

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE December 6, 2018

The meeting will come to order:

Chair Roberta Brody called the meeting to order at 3:45 p.m.

1. Approval of Agenda:

i. MOTION: Duly made by Chair Brody:

 “To approve the Agenda”

ii.

 MOTION: Duly made by Provost and Alternate Senator from the Social Sciences Elizabeth Hendrey:

 “To amend the Agenda and add item 7b. New Business [Academic Excellence Fees]
The current item b will become c and c will become d.

Hearing no objection, the Chair moved unanimous consent.

2. Approval of Minutes:

i. MOTION: Duly made by Chair Brody

 “To approve the Minutes dated November 8, 2018”

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

3. Announcements, Administrative Reports and Memorials:

(None)

4. Special Motions

(None)

5. Committee Reports

5a. Undergraduate Curriculum Committee

i. MOTION: Duly made by Ken Lord, Chair of the UCC Committee:

 “To accept the UCC minutes of November 8, 2018 as distributed”

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

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(5a. UCC continued)

A. General Education

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

1. General Education Advisory Committee
No report.
2. Mathematics and Quantitative Reasoning Advisory Committee
No report.
3. Writing Intensive Advisory Committee.
No report.
4. STEM variant courses.
None.

B. Curriculum Changes

1. Linguistics and Communication Disorders
 - a. CHANGE TO A MAJOR

APPLIED LINGUISTICS: TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (MAJOR CODE TESOL-BA)

To Read:

Required

First Level: LCD 101/ANTH 108, 102, 120, and 130; *Second Level:* LCD 205/ANTH 285, 206, 220, 240, and 241; either SEYS 201W or EECE 201W and SEYS 221; *Third Level:* LCD 307, 312, 340, 341, 342 and 343; EECE 310W; ECPSE 350.

Note: No course will count toward this major with a grade lower than C-.

GENERAL REQUIREMENTS

Entrance Requirement

Students will be admitted to the major if they have a minimum GPA of 2.75 and are able to demonstrate written academic English proficiency by passing the program's English Language Proficiency Test or providing proof of one of the following external test results: a New York State ELA Regents grade of 85 or greater, a Writing and Language SAT score of 550 or greater, or an English ACT score of 11 or greater.

Maintenance Requirements

Student Teaching Entry Requirements

In addition to the required coursework, candidates will be admitted to LCD 341 (Student Teaching I) only if they have a minimum overall GPA of 2.75 in the major, a minimal final grade of B in LCD 241, and meet the professionalism requirements made by the Education Unit for Entry into Clinical Practice and Student Teaching. Students will be admitted to LCD 342 (Student Teaching II) only if they have earned a B or better in LCD 341.

Languages Other Than English

A minimum of 12 credits or the equivalent of study of a language other than English (LOTE). Students may be granted the equivalence of 3-12 LOTE credits of this requirement (without the awarding of actual college credits) by exam.

- **CLEP Exams:** A score of 50 on the CLEP exams (<https://clep.collegeboard.org/world-languages>) in French, Spanish, or German will count as equivalent to 6 credits. A score of 59 in French, 60 in German, and 63 in Spanish will provide the equivalence of 9 credits.
- **NYU Exams:** Other credit-equivalence for the purpose of this requirement options include New York University Foreign Language Proficiency tests, which include over 40 languages (<http://www.scps.nyu.edu/academics/departments/foreign-languages/testing/exam-options-results.html>). A score of 12 points will be equivalent to 9 credits, and 16 points to 12 credits.
- **European Union Official Exams:** Level A1= 3 credits, A2=6 credits, B1= 9 credits, B2=12 credits. These exams are given at semi-official cultural institutions such as the Cervantes Institute http://nyork.cervantes.es/en/spanish_exams/spanish_exams_info.htm, Alliance Française <http://www.fiaf.org/#>, Instituto Italiano di Cultura https://iicnewyork.esteri.it/iic_newyork/en/imparare_italiano/certificazioni, and the Goethe Institute <https://www.goethe.de/ins/us/en/sta/ney/prf.html>
- **Confucius Institute:** HSK Chinese Proficiency exams, Level 1=3 credits, Level 2= 6 credits, Level 3 =9 credits, Level 4=12 credits. Sign up at: <https://www.sunyopt.edu/education/academics/international-programs/confucius-institute/chinese-tests>
- **ACTFL Exams:** Novice High = 6 credits, Intermediate Mid = 9 credits, and Intermediate High or above = 12 credits. ACTFL offers exams in more languages than any other option. Sign up is at <https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office>. You must take all four modalities (speaking, listening, reading, and writing) and you will receive the credits corresponding the modality in which you receive the lowest score. Consequently, this option is best for languages not available through the EU National Exam.

Students may consult with the undergraduate adviser from the QC department if the relevant language is taught at the college in order to determine the appropriate exam level to target.

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(5a. UCC continued)

Scores and credits may be combined as long as they involve different languages (e.g., CLEP 50 in German and 6 college credits of Korean; 4 college credits of Japanese, 8 credits of Spanish). College credits in a sign language (e.g., ASL) are accepted. Other systems of showing LOTE learning such as Military Language Proficiency Tests are also acceptable at the discretion of the program. LCD 101 or 102, although they meet the Language College Option Requirements, are not accepted.

Additional Course Requirement

Two courses in American History as follows: HIST 103 and 104.

Option for Accelerated Masters of Arts in Teaching in Elementary Education

This option will allow qualified students to complete their BA and MA in a shorter period of time and at less cost by taking up to 12 credits of graduate coursework within the BA.

With the permission of the Undergraduate and Graduate Advisors, the following four (4) graduate courses may be taken in place of the regular undergraduate courses in Year 3 and Year 4 of the Applied Linguistics: TESOL BA:

EECE 702. Social Foundations of Education [Replaces EECE/SEYS 201W]

EECE 711. Ecological Perspectives on Development: The Childhood Years [Replaces EECE 310W]

ECPSE 550. Foundations of Special Education [Replaces ECPSE 350]

EECE 520. Language Development and Emergent Literacy [Replaces LCD 312]

NOTE: Admission into this program is limited to students with a GPA of 3.5 in the major.

b. CHANGE IN COURSE CREDITS

To Read:

LCD 241. Methods and Materials of TESOL: Listening, Speaking, Reading, Writing. 3 hr. plus 50 hr. of fieldwork; 3 cr. Prereq.: LCD 101, 120, and 130; prereq. or co-req.: LCD 240; SEYS 201W, 221; ECPSE 350; and EECE 310/310W. This course is an introduction to the methods and materials used in TESOL/ESL courses. We will focus on applying these methods to the teaching of the four skills: listening, speaking, reading, and writing. The class covers how to adapt methods and materials to suit learner populations of different ages and at varying levels of English proficiency. The role of instructional technology (e.g. audiovisual, multimedia, computers in ESL instruction) will also be addressed. There is a field experience requirement in a variety of school settings in conformity with New York State Certification requirements.

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(5a. UCC continued)

c. NEW COURSE

LCD 343. Certification and Professionalization Workshop in TESOL. 1 hr; 1cr. Co-req.: LCD 341. Guidance in the process of obtaining New York State Initial Certification for students in the TESOL program. Review of the principles of ethics and responsibilities relevant to a teacher of young Multilingual Learners.

d. CHANGE TO A MAJOR: GENERAL LINGUISTICS (PROGRAM CODE LING-BA)

To read:

<u>Category</u>	<u>Required (24 credits)</u>	<u>Electives (15 credits with at least 6 credits each from Applications and Research)</u>
<u>Foundations</u>	<u>LCD 101, 116, 120, 150, 210, 205, 220, 306</u>	<u>LCD 102, 105, 206W, 209, ANTH/LCD 104, PHIL 109</u>
<u>Applications</u>		<u>LCD 103, 203, 209, EURO 202, 202W; EAST 209; CHIN 314, 317, 318; KOR 317, 318; JPNS 317, 318; ITAL 336; RUSS 327; SPAN 338, 391; ANTH 280, 289, 380</u>
<u>Research</u>		<u>LCD 244W, 324, 360, 380, 388</u>

Note: No course will count toward this major with a grade lower than C-.

e. CHANGE IN NUMBER

To read:

