

The meeting will come to order:

Chair Manuel Sanudo called the meeting to order at 3:44p.m.

1. Approval of Agenda:

MOTION: Duly made by Chair Sanudo:

“To approve the Agenda”

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

2. Approval of Minutes:

MOTION: Duly made by Chair Sanudo:

“To approve the minutes dated November 9, 2017”

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

3. Announcements, Administrative Reports, and Memorials:

a. Guest Speaker, Dr. David Gerwin, PSC/CUNY

1) Below is a handout from the meeting.

Queens College Alumni - how to define the word Alumni

(I) Here are three definitions of “Alumni,” or “Alumnus” [singular].

(a) Cambridge Dictionary Definition of alumni

Men and women who have [completed their studies](#), esp. at a [college](#) or [university](#):

(b) The American Heritage Dictionary, Third Edition; 1994 [paper copy]

Alumnus: A male graduate of a school, college, or university.

Alumna: A female graduate of a school, college, or university.

(c) Vocabulary.com Dictionary

An alumnus is a graduate of a school. You can be an *alumnus* of a high school, college or university. . . . an alumnus has received a diploma or degree from a school.

Note: In recent times, some entities define an Alumnus as an individual who merely has *attended* a school. Which definition does Queens College wish to use for “Alumnus?” I would hope the definition is that cited in (a), (b), and (c) above. After all, the looser definition implies that anyone who merely was in attendance, and who did not graduate, would qualify as an alumnus. And that would include students who dropped out and/or flunked out. *

ACADEMIC SENATE MINUTES, December 7, 2017

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

(II) The Poster on the first floor of Kiely Hall

In the first floor lobby of Kiely Hall there appears a poster with the statement “**Eighty Years of Building Futures – Queens College Alumni**.” There then follows **16** pictures of notable persons who attended Queens College. But, alas, at least **four** of the 16 are not alumni [by definitions in Part (I)]. These are **Fran Drescher, Jon Favreau, Carole King, and Ray Romano**.

The following information is from Wikipedia.

Fran Drescher . . . attended [Hillcrest High School](#) in [Jamaica, Queens](#), where she met her future husband, [Peter Marc Jacobson](#), whom she married in 1978, at age 21. **Drescher and Jacobson attended Queens College, City University of New York, but dropped out in their first year** because "all the acting classes were filled."

Favreau . . . attended [Queens College](#) from 1984 to 1987, before dropping out. He briefly worked for [Bear Stearns](#) on [Wall Street](#) before returning to Queens College for a semester in early 1988. **He dropped out of college for good** (a few credits shy of completing his degree) . . .

Carole King . . . attended [Queens College](#), where she met [Gerry Goffin](#), who was to become her songwriting partner. When she was 17, they married . . . **They quit college** and took daytime jobs, [**Author’s Note:** It is possible that Carole King did not even complete one semester at QC.]

After transferring from [Archbishop Molloy High School](#), **Romano** graduated from [Hillcrest High School](#) in 1975. . . Before getting into show business, Romano **briefly attended Queens College**, in [Flushing, New York](#), where he studied accounting.

(III) Notable People Who Are Truly QC Alumni [i. e., QC Graduates, with Degrees]

The list of true QC alumni, who are notable, is fairly large. **Joy Behar** is an American comedian, writer, and actress. She co-hosts the [ABC](#) daytime talk show *The View*. **Behar earned a BA in sociology from Queens College in 1964** . . .

Prof. **Annette Insdorf** is a noted film historian and media expert. **Annette Insdorf took her B.A. from Queens College** and her Ph.D. in English from Yale University . . . where she held a Danforth Fellowship.

Profs **Kenneth Appel** [along with W. Haken,] provided the first recognized proof of the famous “Four Color Theorem of Mathematics.” Prof. **Ronald Solomon** did notable work in Abstract Algebra in the area of Group Theory. Prof. **Robert Bittman** was a notable Chemistry researcher. All of the above three received Bachelors Degrees from Queens College.

Ron Jeremy [Ronald Jeremy Hyatt] earned **Bachelors and Masters degrees from QC**. He was a famous pornographic film star.

Michael Savage [born Weiner] earned a **Bachelors degree in Biology from QC in 1963**. He has an extremely popular talk radio show and online talk program - ranking near number one in the USA.

Above information submitted by Dr. R. I. Rothenberg; Member of Academic Senate, and QC Mathematics Dept. 12/7/17

- 2) Senator Stephen Grover read a memorial statement for Professor Eileen O’Neil who was a member of the Philosophy Department from 1993-1997 and a doctoral faculty member at the Graduate Center. One of her most famous works was “Disappearing Ink” which states how women were written out of the history of modern philosophy. She passed away over the weekend after a long illness.

The senate paid its respect with a moment of silence

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

- 3) Senator Fred Cadieu read a memorial statement for Professor Mark Miksic, from the Physics Department; he also was an academic senator. He started in the Physics Department in 1960 and was active in the civil right movement on campus. He was a devoted mentor to many future science teachers and also created the middle school science fair. He passed away in November after a long illness.

The senate paid its respect with a moment of silence

- 4) Senator Ronald Rothenberg read a memorial statement for Professor William R. Emerson of the Math Department. He earned his Ph. D. from the Univ. of California at Berkeley in 1967. During his college years, he placed in the top five in the country on the Putman Exam twice. He came to Queens College in 1970 and his major fields of interest in Mathematics were Theory of Numbers, Combinatorics, and Topological Group Theory. He will be missed.

The senate paid its respect with a moment of silence

3a. Guest Speaker, Dr. David Gerwin, PSC/CUNY

Chair Sanudo introduced Dr. David Gerwin, Chapter Chair of PSC/CUNY. He began by mentioning the website where all contract demands can be reviewed at: <http://psc-cuny.org>. The most important demands made by the union are 5% across the board increases each year compounded in all titles, adjustments for long serving adjunct salaries, step movement from 5yrs to 3yrs, and additional support for department chairs. In closing, he mentioned that in the spring the Supreme Court will decide the “Janus” case and how that decision will effect union membership in the future. Dr. Gerwin answered questions from the senators.

4. Special Motions (none)

5. Committee Reports

5a. Undergraduate Curriculum Committee

MOTION: Duly made by Senator Kenneth Lord, Chair of the UCC Committee:

Editorial Correction: page 5 Math 231 “Linear Algebra”
_To read: prereq: calculus 1 semester (Math 141)

“To accept the UCC Minutes dated November 9. 2017 as amended”

Motion passed. Yes 36 No 4 Abstention 3

A. General Education

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

ACADEMIC SENATE MINUTES, December 7, 2017

(5a. UCC continued)

1. General Education Advisory Committee

No report.

2. Mathematics and Quantitative Reasoning Advisory Committee

No report.

3. Writing Intensive Advisory Committee.

a. ARTH 254W. Twentieth-Century Art.

4. STEM variant courses.

None.

B. Curriculum Changes

1. Psychology

a. Change to the Major.

To Read:

A grade of C is required in each of these classes before progressing to the next required course in the sequence. A grade of C in PSYCH 107 (or PSYCH 107.3 & PSYCH 107.1) is required to register for 213W. A grade of C in Psych 213W is required to register for Advanced Experimental Psychology. Students may only repeat PSYCH 107 (or PSYCH 107.1 & PSYCH 107.3) and PSYCH 213W one time.

