

**MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE September 14, 2017**  
**Kiely Hall, room 170**

**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:

Editorial Correction: page 4 Item 4a. change to Astronomy 2

“To approve the minutes dated May4, 2017”

Hearing no objection, the minutes were approved as amended.

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

“To approve the minutes dated May 11, 2017”

Hearing no objection, the minutes were approved as distributed.

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

- a. Guest Speaker, President Félix Matos Rodríguez

Chair Sanudo introduced President Matos. He thanked Chair Sanudo and welcomed everyone back for the fall semester. He announced that this year will be the 80<sup>th</sup> Anniversary of Queens College. Various events will be planned throughout the year starting with a reception in the Atrium on October 11 followed by Homecoming on October 14. He explained that this year enrollment in first-time freshmen has increased, but our graduate student enrollment has declined. President Matos introduced VP Keller and Jean Demasters to update us on the budget. VP Keller started with a power point presentation outlining the Tax Levy Budget comparing FY2016 final, FY 2017 projected, and FY2018 estimated. He explained in detail the different sources of revenue available to the College. Jean DeMasters explained the budget projections and where the funding will be coming from. President Matos and VP Keller answered questions from the senators.

**4. Special Motions**

- 4a. Executive Committee election of a Secretary  
(no election)

**5. Committee Reports**

**5a. Undergraduate Curriculum Committee**

MOTION: Duly made by Ken Lord, UCC Chair

“To accept the UCC minutes dated May 4, 2017”

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

**A. General Education**

Numbered proposals available for review at [senate.qc.cuny.edu/Curriculum](http://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.  
BIOL 43. Anatomy and Physiology  
BIOL 44. Food and Human Microbiology

**B. Curriculum Changes**

**1. Student Personnel (via the Provost’s Office)**

RESOLUTION

Resolved, that the Department of Student Personnel at Queens College be terminated, effective December 31, 2017.

**2. SEES**

- a. Change in number and withdrawal of course.

To Read:

GEOL 9. Environmental Issues.  
3 hr.; 3 cr.

The scientific background for some major environmental issues is introduced. These issues may include the availability and use of renewable and non-renewable resources; conservation, recycling, waste disposal, and pollution; and land use. Human impact on global environmental problems are examined from both scientific and social points of view. Field trips may be scheduled. (SW, SCI)

**5b. Graduate Curriculum Committee**

MOTION: Duly made by Professor Steve Schwarz:

“To accept the GCC minutes dated May 3, 2017”

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

**1. PSYCHOLOGY**

**a. Approved as submitted: Change in course title.**

To Read:

**PSYCH 708.3. Basic Neuroscience:**

**Molecular Neuroscience.** 3 lec. hr.; 3 cr. Prereq.:

Permission of the instructor. A course on the basic chemistry and metabolism of the brain, including neurotransmitters, receptors, second messengers, and the neurochemistry of neural development.

**2. PSYCHOLOGY**

**a. Request For New Course**

**PSYCH 756 Clinical Psychopharmacology**

**Hours and credits:** 3 lecture hours/ 3 credit hours

**Prerequisites or Co-requisites:** Permission of the instructor

**Description** (as it should read in the Graduate Bulletin): This course covers psychopharmacology, including basic principles of pharmacology and neurochemistry. Geared toward doctoral level clinical students, the emphasis is on examining neuropsychiatric disorders and the drugs used to treat them from a practice perspective.

**Rationale** (Please include an explicit statement regarding how you expect this new course to fit into your graduate program.): We currently have a course 708.3, Psycho-pharmacology, that serves double duty. For neuroscience master's students it is the third in a sequence of basic neuroscience courses. In this capacity, it is a course in basic neurochemistry, geared toward research in brain science. At the same time, it is a core course within our doctoral program in clinical psychology. In this capacity, the critical aspect of the course is, understanding psychopharmacology in the context of

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neuropsychiatric disorders and the drugs used to treat them, specifically geared toward people who will be in the near future receiving a clinical license and actually treating people. The needs of these two populations the original psychopharmacology course served diverge too greatly to serve both populations in a single 3 hr. course. Thus, the department agreed to split this course into two courses. The original 708.3 will remain unchanged except for the title (see companion minor change form) and focus on neurochemistry as described and as intended as part of a core sequence for neuroscience students. This new course will cover basic neurochemistry, as before, but entirely within a framework of clinical practice. We expect both populations will be more satisfied with the resulting courses.

