Proposal for New Program

Queens College
City University of New York

Division of Education

Departments of Educational and Community Programs and
Elementary & Early Childhood Education

Degree: Masters of Arts in Teaching, Elementary and Special Education (grades 1—6)

Anticipated Implementation Date: September 2009

College Governance Approval Date: ____________
TABLE OF CONTENTS

Abstract 2
Overview 3
Purpose and Goals 4
  Table 1: New York State Competencies for General and Special Education Teachers 4
  Table 2: Core Program Phases, Proposed Dual Certification MAT Program 6
Need and Justification 7
Students 8
Curriculum 10
  Figure 1: Flow Chart of Program Completion 12
Cost Assessment 13
  Faculty 13
  Table 3: ECPSE Full Time and Adjunct Faculty affiliated with Proposed MAT Program 13
  Table 4: EECE Full Time and Adjunct Faculty affiliated with Proposed MAT Program 14
Facilities and Equipment 16
Library and Instructional Materials 16
Budget Table 16
  Table 5: Budget Projections for the first 5-Years of the Proposed MAT Program 16
Evaluation 17
  Internal Evaluation and Outcomes 17
  Table 6: Timelines for the Administration of Unit Assessment Instruments 17
External Evaluation 18

APPENDICES

A. Course Descriptions 19
B. Faculty Curriculum Vitae 23
Abstract

This document describes the rationale, needs, and benefits associated with this proposed 60-credit hour dual certification Masters of Arts in Teaching program in general and special education at the childhood level (grades 1 to 6). This dual certification Masters of Arts in Teaching program is designed for candidates with no formal course work or teaching experience in childhood general or special education. This pre-service graduate program in elementary education and special education is designed to prepare professionals in the education of children with diverse learning needs in a variety of elementary education classroom settings. This new program is aligned with (a) the New York State Education Department core competencies for teachers of both general and special education, and (b) the core values of the Education Unit of Queens College of “promoting Equity, Excellence, and Ethics in urban schools and communities.” Specifically the goals of this dual certification program are to develop teachers who: build inclusive communities that nurture and challenge all learners (Equity); demonstrate professionalism, scholarship, efficacy, and evidence-based and reflective practice (Excellence); and, value diversity, democracy, and social justice (Ethics). Graduates who meet all requirements of the degree program, and who complete the required seminars and New York State assessments will be recommended to the New York State Education Department for Initial Teacher Certification in Childhood Education (grades 1-6) in both general education and special education. Professional Certification in both areas would follow automatically, once a graduate has successfully completed the equivalent of three years of teaching in New York State.
Queens College Dual Certification Childhood Education Proposal

Departments of Educational and Community Programs and Elementary & Early Childhood Education

Overview

Degree: Masters of Arts in Teaching, Elementary and Special Education (Grades 1—6)

Historically, many of the most promising students who choose to pursue graduate degrees in special education at Queens College came from undergraduate fields more related to working with people with disabilities, rather than education (e.g., psychology, speech and language). Additionally these individuals, upon graduation, often became the most dedicated and competent special education teachers. Unfortunately, this all began to change in 1999 for these non-education major undergraduate students, when the New York State Education Department (NYSED) adopted new standards for teacher education programs—called core components.

By 2004, these changes were in full effect for all teacher education programs at Queens College, preventing any individuals without Initial New York State Teacher Certification from entering into special education at the graduate level. According to NYSED, candidates for certification as special education teachers must show competency in all the pedagogical core areas identified for general education teachers, plus eight additional pedagogical core areas unique to “developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities” (NYSED, 1999).

Thus, teacher candidates now seeking New York State Certification in special education must also be eligible for State Certification in general education at the same age-level, thus the need for the proposed dual certification program graduate program leading to a Masters of Arts in Teaching at the Childhood Level (grades 1 to 6) in both Elementary and Special Education. This proposed dual certification program also provides a unique opportunity for a cross-departmental collaboration among two Departments within the Division of Education: the Department of Educational and Community Programs (ECP) and the Department of Elementary and Early Childhood Education (EECE).

**The Department of Educational and Community Programs.** The Graduate Programs in Special Education (GPSE) are part of the Department of Educational and Community Programs (ECP). ECP offers graduate programs in Counselor Education, School Leadership, School Psychology, and Special Education. These programs prepare counselors, supervisors, administrators, school psychologists, and special educators to work in the schools. Currently, the
GPSE offer three 36-credit specializations or programs leading to Masters of Science in Education (MSED) Degrees in Teaching Students with Disabilities: (a) Early Childhood Special Education (Birth to Grade 2), (b) Childhood Special Education (Grades 1-6), and (c) Adolescent Special Education—Content Specialist (Grades 7- age 21). Additionally the GPSE, in collaboration with EECE and Secondary Education and Youth Services (SEYS), offer two alternate specializations or programs for New York City Teaching Fellows leading to Masters of Arts in Teaching (MAT) Degrees in Teaching Students with and without Disabilities: (a) Childhood Education (Grades 1-6), and (b) Middle School Generalist (Grades 5—9)

**The Department of Elementary and Early Childhood Education.** The Department of Elementary and Early Childhood Education (EECE) offers programs leading to New York State Certification in Early Childhood Education (birth to Grade 2) and Childhood Education (grades 1 to 6) at both the undergraduate and graduate level. Currently EECE offers graduate programs leading to New York State certification in Childhood Education (Grades 1 to 6) and Early Childhood Education (birth to grade 2). A 39-credit Master of Science in Education degree (MSED) is available for students who have completed a teacher certification program in elementary/early childhood and currently hold a provisional or initial teaching certificate. EECE also offers a 45-credit program leading to the Masters of Arts in Teaching (MAT) degree for students without initial certification in education.

