

1. **The Holder of the Chair, Elizabeth Lowe, called the meeting to order at 3:50 p.m.**

2. **Approval of Agenda:**

a. MOTION: Duly made, seconded, and passed:

"To adopt the agenda."

3. **Approval of Minutes:**

MOTION: Duly made, seconded, and passed:

"To adopt the minutes of the Academic Senate meeting of September 9, 2004."

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

a. The Chair announced that at the last meeting amendments were made to the Senate Bylaws to replace "Dean of Students" with "Vice President of Student Affairs." These editorial changes will also be made in the Academic Senate Policies book.

b. The Chair announced we are in the process of forming the Search Committee for the Dean of Social Sciences. It will be publicized on the QC Mailer and she asked students to help get the word out to other students.

c. Senator Ken Lord announced that the General Education review process is proceeding. Starting next week for the next two weeks, there will be four open forums. The first one is next Monday at free hour. He encouraged everyone to read the report and give their comments at the forums.

d. Provost Evangelos Gizis addressed the Senate. The College's Capital Campaign, part of the CUNY Capital Campaign, will be launched after the November 2 elections. He said faculty must cultivate special donors to reassure them the College is as good as it was when they were students here. There are 32 active faculty searches, faculty to be appointed September 1, 2005. He said cuts due to the tight budget are not anticipated this year. The Capital Budget includes \$30 million for a Remsen Hall laboratory addition. He spoke of technological advances that are being worked on. Provost Gizis took questions.

e. The Chair announced that Manuel Sanudo was elected as an At Large Senator in the Arts and Humanities Division.

5. **Committee Reports:**

a. **Nominating Committee** (Kaufmann):

i. The following faculty were nominated to fill OPEN seats on the **Committee on Honors and Awards:**

James Moore	Social Sciences	(to 2007)
Clare Carroll	Arts & Humanities	(to 2007)

Seeing no further nominations, the Chair asked the Secretary "to cast one ballot for the nominees."

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5. continued

b. **Graduate Curriculum Committee** (Miller):

MOTION: Duly made:

“To adopt the recommendations of the Graduate Curriculum Committee minutes of September 8, 2004.”

Correction: The last page, under Graduate School of Library and Information Studies, the Justification was inadvertently not printed. It should read:

“Justification: In the Spring 2004 the GLIS submitted an omnibus request to change the hours of all its courses in its catalog. This was done to bring the GSLIS into conformity with both the American Library Association’s Committee on Accreditation’s new standard and the College’s norms. The catalog used to prepare that request did not yet contain these four courses so they were overlooked. This request corrects that error.”

Correction: On the last page, item 4.b., the course title should be “Mythology and Folklore for Children and Adolescents.”

The minutes were approved, as amended.

1. Family, Nutrition and Exercise Sciences (G04-01, HEGIS Code: 1301.01, NYS Ed. Code: 26422)

a. Change in requirements in a degree program, to:

Requirements for Graduation

1. Students must complete a minimum of 30 credits with an academic average of B (GPA of 3.0) or better.
2. The following courses are required: FNES 634, 636, 711, 747, 748, and 796; SEYS 700-level course from Foundations of Education or Psychological Foundations; and three elective courses from the following list: FNES 707, 727, 728, 741, 745, 749, 751, or 765.
3. Students must pass a comprehensive examination in the major field of study.

2. Educational & Community Programs (G04-02)

a. Change in course hours, to:

ECPSE 700. Foundations of Special Education.

2 hr. plus conf.; 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 programs is required.

Please give a justification for the change.

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b. Change in course hours, to:

ECPSE 708. Collaboration and Transdisciplinary Teaching.

2 hr. plus conf.; 3 cr. Prereq.: ECPSE 700; Coreq.: ECPSE 710, 730, or 740.

Study in theory, research, and exemplary practice in collaborative and transdisciplinary teaching provide the foundation for creating effective learning environments for individuals with disabilities. This course will focus on effective collaborative practices within an inclusive setting that is cross disciplinary and cross cultural. At least 20 hours of field experience in collaborating with another teacher and/or related service professional is required.

c. Change in course hours, to:

ECPSE 710. Instruction for Childhood Special Education.

2 hr. plus conf.; 3 cr. Prereq.: ECPSE 700, 722. Coreq.: 708.

Theory and research about children with learning and behavior disabilities and exemplary practices in informal assessment, curriculum design and adaptations, effective instruction, supportive learning environments, and instructional technology. Field experience of at least 15 hours involve students in assessment, curriculum adaptations, and teaching a small group of children who exhibit learning problems. Reflection on practice involves an analysis of learning and behavior change.

d. Change in course hours, to:

ECPSE 711. Curriculum Adaptations and Teaching Strategies for Childhood Special Education.

2 hr. plus conf.; 3 cr. Prereq.: ECPSE 710. Coreq.: ECPSE 715.