**Projected Enrollment:** 25

**Projected Frequency:** every other year

### 3. HISTORY

a. **Program Change Form: Change in requirements for degree/certificate.**

To Read:

1. Thirty-three credits of coursework, which must include HIST 791 (3 cr.), HIST 796 (3 cr.), and one independent study HIST 798.3 taken with the student's thesis advisor in preparation for graduation (3 cr.)

2. An approved prospectus for the Master's thesis. The prospectus is a detailed plan of what the student hopes to achieve with the thesis; the composition of a prospectus, typically around 12–15 pages, is largely the goal of HIST 796. The student must formally present, or “defend,” the prospectus at a meeting of two faculty readers, who must approve it for the student to advance.

3. A Master's thesis. The thesis is an original historical argument based on extensive research in both primary sources and secondary scholarship. It is written in consultation with a faculty advisor, who must formally approve the final draft. It must be a minimum of 16,000 words (approximately 65 pages). During the required independent study, students will consult with their advisor and finalize revisions of their thesis. This course should be taken after the student passes the prospectus defense exam (discussed above).

### 4. HISTORY

a. **Program Change Form: Submission for requirements, as they should appear in the Graduate Bulletin**

### **7-12 Bilingual Extension Program**

The 7-12 Bilingual Extension program is designed for students who have attained an initial certification in a content area of specialization and are themselves proficient in a Language Other Than English (LOTE). The program provides coursework and guided field experiences to prepare secondary teachers for the special challenges of working with English language learners who are bilinguals in both mainstream and bilingual subject matter classrooms leading to the New York State Bilingual Extension (7-12). A **15-credit** course of study and **50** hours of fieldwork experience is required.

#### **Program requirements for admission:**

1. An undergraduate degree from an accredited institution of higher education;
2. At least a 3.0 cumulative grade point average or its equivalent;
3. New York State Initial Certificate in a specific subject matter area at the secondary level (7-12);
4. Bilingual proficiency: Applicants must demonstrate satisfactory proficiency in a language other than English (LOTE) that they are seeking the extension.

#### **Bilingual Education Program Coursework Requirements (15 credits)**

SEYS 706: Globalization and Comparative Education

SEYS 720: Education of Immigrants' Children in the United States.

SEYS 744: Methods and Materials in Teaching English to Speakers of Other Languages in the Content Areas.

SEYS 745: Reading and Writing for Diverse Learners in Content Areas.

SEYS 767.3: Language Acquisition and Learning for Bilingual Students.

### **SUBMISSIONS FOR SEPTEMBERS REVIEW**

#### **I. Risk Management: New certificate program.**

**Re: Additional forms are needed (i.e. State forms etc.)**

#### **II. Elementary and Early Childhood Education (B-2 MSed)**

**Re: Requirements for admission and change in requirements for degree/certificate**

MOTION: Duly made by Professor Steve Schwarz:

“To accept the GCC minutes dated August 23, 2017”

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

### **GRADUATE CURRICULUM COMMITTEE**

#### **Minutes of August 23, 2017**

##### **A. Elementary and Early Childhood Education**

Change in requirements for admission and change in requirements for degree/certificate

To Read:

Program Description, Admission Requirements and Degree/Certification Requirements for the B-2 MSED:

The MSED in Early Childhood, B-2 is intended for students with New York State Certification in grades 1-6. This 30-credit program leads to a Master's degree and initial certification in early childhood education (B-2).

Students are required (1) to hold initial certification in grades 1-6 with a cumulative GPA of at least 3.0,, (2) to provide a GRE score, (3) two letters of recommendation, and (4) a 500 word essay. Applicants may be required to provide writing samples on site, and may be asked to participate in group interviews.

Maintenance Requirements:

Once admitted to the early childhood MSED program, candidates must:

- maintain at least a B average (3.0 grade-point average)
- not receive a grade lower than B- in any course.
- demonstrate appropriate professional dispositions and behaviors to remain matriculated and to graduate.

A matriculated candidate who receives a grade of B- or lower must meet with his or her advisor to plan how they will maintain a cumulative grade-point average of 3.0. In some cases, the candidate will be advised to retake the course for which he or she received a B- or lower. A matriculated candidate whose grade-point average 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 grade-point average to 3.0. If this is not achieved, the candidate will be dismissed. Similarly, a matriculated candidate who fails to demonstrate professional dispositions and behaviors in all classroom, field, and professional settings will be reviewed by the early childhood education faculty, who may recommend remedial action or dismissal from the program.