LCD 388/ANTH 388. Voices of New York. 3 hr.; 3 cr. Prereq.: 12 credits in social sciences or in courses in the Department of Linguistics and Communication Disorders, or permission of instructor. A research seminar using sociolinguistic and anthropological perspectives to explore current language use and attitudes in New York. Students will formulate research questions, and design and carry out original field research projects to answer these questions. Not open to student who have passed LCD 288/ANTH 288. (SYN)

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(5a. UCC continued)

f. CHANGE IN NUMBER

To read:

LCD 244W. Language and Social Diversity. 3 hr.; 3 cr. A research-based course involving sociolinguistics with an international focus, designed for undergraduates with no background in the field. Students explore sociolinguistic research through reading representative but accessible studies and through their own carefully structured research projects. Not open to students who have passed LCD 144W. (SS, WC)

g. NEW COURSE

LCD 150. Linguistic Phonetics. 3 hr.; 3 cr. An introduction to phonetic science as used in linguistic theory and research. It covers how speech sounds in the world's languages are articulated and transcribed with the International Phonetic Alphabet as well as the use of acoustic analysis software to reveal acoustic properties of consonants, vowels, and prosody.

h. NEW COURSE

LCD 210: Phonology. 3 hr; 3 cr. Prereq.: LCD 101 and 150. Examination of the major sound patterns of human language, as gleaned from a wide variety of languages. It teaches in a step-by-step fashion the techniques of phonological analysis and the fundamental theories that underpin it. Students will learn how to analyze phonological data, how to think critically about data, how to formulate rules and hypotheses, and how to test them.

i. NEW COURSE

LCD 324: Linguistic Field Methods and Endangered Languages. 3 hr.; 3 cr. Prereqs: LCD 116, 210, and 220. Students take turns eliciting words, sentences, and narratives from a native speaker of an unfamiliar language and collectively work out the rules and patterns of their language based on their responses. Students will learn state-of-the-art techniques in video and audio recording as well as creating time aligned annotations and linguistic databases. The course will be typologically oriented, meaning we will tackle grammatical themes with a view towards cross-linguistic comparison.

2. Studio Art

Proposed Minor in *Photography & Imaging*

**Queens College
City University of New York
Division of Arts & Humanities, Art Department**

FALL 2018

COLLEGE	Queens College, CUNY
DIVISION	Arts and Humanities
DEPARTMENT	Art
CONTACT PERSON	
COLLEGE REPRESENTATIVE	Tony Gonzalez, Professor (718) 997-4800 antonio.gonzalez@qc.cuny.edu
PROGRAM TITLE	Minor in Photography & Imaging

REQUIREMENTS

Minor in *Photography & Imaging* (seven courses, 21 Credits)

ARTH 258 History of Photography plus six courses from the following: ARTS 176, ARTS 276, ARTS 355, ARTS 195, ARTS 205, ARTS 165, ARTS 213, ARTS 225, ARTS 235, ARTS 387*, and ARTS 375*.

*Can be repeated twice for credits towards the *Photography & Imaging* minor. Students should be aware of course prerequisites and consult with an advisor if necessary.

3. Accounting

- a. Accounting Change in Requirements for the Major in Accounting (Major Code ACCT-BA). Required 57 credits:

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To Read:

CSCI 48

b. Changes to Prerequisites for ACCT 341:

To:

ACCT 341. Accounting Information Systems. ACCT 305 AND 201, BOTH WITH GRADES C OR ABOVE, AND CSCI 48 AND JUNIOR STANDING OR ABOVE

c. Changes to Prerequisites for ACCT 343:

To:

ACCT 343. Microcomputer Applications in Accounting. ACCT 305 AND 201, BOTH WITH GRADES C OR ABOVE, AND CSCI 48 AND JUNIOR STANDING OR ABOVE

5. Division of Math and Natural Sciences

Proposal for the Establishment of a *Minor in the Health Sciences* in the Division of Mathematics and Natural Sciences at Queens College

Rationale

Healthcare professionals are currently in high demand in the workforce. With the impending shifts in demographics, the anticipated rise in life-expectancy, and on-going advances in health delivery technology over the coming decades, this demand is projected to intensify significantly¹. Queens College students recognize that healthcare is a growing area of career options, and have expressed desires to enter the health professions in growing numbers. This desire is manifested in the recent upsurge in enrollment in courses that are prerequisites for post-graduate professional programs, particularly in Biology, Chemistry, and related STEM courses. A Minor in the Health Sciences should be a timely and welcome option for Queens College students.

With increases in the number of applicants, post-graduate health professional programs are becoming more competitive. Many of these programs encourage applicants to be eclectic, and often look favorably on students who major in non-STEM disciplines. On the other hand, all

¹ Center for Disease Control and Prevention (2017) *Health, United States, 2016, with Chartbook on Long-term Trends in Health*. U.S. Department of Health and Human Services, Hyattsville, Maryland.

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health professional programs designate a specific suite of courses within the STEM discipline that applicants must have completed prior to admission (see Appendices A and B). This compels non-STEM majors to take courses outside of their majors, and beyond their Pathways requirements. Many students who choose majors outside of the STEM disciplines therefore face mismatches between major's requirements and career choice requirements. Implementation of a Minor in the Health Sciences, which incorporates most of the health professional school requirements, should provide a viable solution to some of the quandaries confronted by non-STEM majors.

Financial aid is one of the greatest impediment for some students seeking to fulfill the STEM prerequisites to become eligible to apply to health professional programs. Under some circumstances, students receiving financial are prohibited from taking courses outside of their major or minor requirements. Students who wish to take such courses must do so at their own expense. Implementation of a Minor in the Health Sciences will help to obviate this restriction. The Minor provides a level of flexibility for our students to pursue simultaneously their academic and career goals.

Finally, a Minor in the Health Sciences provides a structure within which academic and career advisement can be integrated. At present, Queens College does not provide advisement for or assistance to students in their application process for some of the most popular health professions, such as Nursing, Physician Assistantship, or Physical Therapy. The Minor may serve as the starting point in rectifying this deficiency. At the same time, the Minor may also serve as a platform on which students who aspire to various branches of the health profession can form supportive peer communities.

Framework

The Minor in the Health Sciences will be installed and administered within the Division of Mathematics and Natural Sciences, which offers the majority of the courses relevant to the Minor and health professional programs' requirements, and has the expertise and existing resources to constitute the foundation of a successful program.

The Minor will be open to all Queens College students who have declared a major. There is no restriction to what the major may be, although students majoring in STEM disciplines may apply only a limited number of courses in their major's requirements towards the Minor's requirements (see below).

The Minor will require a minimum of 20 credits in the relevant courses (see Table I below). This credit requirement is slightly higher than that of most other minors. The principal reason is that many of the courses applicable to the Minor are 4- or 5-credit courses. The slightly higher credit requirement ensures that students take at least five courses to complete the Minor in the Health Sciences.

For students majoring or minoring in STEM disciplines, some of the courses may be applicable towards a student's major's or minor's requirements. In such cases, a maximum of 10 credits

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may be applied towards both the major or other declared minors and the Minor in the Health Sciences. The remaining 10 credits applied to the Health Sciences Minor must be obtained from courses that do not overlap with a student's major's or other minors' requirements. Given the large selection of courses that are applicable to the Minor (see Table I below), a student should not have any difficulties finding non-overlapping courses to complete both major and minor.

For transfer students who may have taken courses relevant to the Minor, a maximum of 10 transferred credits may be used to fulfill the Minor's requirement. In other words, a minimum of 10 credits applicable towards the Minor must be taken at Queens College. Credits taken on permit are considered to be transferred credits.

Students and Recruitment

To the extent that students must have a major within the College, only Queens College students who have already declared a major will be eligible to opt for the Minor. Information on the Minor will be disseminated through the Admissions Office and the Academic Advisement Center during outreach, recruitment, and workshops. Information will also be provided within individual department during student advisement.

Benefits and Projections

Career options in the health professions are slated to widen within the foreseeable future. Launching of a Minor in the Health Sciences will empower and prepare our students by providing them with a roadmap towards these career options. This will increase that attractiveness of Queens College to those who aspire to the health professions, but need to resolve the conflict between academic and career choices. The Minor offers the flexibility for these students to navigate successfully their college career. This benefit can be emphasized by the Admissions Office during outreach and recruitment. Enrollment is likely to increase as a result. In addition, the Minor provides our students with an added focus and will likely to increase retention as well.

