-resolution prototypes ready for development. We will cover user-centered and other research methods, ideation, prototyping, user experience, flow maps, wireframes, interactive prototypes, visual design, brand creation, and presentation.

g.   New Course

ARTS 266. Children's Book Illustration.

4 hr., 3 cr.; Prereq: ARTS 151 or ARTS 188

Introduction to the field of children's book illustration through lectures, demonstrations, and writing and drawing exercises. Assignments will be created in traditional and digital mediums, and students will create an original manuscript and book mockup, as well as portfolio sample pieces. This course is primarily for students interested in illustration and design.

h.   New Course

ARTS 314. Web Design 2.

4 hr., 3 cr.; Prereq.: ARTS 214.

An advanced website design and development class focusing on frontend development (HTML, CSS and JavaScript) focusing on interaction, motion and data retrieval using publicly available APIs. The class will be discussing how to create interactive websites for both desktop platforms, mobile and tablet as well as the "internet of things" devices. This class could collaborate with the App Design class to build out the designed Apps.

3.   **Biology**

a. New Course.

BIOL 45. Microbiology for Health Professions
2 lec., 1 rec., 3 lab. hr.; 4 cr.
BIOL 11 or BIOL 40 and 41, or equivalent, with a grade of C+ or better, or permission of instructor. May not be used to fulfill biology major or minor requirements. Not open to students who have completed BIOL 201.
Microbiology with emphases on characteristics, natural history, and handling of human pathogens. This course is designed for students planning to enter into a professional nursing program and other health professions.

4. Mathematics

a. New Course

MATH 341. Bayesian Modeling.

3 hr.; 3 cr. Prereq.: MATH 241.

A review of frequentist methods followed by a survey of statistical modeling using the Bayesian

framework: prior distribution design, including Jeffrey's priors; likelihood models; posterior probabilities;

hypothesis tests; Bayesian linear regression; Gibbs sampling; basic computing. Emphasis on real-world

applications, including those in finance and engineering. Fall, Spring

5. Family, Nutrition, and Exercise Sciences

a. Change to a Major:

Change in requirements for the Major in Family and Consumer Sciences - Human Development and Family Studies Specialization (04A): eliminate one course and add another course

To Read:

Requirements for the Major in Family & Consumer Sciences - Human Development and Family Studies Specialization (04A)

Human Development and Family Studies: FNES 106, 140, 151, 153, either 163 or both 263 and 264, 248, 249, 250, 345, 347, 348, 349, 350, 356, 376, 380, SOC 205 or PSYCH 107, BIO 22.

6. BALA

a. Change to the minor.

To Read:

Requirements for the minor in Business and Liberal Arts.

Required (24 credits)

BALA 100, 103W, 165, 200, 201W, 302W, and 303. ACCT 100.

The Minor

The BALA minor consist of eight required 3-credit courses totaling 24 credits, which may be taken in conjunction with any major. BALA 103W and 302W and 201W each fulfill one unit of the writing-intensive requirement.

Eligibility Requirements

Only a limited number of students can be admitted each semester, since we must work within existing faculty resources while maintaining our commitments to small class size. Students will be selected based on grade-point average, and an interview with the director.

b. Course withdrawn.

BALA 360. Virtual Enterprise

7. Urban Studies

. New Minor.

Cities and Social Medicine

The *Minor in Cities and Social Medicine* is designed for students planning to enter careers in medicine, dentistry, health services, public health and the media as well as students who want to better understand how social, economic, environmental and political aspects of city life shape individual and collective "health" and illness. Students majoring in all disciplines within the College are encouraged to do the Minor in Cities and Social Medicine. The minor consists of three required courses, Urban Studies 101: Urban Poverty and Affluence, *Urban Studies 132*: *The US Health System* and *Urban Studies 231: Cities and Social Medicine* and three additional elective courses. Students who major in Urban Studies must take three more electives on the list.

The three elective courses must be chosen from the following courses:

Urban Studies 103   Urban Diversity
Urban Studies 202   Race, Ethnicity and Immigration
Urban Studies 220:   Public Health Policy and Practice
Urban Studies 232   Health Policy-making
Urban Studies 235   Urban Epidemics: TB to AIDs
Urban Studies 238   Women and Health
Urban Studies 252   The Changing Urban Environment
Urban Studies 265 –Special Topics   Urban Waste Systems
                                     Urban Food Systems

Anthropology 225   Medical Anthropology
Sociology 227   Sociology of Medicine
Sociology 229   The Sociology of Health and Illness

b.   New Course

Urban Studies 231: Cities and Social Medicine

3 hr., 3 cr.

Analyzes the ways in which "health" and "illness" are unequally distributed by class, nationality, ethnicity, gender, and sexuality, and explores how these differences are shaped by economic, social, environmental and political factors. The course also discusses the policies, programs and social movements that work to reduce these differences and to improve the health of urban residents.

5b. Graduate Curriculum Committee:

MOTION: Duly made by Professor Rich Bodnar, Dean of Graduate Studies:

"To accept the GCC minutes dated February 17, 2016"

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

1. ECP
a. Change in description.

To Read:

ECPSP 769. Internship in School Psychology II. 3 hr.; 3 cr. Prereq.: Permission of the department and ECPSP 768. Candidates spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. They begin in September and follow school and agency calendars. <u>Candidates meet biweekly for group supervision at the College.</u> Taken in the last year of study. Graded on a Pass/Fail basis only. Spring

b.   Change in description.

To Read:

ECPSP 774, 775. Theory and Practice of Personality Evaluation I,II. 3 hr.; 3 cr.

Prereq.: Matriculation in the graduate program in School Psychology or permission of the department; ECPSP 860, 772. A combined laboratory and didactic experience designed to develop the candidate's competency in the use of <u>objective and</u> projective techniques in personality evaluation and assessment. The course is also designed to increase skill in written reporting of psychodiagnostic findings. 774-Spring; 775-Fall

c. Change in description.

To Read:

ECPSP 769.1 Internship in Bilingual/Multicultural School Psychology II. 3 hr.; 3 cr. Prereq.: Permission of the department; coreq.: ECPSP 771. Candidates spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. The placements are in settings with a bilingual <u>or multicultural</u> population, and candidates are under the supervision of qualified supervisors. <u>They begin in September and follow school and agency calendars. Candidates meet biweekly for group supervision at the college. Taken in the last year of study.</u> Graded on a Pass/Fail basis only. <u>Spring</u>

To Read:

ECPSP 768. Internship in School Psychology I. 3 hr.; 3 cr. Prereq.: Permission of the department; coreq.: ECPSP 771. Candidates spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. They begin in September and follow school and agency calendars. <u>Candidates meet biweekly for group supervision at the College.</u> Taken in the last year of study. Graded on a Pass/Fail basis only. Fall

e. Change in description.

To Read:

ECPSP 768.1 Internship in Bilingual/Multicultural School Psychology I. 3 hr.; 3 cr. Prereq.: Permission of the department; coreq.: ECPSP 771. Candidates spend 5 days a week in internship settings with a minimum of 600 hours a year in a school setting. Other settings include mental health agencies and clinics. The placements are in settings with a bilingual <u>or multicultural</u> population, and candidates are under the supervision of qualified supervisors. <u>They begin in September and follow school</u>

and agency calendars. Candidates meet biweekly for group supervision at the college. Taken in the last year of study. Graded on a Pass/Fail basis only. Fall

f.   Change in prerequisite and description.

To Read:

ECPSP 863. Exceptionality of Human Development. 3hr.; 3 cr. Prereq.: Matriculation in the School Psychology program or permission of the department. This course introduces students to the characteristics of exceptional learners and their education, emphasizing research supported interventions and instructional practices. The course explores the psychological, sociological, and medical aspects of disabilities and giftedness. The course also includes examination of historical, ethical and legal issues related to the education of students with exceptionalities. Critical pedagogy guides the instruction. This pedagogy facilitates students' understanding of challenges that traditionally underserved students with disabilities (e.g., English Language Learners, students of color) and their families can encounter when interfacing with U.S. education systems. Fall

2. Physics

Proposal for a B.S. in Physics / M.S. in Photonics program

The Physics Department proposes to offer an accelerated Program leading to a B.S. degree in Physics and a M.S. degree in Photonics accredited by the Council of Graduate Schools as a Professional Science Maters (PSM) program.

Rationale: It has become widely acknowledged that a Master's degree confers a distinct advantage in today's competitive job market as many undergraduate students recognize that they need to go beyond the Bachelor's degree if they are to succeed. Recently the Queens College Physics Department enacted a new and innovative Masters level graduate program leading to the M.S. degree in Photonics. This program, which was accredited by the Council of Graduate Schools as a Professional Science Master's program, provides enhanced credentials and specialized skills to students seeking employment in optics, semiconductor and other related industries. These enhanced credentials include direct internships with industry-based companies and programs to allow the student to gain not only academic knowledge, but real-world application experience. The Program in its third year of existence has grown annually, and has even attracted students interested in pursuing Ph.D. degrees in optics and related disciplines. The

proposed B.S.-M.S. program offers our best undergraduate students an accelerated opportunity to obtain the M.S. degree and thereby start seeking employment while still continuing their studies in a Department they know and enjoy. This program will also enhance our existing M.S. program by ensuring its healthy growth.

Program Description: The Physics B.S./Photonics M.S. program will operate as follows:

1.   Eligibility for the program will be limited to Physics majors (and, on a case by case basis, majors in other natural science programs) with a minimum overall GPA of 3.0 and a GPA of 3.3 or greater in their major areas. All students will become, or remain, Physics majors upon their acceptance into the Program. They must maintain an overall 3.0 GPA in their graduate courses in order to receive the M.S. degree.

2.   Students may apply to the program after they have completed 16 credits of 200 level physics major requirements (Phys. 222 may not be a part of this requirement.)

3.   Eligible students will submit the application through the Office of the Graduate Admission website, which includes a personal statement of goals and aspirations, and three letters of recommendation. Once approved by the department, the major code will be changed, as appropriate, by the Registrar.

4.   After acceptance to the B.S. /M.S. program, students will take four graduate (600- level) classes, Phys. 616, Phys. 626, Phys. 637, and Phys. 646, for a total of 12 credits, while they are still undergraduates. These courses will replace the following undergraduate major requirements: Phys. 222, Phys. 311, Phys. 345, and Phys. 365. At the same time, students will continue taking remaining undergraduate courses listed as requirements for the stand-alone B.S. degree.

5.   Student in BS/MS program will be able to take 16 fewer credits overall than students who enroll in the M.S. program after completing requirements of the B.S. degree. Students in the combined program may take up to 16 credits for graduate coursework at the undergraduate tuition rate, which represents a significant financial benefit for program participants.

6.   Students in the B.S. / M.S. program will have the same Master's course requirements as traditional Photonics M.S. students, including the internship and final project requirements (see "Requirements for the Master of Science in Photonics Degree"). It is expected that full-time B.S. / M.S. students will complete their undergraduate and graduate studies within eleven semesters (not counting one summer term that is used for internship) instead of a more traditional twelve semesters. To achieve seamless transition between graduate and undergraduate courses, students will formulate an academic plan, in consultation with the Graduate Advisors.

To Read:

7. Art

Change in requirements

Chair: Antonio L. Gonzalez

Graduate Advisors: See Department

Dept. Office: Klapper Hall 172, 997-4800

Art History: Klapper Hall 168, 997-4803

Studio Art: Klapper Hall 172, 997-4800

Website: www.qc.cuny.edu/Art

The Master of Arts program in Art History offers students the opportunity to expand their knowledge of the art and architecture created by the many cultures, civilizations, and artists around the globe from antiquity to today. Students work with and engage faculty who research, teach, and publish in a wide range of periods, styles, and media. In addition, students will find a greater variety of topics with the option to enroll in Art History graduate courses at other CUNY campus (The Graduate Center, Hunter College, Brooklyn College, and the City College of New York). Faculty at Queens as well as at the other CUNY campuses take advantage of New York City with its host of world-renown museums, galleries, libraries, and some of the most prominent edifices and landscapes in the history of world architecture.

The Master of Fine Arts program in studio art is designed to assist serious artists in the development of their work. The heart of the program is independent work in the fine arts in the student's chosen specialty, complemented by required courses and electives. Attendance usually is full time, with four semesters required to complete the program. Admission is selective, limited to those who have already demonstrated both a commitment to art and the promise of further development. Students are provided with individual studios and share additional workspace in wood, printmaking, 3-D printing, bronze foundry and metal workshops. Shared ceramics, computer, and photography facilities are also available. MFA concentrations include Painting, Sculpture, Installation, Photography, Ceramics, Media, and Social Practice. The MFA degree is generally recognized as the appropriate academic credential for teaching art in college. The department also provides both art history and studio courses to students seeking the Master of Science in Education degree.

MASTER OF ARTS PROGRAM IN ART HISTORY

Requirements for Matriculation

These requirements are in addition to the general requirements for admission.

1. The applicant must be approved by the department's Committee on Graduate Study in Art History, which has the authority to recommend acceptance or rejection to the Office of Graduate Admissions. In making its selection, the committee will consider such factors as breadth and depth of preparation, level of achievement, and the suitability of the applicant's interests to the curriculum.

2. Applicants must have completed a minimum of four courses (normally 12 credits) in art history beyond the introductory level.

3. Applicants must have completed at least two documented semesters of college-level study of a foreign language or the equivalent; equivalencies will be determined by the graduate committee. Applicants whose native language is not English may satisfy the first foreign language requirement with a TOEFL score of 575 or higher.

4. A student may be conditionally admitted with the stipulation that any deficiencies in preparation be removed in the first year.

Requirements for the Master of Arts Degree

These requirements are in addition to the general requirements for the Master of Arts degree. Full details about program policies and expectations may be found in the handbook for MA candidates; each incoming student may obtain a copy of this handbook from the department office and is responsible for all schedules and guidelines outlined in it.

Students admitted into the program may pursue the M.A. degree along two tracks of matriculation. The **Research Track** is designed for students who wish to pursue advanced scholarly studies beyond the M.A. degree and prepares them for Ph.D. studies in Art History or allied disciplines. The **Professional Track** is designed for students who consider the M.A. degree a professional degree that enhances a current profession or leads to a new career. Potential students choose which of the two tracks they wish to pursue on their program application in order to receive the proper matriculation advice and guidance from department faculty.

Matriculation Requirements: **Research Track** (30 credits)

1. ArtH740 (Art History Methods Colloquium) or undergraduate equivalent (3 cr.)

2. Art History Electives (24-27 cr.) Students must pass at least one course in three of five broad areas: Ancient, Medieval, Renaissance-Baroque, Modern-Contemporary, and Asia/Americas. Two courses must be seminars. Students may opt to take two graduate courses (6 cr.) in allied disciplines such as History, Literature, and Media Studies.

3. Successful completion of the Art History Qualifying Exam (normally taken within the first semester of matriculation). The exam is intended to demonstrate a general knowledge of the major monuments in the history of art.

4. Demonstration of proficiency in two foreign languages relevant to art historical research and scholarship.

5. A Master's Thesis proposal prepared under the supervision of the student's M.A. thesis advisor (a full time faculty member in the department) and approved by all full time members of the faculty.

6. A Master's Thesis (3 cr.). The thesis is an original, lengthy art historical argument supported by extensive research in primary and secondary sources. It is written under the supervision of a faculty advisor and approved by both the faculty advisor and a second reader.

Matriculation Requirements: **Professional Track** (30 credits)

1. Art H740 (Art History Methods Colloquium) or undergraduate equivalent (3 cr.)

2. Art History Electives (27-30 cr.) Students must pass at least one course in three of five broad areas: Ancient, Medieval, Renaissance-Baroque, Modern-Contemporary, and Asia/Americas. Two courses must be seminars. Students may opt to take two graduate courses (6 cr.) in allied disciplines such as History, Literature, and Media Studies.

3. Successful completion of the Art History Qualifying Exam (normally taken in the first semester of matriculation). The exam is intended to demonstrate a general knowledge of the major monuments in the history of art.

5) Please give a justification for the change:

Graduate Art History studies is a changing field. Traditionally, M.A. art history programs were the stepping stones to advanced studies at the Ph.D. level that led to research and teaching at colleges and universities. However, today many of our students consider the M.A. a professional degree that either enhances current professions such as private and public, elementary and secondary school teaching or leads to careers in the new era of digitally-produced and -driven media such as library sciences and information and educational technology departments in colleges, universities, museums, and other cultural institutions. In order to adapt to and service our current and prospective student body and meet their needs, the Art Department proposes a re-structuring of our M.A. program. The new program would give students the option of pursuing two matriculation "tracks." The **Research Track** is our current program which is designed to prepare students for Ph.D. studies in Art History. The **Professional Track** is designed for students who consider the M.A. degree a professional degree and wish to enhance both their art history research and knowledge and their written and oral skills as continuing education for a current profession or in preparation for a new career.

   4. *ELL*

   a. *New Course.*

Italian 793. Practicum/Capstone

3 cr and 2 hours plus conference

Prerequisite: completion of at least 6 credits of the Advanced Certificate in Italian Culture, Business & Technology

Students will conduct research and in some cases carry out a hands-on practicum on a topic approved by the instructor. They will also gain experience in writing research proposals; learning general research methods including the use of libraries and archives; the reading of papers; preparing lectures and presentations on their selected topic. Students' progress will be monitored by way of weekly progress reports submitted to their instructor and advisor.

This class offers an innovative educational experience to graduate students in the

Advanced Certificate of Italian Culture, Business & Technology. The class is also open to students enrolled in the MA/MS Program in Italian and minors in Italian/American Studies. In addition, students from departments such as Art, Media Studies or FNES and others who might be interested in the course can enroll upon permission of the director of the Program.

b. *New Program*

<div align="center">

ITALIAN CULTURE, BUSINESS & TECHNOLOGY
ADVANCED CERTIFICATE PROGRAM

</div>

PROGRAM DESCRIPTION:

The **Advanced Certificate in Italian Culture, Business and Technology Program** (ICBT) is a 18-credit program consisting of either six three-credit courses, or five courses and a capstone *practicum* course. Completion of the prescribed course of study will yield a Certificate of Advanced Study. The ICBT provides students with a rigorous, dynamic and interdisciplinary understanding of the richness of Italian culture and its manifestations in the arts, the culture of food, fashion, business, entrepreneurship, and advancement in science and technology. The program aims to connect the different domains of knowledge and methodologies among the arts, humanities, natural sciences and social sciences in the belief that in this age of the digital revolution, culture cannot be studied in isolation, and that the worlds of business and technology cannot be fully understood if they are not connected to the arts and humanities.

Italian culture lends itself to such a new interdisciplinary approach to culture and the arts in the 21st century. Italy is a world leader in the humanities (e.g. literature and cinema), interior design, fashion, graphic design, photography, robotics, transportation equipment, and the culinary arts. The phenomenon of "Made in Italy", the result of the intersection between arts and culture, manufacturing and industry, offers itself as a gateway to studying Italy in a contemporary and international context.

Upon approval, we plan to start the Program in the Fall, 2016 semester.

JUSTIFICATION FOR THE NEW PROGRAM:

The ICBT Advanced Certificate aims to cater to the needs and demands of today's students.

Bridging the worlds of culture, business and technology with academic studies, the program provides students with a rigorous academic experience while also enabling them to take part in real life experiences alongside their studies. The well-rounded nature of the program will serve students well in today's competitive job market. The program also aims to strengthen the relationship between Queens and Italy. The program will enable, for example, international students to come to campus for one year to study in a first-class public university such as Queens College of the City University of New York, and gain the expertise and qualifications that will make them stronger candidates for jobs and positions both in the U.S., Italy and Europe. The internship program will allow American students the opportunity for real-life work experiences in Italy or in Italian companies in New York and experience Italian business culture at first hand. For Italian students in particular, this program will enable them to be more competitive in the job market upon their return to Italy or in the United States.

The ICBT is flexible enough to accommodate both full time and part-time (who make up 85% of the student population at Queens College) students. Full time students can complete the program in one year, starting in the Fall semester and finishing their capstone *practicum* the following summer; part-time students can complete the program within two years. We expect to be able to accommodate between 5 and 10 students per year.

All Graduate students and upper level undergraduate students at CUNY are eligible to enroll in the ICBT program. In addition, the Program will accept applications from students from other universities in the United States and abroad. The curriculum has been designed with a careful balance of cultural content courses and hands-on expertise through the capstone *practicum* with new areas of scholarly and business enquiry. Subjects would include the digital humanities, fashion and food studies and culminate with a new capstone course to complete what students have mastered in the other academic courses.

RATIONALE FOR ADVANCED CERTIFICATE

Italian Culture, Business & Technology (ICBT)
Department of European Languages and Literatures, The Italian Program, Queens
College – CUNY
Presented to the ACSM Curriculum Committee on February, 17, 2016

The Advanced Certificate in Italian Culture, Business & Technology provides all students at

CUNY and beyond with an opportunity to gain a solid knowledge of Italian culture, its historical breadth, and its interconnections with present day cultural phenomena.

The certificate will lead the students to: a) become leaders and innovative teachers of Italian and prepare them to further their studies in Italian for State certification; b) better qualify for positions at international companies; c) better qualify for positions in the cultural and political sphere, including tourism, museums and other cultural institutions, and work in consulates, embassies, and trade commissions in the United States, Italy and Europe.

The curriculum for the 18-credit Advanced Certificate in Italian Culture, Business and Technology includes two required courses (6 credits; see Curriculum) that reflect the Certificate's diversity of approaches (linguistic, semiotic and media culture, technology and business history and culture, visual and literary studies). Students choose their remaining courses in consultation with the Graduate Advisor. Students who opt for a digital humanities project and/or final thesis will complete five courses. The students' course selection requires the approval of the Graduate Advisor. In the second semester, students will have the option of a capstone *practicum* course that will blend academic material with practical experience. The course may take the form of an internship or *practicum* with Italian companies based in New York City as well as possible summer long internships abroad with Italian companies.

Similar Programs at other CUNY campuses and institutions of Higher Education in Greater NY

There is no other Master's Program in Italian or in Italian Studies that offers such an interdisciplinary program focusing on integrating the humanities, sciences and social sciences. Therefore, this makes the Program unique and attractive to incoming students.

Admissions Requirements and Oversight:

In addition to the Queens College admission requirements, applicants must be upper-level undergraduates or have already earned a B.A. or B.S. with a grade point average of 3.0 or better in their area of specialization. It is required that students have a good working knowledge of Italian. This is defined by a student having completed at least 4 courses taught in Italian at the 200 or 300 level or by permission of the Graduate Advisor after a placement test. Students who

do not have the necessary preparation in Italian can be admitted to the Program on probation as long as they take extra language classes at the 200 level.

Curriculum:

All courses in the Advanced Certificate of Italian Culture, Business, & Technology are existing courses except for the capstone/*practicum* course.

Two Required Courses from the following 5 courses:

Italian 704	Problems in Italian Language	3 cr.
Italian 701	History of Italian Language	3 cr.
Italian 708	The *Questione della Lingua*	3 cr.
Italian 780	Trends and Events in Italian Civilization	3 cr.
Italian 781	Methodology	3 cr.
	Two courses	**Total: 6 credits minimum**

4 (12 cr.) Electives to be chosen from the following:

Italian 707, 708	Humanism and Renaissance	3 cr.
Italian 715	The Early Italian Lyric and Petrarch	3 cr.
Italian 716	Boccaccio's *Decameron* and the Italian Novella	3 cr.
Italian 722	Machiavelli & Guicciardini	3 cr.
Italian 723	Italian Literature in the Age of Baroque	3 cr.
Italian 762	The Modern Italian Novel	3 cr.
Italian 763	The Contemporary Italian Novel	3 cr.
Italian 779	Italian Cinema & Media	3 cr.

Italian American 704	Italian/American Cinema	3 cr.
Italian American 701	Problematics in Italian/American Culture	3 cr.
Italian 726	Aspects of Nineteenth and Twentieth Century Theatre	3 cr.
Italian 793*	Practicum/Capstone	3 cr.

Please note Italian 793 is a NEW COURSE (syllabus provided with this proposal).

Two Courses (6 cr.) may be taken outside the Department with permission of the Advisor.