2. Writing Intensive Subcommittee

Motion to Revise the Writing Intensive Requirement

From <https://www.qc.cuny.edu/Academics/AcademicSenate/Documents/policies.pdf>

IV. Administration of the Writing Intensive Program

Courses shall be designated writing intensive by the Undergraduate Curriculum Committee. To be considered for this designation the course must meet the following four criteria:

A. Syllabi must include this statement: "This course is a Writing Intensive (W) course and fulfills one Writing Intensive requirement. W classes include a significant portion of time devoted to writing instruction. This may include things such as revision workshops, discussions of rhetorical strategies, or reflective writing about writing assignments."

B. ~~4015~~ At least 5000 words (15 pages) of evaluated writing in three or more assignments (either separate papers or one term paper done in stages) so that the students have the opportunity to develop and improve. At least one assignment (graded or ungraded) must require student revision in response to instructor feedback.

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(5a. UCC continued)

C. ~~Some attention to writing in class, in one or more of the following possible forms: discussion of papers before they are written and after they are returned; reading aloud of successful papers or models; the occasional use of informal, ungraded writing to stimulate class discussion; opportunities for students to give each other feedback on first drafts. Among such forms, teachers would choose the one or two that best suited their particular course. At least three separate class hours (either one hour in three class sessions or shorter time periods over multiple sessions) be devoted to explicit writing instruction, including such things as peer review, revision strategies, disciplinary concerns, proper attribution, the writing process, research, rhetorical strategies, or writing in online environments.~~

D. ~~Exams that include essay questions.~~ If exams are given, they must include essay questions.

Additionally:

E. Transfer students may petition the Director of Writing at Queens to receive W credit for a course taken at other accredited institutions, so long as either (1) that other institution has a college-wide policy on writing intensive courses and those courses are explicitly listed in the institution's bulletin or (2) the course is a writing workshop, such as creative writing, technical writing, or journalism. One writing intensive course must be taken in residency.

F. Undergraduate students in cross-listed BA/MA may receive W credit upon appeal to the Director of Writing at Queens.

G. Class size limit of 25, ~~30 students at most.*~~

The Undergraduate Curriculum Committee shall appoint a Writing Subcommittee to oversee the list of courses designated "writing intensive." This committee will receive requests for additions to the list, collect syllabi from already designated courses on a regular basis, and make recommendations to the UCC for adding or dropping courses from the list. Syllabi for courses designated "writing intensive" will be reviewed by the committee every five years. The committee membership will include the Director of Composition from the English Department and representatives of some or all of the departments offering 'writing intensive' courses. The committee membership will include two representatives from each of the four divisions and the directors of First Year Writing (English), Writing at Queens, the Writing Center, and Academic Advising.

~~A measure shall be developed by the UCC to evaluate the impact and effectiveness of the new requirements on the writing ability of Queens College students. (5/16/96)~~

~~* As of Spring 2010, the enrollment for W courses is capped at 25.~~

Justification

Writing Intensive courses are central to the college's mission to graduate students who possess the "ability to write with confidence, purpose, and precision," since the "professional success and personal satisfaction of twentyfirst century citizens require fluency with a broad range of modes of communication" (Senateendorsed "Goals for Student Writing"). For this reason, the college has set "ambitious goals for student writing intended to foster a commitment to ideas, engagement with texts,

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(5a. UCC continued)

and ownership of language,” and the Writing Intensive courses are intended as the place for students to best practice these goals.

Three recent assessments of the college’s twenty-year old Writing Intensive requirement have revealed inconsistencies in the way W courses are taught. A study of Writing Intensive syllabi in Fall 2015 found that 75% of W syllabi failed to explicitly reflect the four criteria of the current writing intensive requirement. The majority of W courses are taught by part-time faculty who often receive little guidance about the requirement. Further, the current W requirement focuses primarily on procedural details and does not emphasize the importance of regular practice and revision in effective writing pedagogy.*

Bullet point A addresses the fact that since some courses are sometimes offered as Writing Intensive and sometimes not, and since some faculty informally describe their course syllabi as “writing intensive” even if it does not carry that official designation, students often unwittingly enroll in non-W courses and must then take an additional course to graduate. Requiring a common statement on W syllabi will help clarify the requirement to faculty and students.

Bullet point B makes more explicit the importance of revision to the writing process and clarifies the length expectations.

Bullet point C more explicitly clarifies what “some attention” to writing means, while keeping the flexibility for departments or faculty to schedule the time and type of writing instruction appropriate to their disciplines.

Bullet point E makes the existing policy on transfer credit explicit.

Bullet point F addresses a problem with cross-listed BA/MA W courses. Since MA courses cannot be designated as writing intensive, undergraduate students who enroll in the MA section are unable to receive W credit for those courses.

Last, while the original writing intensive requirement provided for a regular review of writing intensive courses and a mechanism for dropping W courses, this has not happened on a consistent basis. A rotating five-year review period will allow the writing intensive subcommittee to maintain the standards of the writing intensive requirement as originally intended. We expect the writing intensive subcommittee to collect current syllabi electronically and work in consultation with Academic Advising when adding or removing W courses.

This proposal is the result of a collaborative effort on the part of the Writing Sub-Committee (WSC), Writing at Queens, the English Department, and the Faculty Writing Committee chaired by William McClure (Acting Associate Provost).

This revised requirement will take effect Fall 2018.

**see Working Group on Writing Intensive Courses: <https://writingatqueens.qc.cuny.edu/WReport>, Fall 2015 Syllabi Assessment: <https://writingatqueens.qc.cuny.edu/WAssessment>, and Writing At Queens College-Wide Assessment Project: <https://writingatqueens.qc.cuny.edu/GeorgeReport>.*

3. Economics

a. Change to BS Quantitative Economics Major:

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(5a. UCC continued)

To Read:

48 or 51 Credits

Average for all courses 2.7. Minimum grade in all courses C-. Maximum Transfer Credits 15.

Math 141, Math 142, Math 143, (or Math 151, Math 152)

Math 231 – Linear Algebra (Prereq Math 141 and 142)

Eco 101 Intro to Macroeconomics or Eco 103 The Global Economy

Eco 102 Intro to Microeconomics or Eco 104 The Market Society

Eco 201 Intermediate Macroeconomics(Prereq Eco 101)

Eco 202 Intermediate Microeconomics(Prereq Eco 102, and Math 141 or 151)

Math 241 - Introduction to Probability and Statistics (Prereq Math 143 or 152)

Eco 382 – Econometrics (Prereq Math 241)

Eco 387 - Advanced Econometrics (Prereq, Eco 382)

CSCI 87 – Introduction to Scientific Computing or CSC 111, Introduction to Algorithmic Problem-Solving

Eco 392W Economics Honors Seminar or Bus 392 Business Honors Seminar

Four Electives:

One 200 level Economics or Business Course

Three 300 level Economics or Business courses (Exclusive of Bus 341W, Bus 344)

b. New Course.

ECON232. Economics of Climate Change. 3 hr.; 3 cr. Prereq.: ECON102 or 104. Description of economic effects of climate change. Theory of externalities. Benefit-cost analysis and intergenerational accounting. Methods of economic valuation. Economic policies to address consequences of climate change.

4. Mathematics

a. Change to prerequisite and description.

To read:

MATH 142. Calculus/Integration. 3 hr.; 3 cr. A continuation of MATH 141. Prereq.: MATH 141 or MATH 151. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course other than MATH 141 or MATH 151. Fall, Spring (MQR)

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(5a. UCC continued)

b. Change to description.

