The meeting will come to order:

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

1. **Approval of Agenda:**

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

        "To approve the Agenda"

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

2. **Approval of Minutes:**

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

        "To approve the minutes dated May 5, 2016"

    Hearing no objection, the minutes were approved as distributed.

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

        "To approve the minutes dated May 12, 2016"

     Hearing no objection, the minutes were approved as distributed.

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

    3a.   Memorial for Professor George Axelrad
    3b.   Guest Speakers for Middle States Presentation Professors Antonio Gonzalez, Christopher Vickery and Steven Schwarz
    3c.   Guest Speaker, President Félix Matos Rodríguez

    Chair Sanudo welcomed all the senators back for the Fall semester. He also welcomed two new alternate senators, Elizabeth Hendrey in the of College Wide At-Large Division and Elena Frangakis-Syrett in the Divisional At-Large - Social Science Division. Chair Sanudo took item 3a.out of order and moved to item 3b.

    3b. Chair Sanudo introduced Antonio Gonzalez as our first speaker. Mr. Gonzalez started with a power point demonstration updating the self-study draft for Middle States and outlined the Middle States timetable for 2016-2017. Mr. Gonzalez introduced Dr. Steve Schwarz who explained how to understand the 5 recommendations and how recommendation 1 and 3 apply specifically to the Academic Senate. He asked the faculty to log on and try to pick the recommendations that you have the most interest or expertise in and explain what the College needs to do to meet that standard and what makes Queens College so unique.   Dr. Schwarz introduced Professor Chris Vickery who explained the process on how to log onto QC Middle State Accreditation at: (url: middle-states.qc.cuny.edu.). He explained that at this site you can make recommendations, review reports and add comments. Chair Sanduo thanked the Professors for their presentations.

3c. Chair Sanudo introduced our next guest speaker, President Félix Matos Rodríguez. He explained the importance of reviewing the Middle States Accreditation reports and Mission Statement for the College. When the Accreditation team comes in April they will make the decisions on who and what departments they will review. President Matos announced the labor contracts have been settled and the $1000 ratification bonus will be paid in October and both the salary increases and retroactive pay will be given in early 2017. He mentioned that he will ask Chair Sanudo to share the Five Year Strategic plan with all faculty so the senators can review the 4 goals 12 initiatives and 12 outcomes. The following goals need to be prioritize and strengthened: first year transfer student support; graduate student experience and programs; support for faculty research; data collection and its effectiveness; and campus experience and communication tools. President Matos answered questions from the senators.

3a. Professor Robert Engel read a memorial statement for Professor George Axelrad

Robert Engel started with a background of George Axelrad's life before coming to Queens College in 1961. Dr. Axelrad became an Assistant Professor in the Department of Chemistry and served 3 terms as Chair until his retirement in 2000. In addition, he worked on several research projects. He is survived by his wife, two daughters and two grandchildren. A memorial fund for Professor Axelrad has been established by the QC Alumni Office; donations can be sent to Maureen Kennedy. Chair Sanudo asked Senate to rise for a moment of silence.

The Senate paid its respects with a moment of silence.

4.   Special Motions
   (none)

5.   Committee Reports

5a. Undergraduate Curriculum Committee

Editorial Correction: Page I . Item 1. withdrawn- previously passed.

MOTION: Duly made by Ken Lord, Chair UCC

   "To accept the UCC minutes dated May 5, 2016 as amended"

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

   NOTE: The Undergraduate Curriculum is in need of one (A&H) faculty member and five students.

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. SEES (withdrawn)

2. URBST

a. Change in description.

To Read:

URBST 107. Immigrant Communities in Queens.
3 hr., 3 cr.
New York City's status as a global city reflects, in part, its diverse and dynamic population. This course will focus on immigrant community formations in the borough of Queens, where racial and ethnic diversity is unparalleled. Students will examine the changing demographics and intercultural relations that mark multicultural Queens. They will see how these communities are addressing issues ranging from economic struggles to the formation of new socio-cultural identities to new forms of civic and political participation. This course provides an opportunity for students to analyze their individual identity in the context of the cultural diversity of Queens and to perceive their own community within an increasingly globalized world.

3. CMAL

a. Changes in the Electives in English for the Major in Chinese

To Read:
ELECTIVES IN ENGLISH (6 CREDITS)
Two of EAST 130W, 230, 235, 250, 253; HIST 140, 141

b. New Course.