FNES 707	Cultural and Ethnic Food 2h lec. 2 hr Lab	3 cr.
FNES 727	Clothing and Social Science	3 cr
FNES 775	Advanced Food Service Management	3 cr.
MEDST 745	Advertising & Marketing	3 hr.
MEDST 764	International Media System	3 hr.
MALS 75400 (The Graduate Center)	Introduction to Digital Humanities	3 hr.
MALS 75500	Digital Humanities – Methods and Practices	3 hr.
MALS 71200	The Culture of Fashion	3 hr.
MALS 71300	The Business of Fashion	3 hr.

N.B. Permission to enroll in other courses in Media Studies, Visual Arts, and Graphic Design is at the discretion of the Graduate Advisor and the home department.

Faculty

Name	Full Time
Eugenia Paulicelli	**Y**
Hermann Haller	**Y**
Karina Attar	**Y**
Morena Corradi	**Y**
Anthony J. Tamburri	(Dean Calandra Institute)

Program Scheduling: 1-year program

FALL COURSE TITLE	CREDITS	SPRING COURSE TITLE	CREDITS
Italian Methodology	3cr	Italian Trends and Civ.	3 cr.
The Culture of Fashion	3 cr	Capstone/Practicum	3 cr
Introduction to DH	3 cr.	Method and Practice DH.	3cr
TOTAL CREDITS: 9 cr.		**TOTAL CREDITS: 9cr**	

FACULTY

List the name and qualifications of each faculty member, for each course in the certificate program using the tables on this and the following page. Identify the core faculty responsible for the program with an asterisk. Graduate Faculty must have an earned doctorate or otherwise demonstrate special competence. Faculty resume should be available on request. These pages may be duplicated as needed.

Course Title (a)	No. of Credits (b)	Faculty Member(s) Assigned to each course. (Use "D" to specify Program Director) (c)	Highest Earned Degree & Discipline, College or University
Italian Methodology		M. Corradi	PhD, Italian, Brown University
The Culture of Fashion		E. Paulicelli D*	PhD, Italian, University of Wisconsin, Madison
Introduction to DH		M. Gold	PhD, English, The Graduate Center, CUNY
Italian Trends & Civ.		A. Tamburri	PhD, Italian, University of California, Berkeley
Capstone/Practicum		E. Paulicelli D*	PhD
DH, Methods and		M. Gold	PhD

Practices

FACULTY ASSIGNMENTS

FACULTY MEMBER	TITLE OF POSITION AT INSTITUTION	FULL TIME (FT) or ADJUNCT (ADJ) at the Institution	FULL TIME (FT) or Part-time (PT) in the Program	Titles of Courses taught that are not part of the Program	Related Credits
Eugenia Paulicelli	Professor	FT	FT	NA	
Morena Corradi	Associate Professor	FT	FT	NA	
Anthony Tamburri	Distinguished Professor	FT	PT	NA	

Faculty to be Hired

None

Admissions

In addition to the Queens College admission requirements, applicants must be upper level undergraduates or have already earned a B. A. or B.S. with a grade point average of 3.0 or better in their area of specialization. It is required that students have a good working knowledge of Italian.

PROJECTED EXPENDITURES AND BENEFITS * FOR THE PROPOSED PROGRAM

Expenditures	1st Year Academic Year	2nd Year Academic Year	3rd Year Academic year	4th Year Academic year	5th Year Academic year
Faculty					
New Resources Equipment					

New Resources Other					
New Resources Total	**None**	**None**	**None**	**None**	**None**
New Resources					

* Eugenia Paulicelli, director of the proposed ICBT program is working with Mr. Giovanni Pellerito, owner and CEO of GP Communications North America INC. based in NY. He is Brand Positioning Advisor to the Italy/America Chamber of Commerce and Advisor of Communication, Italian Trade Commission (NYC). As consultant to the ICBT and its related cultural events, he is responsible for raising funds to support internships in the New York area and Italy for students taking the capstone course, as well as providing support for the establishment of the "Made in Italy New York" (MINY) project (an initiative that organizes conferences, concerts and film festivals based at Queens College to celebrate Italian culture, art and technological innovation). The capstone *practicum* course gives students the opportunity of work experience as part of the ICBT program thus creating bridges between Queens College and its surroundings areas, organizations and institutions such as the Museum of the Moving Image; Queens Historical Society, as well as between Queens and Italy.

5. ECP

QUEENS COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
DIVISION OF EDUCATION
DEPARTMENT OF EDUCATIONAL AND COMMUNITY PROGRAMS

A PROPOSAL TO ESTABLISH AN INTRUCTIONAL LEADERSHIP PROGRAM

LEADING TO A MASTER OF SCIENCE IN EDUCATION (M.S.Ed.) AND INSTRUCTIONAL LEADERSHIP WITH CERTIFICATION

Anticipated Implementation Date: September 2017

SPONSORED BY THE DEPARTMENT OF EDUCATIONAL AND COMMUNITY PROGRAMS
APPROVED BY:

College Representative:

Contact: Nathalis Wamba, Educational and Community Programs

Telephone: 718 997 5256
Fax: **718 997 5248**
Email: nathalis.wamba@qc.cuny.edu

Provost's Signature:--

Provost's Name:--

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Abstract

This document describes the purpose, the goals and the need for a Master's of Science in Education degree program in Instructional Leadership with certification in the Department of Educational and Community Programs (ECP) at Queens College, City University of New York. The purpose of the Instructional Leadership program is to prepare teachers who want to assume more active roles (e.g., instructional coach, mentor, curriculum developer, technology specialist, professional developer etc.) in school reform and renewal as teacher leaders. Instructional leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increasing student learning and achievement (York-Barr & Duke, 2004). More and more schools districts and schools are requiring teachers to assume new roles such as mentoring and coaching new teachers, running new teacher induction programs, convening professional development for teachers, leading inquiry teams, developing curricula, advising on technology, assisting in evaluating other teachers, and assuming content chair positions. It is becoming more difficult for a single individual, the principal, to possess all of the skills and abilities required to lead a school (Kocolowski, 2010); and single individuals seldom have the dramatic impact on a school's organizational performance that is so often claimed (Thorpe et al., 2007). There are additional reasons for developing this program that will be further discussed in the need and justification section of this proposal.

 The graduate M.S. Ed. in Instructional Leadership program proposes to address the above needs by providing teachers with the knowledge, skills, and dispositions to assume leadership positions in urban and suburban school districts. This new program will also serve as a transitional path with educational grounding for candidates who would later choose to become school principals or assistant principals. Candidates who meet the Instructional Leadership program requirements will receive a Master's of Science degree in Education and Instructional Leadership. Graduates from the program interested in School Building Leader Certification (SBL), which is a 30 credit post-masters program, must take 18 additional credits beyond their Master's of Science degree in Instructional Leadership to be eligible for the New York State Education Department (NYSED) certification as school building leader. For an additional six more credits beyond the school building leader

certification, they can be recommended to the NYSED for school district leader certification, also a post masters certificate.

Purpose and Goals

The purpose of this 36-credit graduate degree program in Instructional Leadership is to prepare teachers who want to assume more active roles in urban school reform and renewal as teacher leaders without moving to administration. "Instructional Leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increasing student learning and achievement" (York-Barr & Duke, 2004, p. 287).

The complexity of today's school environments makes school leadership more challenging. It is becoming more difficult for a single individual to possess all of the skills and abilities required to lead a school (Kocolowski, 2010). There has been a lack of research evidence (Thorpe et al., 2007) for a single individual making the kind of dramatic impact on organizational performance that is often claimed. More and more school districts and schools require teachers to assume new roles (such as mentoring and coaching new teachers, leading a new teacher induction program, convening professional development for teachers, leading inquiry teams, developing curricula, advising on technology, assisting in evaluation of other teachers, assuming content area chair positions, etc.). These tasks require additional postsecondary preparation as successful working teachers are now required to have expertise, knowledge and skills in organizational and instructional leadership and adult development.

Currently, the selection process for assigning and supporting teachers to assume these additional responsibilities, especially in urban schools, is largely unstructured. The proposed 36-credit M.S. Ed. program is to prepare a cadre of competent teacher leaders ready to partner with school principals and assistant principals (APs) to bring about positive school change and build more equitable learning environments for all students.

The overarching goal for this proposed program is to provide working teachers with structured educational opportunities for professional growth (both classroom and field-based) that build the necessary expertise in instructional leadership in ways that are

consistent with the Queens College Education Division core values of promoting Equity, Excellence, and Ethics in urban schools and districts. This program also builds a bridge to ECP's existing post-master, advanced certification program in Educational Leadership, which prepares candidates for the NYSED certification as School Building Leaders (SBL) and School District Leaders (SDL).

Need and Justification

This proposed graduate program in Instructional Leadership addresses a set of needs: needs of students, needs of school and needs of Queens College Education Division. As far as the needs of the students are concerned, we are seeing three categories of students in our existing programs: 1) students who feel ready to become school administrators; 2) students who are enrolled in the education leadership program who are being asked by their school principals to become school administrators (AP or principals) whether they feel ready or not; and; 3) students who would like to assume positions of leadership in urban schools other than those of principals or APs because they feel that they do not have the necessary experience or they are simply too young to assume leadership position and would like to see a smooth transition to AP or principal positions. The instructional leadership program offers this transition.

Schools are experiencing a scarcity of APs and principals due to retirement and other forms of attrition. The National Center for Education Statistics provides the following breakdown for the year 2012-2013. There were 114,330.00 school principals. Seventy eight percent (78%) were stayers; 5.9% were movers; 11.5% were leavers and 4.6% were described as others. In high needs schools a single individual cannot manage the job of the school principal. Distributed leadership in these schools is becoming the norm for meaningful school reform and instructional equity to assure that all students who graduate are career, college and life ready. By developing teacher leaders, a school principal can enlist them as partners rather than subordinates in the running of schools (Tyson, 1993).

The Queens College Education Division has been dedicated to the preparation of teachers and school leaders. Unfortunately, the new public management movement with its increased focus on market reform has become involved in the outsourcing of education leadership programs to institutions that have no experience in the preparation of teachers or education leaders e.g., school districts, non-profit organizations, community-based organizations,

museums to name a few. The instructional leadership program is a pro-active way to address the outsourcing of education leadership programs by addressing the needs of the students and providing them with a smooth transition from instructional leadership to school administration. This transition also reduces the amount of credits the students have to take to get their SBL certification and it also makes the program more competitive. This Instructional Leadership program will enrich, complement and support the Educational Leadership program.

 Employment opportunities for candidates with qualifications in Instructional Leadership include but not limited to:

Content coach
Curriculum developer
Data analyst
Department Chair
Induction coordinator
Inquiry Coordinator
Inquiry specialist
Instructional coach
Mentor
Peer evaluator
Professional developer
Teacher researcher
Technology specialist
…………………

 A 2001 report from the Institute for Education Leadership entitled *Leadership for Student Learning: Redefining the Teacher as Leaders* quotes Tyson (1993) "The effort to create a cadre

of leaders within the teaching ranks is rhetorically supported by nearly everybody and actually supported by very few."

Student Interest/Enrollment

ECP anticipates that the program will admit between 18 and 20 candidates a year each fall semester. Program candidates will complete up to 6 credits per semester with the option of taking additional courses during winter and summer sessions.

Admission Requirements. All applicants will be required the following:

• A four year undergraduate degree or Master in Liberal Arts or Science with a 3.0 minimum Grade-Point Average from an accredited postsecondary institution;
• A minimum of a year of full-time teaching experience in a public or private school and NYSED Initial certification in a teaching area;
• Graduate Record Examination (GRE) scores;
• Three letters of recommendation that attest to the applicant's supervisory leadership experience or potential;
• A well-written statement of approximately 1000 words detailing reasons for the applicant's interest in the Instructional Leadership program, including relevant experience and responsibilities.

Applicants who meet the above requirements will be invited to interview with two full-time faculty members. Acceptance to the program will be based on the faculty assessment of an applicant's potential for success in the program (knowledge, skills and dispositions) and as a professional education leader.

Maintenance Requirements: Candidates admitted to the Instructional Leadership program will be required to maintain at least a B average (3.0 GPA) and demonstrate knowledge, skills and professional dispositions and behavior to remain matriculated and to graduate. The

desired professional dispositions and behaviors are those spelled in ISLLC standards 5 including integrity, fairness and ethics (see table 2, p. 12).

Matriculated candidates whose GPA falls below 3.0 during the course of the program will be placed on probation. The candidate will then have up to 12 graduate credits within which to

raise the GPA to 3.0. Candidates who do not raise their GPA to 3.0 will be dismissed from the program.

Appeal Process: A candidate who believes she/he received an inappropriate grade or feels that he/she had been unfairly assessed should take the following steps:

- Consult the instructor;
- If there is no satisfactory resolution, meet with the Instructional Leadership Program Coordinator;
- If there is no satisfactory resolution, consult with the Educational and Community Programs Chair. The Chair may convene a faculty committee to review the appeal;
- If there is no satisfactory resolution, the candidate may appeal to the Office of Graduate Studies for a further review. Appeal to the Department Chair and the Office of Graduate Studies must be in writing and must detail the reasons why the grade is felt to be unfair;
- Appeals from the decisions of the Office of Graduate Studies may be directed in writing to the Graduate Scholastic Standards Committee.

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

- Maintain a 3.0 GPA and complete all coursework;
- Perform successfully on all program-level and unit-level assessments;
- Complete and defend an action research thesis;
- Apply for graduation in the spring of the semester they will graduate;
- Complete all mini-seminars required by the New York State Education Department.

Student Enrollment

Table 1, presents projected candidate enrollment over the first five years of this new graduate M.S. Ed program. These projections are based on our enrollment in the Education

Leadership program. It is anticipated, based on the individual nature of support provided to candidates, that the attrition rate will be very low (< 1%).

Table 1

	Year I		Year II		Year III		Year IV		Year V	
	New	Cont.	New	Cont.	New	Cont.	New	Cont.	New	Cont.
F/T	0	0	9	0	12	9	15	21	15	36
P/T	20	0	10	20	15	30	20	45	20	65
Sub Total	20	0	19	20	27	39	35	66	35	101
Total	20		39		66		101		136	

The Queens College Instructional Leadership Program (ILP) will work closely with community partners (e.g., Community School District # 24, Townsend Harris High School, the Queens School of Inquiry, and the Queens College School of Mathematics, Science and Technology) to recruit qualified candidates. The ILP will also reach out to Community School District # 30, which has already worked closely with ECP's Education Leadership program on a number of projects. There should be little difficulty recruiting candidates for this new program, as no other higher education institution in Queens, Brooklyn, or Long Island offers a Masters in Instructional Leadership.

Curriculum

Curriculum overview and sequence

This is a 36-credit program. Candidates enrolling in the Instructional Leadership program will take the same first semester courses taken by candidates enrolled in the School Building Leadership program. Candidates must have among other things a basic understanding of

curriculum design and supervision, an ability to work with a diverse faculty, and an understanding of exceptional learners to name a few.

In the second semester, the program will offer the following core courses:

- Foundations of Teaching and Learning;
- Organizational Leadership & Change;
- Action Research (1).
-

In the second year, candidates will take the following courses:

- Teacher Leadership in Professional Development;
- Imagination, Creativity and Innovation;
- Globalization and Education;
- Critical Race Theory;
- School-Based Action Research project (Thesis: 6 credits).

Rationale for the proposed curriculum

The program is designed so that the candidates are progressively introduced to the Interstate School Leaders Licensure Consortium (ISLLC) (see Table 3) Standards and the New York City Department of Education School Leadership Competencies. Each course in the curriculum addresses one or several aspects of these standards. For example, ECPEL 881 Curriculum and Supervision course ECPEL 881 thrusts candidates into an in depth inquiry of issues relating to curriculum, instruction, professional development, and models of effective supervision. This course addresses both the ISLLC standards and New York City Board of Education School Leadership Competencies (see Table 3).

ECPIL 701 Organizational Leadership and Change addresses ISLLC Standard Three which focuses on management of the organization; operations and resources for a safe, efficient, and effective learning environment. It also addresses the NYC Department of Education

School Leadership Competencies which focus on resource management to improve student learning.

Table *2*

The Interstate School Leaders Licensure Consortium (ISLLC) Standards

Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation and stewardship of a district vision of learning supported by the school community.
➢ Develop a vision
➢ Articulate a vision
➢ Implement a vision
➢ Steward a vision
➢ Promote Community involvement in the vision

Standard 2: Candidates who complete this program educational are leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.
➢ Promote positive school culture
➢ Provide effective instructional program
➢ Apply best practices to student learning
➢ Design comprehensive professional growth plans

Standard 3: Candidates who complete this program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
➢ Manage the organization
➢ Manage operations
➢ Manage resources

Standard 4: Candidates who complete this program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
➢ Collaborate with families and other community members
➢ Respond to community interests and needs
➢ Mobilize community resources

Standard 5: Candidates who complete this program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

➢ Act with integrity
➢ Act fairly
➢ Act ethically

Standard 6: Candidates who complete this program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

➢ Understand the larger context
➢ Respond to larger context
➢ Influence the larger context

Table 3

New York City Department of Education School Leadership Competencies

Core Competencies	Elements of Competencies
Personal Leadership Fosters a culture of excellence Through personal leadership	Believes all students can achieve at high levels. Articulates a clear vision and goals for high student achievement. Holds self and others accountable for student learning. Strategically aligns leadership behaviors with stated values and goals to drive required change. Develops strategic plans with effective solutions. Adapts appropriately to situation, audience, and needs. Influences others to achieve results. Builds strong relationships based on mutual respect, trust, and empathy. Communicates clearly and appropriately for the audience and message. Demonstrates self-awareness and a commitment to ongoing learning. Welcomes and acts on performance feedback. Demonstrates emotional fortitude and perseveres in the face of obstacles
Data Uses data to set high learning goals and increases student achievement	Demonstrates ability to understand and analyze data for multiple sources. Uses data to identify students learning trends, sets goals, monitors and modifies instruction, and increases student achievement. Develops school culture and practices that rely on data to inform adult learning, professional development and decision-making.
Curriculum Instruction Leverages deep knowledge of curriculum, instruction and assessment to improve student learning.	Develops, implements, and evaluates rigorous curricula to accelerate learning for all students. Supports teachers in using effective instructional strategies to meet students' diverse learning needs. Regularly assesses student learning, ensures the provision of specific, timely feedback to teachers and students. Aligns standards, curricula, instructional strategies and assessment tools.
Staff & Community Develops staff, appropriately, shares leadership, and builds strong communities	Recruits and selects effective teachers. Improves classroom teaching by setting clear expectation and observing, coaching, and evaluating teachers and staff. Supports the development of all teachers. Stimulates and retains high performers, mentors early career teachers, challenges low performers to improve, and dismisses poor performers who do not improve. Builds strong teams, develops leadership capacity among staff, and shares responsibilities appropriately. Establishes systems that promote learning, collaboration and communication throughout the school. Listens effectively to families, students, and the school community. Proactively engages the school community around the school's learning goals
Resources & Operations Manages resources and operations to improve student learning	Develops and implements systems and processes to ensure effective operations that support student learning. Manages time in relation to student learning priorities. Brings projects to completion. Allocates and manages budgets and resources effectively in support of learning goals. Aligns youth development and support services around academic goals

Courses Sequence and Scope

Table 4 presents the projected Instructional Leadership program courses and sequence for candidates who choose to complete 6 credits or more per semester during the fall and spring semesters. Full-time students are those who complete six credits per semester. They have the option of taking more credits if they choose to. Courses will also be offered during the summer sessions.

Table 4
Instructional Leadership Program Scope and Sequence

YEAR 1*					
Fall Semester 1			**Spring Semester 1**		
Course #	Course Name	Credits	Course #	Course Name	Credits
ECPEL 882	Curriculum & Supervision	3	ECPIL 706	Foundations of Teaching & Learning	3
			ECPIL 892	Action Research	3
ECPSE 550	Foundations of Special Education	3	ECPIL 701	Organizational Leadership and Change	3
Cumulative Credits Earned		**6-credits**	*Cumulative Credits Earned*		**15-credits**

YEAR 2*					
Fall Semester 2			**Spring Semester 2**		
Course #	Course Name	Credits	Course #	Course Name	Credits
			ECPIL 705	Globalization & Education	3
ECPIL 702	Teacher Leadership & Professional Development	3			
ECPIL 707	Public education: challenges and possibilities	3	ECPIL 704	Critical Race Theory	3
ECPIL 703	Imagination, Creativity & innovation	3	ECPIL 892 (B)	School-based Action Research Project	6
Cumulative Credits Earned		**24-credits**	*Cumulative Credits Earned*		**36-credits**

Faculty

Full-time faculty members teach sixty seven percent of all the courses in the Educational and Community Programs Department. It is assumed that the ratio will be fairly similar within

the Instructional Leadership Program. We anticipate three new courses the first year. We will need to hire a full-time faculty member (assistant professor rank) to keep the 67% ratio.

Table 5 presents a list of full-time faculty members and adjuncts who will be affiliated with the Instructional Leadership Program.

Table 5

Full-Time and Part-Time Faculty Affiliated with ILP

Name	Rank	Status	Degree, with area of specialization
Nathalis Wamba	Professor	FT	Ph.D. Action research, critical theory & pedagogy, school reform and students with learning differences and educational neuroscience
Soribel Geneo	Assistant Professor	FT	Ph.D. Urban education, Evaluation, education management and alternative education programs.
Peishi Wang	Associate Professor	FT	Ph. D. Children with developmental delays, Language acquisition, evidence-based social intervention, cross-cultural comparisons of children
Sara Woolf	Assistant Professor	FT	Ed. D. Professional competencies for educators of special needs children, impact of non-academic coaching and mentoring.
Rosemarie Bovino	Adjunct Assistant Professor	PT	Ed. D. Education administration, curriculum and instruction and special education
Emmanuel Lubin	Adjunct Lecturer	PT	JD. School law, curriculum and instruction, human relations
Lourdes Rivera	Associate Professor	FT	Ph. D. Diversity, multicultural education, student career development

Professors Wang and Woolf are full-time faculty members in the QC Special Education Program and Professor Rivera is a full-time faculty member in the QC Counseling Education program. They will be teaching part-time in the Instructional Leadership program. (See faculty vitae in Appendix D).

It is anticipated that for the first five years there will be administrative time release (one course per semester) for the faculty coordinator of the program. It is also anticipated that a new faculty line will be requested to start fall 2016 to increase FTEs as a result of this new program.

6. Cost Assessment

Budget Table. While many of the necessary resources are currently in place, the primary expenditures for the first five years to operate this new Instructional Leadership Program

will be associated with administrative release time (one course per semester for the faculty coordinator) and a new faculty line in ECP for an Assistant Professor in Education Leadership in 2016. Table 6 presents complete projections of expenses over the next five years.

Table 6
Budget Projections for the first 5-Years of the Proposed ILP

Expenditures	2016	2017	2018	2019	2020
Faculty resources	1 course of administrative release per semester in ECP	1 course of administrative release per semester in ECP	1 course of administrative release per semester in ECP	1 course of administrative release per semester in ECP	1 course of administrative release in ECP
		1 new line in ECP @ $ 61,563 plus Fringe benefits	Continuation of new line in ECP @ $64,323 plus fringe benefits	Continuation of new line in ECP @ about $66,500 plus fringe benefits	Continuation of new line in ECP @ about $69,000 plus fringe benefits
Equipment resources	No additional cost anticipated	No additional cost anticipated	No additional cost anticipated	No additional cost anticipated	No additional cost anticipated
Other resources	No additional cost anticipated	No additional cost anticipated	No additional cost anticipated	No additional cost anticipated	No additional cost anticipated
TOTAL RESOURCES	Approximately $ 6,000 in release time	Approximately $ 6,000 in release time + $61,563= $67,563	Approximately $ 6,000 in release time + $ 64,323= $70,323	Approximately $ 6,000 in release time +$ $66,500= $72,500	Approximately $ 6000 in release time+ $ $69,000 = $75,000

Facilities and Equipment. The majority of education courses in ECP are taught in Powdermaker Hall, a renovated building. Classrooms have wireless internet access, data projectors, and the necessary technology. One potential limitation is computer lab space. However, ECP has access to the mobile computer cart. The Department is prepared for the projected increase enrollment.