To read:

MATH 143. Calculus/Infinite Series. 3 hr.; 3 cr. Prereq.: MATH 142 or MATH 132. MATH 151 does not satisfy the prerequisite. A continuation of MATH 142. Not open to students who are taking any other calculus course or have received credit, including transfer credit or advanced placement credit, for any calculus course other than MATH 131, MATH 132, MATH 141, MATH 151 or MATH 142. Fall, Spring

c. Change to description.

To read:

MATH 132. Calculus with Applications to the Social Sciences II. 3 hr.; 3 cr. Prereq.: MATH 131. A continuation of MATH 131. Topics include limits and continuity; mean value theorem; antiderivatives; integrals and integration techniques; applications of the definite integral; the calculus of logarithmic, exponential, and trigonometric functions. This course prepares students who have taken Math 131 to continue into MATH 143.

d. Change to description.

To read:

MATH 223 Differential Equations with Numerical Methods I. 3 hr.; 3 cr. Prereq.: MATH 201 and 231. First order linear, separable, and exact equations; second order linear equations; series solutions; existence and uniqueness theorem; numerical solutions; applications. Fall, Spring

e. Change in title and description.

To read:

MATH 341 Bayesian Models in Data Science and Predictive Analysis. 3 hr.; 3 cr. Prereq.: MATH 241. A review of frequentist methods followed by the construction of the Bayesian framework; prior distribution specification, (including Jeffreys priors); likelihood models; posterior distributions; hypothesis tests; Gibbs sampling and basic computing. Emphasis on real-world applications, including those in finance and psychology. Spring

f. Change to requirement to the elementary education option for the major

To read:

THE ELEMENTARY EDUCATION OPTION
(CONCENTRATION CODE MATH-ELEM)

Required: MATH 119, 141–143 (or 151–152), 220, 231,241, 509, 518 (or 618) and CSCI 12 or higher. One additional math course will be chosen with the advice and approval of the student's department advisor. Each student must obtain a department advisor by the beginning of the

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(5a. UCC continued)

junior year. A student pursuing this option is required to declare and complete a second major in EECE.

5. Biology

a. New course.

BIOL 368. The Biology of Cancer

3 lec. hr.; 3 cr. Prerequisites: BIOL 285 and BIOL 286 completed with a C+ or better, or BIOL 366 completed with a C+ or better.

The underlying mechanisms of tumorigenesis. Topics cover the genetic basis of cancer, cancer stem cells, tumor microenvironment, metabolism, angiogenesis, metastasis, and treatments, including cancer immunotherapies.

b. New course.

BIOL 369. Virology

3 lec.; 3 cr. Prerequisite: BIOL 286 with a grade of C+ or better, or permission of instructor.

Selected viruses belonging to all virus families infecting humans. Students will gain comprehensive knowledge of the structure of given virus (both structural and genomic), replication cycle, pathogenesis, epidemiology, disease manifestations, treatments and vaccines (current & under development).

5b. Graduate Curriculum Committee

MOTION: Duly made by Professor William McClure:

“To accept the Graduate Curriculum Committee Minutes dated November 1, 2017”

Hearing no objection to the motion Professor McClure moved unanimous consent.

Queens College

Graduate Curriculum Committee

Minutes of November 1, 2017

1. Early and Elementary Childhood Education

Queens College, City University of New York

Proposal for an Integrated Master of Science in Education in Early Childhood Special Education and Bilingual Education

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(5b. GCC continued)

**Leading to Two New York State Certifications:
Teaching Students with Disabilities (B-2) & Bilingual Education**

Effective Fall 2018

Submitted Collaboratively by

**The Department of Educational and
Community Programs**

**The Department of Elementary and Early
Childhood Education**

Approved by Queens College Academic Senate on _____.

Provost's Signature: _____

Provost's Name: Dr. Elizabeth Hendrey

College Contact Person

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Appendix

Executive Summary

The proposed new Master of Science in Education (MSED) in Early Childhood Special Education and Bilingual Education is submitted collaboratively by the Graduate Programs in Special Education (GPSE) in the Department of Educational and Community Programs (ECP) and the Bilingual Education Program in the Department of Elementary and Early Childhood Education (EECE) to prepare bilingual early childhood special education teachers to work with young children who are English Language Learners (ELLs) with special needs and their families in the New York City metropolitan area. This is a 43-credit program that fully integrates both special education and bilingual education content, pedagogy, and practices. Upon completion, candidates will earn an MSED degree and will be eligible for two certifications in New York State: Early Childhood Special Education and Bilingual Education.

Data show that more and more early intervention agencies and the New York City Department of Education are increasingly seeking to hire dually certified teacher candidates, i.e., those certified in early childhood special education and bilingual education. At present, the GPSE administers a state approved 36-credit MSED program in ECSE and the EECE department administers a state approved 15-credit Bilingual Education certification program. The combined credits required in the two programs are 51 and it generally takes candidates three years to complete these separate programs. The proposed 43-credit program will allow candidates to obtain both early childhood special education and bilingual education credentials in two years which in turn will allow graduates to enter the workforce more

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(5b. GCC continued)

quickly (i.e., in reduced time). In addition, the new proposed MSED program will allow for true integration of two disciplines that will enhance the strengths and quality of the program.

If approved, Queens College will be the first institution in the New York metropolitan area that offers a fully integrated interdisciplinary program at the early childhood (Birth to 2nd grade) level. Most of the teacher preparation programs in the area offer bilingual education and early childhood special education as two distinct programs. The proposed 43-credit program will attract candidates from Queens College's undergraduate childhood education program, as well as other undergraduate teacher preparation programs in the region. Our interdisciplinary program will be competitively positioned in comparison to other comparable teacher preparation programs in the area.

To enhance the integrated delivery and candidates' understanding of both bodies of knowledge, courses will be taught via collaborative and co-teaching structures. Some courses and/or sections of specific courses will be taught in a language of instruction other than English, such as Spanish and Chinese. We anticipate that 8 out of the 12 proposed courses will be taught by existing full time faculty. The remaining four courses will be taught by adjunct instructors.

We do not anticipate that this new proposed program will incur new or additional costs. Conversely, we anticipate that this program will generate revenue from the tuition and fees of the 12 to 15 students that will be enrolled in the program. In addition, this program has been funded (\$1.25 million) by the US Department of Education, Office of Special Education Programs, to support its development and initial implementation (2016-2021).

Abstract

The proposed new Master of Science in Education (MSED) in Early Childhood Special Education (ECSE) and Bilingual Education is submitted collaboratively by the Graduate Programs in Special Education in the Department of Educational and Community Programs (ECP) and the Bilingual Education Program in the Department of Elementary and Early Childhood Education (EECE) to prepare bilingual early childhood special education teachers to work with young children who are English Language Learners (ELLs) with special needs and their families in the New York City metropolitan area. This is a 43-credit program that fully integrates both special education and bilingual education content, pedagogy, and practices. Upon completion, candidates will earn a MSED degree and be eligible for two certifications in New York State: Early Childhood Special Education and Bilingual Education.

Candidates who have an initial certification from New York State in either early childhood or childhood education are eligible for this program. We anticipate that we will have 12-15 candidates each year for this integrated program. Graduates of this new program will be prepared for a variety of teaching positions in early childhood settings.