Although the Minor can be implemented with existing resources, it offers the possibility of expanding Queens College's course offerings with focus on the health sciences in the near future, depending on the popularity of the Minor. At present, some courses relevant to the health care profession are not being offered at Queens College. Our students take these courses at other CUNY institutions through course permits. Development of these courses as part of the Minor will increase enrollment on this campus.

Contacts: PoKay Ma, Department of Biology, pokay.ma@qc.cuny.edu
Wilma Saffran, Department of Chemistry and Biochemistry,
wilma.saffran@qc.cuny.edu

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Minor in the Health Sciences Program Description and Requirements

The Minor in the Health Sciences (the Minor) is suitable for students planning to pursue a career in the health professions and needing to complete prerequisite courses required by professional schools that may not be required for their majors at Queens College. Twenty (20) credits from the following courses may be applied towards the Minor.

Requirements for the Minor: a minimum of 20 credits from the following courses:

Biology: 40, 41, 44, 45, 105, 106, 201, 230, 285, 286

Chemistry: 101.1, 101.3, 102.1, 102.3, 103.1, 103.3, 113.1, 113.4, 114.1, 114.4, 251.1, 251.4, 252.1, 252.4, 371

FNES: 163

Physics: 121.1, 121.4, 122.1, 122.4, 145.1, 145.4, 146.1, 146.4

Of the 20 required credits, at least 10 must be taken in residence at Queens College. All 20 credits must be completed with a grade of C or higher. In courses in which the lecture and laboratory components have separate registration numbers (e.g. Chemistry 113.1 and 113.4, or Physics 121.1 and 121.4), students must pass both components for the credits to be counted towards the Minor. The Minor requirements may overlap with a student's major's requirements. In such cases, a maximum of 10 credits may be applied towards both the major and the Minor; the remaining credits required for the Minor must be different from the student's major's requirements.

Table I
Courses applicable to the Minor in the Health Sciences requirements

Biology Courses

courses	credits	programs
Anatomy and Physiology I (Biology 040)	4	N, OT, PA, Ph, PT ²
Anatomy and Physiology II (Biology 041)	4	N, OT, PA, Ph, PT
Microbiology for the Health Professions (Biology 045)	4	N, PA, Ph
General Biology I (Biology 105)	4	OT, PA, Ph, PT
General Biology II (Biology 106)	4	OT, PA, Ph, PT
Microbiology (Biology 201)	4	N, PA, Ph
Biometrics (Biology 230)/Statistics	4	N, OT, PA, Ph, PT
Principles of Genetics (Biology 285)	4	N, PA, Ph
Principles of Cell Biology (Biology 286)	3	N, PA, Ph

Chemistry Courses

courses	credits	programs
Basic Chemistry (Chemistry 1011/1013) ³	4	N
Basic Organic Chemistry (Chemistry 1021/1023)	4	N
Basic Biochemistry (Chemistry 1031/1033)	4	PA, Ph
General Chemistry I (Chemistry 1131/1134)	5	OT, PA, Ph, PT
General Chemistry II (Chemistry 1141/1144)	5	OT, PA, Ph, PT
Organic Chemistry I (Chemistry 2511/2514)	5	PA, Ph
Organic Chemistry II (Chemistry 2521/2524)	5	PA, Ph
Biochemistry I (Chemistry 371)	4	PA, Ph

² N = Nursing Programs, OT = Occupational Therapy Programs, PA = Physician Assistant Programs, Ph = Pharmacy Programs, PT = Physical Therapy Programs

³ For course with a separate lecture and laboratory components, both must be completed to be applicable to the Minor requirements.

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(5a. UCC continued)

**Table I
(cont.)**

Family, Nutrition and Exercise Science Course

courses	credits	programs
-----	-----	-----
General Nutrition (FNES 163)	3	N

Physics Courses

courses	credits	programs
-----	-----	-----
General Physics I (Physics 1211/1214) ⁴	5	OT, Ph, PT
General Physics II (Physics 1221/1224)	5	OT, Ph, PT
General Physics I (Physics 1451/1454)	5	OT, Ph, PT
General Physics II (Physics 1461/1464)	5	OT, Ph, PT

⁴ For courses with a separate lecture and laboratory component, both must be completed to be applicable to the Minor requirements.

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(5a. UCC continued)

**Appendix A
Admission Requirements of Representative Institutions in New York for
Select Post-Graduate Health Professional Programs**

dentistry programs											
	Gen Biol I	Gen Biol II	Gen Chem I	Gen Chem II	Org Chem I	Org Chem II	Biochemistry	Statistics	Gen Physics I	Gen Physics II	
columbia	Q	Q	Q	Q	Q	Q	Q	C	Q	Q	
nyu	Q	Q	Q	Q	Q	Q	Q	C	Q	Q	
suny buffalo	Q	Q	Q	Q	Q	Q	Q		Q	Q	
stony brook university	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	
touro college	Q	Q	Q	Q	Q	Q			Q	Q	
C = recommended											
Q = required											
additional requirements in writing and in the social sciences are not included in this table											

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(5a. UCC continued)

Appendix A (cont.)

medicine programs												
	Gen Biol I	Gen Biol II	Upper level biology	Gen Chem I	Gen Chem II	Org Chem I	Org Chem II	Biochemistry	Statistics	Gen Physics I	Gen Physics II	
albert einstein	Q	Q	C (molecular biol)	Q	Q	Q	Q	C	C	Q	Q	
columbia	Q	Q		Q	Q	Q	Q			Q	Q	
hofstra	Q	Q		Q	Q	Q	Q	C	Q	Q	Q	
mount sinai	Q	Q		Q	Q	Q	Q	C	Q	Q	Q	
nyit	Q	Q		Q	Q	Q	Q	C		Q	Q	
nyu	Q	Q	Q (genetics)	Q	Q	Q	Q	Q	Q	Q	Q	
suny buffab	Q	Q		Q	Q	Q	Q			Q	Q	
suny downstate	C	C		Q	Q	Q	Q			Q	Q	
suny stony brook	Q	Q		Q	Q	Q	Q		Q	Q	Q	
suny upstate	Q	Q		Q	Q	Q	Q	Q	Q	Q	Q	
touro	Q	Q		Q	Q	Q	Q	C	Q	Q	Q	
C = recommended												
Q = required												
additional requirements in writing and in the social sciences are not included in this table												

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(5a. UCC continued)

**Appendix A
(cont.)**

nursing programs											
	A&P I	A&P II	Microbiology	Genetics	Nutrition	Intro Chem	Intro Organic Chem	Statistics			
columbia university	Q	Q	Q		Q	Q	Q*	Q			
cuny hunter college	Q	Q	Q	Q	Q	Q	Q	Q			
long island university	Q	Q	Q			Q		Q			
new york university	Q	Q	Q		Q	Q		Q			
pace university	Q	Q	Q			Q		Q			
suny downstate medical	Q	Q	Q			Q		Q			
Q = required											
additional requirements in writing and in the social sciences and general education are not included in this table											
*for anaesthesia specialty											

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**Appendix A
(cont.)**

occupation therapy programs										
	Gen Biol I	Gen Biol II	A&P I	A&P II	other sciences	Gen Chem I	Statistics	Gen Physics I		
columbia university			Q	Q	Q		Q	HC		
ithaca college	Q		Q	Q			Q			
long island university	Q	Q	Q	Q						
suny downstate	Q		Q	Q		Q	Q			
stony brook university	C		Q	Q		Q	Q	Q		
touro college			Q	Q		Q	Q	Q		
university of buffalo			Q	Q	Q		Q	Q		
utica college			Q	Q	Q		Q			
C = recommended										
HC = highly recommended										

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**Appendix A
(cont.)**

pharmacy programs											
	Gen Biol I	Gen Biol II	A&P I	A&P II	Microbiology	other biology	Gen Chem I	Gen Chem II	Organic Chem I	Organic Chem II	
albany college of pharmacy	Q	Q			Q	Q	Q	Q	Q	Q	
long island university	Q	Q	Q		Q		Q	Q	Q	Q	
touro college	Q	Q	Q	Q	Q		Q	Q	Q	Q	
university of buffalo	Q	Q	Q	Q	Q		Q	Q	Q	Q	
C = recommended											
HC = highly recommended											
Q = required											
additional requirements in writing and in the social sciences are not included in this table											