**Purpose and Goals**

This proposed 60-credit dual certification Masters of Arts in Teaching program was designed for candidates with no formal course work or teaching experience in childhood general or special education. This pre-service graduate program in elementary and special education was designed specifically to prepare professionals in the education of children with diverse learning needs in a variety of elementary education classroom settings. As presented in Table 1, this proposed dual certification program has been designed to prepare candidates with competencies in the eleven pedagogical core areas identified for general education teachers and the eight additional pedagogical core areas unique to “developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities” (NYSED, 1999):

**Table 1: New York State Competencies for General and Special Education Teachers**

<table>
<thead>
<tr>
<th>Pedagogical Core Areas for General Education</th>
<th>Pedagogical Core Areas for Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Human developmental processes and variations, including but not limited to: the impact of culture, heritage, socioeconomic level, personal health and safety, nutrition, past or present abusive or dangerous environment, and factors in the home, school, and community on students’ readiness to learn -- and skill in applying that understanding to create a safe and nurturing learning environment that is free of alcohol, tobacco, and other drugs and that fosters the health and learning of all students, and the development of a sense of community and respect for one another.</td>
<td>1. The historical, social and legal foundations of special education, employment, and independence for individuals with disabilities.</td>
</tr>
<tr>
<td>2. Learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student’s highest level of</td>
<td>2. The characteristics of learners with disabilities.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.</td>
<td>The nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence.</td>
</tr>
<tr>
<td></td>
<td>Managing behavior of students with disabilities and promoting development of positive social interaction skills.</td>
</tr>
<tr>
<td>4.</td>
<td>Language acquisition and literacy development by native English speakers and students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students through at least 6 semester hours of study.</td>
</tr>
<tr>
<td></td>
<td>Participating in collaborative partnerships for the benefit of students with disabilities, including family strengthening partnerships.</td>
</tr>
<tr>
<td>5.</td>
<td>Curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate.</td>
</tr>
<tr>
<td></td>
<td>Assessment, diagnosis, and evaluation of students with disabilities.</td>
</tr>
<tr>
<td>6.</td>
<td>Uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>7.</td>
<td>Formal and informal methods of assessing student learning and the means of analyzing one’s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching.</td>
</tr>
<tr>
<td></td>
<td>Use of assistive and instructional technology in the teaching of and learning by students with disabilities.</td>
</tr>
<tr>
<td>8.</td>
<td>History, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts.</td>
</tr>
<tr>
<td></td>
<td>Planning and managing teaching and learning environments for individuals with disabilities, including planning for and supporting students with disabilities in general education settings.</td>
</tr>
<tr>
<td>9.</td>
<td>Means to update knowledge and skills in the subject(s) taught and in pedagogy.</td>
</tr>
<tr>
<td>10.</td>
<td>Means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law.</td>
</tr>
<tr>
<td>11.</td>
<td>Means for instructing students for the purpose of preventing child abduction, in accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808.</td>
</tr>
</tbody>
</table>
This proposed 60-credit dual certification program has also been carefully aligned with the Queens College Education Unit’s Core Values of “promoting Equity, Excellence, and Ethics in urban schools and communities.” Equity can be defined as building inclusive communities that nurture and challenge all learners. Excellence refers to demonstrating professionalism, scholarship, efficacy, and evidence-based and reflective practice. Ethics means valuing diversity, democracy, and social justice.

This dual certification program was designed to consist of four pedagogical phases. Each phase as well as the key anticipated competencies candidates will develop in each phase (i.e., knowledge, skills and dispositions) are described in Table 2.

**Table 2: Core Program Phases, Proposed Dual Certification MAT Program**

<table>
<thead>
<tr>
<th>Program Phase &amp; Credit Hours</th>
<th>Description of Critical Competencies (Knowledge, Skills, and Dispositions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1: Pedagogical Foundations (21 credits)</td>
<td>In the first phase (21 credits, 7 courses) candidates are introduced to critical foundational knowledge, skills, and dispositions including the social foundations of general and special education; principles of educational psychology and human development; language and literacy development in children; and key concepts and practices in assessment.</td>
</tr>
<tr>
<td>Phase 2: Pedagogical Core (21 credits)</td>
<td>In the second phase (21 credits, 7 courses) candidates develop specific pedagogical core competencies in curriculum and instruction of students with and without disabilities in key content areas (e.g., social studies, mathematics, science, language arts); in using technology for teaching and promoting access; in collaborating with colleagues and families; and in classroom management and behavioral support.</td>
</tr>
<tr>
<td>Phase 3: Student Teaching (12 credits)</td>
<td>In the third phase (12 credits, 2 courses) candidates who successfully complete phase 1 and 2 participate in two semesters of student teaching. The first student teaching experience takes place within the context of serving in the role of the general education teacher and consists of supervised observation and student teaching at two different grade levels (grades 1 to 3 and grades 4 to 6). The second student teaching experience will take place within the context of serving in the role of the special education teacher working with students with severe disabilities at the childhood level (e.g., Autism).</td>
</tr>
<tr>
<td>Phase 4: Research (6 credits)</td>
<td>In the final phase of the program (6 credits, 2 courses) candidates complete a two course sequence in research either within the context of elementary education or special education. During this phase candidates develop life-long learning skills in evaluating educational research and understanding basic research design and methodology in general and special education. In keeping with best-practice, candidates interpret research results for classroom instruction. In the second course in the research sequence, candidates implement a research study that is referenced to classroom needs as individually determined by each candidate and his/her area of interest.</td>
</tr>
</tbody>
</table>
Need and Justification

As mentioned previously, prior to changes in 1999, when the New York State Education Department (NYSED) adopted new standards for teacher education programs, many of the most promising students who choose to pursue graduate degrees in special education at Queens College came from fields related to working with people with disabilities, (e.g., psychology, speech and language) and did not have Initial New York State Certification in general education. Unfortunately these individuals are no longer eligible for admission into the Graduate Programs in Special Education in ECP as the three existing MSED programs require that applicants hold Initial Certification (or the equivalent) from NYSED in general education, in the age and grade range of the program applied to (i.e., Early Childhood Special Education: Birth to Grade 2; Childhood Special Education: Grades 1 to 6; Adolescent Special Education: Grades 7 to age 21). Potential candidates to be served by the dual certification program proposed here are also not eligible for ECP’s MAT programs as these are alternative certification programs solely for New York State Teaching Fellows. EECE does have two existing MAT programs for candidates who do not have initial certification, but these programs prepare candidates for certification solely in general education (either at the early childhood or childhood level).

Clearly the need for such a dual certification program at the graduate level at Queens College is therefore justified. The development and implementation of this proposed dual certification program would also provide a unique opportunity to strengthen collaboration between two departments (ECP and EECE) within the Division of Education at Queens College.

