

MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE - February 14, 2019

The meeting will come to order:

Chair Roberta Brody called the meeting to order at 3:41 p.m.

1. Approval of Agenda:

- i. MOTION: Duly made by Chair Brody:

“To amend the Agenda and add President Felix V. Matos Rodriguez under item 3a.”

Hearing no objection, the Chair moved unanimous consent.

- ii. MOTION: Duly made by Chair Brody

“To amend the Agenda and move item 7a. New Business [Candidates for Honorary Degrees] to Committee Reports item 5c. and the current item 5c. Committee Reports [Nominating Committee] will become 5d.”

Hearing no objection, the Chair moved unanimous consent.

2. Approval of Minutes:

- i. MOTION: Duly made by Chair Brody

“To approve the Minutes dated December 6, 2018”

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

3. Announcements, Administrative Reports and Memorials:

- a. Chair Brody introduced our guest speaker, President Felix V. Matos Rodriguez. She started his introduction by announcing that President Matos was appointed as the new CUNY Chancellor. President Felix V. Matos Rodriguez thanked the College community for all their support in the last 5 years. He announced he will be graduating the class of 2019, although he will begin to serve as Chancellor starting May 1, 2019. He briefly discussed the transition process. He took questions from senators.

President Matos Rodriguez announced the appointment of Dr. Alicia Alvero, as Associate Provost, following a national search. Dr. Alvero is a long standing member of the Psychology department. She holds a BA in Psychology from Florida International University and an MA and PhD in Industrial-Organizational Psychology and Applied Behavior Analysis from Western Michigan University. Dr. Alvero has held various positions such as being a member of her department's P & B, serving as deputy chair and is the author of several book chapters. She has served as an editorial board member for the *Journal of Safety Research* and

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also as associate editor for the *Journal of Organizational Behavior Management*. The college is proud and wish her the best in her new role.

b. The COACHE Survey:

Chair Brody introduced Associate Provost Dr. Alicia Alvero, who in place of William McClure, discussed the COACHE Survey. She emphasized the importance of faculty completing the Survey. The survey gives full-time faculty an opportunity to provide feedback about their experience at CUNY; including strengths or weaknesses

c. Queens College Advisory Committee on Campus Security

Chair Brody announced that the Queens College Advisory Committee on campus security has some volunteers but six faculty names are still needed to give to the President out of which he will choose three. The student members are selected by the student government.

d. Chair Brody informed the senators that on December 20, 2018, during the break between semesters, there was a Senate Executive Committee meeting called to vote on two new proposals, Educational Leadership and Educational Leadership with Bilingual Extension. The information for these two new proposed programs will appear following the minutes of this meeting in the March 14, 2019 meeting notes.

e. Chair Brody announced that under New Business, the Senate members will vote on changing Bylaw Article VII, section 6; aimed at reducing the number of days by which the Nominating Committee receives nominations from 14 days to 7 days in advance of the meeting.

f. Christina Cover, Senior and Communications Sciences and Disorders major at Queens College, and Chair of Academic Affairs in Student Association, announced that Monday February 25, 2019 from 6 to 8 pm there will be a collaboration with the Academic Advising Center to host “A Knight at the Round Table”. It will take place in the Patio Room inside the Dining Hall. They will be working closely with the Academic Advising Center to answer student questions and talk about different advising initiatives and ways to overcome academic difficulties. Ms. Cover asked senators who have issues or problems send her an email so that it may be addressed at the town hall.

g. Allan Ludman announced there will be a series of lectures on the environment and gave thanks to Consolidated Edison. One of the speakers on Wednesday April 17, 2019 will be James Henson, a well known speaker and one of the first voices to say there is a problem with climate change. One of the other speakers will be an Alumnus, Jonathan Pershing, one of the negotiators at the Paris IPCC meeting as a deputy undersecretary for energy and whom he had the pleasure to take to field camp in 1978. Students will have the opportunity to meet with the speakers.

h. Queens College Knights Table Food Pantry:

Location: Student Union Lower Level #29

Business Hours:

Monday-Thursday 10am-1pm

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Friday 10am-1pm

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 dated December 6, 2018”

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

[Attached here are the UCC minutes distributed and approved by the Academic Senate on February 14]

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. Studio Art

- a. Major in Photography and Imaging.