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(5a. UCC continued)

**Appendix A
(cont.)**

physical therapy programs											
	Gen Biol I	Gen Biol II	A&P I	A&P II	Upper level biology	Gen Chem I	Gen Chem II	Statistics	Gen Physics I	Gen Physics II	
columbia	Q	Q	Q	Q	C	Q	Q		Q	Q	
cuny hunter college			Q	Q		Q	Q	Q	Q	Q	
mercy college	Q	Q	Q	Q		Q	Q	Q	Q	Q	
new york instit technology	Q	Q	Q	Q		Q	Q	Q	Q	Q	
nyu	Q	Q	Q	Q		Q	Q		Q	Q	
suny buffalo			Q	Q	C	Q	Q	Q	Q	Q	
suny downstate	C	C	Q	Q	C			Q	Q	Q	
suny upstate	Q	Q	Q	Q		Q	Q	Q	Q	Q	
new york medical	Q		Q	Q		Q	Q	Q	Q	Q	
stony brook university	Q	Q	Q	Q		Q	Q	Q	Q	Q	
touro college	Q	Q	Q	Q		Q	Q	Q	Q	Q	
utica college	Q	Q	Q	Q	C	Q	Q	Q	Q	Q	
C = recommended											
Q = required											
additional requirements in writing and in the social sciences are not included in this table											

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(5a. UCC continued)

**Appendix A
(cont.)**

physician assistant programs														
	Gen Biol I	Gen Biol II	A&P I	A&P II	Microbiology	Genetics	Cell Biology	Gen Chem I	Gen Chem II	Organic Chem I	Organic Chem II	Biochemistry	Statistics	
cuny york college	Q	Q	Q	Q	Q	C	C	Q	Q			C	C	
nyit	Q	Q	Q	Q	HC	HC		Q	Q				HC	
mercy	Q	Q	Q	Q	Q			Q	Q			Q	Q	
columbia	Q	Q	Q	Q	Q			Q	Q				Q	
liu	Q	Q	Q	Q	Q			Q	Q				Q	
hofstra	Q	Q	Q	Q	Q		Q	Q	Q	C	C	Q		
pace	Q	Q	Q	Q	Q	Q		Q	Q	Q		Q	Q	
downstate	Q	Q	Q	Q	Q			Q	Q				Q	
stony brook	Q	Q	Q	Q	Q	Q		Q	Q	Q		Q	Q	
touro	Q	Q	Q	Q				Q	Q	Q		Q		
wagner			Q	Q	C	C		Q	Q	Q			Q	
cornell	Q	Q	Q	Q	Q			Q	Q			Q		
york	Q	Q	Q	Q	Q			Q	Q	C		Q	Q	
C = recommended														
HC = highly recommended														
Q = required														
additional requirements in writing and in the social sciences are not included in this table														

5b. Graduate Curriculum Committee

- i. MOTION: Duly made by Glenn Burger, Dean of Graduate Studies:

“To move the acceptance of items 1, 2 a-e, 3, 5a. and 5c. in the GCC minutes dated November 14, 2018 as distributed”

- ii. MOTION: Duly made by Glenn Burger, Dean of Graduate Studies:

“To move the acceptance of items 4, 5b. and 5d., two new Programs MS in Taxation, MSED in Education and Instructional Leadership and 5d. Proposal to add online delivery to 18-credit Post Master-Advanced Certificates in Early Childhood, and Adolescent Special Education in the GCC minutes dated November 14, 2018”

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

1. Accounting

a. New course

ACCT 791.1- 791.3. Special Problems in Accounting
1-3 hr; 1-3 cr. Prerequisite: Permission of the Department
Open to students of advanced standing who receive permission of the department to register. Recommended for students of high academic standing who want to undertake some special research topic related to accounting.

2. ECPSE

a. New Course.

ECPSE 577: Clinical Residency I
3 hrs, plus 300 hours of fieldwork, 3 credits
Prerequisite: SEYS 552, SEYS 536, and ECPSE 700
ECPSE 577: Clinical Residency I, is the first of three intensive clinical residencies. In this first clinical residency, residents will have multiple, scaffolded opportunities to apply what they are learning in their college course work in secondary (i.e., grades 7-12) classrooms including students with or at-risk for disabilities as they endeavor to create safe and culturally sustaining learning environments that inspire critical engagement. Residents will reflect on and revise their teaching practice in authentic, diverse, urban teaching situations. Residents will be provided with significant support from both faculty and mentor teachers so that by the end of the semester, residents are well on their way to developing and demonstrating knowledge, skills, and professional dispositions in fundamental aspects of pedagogy that are consistent with research-validated, discipline specific, best-practices for promoting student learning and well-being.

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ECPSE 577 is the first of three semesters of clinical residency for Graduate Programs in Special Education (GPSE) residents in the secondary special education level Transitional B MAT clinical residency programs (see also ECPSE 578—Clinical Residency II and ECPSE 579—Clinical Residency III), which will provide a vehicle for a highly structured clinical experience and capitalize on the opportunity for applying and reflecting on strategies, theories, and practices learned in college coursework through the resident’s daily work with the mentor in the host school.

b. New course.

ECPSE 578: Clinical Residency 2

3 hrs, plus 300 hours of fieldwork, 3 credits

Prerequisite: ECPSE 577

ECPSE 578: Clinical Residency II, is the second of three intensive clinical residencies. In this second clinical residency, residents will have multiple, scaffolded opportunities to apply what they are learning in their college course work in secondary (i.e., grades 7-12) classrooms including students with or at-risk for disabilities as they endeavor to create safe and culturally sustaining learning environments that inspire critical engagement. residents will reflect on and revise their teaching practice in authentic, diverse, urban teaching situations. residents will be provided with significant support from both faculty and mentor teachers so that by the end of the semester, residents are well on their way to developing and demonstrating knowledge, skills, and professional dispositions in fundamental aspects of pedagogy that are consistent with research-validated, discipline specific, best-practices for promoting student learning and well-being.

ECPSE 577 is the first of three semesters of clinical residency for Graduate Programs in Special Education (GPSE) residents in the secondary special education level Transitional B MAT clinical residency programs (see also ECPSE 577—Clinical Residency I and ECPSE 579—Clinical Residency III), which will provide a vehicle for a highly structured clinical experience and capitalize on the opportunity for applying and reflecting on strategies, theories, and practices learned in college coursework through the resident’s daily work with the mentor in the host school.

c. New course.

ECPSE 579: Clinical Residency III

3 hrs, plus 300 hours of fieldwork, 3 credits

Prerequisite: ECPSE 578.

ECPSE 579 Clinical Residency III, is the last of three intensive clinical residencies. In this clinical residency, residents will have multiple, scaffolded opportunities to apply what they are learning in their college course work in secondary (i.e., grades 7-12) classrooms including students with or at-risk for disabilities as they endeavor to create safe and culturally sustaining learning environments that inspire critical engagement. residents will reflect on and revise their teaching practice in authentic, diverse, urban teaching situations. residents will be provided with significant support from both faculty and mentor teachers so that by the end of the semester, residents are well on their way to developing and demonstrating knowledge, skills, and professional dispositions in fundamental aspects of pedagogy that are consistent with research-validated, discipline specific, best-practices for promoting student learning and well-being.

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Candidates will also examine reading and writing levels, formative evaluation strategies, motivational influences, and individual and group strategies for supporting language and literacy skill development.

ECPSE 722- Applied Behavior Analysis and Positive Behavior Supports. 3 hr.; 3 cr. Coreq: ECPSE 700. Program candidates will learn and examine environmental influences on student behavior. Additionally, candidates will learn about assessment of behavior problems, various educative and positive behavioral strategies, and the use of single subject designs to evaluate behavior change in applied settings for students with mild, moderate, and severe disabilities. Field experience of about 5 hours involve candidates in measurement and analysis of student behavior.