Library and Instructional Materials. Dr. Suzanne Li is the Division of Education liaison librarian and subject specific bibliographer. She has increased the amount of library resources dedicated to the Division of Education. As the library gets more access to full text electronic versions of educational journals, access for education candidates is increased exponentially while expenses for individual subscription of paper print versions is reduced. The Graduate Investment Initiative funds and CUNY Technology Fee funding will be requested and is expected to cover any additional purchases. Thus the proposed increase in enrollment should not require any increase in library or instructional material expenses.

Moreover, the Benjamin S. Rosenthal Library, which opened in 1988, is the centerpiece of the campus, and contains a carefully selected collection of print and non-print materials, including over 800,000 books. The total count of current print journal subscriptions is 1,020, with on-line access to over 23,000 e-journal titles. The Library includes a growing collection of multimedia in its Media Center. There is also an extensive collection of microform material. In addition, the Rosenthal Library is a depository for many U.S. government

publications. The Reference Area contains materials for research on a wide range of social science, humanities, education, and science topics.

6. Evaluation

The New York State Education Department requires that all new master's degree programs be evaluated by at least two outside college or university experts in the subject area. In this particular case, the Executive Vice Chancellor for Academic Affairs will invite outside experts who are from universities or colleges outside the New York City Metropolitan area to evaluate the program.

APPENDIX A: Course Description

* Courses marked with an asterisk are pre-existing courses.

**Subscription to Chalk and Wire.

The Education Unit uses Chalk and Wire as an electronic portfolio and assessment system. When candidates are admitted to one of the undergraduate or graduate programs in the Education Unit, they will be required to register for a Chalk and Wire ePortfolio subscription to submit their assignments as directed until graduation. Faculty will assess all key program assignments submitted by candidates in Chalk and Wire. Designated courses work will be assessed for professional knowledge and skills through key program courses. The electronic portfolio system is not used to assess for grading purposes.

Your Chalk and Wire ePortfolio helps candidates collect, organize, and reflect on their academic work. It can contain files, images, and multimedia that document a candidate academic progress, enriching learning, sharpening technological skills, and preparing for certification. A candidate can also share a professional ePortfolio with colleagues, and potential employers. A professional look and feel make the Chalk and Wire ePortfolio a great tool to use when searching for internships and employments.

ECPEL 881 Curriculum and Supervision (3 hours: 3 credits)*

This course provides future school leaders with the ability to understand major curriculum design models, interpret school-level curricula, initiate needs analyses plan and implement with staff a framework for instruction, align curriculum with anticipated outcomes, monitor social and technological developments as they affect curriculum, and adjust curriculum content as needs and conditions change. Other critical areas that impact curriculum and supervision include the diverse backgrounds of students, the cultural implications and the socioeconomic contexts.

ECPSE 550: Foundations of Special Education. *

ECPSE 550 prepares non-special education teacher education candidates with the knowledge, skills, and dispositions necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum and prepares candidates with competencies to work collaboratively with colleagues. Teacher education candidates across certification areas and age-ranges are exposed to research-validated professional practice that result in the creation of effective instructional environments for all students, with specific focus on those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The historical and sociological treatment of people with disabilities, special education law, adapting curriculum and instruction, understanding Individualized Education Programs

(IEPs), participating in IEP meetings, and advocacy and collaboration are also addressed. Candidates are provided with multiple opportunities to engage in reflective practice regarding the implications of course content to their specific educational disciplines in terms of personalizing instruction and building classroom communities that support the full diversity of learners. Fifteen hours of fieldwork focusing on meeting the needs of students with disabilities within candidates' certification area or age-range are required.

ECPIL 701: Organizational Leadership and Change (3 hours: 3 credits)

The challenges of improving educational organizations have driven the distribution of leadership responsibilities across a broad array of roles within and beyond the schools. These roles include lead teacher, content area specialist, facilitators, coaches, department chairs, principals, assistant principals, community/parent liaisons, central office administrators and staff, and school board members. The purpose of this course is to coach educational leaders to function as agents of change; understand the make-up of school as organization to diagnose problems, to motivate commitment to improvement, to devise and implement plans for improvement, and to monitor and adapt those plans in response to policy-defined constraints and expectations. Acting as agents of organizational change requires that educational leaders develop a repertoire of concepts and knowledge about organizations in general and educational organizations in particular.

ECPIL 892 Action Research (3 hours: 3 credits)*

This course will introduce candidates to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. The goals of action research are the improvement of practice, a better understanding of that practice, and an improvement in the situation in which the practice is carried out. The primary objective of the course is to prepare candidates to do action research in schools. There are three other goals: 1) the development of professional community; 2) the illumination of power relationships; and 3) candidates' recognition of their own expertise. The major assignment for the course will be the completion of a research project undertaken in an educational setting in which the candidate engages in professional practice and research.

ECPIL 702: Teacher Leadership and Professional Development (3 hours: 3 credits)

Teacher quality is key to the success of candidates and improved instruction is central to the future of our schools. New professional roles and new forms of leadership within schools must be created and implemented. The course begins with reviewing the origins of teaching from the colonial period through the first ten years of the 21st century. It then provides an in-depth analysis of new leadership roles for teachers within today's schools. These new leadership roles---in more powerful teachers teams, in coaching and mentoring, in Professional Learning Communities, Critical Friends groups, Teacher Research, college/school partnership called professional development schools, Teachers Instructional Rounds, and Japanese Lesson Study—have captured the interest of teachers, administrators and policymakers alike. The course explores the possibilities as well as the barriers to the

implementation and institutionalization of these professional roles. Central to this course is an examination of power in schools and a discussion of the dilemmas posed for administrators and other teachers when teachers' roles are altered and teacher assume new professional roles and new forms of leadership.

ECPIL 703: Imagination, Creativity and Innovation (3 hours: 3 credits)

This course will explore our understanding of imagination, creativity and innovation. The course is about the courage to create and the risk to make mistakes in the quest for ideas that lead to true innovation. It is about solving problems in an environment of uncertainty and continual change. Creativity is defined as "the application of a person's mental ability and curiosity to discover something new….. the act of relating previously unrelated things." (Michalko, 2001, p.13). Imagination is complex to define. However, it can safely be defined as the capacity to form images and to think in a particular way. Using case studies, participants examine the creative process and its complexity, especially as it fuels innovation. Participants will explore techniques for improving the flexibility and originality of their thinking and to sustain high levels of innovation. Topics include but are not limited to: personal thinking preferences, everyday creativity and elimination of mental blocks, creative thinking techniques, ideas selection and approaches, teaming techniques for creativity, conditions that promote creativity, design for interaction, disruptive technologies, and intellectual property.

ECPIL 704: Critical Race Theory (3 hours: 3 credits)

In this course participants will examine the utility of CRT as a theoretical framework in (1) investigating the factors that cause racial educational disparities; (2) exploring why inequalities exist and persist; and (3) determining sustainable remedies to these disparities and inequalities. Participants will begin by looking at CRT's roots in critical legal studies and will explore CRT's more recent applications in the realm of education, which has its roots in examining the experiences of African-Americans and others society deems as Black. In doing so, students will confront the intra and interpersonal challenges and strengths of multiple socially constructed race groups by examining the branches of CRT that focus on people of color (i.e., Latinos, Asians, and Native Indians) and the use of CRT to examine Whiteness.

ECPIL 705: Globalization and Education (3 hours: 3 credits)

This course explores the impact of globalization on education policies and practice throughout the world. The course will cover developments reflecting influences and ideas shaping particular manifestations of globalization and their influence on education in both industrialized and less resourced countries. The course utilizes academic perspectives from sociology, economic, political science and history, as well as popular literature emerging from civil society. A number of theoretical and practical sources that underpin various contemporary global themes are considered: democracy, justice, economic, growth,

modernization, social movements, the return of the state, universalism, identity, religion and empire.

ECPIL 706: Foundations for Teaching and Learning

This course engages the participant in a collective inquiry of both teaching and learning. Typically teaching and learning are presented and studied in discrete ways. In this course teaching and learning will be approached as a field of study to the extent that: a) there have been innovative and influential contributors to this area; b) there are theories that have been elaborated in this area; c) there are findings associated with this area of inquiry; and d) there are investigative practices that reflect norms, conventions, and tools that have currency within communities studying teaching and learning.

ECPIL 707: Public Education Challenges and Possibilities

The course provides students with background on the historical and sociological foundations of education in the United States. It focuses on the complex relationship between schools and the larger society of which they are a part. The course emphasizes historical, political, and sociological perspectives as participants explore the large questions about why we have public schools and examine the interplay of social systems in education (economic, political, social, health, legal). Education leaders need to see policy issues within a broad historical and socio-political context to understand how policies are intentionally or unintentionally arrived at, and to comprehend the links between policies and outcomes. Education leaders need to explore the past to see how knowledge was perceived, valued, transmitted, received, and validated within educational institutions, and the dynamics that drove changes over time. The participants examine the role that education has played in advancing civil and human rights and explore the ways in which education continues to be implicated in the maintenance of social inequality in American society. Through readings, lectures, films and class debates, students will gain an understanding of some of the most complex and controversial issues confronting education today including: affirmative action, Bi-lingual education, special education, the achievement gap, school choice and vouchers, and the role of race and culture in student achievement.

ECPIL 892 (B) School –Based Action Research Project *

School-based action research project is a Master's thesis that the candidate will do under the supervision of two faculty members; a researcher (full-time preferably and a practitioner (a

school principal or superintendent). Upon completion the candidate will defend her/his thesis.

Course Evaluation

Candidates will receive a letter grade and a one page narrative evaluation from each instructor and a peer assessment. The letter grade will be used to score the candidate individual work using rubric designed by the instructor and the narrative evaluation will be based on the instructor's classroom observations of the candidate's participation and contributions as well as the team evaluation done by peers when doing group work. Hence candidates will be evaluated on the knowledge, the skills, and the professional dispositions exhibited during the class. The rationale for this practice is based on the assumption that a letter or a number alone cannot provide a holistic assessment of the work produced by a candidate or speak to his or her professional dispositions. A narrative evaluation done with fairness, ethics and integrity can provide a decent picture of these dispositions. Peer evaluation is also essential. Graduates from the Instructional Leadership program will be working in groups in their schools. Peer evaluation is designed to give the candidates instant

feedback on their performance so that it encourages self-reflection. The instructor will incorporate peer evaluation in the final one page narrative of the candidate.

The bulk of the course of evaluation will include class attendance, class participation, completion of assignments and group work.

APPENDIX B

Peer Evaluation Form

Team Number/Name   Your Name

-----------------------------   ----------------------------------

Rate each group member (including yourself) using the following scale:
1= poor
2= needs improvement
3= satisfactory
4=very good
5=excellent
After everyone has completed the assessment sheet, share your ratings with one another as a basis for more detailed feedback and discussion. You can do this privately or in the group, depending on your group preference.

Definitions:

Teamwork: Receptive to others' input, works well with others, cooperative sensitive to the group process
Quality of work: Knowledgeable about course material, has creative and
                    sound ideas, produces solid written work
Motivation: Participates actively, contributes sufficient effort
Reliability: Meets deadline, is prompt, attends meetings
Fulfillment of
Group contract: Meets group expectations as outlined by your group
                    contract
Overall contribution: overall assessment of that individual's contribution to the group

Group Members (list by name)	Teamwork	Quality of work	Motivation	Reliability	Fulfillment of group contract	Overall contribution

APPENDIX C: COURSE SYLLABI

CLASSROOM PROTOCOLS

A. Dispositions

Candidates are expected to attend class and actively participate in class discussions and activities in a professional manner. They are to attend the entire class and behave appropriately as educational professionals.

If there are extenuating circumstances that warrant arriving slightly late or leaving early, be sure to discuss them with the instructor. Candidates are responsible for obtaining announcements, notes, and handouts for missed classes. Absences accompanied by physician's note or similar documentation will be excused. Unexcused absences will be reflected in the candidate narrative evaluation.

Candidates must notify the instructor in writing in advance of classes from which they anticipate being absent to observe a religious holyday or to participate in a university sanctioned extra-curricular event. Notification must be made within the first 15 days of class.

A significant focus will be placed on class discussions, cooperative learning, collaborative problem solving, guest speakers, candidates-led sessions and sharing of class readings.

B. Technology

Another important aspect of the course participation is full engagement in the online classroom forum. Instructor can use Blackboard as an important means of communication and candidates are expected to log in regularly and frequently. Candidates may be also asked to use online technology (such as Skype and Google.docs) to aid in the process of communication and collaboration. No prior experience is needed with any of these communication modes. It is expected that candidates will be open to learning new technologies.

Candidates should be mindful on the use of technology during class time. Laptops use in classrooms creates new and exciting possibilities for learners. It is advised, however, that laptop and other gadgets be used for instructional activities allowed by the instructor. Unacceptable uses include: messaging, emailing, unassigned internet browsing, game playing

and completing homework for other classes. Violations of these protocols will be reflected on the candidate's narrative evaluation.

QUEENS COLLEGE
CITY UNIVERSITY OF NEW YORK
Education Unit

Department of Educational and Community Programs
Graduate Program in Instructional Leadership

ECPIL 701: Organizational Leadership and Change

INSTRUCTOR

To be announced

Office:
Office Phone:
Office Hours:

COURSE DESCRIPTION

The challenges of improving educational organizations have driven the distribution of leadership responsibilities across a broad array of roles within and beyond the schools including lead teacher; content area specialist; facilitators and coaches; department chairs; principals and assistant principals; community/parent liaisons; central office administrators and staff; and school board members. The purpose of this course is to coach educational leaders to function as agents of change; understanding the make-up of school as organization; diagnosing problems; motivating commitment to improvement; devising and implementing plans for improvement; and monitoring and adapting those plans in response to policy-defined constraints and expectations. Acting as agents of organizational change requires that educational leaders develop a repertoire of concepts and knowledge about organizations in general and educational organizations in particular.   The repertoire amounts to a foundation for diagnosing organizational problems and devising and enacting solutions.

This course is aligned with the Interstate School Leaders Licensure Consortium (ISLLC) standards 3 and the appropriate National Council for Accreditation of Teacher Education (NCATE) standards.

This course is also aligned with the Core Values of the Education Unit of promoting **Equity**, **Excellence**, and **Ethics** in urban schools and communities. More specifically, the Education

Unit is committed to preparing teachers and other school professionals who: a) build inclusive communities that nurture and challenge all learners; b) demonstrate

professionalism, scholarship, efficacy, evidence-based practice and reflection; and c) value diversity, democracy, and social justice.

GOALS & OBJECTIVES

Upon completion of this course, the candidate will**:**

- Distinguish four conceptual perspectives on organizations including: 1) as rational/technical systems; 2) as natural/social systems, 3) as open systems and; 4) human resources development system;
- Manage politics, diversity and conflicts between individuals and organizations units;
- Integrate knowledge, skills and competencies for reforming educational institutions, framed by the conceptual perspectives;
- Assess how to facilitate change effectively in educational organizations;
- Appraise organizational development process in depth to familiarize themselves with the process of data gathering, diagnosis, feedback, interventions and evaluation.

TEXTS

These are suggested texts. It will be up to the instructor to decide on a required text (from this list or not) or additional readings if he or she chooses to do so.

Anderson, D. L. (2011). *Organization development: The process of leading organizational change*. Thousand Oaks, CA: Sage Publications Inc.

By, R. T., & Burnes, B. (2012). *Organizational change, leadership and ethics: Leading organizations toward sustainability*. London: Routledge.

Fullan, M. (2011). *Change leader: Learning to do what matters most.* San Francisco, CA: Jossey-Bass.

Kotter, J. P. (2011). *HBR's 10 Must reads on change management.* Boston, MA: Harvard Business School Publishing.

Scott, R. W., & Davis, G. F. (2007). *Organizations and organizing: Rational, natural and open systems perspectives.* Upper Saddle River, NJ: Pearson/Prentice Hall.

Morgan, G. (2006). *Images of organizations.* Thousand Oaks, CA: Sage Publications.

ASSIGNMENTS

1. Individual Paper (30%)

This individual paper is to be a brief (no more than four pages) summary of (1) the ten most important insights you garnered from the course and from the readings, as well as (2) a personal action agenda regarding what you will improve as a result. The paper serves a journal in recording what is memorable and worth teaching to others, and it serves as a mechanism to motivate you to apply what you have learned in a practical way. One best way to approach this assignment is to keep track of notes and insights throughout the course.

2. Team project (30%)
The team project is a team diagnosis of an organization that is performing in an exceptional way. Make the case for why this organization is extraordinary. Determine what changed to help the organization reach this exceptionally high level of performance. Identify the indicators of that performance as well as the enablers that explain why it has occurred. You can apply one of more of the frameworks discussed in class as part of the diagnosis or you can use your own model.

In the team project you need to function as a team of physicians diagnosing a patient. Look for evidence of the unusual flourishing and vitality. Questions such as: What is unique about this organization? What makes this place extraordinary? What counts for the uniqueness? What are the sources of positive energy? What are human dynamics that make this place so alive? What has the organization overcome in order to achieve resilience and tone? What framework is most useful for understanding the changes that have occurred in this organization? How can this condition be sustained? What is theory of successful change? What do leaders do differently here?
The team will prepare a presentation to the class using technology and other media. The team should identify a couple of articles that they would recommend to the class to read. The class will evaluate the presentation

3. Class Participation (20%)

Under class participation, we include punctuality, attendance, contribution of insights to the class discussions, and professional dispositions (integrity, fairness and ethics). For example, each day you leave class, you will be required to complete a short feedback form and leave it with the instructor. The form asks two questions: 1) What were the memorable insights or

key ideas from today's class? 2) What suggestions do you have for the class? Class participation and peer evaluation are combined.

   5. Exam (20%)

CUNY POLICY ON ACADEMIC INTEGRITY

Academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at: http://qcpages.qc.cuny.edu/provost/policies/index.html

USE OF STUDENT WORK

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the State Education Department. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

REASONABLE ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

> **Students with disabilities needing academic accommodation are recommended to register with and provide documentation to the Special Services Office, Frese Hall Room 111. This should be done during the first week of class. For more information about services available to Queens College students, contact the Special Service**

Office, Frese Hall Room 111; 718-997-5870 (8:00 a.m. to 5:00 p.m.).
E-mail address: Mirian.Detreshickey@qc.cuny.edu

TENTATIVE COURSE OUTLINE

Session	Topic	Readings
Session I	Course Introduction Overview of course syllabus and requirements, protocols and questions and answers	
Session II	Introduction to organizations	Morgan (2006), Ch. 1; Anderson (2011), Ch. 1 & 2.
Session III	Organizations as Rational/Technical systems	Morgan (2006), Chapters 2 & 4.
Session IV	Organizations as Natural/Social systems	Morgan (2006), Chapters 5 & 6.
Session V	Organizations as Open systems. Development System and organizations as human resources	Morgan (2006), Chapter 6. Kotter (2011).
Session VI	Enduring problems of educational organizations: Problems of schools as rational/technical systems	Allington, R. L., & Johnston, P. (1989), pp. 320-354. Powell, A.G., Farrar, E., & Cohen, D. K. (1985), Ch.1.
Session VII	Problems of schools as natural system/social systems	Shedd, J.B. & Bacharach (1991), Ch. 1&3; Little, J.W. (1990) *Teachers College Record* 91, 509-536.
Session VIII	Problems of schools as Open systems	Tyack, D., & Tobin, W. (1994), *American Education Research Journal* 31 pp. 453-479. Cohen, D.K. & Spillane, J. P. in S.H. Fuhrman Designing coherent education policy (pp.35-95). Kotter (2011)
Session IX	Reforming Educational Organizations: Developing knowledge of the contemporary agenda for reforming education organizations. Reforming schools as organizational systems..	Peurach, D. J. (2007) Ch. 1.; Newmann, F.M., Smith, B., Allensworth, E., & Bryk, A.S., Instructional program coherence… *Educational Evaluation and Policy Analysis* 34 (4), 297-321.
Session X	Reforming schools as natural/social systems	Hopfenberg et al., (1993), CH,1, 2,& 3.; Kruse, S.D., et al., (1995), pp. 23-44.
Session XI	Reforming schools as Open Systems	Smith, M.S.,& O'Day, J. (1991) in S.H. Fuhrman & B. Malen (Eds), pp. 233-267; Puma et al., (2000), Ch. 1.
Session XII	Individual and team interventions in schools; Whole organization and multiple organization interventions.	Anderson (2011) Ch. 10, 11 & 12; Harold et al., (2011), Ch. 9, pp. 155-176
Session XIII	The challenges of OD and how to sustain change.	Bear, M., & Nohria, N (2011), Ch. 8, pp. 137-154; Anderson (2011) Ch. 15.
Session XIV	The global issues in organizational development and the future of organizational development	Anderson (2011), Ch. 4, 14, & 15.
Session XV	**Exam**	All the above

QUEENS COLLEGE
CITY UNIVERSITY OF NEW YORK
Education Unit

Department of Educational and Community Programs
Graduate Program in Instructional Leadership

ECPIL 702: Teacher Leadership in Professional Development

INSTRUCTOR

To be announced

Office:
Office Phone:
Office Hours:

COURSE DESCRIPTION

Teacher quality is key to the success of students and improved instruction is central to the future of our schools. New professional roles and new forms of leadership within schools must be created and implemented. The course begins with reviewing the origins of teaching from the colonial period through the first ten years of the 21st century. It then provides an in-depth analysis of new leadership roles for teachers within today's schools. These new leadership roles---in more powerful teachers teams, in coaching and mentoring, in Professional Learning Communities, Critical Friends groups, Teacher Research, college/school partnership called professional development schools, Teachers Instructional Rounds, and Japanese Lesson Study—have captured the interest of teachers, administrators and policymakers alike. The course explores the possibilities as well as the barriers to the implementation and institutionalization of these professional roles. Central to this course is an examination of power in schools and a discussion of the dilemmas posed for administrators and other teachers when teachers' roles are altered and teacher assume new professional roles and new forms of leadership.

This course is aligned with the Interstate School Leaders Licensure Consortium (ISLLC) standards 2, 5, and 6 and the appropriate National Council for Accreditation of Teacher Education (NCATE) standards.

This course is also aligned with the Core Values of the Education Unit of promoting **Equity**, **Excellence**, and **Ethics** in urban schools and communities. More specifically, the Education Unit is committed to preparing teachers and other school professionals who: a) build inclusive communities that nurture and challenge all learners; b) demonstrate

professionalism, scholarship, efficacy, evidence-based practice and reflection; and c) value diversity, democracy, and social justice.

GOALS AND OBJECTIVES

Upon completion of this course. The participants will:

- Recognize how the history and the culture of schools and teaching affect classroom practitioners;

- Assess how the power relationships among students, parents, teachers and school administrators affect the culture of the school, and how can they redefine the relationships to make schools more productive and satisfying workplaces;

- Promote the emergence of leadership from the ranks of classroom practitioners and strategies institution must adopt to support teachers leadership;

- Distinguish the new roles and new models of leadership that have been created for teachers, and how will the need for over two million new teachers in the next years interface with these new roles.

TEXT

These are suggested texts. It will be up to the instructor to decide on a required text (from this list or not) or additional readings if he or she chooses to do so.

Lieberman, A., Miller, L., Roy, P., Hord, S. M., & Frank, V. V. (2013). *Reach the highest standard in professional learning communities.* Thousand Oaks, CA: Sage.

Reeves, D.B. (2010). *Transforming professional development into student results*. San Francisco, CA: Association for Staff and Curriculum Development

Lieberman, A., & Miller, L. (2008). *Teacher in professional communities: Improving teaching and learning*. New York: Teachers College Press.

ASSIGNMENTS

1. One Page Activity Page Memo
Based on a class activity conducted during our first class session, write a on page memo to accompany the diagram you will create in class that explains your current understanding of "how teacher leadership works?" (10%)

2. Personal Reflection Memo
Read Jennifer York-Barr and Karen Duke's (2004) "What Do We Know about Teacher Leadership? Findings from Two Decades of Scholarship." Choose a focus question from the questions reviewed in the article and write a short paper (maximum four pages):

- **Provide a concise summary of the findings for this question and discuss what you found interesting, surprising, and /or disturbing about these findings;**
- **Provide your own answer to the focus question, drawing from your observation and experiences in school and/or with teachers and leaders;**
- **Explore the underlying assumptions and beliefs that are driving your responses to the questions;**
- **Describe how you came to these assumptions and beliefs about leadership (30%)**

3. Teacher Leadership Case Study
The case study will describe a real situation encountered by a teacher leader or a team of teachers in a school. Case studies will be written by pairs of candidates and will address one of the three forms of teacher leadership: instructional, professional or organizational. (30%)

4. Group Presentation of New Professional Roles for Teachers
   Candidates will prepare a forty-five minute presentation analyzing the new professional role for teachers as well as the benefits and challenges of this role: Teacher researcher; Mentor and Inducter; Coach; Teams member; professional Development School/College Partnership and Teacher instructional Rounds. The presentation will be supplemented with a 15 minutes for question. Candidates are advised not to use information taken from the week's readings. The group is free to use video clips from the web, additional data sources as well as activities that in immerse the rest of the class in this new role (30%).