Assignment of omitted numbers to courses

ARTS 376 Senior Photography Seminar

ARTS 377 Senior Photography Portfolio/thesis

- b. Major in Photography and Imaging.

The maximum number of transfer credits for the major is ~~15~~ 21.

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(5a. UCC continued)

2. FNES

a. Change to a Major: BS Nutrition and Exercise Sciences (NEXSCI-BS)

Adding Courses: FNES 337 - Nutrition Counseling and Education and FNES 361 - Sports Nutrition and increasing the number of credits from 59 cr. to 66 cr.

To Read:

Required (66 credits)

Required courses in Nutrition and Exercise Sciences include: FNES 211, FNES 230, FNES 263 (prereq. CHEM 102.1 and 102.3 and PSYCH 107), FNES 264 (prereq. FNES 263), FNES 337 (prereq. FNES 263), FNES 340, FNES 341 (prereq. FNES 340), FNES 342 (prereq. BIO 40), FNES 352 (prereq. FNES 342), FNES 353 (prereq. FNES 211 and FNES 342), FNES 361 (prereq. FNES 264), FNES 362 (pre/co-req: FNES 264, CHEM. 103.3/103.1, BIO 41), 1 Department approved Elective and FNES 377 (prereq. FNES 353 or permission). The sciences core includes: BIO 40 and BIO 41 (prereq. BIO 40), CHEM 101.1 and 101.3, CHEM 102.1 and 102.3 (prereq. CHEM 101.1 and 101.3), CHEM 103.1 and 103.3 (prereq. CHEM 102.1 and 102.3), and Statistics (PSYCH 107.3 and 107.1.).

3. Political Science

a. New course.

PSCI 288. Understanding the Legal Process: Mock Trial and Moot Court.

3 hrs.; 3 cr.

A practical understanding of how trial and appellate courts are structured and operate. Students will explore the types of documents submitted to the court, how those documents are written, and be introduced to the types of analysis essential to the legal process involved in legally preparing a case for trial or appeal. The goal of this course is to provide students with a practical understanding of how legal institutions interpret the law so that they may better understand the process and also to prepare students to directly engage in the process by giving them the tools to participate in mock trial or moot court competitions.

4. Sociology

a. Title Change for SOC 205

To Read:

DATA 205. Introductory Analytics

6 hr. lec./lab; 4 cr. Prereq.: Soc 101 or Soc 235 or ANTH 101 or ECON 101 or FNES 106 or HSS 100 or PSCI 100 or PSCI 101 or URBST 101. **Not open to students who have taken SOC 205.**

b. Title Change for SOC 212

To Read:

DATA 212W.-Research Methods.

6 hr (lec/ lab).; 4 cr. Prereq.: SOC 101 or Soc 235 or ANTH 101 or ECON 101 or FNES 106 or HSS 200 or PSCI 100 or PSCI 101 or PSYCH 101 or URBST 101. **Not open to students who have taken SOC 212.**

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(5a. UCC continued)

- c. Title Change for SOC 334

To Read:

DATA 334. Applied Research.

3 hr. lec, 3 hr. lab or fieldwork; 4 cr. Prereq.: SOC/DATA 205 and SOC/DATA 212. **Not open to students who have taken SOC 334.**

- d. Title Change for SOC 306

To Read:

DATA 306. Data Analysis and Modeling.

3 hr.; 3 cr. Prereq.: SOC/DATA 205. **Not open to students who have taken SOC 306.**

- e. Title Change for SOC 333

To Read:

DATA 333. Data Management, Processing, and Visualization.

3 hr.; 3 cr. Prereq.: SOC 101 and SOC/DATA 205 or equivalent, or permission of the instructor. **Not open to students who have taken SOC 333.**

5. Physics

New Course:

PHYS 280. Introduction to Cosmology.

3 hours, 3 credits. Prerequisite: Physics 242 or 243. Corequisite: Physics 260

Topics include the thermal history of the universe; the cosmic microwave background radiation; cosmic expansion and its relation to matter and energy; and dark matter, dark energy, and the shortcomings of the standard Big Bang scenario. The course ends with a discussion of cosmic inflation. General relativity is not used.

6. Urban Studies

- a. New Course.