EAST 131. Introduction to Modern Japan
3 hr., 3 cr.
An interdisciplinary course on the culture, history, and society of modern Japan. Through an engagement with short stories, films and scholarly sources, students will develop a nuanced understanding of the diversity and richness of the modern Japanese experience.

4. ANTH

a. Change in Course Number (Change from always W to sometimes W)

To Read:
ANTH 246, 246W. Archaeology of the Near East. 3 hr.; 3 cr. Prereq.: ENGL 110; six credits in social science or sophomore standing.
The Near East is considered the locus of many of the world's most significant socio- cultural "firsts," including the origins of agriculture, the earliest cities, the earliest writing system, and some of the world's oldest empires. This course reviews the archaeology of the Near East from

the Mesolithic (ca. 18,000 BC) to the aftermath of the Bronze Age (ca. 1000 BC), and discusses current academic debates over some of the sociocultural "firsts" attributed to it. In addition, we will look at the history of archaeology in the region and consider its political context in the past and present.

5b.   Nominating Committee

MOTION: Duly made by Senator Sara B. Woolf:

   "To accept the Nominating Committee Report dated September 15, 2016"

Hearing no objection to the motion, moved unanimous consent.

1) Graduate Curriculum Committee

   The following faculty member was elected by unanimous consent:

   Kwong Bor NG   Social Science   December, 2016

5c.   Graduate Curriculum Committee

MOTION: Duly made by Dr. Steve Schwarz, Associate Provost

   "To accept the Graduate Curriculum Committee minutes dated September 15, 2016"

Hearing no objection to the motion, Dr. Schwarz moved unanimous consent.

NOTE: The Graduate Curriculum Committee needs graduate students on this committee.

EECE 806
**Capstone Course for Content Area Literacy Across the Curriculum: A Sabbatical Program
for New York City Teachers**
This course meets once a week for one academic credit. It is the final course in the Sabbatical Program for New York City Teachers.

Class	Topic for Class	Assignment Due:
1	Class Discussion: Introduction to the Capstone Course and the Creation of a Professional Development Program	
2	Class Discussion: Elements of Effective Professional Development	Readings 1 & 2
3	Class Discussion: Creating Effective Professional Development Presentations	Reading 3
4	Class Discussion: Assessing Professional Development	View and Assess Professional Development Video (Theory into Practice: The Learning Classroom)
5	Development of Target Group Survey	
6	Class Presentation of Survey with	Survey for Each Teacher Group

	Feedback from other groups	
7	Administration of Survey to Target Group	
8	Discussion of Survey Results and Staff Development to meet Target Groups Needs	Revised Survey (if necessary) and results
9	Presentation of Professional Development Topic with Feedback from other groups	Each Group will present their topic, the research base and resources
10	Presentation of the Implementation Plan for Each Groups Professional Development with Feedback from Other Groups	Each Group will present the Implementation Plan for their Professional Development
11	Presentation of the Criterion for Evaluating the Professional Development and the Exit Survey with Feedback from Other Groups	Each Group will present their Evaluation Plan and their Exit Survey
12	Implementation of Professional Development with the Target Group	
13	Discussion of Results of Each Professional Development Presentation with each groups evaluation	One half of the groups will present the results of their Professional Development
14	Continue Discussion of the Professional Development Presentations with Feedback from Other Groups	One half of the groups will present the results of their Professional Development
15	Presentation and Reflection on the Exit Survey with Feedback from Other Groups	Each Group will present their Exit Survey Results

Professional Development Project for Developing Effective Literacy Strategies in the Content Areas

For this assignment, you are asked to develop a professional development workshop in the area of curriculum and instruction to a group of in-service or pre-service teachers who work or will work within a K-12 school setting. Your PD should be no longer than 1 hour, 30 minutes. You are asked to form Teacher Study Groups of four people. Each Teacher Study Group will target a population of teachers or other school professionals, such as current classroom teachers, English as a Second Language teachers, pre-service teachers, Speech and Language teachers, etc. Once each Teacher Study Group has targeted its population, the group will create a survey to distribute to its target group to pinpoint areas of need within their target group. After each group identifies an area, they will create professional development opportunities based on that area. Possible areas that candidates may address are, but not limited to, balanced literacy components, questioning, word solving, connections within the texts, comprehension, and literature study. You are expected to develop a professional development plan that incorporates the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects or the Common Core State Standards for Mathematical Practice. You are asked to engage in reflective practice by developing an

evaluation for professional development participants to complete and by writing a reflection on the entire professional development process.
Project Checklist:

Part 1: Preparing Professional Development Opportunities
- Select a target group and create a survey to administer to the target group.
- Based on the survey, develop a content topic within the area of literacy instruction or math for a PD to administer to the group.
- Select three articles on the literacy instruction that you will use to justify your PD. These articles should be research articles that discuss research on reading and writing instruction or math instruction, such as language and reading comprehension, strategic knowledge, and reading-writing connections.
  Provide a list of resources that can be used for your PD. Resources may include webcasts, book, articles, videos, or weblinks. The following are suggested websites for resources:
  Teaching Channel (https://www.teachingchannel.org/professional-development-videos)
  Engage NY (https://www.engageny.org/resource/video-professional-development-series)
  Annenberg Learner (https://www.learner.org)

Part 2: Developing PD plans
- Your plan should include (please use the headings listed below):
  - **Objectives**. The objective of your PD
  - **Rationale**. A rationale for your PD. Please include and reference your three articles in your rationale
  - **PD Implementation**. A detailed outline of how you will administer your PD
  - **Evaluation**. A discussion on how you will evaluate the effectiveness of your PD in meeting your objectives
  - **Exit Survey**. A survey to administer to your participants
- You need only one plan per Teacher Study Group.

Part 3: Implementing your PDs
- You will implement your PD to your target group.

Part 4: Reflecting
- Individually, you are to reflect on the process of implementing your PD by writing a 3-5 page, singled-spaced paper. You are to discuss and reflect on the survey results and your own experiences.
  - Reflect on the PD process.
    What did you learn by engaging in the PD process?
  - What are the benefits of PD?
  - How do PDs affect change and the professional culture within schools?
  - What was effective in your PD?
  - What would you like to do differently next time?
  - What types of follow-up PDs could you generate?

At the end of the semester, Parts #1, #2, and #3 will be submitted to the professor in a binder.

**Professional Development Project for Developing Effective Literacy Strategies
In the Content Area**

Critical Elements	Unacceptable 0 points	Acceptable 1 points	Exemplary 2 points	Number of Points
PD Preparation				
Survey				
Target Group	Unclear who the target group is.	Somewhat defines who the target group is.	Clearly defines the target group.	
Survey of Needs	Administered an incomplete or unrelated survey that does not target the needs of the target group.	Administered a survey that targets some of the needs of the target group.	Administered a comprehensive survey that targets the needs of the target group.	
Content of Survey of Needs	50% or less of the survey is unrelated to the current reading and writing or math instruction and assessment of the target group.	75% of the survey inquires about current reading and writing or math instruction and assessment of the target group.	100% of the survey inquires about current reading and writing or math instruction and assessment of the target group.	
Demonstration of Knowledge in Survey	Survey does not demonstrate knowledge of how to develop and meet the needs of teachers in the PD process.	Survey demonstrates some knowledge of how to develop and meet the needs of teachers in the PD process.	Survey demonstrates knowledge of how to develop and meet the needs of teachers in the PD process.	
Research Articles				
Research Article Selection	Selects less than two research articles on literacy instruction.	Selects 2-3 research articles on literacy instruction.	Selects three research articles on literacy instruction from quality research	

			journals.	
Total Points				
PD Plan Development				
Objectives				
Objectives	Does not provide clear objectives based on IRA Professional Standards for Pre-K and Elementary Classroom Teachers.	Provides objectives based on some of the IRA Professional Standards for Pre-K and Elementary Classroom Teachers.	Provides clear objectives based on IRA Professional Standards for Pre-K and Elementary Classroom Teachers.	
Objectives connection to the Curriculum	Objectives do not clearly address integrated, comprehensive, and balanced curriculum.	Objectives somewhat address integrated, comprehensive, and balanced curriculum.	Objectives clearly address integrated, comprehensive, and balanced curriculum.	
Objectives connection to Instructional Techniques	Objectives do not demonstrate a clear understanding of how to use appropriate and varied instructional techniques.	Objectives demonstrate a somewhat clear understanding of how to use appropriate and varied instructional techniques.	Objectives demonstrate a clear understanding of how to use appropriate and varied instructional techniques.	
Rationale				
Objectives connection to Research	Does not provide a clear rationale of the PD objectives based on empirical research findings.	Provides a rationale of the PD objectives that are somewhat based on empirical research findings.	Provides a clear rationale of the PD objectives based on empirical research findings.	
Rational connection to Research	Does not reference empirical research articles in the rationale.	References empirical research articles in the rationale, but not consistently.	Consistently references empirical research articles in the rationale.	
PD Implementation				
	Does not	Provides a	Provides a clear,	