A dual certification MAT program in Elementary Education and Special Education in justified based on three key points:

1. New York City has identified teachers of special education (i.e., teacher of students with disabilities) as a critical needs or shortage area. It should be noted that New York City’s need for special education teachers is projected to remain fairly consistent for the next five years at approximately 950 additional new special education teachers needed each year. Thus, approximately 10% to 15% of all new teaching positions within NY City each year will be for teachers with State Certification in special education.

2. Queens College has been receiving cohorts of approximately 60 or more New York City Teaching Fellows at the childhood level each year for the last seven years through its approved alternate dual certification program in childhood general and special education.

3. The type of program proposed here has already been determined to be viable and justified by many of the colleges and universities in the local area, which compete with Queens College for students. In other words, dual certification programs are already in place at many other CUNY campuses (e.g., Hunter College, Brooklyn College, and Lehman College) and most local private colleges/university (e.g., New York University, Hofstra University, Adelphi University, Long Island University, and Saint John’s University).
Students

It is anticipated that this proposed dual certification program will take in approximately 18 to 25 candidates a year for **Fall admission only**\(^1\). Requirements for admission, academic prerequisites, requirements for maintenance and graduation, and requirements for New York State Initial and Professional Teacher Certification are described here:

*Admission Requirements*\(^2\). All applicants will be required to:

- Have an undergraduate major in Liberal Arts or Science with a minimum of 30 credits\(^3\).
- An overall Grade Point Average (GPA) of 3.0 or better.
- Write a well-written essay explaining why the applicant chose to pursue dual certification in elementary and special education.
- Provide three letters of recommendation that demonstrate the applicant’s abilities, qualities, and promise as an educator.

*Academic Prerequisites*\(^4\). Additionally applicants must have had an undergraduate course distribution in the following prerequisites:

- **English Language Arts**: Successful completion (i.e., a grade of B or better in each course) of 2 English courses, one must be English Composition.
- **The Arts**: Successful completion of 2 Art courses (i.e., a grade of C or better in at least one of these courses).
- **Social Sciences**: Successful completion (i.e., a grade of C or better in each course) of 4 Social Sciences courses. At least one of these courses must be a U.S. history course.
- **Math, Science and Technology**: Successful completion (i.e., a grade of C or better in each course) of 6 courses selected from the areas typically classified as mathematics, science and technology. At least one of these courses must be a lab science course.

---

\(^1\) Candidate applications will be reviewed once a year in the spring for fall matriculation. Candidates wishing to begin the program in the spring semester may be allowed, on a case-by-case base with the permission of a ECPSE advisor, to take courses as a non-matriculated graduate student prior to matriculation.

\(^2\) Following existing Queens College Graduate Admission policy, no more than 12 graduate credits that have been taken at another educational institution or at Queens College will be allowed to transfer in once a candidate matriculates. Credits to be transferred in from a different institution will be reviewed jointly by ECPSE and EECE prior to approval. Credits to be transferred in from Queens College will be based on prior approval of an ECPSE advisor (see footnote 1 above).

\(^3\) Candidates for this program will be admitted under existing ECPSE graduate program criteria with the exception that candidates will not be required to hold initial certification (or the equivalent) from the New York State Education Department in general or special education. Instead candidates will need to have an undergraduate major in Liberal Arts or Science with a minimum of 30 credits. The undergraduate major in liberal arts or science requirement is based on EECE’s requirement for admission into their existing MAT programs.

\(^4\) The Academic Prerequisites described here are based on EECE’s rigorous interpretation of New York State Education Department content requirements for elementary (childhood level) teacher certification. These are the same academic prerequisites that EECE uses to evaluate candidates for their existing MAT program. EECE will be responsible for reviewing and monitoring all academic prerequisites for candidates who are admitted into this dual certification program by ECPSE. A worksheet related to academic prerequisites will need to be completed as part of the application process. This worksheet is currently available for applicants on the Graduate Admissions website at [http://www.qc.edu/gadm/apps.htm](http://www.qc.edu/gadm/apps.htm) and the EECE website at [http://qcpages.qc.edu/EECE/](http://qcpages.qc.edu/EECE/).
- **Foreign Language:** Successful completion of two semesters of foreign language at the college level (grade of C or better) or 3 years of high school study in the same language with a passing grade on NYS High School in Regents in Foreign Language.

**Maintenance Requirements.** Once admitted to the dual certification program, candidates will be required to:
- Maintain at least a B average (3.0 grade-point average) and demonstrate professional dispositions and behavior\(^5\) to remain matriculated and to graduate.
- A matriculated candidate whose grade-point average falls below 3.0 during the course of the program will be placed on probation. The candidate will then have up to 12 graduate credits within which to raise the grade-point average to 3.0. If this is not achieved the candidate will be dismissed.\(^6\)

**Appeal Process.** A candidate who believes he or she has received an inappropriate grade or that his or her professional behavior and dispositions have been unfairly assessed should take the following steps:
- Consult with the instructor.
- If there is no satisfactory resolution, meet with the Program Coordinator of the Graduate Programs in Special Education.
- If there is no satisfactory resolution, consult with the department Chair. The Chair may convene a faculty committee to review the appeal.
- If there is still no satisfactory resolution, appeal to the Office of Graduate Studies for a further review. The appeal must be in writing and must detail the reasons why the grade is felt to be inappropriate.
- Appeals from the decisions of the Office of Graduate Studies may be directed in writing to the Graduate Scholastic Standards Committee.\(^7\)

---

\(^5\) Candidates in this new program will be expected to demonstrate professional behaviors and dispositions that are consistent with (a) the Core Values of the Education Unit at Queens College of “promoting Equity, Excellence, and Ethics in urban schools and communities” (see Table 6 on page 17 of this document for a list of the candidate assessments related to professional behaviors and dispositions); and (b) the code of ethics for special education professionals (see [as adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983](http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/default.htm)).