URBST 230: Environmental and Public Health Policy and Practice

3 hours, 3 credits,

Introduction to public health from a population health perspective, examining the programs and practices needed to keep people healthy. Students will learn how public health practitioners and researchers work to understand the causes of health and disease. Students will also learn some of the tools for investigating and promoting health. Students will learn about the major tools of public health such as epidemiology, exposure assessment, and how to develop community-based public health prevention programs. Students will gain a deeper understanding of how to interpret health information they read about or see in the media. Though the course will broadly cover the major issues and approaches to public health our focus will be on urban environments such as NYC.

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7. Biology

BIOL 374 Plant Physiology and Development

4 lec.; 4 cr. Prereq.: Grade of C or better in Biology 286 (Principles of Cell Biology), CHEM 114, or permission of instructor.

Major aspects of plant anatomy, physiology, biochemistry, cellular and molecular biology, and influences of the biotic and abiotic environment on growth and development at the intercellular, intracellular, organismal, and community levels.

5b. Graduate Curriculum Committee

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

“To accept the GCC minutes dated December 12, 2018”

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

[Attached here are the GCC minutes distributed and approved by the Academic Senate on February 14]

PROGRAM CHANGE FORM

Department: Secondary Education and Youth Services

Department Contact: Alice Artzt

Telephone Number: 997.5169

Date Approved by Departmental Curriculum Committee: <Insert>

1) Please specify the type of change you are requesting:

Change in requirements for admission: []

Change in requirements for degree/certificate: [X]

2) Please give HEGIS number of known to you: <INSERT>

3) Please give the present requirements as previously passed by the Academic Senate. Bracket the material that you wish changed or eliminated: <Insert>

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(5b. GCC continued)

Program Course Requirements:

The program consists of [30] credits: 15 credits in Mathematics/Computer Science Education and [15] credits in Computer Science.

Graduate studies in Mathematics Education

Course Number	Title	Credits	Date Taken
SEYS 701-708 (Select one not 706)	Educational Foundations: Social, cultural, historical, and philosophical	3	
SEYS 709-710, 717-719, 768 (Select one)	Educational Psychology	3	
SEYS 751	Curriculum/Methods Course in Secondary Mathematics Education (Taken before SEYS 775)	3	(spring only)
SEYS 775	Research in Mathematics Education I Prereq. SEYS 751	3	(fall only)
SEYS 776	Research in Mathematics Education II Prereq. SEYS 775	3	(spring only)

SEYS 775 should only be taken after a minimum of 20 credits have been taken in the program.

Graduate studies in Computer Science

Course Number	Title	Credits	Date Taken
CSCI 611	Advanced Programming in C++ (Prereq: CSCI 11 or 112)	3 (2 hr. lec. 2 hr. lab)	
CSCI 612	Advanced Programming in Java (Prereq: CSCI 111 or 112)	3 (2 hr. lec. 2 hr. lab)	
CSCI 613	Data Structures (Prereq: CSCI 611, 612, and 620)	3	
CSCI 620	Discrete Structures (Prereq: CSCI 111 or 112; Math 120 or 220; and Math 141 or 151)	3	
CSCI 640	Computer Organization and Assembly Language (Prereq.: CSCI 111 or 112)	3	

4) Please state the requirements as you wish them to read in the future. Eliminate whatever was bracketed above, and underline new material you are substituting or adding: <Insert>

The program consists of 33 credits: 15 credits in Mathematics/Computer Science Education and 18 credits in Computer Science.

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(5b. GCC continued)

Graduate studies in Mathematics Education

Course Number	Title	Credits	Date Taken
SEYS 701-708 (Select one not 706)	Educational Foundations: Social, cultural, historical, and philosophical	3	
SEYS 709-710, 717-719, 768 (Select one)	Educational Psychology	3	
SEYS 751	Curriculum/Methods Course in Secondary Mathematics Education (Taken before SEYS 775)	3	(spring only)
SEYS 775	Research in Mathematics Education I Prereq. SEYS 751	3	(fall only)
SEYS 776	Research in Mathematics Education II Prereq. SEYS 775	3	(spring only)

SEYS 775 should only be taken after a minimum of 20 credits have been taken in the program.