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about services available to Queens College students, contact the Special Service Office, Frese Hall Room 111; 718-997-5870
- **8:00 a.m. to 5:00 p.m.). E-mail address:** Mirian.Detreshickey@qc.cuny.edu

TENTATIVE COURSE OUTLINE

Session	Topic	Readings
Session I	The history of American schools and School teaching from the colonial period to the present	Hoffman (2003), Introduction (pp.1-22); Tyack & Tobin, (1994), the grammar of schooling, *American Educational Research Journal* 31(3), 453-479; Foster (1997), Black teachers on teaching pp. xv-li
Session II	What is teacher leadership?	York-Barr & Duke (2004), What do we know about teacher leadership? *Review of Educational Research,* 74(3), 255-316; Barth (2001) teacher leaders. *Phi Delta Kappan*, 82 (6), 443-449; Silva et al., (2000) Sliding the doors:..*Teachers College Record*, 102 (4), 779-804.
Session III	Power and culture in schools	Johnson (1990). On work and the workplaces. In *Teachers at work: Achieving success in our schools*; Lieberman & Miller (2008), Professional learning communities (Ch. 2 &3) and; Achenstein et al., (2004) Are we creating…American Educational Research Journal 41(3), Autumn, 557-603.
Session IV	Teacher Leadership, Instruction and Leadership	Ball & Cohen (1999). Developing practices, developing practitioners. Teaching as the learning profession, Ch. 1, pp. 3-32; Troen & Boles (2008) Teacher learning: a commentary…In M. Cochran-Smith et al., Handbook of research on teacher education pp. 843-846 and: Sarason (1972) the creation of settings. In *The creation of settings and the future societies.*
Session V	Theory and techniques of interpersonal change in families, classrooms and schools	Lieberman (2005) How to change anybody… pp. 3-35; 137-189
Session VI	Teamwork	Cook (1995) Teachers as team players; Education Week 14(24), P. 40; Hackman (2002) Leading teams pp. 237-256 and; Saunders et al., Increasing achievement… *American Educational Research Journal* 46(4): 1006-1033.
Session VII	Change in Schools: Lesson from teachers leaders and the world of Business	Kanter (1984), Power skills in use.. The change masters:…(pp. 209-240). Spillane & Colden (2011), Diagnosis & Design….
Session VIII	Teacher mentoring and new teacher induction	Achinstein & Athanases (Eds). (2006). Mentors in the making Ch. 9, 10 & 11.; Davis & Metzger (2006). Teaching mentoring teachers. *Edge* 1(3): 3-19.; Johnson & Donaldson (2004) Sustaining new teacher through professional grow*th. Finders and keepers:...* (pp. 225-248, Ch. 10)
Session IX	Teachers as coaches	Zwart et al., (2007). Experienced teachers…..Teachers and Learning, 13(2): 165-187; Slater & Simmons (2001). The design and the implementation … *American Secondary Education,* 29(3): 67-76 and: West (2006). Coaching as leadership.
Session X	Professional development and professional learning communities	Lieberman & Miller (2008). Professional learning communities (pp. 39-60); Curry (2008). Critical friends groups.. *Teachers College Record* 110(4): 733-774 and: Schmoker (2004). Tipping point… Kappan 85 (6): 424-432.
Session XI	Instructional Rounds and professional Development	Fisler & Firestone (2006) Teacher learning in a school-university ….*Teachers College Record*, 108 (6): 1155-1185; Lieberman & Miller (2008). Professional learning communities…(pp. 41-50; 73-84).
Session XII	Teacher's Research	Anderson et al., (1994). Ch. 1, 2 & 3.; Calhoun (1994). How to use action research…Ch. 1 (pp. 1-13).
Session XIII	Teachers presentations of New professional roles for teachers	Lieberman (2008). Professional Learning Communities (pp. 97-106)
Session XIV	Japanese Lesson Study	Lee (2008). Hong Kong case of lesson study. Teaching and teacher Education 24 pp. 1115-1124; Choski & Fernandez (2004), Phi Delta Kappan 85(7): 520-525.
Session XV	Exam	All the above

QUEENS COLLEGE
CITY UNIVERSITY OF NEW YORK
Education Unit

Department of Educational and Community Programs

Graduate Program in Instructional Leadership

ECPIL 703: Imagination, Creativity and Innovation

INSTRUCTOR

To be announced

Office:
Office Phone:
Office Hours:

COURSE DESCRIPTION

This course will explore our understanding of imagination, creativity and innovation. The course is about the courage to create and the risk to make mistakes in the quest for ideas that lead to true innovation. It is about solving problems in an environment of uncertainty and continual change. Creativity is defined as "the application of a person's mental ability and curiosity to discover something new….. the act of relating previously unrelated things." Imagination is complex to define. However we can safely say that it is the capacity to form images and to think in a particular way. Using case studies, participants examine the creative process and its complexity, especially as it fuels innovation. Participants will explore techniques for improving the flexibility and originality of their thinking and to sustain high levels of innovation. Topics include but are not limited to: personal thinking preferences, everyday creativity and elimination of mental blocks, creative thinking techniques, idea selection and approaches, teaming techniques for creativity, conditions that promote creativity, design for interaction, disruptive technologies, and intellectual property.

This course is aligned with the Interstate School Leaders Licensure Consortium (ISLLC) standards 1,2,3, 4, 5, and 6 and the appropriate National Council for Accreditation of Teacher Education (NCATE) standards.

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professionalism, scholarship, efficacy, evidence-based practice and reflection; and c) value diversity, democracy, and social justice.

GOALS AND OBJECTIVES:

Upon completion of this course, the candidates will be able to:

- Recognize their own innate creative potential and its role in enhancing one's quality of life;
- Appreciate the role of courage in coming up with new ideas and implementing them in solving problems;
- Generate innovative ideas when confronted with a task or problem;
- Recognize creative and imaginative blocks when they are imposed by others as well as when one imposes them to others;
- Apply a variety of techniques for overcoming obstacles to imaginative and creative problem-solving;
- Appreciate the unique challenges and methods for accomplishing creative solutions in group contexts.

TEXTS

These are suggested texts. It will be up to the instructor to decide on a required text (from this list or not) or additional readings if he or she chooses to do so.

Csikszentmihalyi, M. (1996). *Creativity. Flow and the psychology of discovery and invention*. New York, NY: Harper Perennial.

Fox, M. (2002). *Creativity. Where the divine and the human meets*. New York. Putnam.

Harman, W. (1984). *Higher creativity. Liberating the unconscious for breakthrough insights.* Los Angeles, CA: An Institute of Noetic Science Book.

Michalko, M. (2001). *Cracking creativity*. Ten Speed Press.

Feinstein, J. S. (2006*). The nature of creative development*. Stanford Business Books. Stanford, California.

ASSIGNMENTS

1. Each candidate will be required to take the Herrmann Brain Dominance Instrument Assessment (HBDI). This assessment will better understand one's thinking preferences. The assessment measures creativity, strategic thinking, problem solving, management, leadership, teaching and learning., self-understanding, communication , and team/staff development. After taking the test the instructor will help the candidates interpret their results buy using tools based on the Whole Brain Model to increase awareness and comfort with different thinking preferences. (A $ 35 fee is required to take the survey). The instructor

will provide additional guidance as to the link and the steps to take to complete the survey. **30%**

2. **Multi media presentation. In small group candidates will create a multi-media presentation that has visual and auditory impact using a multiplicity of symbol systems to explain why they believe the imagination, creativity and innovation continuum is important in their employment setting (educational organization). Presentation should be a maximum of 5 minutes and should be designed to engage the audience. Candidates are encouraged to think outside the box and to use a variety of technology and media to achieve their goals in the assignment. 20%**

3. **Interviewing the creative/innovative individual. Select an individual you feel is (or was) very creative and/innovative. Read a biography/autobiography or other research of this individual and write one page imaginary "interview" highlighting the nature of his or her creative process, personal characteristics, key contributions and the overall environmental factors which influenced this individual creativity. Give a two minutes summary highlighting your discoveries to the class. Questions should cover:**
    *   **What about your environment enabled you to be so creative?**
    *   **Please describe how your mind works.**
    *   **What personal characteristics contribute to your creativity?**
    *   **What barriers did you have to overcome?**
    *   **What are you most proud of?**
    *   **What is your best piece of advice in encouraging others to become more creative? 30%**

    4. **Classroom participation 10%**

    5. **Exam 10%**

CUNY POLICY ON ACADEMIC INTEGRITY

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USE OF STUDENT WORK

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REASONABLE ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

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Office, Frese Hall Room 111; 718-997-5870 (8:00 a.m. to 5:00 p.m.).
E-mail address: Mirian.Detreshickey@qc.cuny.edu

TENTATIVE COURSE OUTLINE

Session	Topic	Readings
Session I	Introduction: Course overview and requirements.	No readings
Session II	The foundations of cognitive science. What is cognitive science?	Hardiman (2003). Ch. 1-3; Carandini (2012). From circuits to behavior; Fox (2002). CH. 3
Session III	Architecture of the mind and targeted teaching	Rafal (2001). Balints syndrome; Goldstein (2011). Ch. 6
Session IV	What is imagination?	Osborn (1979). Applied imagination: Principles and procedures.
Session V	What is creativity? Theories of creativity.	Csikszentmihalyi (1999). Part 1. Ch. 1-6. Grudin (1990). Pp. 3-9. Michalko (2001). Pp. 51-80.
Session VI	What is innovation?	Council on innovation, Lisbon http://www.youtube.com/watch?v=2NK0WR2GtFs
Session VII	Teaching for mastery	Hardiman (2003). Ch. 7; Posner & Rothbart (2007). Ch. 4.
Session VIII	Teaching for application	Hardiman (2003). Ch. 8; Posner & Rothbart (2007). Ch. 5.
Session IX	Visual cognition; visual imagery and; aesthetic experience	Goguen (2001). Art and brain.
Session X	Perception, eye and brain attention	Enns (2004). Ch. 2-5; Hardiman (2003). Ch.1-3.
Session XI	Cognitive neuroscience	Nishimoto et al., (2011). Reconstructing visual experience from brain activity….. Abbot (2014). Row hits flagship brain plan.
Session XII	Cognitive science and morality	Cushman & Greene(2012). Finding faults:…; Slovic (2007). If I look at the mass, I will never act…
Session XIII	Cognitive science, reasoning and decision-making	Golstein (2011). Ch. 12 & 13.
Session IV	Cognitive science of love, sex and attraction	Berglund and Rosenquist (1993). Selective males and ardent females in pipefishes; Penton-Voak (1999). Mentrual cycle alters face…..
Session XV	**Exam**	**All the above**

QUEENS COLLEGE

CITY UNIVERSITY OF NEW YORK
Education Unit

Department of Educational and Community Programs
Graduate Program in Instructional Leadership

ECPIL 707: Public Education: Challenges and Possibilities

INSTRUCTOR

To be announced

Office:
Office Phone:
Office Hours:

COURSE DESCRIPTION

The course provides students with background on the historical and sociological foundations of education in the United States. It focuses on the complex relationship between schools and the larger society of which they are a part. The course emphasizes historical, political, and sociological perspectives as participants explore the large questions about why we have public schools and examine the interplay of social systems in education (economic, political, social, health, legal). Education leaders need to see policy issues within a broad historical and socio-political context to understand how policies are intentionally or unintentionally arrived at, and to comprehend the links between policies and outcomes. Education leaders need to explore the past to see how knowledge was perceived, valued, transmitted, received, and validated within educational institutions, and the dynamics that drove changes over time. The participants examine the role that education has played in advancing civil and human rights and explore the ways in which education continues to be implicated in the maintenance of social inequality in American society. Through readings, lectures, films and class debates, students will gain an understanding of some of the most complex and controversial issues confronting education today including: affirmative action, Bi-lingual

education, special education, the achievement gap, school choice and vouchers, and the role of race and culture in student achievement.

This course is aligned with the Interstate School Leaders Licensure Consortium (ISLLC) standards 1,2, 4, 5, and 6 and the appropriate National Council for Accreditation of Teacher Education (NCATE) standards.

This course is also aligned with the Core Values of the Education Unit of promoting *Equity*, *Excellence*, and *Ethics* in urban schools and communities. More specifically, the Education Unit is committed to preparing teachers and other school professionals who: a) build inclusive communities that nurture and challenge all learners; b) demonstrate

professionalism, scholarship, efficacy, evidence-based practice and reflection; and c) value diversity, democracy, and social justice.

GOALS AND OBJECTIVES:

Upon completion of this course the student will be able to:

- Explain and discuss the history of public education in the United States;
- Examine the role education has played in advancing civil right;
- Assess the implication of public education in the maintenance of social, economic inequalities;
- Be acquaint with major education legislations and education reforms movements in the United States;
- Evaluate the impact of globalization on the future of American public education.

TEXTS

These are suggested texts. It will be up to the instructor to decide on a required text (from this list or not) or additional readings if he or she chooses to do so.

Berliner, D. C.,& Biddle, B. J. (1995). *The manufactured crisis. Myth, fraud, and the*
          attack on America's public schools. New York: Addison-Wesley Publishing
          Company, Inc.

Chubb, J. E., & Moe, T. M. (1990). *Politics, markets, and America's schools*. Washington,
          DC; The Brooking Institution.

Mondale, S., & Patton, S. B. (2001). *School. The story of American public education.*
           Boston: Beacon Press.

Noguera, P. (2003). *City schools and the American dream: Reclaiming the promise of*
           Public education. New York, NY; teachers College Press.

ASSIGNMENTS

1. Reflection Journal: Your journal is the place where you document your experiences, respond to class readings and discussions: record engagement findings, confront your assumptions, change your mind, ask questions, and personally come to grips with what you are learning. Reflection journals are designed for candidates to examine their experiences critically, thus enhancing both learning and civic engagement. It is also a place for the candidate to ponder how class readings and discussions relate to (and may be integrated into) community work. Writing a reflection journal should push one to think in new ways and

develop alternative explanations for experiences and observations.   One should raise contradictions, rethink understanding of social power relationships.

• Every week you will be given a useful prompt to help you focus your journal entries. In general, you should think of the following 4 questions: 1) What did I learn?2) How did I learn it? 3) Why does this matter? What is its significance? 4) In what way should I use this learning? What have I learned that will help me improve myself, the quality of my learning, or the quality of my civic engagement work?

• Be honest and write for yourself, but also be prepared to share your journal entries (both your discoveries and (disappointments) with the class each week. You should write about 500 words (2 pages minimum) each week.

• Time will be set aside each week to discuss and compare our observations based on journal entries. BRING THEM TO CLASS! 30%

2.   Community Project (zip code analysis): In order to understand urban schools, you must understand the urban contexts. With a small group, you will visit two urban schools and conduct a community analysis project in which you learn more about the school, the neighborhood, the socioeconomic conditions of its inhabitants, the resources and the lives of urban students. This project will culminate in a class presentation. 30%

3.   Lead One Class Discussion: You will sign up to lead a class discussion on a topic of your interest. You are expected to be creative and engage the class in a 45 minute discussion based on the week's readings, (required and recommended) as well as materials presented by guest speakers and personal experience. PowerPoint, prezis, videos, movies and class activities are essential presentation tools. It is your responsibility to figure out how to creatively lead the class in discussion about the topic. 20%

4.   Class participation self-assessment: Four times over the course of the semester, you will be asked to turn in short self-assessments of your class participation, which will be taken into account when the instructor assigns you a grade for class participation at the end of the semester. This assignment will provide you with the opportunity to convey any concerns you have about your participation and the dynamic of the class and any goals you would like to set for yourself regarding your participation. It also allows the instructor to offer feedback to the candidate. 20%

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these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

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(8:00 a.m. to 5:00 p.m.). E-mail address:
Mirian.Detreshickey@qc.cuny.edu

TENTATIVE COURSE OUTLINE

Session	Topic	Readings
Session I	Introduction: Course overview and requirements	No readings
Session II	History of American Public school: 1970-1900: the Common School	Bernard & Mondale (2001). pp. 1-19.
Session III	History of American Public school: 1900-1950: The public school	Bernard & Mondale (2001). pp. 20-63.
Session IV	Separate and unequal	Bell (2004). Ch. 12&14.; Patterson (2002).pp. 1-118.
Session V	Sputnik	Dickson (2002). Ch. 1 & 5.
Session VI	Education reforms	Zhao (2009). Ch. 1& 2.
Session VII	Standards Movement	Ravitch (2010). Ch. 2.; Saltman, (2012)
Session VIII	The Choice movement: Charters and Vouchers	Levin (Ed.). (2001). Ch. 1; Mitgang & Connell (2001). In Levin pp. 20-38 and; Chubb & Moe (1990). Ch.3 & 6.
Session IX	No Child Left Behind & Race to the Top	Darling-Hammond (1997). Ch. 7& 8; Ravitch (2010). Ch.1 & 8
Session X	The achievement gap	Bowles & Gintis (1976). CH. 4; Rothstein (2004). Ch.1.
Session XI	Corporate school reform	Ravitch (2010). Bakan (2011).
Session XII	Globalization and US education	Zhao (2009). Ch7 7& 9.
Session XIII	Successful schools for poor children	Chenoweth (2009). Ch.2 & 3.
Session XIV	The future of American Education	Zhao. CH.9
Session XV	**Exam**	**All the above**

QUEENS COLLEGE
CITY UNIVERSITY OF NEW YORK
Education Unit

Department of Educational and Community Programs
Graduate Program in Instructional Leadership

ECPIL 704: Critical Race Theory

INSTRUCTOR

To be announced

Office:
Office Phone:
Office Hours:

COURSE DESCRIPTION

In this course participants will examine the utility of CRT as a theoretical framework in (1) interrogating the factors that cause racial educational disparities; (2) exploring why inequalities exist and persist; and (3) determining sustainable remedies to these disparities and inequalities. Participants will begin by looking at CRT's roots in critical legal studies and will explore CRT's more recent applications in the realm of education, which has its roots in examining the experiences of African-Americans and others society deems as Black. In doing so, students will confront the intra and interpersonal challenges and strengths of multiple socially constructed race groups by examining the branches of CRT that focus on people of color, including Latinos, Asians, and Native Indians, and the use of CRT to examine Whiteness.

This course is aligned with the Interstate School Leaders Licensure Consortium (ISLLC) standards 1, 4, 5, and 6 and the appropriate National Council for Accreditation of Teacher Education (NCATE) standards.

This course is also aligned with the Core Values of the Education Unit of promoting *Equity*, *Excellence*, and *Ethics* in urban schools and communities. More specifically, the Education Unit is committed to preparing teachers and other school professionals who: a) build inclusive communities that nurture and challenge all learners; b) demonstrate

professionalism, scholarship, efficacy, evidence-based practice and reflection; and c) value diversity, democracy, and social justice.

GOALS AND OBJECTIVES:

Upon completion of this course, the participants will be able to:

- Assess how racial inequities are produced, reproduced, and maintained within social institutions of education;
- Create affirming spaces for counter discourses that refute ideological constructions of "truth" and "reality";
- Evaluate the similarities and differences among experiences of people with different racial backgrounds in education;
- Choose CRT to inform our personal, social, political, and intellectual experiences as racial beings;
- Recognize, critically engage and analyze how race is examined and/ or represented in various genres (historical texts, blog posts, novels);
- Hone the ability to engage in meaningful and respectful discussions around the topic of race.

TEXTS

These are suggested texts. It will be up to the instructor to decide on a required text (from this list or not) or additional readings if he or she chooses to do so.

Delgado, R., & Stefancic, J. (2001). *Critical race theory: An introduction.* New York: New York.

Grenshaw, K, Gotanda, N., Peller, G., & Thomas, K. (Eds.). (2005). *Critical race theory: The key writings that formed the movement.* New York: the New Press.

Delpit, L. (2012). "*Multiplication is for White People": Raising expectations for other people children.* New York: the New Press.

ASSIGNMENTS

1. Reaction paper: Reaction papers should be 2-3 pages long and should:
(1) explain what you interpret as the basic argument of one or more of the assigned articles for that week; (2) explain why you find it (them) convincing, less than convincing, or what else you might like the author(s) to have done to improve it; (3) explain how the article(s) bears upon some important, current question of law, policy or

societal life. **20%**

2. Thoughts about CRT: In this paper develop your thoughts about CRT. The twin goals of the paper are 1) to critique a theory (or theories) we have read and discussed in terms of criterion/criteria you establish and 2) to describe a theory (or theories) that you think may have relevance to your career. Be sure to spend as much ink on the second paper as the first. **20%**

3. CRT Political Autobiography. As a leader within the field of education, it will be necessary and beneficial for you to continuously assess your personal development, confront your weaknesses, and acknowledge your strengths. The purpose of this assignment is to grant each of you the opportunity to personally, politically, and intellectually reflect on the content of this course and your experiences (or lack of experiences) as a racialized being. As such you will be expected to maintain a continuous narrative reflecting upon your personal journey through our course. In your entries (weekly, we advise), we expect that you will utilize course readings, discussions, presentations, etc…to reflect. Within your reflections, please consider addressing areas of personal resistance, new knowledge/perspectives, change, and/or insights. To inspire your thoughts, please consider questions such as:
- How have my educational experiences been racialized?
- How have my life experiences contributed to my understanding of myself and others as racialized beings?
- What significant life experiences have I had that have contributed to my perceptions of racial, gender, sexual orientation, class, etc. identities in education?