\(^6\) As per Queens College graduate student governance policy, “a matriculated graduate student who is dismissed must remain out of the College for at least one semester. To return, the student must file a formal application for reentry and pay a non-refundable reentry fee by the appropriate deadline. The student must also petition the Office of Graduate Studies for permission to reenter. Requests for reentry will be reviewed on an individual basis. Permission to reenter following suspension may be granted *one time only*”. (*Graduate Bulletin 2002—2004*, p. 31)

\(^7\) “The only basis for an appeal to the Office of Graduate Studies and the Graduate Scholastic Standards Committee is that the student has been treated in an arbitrary and capricious manner by the instructor. To make such an appeal, the student must be prepared to demonstrate that the grade [or evaluation of professional behavior and dispositions] was assigned punitively, unfairly, or on a basis other than impartial academic evaluation. At the departmental level, a grade appeal may be based on the academic quality of the student’s work. Once a grade has been posted on the record, it may not be changed without the written permission of the Office of Graduate Studies”. (*Graduate Bulletin 2002—2004*, p. 31)
Graduation Requirements. To graduate, all candidates will be required to meet the following requirements:

- Maintain a 3.0 GPA and complete all coursework.
- Perform successfully on all program-level and unit-level assessments.
- Apply for graduation in the spring of the semester they will graduate.
- Successfully complete a research project developed with, supervised, and supported by a faculty member in either ECPSE or EECE.

Teacher Certification Requirements. Graduates who meet all requirements of the proposed MAT degree program, and who complete the required seminars and New York State assessments, will be recommended to New York State for initial certification in both general education and special education at the childhood level (grades 1-6). Professional Certification in both areas will follow automatically once a graduate has completed the equivalent of three years of teaching in New York State.

Curriculum

This proposed 60-credit dual certification program as already described has been carefully aligned with the New York State Core Competencies for both General and Special Education teachers (see Table 1 on pages 5 and 6) and with the Queens College Education Unit’s Core Values of “promoting Equity, Excellence, and Ethics in urban schools and communities.” All ECP and EECE courses that composed this 60-credit hour dual certification program are already approved ECP and EECE courses. Thus, no new courses would need to be developed or approved.

Proposed Dual Certification Program Curriculum Scope and Sequence

Phase 1: Pedagogical Foundations (21 credits)
In the first phase (21 credits, 7 courses) candidates are introduced to critical foundational knowledge, skills, and dispositions including the social foundations of general and special education; principles of educational psychology and human development; language and literacy development in children; and key concepts and practices in assessment.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title and Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EECE 702</td>
<td>Social Foundations of Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECPSE 700</td>
<td>Foundations of Special Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EECE 711</td>
<td>Ecological Perspectives on Development—The Childhood Years</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECPSE 701</td>
<td>Introduction to Assessment in Special Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EECE 520</td>
<td>Language Development and Emergent Literacy</td>
<td>3 credits</td>
</tr>
<tr>
<td>EECE 525</td>
<td>Language and Literacy Learning in the Elementary Years</td>
<td>3 credits</td>
</tr>
<tr>
<td>ECPSE 720</td>
<td>Trends and Issues in the Education of Students with Severe Disabilities</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Phase 2: Pedagogical Core (21 credits)
In the second phase (21 credits, 7 courses) candidates develop specific pedagogical core competencies in curriculum and instruction of students with and without disabilities in key content areas (e.g., social studies, mathematics, science, language arts), in using technology for
teaching and promoting access; in collaborating with colleagues and families; and in classroom management and behavioral support.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EECE 545</td>
<td>Social Studies in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EECE 550</td>
<td>Mathematics in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EECE 555</td>
<td>Science in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>ECPSE 710</td>
<td>Curriculum and Instruction for Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ECPSE 742</td>
<td>Foundations of Assistive and Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>ECPSE 708</td>
<td>Collaboration with Families and School Based Teams</td>
<td>3</td>
</tr>
<tr>
<td>ECPSE 722</td>
<td>Applied Behavior Analysis and Positive Behavioral Supports</td>
<td>3</td>
</tr>
</tbody>
</table>

**Phase 3: Student Teaching (12 credits)**

In the third phase (12 credits, 2 courses) candidates who successfully complete phase 1 and 2 participate in two semesters of student teaching. The first student teaching experience takes place within the context of serving in the role of the general education teacher and consists of supervised observation and student teaching at two different grade levels (grades 1 to 3 and grades 4 to 6). The second student teaching experience takes place within the context of serving in the role of the special education teacher working with students with severe disabilities at the childhood level (e.g., Autism).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EECE 566</td>
<td>Student Teaching in Elementary Education</td>
<td>6</td>
</tr>
<tr>
<td>ECPSE 725</td>
<td>Internship in Severe Disabilities</td>
<td>6</td>
</tr>
</tbody>
</table>

**Phase 4: Research (6 credits)**

In the final phase of the program (6 credits, 2 courses) candidates complete a two course sequence in research either within the context of elementary education or special education. During this phase candidates develop life-long learning skills in evaluating educational research and understanding basic research design and methodology in general and special education. In keeping with best-practices, candidates interpret research results for classroom instruction. In the second course in the research sequence, candidates implement a research study that is referenced to classroom needs as individually determined by each candidate and his/her area of interest.

**Select a two-course sequence in research in special education or elementary education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECPSE 746</td>
<td>Research in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ECPSE 748</td>
<td>Advanced Research in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EECE 780</td>
<td>Introduction to Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EECE 781</td>
<td>Inquiry into Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

It is anticipated that candidates will be able to complete this dual certification MAT program in three years. A sample flow chart illustrating completion by sequence of classes for each semester and year is presented in Figure 1.
### Pedagogical Foundations

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EECE 702</td>
<td>Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ECPSE 700</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EECE 711</td>
<td>Ecological Perspectives on Development—The Childhood Years</td>
<td>3</td>
</tr>
<tr>
<td>EECE 520</td>
<td>Language Development and Emergent Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Earned Credits** 12

### Pedagogical Core

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EECE 545</td>
<td>Social Studies in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EECE 550</td>
<td>Mathematics in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>ECPSE 710</td>
<td>Curriculum and Instruction for Childhood Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ECPSE 722</td>
<td>Applied Behavior Analysis and Positive Behavioral Supports</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Earned Credits** 33

### Student Teaching & Research

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECPSE 725</td>
<td>Internship in Severe Disabilities</td>
<td>6</td>
</tr>
<tr>
<td>ECPSE 746</td>
<td>Research in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EECE 780</td>
<td>Introduction to Educational Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Select a two-course sequence in research in special education or elementary education

**Total Earned Credits** 51

### Spring—Year 1

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECPSE 701</td>
<td>Introduction to Assessment in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EECE 525</td>
<td>Language and Literacy Learning in the Elementary Years</td>
<td>3</td>
</tr>
<tr>
<td>ECPSE 720</td>
<td>Trends and Issues in the Education of Students with Severe Disabilities</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Earned Credits** 21