ECPSE 740- Curriculum and Instruction for Adolescent Special Education. 3 hr.; 3 cr. Prereq.: ECPSE 700, 722. Theory and research about young adults with disabilities and exemplary practices in informal assessment, curriculum design and adaptation, effective instruction, person-centered planning, self-determination, supportive learning environments, and instructional technology for students with mild, moderate, and severe disabilities. Field experience of at least 15 hours involves program candidates in assessment, curriculum adaptation, planning, and implementing an intervention to assist a young adult achieve his/her goals. Reflection on practice involves an analysis of self-determination, empowerment, learning, community participation, and behavior change.

ECPSE 741- Advanced Seminar in Adolescent Special Education. 3 hr.; 3 cr. Prereq: ECPSE 740; coreq: ECPSE 708. This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in adolescent special education for students with mild, moderate, and severe disabilities. The seminar will focus critically on the core values of the Queens College Education Division related to promoting equity, excellence, and ethics in urban schools and communities.

ECPSE 746- Research in Special Education. 3 hr.; 3 cr. With permission of the advisor. Study, understanding, and evaluation of basic research design and methodology in special education and interpreting research results for classroom instruction. Program candidates will prepare a literature review and design research methodology that will be implemented in a research study in ECPSE 748. Research topics will be referenced to classroom needs as individually determined by each student's educational placement and their area of interest.

*** ECPSE 577- Clinical Residency I.** 3hr.; 3 cr. The first of three intensive clinical residencies. In this first clinical residency, candidates will have multiple, scaffolded opportunities to apply what they are learning in their college course work in secondary (i.e., grades 7-12) classrooms including students with or at-risk for disabilities as they endeavor to create safe and culturally sustaining learning environments that inspire critical engagement. Candidates will reflect on and revise their teaching practice in authentic, diverse, urban teaching situations. Candidates will be provided with significant support from both faculty and mentor teachers so that by the end of the semester, candidates are well on their way to developing and demonstrating knowledge, skills, and professional dispositions in fundamental aspects of pedagogy that are consistent with research-validated, discipline specific, best-practices for promoting student learning and well-being.

ECPSE 577 will be the first of three semesters of clinical residency for Graduate Programs in Special Education (GPSE) candidates in the secondary special education level Transitional B MAT clinical residency programs (see also ECPSE 578—Clinical Residency II and ECPSE 579—Clinical Residency III), which will provide a vehicle for a highly structured clinical experience and capitalize on the opportunity for applying and reflecting on strategies, theories, and practices learned in college coursework through the resident's daily work with the mentor in the host school.

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* **ECPSE 578- Clinical Residency II.** 3 hrs.; 3 cr. The second of three intensive clinical residencies. In this second clinical residency, candidates will have multiple, scaffolded opportunities to apply what they are learning in their college course work in secondary (i.e., grades 7-12) classrooms including students with or at-risk for disabilities as they endeavor to create safe and culturally sustaining learning environments that inspire critical engagement. Candidates will reflect on and revise their teaching practice in authentic, diverse, urban teaching situations. Candidates will be provided with significant support from both faculty and mentor teachers so that by the end of the semester, candidates are well on their way to developing and demonstrating knowledge, skills, and professional dispositions in fundamental aspects of pedagogy that are consistent with research-validated, discipline specific, best-practices for promoting student learning and well-being.

ECPSE 578 will be the second of three semesters of clinical residency for Graduate Programs in Special Education (GPSE) candidates in the secondary special education level Transitional B MAT clinical residency programs (see also ECPSE 577—Clinical Residency I and ECPSE 579—Clinical Residency III), which will provide a vehicle for a highly structured clinical experience and capitalize on the opportunity for applying and reflecting on strategies, theories, and practices learned in college coursework through the resident's daily work with the mentor in the host school.

***ECPSE 579- Clinical Residency III.** 3hrs.; 3 cr. The third of three intensive clinical residencies. In this third clinical residency, candidates will have multiple, scaffolded opportunities to apply what they are learning in their college course work in secondary (i.e., grades 7-12) classrooms including students with or at-risk for disabilities as they endeavor to create safe and culturally sustaining learning environments that inspire critical engagement. Candidates will reflect on and revise their teaching practice in authentic, diverse, urban teaching situations. Candidates will be provided with significant support from both faculty and mentor teachers so that by the end of the semester, candidates are well on their way to developing and demonstrating knowledge, skills, and professional dispositions in fundamental aspects of pedagogy that are consistent with research-validated, discipline specific, best-practices for promoting student learning and well-being.

ECPSE 579 will be the third of three semesters of clinical residency for Graduate Programs in Special Education (GPSE) candidates in the secondary special education level Transitional B MAT clinical residency programs (see also ECPSE 577—Clinical Residency I and ECPSE 578—Clinical Residency II), which will provide a vehicle for a highly structured clinical experience and capitalize on the opportunity for applying and reflecting on strategies, theories, and practices learned in college coursework through the resident's daily work with the mentor in the host school.

d. **Post Master-Advanced Certificates in Early Childhood, Childhood, and Adolescent Special Education**

Proposal to add distance learning format.

To Read:

In addition to our MSED programs, our MAT program, and the BCBA track option, we offer three 18-credit Post-Master Advanced Certification programs for each of the three age ranges mentioned above. These programs are open to candidates who already have NY State teacher certification and master's degrees in an area other than special education and allow candidates, upon completion, to qualify for additional teacher certification in special education. Each 18-credit Post-Master's Advanced Certification

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Program is also offered as a fully online program. Program candidates can elect to take a selected program in a distance learning (fully online) format.

d. Change in prerequisite.

To Read:

ECPSE 740. Curriculum and Instruction for Adolescent Special Education. 3 hr.; 3 cr. Prereq.: ECPSE 700. Theory and research about young adults with disabilities and exemplary practices in informal assessment, curriculum design and adaptation, effective instruction, person-centered planning, self-determination, supportive learning environments, and instructional technology for students with mild, moderate, and severe disabilities. Field experience of at least 15 hours involves program candidates in assessment, curriculum adaptation, planning, and implementing an intervention to assist a young adult achieve his/her goals. Reflection on practice involves an analysis of self-determination, empowerment, learning, community participation, and behavior change.

e. Change in description.

To Read:

ECPSE 750 Workshop in Special Education. 3 hr.; 3 cr. Selected topics in the field of Special Education. Each semester various topic areas are offered. The course may be repeated for credit if the topic changes.

3. Media Studies

a. New Course.

MEDST 704 Gender, Sexuality, and Media
2 hr. plus supervised lab. And/or conf. hr. 3 cr.

An intensive introduction to the relationships between gender, sexuality, and media. Recognizing the power of media representations, technologies, and industries to shape and enforce dominant ideas about gender and sexuality, students learn about various forms of media activism addressing gendered injustice, exploitation, and inequality.

4. Accounting

a. New Program

MASTER OF SCIENCE IN TAXATION PROGRAM

This Master of Science in Taxation Program is designed to significantly enhance the practical skills, the research proficiencies and problem solving abilities of those professionals who work or intend to work in accounting and tax consulting firms, private industry, not-for-profit

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organizations, government, and other organizations where tax strategy adds value. This degree is targeted to students who wish to pursue and be better prepared for careers in taxation. In a competitive job market, the technical skills and expertise in taxation, along with enhanced communication proficiency, become increasingly valuable. A Master of Science in Taxation provides academically distinguished students the opportunity to develop many of these skills, along with heightened professional responsibility, in an intensive two-year program.

Requirements for Matriculation

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

1. **A Bachelor's Degree** including Accounting 101, 102, 201, 261, 305, and 367 (students missing one or more of these courses would need to take these "conditional" courses **before** taking any graduate level courses). Applicants are not required to have an accounting or business background.
2. Overall undergraduate **GPA of 3.0**, a **person letter** and **three reference letters**.
3. **A GPA of 3.0** and a **minimum GMAT score of 470** regardless of GPA (i.e., three digit GPA of 300, plus GMAT score, must add to 770+).

Queens College students with an overall GPA of 3.2+ (GMAT, reference letters, and essay are not required).

Certified Public Accountant (CPA) Requirements

The credits you complete in the Master's in Taxation program can count toward the 150 semester

hours required to sit for the [New York State CPA license exam](#). However, completing the M.S. in

Taxation will not give you all 150 hours and/or all courses by itself. Check with New York State ([nasba.org](#)) regarding any additional courses beyond those required for the MS in Taxation that may be required for CPA certification.