	provide a clear, detailed plan on how to implement the PD.	somewhat clear plan on how to implement the PD.	detailed plan on how to implement the PD.	
Objectives and the PD Plan	Plan is not focused on the objectives.	Plan is somewhat focused on the objectives.	Plan is focused on the objectives.	
PD and Instructional Techniques	PD implementation does not demonstrate a clear understanding of how to use appropriate and varied instructional techniques.	PD implementation demonstrates a somewhat clear understanding of how to use appropriate and varied instructional techniques.	PD implementation demonstrates a clear understanding of how to use appropriate and varied instructional techniques.	
Effort and Self Motivation	PD implementation does not demonstrate effort and self-motivation on generating a creative and engaging PD on part of the candidates.	PD implementation demonstrates some effort and self-motivation on generating a creative and engaging PD on part of the candidates.	PD implementation demonstrates effort and self-motivation on generating a creative and engaging PD on part of the candidates.	
Effective Leadership and Interpersonal Skills	PD implementation does not demonstrate how candidates will demonstrate effective leadership and interpersonal skills with their audience by developing an engaging and interactive PD.	PD implementation somewhat demonstrates how candidates will demonstrate effective leadership and interpersonal skills with their audience by developing an engaging and interactive PD.	PD implementation demonstrates how candidates will demonstrate effective leadership and interpersonal skills with their audience by developing an engaging and interactive PD.	
Evaluation				
Common Core Standards	Does not provide a clear evaluation of the PD based on	Provides an evaluation of the PD based on Common Core	Provides a clear evaluation of the PD based on Common Core	

	Common Core Standards		Standards	
PD Effectiveness	Evaluation does not address the effectiveness of their PD in generating integrated, comprehensive, and balanced curriculum.	Evaluation somewhat addresses the effectiveness of their PD in generating integrated, comprehensive, and balanced curriculum.	Evaluation addresses the effectiveness of their PD in generating integrated, comprehensive, and balanced curriculum.	
Exit Survey				
Exit Survey Development	Survey addresses 50% or less of the areas under *PD Plan* listed in this rubric: clarity of objective, effectiveness of implementation, dispositions of candidates, candidate knowledge of curriculum and instruction, leadership skills, interpersonal skills, and level of PD engagement.	Survey addresses 75% of the areas under *PD Plan* listed in this rubric: clarity of objective, effectiveness of implementation, dispositions of candidates, candidate knowledge of curriculum and instruction, leadership skills, interpersonal skills, and level of PD engagement.	Survey addresses all areas under *PD Plan* listed in this rubric: clarity of objective, effectiveness of implementation, dispositions of candidates, candidate knowledge of curriculum and instruction, leadership skills, interpersonal skills, and level of PD engagement.	
Total Points				
PD Implementation				
Collaboration	Candidates do not effectively collaborate to design and implement their PD.	Candidates show some collaborative effort to design and implement their PD.	Candidates effectively collaborate to design and implement their PD.	
Target Group Needs	Candidates decide on a means of implementing their PD that is not based on the	Candidates decide on a somewhat appropriate means of implementing their PD based on the needs of their	Candidates decide on an appropriate means of implementing their PD based	