### Spring—Year 2

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EECE 555</td>
<td>Science in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>ECPSE 742</td>
<td>Foundations of Assistive and Instruction Technology</td>
<td>3</td>
</tr>
<tr>
<td>ECPSE 708</td>
<td>Collaboration with Families and School Based Teams</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Earned Credits** 42

### Spring—Year 3

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EECE 566</td>
<td>Student Teaching in Elementary Education</td>
<td>6</td>
</tr>
<tr>
<td>ECPSE 748</td>
<td>Advanced Research in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EECE 781</td>
<td>Inquiry into Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Earned Credits** 60
Cost Assessment

As already mentioned, all courses that composed this 60-credit hour dual certification program are existing ECP and EECE courses. Thus, no new courses would need to be developed in order to implement this program. It is anticipated that at least initially (i.e., for the first few years of operation), the program would take in approximately 18 to 25 graduate students per year. These students would be integrated into existing sections of ECP and EECE courses so that initially it might only be necessary to add one or two sections of existing courses per semester in each Department.

**Faculty.** Statistics for the 2005—2006 academic year for the alternative dual certification program in childhood education for New York State Teaching Fellows indicated that full time faculty members in ECP and EECE taught approximately 67% of all courses. It is assumed that the ratio will be fairly similar within the proposed dual certification MAT described in this proposal. Table 3 presents a list of the full time and adjunct faculty in ECP who will be involved with the proposed dual certification program and a list of their specialization areas. Table 4 presents similar information for full time and adjunct faculty in EECE. Abbreviated Curriculum Vitae for key full time ECP and EECE faculty affiliated with this proposed dual certification program can be found in Appendix B.

**Table 3: ECPSE Full Time and Adjunct Faculty affiliated with Proposed MAT Program**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Status</th>
<th>Degrees, with Areas of Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fredda Brown*</td>
<td>Professor</td>
<td>FT</td>
<td>B.S. Social Sciences, SUNY Stony Brook; M.S. Special Education/Emotional Disabilities, Adelphi University; Ph.D. Special Education/Severe Disabilities, University of Kansas</td>
</tr>
<tr>
<td>Craig Michaels*</td>
<td>Professor</td>
<td>FT</td>
<td>B.F.A. Painting and Photography, San Francisco Art Institute; M.A. Special Education/Educational Psychology, New York University; Ph.D. Special Education/Educational Psychology, New York University</td>
</tr>
<tr>
<td>Christopher Oliva*</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>B.A. Anthropology, Adelphi; M.S. Special Education/Mental Retardation, Adelphi; Ph.D. Education, University of Kansas</td>
</tr>
<tr>
<td>Peish Wang*</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>B.A. English, Liaoning College of Education; M.A. Deaf Education, Gallaudet University; Ph.D. Special Education, Columbia University, Teachers College</td>
</tr>
<tr>
<td>Sara B. Woolf*</td>
<td>Lecturer</td>
<td>FT</td>
<td>B.A. Psychology, Brown University; M.A. Deafness Rehabilitation, New York University</td>
</tr>
<tr>
<td>Brian Abrams</td>
<td>Associate Professor</td>
<td>PT</td>
<td>B.A. Sociology, St. John’s University; M.S. Special Ed, Adelphi University; Ph.D. Educational Psychology, Fordham University</td>
</tr>
<tr>
<td>Diane Berger</td>
<td>Lecturer</td>
<td>PT</td>
<td>B.A., French, Rosemont College; M.A. French Language &amp; Civilization, New York University; M.A. Behavior Disorders, Teachers College, Columbia University</td>
</tr>
<tr>
<td>Pamela Bligh</td>
<td>Lecturer</td>
<td>PT</td>
<td>A.A.S., Early Childhood, Nassau Community College; B.S. Elementary Education, SUNY, Old Westbury; M.S. Education, Reading, Queens College</td>
</tr>
<tr>
<td>Carol Elk</td>
<td>Lecturer</td>
<td>PT</td>
<td>B.A., Education, University of Bridgeport; M.A., Special Education, Teachers College Columbia University</td>
</tr>
<tr>
<td>Denise Ferrara</td>
<td>Lecturer</td>
<td>PT</td>
<td>B.A., Communication Arts and Sciences, Speech Pathology, Queens College; MS, Education, Hofstra University</td>
</tr>
</tbody>
</table>
Table 4: EECE Full Time and Adjunct Faculty affiliated with Proposed MAT Program

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Status</th>
<th>Degrees, with Areas of Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominic Gullo</td>
<td>Professor</td>
<td>FT</td>
<td>B.S. Speech Pathology &amp; Audiology, University of Wisconsin; M.S. Educational Psychology, University of Wisconsin; Ph.D. Interdisciplinary Doctoral Program on Young Children (IDPCY), Indiana University</td>
</tr>
<tr>
<td>Penny Hammrich*</td>
<td>Professor</td>
<td>FT</td>
<td>B.S. Biology &amp; Education, University of Minnesota; M.S. Biology &amp; Genetics, Minnesota State University; Ph.D. Curriculum &amp; Instruction, University of Minnesota</td>
</tr>
<tr>
<td>Joel Spring*</td>
<td>Professor</td>
<td>FT</td>
<td>B.A. History, Roosevelt University; M.A. Social &amp; Intellectual History, University of Wisconsin; Ph.D. Educational Policy Studies, University of Wisconsin</td>
</tr>
<tr>
<td>Susan Turkel</td>
<td>Professor</td>
<td>FT</td>
<td>B.S. Elementary Education, Boston University; M.S. Elementary Education, Hunter College; Ed.D. Math Education, Columbia University</td>
</tr>
<tr>
<td>Myra Zarnowski*</td>
<td>Professor</td>
<td>FT</td>
<td>B.A. Elementary Education, Northeastern University; M.Ed. Reading &amp; Language Arts, Boston University; Ed.D. Language Education; University of Georgia</td>
</tr>
<tr>
<td>Mary Greiner</td>
<td>Associate Professor</td>
<td>FT</td>
<td>B.A. Anthropology, University of California; Ph.D. Social Foundations of Education, University of Virginia</td>
</tr>
<tr>
<td>Daisuke Akiba</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>B.A. Psychology, Boston University; M.S. Organizational Behavior, Tufts University; M.A. Experimental Psychology, Brown University; Ph.D. Interdisciplinary Studies in Child Development &amp; Education, Brown University</td>
</tr>
<tr>
<td>Marcia Baghban*</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>B.S. French, Simmons College; M.A. Applied Linguistics, Columbia University; Ed.S. Reading, Indiana University; Ed.D. Reading with minor in Applied Linguistics &amp; English, Indiana University</td>
</tr>
</tbody>
</table>