II. Changes in Requirements for Degree/Certificate:

Master of Science in Education (MSEd), Early Childhood Education, Birth–Grade 2  
Advisors: Cooper, Michael-Luna, Wagner

The MSED in Early Childhood Education B-2 is a 30-credit program designed for students with initial certification in 1-6 grades or equivalent, who are interested in entering obtaining initial B-2 certification through the Sate of New York. The program presents an integrated approach to curriculum and environmental design. The program acknowledges the unique needs and learning patterns of very young (birth to age 8 years) children as the foundation for shaping the content of courses for professionals in early childhood education. Required coursework is summarized in Table 1 in the Graduate Bulletin. Students are required to have a minimum of 50 hours of course-related field experience prior to the practicum.

Upon successful completion of all program coursework, students receive an MSED degree. To be recommended by our program for initial New York State certification, students must complete a practicum (EECE 730) or obtain permission to substitute work experience from the State of New York, any of the five New York State-approved

seminars not previously taken (alcohol and drug abuse awareness, child abuse awareness and prevention, school violence prevention, school safety, and dignity for all children). In addition, students must pass the following New York State initial certification exams: Content Specialty Test—Early Childhood Education.

Students have the option of attending full-time or part-time.

Table 3. New B-2 MSED Course Sequence to be reflected in the Graduate Bulletin:

<u>Coursework for New York State Initial Certificate in Early Childhood Education, B-2* Note: The Early Childhood Education, B-2 professional certificate program is designed for students with an initial certificate in childhood education (1-6).</u>	
<u>Students are required to have a field placement in the new certificate area. For students entering the program with NYS provisional certification in Pre-K-6 (this certificate was awarded through February 2, 2004), EECE 730 is not required. Instead, students take an elective course within their specialization.</u>	
<u>EECE 710. Ecological Perspectives on Development: The Early Years 3 cr.</u>	
<u>EECE 721. Professional Issues in Early Childhood Education 3 cr.</u>	
<u>EECE 722. Language Learning in Cross-Cultural Perspectives 3 cr.</u>	
<u>EECE 724. Curriculum and Environmental Design for Early Childhood, Part I 3 cr.</u>	
<u>EECE 725. Curriculum and Environmental Design for Early Childhood, Part II 3 cr.</u>	
<u>EECE 728. Integrating Expressive Arts into the Early Childhood Curriculum 3 cr.</u>	
<u>EECE 737. Infants and Toddlers: Curriculum and Teaching 3 cr.</u>	
<u>EECE 780. Introduction to Educational Research 3 cr.</u>	
<u>EECE 781. Inquiry into Teaching: Thesis 3 cr.</u>	
<u>EECE 730. Practicum 3 cr. Or Elective (if granted permission by the State of New York)</u>	
<b>Total Credits</b>	<b>30</b>

*I. Changes in Requirements for Admission:*

*Admission requirements for all graduate education programs in the State of New York now require a GRE score. Additionally, we sought to clarify the other requirements necessary for the application process.*

*II. Changes in Requirements for Degree/Certificate:*

*Over 70% of the MSED Early Childhood Education, B-2 program remains the same.*

*There are several factors relating to the 2015 revision of the MAT in Early Childhood Education, B-2 which significantly impacted the MSED in Early Childhood Education, B-2 and precipitated this program revision which are as follows:*

- *The revision to the MAT in early childhood education reduced prerequisite requirements as well as credit requirements appropriate for the general childhood portion of this program. As it currently stands, students can enter the early childhood education MAT program with less prerequisite requirements, complete the 36 credit program and then complete an 12 credit Additional Certification in 1-6 Childhood Education.*
- *EECE 703: Classroom Realities in Diverse Settings was removed from the MSED program sequence because the content was covered in EECE 721: Professional Issues in Early Childhood Education and EECE 722: Language Learning in Cross-Cultural Perspectives. Additionally, students took a similar course in their undergraduate 1-6 initial certification course work (EECE 702: Schooling in Diverse Communities).*
- *The MAT program, in general, has received feedback during their accreditation process that there should be a greater distinction between the Master of Science in Education (MSEd) programs and the Master of Art in Teaching (MAT) programs which prompted the elimination of the EECE 780 and EECE 781 research courses from the MAT programs. In the revision, the two programs only share 12 credits: three curriculum courses (EECE 737, 724 and 725) and one course on early childhood development (EECE 710).*