Teaching and learning strategies are taught within the context of the general education curriculum to individualize instruction and maximize grade-level content mastery for all learners. Students adapt and teach a curriculum unit grounded in the New York State Learning Standards designed to meet the individual needs of students with disabilities by modifying instruction, employing metacognitive, task-specific learning strategies, and utilizing instructional technology. Field experience of at least 15 hours involves students in adapting a thematic unit for students with learning difficulties and embedding learning strategies within unit lessons.

e. Change in course hours, to:

ECPSE 720. Trends and Issues in the Education of Learners with Severe Disabilities.

2 hr. plus conf.; 3 cr. Prereq.: ECPSE 700.

This course is designed to acquaint students with the characteristics, assessment strategies, methods of teaching, team approaches, and current research and life span issues related to the education of learners with severe and multiple disabilities. Emphasis is placed on research-based methodology, language development, and teaching skills that increase self-determination and quality of life for students and their families.

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5.b. continued

f. Change in course hours, to:

ECPSE 722. Applied Behavior Analysis and Positive Behavioral Supports.
2 hr. plus conf.; 3cr. Prereq.: ECPSE 700.

Students will learn and examine environmental influences on student behavior. Additionally, students 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. Field experiences of about 5 hours involve students in measurement and analysis of student behavior.

g. Change in Course number, hours, credits, & description, to:

ECPSE 725. Internship in Severe Disabilities. 3 hr. plus participation: 6cr. Prereq.: ECPSE 700, 722, 720. Supervised teaching of students with severe disabilities within the candidate's certification area. Candidates will be placed in a classroom with students with intensive support needs, where they will be provided the opportunity and guidance to participate in application of theories and practices discussed in prerequisite courses. Clinical component consists of full-time participation and teaching for the entire semester. Seminars supplement the clinical experience. Entry into this internship requires a B or better in both ECPSE 720 and ECPSE 722.

h. Change in course hours, to:

ECPSE 730. Principles and Practices in Early Childhood Special Education.
2 hr. plus conf.; 3cr. Prereq.: ECPSE 700 and 722.

This course, which is grounded in a social justice and human rights framework, will explore the education of young children with disabilities and their families. Students will be introduced to knowledge and skills needed to teach in early childhood inclusive environments. Emphasis will be on creating democratic classroom and school communities for diverse learners. Fifteen hours of field experience will include observation and analysis of young children, and school environments..

i. Change in course hours, to:

ECPSE 731. Advanced Curriculum and Methods in Early Childhood Special Education.
2 hr. plus conf.; 3 cr. Prereq.: ECPSE 730, 708; Coreq. ECPSE 735.

This course is designed to provide students with research-based and innovative methods for educating young learners with diverse abilities and backgrounds within inclusive environments. Using family-centered principles, students will learn how to collaboratively plan, implement, and evaluate individualized educational plans and how to adapt instruction, materials, environments, and curricula for diverse learners. Twenty hours of fieldwork is required which includes observation and evaluation of a classroom environment.

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5.b. continued

j. Change in course hours, to:

ECPSE 732. Building Partnerships with Families of Children with Disabilities.
2 hr. plus conf; 3 cr. Prereq.: ECPSE 700.

This course is designed to enhance students' skills, experience, and knowledge in understanding the rationale for and practices in promoting meaningful family-professional partnerships. Social, cultural and community influences are deeply embedded in the course content. Field experience involves spending 10 hours with a family who has a child with a disability.

k. Change in course hours, to:

ECPSE 732. Building Partnerships with Families of Children with Disabilities.
2 hr. plus conf; 3 cr. Prereq.: ECPSE 700.

This course is designed to enhance students' skills, experience, and knowledge in understanding the rationale for and practices in promoting meaningful family-professional partnerships. Social, cultural and community influences are deeply embedded in the course content. Field experience involves spending 10 hours with a family who has a child with a disability.

l. Change in course hours, to:

ECPSE 740. Instruction for Adolescent Special Education.
2 hr. plus conf; 3 cr. Prereq.: ECPSE 700, 722. Coreq.: 708.

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. Field experiences of at least 15 hours involve students 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.

m. Change in course hours, to:

ECPSE 741. Curriculum Adaptations, Teaching Strategies and Transition Preparation for Adolescent Special Education.
2 hr. plus conf; 3 cr. Prereq.: ECPSE 740. Coreq.: ECPSE 715.

Teaching and learning strategies are taught within the context of the general education curriculum and age-appropriate community environments to individualize instruction, prepare students for the transition from school to adult life and maximize grade-level content mastery for all learners. Students plan and teach a curriculum unit grounded in the New York State Learning Standards designed to meet the individual needs of students with disabilities by modifying and adapting instruction, employing metacognitive, task-specific learning strategies, and utilizing instructional technology. Field experiences of at least 15 hours involve students in adapting a thematic unit and exploring participation in age-appropriate community environments for students with disabilities.

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5.b. continued

n. Change in course hours, to:

ECPSE 746. Research in Special Education.
2 hr., plus conf.; 3cr. With permission of advisor.

Study, understanding and evaluation of basic research design and methodology in special education and interpreting research results for classroom instruction. Students 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.

o. Change in course hours, description, to:

ECPSE 748. Advanced Research in Special Education.
2 hr., plus conf.; 3 cr. Prereq.: ECPSE 746.