Requirements for the Master of Science Degree

Students with a Bachelor's Degree and the required "conditional" courses are required to complete the following graduate core coursework in the appropriate sequence.

Graduate Core Coursework

- 757 - Federal Taxation of Business Entities
- 758 - State and Local Taxation and Tax Exempt Entity
- 759 - Estate, Gifts & Trust Taxation
- 760 - IRS Ethical Tax Practice, Procedures and Research Methods
- 761 - Taxation of Partnership and S Corporation
- 762 - Deferred Compensation and Employee Benefits
- 763 - International Taxation
- 764 - Reorganization, Liquidations and Consolidated Returns
- 765 - Capstone (must meet with assigned advisor at mid-point of program for approval of Capstone project)

The following elective classes are available to students who have satisfied one or more of the nine required graduate coursework (only one elective class is required of the courses listed below):

- 747 - Tax & Accounting Communications
 - 766 - Personal Financial Planning
 - 767 - Real Estate Taxation
 - 768 - Taxation of Securities & Financial Instruments
 - 769 - Tax Problems of Engagement in Interstate Commerce
- TOTAL of 30 credits

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5. ECP

a. New course.

ECPIIL 701 Seminar in organizational Leadership Change

3 hours and 3 credits

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

b. Change to a program

To Read:

Instructional Leadership

The purpose of this 36-credit graduate degree program in Instructional Leadership within the Department of Educational and Community Programs at Queens College, City University of New York is to prepare teachers who want to assume more active roles in school reform and renewal as teacher leaders without permanently moving to administration. “Instructional Leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increasing student learning and achievement.” (YorkBarr & Duke, 2004, p. 287).

Admission Requirements All applicants will be required to:

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

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

Fall Semester 1

ECPEL 888. Critical Issues & Guidelines 3 cr.

ECPEL 882. Curriculum & Supervision 3 cr.

ECPSE 700. Foundations of Special Ed. 3 cr.

Total 9 cr.

Spring Semester 1

ECPIIL 702. Professional Development Praxis 3 cr.

ECPEL 892. Action Research 3 cr.

ECOIL 701. Organizational Leadership & Change 3 cr.

Total 9 cr.

Fall Semester 2

ECPIIL 704. Critical Race Theory 3 cr.

ECPIIL 707. Public Education: Challenges and Possibilities 3 cr.

ECPIIL 703. Imagination, Creativity & Innovation 3 cr.

Total 9 cr

Spring Semester 2

ECPIIL 705. Globalization and Education 3 cr.

ECPEL 892. (B) School-based Action Research Project (thesis) 6 cr.

Total 9 cr.

c. Change to a Program

Alternate Certification Transitional B MAT Program in Teaching Student with Disabilities: Adolescent Generalist 7-12

To Read:

This 45-credit alternative certification (Transitional B) program is a Masters of Arts in Teaching (MAT) for Teaching Students with Disabilities: Generalist 7-12. It is designed for candidates with an undergraduate degree in Liberal Arts (or the equivalent) who wish to enter into an Urban Teaching Residency (UTR) program to become Certified Special Education teachers and gain their Masters of Art in Teaching. This UTR parallels the format of Queens College existing clinical residency programs in the Division of Education. Once accepted, candidates will engage in an intensive and scaffolded summer experience starting in the beginning of June through preparation for the start of the school year at the beginning of September. The goal of the summer experience is to ensure that residents acquire the foundational skills and knowledge to meet the requirements for Transitional B Certification and to start the school year successfully in September. While taking courses during the first fall and spring semesters candidates serve as a .4 employee of the New York City Department Of Education (NYCDOE) under the guidance of a mentor teacher. Upon completion of the second semester of clinical residency in the first spring, candidates make the transition to full-time teacher of record in a high needs NYCDOE school and

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receive induction support for the next full academic year. Upon successful completion of the MAT program, the edTPA, and a year-long of supervised full-time teaching under the guidance of a mentor teacher (i.e., after the second spring semester) candidates are cleared for graduation and recommended to NYSED for initial and professional teaching certification.

Admission Requirements:

Applicants to the MAT: Teaching Students with Disabilities Generalist 7-12 must:

- Have earned an overall Grade Point Average (GPA) of 3.0 or higher in their undergraduate studies.
- 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 people with disabilities.
- Provide three letters of recommendation from professional sources, e.g., former college instructors, school administrators (from student teaching or jobs), and supervisors in paid employment. Letters must demonstrate the applicant's superior abilities, qualities, and potential as a graduate candidate in special education.

Academic Prerequisites: Applicants for the MAT in Adolescent Special Education Generalist Program must demonstrate that they have successfully met the following undergraduate prerequisites requirements:

- English Language Arts: Successful completion (i.e., a grade of B or better in each course) of English courses (6 credits). One must be English Composition.
- Social Sciences: Successful completion (i.e., a grade of B or better in each course) of 2 Social Sciences courses (6 credits). This includes multiple disciplines including political science, history, economics, sociology, and psychology. One course of the two courses must be a U.S. history course.
- Math: Successful completion (i.e., a grade of B or better in each course) of 2 mathematics courses (6 credits). One course must be college algebra, geometry, or a comparable course. Up to 3 credits of statistics is acceptable.
- Science: Successful completion (i.e., a grade of B or better in each course) of 2 science courses (6 credits) such as Biology, Earth Science, or Chemistry. One of these courses must include an associated laboratory component.

Submission of GRE scores

- Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from a nationally accredited college (i.e., in the United States) must submit proof of having achieved a score of 600 or higher on the paper-based Test of English as a Foreign Language (TOEFL), or equivalent.

Preferred but not required:

- Candidates who have Math and Science backgrounds (e.g., undergraduate math, engineering, statistics, physics, chemistry, and biology) are strongly preferred.

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- Candidates should have some prior experience with secondary school-age children (e.g., paid employment in a school or afterschool program, academic tutoring, volunteer/community-based experience, summer camp counselor, and/or involvement in leisure, recreational, or other activities).

Maintenance Requirements: All candidates who are matriculated within the special education programs are required to maintain a 3.0 GPA. The faculty is committed to maximizing the potential success of each candidate. Any resident who achieves a grade in any course lower than a B- will meet with an ECP advisor.

Graduation Requirements: Urban Teaching Residency candidates are required to achieve a 3.0 GPA to graduate.

CURRENT MAT Transitional B Adolescent Generalist 7-12	PROPOSED MAT Transitional B Adolescent Generalist 7-12
ECPSE 750 Seminar in Instruction & Classroom Management: Adolescent Level	<u>ECPSE 703 - Introduction to Assessment in Adolescent Special Education</u>
ECPSE 700—Foundations of Special Education	ECPSE 700—Foundations of Special Education
ECPSE 722—Applied Behavior Analysis & Positive Behavioral Supports	ECPSE 722—Applied Behavior Analysis & Positive Behavioral Supports
ECPSE 720—Trends and Issues in the Education of Students with Severe Disabilities	ECPSE 714 - Language and Literacy: Principles and Practice in Adolescent Special Education
ECPSE 708—Collaboration with Families and School-Based Teams	ECPSE 708—Collaboration with Families and School-Based Teams
ECPSE 740—Instruction for Adolescent Special Education	ECPSE 740—Curriculum and Instruction for Adolescent Special Education
ECPSE 742—Foundations of Assistive and Instructional Technology	<u>ECPSE 746 – Research in Special Education</u>
SEYS 700—Language, Literacy, and Culture in Education	SEYS 700—Language, Literacy, and Culture in Education
SEYS 536—Educational Foundations	SEYS 536—Educational Foundations
SEYS 552—Educational Psychology	SEYS 552—Educational Psychology
SEYS 767.3—Seminar in Interdisciplinary Teaching at the Secondary Level (5-9)	SEYS 767.3—Workshop in Secondary Education
SEYS 767.3—Seminar in Interdisciplinary Curriculum and Assessment (grades 5-9)	<u>ECPSE 741 - Advanced Seminar in Adolescent Special Education</u>
	<u>*ECPSE 577 – Clinical Residency I</u>

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	<u>*ECPSE 578 – Clinical Residency II</u>
	<u>*ECPSE 579 – Clinical Residency III</u>