* Indicates that abbreviated vitae appears in Appendix B
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Status</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee Bisland*</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>B.A. History, Guilford College; M.A.T. Social Studies Education, Duke University; Certificate of Advanced Study in School Administration, New York University; Ed.D. Social Studies Education, Teachers College, Columbia University</td>
</tr>
<tr>
<td>Liba Engel</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>B.A. Personality &amp; Social Psychology, Purdue University; B.S. Dietetics, Purdue University; M.A. Pre-service Elementary Education Teachers College; Ed.M. Curriculum &amp; Teaching; Ph.D. Education focus on Curriculum &amp; Instruction, Teachers College</td>
</tr>
<tr>
<td>Mary Foote</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>B.A. Theatre Arts and Speech, Mount Golyoke college; M.S. Child and the Individual Curriculum, City College; MsED. Leadership in Mathematics Education, Bank Street College; Ph.D. Curriculum &amp; Instruction focus on Mathematic Education, University of Wisconsin-Madison</td>
</tr>
<tr>
<td>Gloria Harris</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>B.A. Psychology, Hunter College; M.A. Elementary Education, Hunter College; Ed.D. Curriculum/Teaching, Teachers College</td>
</tr>
<tr>
<td>Bobbi Kabuto</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>B.S. Biology, University of Richmond; M.S. Literacy, Hofstra University; Ph.D. Language Cognition, Hofstra University</td>
</tr>
<tr>
<td>Ted Kesler</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>B.A. Biology, Columbia University; M.A. Elementary Education, Teachers College; Ed.D. Curriculum, Teachers College</td>
</tr>
<tr>
<td>Franklin Turner</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>B.S. History, Florida A&amp;M University; M.A. Educational Psychology, Rutgers University; Ph.D. Urban Education, Rutgers University</td>
</tr>
<tr>
<td>Toni Spring</td>
<td>Lecturer</td>
<td>FT</td>
<td>B.A. Social Science Adelphi University; M.S.Ed. Reading, Adelphi University; Doctoral Student, Developmental Psychology, City University</td>
</tr>
<tr>
<td>Karen Steuerwalt</td>
<td>Lecturer</td>
<td>FT</td>
<td>B.A. Sociology &amp; Anthropology, SUNY Stony Brook; M.A. Elementary Education, Adelphi University</td>
</tr>
<tr>
<td>James Brown</td>
<td>Lecturer</td>
<td>PT</td>
<td>B.A. Psychology, Long Island University; M.A. Elementary Education, Long Island University; Professional Diploma Administration &amp; Supervision, Queens College</td>
</tr>
<tr>
<td>Barbara Friend</td>
<td>Lecturer</td>
<td>PT</td>
<td>B.S. Elementary Education, Queens College; M.S.Ed. Elementary Education, Queens College</td>
</tr>
<tr>
<td>Peggy Kump</td>
<td>Lecturer</td>
<td>PT</td>
<td>B.S. Human Development &amp; Family Studies, Cornell University; M.S.Ed Mathematics Education, Queens College</td>
</tr>
<tr>
<td>Michael Parrella</td>
<td>Adjunct Assistant Professor</td>
<td>PT</td>
<td>B.A. History, Boston University; Ph.D. History &amp; Education, New York University</td>
</tr>
<tr>
<td>Robert Perelmutter</td>
<td>Lecturer</td>
<td>PT</td>
<td>M.S. Education &amp; School Psychology, City College</td>
</tr>
<tr>
<td>Mindi Reich-Shapiro</td>
<td>Lecturer</td>
<td>PT</td>
<td>B.A. Communication Arts &amp; Science, City University; M.S. Education, City University; Doctoral Candidate, City University</td>
</tr>
<tr>
<td>Joseph Saccante</td>
<td>Lecturer</td>
<td>PT</td>
<td>B.A. Education &amp; Behavioral Science, Queens College; M.S. Environmental Science, Queens College; P.D. Supervision &amp; Administration, Queens College</td>
</tr>
<tr>
<td>Arthur Salz</td>
<td>Adjunct Associate Professor</td>
<td>PT</td>
<td>B.S. Health &amp; Physical Education, Brooklyn College; M.S. Health &amp; Physical Education, Pennsylvania State; Ed.D. Curriculum Teaching, Teachers College</td>
</tr>
</tbody>
</table>

* Indicates that abbreviated vitae appears in Appendix B

It is anticipated that as a new education program leading to New York State licensing for the first five years there will be administrative release time provided (1 course per semester) for a faculty
coordinator from each Department (ECP and EECE). Additionally it is anticipated that a new faculty line in special education (ECP) will be requested in 2010 to address the increased FTEs as a result of this new program.

Facilities and Equipment. The majority of education courses in both ECP and EECE are taught in the recently renovated Powdermaker Hall. As a result, the majority of classrooms where candidates will take classes have wireless internet access, data projectors, and other necessary technology. The one potential limitation is computer lab space. Both EECE and ECP have applied for increased access to computer lab space in general, and have been working with the Dean of Education to create additional computer lab space in Powdermaker Hall. Additionally, both Departments have developed specific technology fee proposals to increase access to instructional technology through mobile laptop carts and assistive technology for students with disabilities. Therefore, with regards to facilities and equipment, we are essentially prepared for the projected increase of enrollment.

Library and Instructional Materials. The library has identified a specific librarian as a Division of Education liaison and subject specific bibliographer. Dr. Suzanne Li has been most helpful in increasing the amount of library resources dedicated to the Division of Education. Also, as the library gets more access to full text electronic versions of educational journals, access for education candidates is increased exponentially while expenses for individual subscription of paper print versions is reduced. As additional teaching media (i.e., DVDs and CD-ROMs) and technology (i.e., assistive technology software applications) are identified over time for the operation of this new program, Graduate Investment Initiative funds and CUNY Technology Fee funding will be requested and is expected to cover these additional purchases. Thus the proposed increase in enrollment should not require any increase in library or instructional material expenses.