Graduate studies in Computer Science

Course Number	Title	Credits	Date Taken
CSCI 611	Advanced Programming in C++ (Prereq: CSCI 11 or 112)	3 (2 hr. lec. 2 hr. lab)	
CSCI 612	Advanced Programming in Java (Prereq: CSCI 111 or 112)	3 (2 hr. lec. 2 hr. lab)	
CSCI 613	Data Structures (Prereq: CSCI 611, 612, and 620)	3	
CSCI 620	Discrete Structures (Prereq: CSCI 111 or 112; Math 120 or 220; and Math 141 or 151)	3	
CSCI 640	Computer Organization and Assembly Language (Prereq.: CSCI 111 or 112)	3	
<u>CSCI 655</u>	<u>Internet and Web Technologies</u> (Prereq. CSCI 613)	<u>3</u>	

5) Please give a justification for the change: <Insert>

Rationale: New York City Department of Education recently established its requirements for an initial certificate program in Computer Science. The Content Core of this program shall be at least a total of 12 semester hours that provides a knowledge base for assisting students in understanding the following concepts:

- i. Algorithms and programming;
- ii. Computing systems;
- iii. Data and analysis;
- iv. Impacts of computing; and
- v. Networks and Internet.

Areas i through iv have already been adequately covered by the CS courses in the current MSED in Teaching Math and CS program: CSCI 611, 612, 613, 620, and 640. This proposal is to add the newly created CSCI 655 Internet and Web Technologies to the list of required CS courses, increasing the size of the CS portion from 15 credits to 18 credits, and the size of this MSED program from 30 to 33 credits.

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CSCI 655 Internet and Web Technologies.

3 hr.; 3 cr. Prereq.: CSCI 613.

Internet protocol stack, analysis of representative protocols; Internet applications: client-server architecture, popular Internet application protocols, Internet application design, client side programming, server side programming, Web application and Web site design; programming projects.

This additional course will not only cover area v with significant breadth and depth, but also supplement the existing CSCI 611, 612, 613, 620, and 640 to enhance the training in areas i through iv and add additional knowledge in distributed computing and software development.

Although this approach increases the size of the CS portion and the program as a whole, we retain an important strategic feature: these 600-level courses parallel required core courses in the CS major, so improvement of the CS curriculum going forward can easily be reflected in this MSED program. We also retain an important pragmatic advantage: cross-listing of these 600-level courses with required core courses in the CS major removes any concerns otherwise over insufficient enrollment.

Furthermore, these six courses amount to the course work and systematic training for a minor in Computer Science that greatly enhances the competitiveness and marketability of any non-CS degree holders. Graduates from this improved MSED program may very well qualify for a salary differential in their jobs in education or even find employment in the field of computing and information technology.

PLEASE SUBMIT 10 PAPER COPIES TO THE OFFICE OF GRADUATE STUDIES, AND ONE ELECTRONIC COPY TO GRADUATESTUDIES@QC.EDU

5c. Candidates for Honorary Degrees

- i. MOTION: To accept the following Candidates for Honorary Degrees:

“Dina Perry, Reri Grist and Dr. Miriam Rafailovich”

Hearing no objection to the motion the chair moved unanimous consent.

Editorial correction: “To include the college graduation dates of approved candidates”

Dina Perry: BA, 19xx
MA, 19xx

Reri Grist: BA, 19xx

Dr. Miriam Rafailovich: BS, 1975
PhD, 1981

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[Attached here are the Subcommittee November 2018 minutes distributed and approved by the Academic Senate on February 14, amended to include the college graduation dates of approved candidates]



6 November 2018

Dear Professor Brody,

The Subcommittee on Honorary Degrees is please to submit to the Academic Senate our recommendations for three recipients of an honorary doctorate at the 2019 commencement:

Dina Perry: QC alumna, QC Foundation Board of Trustees, noted philanthropist

Dina N. Perry received both her BA and MA degrees in Economics from Queens College. She is a partner and portfolio manager for Capital Group Investments. She is also president and a director of Fundamental Investors, and a senior vice president of Capital Research and Management Company and IFA. Prior to joining the Capital Group, Mrs. Perry served as a senior portfolio manager for Neuberger and Berman and prior to that, was vice president, portfolio manager and chief economist at Chase Investors Management Corp. In addition to her work in the corporate sector, Mrs. Perry has also been an adjunct professor in Economics at Pace University and a member of the New York Society of Security Analysts and the CFA Institute.