While it is required for you to explore your racial identity given the nature of our course, please incorporate additional aspects of your identity as well. This essay is intended to be an approximately 12-15 page reflection in which you process through your thoughts and experiences. **40%**

5. **Class participation 10%**

6. **Exam 10%**

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E-mail address: Mirian.Detreshickey@qc.cuny.edu
TENTATIVE COURSE OUTLINE

Session	Topic	Readings
Session I	Introduction: Course overview and requirements	
Session II	History and Foundations of CRT	Bell (1990). After we're gone: Prudent speculations on America in a post-racial epoch. In R. Delgado and J. Stefancic (Eds.), (2000), Critical race theory: The cutting edge. (pp. 2-8); Delgado & Stefancic (2000), pp. xv-xix; Ch. 1 & Ch.2.
Session III	Introduction to Critical Race theory	Bell (1992). *Faces at the bottom of the well: permanence of racism pp.* Matsuda (1987). Looking to the bottom: Critical legal studies and reparations. *Harvard Civil Rights-Civil Liberties Review* 323, 323-341, 345-349, 358-362.
Session IV	History and Foundation of CRT in Education	Dixson & Rousseau (2005), And we still are not saved: Critical race theory in education ten years later. *Race Ethnicity and Education,* 8(1), 7-27; Ladson-Billings & Tate (1995) Toward a critical race theory of education. *Teachers College Record,* 97(1), 47-67and; Lynn & parker (2006), critical race studies in education…*The Urban Review,* 38(4), 257-290.
Session V	CRT and Educational Policies	Bell (1980), Brown v. Board of Education and the interest convergence dilemma. *Harvard Law Review,* 93(3), 518-533; Gillborn (2005), Educational policy as an act of White supremacy: Whiteness, CRT and education reform, *Journal of Educational Pol*icy, 20(4), 485-505; Iverson (2007), Camouflaging power and privilege:…*Education Administration Quarterly*, 43(5), 586-611.
Session VI	Intersectionality: African Americans; Native Americans; Latinos, Asian Americans; Others	Grenshaw et al., (2005) Mapping the margins, p. 357; Punishing drug addicts (Roberts), p. 437.
Session VII	Whiteness Theory	Jordan, W. White over Black: American attitudes toward the Negro, 1550-1812; Frazier "The pathology of race prejudice; Hooks "representing Whiteness in the black imagination and; Morrison, "Playing in the dark: Whiteness and the literary imagination
Session VIII	Racism	Bell (1992), Faces at the bottom….Ch. 3, 5, 8, and 9 plus epilogue.
Session IX	Racism and the legal construction of race	Lopez (2003), *Racism on trial: The Chicano fight for justice.* Introduction, Ch. 1,3,4,5, and 6 and the epilogue.
Session X	Deconstruction: Whiteness	Hooks "Eating the other" and "Who is the other? Analyzing bell hook's reading through the San Pedro society"; Bergerson (2003). Critical race theory and white racism; Is there room for white scholars in fighting racism in education, *Qualitative Studies in Education*, 16(1), 51-63.
Session XI	CRT and Critical Pedagogy	Allen (2004). Whiteness and critical pedagogy. *Educational Philosophy and Theory,* 36(2), 121-136; Trainor (2002). Critical pedagogy's "other": Constructions of Whiteness in education for social change. *CCC,* 53(4), 631-650.
Session XII	CRT and Teacher Education	Ladson (1999). Preparing teachers for diverse Populations: A critical race theory perspective. In A. Iran-Nejad and P. D. Pearson (Eds.), *Review of Research in Higher Education: Volume 24* (pp. 211- 247). Washington: American Educational Research Association; Marx (2004), Regarding Whiteness:…. Equity & Excellence in Education 37, 31-43.
Session XIII	CRT and Critical Feminism and Queer-Critical	Delgado & Stefancic (2001), Ch. 4; pp. 325-333; 514-524; Carbado (2002), Straight out of the closet: race….In F. Valdes, J. McCristal Culp, & A. P. Harris (Eds.), *Crossroads, directions, and a new critical race theory* (pp. 221-242).
Session XIV	Critiques of CRT	Delgado & Stefancic (2001). Ch. 6; pp. 554-572; Farber & Sherry (1997). Beyond all reason:… introduction & Chapter 1.
Session XV	**EXAM**	All the above

QUEENS COLLEGE
CITY UNIVERSITY OF NEW YORK
Education Unit

Department of Educational and Community Programs
Graduate Program in Instructional Leadership

ECPIL 705: Globalization and Education

INSTRUCTOR

To be announced

Office:
Office Phone:
Office Hours:

COURSE DESCRIPTION

This course explores the impact of globalization on education policies and practice throughout the world. The course will cover developments reflecting influences and ideas shaping particular manifestations of globalization and their influence on education in both industrialized and less resourced countries. The course utilizes academic perspectives from sociology, economic, political science and history, as well as popular literature emerging from civil society. A number of theoretical and practical sources that underpin various contemporary global themes are considered: democracy, justice, economic, growth, modernization, social movements, the return of the state, universalism, identity, religion and empire.

This course is aligned with the Interstate School Leaders Licensure Consortium (ISLLC) standards 1, 4, and 6 and the appropriate National Council for Accreditation of Teacher Education (NCATE) standards.

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professionalism, scholarship, efficacy, evidence-based practice and reflection; and c) value diversity, democracy, and social justice.

GOALS AND OBJECTIVES

Upon completion of this course, the participant will be able to:

- Explain global social change, social cohesion and new forms of social experience;
- Acquire knowledge of the essential theoretical assumptions underlying globalization's conceptual framework and research and their relationships to policy interventions affecting education;
- Demonstrate basic knowledge of major issue or topics surrounding globalization and education;
- Make sense of how variable such as community, poverty, ethnicity, gender, race and politics relate to phenomena in globalization and education
- Develop their own interpretation and vision of globalization and social justice.

TEXTS

These are suggested texts. It will be up to the instructor to decide on a required text (from this list or not) or additional readings if he or she chooses to do so.

Stromquist, N. P. (2002). *Education in a globalized world: The connectivity of economic power, technology, and knowledge.* Lanham, PA: Rowman and Littlefield Publishers, Inc.

Klees, S. J., Samoff, J., & Stromquist, N. P. (2012). *The World Bank and education. Critiques and alternatives.* Rotterdam: Sense Publishers.

ASSIGNMENTS

1. Class Assignments: There will be two types of class assignments: First, a 2,000-word typed analysis of the readings is due at class time every three weeks. These reflection papers are meant to be short, the emphasis being on the quality of the student's ideas rather than the length of the entry. The goal is to reflect on the materials read and the discussions of the previous class sessions. Second, a student will take the lead in discussion and promote thoughtful exchanges in class based on the readings assigned for that class. This is an opportunity to take an active lead in an intellectual discussion at the graduate level. It is also an opportunity for students to infuse their own creativity and personality into the presentation or discussion of the materials. The reflection papers are to consider the crosscutting themes of the course as well as the positive and negative consequences of globalization upon education. Specific guidelines for the production of the reflective papers will be distributed in advance.

Course Research Paper: The student will pick a topic, research issue, or concept within the broader subject of globalization and education and develop an in-depth analysis of the topic. The paper should include relevant history, research, and conceptual analysis of the issue or problem. For some students this exercise will be closely linked with their research goals. For others, it will be a chance to explore new ideas that later inform their research. The expectation is that students will develop a capacity for deep synthetic integration and use resources from various disciplines and sources. A full literature search on a given topic is required. This course research paper is expected to draw from course materials, and should be about 25-30 pages, double-space, not including the bibliography. A preliminary outline should be presented for instructor feedback by XXX.

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E-mail address: Mirian.Detreshickey@qc.cuny.edu

TENTATIVE COURSE OUTLINE		Readings
Session I	Course overview and requirements	
Session II	Globalization: paradoxes and contextual issues	Castles, S. (2005). Migration and community formation under conditions of globalization. In Peter Kevisto (Ed.), Incorporating diversity. Boulder: Paradigm Press; Gutek (2006). In American Education in a global society. International and comparative perspectives. Long Grove, Il.: Waveland Press, pp. 99-115.
Session III	Global Inequalities	Crow & Lodha (2011). The Atlas of Global inequalities Bales (2000). Disposable people: New slavery in the Global economy Introduction and Ch. 1.
Session IV	What is development?	Amartya (2002). How to judge globalism? The American Prospects, 13(1); Amartya (1999). Development as freedom. In Development as Freedom (Introduction) and; United Nations Development Program (2007). Select dimensions of measuring human development . Ch.2 in Measuring human development: A primer.
Session V	Global Policies: Education for All; Millennium Development Goals. The role of the World Bank.	Human Development Network (2002) World Bank strategy in the education sector: process, product, and progress. *International Journal of Educational Development* 2. pp.429-437. Soudien (2002). Education in the network age: globalization, development and the World Bank. *International Journal of Educational Development*, 2, pp. 439-450.
Session VI	Corporate norms in educational organizations. Globalization and forms of parental choice in education; expansion of charter schools and voucher Programs	Held et al., (1999). Ch. 5; Stromquist (2002). Ch. 2 & 3; Arrighi et al., (2006). Industrial convergence….. In J. Robert and A. Hite (Eds.), The Globalization and Development Reader pp.320-334.
Session VII	Globalization and education reform: decentralization and accountability	Stromquist (2002). CH.5. Marshall et al (2008). Globalizing the school Curriculum….In Shailaja Fennell and Madeleine Arnot (Eds.). Gender education and equality in a global context pp. 165-180 and: Pauline (2005), Privatization and decentralization of schooling in Malawi….? *Compare* 35(2): 153-165.
Session VIII	Media: The cultural foundation of globalization	Castells (2009). Ch. 1 & 9. Held et al., (1999). Ch. 6 & 7 and Stromquist (2002). Ch. 4.
Session IX	Gender within globalized education	Burstyn (1993). Who benefits and who suffers: Gender and Education at the dawn of the age of information technology. In Sari Biklen and Diane Pollard (Eds.), Gender and Education…..Part 1. pp107-125. Fenwick (2004). What happens to girls?...Gender and Education 16(2): 169-185.
Session X	Relationships of dependency	Evans (1971) National autonomy and economic development…. *International Organizations* 25 (3) (Summer). Oxfam Rigged rules, double standards: Trade, globalization and the fight against poverty.
Session XI	From dependency to dialogue	Cardoso (2001). Globalization and politics (Ch. 20) and the impact of globalization on developing countries (Cha. 22) in *Charting a new course.* Velasco (2002). Dependency theory. Foreign affairs No. 133 (Nov-Dec, 2002).
Session XII	Globalization, culture, religion and politics	Inglehart & Welzel (2005). Modernization, cultural change and democracy (Ch. 2).
Session XIII	World income distribution: Foreign aid debate	Wade (2001)The rising inequality of world income distribution, *Finance and Development, a Quarterly magazine of the IMF*, 38(4). Sachs (2008). Ending poverty trap (Ch. 10) in Common Wealth.
Session XIV	Globalization and its discontents	Stiglitz ( ). *The price of inequality* (Ch. 1 & 2); Heilbroner , *Worldly Philosophers* (Ch. 9).
Session XV	Exam	All the above

QUEENS COLLEGE
CITY UNIVERSITY OF NEW YORK
Education Unit

Department of Educational and Community Programs
Graduate Program in Instructional Leadership

ECPIL 706: Foundations of Teaching and Learning

INSTRUCTOR

To be announced

Office:
Office Phone:
Office Hours:

COURSE DESCRIPTION

This course engages the participant in a collective inquiry of both teaching and learning. Typically teaching and learning are presented and studied in discrete ways. In this course teaching and learning will be approached as a field of study to the extent that: a) there have been innovative and influential contributors to this area; b) there are theories that have been

elaborated in this area; c) there are findings associated with this area of inquiry; and d) there are investigative practices that reflect norms, conventions, and tools that have currency within communities studying teaching and learning. Some specific questions that will considered in this course are:

1) What is the relationship between teaching and learning?   What influences this relationship?
2) What is the relationship between development and learning?
3) How is "mind" conceptualized and where is it found?
4) How is teaching practiced and studied?
5) How does learning occur and how is it studied?
6) How do the answers to the above questions vary according to different theoretical perspectives on teaching and learning?

GOALS AND OBJECTIVES
Upon completion of this course, the participant will

- ❖ Understand the relationship between teaching and learning; development and learning;
- ❖ Assess how teaching is practiced and studied;
- ❖ Examine how learning occurs and studied;
- ❖ Develop an understanding on how contexts affect teaching and learning

TEXT
Ghaye, T. (2010). *Teaching and learning through reflective practice: A practical guide for positive action.* New York: Routledge.

Lefstein, A., & Snell, J. (2014). *Better than best practice: Developing teaching and learning through dialogue.* London: Routledge.

CLASSROOM PROTOCOLS

Dispositions

Candidates are expected to attend class and actively participate in class discussion and activities in a professional manner. Keep in mind that candidates are expected to attend the

entire class and behave appropriately as educational professionals in and out of the class meetings.

If there are extenuating circumstances that warrant arriving slightly late or leaving early, be sure you discuss them with the Professor. Candidates are responsible for obtaining announcements, notes, and so forth for the days missed.
Absence accompanied by physician's note or similar documentation will be excused. For each unexcused absence, the professor will make sure that it is part of the student narrative evaluation.

Candidates must notify the instructors in writing in advance of classes from which they anticipate being absent to observe a religious holy day or to participate in a University sanctioned extra-curricular event. Notification must be made within the first 15 class days. Students will not be penalized for these excused absences but the Professor may appropriately respond if the student fails to complete the missed assignments or examination in a satisfactory manner within a reasonable amount of time after the absence.

A significant focus within this class will be placed on class discussion, collaborative problem solving, and sharing about class readings and classroom observations and experiences.

B. Technology

Another important aspect of the course participation is full engagement in the online classroom forum. We will use Blackboard as an important means of communication and you are expected to log in regularly and frequently. You may be also asked to use other online technology (such as Skype and Google docs) to aid in the process of communication and collaboration. You do not need prior experience with any of these communication modes. It is expected that you will be open to learning new technologies, slow to give up, and determined to make technology your friend.

Please be mindful on how you use technology during class time. It is all our understanding that laptop use in classrooms creates new and exciting possibilities for teachers and students when used appropriately. Please use your laptop ethically and for educational purpose and activities permitted by the instructor. Unacceptable uses include: instant messaging, emailing, unassigned internet browsing, game playing and completing homework for other classes. Violations of these protocols will be reflected on the student narrative evaluation.

C. Grade Policy

In the Instructional Leadership program students will receive a letter grade and a one page narrative evaluation by the instructor. The rationale for this practice is based on the assumption that a letter or a number alone cannot provide a holistic assessment of work produced by the candidate. The narrative part of the evaluation is intended to explain and complement the letter or the number grade part of the evaluation as it describes the candidate's knowledge, skills and dispositions. The instructor will assess the knowledge of the content matter, the candidates' skills to implement that knowledge and the dispositions and values exhibited by the candidate.   The Instructional Leadership program also emphasizes group work and learning.   During these group activities, students will also

evaluate each other. This peer evaluation will also be taken into account by the instructor when preparing the candidates' narrative evaluation (see appendix B). These components are evaluated along a continuum ranging from unacceptable, emerging, proficient and target. A candidate who receives an unacceptable evaluation from a teacher must meet with the instructor to do additional work to move from unacceptable to emerging. An unacceptable evaluation prevents a candidate from graduating even if all the requirements are met. A candidate who gets two unacceptable narratives must meet with two faculty members to design a strategy for turning his of her evaluation to emerging and above. A candidate who gets three unacceptable evaluations is dismissed from the program.

D. Assessment

There will be various formative/narrative assessments during the course and one narrative summative assessment at the end of the semester. The instructor will design assignments as she or he sees them fit making sure that the skills, the knowledge and the dispositions are at the center of either formative or summative evaluation. Candidates will receive a letter grade and a narrative evaluation of their performance at the end of the semester.

CUNY POLICY ON ACADEMIC INTEGRITY

Academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at: http://qcpages.qc.cuny.edu/provost/policies/index.html

USE OF STUDENT WORK

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the State Education Department. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

REASONABLE ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities needing academic accommodation are recommended to register with and provide documentation to the Special Services Office, **Frese Hall Room 111**. This should be done during the first week of class. For more information about services available to Queens College students, contact the Special Service

Office, Frese Hall Room 111; 718-997-5870 (8:00 a.m. to 5:00 p.m.).
E-mail address: Mirian.Detreshickey@qc.cuny.edu

TENTATIVE COURSE OUTLINE

Session	Topic	Readings
Session I	Course overview and requirements	
Session II	Teaching and learning	Fenstermacher & Richard (2005). Freire (1998)
Session III	The evolving frameworks	Labaree (2005); Shulman (1992)
Session IV	Behaviorism and behaviorists: Thorndike, Skinner	Katier (1986); Thorndike (1910); Skinner (1954)
Session V	Cognitive theory: Piaget	Piaget (1970); Bruer (1993); Siegler (1998)
Session VI	Sociocultural theory: Vygotsky	Vygotsky (1978); Wertsch (1991)
Session VII	Progressivism: Dewey	Dewey (1902; 1938)
Session VIII	Liberatory pedagogy/Critical theory	Freire (1998); Giroux & Simon (1989)
Session IX	Theories interplay	Bruner (1996)
Session X	Studying Teaching	Lee (1995); Ghaye (2010); Lefstein, A., & Snell, J. (2014)
Session XI	Learning to teach	Wilson et al.,(2002); Ghaye (2010): Lefstein et al., (2014).
Session XII	Reforming teaching Quality	Cobb & Jackson (2012); Elmore (1996)
Session XIII	Assessing Teacher Quality	Hill et al., (2011); MET report (2012); Shulman (2004).
Session XIV	Teaching, Dialogue and reflective practice	Ghaye (2010); Lefstein et al., (2014); MET Report (2012).
Session XV	Exam	All the above

APPENDIX D: CURRICULUM VITAE

Soribel Genao, Ph.D.
Assistant Professor, Educational Leadership

Home Address: 385 E16th Street
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Office Address: CUNY Queens College
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Fax: (718) 997-5248
Email: sgenao@qc.cuny.edu / sgenao@gmail.com

HIGHER EDUCATION
Degrees (most recent first):

Institution	Dates Attended	Degree/Major	Dates Conferred
Rutgers University-Newark	2006-2010	Ph.D. Public Administration	05/10
CUNY Hunter College	2004-2005	MA Urban Affairs	08/05
St. John's University	1999-2003	BS Mass Communications	05/03

EXPERIENCE
A. Teaching

Institution	Dates	Rank	Department
Queens College		Asst. Professor	
Educational &			
			Community
Programs			

Teach
- Human Relations (ECPEL 883)
- Legal Problems in Education (ECPEL 885)
- Management of Teaching and Learning (ECPEL 886)
- Technology for School Leaders (ECPEL 887)
- Critical Issues in Education (ECPEL 888)

St. Joseph's College   09/08-05/10   Adjunct Lecturer   Community &
Health Administration

Taught
- Academic Research and Writing (CHA/CHS/BSU 495 & 498)
- Introduction to Fundraising (CHA 501)
- Leading in Mission Driven Environments (HSL 501)
- Leading Policy Initiatives in Political Environments (HSL 575)
- Leadership Implications of Outcomes Evaluations (HSL 681)
- Executive Leadership and Models of Innovation (HSL 686)
- Integrative Analysis in Human Service Leadership (HSL 690)

Hunter College   09/08-05/10   Adjunct Lecturer   Urban Studies

Taught:
- Urban Planning & Policy Urban Studies Department (UBS 201)

Fairleigh Dickinson   Adjunct Lecturer   Public Administration

Taught:
- Administrative Law
- Homeless Policy
- Political Environment, Strategic

Rutgers University   01/07-12/07   Instructor   School of Public
Affairs

     and Administration

Taught:
- Non-Profit Strategic Planning Masters of Public Administration Program (SPAA 524)

Non- Teaching

Institution	Dates	Title
Design & Development for Resources in Education and the Arts (PT)	07/09-01/10	Research Associate
Newark Public Schools	09/08-06/09	Research Scientist
Wildcat Service Corporation Programs	03/06-01/08	Director of Youth
Avelino & Associates, LLP Program	09/99-02/06	Director of Development

ACADEMIC AND PROFESSIONAL HONORS

• *Emerging Scholar 2014 Diverse Education*

• *New York State Hispanic Coalition 40 Under 40 Rising Star*

• *Keynote Speaker at Town of Huntington- Town Ceremony, October 2013*

• *Keyote Speaker Abrons-Aranow Scholarship Ceremony*, June 2013

• *Faculty Fellowship Publication Program 2012-2013*

• *William Steward Travel Award 2012-2013*

• *Governor's Committee for Scholastic Achievement Alumni Award*, November 2008

• *Diploma Plus Community Awareness & Leadership Award* Brownsville Academy &
  Providing Urban Learners Success in Education (*PULSE*) *High School*, July 2007

• *St. John's University Excelsior Community Service Award*, May 2007

• *Higher Educational Opportunity Programs Certificate of Alumni Academic
  Achievement*, May 2007

• *Guest Speaker – Governor's Ball: Committee for Mentoring Programs in
  Urban Schools New York City* **Trump International Hotel and Tower** 2005

• *Guest Speaker –Governor's Ball: Committee for Mentoring Programs in
  Urban Schools New York City* **Trump International Hotel and Tower** 2003

MEMBERSHIP IN PROFESSIONAL SOCIETIES (last five years only)

Academy of Management

American Society for Public Administration

American Educational Research Association

Association for Public Policy Analysis and Management

Metropolitan Council of Educational Administration Professors

National Association of Black Public Administrators

Urban Affairs Association

SCHOLARSHIP AND CREATIVE WORK

BOOKS and other MONOGRAPHS
1. Published since most recent of: initial appointment, tenure, or last promotion.
Genao, S., & Robinson-Etkins. A. (2013) *"A Theoretical Review of Urban Systems and Reforms."* LAMBERT Academic Publishing.

2. Published prior to most recent of: initial appointment, tenure, or last promotion.

JOURNAL ARTICLES Indicate refereed journals with .
1. Since most recent of: initial appointment, tenure, or last promotion.

Genao, S. *A Review of Collaboration in Administration: Implications for Student Retention.* The Journal of Secondary Alternate Education Volume 9, Issue 1, 2012 (Winter). Peer reviewed. http://journalsecondaryalternateeducation.20m.com/

Genao, S. *Utilizing Data As A Warning System to Combat Absenteeism and Decrease Dropout Rate* Academia Journal of Educational Research 1(2): 025-032, February 2013
http://www.academiapublishing.org/ajer
ISSN: 2315-7704

Genao, Soribel (2013) "Adequate Yearly Progress: Affective or Effective on School Leadership? "Journal *of Management in Education,* doi:10.1177/0892020613487920

Genao, Soribel (2013) "Intervening Before Dropping Out: Utilizing Data as a Warning System*," Journal of Education and Urban Society,*   doi:10.1177/0013124513497790

Genao, S. (2014) "Measuring the Effectiveness of an Alternative Education Collaboration," *International Journal of Educational Management,*
 doi: 10.1108/IJEM-01-2013-0011

ORAL PAPERS AND ADDRESSES

Genao, S. (April 2014). *Common Core or Common Confusion: A Closer Look at Future Leaders' Positions on Management of Teaching & Learning* **International Conference on Education and Social Sciences** Venice, Italy.

Genao, S. (June 2013). **Genao, S**. (2013, June). *The Cost of Opportunity.*
Speech presented at the Abrons-Aranow Scholarship Ceremony, New York, NY.

Genao, S. (April 2013). C*an Administrative Professional Development Increase Student Achievement? Case Study: New York City"* Urban Affairs Association Conference in San Francisco, CA.

Lin, J & Chellune-Bobb, J. (Producers). (2013). Boldly Talking about Race: **Soribel Genao, Assistant Professor CUNY Queens College**. [Videotape]. New York, NY: Border Crossers Films.

Genao, S. (May 2012). "Do you know what philosophy is?" **Beginning with Children Foundation Career Day** Brooklyn, NY

Genao, S. (October 2011) "*Educating Beyond the Borders of Hispanola.*" **Queens College Educational and Community Programs Professional Development Seminar** Queens, New York

Genao, S. (October 2011). "*The Social and Emotional Effects of the Economic Downturn in Inner City Schools.*" **National Dropout Prevention Network Conference** Renaissance Schaumburg Hotel and Convention Center in Schaumburg, Illinois

Genao , S. (March 2011). "*Using Dialogue to Assist Inner City School Teachers to Improve Student Outcomes in New York City.*" **Democratic Education Symposium Conference** Medgar Evers College, Brooklyn, NY

Genao , S. (March 2011). Invited to speak on dissertation topic "*Measuring the effectiveness of an Alternative Education Collaborative in Improving Student Outcomes in Newark, New Jersey.*" **American Society for Public Administration Annual Conference**, Baltimore, MD

Genao, S. (March 2011). "*Cross-Sectoral Collaboration to Improve Student Outcome and Retention.*" **SUNY Stony Brook Public Education Conference**, SUNY Stony Brook, NY

Genao , S. (July 2011) . "*Using Dialogue to Assist Inner City School Teachers to Improve Student Outcomes in New York City.*" **The International Association for Technology, Education and Development** (IATED) Barcelona, Spain

Genao, Soribel. *Hands –On Mentoring Programs in Urban Schools.* Governor's Committee for Scholastic Achievement. Trump Plaza Hotel, New York, NY June 2005. Guest Speaker

Genao, Soribel. *Hands –On Mentoring Programs in Urban Schools.* Governor's Committee for Scholastic Achievement. Trump Plaza Hotel, New York, NY June 2003. Guest Speaker

 Genao, S. (2009, June). *Social Equity in Urban School Districts: Newark, NJ.*
Paper presented at the Social Equity and Leadership Conference Rutgers University, Newark, NJ.

Genao, S. (2009, June). *Creating college-going aspirations among at-risk students Convening Communities to Support Inner City School Students for Higher Education.* Paper presented at New York University Neighborhood High School, College Fair Conference, New York, NY.

Genao, S. (2009, March). *Measuring Effectiveness of a Collaborative Partnerships in*

Alternative Education. Paper presented at American Society for Public Administration Annual Conference, Miami, FL.

Genao, S. (2009, February). *Creating College-Going Opportunities for Marginalized Students.* Paper presented at the *National* Dropout Prevention Office Annual Conference Clearwater, FL.

Genao, S. (2008, August). *Black/Latino Education Relations in Two Urban Settings* and *Youth Resist Educative State*. Papers presented at the American Sociological Association Annual Conference San Francisco, CA.