Proposal For An Integrated Master Of Science In Education In Early Childhood Special Education And Bilingual Education

PURPOSE AND GOALS

The proposed new Master of Science in Education (MSED) in Early Childhood Special Education (ECSE) and Bilingual Education is submitted collaboratively by the Graduate Programs in Special

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(5b. GCC continued)

Education in the Department of Educational and Community Programs (ECP) and the Bilingual Education Program in the Department of Elementary and Early Childhood Education (EECE) to prepare bilingual early childhood special education teachers to work with young children who are English Language Learners (ELLs) with special needs and their families in the New York City metropolitan area. This is a 43-credit program that fully integrate both special education and bilingual education content, pedagogy, and practices. Upon completion, candidates will earn a MSED degree and be eligible for two certifications in New York State: Early Childhood Special Education and Bilingual Education.

Faculty from GPSE and Bilingual Education collaboratively developed this integrated MSED program that features blended (i.e., special education and bilingual education content) rather than distinct and discipline specific courses. Newly developed courses reflect a shared professional vision and highlight topics critical across special education, bilingual education, and early childhood education. This integrated model represents a best practice approach for preservice teacher preparation and ensures that teacher candidates are sufficiently trained to provide culturally responsive instruction and support to children from culturally and linguistically diverse (CLD) backgrounds. This new program will utilize a cohort model to enhance candidates' shared learning and their development of authentic collaborative peer networks.

Candidates who have an initial certification from New York State in either early childhood or childhood education are eligible for this program. Graduates of this new program will be prepared for the following teaching positions: 1) bilingual early interventionists serving infants and toddlers with developmental delays and their families who are from CLD backgrounds; 2) bilingual preschool teachers (e.g. Head Start programs, inclusive Universal Pre-Kindergarten programs) for children with special needs who are ELLs and their families; and 3) bilingual primary (kindergarten, 1st and 2nd grade) classroom teachers for children with disabilities who are also ELLs.

The new program goals are aligned with Queens College's Division of Education Core Values that focus on the promotion of *Equity*, *Excellence*, and *Ethics* in urban schools and communities. Specifically, the mission of the Division is to prepare teachers to build inclusive communities that nurture and challenge all learners (*Equity*); demonstrate professionalism, scholarship, efficacy, and evidence-based and reflective practice (*Excellence*); and value diversity, democracy, and social justice (*Ethics*). Additionally, the new program is aligned with nationally endorsed professional special education and teacher preparation standards. These include standards established by the Council for Exceptional Children (CEC), the Council for the Accreditation of Educator Preparation (CAEP), the International Association of Teaching English to Speakers of Other Languages (TESOL) and CEC's Division of Early Childhood (DEC). Furthermore, the proposed program has been funded (1.25 million dollars) for five years (2016-2021) by the US Department of Education, Office of Special Education Programs for the development and implementation of the program.

NEED AND JUSTIFICATION

This integrated program is created in response to the following areas of needs.

1. Need to reduce state and local shortage of bilingual special education teachers.

The need for trained bilingual special education teachers has been noted throughout the US in that nationwide, teachers tend to be White and monolingual (U.S. Department of Education, Office of

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Postsecondary Education, 2014). In NY State, 76% of classroom teachers were identified as White, Non-Hispanic while 49% of students were from CLD backgrounds (Boser, 2014). In NY city, during the 2013-2014 academic year, 59% of public school teachers were identified as White Europeans, while 85% of the city students were identified as being from CLD backgrounds (NYC Department of Education [DOE], 2014). Queens County, where Queens College is located, is home to the largest number of ELLs in New York City. During the 2012-2013 school year, 29.46% of the total ELL population in NY city attended schools in Queens County. Additionally, Queens County schools provide services to roughly one-quarter (25.6%) of ELLs with disabilities (NYCDOE, Office of English Language Learners [OELL], 2013). Queens College is committed to preparing teachers and other school professionals to promote Equity, Excellence, and Ethics in urban schools and communities. Data from NYC DOE showed that approximately 58% of new hires during 2014-2016 who graduated from Queens College were teachers for ELLs, special education, math, and science subjects.

In recent years, the shortage of highly qualified bilingual special education teachers has been characterized as critical (e.g. EngageNY.org, 2013). Teachers must specifically be well acquainted with multiculturalism and be able to develop and deliver evidence based culturally responsive instructional supports. This expertise is particularly critical for teachers of young ELLs and those from CLD backgrounds so that teachers maximize these young children's culturally influenced learning. A growing body of research examining effective instructional approaches for early childhood demonstrates considerable benefits for young children when they are taught in their home language (Burchinal, Field, Lopez, Howes, & Pianta, 2012). More specifically, when teachers use students' home/first language during content area instruction, they create "comprehensible inputs" and thereby seamlessly scaffold instruction (Paneque & Rodriguez, 2009). Further, when teachers share or are fluent in children's home/first language, they are better positioned to communicate directly with families and facilitates children's academic progress, which in turn helps to increase teachers' self-efficacy (Paneque, 2004). Lastly, when teachers are fluent in the language of ELLs with disabilities and/or share children's cultural backgrounds, children are able to experience their teachers as positive professional role models (Minami & Ovando, 2004).

These teacher competencies are well reflected in the new policy guidelines released by the NYC Department of Education Division of English Language Learners and Student Support (DELLSS, 2015). The new guidelines specifically mandate that ELLs must receive core content area (i.e. English Language Arts, Math, Science, and Social Studies) and English language development instruction from a dually certified teacher or two certified teachers. Graduates of this integrated program will meet this new mandate by New York State as they will be dually certified in early childhood special education and bilingual education.

2. Integrated program model and delivery is considered the most effective approach to prepare and retain bilingual special education teachers.

Integrated program models are born from a shared vision and definition of what good teaching means; how best to support candidates to develop evidence based teaching through course and clinical experiences; and how to evaluate and nurture candidates' practices in applied settings. Additionally, integrated teacher preparation models have been described as the most effective approach to prepare and retain bilingual special education teachers because they reflect an interdisciplinary approach to

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(5b. GCC continued)

teacher preparation. The proposed program is co-developed and will be co-taught by faculty from the Special Education and Bilingual Education programs. Furthermore, the new program emphasizes the importance of embedding teacher competencies from both disciplines, and creating courses that are informed and anchored by cross-disciplinary understandings of child development, learning theory, home/first and second/new language acquisition, culture, and applied pedagogies.

3. Allows candidates to obtain both credentials in reduced time.

Our data show that more and more early intervention agencies and the New York City Department of Education are increasingly seeking dually certified teacher candidates, i.e., those certified in early childhood special education and bilingual education. At present, the GPSE administers a state approved 36-credit MSED program in ECSE and the Bilingual Education program administers a state approved 15-credit Bilingual Education certification program. Typically, candidates complete these two programs in sequential order, i.e., first the MSED in ECSE and then the Bilingual Education program. The combined credits of these two programs is 51 credits. Given the fact that most of the candidates in our MSED program work full time, it generally takes three years for candidates to complete these two programs. The proposed 43-credit program will allow candidates to obtain both early childhood special education and bilingual education credentials in two years. Hence, graduates of this program will be eligible for employment in reduced time. Furthermore, these candidates would be ready to serve CLD children with special needs and their families in the New York City Metropolitan area.

4. Queens College will be the only program in the New York City Metropolitan area that offers such interdisciplinary program.