* Indicates new ECPSE course

College Urban Teacher Residency
Alternate Certification Transitional B MAT Program in Teaching Student with Disabilities:
Adolescent Generalist 7-12
Scope and Sequence (45-credits)

Summer 1.		
<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>
SEYS 552	Educational Psychology	3
SEYS 536	Educational Foundations	3
ECPSE 700	Foundations in Special Education	3

Fall 1.		
<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>
ECPSE 703	Introduction to Assessment in Adolescent Special Education	3
ECPSE 714	Language and Literacy: Principles and Practice in Adolescent Special Education	3
*ECPSE 577	Clinical Residency I	3

Spring 1.		
<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>
ECPSE 740	Curriculum and Instruction for Adolescent Special Education	3
SEYS 767.3	Workshop in Secondary Education	3
*ECPSE 578	Clinical Residency II	3

Summer 2.		
<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>
SESY 700	Language, Literacy, and Culture in Education	3

Fall 2.		
<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>
ECPSE 741	Advanced Seminar in Special Education	3
ECPSE 708	Collaboration with Families and School-Based Teams	3
*ECPSE 579	Clinical Residency III	3

Spring 2.		
<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>
ECPSE 722	Applied Behavior Analysis and Positive Behavioral Supports	3
ECPSE 746	Research in Special Education	3
		45-credits

College-approved course descriptions for all courses follow. Note, 13 of the 16 course are existing Queens College graduate courses (i.e., already approved). Courses marked with an * are new Clinical Residency courses that need to be approved by the DCC, GCC, and Academic Senate.

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SEYS 536- Educational Foundations. 3 hr. plus 30 hr. field experience; 3 cr. Prereq.: Permission of the department. Overview of theory and research on key sociological, philosophical, historical, and political foundations of education. Consideration will be given to how these foundational issues are evident in classroom situations and practice. This course will deal with contemporary socioeconomic and political issues that continue to influence and shape education decision making. Theoretical analysis of major educational ideas and practices in the United States will be examined. Attention will also be given to how growth in technology has influenced the educational environment. Includes field experience component for students not currently teaching.

SEYS 552- Educational Psychology. 3 hr. plus 30 hr. field experience; 3 cr. Prereq.: Permission of the department. Overview of developmental and instructional issues in teaching middle childhood and adolescents. The role of technology in cognition and instruction for diverse learners, including those within the full range of disabilities and exceptionalities, will be examined. Second-language development and issues related to language acquisition and English-language proficiency will also be explored.

SEYS 700- Language, Literacy, and Culture in Education. 3 hr. plus 30 field hr. experience; 3 cr. Intended to deepen and broaden students' understanding of language development in adolescence, and multilingual, multicultural, and biliteracy issues in education. Particular emphasis will be given to the role of language and culture in a pluralistic and democratic society. Students will learn about the nature of language acquisition, English-language proficiency for academic purposes, cross-cultural understanding, second language development, and strategies for teaching subject matter knowledge to English Language Learners (ELL). Course content will focus on the characteristics and needs of ELL populations. Students will examine the instructional strategies of the teachers in relation to the unique needs of these populations. The literacy demands of content curricula in secondary schools will also be critically examined.

SEYS 767.3- Workshop in Secondary Education. Prereq.: Basic undergraduate or graduate courses in curriculum and methods of teaching a specific subject in secondary school; coreq.: Secondary school teaching. May be repeated for credit if topic is changed.

ECPSE 700- Foundations of Special Education. 3 hr.; 3 cr. Education and psychology in Special Education are stressed, with emphasis on developing a broad background of knowledge about students with various disabilities and strategies for creating access to the general education curriculum. The historical and sociological treatment of people with disabilities, special education law and programs, advocacy and collaboration, and building classroom communities that support the full diversity of learners are also addressed. Twenty hours of fieldwork focusing on special education are required.

ECPSE 703- Introduction to Assessment in Adolescent Special Education. 3 hr.; 3 cr. The purpose of this course is to prepare secondary special education teachers to engage in reflective decision-making and research-validated professional practice that will result in the creation of effective instructional programs for all students including those students who are classified for special education services and supports with mild, moderate, and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills, and dispositions associated with the application of assessment information in individual student and program evaluation, as well as to classroom and curriculum planning.

ECPSE 708- Collaboration with Families and School-Based Teams. 3 hr.; 3 cr. Prereq.: ECPSE 700. This course offers intensive practical exposure to theory, research, and exemplary practice in collaborative process and team development, with particular emphasis on working with families and

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multiple school and community partners. 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 students with mild, moderate, and severe disabilities. Through active and guided participation, candidates acquire enhanced 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.

ECPSE 714- Language and Literacy: Principles and Practices in Adolescent Special Education. 3 hr.; 3 cr. This course examines developmental and pedagogical principles of language and literacy development and explores best-practices in curriculum and instruction for promoting language and literacy skill acquisition. Specifically, techniques and strategies are presented for addressing the diverse language and literacy needs of students with disabilities, English Language Learners, and students at risk for school failure at the secondary level. Candidates will also examine reading Candidates will also examine reading and writing levels, formative evaluation strategies, motivational influences, and individual and group strategies for supporting language and literacy skill development.

ECPSE 722- Applied Behavior Analysis and Positive Behavior Supports. 3 hr.; 3 cr. Coreq: ECPSE 700. Program candidates will learn and examine environmental influences on student behavior. Additionally, candidates will learn about assessment of behavior problems, various educative and positive behavioral strategies, and the use of single subject designs to evaluate behavior change in applied settings for students with mild, moderate, and severe disabilities. Field experience of about 5 hours involve candidates in measurement and analysis of student behavior.

ECPSE 740- Curriculum and Instruction for Adolescent Special Education. 3 hr.; 3 cr. Prereq.: ECPSE 700, 722. Theory and research about young adults with disabilities and exemplary practices in informal assessment, curriculum design and adaptation, effective instruction, person-centered planning, self-determination, supportive learning environments, and instructional technology for students with mild, moderate, and severe disabilities. Field experience of at least 15 hours involves program candidates in assessment, curriculum adaptation, planning, and implementing an intervention to assist a young adult achieve his/her goals. Reflection on practice involves an analysis of self-determination, empowerment, learning, community participation, and behavior change.

ECPSE 741- Advanced Seminar in Adolescent Special Education. 3 hr.; 3 cr. Prereq: ECPSE 740; coreq: ECPSE 708. This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in adolescent special education for students with mild, moderate, and severe disabilities. The seminar will focus critically on the core values of the Queens College Education Division related to promoting equity, excellence, and ethics in urban schools and communities.

ECPSE 746- Research in Special Education. 3 hr.; 3 cr. With permission of the advisor. Study, understanding, and evaluation of basic research design and methodology in special education and interpreting research results for classroom instruction. Program candidates will prepare a literature review and design research methodology that will be implemented in a research study in ECPSE 748. Research topics will be referenced to classroom needs as individually determined by each student's educational placement and their area of interest.

* **ECPSE 577- Clinical Residency I.** 3hr.; 3 cr. The first of three intensive clinical residencies. In this first clinical residency, candidates will have multiple, scaffolded opportunities to apply what they are learning in their college course work in secondary (i.e., grades 7-12) classrooms including students with or at-risk for disabilities as they endeavor to create safe and culturally sustaining learning environments

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(5b. GCC continued)

that inspire critical engagement. Candidates will reflect on and revise their teaching practice in authentic, diverse, urban teaching situations. Candidates will be provided with significant support from both faculty and mentor teachers so that by the end of the semester, candidates are well on their way to developing and demonstrating knowledge, skills, and professional dispositions in fundamental aspects of pedagogy that are consistent with research-validated, discipline specific, best-practices for promoting student learning and well-being.

ECPSE 577 will be the first of three semesters of clinical residency for Graduate Programs in Special Education (GPSE) candidates in the secondary special education level Transitional B MAT clinical residency programs (see also ECPSE 578—Clinical Residency II and ECPSE 579—Clinical Residency III), which will provide a vehicle for a highly structured clinical experience and capitalize on the opportunity for applying and reflecting on strategies, theories, and practices learned in college coursework through the resident’s daily work with the mentor in the host school.