GRANTS

Research

Promoting Teachers' Teaching of Global Studies Through the Development of Teachers' Curricular Design Teams **Partnerships for Learning QC CUNY**
Co PIs: **Soribel Genao,** John Gunn, $15,000

Dr. Genao was also asked to serve on the advisory board for ICARE,
Project—*Culturally Aligned and Responsive Early Interventio by Dr. Peishi Wang.*
The **I-CARE** ICARE, proposal was is submitted to the US Department of Education, Office of Special Education Programs by the Department of Educational and Community Programs, Graduate Programs in Special Education at Queens College, City University of New York. The overall goal of the **I-CARE** project is to recruit, train, and mentor 40 candidates, including those from underrepresented groups, at the graduate level to provide culturally sensitive and responsive early intervention services to work with families and young children from culturally and linguistically diverse backgrounds in urban and high-needs LEAs. **I-CARE** participants will be prepared and supported to provide research- validated, best practice early intervention services and behavioral supports to young children with a range of disabilities including autism and other low incidence disabilities. Upon completion of the intensive training, 20 of the I-CARE participants will have earned a Master's of Science in Education degree, New York State Teacher Certification in early childhood, and eligibility for certification as a behavior analyst (Board Certified Behavior Analyst, BCBA), and the other 20 participants will have earned a Post Master's Certificate in early childhood special education.

Grants Completed
Research
Zero Dropout Initiative: Newark Public Schools **National League of Cities**
(3/1/2009 3/1/2010) $40,000 Co PIs: Andrew Moore, Michelle Clanton, **Soribel Genao**, Pamela Simms

The *Fresh Food -Fresh Start Food Cooperative* at Public School 180 in Central Harlem Pincus Family Foundation **(June 2005- Present) $18,000 per year Co PIs Zoila Del Villar, Joy Cook , Soribel Genao**

CURRICULUM VITAE

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HIGHER EDUCATION

Institution	Dates	Degree/Major Conferred	Dates
Central European University	July 2012	Post Doc Fellowship	2012
New York University	1985-1991	Ph.D. Bus. Education	1991
New York University	1983-1985	M.A. Bus. Education	1985
Universite Nationale du Zaire	1975-1979	Licence en Relations Internationales	1979

TEACHING EXPERIENCE

Institution	Dates	Rank	Department
Queens College (CUNY)	2015-present	Professor	Educational & Community Programs
Queens College, (CUNY)	2005- 2015	Associate Professor	Educational & Community Programs
Queens College, (CUNY)	1999-2005	Adjunct Assistant Professor	Urban Studies
New York University	1997-2001	Adjunct Assistant Professor	Administration, Leadership & Tech.
Brooklyn College	1999-2002	Adjunct Assistant Professor	Counseling & Supervision
Borough of Manhattan	Spring 1993	Adjunct Assistant	Management

Community College   Professor

Queensborough Community   1990-1992   Adjunct lecturer   Business
College

OTHER EXPERIENCE

Institution	Dates	Title
Queens College Worker Education Program	2002-2005	Associate Director
New York University Institute for Education and Social Policy	1999-2002	Associate Researcher
The Metropolitan Center for Urban Education, NYU	1996-1999	Project Director
The Metropolitan Center for Urban Education, NYU	1986-1990	Assistant Director
Epiphany Youth Hostel	1984-1996	Co-Founder

ACADEMIC AND PROFESSIONAL HONORS

Dates	Professional Honor
2015	Interchurch Community Service Award, The Interchurch Center. December 16, 2015.
2014 (June)	Fulbright Specialist, University College Cork, Ireland
2013	Approved Candidate for Senior Fulbright Specialist, J. William Fulbright Foreign Scholarship Board, the Bureau of Education and Cultural Affairs of the Department of State, and the Council for International Exchange of Scholars.
2012	Invited to join the Committee for Research, Education and Training and Evaluation University Cork College (CREATE), Ireland.
2012-2013	Senior Fulbright at Mzuzu University in Malawi.

2003- present   Elected Board Member of the Roothbert Fund Inc.

2001   New York University *Delta Pi Epsilon Recognition Award.*

2001   *Teacher Appreciation Award,* Brooklyn College.

1999   Selected and elected as First Judge by the Delta Pi Epsilon Dissertation Award Program Committee, New York University.

1996-2000   Sponsor of the Delta Pi Epsilon Alpha Chapter, New York University.

1991   *Paul Lomax Doctoral Award for Scholarship and Leadership.* New York University

1991   *Samuel Eshborn Service Award,* New York University.

1987-1991   Roothbert Fellow

1987   Recognition Award by "*La Orden de Las Escuelas Pias por su servicio al Evangelio entre los jovenes y Ninos*"

BOOKS, MONOGRAPHS

Wamba, N., & Mwalughali, M. (2013). *A grassroots assessment of educational challenges in Luwinga schools in Mzuzu, Malawi*. The Kwithu Report. Mzuzu, Malawi: Mzuzu University Press.

Wamba, N. (Ed.). (2012). *Poverty and literacy*. London: Routledge.

Wamba, N., Foster, U., Davis, E., Jones, J., & Storck, B. (2010). *Exit narratives: Reflections of four retired teachers*. Lanham, MD: University Press of America.

Wamba, N., & Citro, T. (Eds.). (2010). *Learning differences: Research, practice and advocacy.* Weston, MA: Learning Disabilities Worldwide.

Wamba, N. (2006). *UnseenAmerica. Workshop leader's guide.* New York: 1199 SEIU Bread and Roses Cultural Project.

D'Amico, D. Wamba, N., & Jones, J. (2005). Transportation to the future: Assessing the educational needs, goals and challenges of TWU Local 100 members. Queens College Resource Center.

Wamba, N., & Curran, C. (2003). Shadow catchers: A look at UnseenAmerica. SEIU1199's Bread and Roses Cultural Project

Ascher, C., Echazarreta, J., Jacobowitz, McBride, Y., Troy, T., & Wamba, N. (2003). *Charter school accountability. Findings from a three-year study of charter school authorizers.* Institute for Education and Social Policy. Steinhardt School of Education. New York University.

Ascher, C., & Wamba, N. (2001). An examination of charter school equity. Teachers College, Columbia University. New York. Clearing House on Urban Education (ED 443896).

Ascher, C., Echazarreta, J., Jacobowitz, McBride, Y., Troy, T., & Wamba, N. (2001). *Going charter. New models of support*. Institute for Education and Social Policy. Steinhardt School of Education. New York University.

Ascher, C., Jacobowitz, McBride, Y., & Wamba, N. (2000). *Going charter. Lessons from two first-year studies.* Institute for Education and Social Policy. Steinhardt School of Education. New York University.

Wamba, N., & Trunk, J. (1996). Needs assessment of the Local 1199 School for Social Change. The Metropolitan Center for Urban Education, New York University.

JOURNAL ARTICLES

Wamba, N., Fish, M., Guttman, D., Reoch, D., & Zuar, K. (in preparation). Educational administrators and school psychologists: An untapped combined expertise in school improvement.

Wamba, N. (in review). Head Teachers preparation in Mzuzu, Malawi. *Education Administration Quarterly*.

Wamba, N. Mgomezulu, V., & Shawa, B. L. (in review). Integrating high order thinking skills into the teaching of subject matter: The case of teaching and learning in secondary schools in Malawi. *Education as Change.*

Wamba, N., & Mgomezulu, V. (forthcoming). The crisis in public education in Malawi. *International Journal of Advanced Research.*

Wamba, N. (forthcoming). The Kwithu project: A community-based participatory action research project by grassroots practitioners. *Action Research.*

Heskial, J., & Wamba, N. (2013). Lifting kindergartners' writing to meet the common core learning standards; A collaborative inquiry. *The Canadian Journal of Action Research,* 14 (2), 51-64.

Wamba, N. (2013). Editorial statement. *Education and Society in Southern Africa.* 1 (1).

Mgomezulu, V. Y., & Wamba, N. (2013). Mzuzu University student- teachers experiences: A case study. *Education and Society in Southern Africa.* 1 (1).

Mgomezulu, V. Y., Wamba, N., & Shawa, B. L. (2013). Training learner-leaders in school management aspects: A strategy to improving school discipline in Botswana. *African Journal of Teacher Education (Winter/Spring).* 3 (1).

Wamba, N. (2012). Developing an alternative epistemology of practice: Teachers' action research as critical pedagogy. *Action Research.* 9 (2).

Wamba, N. (2010). Poverty and literacy; Introduction. *Reading and Writing Quarterly,* 26 (2).

Wamba, N., Murphy, M., Murray, K., Castellano, J., Jeanty, Y., Macoon, B., Pedicini, M., & Wilson, P. (2009). Learning by doing: An action research-based pedagogy. *The Ontario Action Researcher.* 10 (1 & 2).

Wamba, N., & Dunn, K. (2009). Effective individualized educational plans: Do something special with learning styles! *Insights on Learning Disabilities.* 6 (1).

Wamba, N. (2008). Introduction. *Insights on Learning Disabilities. 5* (1).

Wamba, N. (2008). Children with learning needs: An overview and discussion of US legislative initiatives. *Insights on Learning Disabilities.* 5 (1).

Wamba, N. (2007). Students with learning disabilities leaving school: Implications for educational leadership programs. *Insights on Learning Disabilities.* 4 (1).

Wamba, N. (2007, June 6). Leadership programs produce 'Change Agents' Letter to the editor. *Education Week,* p. 33.

Wamba, N. (2006, Summer). Action research in school leadership programs. *Academic Exchange Quarterly.* 10

Wamba, N. (2005, July). Empowering and unlocking adult students' voices through action research: The Hyde Park Instructional model. *Proceedings of the 3rd International Conference on Practice-Oriented Education.* Northeastern University, Boston, Massachusetts.

Wamba, N. (2005, Fall). Empowering adult students through action research. *Academic Exchange Quarterly.* 9 (3).

Wamba, N., & Ascher, C. (2003, August). An examination of charter school equity. *Education and Urban Society.* 35 (4), 462-476.

Wamba, N. (2002, Fall/Winter). Union? I don't get: Young workers vs. old unions. *New Labor Forum.* 11, 75-84.

Mcpherson, W., Rainey, C., Roach, T. D., Rogers, H., & Wamba, N. (2002). Educator externship: A view from the trenches. *NABTE Review,* 29, 18-25.

Mcpherson, W., Rainey, C., Roach, T. D., Rogers, H., & Wamba, N. (2002). The perceptions and attitudes of school personnel towards educator externships. *Academic Exchange Quarterly,* 6, 206-212.

Ascher, C., Echazarreta, J., Jacobowitz, McBride, Y., Troy, T., & Wamba, N. (2001, Spring). Teachers study opportunity to learn in urban charter schools. *Project Highlights,* 1 (1).

Ascher, C., Echazarreta, J., Jacobowitz, McBride, Y., Troy, T., & Wamba, N. (2001, Fall). Going charter and new models of support. *Project Highlights,* 1 (2).

Wamba, N. (1999). Internationalizing business education in the twenty-first century. *The Delaware Business Education Journal,* 13-17.

Wamba, N. (1998, April). Postmodern business education: An essay. *The Journal of International Society for Business Education (The Review)*, 131, 52-59.

Wamba, N. (1993). New York Latino and Africa-American youth: Attitudes toward work and schooling. *The Other Side*, 3 (1), 7-11.

Wamba, N. (1987). Dropout story: More than statistics. *The Tablet.*

CHAPTERS IN BOOKS

Wamba, N. (2014). Participatory action research for school improvement: The Kwithu Project. Handbook of Case Studies, Sage Publications (forthcoming).

Wamba, N. (2012). Introduction. In Nathalis Wamba (Ed.), *Poverty and literacy*. pp. 1-6. London: Routledge.

Wamba, N. (2010). School administrators' perceptions of learning disabilities: A critical examination of the literature. In Wamba, N., & Citro, T. (Eds.), *Learning differences: Research, practice and advocacy.* Weston, MA: Learning Disabilities Worldwide.

Wamba, N., & Citro, T. (2010). Introduction. In Wamba, N., & Citro, T. (Eds.), *Learning differences: Research, practice and advocacy.* Weston, MA: Learning Disabilities Worldwide.

Ascher, C., & Wamba, N. (2005). An examination of charter school equity. In Janelle Scott (Ed.), *The context of school choice. What the evidence says*. pp. 77-92. New York: Teachers College Press.

Wamba, N. (2005). Preface. In Emma Sa-Eva Katusevanako, 1905-2005: Un siecle de vie . Du jugement de Simon Kimbangu a la guerre de 1998. pp. 3-11. Kinshasa: Thysville Editions.

Wamba, N. (2003). Les concertations education et travail: le paradoxe des politiques educatives Americaines. In Marcelle Hardy (Ed.), Les concertations ecoles et travail: Emergence des collaborations, pp. 33-52. Presses Universitaires du Quebec.

Wamba, N. (2004). The power of photography. In Ed. Murphy, *UnseenAmerica. New York State.* Albany, New York: Work Development Institute.

BOOK REVIEWS

Wamba, N. (2011, February). Review of the book: Language and education in Africa: A comparative and transdisciplinary analysis. *Education Review* http://edrev.asu.edu/reviews/re470.htm

Wamba, N. (2008, August 19). Review of the book. Studying urban youth culture. *Education Review.* http://edrev.asu.edu/reviews/re470.htm

Wamba, N. (2008). Review of the book. Democratic dilemmas, joint work, education politics, and community. *Education Administration Quarterly*, 44 (3), 436-442.

Wamba, N. (2007). Review of the book. Classroom Calypso. Unleashing grassroots knowledge. http://www.pan-jumbie.com

Wamba, N. (2007). Review of the book. Classroom Calypso. *Everybody,* 26 (5), 24-26.

Wamba, N. (2006). Review of the book. Culturally contested pedagogy: battles of literacy and schooling between mainstream teachers and Asian immigrants parents. *Reading and Writing Quarterly,* 22, 299-304.

Wamba, N. (2006, March 2). Review of the book. The shame of the Nation. *Education Review* http://edrev.asu.edu/reviews/re470.htm

Wamba, N. (1999, Spring). Review of the book. Systemic violence in education. *Teachers College Record.* 100 (3).

Wamba, N. (1999). Review of the book. Ghetto Schooling. *Journal of Curriculum Studies,* 31 (5).

ORAL PAPERS AND ADDRESSES

Wamba, N. (2014).   . Presentation made at the University College Cork in Ireland

Wamba, N. (2014). Capacity Building. Committee for Research, Education and Training and Evaluation University Cork College (CREATE), Ireland.

Fish, M., Guttman, D., Wamba, N., Zuar, K., & Reoch, D. (2014). Educational administrators and school psychologist: Combined expertise in school improvement. P0 to be presented at 2014 Annual Convention of the national Association of School Psychologists. Washington, DC. February 28-21.

Wamba, N (2013). Reflections on blackness. Black History month. The American Corner, Mzuzu University, Malawi. [Invited]

Wamba, N. (2013). Reflections on blackness. Black History month. The   University of Livingstonia, Malawi. [Invited]

Wamba, N. (2009). Children with learning disabilities: A conversation on practice. Paper presented at 18th World Congress on Learning Disabilities October 30, 2009. Boston, MA. [Refereed]

Wamba, N. (2008, January 18). Research for school leaders. Roundtable   Session. Advancing Leadership Preparation: Conversations on Policy and Practice Innovations. MCEAP/CADEA Conference. Albany, New York.[Invited]

Wamba, N. (2007, November 2). The achievement/opportunity gap: Promising proposals for school, social, economic and political reforms. 16th Annual World Congress on Learning Disabilities. Malborough, Massachusetts. [Refereed]

Wamba, N. (2007, October12). Making work visible: Strategies for representing workers' lives in community settings. (UnseenAmerica: Portraits of resilience and resistance) Annual Meeting of the American Studies Association. Philadelphia, PA. [Refereed]

Wamba, N. (2007, June, 25).Teacher's action research as critical pedagogy. Paper presented at the Fifth International Conference. Teacher   Education at a Crossroads June 25-28, 2007. Kaye Academic College of Education Beer Sheva and The Mofet Institute, Research, Curriculum and Program Development for teacher Educators, Tel Aviv. Israel. [Refereed]

Co presenter (2007). Research for social justice organizing and advocacy: The example of New York City. Paper presented at Crossroads II: Community-based collaborative research for social justice conference in Hartford, CT. June 7-9, 2007. [Invited]

Wamba, N. (2005, July). Unlocking adult students' voices through action research: the Hyde Park instructional model. Paper presented at the 14thWorld Conference on Cooperative

Education. June 14-17. Northeastern University, Boston, Massachusetts. [Refereed].

Wamba, N., Curran, C., & Cohen, E. (2004).UnseenAmerica: Art, Class and Voice. How Class Works Conference. Stony Brook University, Long Island, New York. [Refereed]

Ascher, C., Echazarreta, J., Jacobowitz, R., McBride, Y.Troy, T., &Wamba, N. (2002). Triangular relationship: Charter school, institutional partners, and Board of Trustees. New York State Network for Economic Research.Research in Progress Conference. December 4, 2002. [Refereed]

Wamba, N., $ McBride, Y. (2002). Reflections on charter school autonomy: The case of New York. Paper presented at the American Educational Research Association. New Orleans, Louisiana. [Refereed]

Ascher, C., Echazarreta, J., Jacobowitz, R., McBride, Y.Troy, T., &Wamba, N. (2002). The paradox of support. Charter schools and their institutional partners. Paper presented at the American Educational Research Association. New Orleans, Louisiana. [Refereed]

Ascher, C., & Wamba, B. (2002, May 22). Charter schools: An emerging market for a new
    model of equity. Paper presented at the School Choice and Racial Diversity Conference. National Center for the Study of Privatization in Education (NCSPE) at Teachers College, Columbia University and the Civil Rights Project at Harvard University. [Refereed]

Tan, N., &Wamba, N., (2002). Building capacity for the future: What has the D&D accomplished? Where should the D&D focus its efforts next year? D&D School Initiative.Title VII Big Apple Schools Year End   Share Fair Conference. [Invited]

Wamba, N. (2001). Research and politics. Paper presented at the Alpha and Xi Chapters Delta Pi Epsilon gathering. New York. [Invited]

Wamba, N. (2000). Les concertations education et travail. Le paradoxe des politiques educativesAmericainses. !3meCongres International. Association Mondiale des Sciences de l'Education (AMSE). De Lundiau Vendredi 30 Juin 2000. Sherbrooke, Quebec, Canada. [Refereed]

Ascher, C., Echazarreta, J., Jacobowitz, R., McBride, Y. Smith, E., &Wamba, N. (2000). Toward defining equity in charter schools: A conversation. National Conference on Charter Schools. Chicago, IL. [Refereed]

Co-author (2000). Perceptions and attitudes of school personnel toward educator externships. Paper presented at the Academy of Business Administration International Conference. London, England. [Refereed]

Bronner, M., Sapre, P.&Wamba, N. (1999, June 23). New directions in Business Education and work-based learning. Work-based learning: From Vision to Viability Conference. New York University. New York. [Invited]

Devine, J., & Wamba, N. (1999). In response to school violence: School peace. Conference sponsored by the New York University School of Education and The Metropolitan Center for Urban Education and the Office of Special Programs.

Wamba, N. (1998). School violence: Defining the scope of the problem. Paper presented at the Council of State and Governments Midwestern Office Committee on the Status of Children. Indianapolis. Indiana. August 2, 1998. [Refereed].

Wamba, N. (1997). Defining school violence: International perspectives.   Colloquium Series. School and Safety: Theory and Practice. New York University. The Metropolitan Center for Urban Education. [Refereed]

Wamba, N. (1997).School interpersonal and systemic violence. Paper presented at the United Way of New York City Conference on Community Perspectives and Training on School Violence Prevention. New York City. [Invited]

Wamba, N. (1996). The origins of violence. Monhonk Consultations Conference on New Directions for Crime Prevention. New Paltz, New York

Wamba, N. (1995). Violence: Voices of the silenced and the ethnographer. Paper presented at 94th Annual Meeting of the AmericanAnthropological Association. Washington. D.C. [Refereed]

Wamba, N. (1994). At-risk populations: A critical appraisal of the concept. Paper presented at the New England Educational Research Association. Rockport, Maine. [Refereed]

Wamba, N. (1993). A critical ethnography of the work perceptions of a group of low-income youth. Paper presented at the 91st Annual Meeting of   the American Anthropological Association. San Francisco, California.   [Refereed]

Wamba, N. (1990). Violence in Inner City High Schools: Two grids of interpretation. Paper presented at the 89th Annual Meeting of the American Anthropological Association. New Orleans. Louisiana.

Wamba, N. (1987). Street coping strategies and their impact on youth. Paper presented at the 17 Annual Association of the New York State Youth Bureaus' Conference. Uniondale, New York.

GRANTS

Wamba, N. (2007). A study of the teaching practices of   paraprofessionals turned teachers. Queens College Research Enhancement Grant. Amount awarded ($ 4,500).

Wamba, N. (2007). A pilot study of the teaching effectiveness of a   group of paraprofessionals turned teachers. Equity Research   Center Grant. Amount awarded: ($ 2,500).

Wamba, N. (2002). Exodus project. The Roothbert Fund Inc. ($7,750)

Ascher, C., & Wamba, N. (2001). Public and private partnership in charter schools. The Rockefeller Foundation of New York. ($ 200,000).

Ascher, C., & Wamba, N. (2000). Opportunity to learn in charter schools. The Carnegie Foundation of New York. ($ 800,000).

Wamba, N. (2000). Developing capacity for inner city parents in working with schools. The Roothbert Fund, Inc ($ 7000).

Miller, L., & Wamba, N. (1997). New York Technical Assistance Center. US Department of Education ($ 25,000.000.00).

Wamba, N (1996). Performance and outcome evaluation of Local 1199 School for Social Change. 1199 National Health and Human Service employees Union ($ 10,000).

Devine, J., Wamba, N., & Lucas, P. (1996). Safe schools for the 21st century. US Education Department, Office of Education and Research Improvement ($ 797,867.00).

Clarke, V., Wamba, N.,& Clifford, P. (1996). The resilient School and Community. Safe and Drug-Free. US Department of Education Safe and Drug-Free Office ($ 1.5 Million).

Wamba, N. (1993). Developing a conflict resolution training curriculum. The Roothbert Fund. ($ 3,000).

Foley, M., & Wamba, N. (1992). Epiphany Center. The New York City Youth Services ($ 400,000.00).

Foley, M., & Wamba, N. (1990). Epiphany Youth Hostel. Transitional Living program for young adults. New York State Department for Youth. ($ 450.000.00).

Foley, M., & Wamba, N. (1988). Epiphany Youth Hostel. New York State Department for Youth ($ 550.000.00).

Foley, M., & Wamba, N. (1986). Epiphany Youth Hostel. New York State Department for Youth ($ 350.000.00).

Foley, M., & Wamba, N. (1985). Epiphany Youth Hostel. Building Renovation Project (750,000.00).

Foley, M., & Wamba, N.(1984). Epiphany Youth Hostel. New York State Department for Youth. ($ 300,000.00).

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Associate Professor Counselor Education Program,

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EDUCATION

Ph.D., 2002, Counseling Psychology, Fordham University at Lincoln
              Center, NY
M.A., 1988, College and Community Counseling, New York University,
              NY
B.A., 1984, Psychology, Herbert H. Lehman, CUNY, NY

A.A., 1981, Liberal Arts, LaGuardia Community College, CUNY, NY

CURRENT POSITION

Associate Professor Educational and Community Programs Counselor Education Program 2004 - Present

Teach master's level counseling courses in the Educational and Community Programs Department. Courses include Career Development and Assessment, Counseling Theories, Multicultural Issues in Counseling, and Lab in Counseling Techniques. Serve as the Faculty Advisor to students in the Bilingual Extension Specialization and the Counseling in College Setting Specialization.

RELATED EXPERIENCE

Assistant Professor, Counseling Department Coordinator of Counseling LaGuardia Community College 2002 - 2004

Assist the Department Chair in all necessary administrative duties as assigned. Prepare and coordinate counseling coverage in the office and throughout the College during major events. Provide supervision to Counseling Faculty and support staff as needed. Provide personal, career, and academic counseling to a diverse student population. Lead New Student Seminar for students throughout the year. Plan and conduct a variety of workshops throughout the year and participate in counseling-related student activities, i.e., outreach, orientation, advisement. Contribute to life at the college through committee service and as member of the President's Cabinet.