Most of the teacher preparation programs in the area offer bilingual education and early childhood special education as two distinct programs. For example, Hunter College's MSED in Early Childhood Special Education is 36 credits and the Bilingual Education is 15 credits. Brooklyn College has a 15-credit bilingual education extension program for candidates who hold a New York State teacher certification. St. John's University's MSED in ECSE is 45-48 credits and the Bilingual Education extension is 15 credits. Adelphi University offers a 45-credit bilingual **childhood** (grades 1-6) special education program to candidates who already hold New York State certification in **childhood** education. Queens College will be the first institution in the New York City metropolitan area that offers such an integrated interdisciplinary program at the **early childhood** (Birth to 2nd grade) level. The proposed 43-credit program will attract candidates from the New York City metropolitan area and competitively position our interdisciplinary program in comparison to other comparable programs in the area.

STUDENT INTEREST/ENROLLMENT

Each year, on average, a cohort of 18-20 candidates graduate from GPSE's Early Childhood Special Education MSED program. Our experience has been that many bilingual candidates would like to pursue the bilingual extension because this would expand their employment options. There is a critical shortage of bilingual special education teachers in NYC. We anticipate that we will have 12-15 candidates each year for this integrated program. Potential candidates will be recruited from Queens

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(5b. GCC continued)

College undergraduate childhood education program, as well as other undergraduate teacher preparation programs in the areas. Program faculty have obtained federal funding (1.25 million dollars) from the U.S. Department of Education, Office of Special Education Programs, to fully support the first two cohorts (12 candidates in each cohort). The federal scholarship (i.e., financial support) will help increase student interest and enrollment. Table 1 reflects the projected student enrollment for the first 5 years of the new MSED program.

Table 1.

Projected Student Enrollment in the first 5 Years of the Program

	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	New	Cont.								
F-T	12	0	12	12	12	12	15	12	15	15
P-T										
Sub-totals	12	0	12	12	12	12	15	12	15	15
Totals	12		24		24		27		30	

Admission Requirements:

- Hold an initial certification from New York State in either early childhood education or childhood education
- Have a minimum GPA of 3.0 from their undergraduate studies
- Submit the scores of Graduate Record Exam (General Test)
- Pass the NYSTCE Bilingual Education Assessment (BEA)
- Write a well-organized, well-conceptualized essay that clearly communicates their reasons for pursuing a degree in special education. Indicate the nature of their current and past experiences with individuals with disabilities.
- Provide three letters of recommendation from professional sources. The letters must demonstrate the applicant's superior abilities, qualities, and potential as a graduate candidate in special education.

These admission criteria are consistent with existing requirements for all other MSED programs leading to special education teacher credentials within the Graduate Programs in Special Education (GPSE). The additional requirement for candidate admission into this new MSED program is that applicants must also be fluent in a second language, as evidenced by their ability to pass New York State Department of Education's approved Language Proficiency Test, Bilingual Education Assessment (BEA) in candidates' home language (first language). This language competence will ensure that candidates who successfully complete this MSED program may be

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recommended for teaching certificates in both Bilingual Education and Special Education (Birth-Grade 2).

Graduation Requirements:

- Maintain a 3.0 GPA and complete all coursework.
- Perform successfully on all program-level and Division of Education level assessments.
- Successfully complete a research project developed with, supervised, and supported by a faculty member.

Teacher Certification Requirements:

Candidates who meet the requirements for graduation, who have completed all required New York State seminars, and have passed the Content Specialty Test (CST) in Students with Disabilities as well as the Bilingual Education Assessment (BEA) will be recommended to the New York State Education Department by the Queens College Office of Teacher Certification for Teaching Students with Disabilities at the Birth to 2nd grade level and Bilingual Education.

CURRICULUM

All courses and field work are developed in alignment with professional standards established by CEC, TESOL, and DEC, the foremost national organizations focused on the preparation of bilingual early childhood special educators in the US.

The proposed program includes 12 courses, 7 of which are 4-credit courses and 5 of which are 3-credit courses. In total, these courses represent 43 credits. Table 2 presents the scope and sequence of the proposed 43-credit, two-year MSED program by semester. We have also developed a three-year sequence for this new program for candidates (see Table 3).

To ensure the integration of content in both ECSE and Bilingual Education, faculty from GPSE and Bilingual Education programs developed 10 new courses to specifically address the needs of young ELLs with disabilities. These collaboratively designed new courses meet the pedagogical core requirements for both Early Childhood Special Education and Bilingual Education as mandated by New York State. To enhance their integrated delivery and candidates' understanding of both bodies of knowledge, courses will be taught via collaborative and co-teaching structures. The courses listed as carrying the 4-credit load reflect those that will be co-taught by faculty from the special education and bilingual education programs to meaningfully integrate and deliver content from each of the distinct fields. In addition, these courses will cover content from two completely different disciplines, extended field based work requirements for candidates, and support from both course instructors.

All candidates will be required to take two courses in which portions will be taught in a language other than English. This requirement aligns with NYSED certification requirements to qualify for certification as a bilingual teacher, i.e., prospective bilingual teachers must demonstrate proficiency in a language other than English by passing the NYS BEA in the language in which they are seeking teacher certification.

One third of the content in both ECPSE 802 and ECPSE 803 will be presented in candidates' home language (i.e., either Spanish or Chinese). The purpose of offering content for these courses in a language other than English is to directly foster bilingualism and biliteracy. Specifically, this pedagogical

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structure will allow instructional support and attention to oral literacy and literacy development in candidates' home (or first) language and the new language (English).

In ECPSE 802: Language and Literacy Development in Special Education and Bilingual Education, candidates will learn about language development and its relationship to literacy development for children who were raised bilingually. Particular emphasis will be on language(s) development during the preschool years. The course will address theories of home (or first) and new (or second) language development and literacy development. Candidates will examine the language skills of a bi/multilingual child and draw implications for instruction, parental engagement and/or policy. Twenty hours of field work focusing on bi/multilingual children with exceptionalities is required.

In ECPSE 803: Oral Language Development in Special/Bilingual Education, candidates who either speak Spanish or Chinese will examine the foundations of early literacy development in their home languages. For example, bilingual Spanish-English speaking candidates will learn about the importance of phonological development in the two languages and support young children in understanding the commonalities that both languages share. They will also explore directionality in Spanish and English. Chinese-English speaking candidates will learn about differences and similarities in the phonological characteristics of both languages such as the different uses and importance of tonality in spoken Chinese as compared to spoken English. Candidates will also learn about directionality when learning how to read Chinese and English (e.g., English is read from left to right, starting from the top of a page while Chinese is read from right to left in text that is presented vertically in columns that must be read from top to bottom. Please note that Chinese text is universal across spoken dialects such as Mandarin and Cantonese).

At this point, the program will only recruit candidates who are native speakers of Spanish or Chinese, or candidates who demonstrate proficiency in either of these languages. This decision reflects findings that the two most frequently spoken languages by English Language Learners (ELLs) in the New York City public school system are Spanish (spoken by 63.4 % of ELLs) and Chinese (spoken by 13.6 % of ELLs) (NYC Department of Education, Office of English Language Learners, 2013 Demographic Report, http://schools.nyc.gov/NR/rdonlyres/FD5EB945-5C27-44F8-BE4B-E4C65D7176F8/0/2013DemographicReport_june2013_revised.pdf).

Table 2.