Budget Table. As described in this section, the proposed dual certification MAT program is primarily a re-structuring of existing courses and a creative collaboration between two Departments within the Division of Education—ECP and EECE. While many of the necessary resources are currently in place, the primary expenditures for the first five years to operate this new dual certification program will be associated with administrative release time (1 course per semester for a faculty coordinator from each Department) and a new faculty line in ECP for an assistant professor in special education in 2010. See Table 5 for complete projections of expenses over the next five years.

Table 5: Budget Projections for the first 5-Years of the Proposed MAT Program

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty—resources</td>
<td>2 courses of administrative release per semester (1 in ECP &amp; 1 in EECE)</td>
<td>2 courses of administrative release per semester (1 in ECP &amp; 1 in EECE)</td>
<td>2 courses of administrative release per semester (1 in ECP &amp; 1 in EECE)</td>
<td>2 courses of administrative release per semester (1 in ECP &amp; 1 in EECE)</td>
<td>2 courses of administrative release per semester (1 in ECP &amp; 1 in EECE)</td>
</tr>
<tr>
<td></td>
<td>1 line in ECP @ $61,563 plus Fringe Benefits</td>
<td>1 line in ECP @ $64,323 plus Fringe Benefits</td>
<td>1 line in ECP @ approximately $66,500 plus Fringe Benefits</td>
<td>1 line in ECP @ approximately $69,000 plus Fringe Benefits</td>
<td>1 line in ECP @ approximately $69,000 plus Fringe Benefits</td>
</tr>
</tbody>
</table>
Evaluation

Internal Evaluation and Outcomes

The proposed dual certification program will use a variety of course specific assessment strategies to evaluate candidates’ knowledge, skills, and dispositions. As already mentioned, this proposed program has been carefully aligned to the New York State competencies for both general and special education teachers at the childhood level. Additionally, this new program has been aligned with the Queens College Education Unit’s Core Values of Equity, Excellence, and Ethics. As such, candidates’ progress in this dual certification program will be tracked (i.e., monitored and evaluated) through the electronic assessment system of the Education Unit, QC-TEAMS (the Queens College-Teacher Education Assessment Monitoring System).

Table 6 presents the assessment instruments that compose the Education Unit Assessment System (as approved by the National Council on the Accreditation of Teacher Education, NCATE) and indicates in which (a) program phase each assessment will be administered, and (b) the specific ECPSE and EECE course(s) within which each assessment will be administered.

Table 6: Timelines for the Administration of Unit Assessment Instruments

<table>
<thead>
<tr>
<th>Education Unit Assessment System Instrument</th>
<th>Program Phase</th>
<th>ECP</th>
<th>EECE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Core Values Survey</td>
<td>Phase 1: Pedagogical Foundations</td>
<td>ECPSE 700</td>
<td>EECE 702</td>
</tr>
<tr>
<td>2. Field Experience Assessment</td>
<td>---</td>
<td>ECPSE 701</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>---</td>
<td>ECPSE 720</td>
<td>EECE 525</td>
</tr>
<tr>
<td>3. Lesson Plan Assessment</td>
<td>Phase 2: Pedagogical Core</td>
<td>---</td>
<td>EECE 545</td>
</tr>
<tr>
<td></td>
<td>---</td>
<td>EECE 550</td>
<td></td>
</tr>
<tr>
<td></td>
<td>---</td>
<td>EECE 555</td>
<td></td>
</tr>
<tr>
<td>4. Curriculum Unit Assessment</td>
<td></td>
<td>ECPSE 710</td>
<td>---</td>
</tr>
<tr>
<td>5. Lesson Plan Implementation</td>
<td>Phase 3:</td>
<td>ECPSE 725</td>
<td>EECE 566</td>
</tr>
</tbody>
</table>
6. Clinical Practice/Student Teaching & Internship Evaluation
   | Student Teaching | ECPSE 725 | EECE 566
---|------------------|-----------|-----------
7. Candidate Impact on Student Learning in the P-12 Schools
   | ECPSE 725        | EECE 566  |
8. Candidate Evaluation of College Supervisor
   | ECPSE 725        | EECE 566  |
9. Candidate Evaluation of Cooperating Teacher/Supervisor
   | ECPSE 725        | EECE 566  |
10. Site Based Clinical Faculty Evaluation of College Supervisor
    | ECPSE 725        | EECE 566  |
11. Instructor Evaluation of Research to Practice
    | Phase 4: Research| ECPSE 748 | EECE 781 |
12. Candidate Satisfaction Inventory
    | ECPSE 748        | EECE 781  |

**External Evaluations**

All teacher candidates in New York State are required to take a variety of state examinations for licensing. These exams would be taken during Phase 3 (Student Teaching) in the dual certification program proposed here. Each year the New York State Education Department prepares a report, the Title II Report, and provides this report to the Queens College Office of Teacher Certification. This report describes the pass rates on the Content Specialty Tests (CST) and the Liberal Arts and Science Test (LAST) by program code. Thus each year, information on candidate pass rates on the LAST and the two Content Specialty Tests associated with this dual certification program (the multi-subject CST for elementary education and the students with disabilities CST) will be collected and analyzed by the program and reported as part of the Queens College Education Unit Assessment data. Retention data and five-year follow-up data on all graduates of this proposed dual certification program will also be collected by the Education Unit.
APPENDIX A: Course Descriptions

ECP Special Education Course Descriptions

ECPSE 700: Foundations of Special Education. 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.

ECPSE 701: Introduction to Assessment in Special Education. The purpose of this course is to prepare special education teachers across all age-range certifications 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 to individual student and program evaluation, as well as to classroom and curriculum planning.

ECPSE 708: Collaboration with Families and School-Based Teams. 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 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 710: Curriculum and Instruction for Childhood Special Education. Theory and research about children with mild, moderate and severe disabilities at the childhood level (grades 1-6) and exemplary practices in informal assessment, curriculum design, adaptations, effective instruction, and supportive learning environments, with additional focus on the use of instructional and assistive technology. Field experience of at least 15 hours involves program candidates 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.

ECPSE 720: Trends and Issues in the Education of Learners with Severe Disabilities. This course is designed to acquaint program candidates 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, and learners on the autism spectrum.
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.

**ECPSE 722: Applied Behavior Analysis and Positive Behavioral Supports.** 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 experiences of about 5 hours involve candidates in measurement and analysis of student behavior.