Lecturer, Counseling Department LaGuardia Community College 1988 - 2002

Provide personal, career, and academic counseling to a diverse student population. Lead New Student Seminar for students throughout the year. Plan and conduct a variety of workshops throughout the year and participate in all counseling-related student activities, i.e., outreach, orientation, registration. Participate on college committees and serve as student advocate. Teach

Career Development Seminar.

PUBLICATIONS

ARTICLES IN REFEREED JOURNALS

Schaefer, M. B. & Rivera, L. M. (2014). 'Just Chillin' on the Quad: Middle Grades Students in College. Middle Grades Research Journal, 9(2), 91-107.

Schaefer, M. B. & Rivera, L. M. (2014). Working collaboratively in a Small Secondary School to Facilitate Career Development. American Secondary Education. Accepted for publication on April 21, 2014

Schaefer, M.B. & Rivera, L. M. (2013). The Prickly Embrace of Engaged Scholarship: What it Means to do Research in an Urban Secondary (6-12) School. Tamara Journal for Critical Organization Inquiry, 11(4), 67-78.

Reynolds, A. L., & Rivera, L. M. (2012). The relationship between personal characteristics, multicultural attitudes, and self-reported multicultural competence of graduate students. Training and Education in Professional Psychology, 6(3), 167-173. doi:10.1037/a0029774

Schaefer, M. B., & Rivera, L. M. (2012). College and career readiness in the middle grades. Middle Grades Research Journal, 7(3), 51-66.

Schaefer, M. B. & Rivera, L. M. (2011), Partnering for college and career readiness. Academic Exchange Quarterly, 15(4), p. 131-136.

Schaefer, M. B., Rivera, L. M., & Ophals, E. (2010). Creating a collaborative career development program for middle grades students. Middle School Journal, 42(2). 30-38.

Rivera, L. M., & Schaefer, M. B. (2009). The Career Institute: A collaborative career development program for traditionally underserved secondary (6-12) school students. Journal of Career Development, 35, 406-426. doi:10.1177/0894845308327737

Rivera, L. M., Fish, M., Ismach, M., Peterson, M., & Miceli, G. (2008). Improving homework outcomes for at risk students through multi-system collaboration: A field-based program. Academic Exchange Quarterly.

Rivera, L. M. (2007). Meeting the career development needs of Hispanic/Latina high school students: Recommendations for school counselors. New York State School Counseling Journal, 4, 41-48.

Rivera, L. M., Chen, E. C., Flores, L. Y., Blumberg, F., & Ponterotto, J. G. (2007). The effects of perceived barriers, role model influence and acculturation on the career self-efficacy and career considerations of Hispanic women. The Career Development Quarterly, 56, 47-61.

Rivera, L. M., & Pellitteri, J. (2007). Addressing the career development needs of learning disabled middle school students. Insights on Learning Disabilities, 4, 49-64.

Ponterotto, J. G., Rivera, L. M., & Sueyoshi, L. A. (2000). The career-in-culture interview: A semi-structured protocol for the cross-cultural intake interview. Career Development Quarterly, 49, 85-96.

Alexander, C. M., Rivera, L. M., & Collins, L. J. (2000). The use of culturally relevant videos to draw attention to cultural diversity: A preliminary study. College Student Affairs Journal, 19, 3-11.

Ponterotto, J. G., Baluch, S. P., Gregg, T., & Rivera, L. M. (1998). Development and initial score validation of the teacher multicultural attitude scale (TMAS). Educational and Psychological Measurement, 58, 1002-1016.

BOOK CHAPTERS

Rivera, L. M. (2009). Acculturation: Theories, measures, and research. In J. Ponterotto, J. M. Casas, Suzuki, L. A. and C. M. Alexander, Handbook of Multicultural Counseling, (3rd ed.). Thousand Oaks, CA: Sage.

Rivera, L. M. (2007). Acculturation and multicultural assessment: Issues trends and practice. In L. A. Suzuki and J. G. Ponterotto (Eds.), Handbook of Multicultural Assessment: Clinical, Psychological, and Educational Applications (3rd ed., pp. 73-91). San Francisco, CA: Jossey-Bass.

Rivera, L. M. (2007, November/December). Career counseling for Latinas. American School Counselor Association's School Counselor, p. 33-35.

Adachi Sueyoshi, L., Rivera, L., & Ponterotto, J. G. (2001). The family genogram as a tool in multicultural career counseling. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, and C. M. Alexander (Eds.), Handbook of Multicultural Counseling (2nd ed., pp. 655-671). Thousand Oaks, CA: Sage.

OTHER PUBLICATIONS

Rivera, L. M. (2013). [Review of the book The time between dreams: How to navigate uncertainty in your life and work, by C. Vecchio]. Career Convergence Magazine. Online journal, December 01, 2013. Link to article : http://associationdatabase.com/aws/NCDA/pt/sd/news_article/82925/_PARENT/layout_details_cc/true

Rivera, L.M., Schaefer, M.B., Ophals, E., & Pineiro, B. (2012). The career institute: A pathway to decision making. In C.A. Dahir and C. B. Stone (2nd ed.) The Transformed School Counselor (pp. 435-438). Australia: Brooks/Cole Cengage Learning.

Rivera, L. M. & Schaefer, M. B. (2011). The career institute: A school-based collaborative career development program. Career Convergence Magazine. Online journal, December 01,

2011. Link to article :
http://associationdatabase.com/aws/NCDA/pt/sp/layout_details_cc?get_content_from_ses
sion=1&suppress_tcsshare=1

Rivera, L. M. (2010). Hispanic Americans. In C. S. Clauss-Ehlers (Ed.), Encyclopedia of cross-cultural school psychology (pp. 507-512). New York, NY: Springer.

Rivera, L. M. (2009). The career institute: A pathway to decision making. Career Developments Magazine, 25, 4, 16-17. National Career Development Association.

Rivera, L. M., & Flores, L. Y. (2008). Diversity issues in career development. In W. B. Walsh and P. J. Hartung (Eds.) Encyclopedia of Counseling (Vol. 3, pp. 1529-1533). Thousand Oaks, CA: Sage.

PROFESSIONAL PRESENTATIONS

Rivera, L. M. New York State Education Department School Counselor Summit. Invited presentation on Curriculum and Instruction panel, April, 2014.
https://sites.google.com/site/schoolcounselingsummit/home

Schaefer, M. B. & Rivera, L. M. "I don't want to be stuck in a rut: Narratives of agency in an early college high school." American Education Research Association, International Conference, Philadelphia, PA, April, 2014.

Schaefer, M. B. & Rivera, L. M. Helping Students Create Hopes: Diverse College-Bound Students Share College and Career Aspirations. National Career Development Association, Boston, MA, July 2013

Rivera, L. M. Effective career guidance: Developing a vision of what we can/must provide, Panel Presentation. Creating Pathways to Prosperity: A Direction-Setting Conference at Harvard Univeristy, March 2013.

Rivera, L. M. College and career readiness for all: Preparing the professional school counselor to meet the challenge. NARACES, Niagara Falls, NY, October 2012.

Rivera, L. M. & Schaefer, M. B. Facilitating school-wide career development through collaboration with teachers. National Career Development Association, Atlanta, GA, June 2012.

Schaefer, M. B. & Rivera, L. M. Career development for secondary (6-12) students: Helping students achieve their dreams. National Career Development Association, Atlanta, GA, June 2012.

Rivera, L. M., & Schaefer, M. B. College and career readiness in advisory and beyond. The Association for Middle Level Education (AMLE), Louisville, KY, November 2011.

Schaefer, M. B., & Rivera, L. M. The Career Institute: Six years of building and studying college and career readiness. The Association for Middle Level Education (AMLE), Louisville, KY, November 2011.

Rivera, L. M. & Schaefer, M. B. Career development in the schools: The Career Institute seven years later. National Career Development Association, San Antonio, TX, July 2011.

Rivera, L. M., Dahir, C., & Willis, C. Preparing school counselors as career development leaders: Teaching and practice implications. National Career Development Association, San Antonio, TX, July 2011.

Schaefer, M. B., & Rivera, L. M. The career institute: Six years of building and studying career and college readiness. National Middle School Association, Louisville, KY, November 2011.

Rivera, L. M. Broadening our perspective to understanding and respecting the needs of Hispanic/Latino/Latina-American students. Cultural Competence Summer Institute Panel Presentation at the El Museo del Barrio, July 2011.

Rivera, L. M., Dahir, C., & Willis, C. Preparing School Counselors as Career Development Leaders: Teaching and Practice Implications. National Career Development Association, San Antonio, TX, June 2011.

Rivera, L. M. & Schaefer, M. B. Career Development in the Schools: The Career Institute Seven Years Later. National Career Development Association, San Antonio, TX, June 2011.

Schaefer, M. B. & Rivera, L. M. Middle School and University Faculty Create a School-Wide Career Development and College Readiness Program. National Middle School Association, Baltimore, MD, November 2010.

Rivera, L. M. Professional School Counselors as Career Development Leaders in the Schools. North Atlantic Regional Association for Counselor Education and Supervision, New Brunswick, NJ, September 2010.

Rivera, L. M., & Willis, C. Infusing Social Justice in the Teaching of Career Counseling. North Atlantic Regional Association for Counselor Education and Supervision, New Brunswick, NJ, September 2010.

Schaefer, M. B., & Rivera, L. M. Building a Sustainable Career Development Program: Counselors, Teachers and Administrators Transform Student Learning. National Career Development Association, San Francisco, CA, June, 2010.

Rivera, L. M., Schaefer, M. B., Pineiro, E., & Ophals, E. Career development in the schools: School counselors working with teachers to make a difference. National Career Development Association 2009 Global Conference, St. Louis, MO (Featured Session).

Rivera, L. M. Career development in the schools and the preparation of the professional school counselor: Do I really need to know this? North Atlantic Regional Association for Counselor Education and Supervision, Portland, ME, September 2008.

Rivera, L. M. The Use of Portfolios as a Tool for Demonstrating the Development and Learning Process of Both K-12 Students and School Counseling Candidates. In C. Dahir (Chair), Transforming school counseling preparation through evidence-based portfolios. Symposium

conducted at the meeting of the American Educational Research Association, New York, NY, 2008.

Rivera, L. M. Career counseling services in a college setting: Factors to consider in service delivery. Professional development workshop provide to the Counseling and Student Services Faculty and staff at Queensborough Community College, January, 2008.

Pellitteri, J., & Rivera, L. M. Career development interventions for middle school students. New York State School Counseling Association Conference, November, 2007.

Rivera, L. M., Schaefer, M. B., & Ophals, E. Meeting the career development needs of students in an early college school: A school-college collaboration. National Career Development Association, Seattle, WA, July 2007.

Dahir, C., Rivera, L. M., & Saud, K. The transformation of school counseling: Creating a new vision for preparation and practice in New York City. American Association of Colleges for Teacher Education, New York, NY, February, 2007.

Rivera, L. M. Delivering Effective Multicultural Career Counseling: Implications and Applications. Professional Development Workshop delivered at the Careers Conference 2007, Madison, WI, January 2007.

Rivera, L. M. & Flores, L. Establishing and developing mentoring relationships: Tips for Latinas. In A. M. Gloria (Chair), Connections of Strength: Mentoring Latina Through Graduate School and Beyond. Paper presented at the Annual Meeting of the American Psychological Association. New Orleans, LA, August 2006.

Rivera, L. M., Chen E. C. A Test of Social Cognitive Career Theory with Hispanic Women, in L. Y. Flores and A. Byars (Chairs), symposium, Assessing Contextual Factors in Social Cognitive Career Theory with Culturally Diverse Populations. Paper presented at the Annual Meeting of the American Psychological Association. San Francisco, CA, August 2001.

QUEENS COLLEGE SERVICE AND COMMITTEE WORK

Queens College Faculty Qualifications Committee ECP Curriculum Committee, Chair ECP Faculty Diversity Strategic Plan Committee, Chair CAEP Standard 1: Content and Pedagogical Knowledge QC/QSI Planning Committee

PROFESSIONAL SERVICE AND COMMITTEE WORK

National Career Development Association, Trustee (2012 to present)

Editorial Review Board Member, Career Development Quarterly (2009 to present)

Editorial Review Board Member, Journal of Career Development (2007 to present)

New York State Career Development Association, Past-President (2009-2010)

New York State Psychological Association, Division of Race, Culture, and Ethnicity (DRCE) Executive Committee Member, 2005- present; Past-President (2009).

PROFESSIONAL AFFILIATIONS

American Counseling Association

American School Counseling Association Metropolitan Counselor Educators Group National Latina/o Psychological Association New York State School Counseling Association

SARA B. WOOLF, Ed. D., PCC

Professional Experience

2014 - Present Program Reviewer, Council for Exceptional Children and Council for the Accreditation of Educator Preparation, Arlington, Virginia and Washington, D. C.
2013 - Present Assistant Professor, Graduate Programs in Special Education, Educational and Community Programs, City University of New York (CUNY), Queens, New York.
2012 - Present Project Coordinator, Culturally Aligned and Responsive Early Intervention Project (Project I-CARE), funded by the Office of Special Education and Rehabilitative Services, Personnel Development to Improve Services and Results for Children with Disabilities, Queens College, CUNY, Queens, New York.
2007 - 2013 Lecturer, Graduate Programs in Special Education, Educational and Community Programs, CUNY, Queens, New York.
2007 - 2010 Project Associate, Queens College Regional Center on Autism Spectrum Disorders, Queens, New York.
2005 - 2009 Curriculum and Behavior Consultant, Lexington School for the Deaf, Jackson Heights, New York.
2003 - 2007 Advisor, New York City Teaching Fellows Program, Graduate Programs in Special Education, Educational and Community Programs, CUNY, Queens, New York.
2003 - 2007 Instructor, Graduate Programs in Special Education, Educational and Community Programs, Queens College, CUNY, Queens, New York.
2004 - 2006 Behavior Consultant, Nassau Suffolk Services for Autism, Levittown, New York.
2001 - 2002 Curriculum and Behavior Consultant, Levittown Public Schools, Levittown, New York.
2000 - 2003 Adjunct Instructor, Graduate Programs in Special Education, Educational and Community Programs, CUNY, Queens, New York.
2000 - 2003 Consultant, Greenwich Autism Program, Greenwich, Connecticut.
1999 - 2002 Trainer, Westchester Institute for Human Development, Valhalla, New York.
1998 - 2000 Director, Greenwich Autism Program, Greenwich ARC, Greenwich, Connecticut.
1997 - 1999 Behavior Consultant, Richmond Children's Center, Yonkers, New York.
1991 - 1998 Project Coordinator, Westchester Institute for Human Development, Westchester Medical Center, Valhalla, New York, Positive Strategies to Support Behavior Change: A Community-based Training Initiative, funded by the Administration on Developmental Disabilities.
1991 - 1998 Project Associate, Mental Retardation Institute, Westchester Medical Center, Valhalla, New York, training contract with New York City Public Schools.
1991 - 1998 Trainer, New York State Training Team for Positive Behavioral Supports, a project jointly supported by the New York State Office of Mental Retardation and Developmental Disabilities and the New York State Education Department.
1992 - 1995 Project Coordinator, Westchester Institute for Human Development, Westchester Medical Center, Valhalla, New York, Preparation of Transition Specialists for Adolescents with Severe Disabilities, funded by the Office of Special Education and Rehabilitative Services, U.S. Education Department.
1990 - 1991 Project Coordinator, Mental Retardation Institute, Westchester County Medical Center, Valhalla, New York, Responding to the Challenging Behaviors of Transition Aged

Students with Dual Sensory Impairment: A Comprehensive Technical Assistance Model, funded by the New York State Education Department, Title VI-C.
1990 - 1991 Project Associate, Mental Retardation Institute, Westchester County Medical Center, Valhalla, New York, Assessment and Educational Planning for Students with Handicapping Conditions: A Training Program for Committees on Special Education, funded by New York State Education Department, Office for Special Education Services.

1989 - 1990 Project Coordinator, Hunter College, New York, New York, A Curricular Approach to Support the Transition to Adulthood of Adolescents with Visual or Dual Sensory Impairments and Fall 2015 cognitive Disabilities, funded by the Office of Special Education and Rehabilitative Services.
1985 - 1989 Director, Residential Services, Helen Keller National Center for Deaf-Blind Adults, Sands Point, New York.
1983 - 1985 Program Manager, Builders for Family and Youth, Queens, New York.
1982 - 1983 Unit Coordinator, Geel Community Services, Bronx, New York.

Education
LIU Post University Ed.D. 2013 Interdisciplinary Education Studies
New York University MA 1982 Deafness Rehabilitation
Brown University BA 1980 Psychology, Magna Cum Laude, Honors

Grants
Woolf, S. B., & Wang, P. (2015). *Proposal to Develop a New Integrated Master's of Science in Education Degree Program in Early Childhood Special Education and Bilingual Education*. New York City Department of Health and Mental Hygiene, Bureau of Early Intervention, Division of Family and Child Health. Award amount: $70,000.000.
Wang, P., & **Woolf, S. B**. (2011). *Culturally aligned and responsive early intervention project (Project I-CARE)*. U. S. Department of Education, Office of Special Education and Rehabilitative Services, Personnel Development to Improve Services and Results for Children with Disabilities: Combined Priority for Personnel Preparation (CFDA 84.325K). Awarded: $1,250,000.00.
Woolf, S. B.(2009) *Examining Current Versus Ideal Practices for Supporting Special Education Teacher Retention.* The City University of New York, PSC-CUNY Research Award # 62536-00 40 ($5,328.51).
Brown, F., Oliva, C. M., **Woolf, S. B.**, Wang, P., & Michaels, C. A. *Queens College Regional Center on Autism Spectrum Disabilities*. New York State Education Department (10/1/09-6/30/10, $45,000.00).
Brown, F., Oliva, C. M., **Woolf, S. B**., Wang, P., & Michaels, C. A. *Queens College Regional Center on Autism Spectrum Disabilities*. New York State Education Department (10/1/08-6/30/09, $45,000.00).
Brown, F., Mouzikitas, A., Oliva, C. M., **Woolf, S. B**., Wang, P., & Michaels, C. A. *Queens College Regional Center on Autism Spectrum Disabilities*. New York State Education Department (10/1/07-6/30/08, $45,000.00).

Publications
Woolf, S. B. (2014). Special education professional standards: How important are they in the context of teacher performance evaluation? *Teacher Education and Special Education*. doi:10.1177/0888406414557284

Wang, P., & **Woolf, S. B.** (in press). Trends in bilingual special education teacher preparation: A Literature Review. *Journal of Multicultural Education Research.*

Brown, F., Michaels, C. A., Oliva, C. M., & **Woolf, S. B**. (2008). Personal paradigm shifts among ABA and PBS experts: Comparisons in treatment acceptability. *Journal of Positive Behavior Interventions, 10,* 212-227.

Crimmins, D. B. & **Woolf, S. B**. (1997). Positive strategies: Training teams in positive behavior support. Valhalla, New York: Westchester Institute for Human Development.

Gothelf, C. R., Crimmins, D.B., **Woolf, S. B**., & Prickett, J.G. (1995). Transition to adult life (Module 14). In K.M. Huebner, J.G. Prickett, T.R. Rafalowski-Welsch, & Joffee, E. (Eds.), Hand in hand: Essentials of communication and orientation and mobility for your students who are deaf-blind (pp. 445-490). New York: AFB Press.

Crimmins, D. B. & **Woolf, S. B**. (1994). Positive strategies to promote behavior change: Planning for students in inclusive settings. 1993 Summer Institute, Trenton: New Jersey Department of Education, Office for Special Education.

Crimmins, D. B., **Woolf, S. B**., & Backus, L. (1991). An introduction to students with severe disabilities. In L. Fall 2015 Backus & D. B. Crimmins, Assessment and educational planning for students with severe disabilities: Training for members of Committees on Special Education (pp. 1-27). Albany: New York State Education Department, Office for Special Education Services.

Backus, L., & **Woolf, S. B**. (1991). Transitions to the future. In L. Backus & D. B. Crimmins, Assessment and educational planning for students with severe disabilities: Training for members of Committees on Special Education (pp. 98-125). Albany: New York State Education Department, Office for Special Education Services.

Backus, L., Crimmins, D. B., & **Woolf, S. B.** (1991). Assessment and educational planning for students with severe disabilities: A manual for training members of Committees on Special Education. Albany: New York State Education Department, Office for Special Education Services.

O'Neill, J., Cohen, S., Gothelf, C. R., **Woolf, S. B.** (Winter, 1991). The transition from school to adult life for individuals with visual or dual sensory impairments and cognitive disabilities. MOMENTUM, 18-22. Albany: New York State Education Department, Vocational and Educational Services for Individuals with Disabilities.

O'Neill, J., Gothelf, C. R., Cohen, S., Lehman, L., **Woolf, S. B**. (1990). A curricular approach to support the transition to adulthood of adolescents with visual or dual sensory impairments and cognitive disabilities. Albany: New York State Department of Education, Office for Education of Children with Handicapping Conditions.

Selected Presentations

Woolf, S. B. (2015, April). Autism Spectrum Disorders. New York State Autism Seminar, Queens College Professional & Continuing Studies, Flushing, New York.

Woolf, S. B. (2015, February). Autism Spectrum Disorders. New York State Autism Seminar, Queens College Professional & Continuing Studies, Flushing, New York.

Woolf, S. B. (2014, November). Autism Spectrum Disorders. New York State Autism Seminar, Queens College Professional & Continuing Studies, Flushing, New York.

Woolf, S. B. (2014, October). Autism Spectrum Disorders. New York State Autism Seminar, Queens College Professional & Continuing Studies, Flushing, New York.

Woolf, S. B. (2013, November). Bridging Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPSs): Designing data informed strategies. Keynote, Kew Gardens SEP, Flushing, New York.

Woolf, S.B. (2013, November). Employing CEC's standards in special educators' performance evaluation: A beginning. 36th Annual Teacher Education Division Conference, Council for Exceptional Children, Fort Lauderdale, Florida.

Woolf, S. B. (2013, October). Bridging Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPSs): Moving from theory to practice. Keynote, United We Stand of New York, Brooklyn, New York.

Woolf, S. B. (2013, October). Developing comprehensive Behavior Intervention Plans (BIPs): Direct application. United We Stand of New York, Brooklyn, New York.

Woolf, S. B. (2013, October). Bridging Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPSs): Moving from theory to practice. Keynote, United We Stand of New York, Flushing, New York.

Woolf, S. B. (2013, October). Developing comprehensive Behavior Intervention Plans (BIPs): Direct application. United We Stand of New York, Flushing, New York.

Woolf, S. B. (2009, May). Strategies for Positive Behavior Support teams to work *smarter*, not

harder. YAI National Institute for People with Disabilities 30th Annual International Conference on Developmental Disabilities, New York, New York.

Woolf, S. B., Zucker, J., & Hanson, E. (2009, May). Developing Positive Behavioral Support classrooms: School teams' experiences using a self-guided manual. 2nd Annual Queens College Regional Center on Autism Spectrum Disorders Conference, Flushing, New York.

Woolf, S. B. (2008, September). Achieving Positive Behavioral Support outcomes: Strategies to work *smarter,* not *harder.* Connecticut Council on Developmental Disabilities, Hartford, Connecticut.

Woolf, S. B. (2008, May). We're all working really hard, but these Positive Behavior Support strategies are *not* working! 1st Annual QC- CARD Conference, Flushing, New York.

Woolf, S.B., & Oliva, C. (2007, December). What multi-component Positive Behavioral Support interventions look like: Supporting individuals with challenging behaviors. TASH (formerly the Association for Persons with Severe Handicaps), Seattle, Washington. Fall 2015 **Woolf, S. B.**, &Oliva, C. (2007, November). Multi-component Positive Behavioral Support interventions: Supporting individuals with autism who engage in serious challenging behaviors. Autism Across the Lifespan's 3rd Annual Conference, New York, New York.

Woolf, S. B., &Oliva, C. (2007, April). Positive Behavioral Supports (PBS) in school settings: Using multi-component PBS interventions to support students with Autism Spectrum Disorders in general education settings. Center for Autism Related Disorders, New York, New York.