Integrated MSED in Early Childhood Special Education & Bilingual Education Course Sequence (2-Year Sequence)

Semester	Course #	Course Title	Credits
Fall 1	ECPSE 800	Foundations of Special & Bilingual Education	4
	ECPSE 802*	Language & Literacy Development in Special/Bilingual Education	4

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	ECPSE 804	Applied Behavior Analysis in Multicultural Contexts	3
Spring 1	ECPSE 801	Assessment for CLD Children with Special Education	4
	ECPSE 808	Collaboration with Multicultural Families and Professionals	4
	ECPSE 803*	Oral Language Development in Special/Bilingual Education	4
Summer 1	ECPSE 805	Culturally Responsive Early Intervention (Birth –Age 3)	3
	ECPSE 806	Practicum in Early Intervention with CLD Children and Families	3
Fall 2	ECPSE 807	Curriculum & Instruction for ECSE & Bilingual Education I (Ages 3-5)	4
	ECPSE 746	Research in Special Education	3
Spring 2	ECPSE 809	Curriculum & Instruction for ECSE & Bilingual Education II (Ages 5-8)	4
	ECPSE 748	Advanced Research in Special Education	3
Total			43

Note. Newly conceptualized and created courses are presented in bold font; courses marked with a * will have one third of their respective content taught in a language other than English (e.g. Spanish and/or Chinese).

Table 3. Integrated MSED Early Childhood Special Education and Bilingual Education

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Semester	Course #	Course Title	Credits
Fall 1	ECPSE 800	Foundations of Special & Bilingual Education	4
	ECPSE 802*	Language & Literacy Development in Special/Bilingual Education	4
Spring 1	ECPSE 801	Assessment for CLD Children with Special Education	4
	ECPSE 803*	Oral Language Development in Special/Bilingual Education	4
Summer 1	ECPSE 805	Culturally Responsive Early Intervention (Birth –Age 3)	3
	ECPSE 806	Practicum in Early Intervention with CLD Children and Families	3
Fall 2	ECPSE 807	Curriculum & Instruction for ECSE & Bilingual Education I (Ages 3-5)	4
	ECPSE 804	Applied Behavior Analysis in Multicultural Contexts	3
Spring 2	ECPSE 809	Curriculum & Instruction for ECSE & Bilingual Education II (Ages 5-8)	4
	ECPSE 808	Collaboration with Multicultural Families and Professionals	4
Fall 3	ECPSE 746	Research in Special Education	3

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Spring 3	ECPSE 748	Advanced Research in Special Education	3
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Total 43

Note. Newly conceptualized and created courses are presented in bold font; courses marked with a * will have one third of their respective content taught in a language other than English (e.g. Spanish and/or Chinese).

COST ASSESSMENT

A. Faculty

Faculty from the GPSE and Bilingual Education programs collaboratively developed 10 new courses to specifically address the needs of young ELLs with disabilities. To enhance their integrated delivery and candidates' understanding of both bodies of knowledge, courses will be taught via collaborative and co-teaching structures. Some courses and/or sections of specific courses will be taught in a language other than English, such as Spanish and Chinese. There are three full time faculty across the two programs, Dr. Peishi Wang and Dr. Sara B. Woolf are in the Early Childhood Special Education program and Dr. Patricia Velasco is in the Bilingual Education program. We anticipate that 8 out of the 12 proposed courses will be taught by existing full time faculty, including ECPSE 800, ECPSE 802, ECPSE 804, ECPSE 801, ECPSE 808, ECPSE 803, ECPSE 805, ECPSE 806. The remaining four courses will be taught by adjunct instructors.

We do not anticipate this new proposed program incurring additional costs. Conversely, we anticipate this program generating revenue from the tuition and fees of 12 to 15 students that will be enrolled in the program.

B. Facilities and Equipment

No additional facilities and equipment is anticipated for this new program.

C. Library and Instructional Materials

No additional library materials are anticipated for the new program. However, faculty will need to gather bilingual instructional materials and resources, including bilingual early childhood curricula, bilingual assessment protocols, training DVDs, bilingual children's books, and pedagogical texts to enhance academic achievement and social emotional development for young ELLs with and without disabilities. The goal is to create a trusted comprehensive pool of evidence-based, professionally vetted resources for candidates to explore and use in the context of coursework and ongoing faculty facilitated and self-directed professional development. Faculty has secured funding from the US Department of Education, Office of Special Education Programs for this purpose.

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- D. Budget Tables
See attachment.

EVALUATION

A. Internal Evaluation and Outcomes

GPSE's retention and graduation rate is high and consistent with the College's overall graduation rate of 93%, as indicated in the 2014 College's internal outcome tracking report. Candidates also demonstrate high rates of employment retention, as reported in the 2013 NYC Public Schools Teacher Preparation Program Reports. Specifically, 92% of teachers who graduated from Queens College remained in the NYC DOE three years after being hired (NYC Public Schools, 2013).

All of the GPSE credential bearing programs are aligned with nationally endorsed professional special education and teacher preparation standards. These include standards established by the Council for Exceptional Children (CEC) and the Council for the Accreditation of Educator Preparation (CAEP). Additionally, the GPSE programs were awarded national recognition and exemplary status by CEC and CAEP.

GPSE faculty have established and follow a systematic process for collecting, reviewing, and interpreting candidates' performance data. Each year, at the close of the spring semester, faculty meet to examine and review candidates' performance data, including accumulative GPA, passing rates on the New York State Teacher Certification Exams (NYSTCE), graduation rates, and professional behaviors and dispositions. This review process enables faculty to discuss and determine whether performance data suggest the need for course specific or overall program level changes or improvements. As well, faculty review candidate performance data relative to anecdotal feedback shared by candidates themselves, instructors, and field site/P-12 school partners (e.g., cooperating teachers, supervisors). Together these inputs inform the ways that the faculty engage in meaningful, ongoing, and responsive program quality improvements.

B. External Evaluation

C.

New York State requires an external review of a program leading to a classroom teaching certificate or extension. The faculty of GPSE and Bilingual Education have identified Dr. Oneyda Paneque as the external reviewer for this proposed program. Dr. Oneyda M. Paneque is professor of Education at Miami Dade College, School of Education. Dr. Paneque has worked in the field of education for over 30 years. She served as the Director of the Pathways to Excellence in Teaching (PET) Project, a Title III National Professional Development Grant funded through the U.S. Department of Education, Office of English Language Acquisition from 2007 to 2013. Currently, she is Co-Director of the personnel preparation grant, Project Early Identification Early Intervention Opportunities (EiEiO) funded through the US Department of Education, Office of Special Education Programs. Her research and teaching focus on issues related to bilingualism, second language learning, special education, bilingual special education, teacher preparation, and family involvement. Her most recent research projects and publications focus on the use of English and Spanish in the classroom by special education teachers.

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(5b. GCC continued)

2. ECPSE

a. New Course.

ECPSE 800: Foundations of Special & Bilingual Education

4 hours, 4 credits

This course presents the background and origins of bilingual and special education. Topics highlight the historical and sociological treatment of bi/multilingual children with exceptionalities, special education and bilingual education policies and mandates, and the importance of successful advocacy and collaboration with parents and professionals in inclusive settings.

This course explores the interface between bi/multilingual education and special education with primary emphasis on developing knowledge about the needs of bi/multilingual children with exceptionalities. Candidates will be supported to explore evidence based early childhood programs, curriculum, and instruction, including the role of formal and informal assessment to effectively educate this unique population of students.

Lectures, readings, assignments, and course activities emphasize familiarity with and implementation of structures, practices, and policies that promote shared decision making with practitioners and families. Twenty hours of field work focused on bi/multilingual children with exceptionalities is required for this course.

b. New Course.