	needs of their target group or is inappropriate for the PD topic.	target group and the PD topic.	on the needs of their target group and the PD topic.	
Total Points				
Reflective Practice				
	Develops a paper that does not reflect on the PD process using Common Core Standards	Develops a paper that reflects on the PD process using some of the Common Core Standards	Develops an insightful paper that reflects on the PD process using Common Core Standards	
	Survey addresses 50% or less of the areas under the *PD Plan* and *PD Implementation* listed in this rubric: effectiveness of implementation, dispositions of candidates, candidate knowledge of curriculum and instruction, leadership skills, interpersonal skills, working collaboratively with colleagues, and level of PD engagement.	Survey addresses 75% of the areas under the *PD Plan* and *PD Implementation* listed in this rubric: effectiveness of implementation, dispositions of candidates, candidate knowledge of curriculum and instruction, leadership skills, interpersonal skills, working collaboratively with colleagues, and level of PD engagement.	Survey addresses 75%-100% of the areas under the *PD Plan* and *PD Implementation* listed in this rubric: effectiveness of implementation, dispositions of candidates, candidate knowledge of curriculum and instruction, leadership skills, interpersonal skills, working collaboratively with colleagues, and level of PD engagement.	
PD Effectiveness	Reflection does not address the effectiveness of the PD in creating change, developing professional knowledge, and developing a cooperative school culture.	Reflection somewhat address the effectiveness of the PD in creating change, developing professional knowledge, and developing a cooperative school culture.	Reflection addresses the effectiveness of the PD in creating change, developing professional knowledge, and developing a cooperative school culture.	
	Does not critically and constructively	Reflects about the PD process. Some areas show	Reflects critically and constructively	

	reflect about the PD process.	critical and constructive reflection.	about the PD process.	
	Provides inappropriate future extensions of the PD.	Provides somewhat appropriate future extensions of the PD.	Provides appropriate future extensions of the PD.	
Total Points				
			Total Points for Project	

Reading 1:
Desimone, L.M. (2009). Improving impact studies of teachers' professional development: Toward better

     conceptualizations and measures. *Educational Researcher, 38*(3), 181-199.

Reading 2:
Penuel, W.R., Fishman, B.J., Yamaguchi, R., & Gallagher, L.P. (2007). What makes professional

     development effective? Strategies that foster curriculum implementation. *American Educational*

     Research Journal, 44(4), 921-958.

Reading 3:
Guskey, T.R. (2000). *Evaluating Professional Development.* Thousand Oaks, CA: Corwin.

Video: The Learning Classroom: Theory into Practice (Learner.org)
https://www.learner.org/vod/vod_window.html?pid=1858

CUNY Policy on Academic Integrity
Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

CUNY Policy on Students with Disabilities
Queens College is dedicated to providing supportive services for all students with disabilities. We ensure their accessibility to all academic and social activities and teach self-advocacy for their success at Queens College and leadership roles in society.

QUEENS COLLEGE GRADUATE CURRICULUM COMMITTEE
REQUEST FOR NEW COURSE

Department: Elementary and Early Childhood Education Department

Department Contact: Beverly M Bisland, Associate Professor
               beverly.bisland@qc.cuny.edu

Telephone Number: 75310

Date Approved by Departmental Curriculum Committee: < Insert>
****
Course number and title: Content Area Literacy Across the Curriculum Capstone Course

Hours and credits: 15 hours, 1 credit

Prerequisites: EECE 750, EECE 796, EECE 797 The course is only available to students in the

EECE Sabbatical Program for New York City teachers.

Description (as it should read in the Graduate Bulletin): This course is the final course in the Content Area Literacy Across the Curriculum: A Sabbatical Program for New York City Teachers

Rationale (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.):

This one credit course is a culminating course for EECE's program for New York City teachers on sabbatical. It brings together elements of the five three credit courses in the program as demonstrated in a final project.

Projected Enrollment: 20

Projected Frequency: Every Spring semester

Rationale for One Credit Format:
The New York City Board of Education requires sixteen credits of course work for a teacher who is accepted for sabbatical leave. EECE's Sabbatical Program consists of five of the department's established three credit interdisciplinary courses. This capstone course will complete the NYC BOE's requirement of 16 credits for the sabbatical.

6. **Old Business**
   (none)

7. **New Business**

7a. Elections to the Executive Committee

The following faculty members were nominated from the floor:

> Roberta Brody
> Christopher Wagner

Hearing no further nominations, the Chair moved unanimous consent.

7b. University Faculty Senator election

The following faculty member was nominated from the floor:

> Edmund Leites

Hearing no further nominations, the Chair moved unanimous consent.

MOTION: Duly made by Parliamentarian Fields:

> "To Adjourn"

The meeting was adjourned at 5:00 p. m. The next Academic Senate meeting will be on Thursday, October 13, 2016.