Dina Perry is one of Queen's College most active alumni leaders and financial supporters. She has served on the Queens College Foundation Board of Trustees since 2005 and was a 2015 Queens College Gala honoree. Mrs. Perry has been an avid supporter of the Economics department throughout the years, establishing the Dina Axelrod Perry Professorship in Economics. The Dina Perry Student Scholarship Fund has touched the lives of 57 students who have received financial assistance through this fund. Aside from these scholarships, the pool in Fitzgerald Gym will be named in Mrs. Perry's honor in recognition of her vision and generosity. To date Ms. Perry has donated over \$2,000,000 to support educational access and academic excellence at Queens College.

Reri Gris: QC alumna; soprano, one of the first African-American vocalists to achieve a major international career in opera.

Reri Grist was born in New York City, grew up in the East River Housing Projects, attended the High School of Music & Art, and graduated with a BA in Music from Queens College. Her operatic debut was at the Santa Fe Opera in 1959, and she was in the company of the Zurich opera from 1960-66, soon graduating from the chorus to named roles. Over the next two and a half decades, Grist broke ground in being one of the first African American women to receive leading roles at major opera houses in America and Europe. She made regular appearances

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at La Scala and Covent Garden and appeared in twelve or more sequential seasons in iconic soprano roles at the San Francisco Opera, the Metropolitan Opera, and the Salzburg Festival. At the Bayerische Staatsoper Munich, Gris was frequently featured in new productions. Since her retirement from the opera stage in 1991, Grist has been highly active in music education. She held professorships in Voice at the School of Music, Indiana University Bloomington and in colleges in Munich. She has participated in international juries and has given Master Classes at several young artist programs including the Santa Fe Opera, the Metropolitan Opera's Lindemann Young Artist Development Program, the San Francisco Opera Merola Program, the International Opern Studio Hamburgische Staatsoper, and the Ravinia, USA Summer Festival. Honors granted to her include the title of Bayerische Kammersängerin awarded to her in 1976 and a Legacy Award of the American Opera Assoc. in 2001.

Dr. Miriam Rafailovich: QC Physics faculty 1988-92; Distinguished Professor at Stony Brook University; Director, the Garcia Center for STEM Education.

Dr. Rafailovich received a B.S. in Physics and Biology from Brooklyn College in 1975, and a Ph.D. in Nuclear Physics from SUNY Stony Brook in 1981. She was a member of the Queens College physics faculty from 1988 to 1992. She joined the Department of Materials Science and Engineering at SUNY Stony Brook in 1992, but her connections to QC have remained strong. In 1996, the National Science Foundation awarded a substantial MRSEC grant (Materials Research Science and Engineering Center) to a collaboration that included Stony Brook, Queens College and the College of Staten Island.

Dr. Rafailovich is a recipient of the SUNY Chancellors Award for Research in Science, Engineering, and Medicine and a Fellow of the American Physical Society, and a member of the Long Island Technology Hall of Fame. She is the author of over 300 publications that have garnered over 17,000 citations. Her research has focused on novel nanomaterials, and her work has had significant impact in areas such as flame retardant materials, safety of cosmetics and lotions, biodegradable polymers, biological tissues, and even bedbug remediation. She has personally mentored several dozen Ph.D. students.

Dr. Rafailovich has also made a lasting contribution to STEM education. She served as the inaugural director of The Garcia Center. The Center was named after Narciso Garcia, a Queens College physics professor who had served as a mentor to Dr. Rafailovich. The Center has produced dozens of doctoral students in materials physics and related fields and has had a profound effect on STEM education in New York City and Long Island. While her research accomplishments alone merit an honorary degree, her role in promoting and supporting STEM education is truly noteworthy.

5d. Nominating Committee

- i. MOTION: Duly made by Professor Cliff Chen on behalf of Nominating Committee, Chair Peishi Wang:

“To accept the Nominating Committee Report dated February 14, 2019 as distributed”

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

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1) Graduate Curriculum Committee

The following faculty member were elected by unanimous consent:

Andrea Mosenson M&NS through: December 2021

Caroline Hong A&H through: December 2021

2) Teaching Excellence & Evaluation

The following faculty member was elected by unanimous consent:

Nathalia Holtzman M&NS through: December 2021

6) Old Business

a. Nominations to the Nominating Committee

1. Faculty - Math & Natural Science

The following faculty member was nominated from the floor to fill the OPEN Math & Natural Sciences seat:

Joseph Pastore Math and Natural Sciences through: May 2019

Seeing no further nominees the chair moved to unanimous consent.