Woolf, S. B., &Oliva, C. (2007, March). Positive Behavioral (PBS) Supports in school settings: How to use multi-component PBS interventions to support students with significant learning and behavioral needs in general education settings. New England TASH, Worcester, Massachusetts.

Woolf, S. B. (2007, February). Leveraging mission statements to shape systems change. Lexington School for the Deaf, Jackson Heights, New York.

Woolf, S. B. (2007, January). Weaving functional behavioral assessment outcomes within curricular adaptations. Lexington School for the Deaf, Jackson Heights, New York.

Lohrmann, S., Oliva, C., Snell, M. & **Woolf, S. B.** (2006, December). Providing behavior support in general education settings. TASH, Baltimore, Maryland.

Woolf, S .B. (2006, November). Positive Behavioral Supports: An overview. Lexington School for the Deaf Superintendent Day Conference, Jackson Heights, New York.

Woolf, S.B. (2006, November). Developing mission statements that reflect staff values: Assuring system-wide consensus to support learners with severe disabilities. Lexington School for the Deaf Superintendent Day Conference, Jackson Heights, New York.

Woolf, S. B. (2003, February). Enhancing outcomes for students who require intensive supports: Positive Behavioral Support strategies. Levittown School District Staff Development Conference, Levittown, New York.

Woolf, S. B. (2003, January). Enhancing outcomes for students who require intensive supports: An overview of autism and classroom-based strategies. Levittown School District Staff Development Conference, Levittown, New York.

Woolf, S. B. (2002, May). Positive Behavioral Supports – Supporting children with significant challenges. H.G. Birch Early Intervention Staff Development Conference, Washington Heights, New York.

Woolf, S .B. (2001, March). Interweaving person-centered and positive behavioral supports for individuals who challenge the system. H.G. Birch Services First Annual Agency Wide Training Conference, Brooklyn, New York.

Woolf, S. B., Scali, C., & Guild, C. (2000, November). Using person-centered and positive behavioral supports: Making it work for Jack. Westchester Institute for Human Development's Seventh Annual Positive Strategies Conference, Valhalla, New York.

Woolf, S. B. (2000, May). Providing family-driven positive behavioral and community-based supports to children with autism. Young Adult Institute's 21st Annual International Conference, New York, New York.

Woolf, S. B. (1999, October). Positive behavioral supports: An overview. The 14th Annual Convention, Connecticut Down Syndrome Congress, Norwalk, Connecticut.

Woolf, S. B. (1998, March). Addressing the needs of individuals with challenging behaviors: An overview of positive behavioral supports for statewide Strategies for Crisis Intervention and Prevention (SCIP) master trainers. Office for Mental Retardation and Developmental Disabilities,

Middletown, New York.
Woolf, S. B. (1998, March). Addressing the needs of individuals with challenging behaviors: An overview of positive behavioral supports for statewide Strategies for Crisis Intervention and Prevention (SCIP) master trainers. Office for Mental Retardation and Developmental Disabilities, Tarrytown, New York.
Woolf, S. B. (1998, March). Addressing the needs of individuals with challenging behaviors: An overview of positive behavioral supports for statewide Strategies for Crisis Intervention and Prevention (SCIP) master trainers. Office for Mental Retardation and Developmental Disabilities, Thiells, New York.
Woolf, S. B. (1997, October). Providing supports to individuals with challenging behaviors: An overview Fall 2015

of positive behavioral supports. Keynote, Tenth Annual Staff Training Day, New Hope Community, Inc., Loch Sheldrake, New York.

Woolf, S. B. (1996, May). Developing and sustaining productive partnerships: Transition planning for youth with special needs. New York State Office for Mental Retardation and Developmental Disabilities Interagency Planning Conference, White Plains, New York.

Crimmins, D. B., & **Woolf, S. B.** (1995, October). Behavior as a means of communication. The Fourth Annual Transition Leadership Institute, Statewide Showcase on Transition Practices for Students with Disabilities, New York, New York.

Woolf, S. B. (1994, March). Using assessments to develop plans for students who have challenging behaviors. Annual Staff Incentive Training Conference, New York City Board of Education, New York, New York.

Woolf, S. B. (1993, July). Best practices for facilitating regular class placements for students with moderate to severe disabilities: Strategies to promote behavior change for students in inclusive settings. Annual Summer Institute, New Jersey Department of Education, Office of Special Education Programs, Long Branch, New Jersey.

Woolf, S. B. (1992, September). Incorporating positive behavioral approaches within functional curriculum. Keynote address, Superintendent Conference Day, New York City Public School 811, Brooklyn, New York.

Professional Coaching and Mentoring Credentials

2008 Professional Coach Training, CUCG

2008 Professional Certified Coach, PCC

2009 Certified Mentor Coach, CMC

Professional Affiliations

- ☿ The Association for Persons with Severe Handicaps, Lifetime Member
- ☿ The Association for Positive Behavioral Supports
- ☿ The Council for Exceptional Children (CEC)
- ☿ Teacher Education Division, CEC
- ☿ The International Coach Federation

CURRICULUM VITAE

PEISHI WANG, Ph.D., BCBA-D
Graduate Programs in Special Education
Department of Educational and Community Programs
Queens College, City University of New York
65-30 Kissena Blvd
Flushing, NY 11367
peishi.wang@qc.cuny.edu

EDUCATION:

2005 Ph.D. in Special Education (Intellectual Disabilities & Autism)
Department of Health and Behavioral Studies
Teacher's College, Columbia University, New York, NY

2000 Certificate in Teaching Young Children and Youth with Visual
Impairments and Multiple Disabilities
Pennsylvania College of Optometry, Philadelphia, PA

1994 MA in Deaf Education with a specialization in Early Childhood Special
Education
Gallaudet University, Washington, DC

1991 BA in Foreign Language (English)
Liaoning College of Education, Shenyang, People's Republic of China

TEACHING EXPERIENCES:

2014 Associate Professor & Program Coordinator
Special Education Program, Department of Educational and
Community Programs, Queens College, City University of New
York, Queens, NY

2006 to 2013 Assistant Professor & Program Coordinator
Special Education Program, Department of Educational and
Community Programs, Queens College, City University of New
York, Queens, NY

2005 Adjunct Assistant Professor
Special Education Program, Department of Educational and
Community Programs, Queens College, City University of New
York, Queens, NY

2004 Adjunct Instructor
Teachers College, Columbia University, New York, NY
2002 to 2006 ABA Therapist/Early Intervention Special Education Teacher
AHRC Program, New York, NY
2002 Clinical Director
Preferred Choice Inc. Brooklyn, New York

2001 Adjunct Lecturer
Department of Early Childhood Education,
Prince George's Community College, Largo, MD

1998 to 2001 Infant Educator
Daytime Development Center, Fairfax County Early Intervention
Services,
Fairfax, VA

1995 to 1998 Children's Services Coordinator
Columbia Lighthouse for the Blind, Washington, DC

1994 to 1995 CHILD Development Center, Silver Spring, MD
Preschool Special Education Teacher

Professional Licenses:

2004 to present Board Certified Behavior Analyst
2002 to present New York State Permanent Teaching Certificate in Special
Education, Pre K-12

ACADEMIC AND PROFESSIONAL AFFLIATIONS:
2008 to present International Association for the Scientific Study of Intellectual
Disabilities
2006 to present TASH (The Association for People with Severe Handicap)
2003 to present Association of Behavior Analysts International
1995 to present Council for Exceptional Children

SELECTED PUBLICATIONS:

Wang, P., & Woolf, S. B. (in press). Trends and issues in bilingual special education
teacher preparation: A literature review. *Journal of Multilingual Education
Research.*

Nahari, S., Martines, D., & Wang, P. (under review). Consulting with families from
culturally and linguistically diverse backgrounds. In E. Lopez, S. Nahari, & S.
Proctor (Eds.) The Handbook of Multicultural School Psychology.

Wang, P. (Ed.) (2015). The conditions of education for children with autism in the People's Republic of China. Beijing, China: Beijing Normal University Press.

Wang, P. (2015). Special education in the United States of America. In P. Wang (Ed.), The Conditions of Education for Children with Autism in the People's Republic of China (pp. 77-91). Beijing, China: Beijing Normal University Press.

Kim, S., Wang, P., & Michaels, C. A. (2015). Explicit C-R-A instruction for teaching fraction word problem-solving to low performing Asian English learners. *Reading and Writing Quarterly,* 31, 253-378. DOI:10.1080/10573569.2015.1030999

Wang, P. (2013). Interventions for social communication skills in preschool children with disabilities: Trends and issues. In H. Qi & T. Chapman-Stanton (eds.) Preschool Children: Education, Social Functioning and Behavioral Issues. Hauppauge, NY: Nova Science.

Wang, P. (2012). Review of the book Observing, recording, and addressing personal physical appearance by means of the APPEAR Tool by W. Wolfensberger. *Research and Practice for Persons with Severe Disabilities*, 37(1), 1-2.

Wang, P., Michaels, C. A., & Day, M. (2011). Stresses and coping strategies of Chinese families with children with autism and other developmental disabilities. *Journal of Autism and Developmental Disorders,* 41, 783-795.

Wang, P., & Michaels, C. A. (2009). Chinese families of children with severe disabilities: Family needs and available support. *Journal of Research and Practice for Persons with Severe Disabilities,* 34(2), 21-32.

Wang, P., & Spillane, A. (2009). Evidence-based social skills interventions for children with autism: A meta-analysis. *Education and Training in Developmental Disabilities,* 44(3), 318-342.

Wang, P. (2009). Persevering in the face of hardship: Chinese families of individuals with developmental disabilities in the People's Republic of China. In R. M. Hodapp (ed.) International Review of Research in Mental Retardation (Vol.38, pp. 69-92). San Diego, CA: Academic Press/Elsevier.

Wang, P. (2008). Effects of a parent training program on the interactive skills of parents of children with autism in China. *Journal of Policy and Practice in Intellectual Disabilities*, 5(2), 96-104.

SELECTED PRESENTATIONS:

Wang, P. (2015, July). Evidence-based interventions for children with autism. Workshop presented at the 3rd National Training Institute for Teachers of Students with Autism. Beijing, China.

Wang, P. (2014, October). Curriculum design for young children with autism—An experiment. Paper presented at the 1st International Conference on Educating Young Children with Autism. Beijing, China.

Wang, P. (2014, October). Partnering with Chinese teachers of children with autism. Paper presented at the 1st International Conference on Educating Young Children with Autism. Beijing, China.

Wang, P., Akamoglu, Y., Sun, M. L., Chiang, H. M., Lin, Y. H., Marion, C., & Serrano, A. (2014, October). Inclusive early childhood education around the world. Symposium conducted at the 30th Annual International Conference on Young Children with Special Needs and Their Families. St. Louis, MO.

Wang, P., Michaels, C. A., Day, M. (May, 2014). Stress and coping strategies of Chinese families of children with autism and other development disabilities. Paper presented at 21st International Federation for Psychotherapy Congress, Shanghai, China.

Wang, P. (2014, March). Fostering early literacy development in young children with disabilities from culturally and linguistically diverse backgrounds. Paper presented at New York State Association for Bilingual Education 37th Annual Conference. East Elmhurst, NY.

Wang, P. & Sun, M. (2013, May). Study abroad program: ABA internship in Beijing. Paper presented at the Association of Behavior Analysis International 39th annual convention. Minneapolis, MN.

Wang, P. (2013, May). Partnering with Chinese teachers of children with autism. Paper presented at the Center for Opportunities and Outcomes for People with Disabilities. Teachers College, Columbia University, New York, NY.
Page 5 of 7

Wang, P. (2012, February). Ni Hao, Beijing! A photo documentary of special education internship in Beijing during the Summer of 2011. Paper presented at Departmental Brown Bag lunch, Queens College, Flushing, NY.

Spillane, A., & Wang, P. (2011, April). Peer-mediated social skills instruction for students with autism and other developmental disabilities. Paper presented at the Council for Exceptional Children Convention and Expo. National Harbor, MD.

Wang, P. (2011, May). Teaching parents of children with autism in the People's Republic of China. Paper presented at the 3rd International Society on Early Intervention Conference. New York, NY

Wang, P., & Michaels, C. A. (2010, December) Chinese families of children with autism

and other developmental disabilities. 35th Annual TASH conference. Denver, CO (Proposal accepted).

Wang, P. (2010, October). Dyadic interactions between Chinese mothers and their children with autism. 3rd International Association for the Scientific Studies of Intellectual Disabilities-Europe Regional Congress. Rome, Italy (Proposal accepted).

Wang, P. (2010, May). ABA and teaching children with autism in the People's Republic of China. Paper presented at the 36th Annual Convention of Association for Behavior Analysts International. San Antonio, TX.

Wang, P. (2009, June). Chinese families of children with developmental disabilities: Parental stress and coping strategies. Paper presented at the 2nd Asia Pacific IASSID Congress on People with Intellectual Disabilities, Singapore.

Wang, P. (2009, April). Chinese families of children with autism. Paper presented at the Mind Body Autism Conference, Columbia University, New York.

Wang, P. (2009, March). Chinese families of children with developmental disabilities: Parental stress and coping strategies. Paper presented 42nd Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, New Orleans, LA.

Wang, P. (2008, August). Chinese families of children with developmental disabilities: Family needs and social support. Paper presented at the 13th IASSID World Congress on People with Intellectual Disabilities: Citizens of the World, Cape Town, South Africa.

Spillane, A., & Wang, P. (2008, November). Evidence-based practices for teaching social skills to children with autism. Paper presented at the Second Annual Network of Autism Training and Technical Assistance Programs (NATTAP), Columbus, Ohio.

Spillane, A. & Wang, P. (2008, May). Evidence-based and promising practices for teaching social skills to persons with intellectual disabilities. Workshop presented at the AAIDD 132nd Annual Meeting, Washington, D.C.

Wang, P. (2008). Parent strategies for supporting language and positive behavior in daily family routines. Paper presented at the 1st QC-CARD annual conference on Creating PBS Contexts at School and Home for Children on the Autism Spectrum, Flushing, New York, May 1, 2008.

Wang, P. (2008, March). Chinese families of children with disabilities. Paper presented at the 41st Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, San Diego, California.

Wang, P. (2007, December). Parent language input and children's language development: The Chinese perspective. Paper presented at the Annual TASH conference, Seattle, Washington.

Wang, P. & Spillane, A. (2007, December). Teaching social skills to children with autism: What does research tell us? Paper presented at the Annual TASH conference, Seattle, Washington.

Wang, P. (2007, March). Parent language input and children's language development: The Chinese perspective. Paper presented at The 40th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities. Annapolis, Maryland.

Wang, P., & Gao, W. (2006, November). Overview of People with disabilities in the People's Republic of China. Paper presented at the Annual TASH conference, Baltimore, Maryland.

Wang, P. (2006, November). Training parents of children with autism to be teachers in China. Paper presented at the Annual TASH conference. Baltimore, Maryland.

Wang, P. (2006, March). Effects of a parent training program for teaching children with autism in the People's Republic of China: Parents' interactive skills. Paper presented at the 39th Annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities. San Diego, California.

GRANTS:

Woolf, S. B., & Wang, P. (2015). Proposal to Develop a New Integrated Master's of Science in Education Degree Program in Early Childhood Special Education and Bilingual Education. New York City Department of Health and Mental Hygiene, Bureau of Early Intervention, Division of Family and Child Health. (Award Pending amount: $70,000.000). Co-PI.

Wang, P., & Woolf, S. (2011). Culturally aligned and responsive early intervention project (Project I-CARE). U.S. Department of Education, Office of Special Education and Rehabilitative Services, Personnel Development to Improve Services and Results for Children with Disabilities: Combined Priority for Personnel Preparation (CFDA 84.325K). (Funding period 2012-2016: $1,250,000.00). Project PI: P. Wang

Alvero, A., Fienup, D., & Wang, P. (2010). Supervised experience curriculum: Training applied behavior analysis to practitioners in the field of autism and developmental disabilities. Proposal submitted to CUNY Workforce Development Initiative (2010-2011; $12,000).

Wang, P. (2008). Parent-child interactions in Chinese children with and without autism. PSC-CUNY Research Grant Award # 61051-00 39 (Funding period July 1, 2008—June 30, 2009; $5,850)

Wang, P. (2007). Family needs, parental stress, and coping strategies in Chinese and American parents of young children with autism: A cross-cultural study. PSCCUNY Research Grant Award # 60092-37 38 (Funding period July 1, 2007—June 30, 2008; $3,300)

EDITORIAL WORK: Guest reviewer for the following journals
Journal of School Psychology
Journal of Multilingual Education Research
Education Research International
Journal of Curriculum and Instruction
Research and Practice for Persons with Severe Disabilities (editorial board member)
Journal of Intellectual Disabilities Research
Remedial and Special Education
Social Services Review
Journal of Policy and Practice in Intellectual Disabilities
Topics in Early Childhood Special Education

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EMMANUEL ALPHEE LUBIN

CANDIDATE STATEMENT

My educational leadership journey began in my senior year at City College when I volunteered to work at a Head Start Program in Harlem. It was there that I first discovered the transforming power of helping students overcome deficiencies. For the next twenty years I received a personal education as I attempted to change the lives of my students by challenging them to see beyond their current state to what can be with hard work and determination. Beyond my exposure to private and public, as well as elementary and secondary, schools I have had the opportunity to develop management skills as a supervisor of a team that coached the developmentally disabled. As a diversity trainer I gained valuable insights into the importance of a positive culture and climate to organizational success. Additionally, as a pro bono attorney, I represented young men for whom the system failed to provide the skills required for entry into viable careers. It was there that I developed a keen sense of what it means to be educationally disadvantaged. These and other experiences have informed my drive to lead a school community wherein every interaction between adults and students becomes an opportunity for intellectual and emotional growth. This work continues and is magnified in the capacity of empowering future school leaders to develop the skills and vision to lead schools in an era of constant change.

EDUCATION

2005-2006- New York State SAS and SDA Certification-Baruch College, New York, New York

1999 - **Juris Doctor,** – St. John's University School of Law, Jamaica, New York

1993 - **Master of Education in Curriculum and Instruction,** – Atlantic Union College, South Lancaster, Massachusetts

1987 - **Bachelor of Science in Mathematics,** – City College, New York, New York

WORK EXPERIENCE

2006-Present: New York City Department of Education-Tri-Community JHS, Springfield Gardens, New York- Principal

2005-2006: New York City Leadership Academy- Aspiring Principal Program-

- Assist The Principal Of A Host High School In Implementing The School Vision

- Conduct Classroom Observations And Provide Feedback To Teachers And Develop Strategies For Improving Teaching And Learning

- Work With Guidance Counselors And Advisors On Mapping Core And Elective Sequence

- Collaborate With Assistant Principals In Discipline Conferences And Conflict Mediation

- Communicate The School's Policies And Vision To Parents And Students At Muster Assemblies And P.A. Meetings In order To Improve The School Tone And Climate

2001-2005: Lubin & St. Louis, P.C., Floral Park, New York. Attorney

- Engaged In Legal Research And Consulting For A Local Law Firm.

1996-2005: New York City Board of Education- Humanities And The Arts Magnet High School, Cambria Heights, New York. Mathematics Teacher And Program Chairperson

- Coordinated Student And Teacher Programs

5c.   Nominating Committee Report

MOTION: Duly made by Professor Senator Sara B. Woolf:

"To accept the Nominating Committee Report dated March 10, 2016"

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

1.   **Undergraduate Scholastic Standards Committee**

The following students was elected by unanimous consent;

Alexander Sachs	At-large	December, 2017

2.   **Teaching Excellence and Evaluation Committee**

The following student was elected by unanimous consent:

Stephanie Stern	At-large	December, 2017

5d.   Special Committee on Governance- Bylaw revision

   i.   Committee on Academic Technology (withdrawn)
   ii. Committee on Athletic Policy

ii.   Committee on Athletic Policy (CAP)

"Be it Resolved that the Academic Senate agrees to Substitute the current Bylaw, Section 26 A, with the proposed Bylaws Section 26 A stated below."

The Governance Committee, working with the Athletic Department and the Vice President for Student Affairs has recommended the amendment show below to bring the College into compliance with the NCAA rules.

MOTION: Duly made by Dave Fields, Chair of the Special Committee on Governance:

"To adopt the new committee on Athletic Policy to bring us in compliance with the NCAA Report"

Hearing no objection, Dave Fields moved unanimous consent.

Proposed Bylaw Amendment Section 26 A

Committee on Athletic Policy (CAP)

Duties:

   a. To maintain academic, financial and compliance, integrity in the intercollegiate athletics department;
   b. To monitor the academic and compliance protocol of intercollegiate athletic program at Queens College;
   c. To serve as a resource for the Director of Athletics and/or the Sports Allocation Board (SAB) on matters of athletic policy and administration;
   d. To update the Academic Senate changes in athletic policies and new NCAA legislation;
   e. To monitor Title IX and strategic plan processes in the intercollegiate athletics office; and
   f. To participate in NCAA related campus visits and reviews, as deemed necessary.

2. **Recruitment of Athletes:**

   a. Recruitment of athletes shall fall within the guidelines of the CUNY Board of Trustees, and the NCAA. *Tax levy money may not be used for the recruitment of athletes.*

3. **Subsidization of Athletes: (Grants in Aid)**

   a. *Coaches may recommend subsidization based upon availability of their budgets funds allocated to scholarships. The department's compliance representatives must ensure NCAA initial or continuing eligibility prior to seeking approval from Director of Athletics.*

   b. Grant-in-Aid Awards shall be limited to tuition, fees, housing, books, and board as per NCAA bylaws. The Office of Financial Aid is required to approve, dispense, and monitor *subsidization; moreover,* adjust accordingly to prevent over awarding of Cost of Attendance.

   c. *Students receiving subsidization must continuously maintain "normal progress" (as defined by the NCAA) each year of their subsidization. Failure to comply with this regulation may result in the loss of the student's eligibility and aid.*

   d. Further criteria for subsidization of teams and athletes must adhere to NCAA, Queens College and CUNY guidelines.

   e. As per the NCAA, the Office of Financial Aid shall serve as the sole body of appeals for students who have been denied a renewal of their grants in aid.

   f. As per NCAA, students who lose academic eligibility may also lose eligibility for subsidization. Coaches are permitted to submit recommendations of non-renewal for reason other than academic ineligibility (school violations, falsification of information,

voluntary relinquishment of aid, etc.) but a justification letter to present to the Office of Financial Aid.

g. Students who lose and then later regain academic eligibility must meet NCAA guidelines for restoration of subsidization. Restoration is not automatic, and will be recommended by the Head Coach and approved at the discretion of the Director of Athletics and/or compliance designee subject to both the availability of funds and to a re-evaluation of the student's qualifications.

4. **Membership: 9 voting, 2 nonvoting**

a. Faculty Athletics Representative (FAR), Chair
b. Director of Financial Aid
c. Registrar
d. Vice President of Enrollment Management
e. Chairperson of SAB
f. One faculty member nominated by the President and elected by the Academic Senate for a two-year term.
g. A slate of three students nominated by the SAB, and ratified by the Academic Senate at the April Senate meeting, for a one-year term. This includes two student athletes (one male, one female). *The Senate may ratify the nominations or return them in full or part. The SAB shall submit additional nominations for any seat the Senate does not fill, until all the seats are filled.*
h. Ex officio (nonvoting): Athletic Director (or designee); Vice President for Student Affairs (or designee).

6. **Old Business (none)**

7. **New Business**

   7a. University Faculty Senate

i. MOTION: Duly made by Chair Sanudo:

   "To nominate Professor Roberta Brody to the University Faculty Senate full-time division"

   Hearing no objection, the Chair asked the secretary to cast one vote for the nominee.

ii. MOTION: Duly made by Chair Sanudo:

   To nominate Jim McElwaine and Steven Harris to the University Faculty Senate part-time division"

   Hearing no objection, the Chair asked the secretary to cast one vote for the nominees.

7b. CUNY Core Review Committee

MOTION: Duly made by Chair Sanudo:

"To nominate Aaron Frendschuh and Ekaterina Pechenkina to the CUNY CORE Review Committee:

Hearing no objection, the Chair asked the secretary to cast one vote for the nominee.

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

"To Adjourn"

The meeting was adjourned at 4:10 pm. The next Academic Senate meeting is Thursday, April 14, 2016.