*The changes to the program are as follows:*

- *Removal of EECE 703: Classroom Realities in Diverse Settings because the content was covered in EECE 721 and EECE 722. Additionally, students took a similar course in their undergraduate 1-6 initial certification course work (EECE 702: Schooling in Diverse Communities).*
- *Removal of Elective (3 credits). The majority of the students in the MSED program are teaching full-time and have received permission from the State of New York to take an elective instead of the practicum course (EECE 730).*

<i>Proposed Courses and Course Sequence for the MAT in Childhood and Special Education, 1-6</i>	
<i>Semester/Year/Courses</i>	<i>Number of Credits</i>
<i><u>FALL YR 1</u></i>	
<i>EECE 710</i>	<i>3</i>
<i>EECE 721</i>	<i>3</i>
<i>EECE 737</i>	<i>3</i>
<i>ECPSE 780</i>	<i>3</i>
<i><u>Winter YR 1</u></i>	
<i>EECE 728</i>	<i>3</i>



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EECE 730	3
<u>Spring YR 1</u>	
EECE 722	3
EECE 724	3
ECPSE 725	3
ECPSE 782	<u>3</u>
	30

*Highlights of the proposed revisions to MSED Early Childhood Education, B-2 program for initial certification:*

1. *We included the GRE in the admission requirements.*
2. *We propose the elimination of “EECE 703: Classroom Realities in Diverse Settings” to avoid repetitive course content.*
3. *We propose the elimination of an Elective (3 credits), allowing the MSED program to be completed in 30-credits.*
4. *We clarified descriptive language to align with the New York State Agreement: B-2 MSED program leads to initial certification in Early Childhood Education.*

**5bi. Informational Only**

- a. Program Proposal Application form for Program Preparing Licensed Behavior Analysts/Certified Behavior Analyst Assistant
- b. GCC Core Application for Registration of a New Program Leading to Professional, Transitional B, and Transitional C.

**5c. Nominating Committee**

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

Editorial correction: To remove Wendy Tronrud name from the report.

“To accept the Nominating Committee Report dated September 14, 2017 as amended”

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

**1) Campus Affairs, Environment, and Graduation Advisory Committee**

- a. The following student was elected to the OPEN Math & Natural Science seat by unanimous consent:

Victor Yeung

M&NS

December, 2017

**2) Graduate Curriculum Committee**

- a. The following student was elected to the OPEN Math & Natural Science seat by unanimous consent:

Marcia M. Francis	M&NS	December, 2018
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**3) International Student Affairs Committee**

- a. The following faculty member was elected by unanimous consent:

Srigowri Kumar	ANY	December, 2018
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**4) Policy Board on Administration**

- a. The following students were elected by unanimous consent:

German Diagama	ANY	December, 2018
Haisam Khalil	ANY	December, 2017

**5) Undergraduate Curriculum Committee**

- a. The following faculty member was elected to the open Arts & Humanities seat by unanimous consent:

Nancy Foasberg	A&H	December, 2017
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**6) Undergraduate Scholastic Standards Committee**

- a. The following students were elected by unanimous consent:

Malka Hirsch	M&NS	December, 2018
Eylin Genao	M&NS	December, 2019
Sharon Chaim Shmino	SS	December, 2019

**7) Special Committee on Governance**

- a. The following faculty member was elected by unanimous consent:

Srigowri Kumar	ANY	April, 2019
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- b. The following student members were elected by unanimous consent:

German Diagama	ANY	April, 2019
Haisam Khalil	ANY	April, 2019

**8) College Committee on Honors and Awards**

- a. The following faculty members were elected by unanimous consent:

Barbara Simerka	A&H	April, 2019
Uri Samuni	M&NS	April, 2019

**9) Subcommittee on Honorary Degrees:**

- a. The following student was elected to the OPEN Social Science seat by unanimous consent:

Marcia M. Francis

SS

September, 2019

**6. Old Business**

- a. Nominations to the Nominating Committee

Faculty – Math & Natural Science (no election)

Social Science (no election)

**7. New Business (none)**

MOTION: Duly made by Parliamentarian Fields:

“To Adjourn”

The meeting was adjourned at 4:25 p. m. The next Academic Senate meeting will be on Thursday, October 12, 2017.