Faculty - Social Science

The following faculty member was nominated from the floor to fill the OPEN Social Science seat:

Lucia Cedeira-Serantes Social Science through: May 2020

Seeing no further nominees the chair moved unanimous consent.

2. Students – Social Science (no nominees)

b. “A call to action for the Queens College Senate on oversight of mode of instruction”

Eva Fernandez, Assistant Provost, Michelle Fraboni, Director of the Center for Teaching & Learning and EECE faculty, and James McElwaine, Music Faculty, discussed online teaching and learning at Queens College. Last November a substantive change request was submitted to Middle States. This request is required by our accrediting agency whenever the mission, or legal status, or other major changes are proposed. A substantive change request about alternative delivery methods has been proposed. Middle states require prior approval for online programs. The approach used with Middle States was that the online programs are going to be designed to reach more non-traditional students

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and that they were aiming to leverage the use of technology to improve teaching and learning. The guest speakers asked the senators what kind of information they might want. They raised concerns, including: How online courses are equivalent to in person courses and how do we know that? How do we determine what kind of professor is to teach an online course and what sorts of requirements are there? When new online programs are proposed, the senate body is the one that approves them. The Middle States proposal was approved. Every time a new online program is proposed it needs to go to NY State and not middle states. A discussion followed after the presentation. The link to the presentation can be found at <https://goo.gl/JWcmFM> and can also be found on the Academic Senate website under the category “Reports”.

7) New Business

a. Elect new student member of Executive Committee:

The following student senator was nominated from the floor:

Aboubaker Hamida

Seeing no further nominees the chair moved to unanimous consent.

b. Bylaw article VII, section 6:

MOTION: Duly made by Dave Fields, Parliamentarian:

“Change required Nominating Committee application deadline from 14 days to 7 days by amending Bylaw Article VII, Section 6”

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

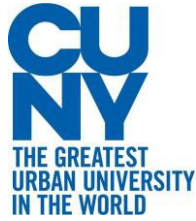
MOTION: Duly made by Dave Fields, Parliamentarian:

“To Adjourn”

The meeting was adjourned at 4:32 pm. The next Academic Senate meeting will be on Thursday, March 14, 2019.

[Attached here: summary of proposals approved by the Academic Senate Executive Committee on December 20, 2018]

OFFICE OF ACADEMIC AFFAIRS



ATTESTATION FORM FOR ALL GRADUATE AND UNDERGRADUATE PROPOSED ACADEMIC DEGREE PROGRAMS

Name of Institution:

CUNY Queens College

Contact Person:

Soribel Genao, PhD

Proposed Program Title:

MSEd Educational
Leadership & Bilingual
Extension

Proposed Program Award:

Date:

10/4/2018

1.

2.

3. Will this program be delivered in cohorts using an executive format?

YES NO

Number of credits: 42

4.

5. Will this program follow the traditional semester/summer schedule?

YES NO

If no, explain:

Is this a: (check all that apply)

Classroom
program?

Hybrid program?

Fully on-line program?

Please include the following items in an executive summary of the program, which you may use as the executive summary of the full program proposal.

- Brief description of the program's curriculum, including coursework, number of credits and culminating experience.

Program will consist of 36 credits of SBL and SDL courses in addition to 6 additional credits to qualify for the bilingual extension.

SCHOOL BUILDING LEADER PROGRAM CONTENT AND SEQUENCE

Year One (Fall) Credit

ECPEL 880	Leadership Theory	3
ECPEL 881	Curriculum and Supervision	3

Year One (Spring)

ECPEL 882	School Finance	3
ECPEL 883	Human Relations	3
ECPEL 884	Data for School Planning	3

Year One (Summer)

ECPEL 885	Legal Problems	3
ECPEL 886	Management of Teaching and Learning	3

Year Two (Fall)

EECE	Foundations of Bilingual Education and Bilingualism	3
ECPEL 888	Critical Issues	3
ECPEL 891	Diverse Populations for School Leaders	3

Year Two (Spring)

ECPEL 890	Internship	3
ECPSP 866	Seminar in Special Issues: Multicultural Interventions	3

Year Two (Summer)

ECPEL 892	School District Organization	3
ECPEL 893	Action Research	3

ECPEL 880 Leadership Theory and Practice (3 hours: 3 credits)

Studies the three significant models of organization behavior as these models relate to education. A number of theories are advanced that serve to illustrate these models in the practice of educational administration. The course and all course readings examine a variety of topics: motivation, leadership school change process, ethical decision-making, and promotion of collaborative, democratic processes for teachers and staff in the establishment of school building policies.