*** ECPSE 578- Clinical Residency II.** 3 hrs.; 3 cr. The second of three intensive clinical residencies. In this second clinical residency, candidates will have multiple, scaffolded opportunities to apply what they are learning in their college course work in secondary (i.e., grades 7-12) classrooms including students with or at-risk for disabilities as they endeavor to create safe and culturally sustaining learning environments that inspire critical engagement. Candidates will reflect on and revise their teaching practice in authentic, diverse, urban teaching situations. Candidates will be provided with significant support from both faculty and mentor teachers so that by the end of the semester, candidates are well on their way to developing and demonstrating knowledge, skills, and professional dispositions in fundamental aspects of pedagogy that are consistent with research-validated, discipline specific, best-practices for promoting student learning and well-being.

ECPSE 578 will be the second of three semesters of clinical residency for Graduate Programs in Special Education (GPSE) candidates in the secondary special education level Transitional B MAT clinical residency programs (see also ECPSE 577—Clinical Residency I and ECPSE 579—Clinical Residency III), which will provide a vehicle for a highly structured clinical experience and capitalize on the opportunity for applying and reflecting on strategies, theories, and practices learned in college coursework through the resident’s daily work with the mentor in the host school.

***ECPSE 579- Clinical Residency III.** 3hrs.; 3 cr. The third of three intensive clinical residencies. In this third clinical residency, candidates will have multiple, scaffolded opportunities to apply what they are learning in their college course work in secondary (i.e., grades 7-12) classrooms including students with or at-risk for disabilities as they endeavor to create safe and culturally sustaining learning environments that inspire critical engagement. Candidates will reflect on and revise their teaching practice in authentic, diverse, urban teaching situations. Candidates will be provided with significant support from both faculty and mentor teachers so that by the end of the semester, candidates are well on their way to developing and demonstrating knowledge, skills, and professional dispositions in fundamental aspects of pedagogy that are consistent with research-validated, discipline specific, best-practices for promoting student learning and well-being.

ECPSE 579 will be the third of three semesters of clinical residency for Graduate Programs in Special Education (GPSE) candidates in the secondary special education level Transitional B MAT clinical residency programs (see also ECPSE 577—Clinical Residency I and ECPSE 578—Clinical Residency II), which will provide a vehicle for a highly structured clinical experience and capitalize on the opportunity for applying and reflecting on strategies, theories, and practices learned in college coursework through the resident’s daily work with the mentor in the host school.

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(5b. GCC continued)

d. **Post Master-Advanced Certificates in Early Childhood, Childhood, and Adolescent Special Education**

Proposal to add distance learning format.

To Read:

In addition to our MSED programs, our MAT program, and the BCBA track option, we offer three 18-credit Post-Master Advanced Certification programs for each of the three age ranges mentioned above. These programs are open to candidates who already have NY State teacher certification and master's degrees in an area other than special education and allow candidates, upon completion, to qualify for additional teacher certification in special education. Each 18-credit Post-Master's Advanced Certification Program is also offered as a fully online program. Program candidates can elect to take a selected program in a distance learning (fully online) format.

5c. **Elections Committee Report**

- i. MOTION: Duly made by Simone L. Yearwood, Chair of the Elections Committee:
“To accept the Elections Report as follows”

Elections Committee Report

Elections Committee

After conferring with the Elections Committee, the following dates have been selected for the 2019 Elections:

Nominations:

Beginning 12:01 a.m. on Sunday 2/17/19 – 3/2/19 Saturday at 11:59 p.m.

Date of record 2/22/19 Friday at 11:59 p.m.

Elections:

Student: Beginning 12:01 a.m. Sunday 4/7/19 – 4/11-19 Thursday at 11:59 p.m.

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Faculty: Beginning 12:01 a.m. Sunday 4/7/19 – 4/13/19 Saturday at 11:59 p.m.

Submitted by Associate Professor Simone L. Yearwood Chair, Academic Senate Elections Committee

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

5d. Nominating Committee

i. MOTION: Duly made by Peishi Wang, Nominating Committee Chair:

“To accept the Nominating Committee Report dated December 6, 2018 as amended”

Hearing no objection to the motion the Nominating Committee report was approved as amended.

1) Teaching Excellence & Evaluation

The following faculty member was elected by unanimous consent:

Sandi Westfall At-Large December 2020

2) Undergraduate Scholastic Standards

The following faculty member was elected by unanimous consent:

Patricia D’Ateno At-Large December 2020

6) Old Business

Nominations to the Nominating Committee

The following faculty member was nominated from the floor to fill the OPEN At Large seat:

Marcela Ossa Parra Nominating Committee May 2019

Seeing no further nominees the Chair moved unanimous consent.

Motion passed. Yes (1) No (0)

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a. Faculty – Math & Natural Science (no nominees)

Social Science (no nominees)

b. Student – Social Science (no nominees)

7) New Business

7a. University Faculty Senate

i. MOTION: Duly made by Senator Ronald Rothenberg:

“To nominate Joseph Pastore to the UFS”

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

7b. Academic Excellence Fees

Provost and Alternate Senator of the Social Sciences, Elizabeth Hendrey who discussed two proposals for Academic Excellence Fees. She began by explaining what the Academic Excellence Fees are and that CUNY has a provision that Graduate programs may choose to charge Academic Excellence Fees to students. As the name implies, the fees are entirely invested back in the program and are to support the quality of the program in particular programs that have additional needs to provide services to students. Next, she explained the procedure and approval process.

Provost Hendrey presented the first Academic Excellence Fees for the EPP (Educator Preparation Provider) and all the other teacher education programs across the college. It is to be a \$25 per credit fee for all of these programs with the exception the program in TESOL (Teaching English to Speakers of Other Languages) which already has a \$25 per credit Academic Excellence Fee and the programs in music which have a higher Academic Excellence Fee already in place. Provost Hendrey stated the reason for these programs’ fees was that they have greater needs for investment for support for their Graduate students. This would support needs for preparing students for certification, and other extra support to provide graduate students training to be teachers, counselors, etc. Compared to private institutions, this is a very affordable alternative.

The second proposal for Excellence Fees was for the new proposed post baccalaureate Pre Health Certificate Program. It has been found is that there are a number of students who are looking to change career paths but don’t have the necessary course work to enter the medical field or other health profession programs. In the past, students’ only “avenue” was to take a second baccalaureate in biology or chemistry. The set of courses that they needed was not in the major in biology or

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chemistry; but rather, a distinct set of courses which depended on whether they wanted to go into medicine, dentistry etc. The proposed post baccalaureate program will allow students to get that preparation with tracks according to the type of health profession they want to pursue. This program requires counseling and additional for students applying to medical schools or other schools. The fee that is proposed is \$50 per credit for resident students and \$90 per credit for nonresident students. This will enable better support for quality programs. Following her presentation, Provost Hendrey answered questions from the senators.

7c. General Education at Queens College

Christopher Vickery, Faculty and Director of General Education and Professor in the Computer Science Department. Dr. Vickery opened up a discussion on the implementation of General Education at Queens College. He began his presentation by going over the General Education requirements of the College to give context and also brought up an issue that overlaps a lot with this, which is how courses transfer in various ways. He gives a summary of the General Education requirements and discusses Pathways, a CUNY wide program where the first 30 credits are required from all students and they transfer automatically across CUNY once a student satisfies this requirement. In order for a course to be approved for the 30 credit core, there is a University Wide Committee that has to approve the course. The other part of the General Education requirements is that students have to take up to 12 credits of what is called the College Option. The College Option structure was approved by CUNY but the Senate gets to decide the implementation of the courses. The number of credits a student has to take depends on the students' academic history. He summarizes how complicated some of the rules for determining how many credits a student has to take are. In the College Option there is a requirement that these courses need to be completed in residence. He goes over the different residency requirements at Queens College and states that it would be appropriate to pin down what we mean by residency. He explained some of the different issues that come up with the residency requirement that were not pinned down when we said a course taken at Queens College. These issues are a discussion point. It is something that needs to be worked out and decided. A lot of this is tied down to how courses transfer. Following his presentation Dr. Vickery answered questions from the senators about how the residency requirements could be handled.

MOTION: Duly made by Dave Fields, Parliamentarian:

“To Adjourn”

The meeting was adjourned at 4:53 pm. The next Academic Senate meeting will be on Thursday, February 14, 2019.