ECPSE 801: Assessment for CLD Children with Exceptionalities

4 hours, 4 credits

The purpose of this course is to prepare bilingual early childhood special education teachers to understand various assessment issues as they affect bi/multilingual children with exceptionalities such as accountability, bias, special education referral/classification/ placement testing, language proficiency, and accommodations in formal testing situations. Candidates will become familiarized with the different purposes of assessment (e.g., screening, diagnostic, placement, language proficiency, academic achievement, and monitoring) and the basic concepts of assessment so that they are prepared to assess bi/multilingual children. Candidates will engage in reflective decision-making and research-validated best practices that will result in the creation of effective instructional programs for all students, including bi/multilingual students with and without exceptionalities. Assignments will require between 8-10 hours of field-based work.

Lectures, readings, and in class activities utilize face to face and web-enhanced strategies to maximize candidates' application to classroom and other school settings. Candidates will be encouraged to use technology enhanced applications to facilitate peer based professional development and action research assignments throughout the semester.

c. New Course.

ECPSE 802. Language and Literacy Development in Bi/Multilingual Children with Special Needs

4 hours, 4 credits

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(5b. GCC continued)

This course centers on differentiating instruction for bi/multilingual children with exceptionalities as they develop a new/second language and biliteracy. The course is grounded in the premise that the education of young bi/multilingual children with exceptionalities should include explicit language and content area instruction.

Candidates will become acquainted with a range of factors that impact language development, bilingualism, biliteracy, and its instruction in languages other than English, particularly Spanish and Chinese. Candidates will explore how early instruction in alphabetic languages such as English and Spanish, early literacy development should include cross-linguistic development and comparisons of phonological and phonemic awareness. In Chinese, pronunciation (especially tones), and scaffolding the writing of characters are important factors that impact literacy development. These factors might be compounded with the importance of vocabulary growth and discourse. Candidates will explore factors that might signal referral for special education services. Throughout the semester, candidates will be exposed to the conceptual considerations and evidence based supports necessary to ensure that bi/multilingual children with exceptionalities are able to experience positive school outcomes. These include culturally responsive and evidence based instructional strategies that build on children's prior knowledge, interests, and motivation to expand their bilingual and biliterate competencies.

Lectures, readings, assignments, and course activities will foster candidates' abilities to effectively teach literacy and biliteracy in bi/multilingual children with exceptionalities. Twenty (20) hours of field work focused on the needs of bi/multilingual children with exceptionalities is required for this course.

d. New Course.

ECPSE 803: Oral Language Development in Special and Bilingual Education

4 hours, 4 credits

This course explores the development of oral language(s) in bi/multilingual children with and without exceptionalities and those raised bilingually. It addresses theories of home (or first) and new (or second) language development, literacy development, and critical theory to practice approaches to support the learning needs of bi/ multilingual children with exceptionalities.

Candidates will learn how to assess the oral language development skills of bi/multilingual children with exceptionalities, analyze and interpret findings, and apply them to improve direct instruction, enhance routine practices, increase parent/family engagement, and/or advocate for policy change.

Lectures, readings, assignments, and course activities will foster candidates' abilities to enhance young children's oral language development in the new/home language. Twenty (20) hours of field work focused on the needs of bi/multilingual children with exceptionalities is required for this course.

e. New Course.

ECPSE 804: Applied Behavior Analysis in Multicultural Contexts

3 hours, 3 credits

This course examines the principles and application of operant learning. It is primarily focused on the relationship between behaviors and environmental events (e.g., antecedents, setting events, and consequences) that influence behavior. A substantial emphasis of this course is placed on functional behavioral assessment, and the use of educative, positive behavior support strategies to create meaningful changes in environments and the quality of life of young children and their families. Candidates will also

ACADEMIC SENATE MINUTES, December 7, 2017

(5b. GCC continued)

learn how to design and employ single subject research designs. All course assignments are field based; the FBA assignment requires a minimum of 5 hours for direct observation of a child with a disability (or at risk).

Lectures, readings, assignments, and course activities emphasize use of natural environments as the preferred as they influence learning.

context for providing services and within which to analyze and provide behavioral support. A critical underlying course theme is the relationship between learning experiences, preferences and culture, and the possible intersection of these, and familial norms

Candidates will be supported to identify educative, behaviorally sound approaches to enhance children's behavior, social skills, and communication. They will also be supported to foster positive, productive relationships with family members and other critical caregivers in the analysis, prevention, and intervention of behaviors that interfere with learning and social development.

f. New Course.

ECPSE 805: Culturally Responsive Early Intervention (Birth-Age 3)

3hours, 3 credits

This course introduces candidates in the early childhood special and bilingual education integrated MSED program to federal and state policies and regulations for Early Intervention (EI) services. Candidates will become familiarized with the developmental needs of children from birth to age 3 and the important roles that families play in their children's development. Special emphasis will be placed on working with families, infants, and toddlers from culturally and linguistically diverse (CLD) backgrounds. Candidates will be exposed to evidence-based and culturally responsive early intervention strategies for developing and implementing Individualized Family Support Plans. Twenty hours of field experience are required to observe and interact with a CLD family and their young child with special needs.

g. New Course.

ECPSE 806: Practicum in Early Intervention with Children and Families from CLD Backgrounds

3 hours, 3 credits

This course provides candidates with supervised experience in team-oriented early interventions with infants and toddlers with disabilities or at risk for developmental delays and their families from linguistically and culturally diverse backgrounds. It integrates learned theoretical models to real-life situations, and affords candidates opportunities for supervised practice in the Individualized Family Support Plan (IFSP) and/or Individualized Education Program (IEP) process. Candidates will also participate in the planning and implementation of intervention strategies for infants (0-3) and young children with special needs. Collaborative work will include working with families and other early intervention and special education professionals. Particular emphasis is given to experiences that help increase candidates' observation, assessment and intervention planning skills that are culturally sensitive towards the unique needs of families with infants and young children with special needs. Candidates will receive individualized supervision and ongoing group support to enhance their understanding of how to apply evidence based and culturally responsive early intervention and special education services to young bi/multilingual children with disabilities, and their families.

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(5b. GCC continued)

All candidates are paired with experienced early intervention professionals and will work alongside these clinicians for the semester. Candidates will spend roughly 20 hours each week in the field with these clinicians as they provide home based services to a number of families. All activities will take place in collaboration with and under supervision of candidates' supervising EI providers.

This course includes some online content as well as face-to-face group seminars. Candidates are expected to actively engage in all aspects of the course. The course instructor will observe each candidate at least three times during the semester.

h. New Course.

ECPSE 807. Curriculum and Instruction for ECSE & Bilingual Education I (Ages 3-5)

4 hours, 4 credits

This course is designed to introduce program candidates to critical issues in curriculum and instruction for teaching bi/multilingual children with exceptionalities (ages three through five) and their families in inclusive environments. Candidates will be taught about developmentally appropriate programs (DAP) and practices for bi/multilingual children with exceptionalities. This course will also emphasize the historical, educational, philosophical, and legal foundations that have guided practice and policy in bilingual education and early childhood special education (ECSE). Fifteen hours of field experience is required and will include observation and analysis of young bi/multilingual children with exceptionalities in both home and school environments.

i. New Course.