The continued study, understanding, and evaluation of research design and methodology in special education. Each student will implement an independent field-based project based on the literature reviewed and methodology developed in ECPSE 746. Research topics are based on needs of students' classroom and their research interests. A research paper is required. This paper serves as the thesis and culminating project.

p. **Change in requirements for degree/certificate:** HEGIS number : 0808.00

Eliminate:

[Students are also required to complete a portfolio in year 2 that demonstrates individual mastery and application of skills across the pedagogical core components delineated in the New York State's regulations for teacher certification in special education [52.21(b)(3)(vi)]. Additionally, students will be required to select one of the pedagogical core component areas from their portfolios to present orally to a Special Education faculty committee.]

Eliminate (this differs from the above in that it deals with adolescents):

[Students are also required to complete a portfolio in year 2 that demonstrates individual mastery and application of skills across the pedagogical core components for teaching adolescents with disabilities as delineated in the New York State's regulations for teacher certification in special education [52.21(b)(3)(vi)]. Additionally, students will be required to select one of the pedagogical core component areas from their portfolios to present orally to a Special Education faculty committee.]

Eliminate from the Bulletin: [Students are required to complete a portfolio in year 2 that demonstrates individual mastery and application of skills across the Pedagogical Core components delineated in New York State's regulations for teacher certification in special education: a) historical, social, and legal foundations of special education, employment and independence for individuals with disabilities; b) characteristics of learners with disabilities; c) managing behavior of students with disabilities and promoting development of positive social

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interaction skills; d) participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships; e) assessment, diagnosis, and evaluation of students with

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5.b. continued

disabilities; f) curriculum development and research-validated methods of instructing students with disabilities, including methods of teaching reading and mathematics and methods of enrichment and remediation in reading and mathematics; g) use of assistive and instructional technology in the teaching of and learning by students with disabilities; and h) planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings.]

Eliminate from the Bulletin:

[Additionally, students will be required to select one of the pedagogical core component areas from their portfolios to present orally to a Special Education faculty committee. Should a student fail to complete the portfolio, experience significant difficulty through the process, or receive poor reviews based on the oral presentation, he/she will again be referred to the Special Education faculty and not be allowed to register for research courses until these issues are addressed. In these situations, the student and the Adviser must determine conditions for rectifying deficiencies noted within the portfolio and establish an individualized plan for addressing these deficiencies.]

q. New Course

ECPSE 712. Diagnosing and Remediating Literacy Problems.

2 hr. plus conf.; 3 cr.

Prereq.: ECPSE 700, ECPSE 722, ECPSE 710

This course examines the causes and remediation of reading and writing difficulties, in general and special education. Students will administer and interpret an informal reading inventory and examine environmental and instructional factors that influence reading and writing achievement. Students will also examine reading levels, formative evaluation strategies, motivational influences, strategies for teaching word recognition and comprehension, grouping strategies, and strategy instruction.

3. History (G04-04, HEGIS Code: 2205, NYS Ed. Code: 02814)

a. Change in Course Title and Description, to:

History 796. Seminar in History. 2 hr. plus conf.; 3 cr.

Studies of a group of related topics chosen in consultation with the instructor. Scholarly techniques are emphasized, including methods of investigation and the use of original sources. Required of all History M.A. graduate students.

4. Graduate School of Library and Information Studies (G04-05)

a. Change in course hours, to:

GLIS 729. Introduction to Metadata for the Cataloging and Classification of Electronic Resources.

3 hrs.; 3cr.

b. Change in course hours, to:

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GLIS 738. Mythology and Folklore for Children and Adolescents.
3 hrs.; 3 cr.

5.b. continued

c. Change in course hours, to:

GLIS 753. Digital Libraries.
3 hrs.; 3 cr.

d. Change in course hours, to:

GLIS 779. Planning and Delivering Young Adult Services in the Public Library.
3 hrs.; 3 cr.

c. **Undergraduate Curriculum Committee** (Lord):

i. MOTION: Duly made:

“To adopt the motion dated 9/9/04 from the Undergraduate Curriculum Committee, with the following amendments:

“On the first line it should read “AA or AS” instead of “Associate’s” degree.
On the second line it should read “...automatically fulfilled the basic skills and lower division...”

Friendly amendment (Frisz): To include old and new terminology, “primary college competencies (basic skills).”

ii. MOTION: Duly made (Miksic), seconded and passed:

“To call the question.”

Motion i. passed, as amended.

1. Motion regarding transfer students from Nassau Community College and LASAR.

Students who transfer to Queens College after completing a Nassau Community College AA or AS Degree will be deemed to have automatically fulfilled the primary college competencies (basic skills) and lower division liberal arts and science distribution requirements for a baccalaureate degree. Students may be asked to complete a course in a discipline required by a college’s baccalaureate degree distribution requirement that was not part of the student’s Associate Degree program.

6. MOTION: Duly made, seconded and passed:

“To adjourn.”

The meeting was adjourned at 4:40 p.m. The next Regular Academic Senate meeting will be held on Thursday, November 11, 2004.