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

Provide future school leaders with the ability to understand major curriculum design models, interpret school-level curricula, initiate needs analyses plan and implement with staff a framework for instruction, align

curriculum with anticipated outcomes, monitor social and technological developments as they affect curriculum, and adjust curriculum content as needs and conditions change. Other critical areas that impact curriculum and supervision include the diverse backgrounds of candidates and school building students, cultural implications for democratic procedures in the United States, and justice woven into curriculum assessment.

For example, building leaders must include interventions for multiple languages spoken, fairness and consideration for diverse cultural backgrounds, and discipline policies that are equitable for all.

ECPEL 882 School Finance (3 hours: 3 credits)

An examination of school finance and budgeting practices in public elementary and secondary schools in New York States. The course guides candidates in an examination of financial allocation issues. Candidates learn how calculate and analyze school-level revenue and expenditure budgetary data and relate fiscal decisions towards producing increased student performance outcomes. Current school administrator data-driven decision-making practices in budgeting situations will be discussed.

ECPEL 883 Human Relations for the Educational Leader in Diverse Communities (3 hours: 3 credits)

A study of the variety of supervisory and administrative relationships. The fields of psychology, sociology, and education will be drawn upon to develop an outstanding of human behavior and methods of working collaboratively with others, including the diverse ELL/ ENL/ SpEd and multilingual populations attending our schools.

ECPEL 885 Legal Problems in Education: Political and Economic Implications in Education (3 hours: 3 credits)

Course designed as a beginning law course for school leaders. Topics to be studied include organizational structure of schools, federal and state court systems, church-state issues, teacher rights, student rights, rights of students with disabilities, instructional and curriculum legal issues, search and seizure, contractual issues, tort liability, and equal educational opportunity.

ECPEL 886 Management of Teaching and Learning for Administrators (3 hours: 3 credits)

A review of the research in teaching and learning as well as practical applications in the school. The use of assessment instruments, observations and counseling for the improvement of instruction and staff development. Addressing differences in learning strengths and designing differentiated learning strategies aid in promoting student success and in reaching the democratic goals of the No Child Left Behind (NCLB) legislation.

ECPEL 887 Technology for School Leaders (3 hours: 3 credits)

This course provides an understanding of selected technology applications for school leaders. The focus of instruction is to have educational leaders use technology as a decision-making and planning tool to carry out democratic communication functions of administration and leadership (i.e. data-driven decision-making). The course incorporates both the City University of New York (CUNY) Guidelines for Technological Literacies for Students and Faculty (2002) and the National Technology Standards for School Administrators (NET-S) developed by the Technology Standards for School Administrators Collaborative (TSAA). At the completion of the course, candidates develop a school-level technology plan and using technology-assisted presentation (i.e., Powerpoint),

ECPEL 888 Critical Issues and Guidelines (3 hours: 3 credits)

This course provides a study of the principles, concepts and processes of educational administration. Includes case studies, simulations, and problem-solving activities that inform organizational patterns, supervisory practices, instructional programs, governance of personnel, managerial and leadership styles, improvement of

instruction and community relationships with schools. Strategies are introduced that illustrate collaborative and democratic involvement of all stakeholders.

ECPEL 890 Guided Field Experiences in Education Leadership (3 hours: 3 credits) Seminar and fieldwork requirement. This core course includes authentic leadership experiences in at least four major goal areas related to the ISLLC Standards. Particular reference is given to Standard 4 (“responding to diverse community interests and needs”), Standard 5 (“acting with integrity, fairness, and in an ethical manner”), and Standard 6 (“understanding, responding to, and influencing the larger political, Social, economic, legal, and cultural context”).