ECPSE 808: Collaboration with Families and School-Based Teams

4 hours, 4 credits

This course offers intensive practical exposure to theory, research, and exemplary practice in collaborative process and team development. Emphasis is placed on working effectively with families, school, and community partners, in particular those from culturally and linguistically diverse backgrounds. Candidates examine specific practices to enhance cross-disciplinary, cross-cultural, and cross-constituent partnerships within inclusive school, community, and other settings. Candidates will apply knowledge to enhance educational outcomes of students with mild, moderate, and severe disabilities. Through active and guided participation, candidates will refine various communication, problem-solving, facilitation, and leadership skills necessary to develop integrated special education and related services. Co-teaching with another teacher or related service professional is a required field-based assignment and the co-teaching assignment requires between 8-10 hours.

Lectures, readings, and in class activities utilize face to face and web-enhanced strategies to maximize candidates' application to classroom and other school settings. Candidates will be encouraged to use technology enhanced applications to facilitate peer based professional development and action research assignments throughout the semester.

j. New Course.

ECPSE 809: Curriculum and Instruction for Early Childhood Special Education & Bilingual Education II, Ages 5-8

4 hours, 4 credits

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(5b. GCC continued)

This course will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in bilingual education and early childhood special education for bi/multilingual children with exceptionalities between the ages of 5-8. This course will focus on designing and implementing developmentally appropriate and culturally responsive curriculum and instruction to ensure positive academic outcomes for these children. Fifteen hours of field experience is required for observation of and teaching bi/multilingual children with exceptionalities between the ages of 5-8 in a variety of environments.

3. Mathematics

a. Change in description.

To Read:

MATH 503. Mathematics from an Algorithmic standpoint. 3 hr.; 3 cr. Prereq.: One year of calculus. An algorithmic approach to a variety of problems in high school and college mathematics. Topics may include problems from number theory, geometry, calculus, combinatorics, probability, and games and puzzles. Students will learn to program in the powerful Mathematica language and use this capability to conduct research in the above areas. Prior experience in programming is not necessary. (Students may not receive credit for this course and MATH 213W.) This course may not be credited toward the degree of Master of Arts in Mathematics.

b. Change in description.

To Read:

MATH 505. Mathematical Problem-Solving. 3 hr.; 3 cr. Prereq. or coreq.: One year of college mathematics. This course presents techniques and develops skills for analyzing and solving problems mathematically and for proving mathematical theorems. Students will learn to organize, extend, and apply the mathematics they know and, as necessary, will be exposed to new ideas in areas such as geometry, number theory, algebra, combinatorics, and graph theory. This course may not be credited toward the Master of Arts degree in Mathematics.

c. Change in description.

To Read:

MATH 509. Set Theory and Logic. 3 hr.; 3 cr Prereq.: One year of calculus or permission of the instructor. Propositional logic and truth tables. Basic intuitive ideas of set theory: cardinals, order types, and ordinals. This course may not be credited toward the Master of Arts degree in Mathematics. Fall

d. Change in description.

To Read:

MATH 518. College Geometry. 3 hr.; 3 cr. Prereq. One course in linear algebra. Advanced topics in plane geometry, transformation geometry. This course may not be credited toward the Master of Arts degree in Mathematics. Fall

e. Change in description.

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(5b. GCC continued)

To Read:

MATH 524. History of Mathematics. 3 hr.; 3 cr. Prereq. or coreq.: MATH 201 (Intermediate Calculus). ~~Not~~ This course may not be credited toward the Master of Arts degree in Mathematics.

f. Change in description.

To Read:

MATH 525. History of Modern Mathematics. 3 hr.; 3 cr. Prereq.: MATH 524 or permission of the instructor. Selected topics from the history of nineteenth- and twentieth-century mathematics, e.g., topology, measure theory, paradoxes and mathematical logic, modern algebra, non-Euclidean geometries, foundations of analysis. This course may not be credited toward the Master of Arts degree in Mathematics.

g. Change in description.

To Read:

MATH 550. Studies in Mathematics. 3 hr.; 3 cr. Prereq.: Permission of the department. Topics will be announced in advance. May be repeated once for credit if topic is not the same. This course may not be credited toward the Master of Arts degree in Mathematics.

MATH 550.1. 1 hr.; 1 cr.

MATH 550.2. 2 hr.; 2 cr.

MATH 550.3. 3 hr.; 3 cr.

h. Change in description.

To Read:

MATH 555. Mathematics of Games and Puzzles. 3 hr.; 3 cr. Prereq.: Two years of calculus or permission of the instructor. Elements of game theory. Analysis of puzzles such as weighing problems, mazes, Instant Insanity, magic squares, paradoxes, etc. This course may not be credited toward the Master of Arts degree in Mathematics.

i. Change to the requirements for the degree.

To Read:

These requirements are in addition to the general requirements for the Master of Arts degree. The Department of Mathematics offers to the student the opportunity to obtain the Master of Arts degree either in Pure Mathematics or with a concentration in Applied Mathematics. Students pursuing a Master's degree in Mathematics can only use 600 level and 700 level courses for the 30 credits required for graduation and to meet the 3.0 GPA requirement.

5c. Elections Committee Report

i. MOTION: Duly made by Professor Simone Yearwood, Chair of the Elections Committee:

“To accept the Elections Report as follows”

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Elections Committee Report

Student and Faculty Nominations: 12:01 a.m. Sunday, February 18, 2018 - 11:59 p.m. Saturday, March 3, 2018.

Date of Record: February 23, 2018

Student Elections: 12:01 a.m. Sunday, April 15, 2018 – 11:59 p.m. Thursday, April 19, 2018.

Faculty Elections: 12:01 a.m. Sunday, April 15, 2018 - 11:59 p.m. Saturday, April 21, 2018.

Hearing an objection. Discussion followed.

ii. MOTION duly made by Senator Carmine Couloute and 2nd:

“To amend the Election Committee Report dates for students as follows”

Sunday April 15, 2018 11:59 p.m. to – 11:59 p.m. Tuesday, April 17, 2018

Motion failed. Yes (7), No (32)

iii. MOTION: Duly made by Professor Simone Yearwood, Chair of the Elections Committee:

“To accept the Elections Committee Report as disturbed”

Motion passed. Yes (34) No (5)

5d. Nominating Committee Report

MOTION: Duly made by Professor Sara B. Woolf:

“To accept the Nominating Committee Report dated December 7, 2017”

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

1) Admissions and Re-Entry Standards, Committee on Undergraduate

The following faculty member was elected by unanimous consent:

Yeal Neuman	Arts & Humanities	December, 2019
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2) Elections Committee

The following faculty members were elected by unanimous consent:

Simone Yearwood	Arts & Humanities	December, 2019
Ping Li	Social Science	December, 2019

ACADEMIC SENATE MINUTES, December 7, 2017

(5c. Elections Committee Report continued)

3) Policy Board on Administrations

The following student was elected by unanimous consent:

Elias Lauer	ANY	December, 2019
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4) Graduate Curriculum Committee

The following faculty member was elected by unanimous consent:

Eve Bernstein	M&NS	December, 2019
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5) Graduate Scholastic Standards Committee

The following faculty member was elected by unanimous consent:

Timothy Benseman	M&NS	December, 2019
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6) Undergraduate Curriculum Committee

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

Jacqueline Davis	Education	December, 2019
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b. The following student was elected by unanimous consent:

Avi Bulka	At-Large	December, 2019
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7) Undergraduate Scholastic Standards Committee

The following faculty members were elected by unanimous consent:

David Leventhal	Social Science	December, 2019
Kathleen Mangiapanello	M&NS	December, 2019

6. Old Business (none)

7. New Business (none)

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

“To Adjourn”

The meeting was adjourned at 4:45 pm. The next Special Academic Senate meeting is on February 15, 2018.