ECPEL 891 Diverse Populations for School Leaders (3 hours: 3 credits)

This course provides candidates seeking New York State School Building Leader/ School District Leader certification with the knowledge, skills, and dispositions necessary to enhance their understanding of the unique organizational, administrative, supervisory, and policy planning details inherent in a school program that serves special populations including (1) children with special needs; (2) English Language Learners (ELL); and (3) children who are gifted and talented. Candidates are exposed to research-validated programs and applied theory that result in the creation of effective learning environments for these populations, and are provided with multiple opportunities to reflect on their leadership goals regarding best practices in curriculum design, instructional practices, and school-wide support services to meet the needs of all students.

ECPEL 894 Supervisory Practicum (3 hours: 3 credits)

Students will observe, facilitate, consult, and supervise first-year candidates in the Graduate Program in Educational Leadership under the close supervision of program faculty.

Theoretical concepts are used to analyze small group interactions and supervisory conferences.

Collectively, these experiences provide

the framework for individual instruction in the leadership of diverse school groups with emphasis on collaborative and democratic leadership.

School District Leader Courses

ECPEL 892 Action Research for School District Leaders (3 hours: 3 credits)

Prereq.: satisfactory completion of 30 credits in School Building Leader Program. This course introduces the methods and concepts of action research, its various approaches with an emphasis on approaches that encourage the participation of as many stakeholders as possible. This course is designed to give educational leadership candidates interest in improving classroom instruction and school administration greater insight into the nature of action research in the field of education. The course emphasizes the view that action research is an inquiry process that is school and classroom-based and tied to professional development. Practitioner-researchers are most capable of generating new knowledge about teaching practice through this inquiry process.

ECPEL 893 School District Organization, Supervision And Administration. (3 hours: 3 credits)

Prereq.: completion of the 30 credit School Building Leader program. This course prepares School District Leaders including Superintendent of Schools, Assistant Superintendent, District Coordinator, Supervisor, Director, and other positions at the district/central office level in the complex functions of those offices to serve schools in diverse urban and suburban settings. This course is designed to meet Interstate School Leaders Licensure Consortium (ISLLC) standards, 1, 2, 3, 4, and 6 and the appropriate National Council for Accreditation of Teacher Education (NCATE) standards.

Bilingual Extension Courses (in addition to ECPEL 883, 890, and 891)

EECE 761 (3 hours: 3 credits)

This course examines the philosophy, rationale, and historical background of bilingual education. By using information provided by research in the field participants will discuss the programs, models, and trends while exploring the sociological and political aspects of bilingual education. Special emphasis is placed on the analysis of the research in first and second language acquisition as well as the study of strategies to develop the first language and acquire a second language through the content areas.

ECPSP 866 (3 hours: 3 credits)

This course will be devoted to special topics of current interest to school psychologists. Currently this course provides an overview of culturally responsive interventions for culturally and linguistically diverse students. Interventions focusing on instruction, classroom management, consultation (i.e., teacher and parents) and counseling are explored.

Organizational and school culture issues are also examined within the context of creating school environments that help culturally diverse students to succeed in schools.

Spring/Summer.

- Brief description of students' expected outcomes after completing the program including employment titles, salaries and/or doctoral opportunities.

Graduates of this program are eligible for NYS certification in both School Building Leader and School District Leader. Using a cohort model, the program encourages students to build relationships and community among their classmates, providing the foundation for lasting professional networks.

- Brief description of the potential market for the program.

The market will be teachers with 5+ years of classroom experience interested in the administrative positions within schools and districts.

- College's existing and needed resources to deliver the program.
None.

Proposing College's Provost Attestation: (check one)

- I attest that we have completed a review of the CUNY Academic Program Inventory and have found no existing program similar to this proposed program.
- I attest that we have completed a review of the CUNY Academic Program Inventory and have found the following program(s) similar in content but believe that there is significant enough demand for an additional program or significant enough difference in focus to justify advancing our proposal.

Name of Institution(s) and Program(s):

Evidence of demand for a second program:

Articulation of difference in focus:

- I attest that we have completed a review of the CUNY Academic Program Inventory and have found the following program(s) to be substantially similar to what we are proposing and request a meeting with representatives from the relevant CUNY institution(s) and the central Office of Academic Affairs.

Name of Institution(s) and Program(s):

Provost Name:

Provost Signature