**ECPSE 725: Internship in Severe Disabilities.** Supervised teaching of students with severe disabilities within a candidate’s certification area with a focus on students on the autism spectrum. 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.

**ECPSE 742: Foundations of Assistive and Instructional Technology.** Theory, research, and practice in identifying, implementing, and evaluating assistive and instructional technology for students with disabilities. Candidates will develop knowledge, skills, and dispositions to: (a) integrate technology in planning and managing the teaching and learning environment, (b) use technology to conduct assessments, and (c) make appropriate technology-related adaptations for students with disabilities. The course is designed to provide a broad knowledge base, rather than disability-specific information with the goal of assisting candidates develop technology competencies that they can apply with students with disabilities within their age specialization (elementary or adolescent) within special education and general education classrooms.

**ECPSE 746: Research in Special Education.** 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 candidate’s educational placement and their area of interest.

**ECPSE 748: Advanced Research in Special Education.** The continued study, understanding, and evaluation of research design and methodology in special education. Each program candidate 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 candidates’ classroom and their research interests. A research paper is required. This paper serves as the thesis and culminating project.
EECE Elementary Education Course Descriptions

EECE 702: Social Foundations of Education. Provides a forum for the beginning teacher to further investigate cultural, social, philosophical, and historical elements of education. Building on earlier studies in educational foundations, the course explores equity in schooling, school reforms, educational philosophy, and the relationship between schools and society, among other topics. Through readings, course assignments, and field experiences, students study a reflective decision-making model.

EECE 520: Language Development and Emergent Literacy. Required course for MAT students; open only to MAT students. Students examine how language develops in young children, the relation between language and cognition, and the sociocultural factors that impinge upon language learning. Among the major topics are: language assessment, language diversity, and emergent literacy. Emphasized throughout are teaching strategies and classroom experiences that foster language development in the young child.

EECE 525: Language and Literacy Learning in the Elementary Years. Required course for MAT students; open only to MAT students. Students build upon earlier studies of emergent literacy to plan effective programs in diverse, inclusive elementary settings. Students develop knowledge of theories of literacy development, design and implement effective strategies for teaching reading and writing in inclusive elementary settings, and examine children’s literature to be used across the curriculum. Prospective teachers implement strategies in the field and analyze their teaching with the support of the teacher-research community.

EECE 711: Ecological Perspectives on Development—the Childhood Years. This course provides a contextually based study of development, focusing on children during the elementary school years. Highlighting the ongoing interplay between cognition, language, affect and social functioning, students examine individual differences in abilities, learning styles, and academic performance, with attention to ecologically valid assessment strategies for linguistically and culturally diverse populations. Students explore the impact of family dysfunction, stress, poverty, and violence on development and academic performance. Strategies for creating classrooms that support pro-social development and learning are discussed.

EECE 545: Social Studies in the Elementary School. Required course for MAT, Grades 1–6 students; open only to students in this program. Preservice elementary teachers examine the teaching of social studies in the primary and intermediate grades. Emphasis is on the theoretical basis underlying the teaching of social studies and its application in the elementary classroom. Topics include the social studies disciplines, methodologies, and applications in the classroom.

EECE 550: Mathematics in the Elementary School. Required course for MAT Grades 1–6 students; open only to students in this program. This course examines key concepts, strategies, and skills in the elementary school curriculum. Topics include estimation and mental computation, place value, development of algorithms, algebraic reasoning, fractions and decimals, probability and data analysis, and measurement and geometric concepts. There will be an emphasis on problem-solving, reasoning and proof, communication, and representation of
ideas. The course also addresses state and national standards in elementary school mathematics, and discusses uses of technology in the classroom.

**EECE 555: Science in the Elementary School.** Required course for MAT, Grades 1–6 students; open only to students in this program. Students learn about state and national standards in elementary school science. They relate current research to the effective teaching of science.

**EECE 566: Student Teaching in Elementary Education.** Eleven weeks of supervised observation and student teaching at two grade levels: Grades 1—3 and Grades 4—6.

**EECE 780: Introduction to Educational Research.** Students are introduced to basic principles of quantitative and qualitative research design in educational settings. Emphasis is given to an examination of interdisciplinary perspectives on educational and social issues and to the integration of research evaluation with professional decision-making.

**EECE 781: Inquiry into Teaching.** This culminating course synthesizes theory and practice through a student-designed teacher-research project. Ongoing sharing of this classroom-based research provides a forum for discussion of key features of successful teaching. The course also addresses the interviewing process and preparation for entry into the teaching profession.
APPENDIX B: Faculty Curriculum Vitae

ECP Curriculum Vitae

BRIEF VITAE

Fredda Brown, Ph.D.
Professor
Educational and Community Programs
Queens College
Flushing, New York  11367-0904
Phone: (718) 997-5243          e-mail:  fbrowncuny@aol.com

EDUCATION

Doctor of Philosophy:  Major- Special Education; Minor- Human Development, University of Kansas, Lawrence, KS. December, 1981.

Master of Science: Special Education. Adelphi Univ., Garden City, N.Y.  974.


RECENT POSITIONS

Professor, Queens College, CUNY. Sept. 1996-present (Coordinator of Special Education Program, 1994- present). Educational and Community Programs.

Editor-In-Chief, Research and Practice for Persons with Severe Disabilities. (formerly Journal of The Association for Persons with Severe Handicaps). October 2001- present.

SELECTED PUBLICATIONS

Books


Recent Articles, Chapters, Manuals Since 2005


Queens College Dual Certification Childhood Education Proposal


**SELECTED PRESENTATIONS SINCE 2007**


“How Did They Get There? The Path to Aversive Interventions” March 27, 2008. Association for Positive Behavior Interventions. Chicago, Illinois.


OTHER RECENT PROFESSIONAL ACTIVITY


National Advisory Board, Kansas Institute for Positive Behavior Support, 2002- present.

CURRENT GRANT

CURRICULUM VITAE

Craig A. Michaels  
62 Murray Avenue  
Port Washington, NY  11050

516-883-9666 (voice)  
516-883-2451 (fax)  
516-383-1912 (cell)  
craig.michaels@qc.cuny.edu (e-mail)

<table>
<thead>
<tr>
<th>HIGHER EDUCATION</th>
<th>Institution</th>
<th>Dates</th>
<th>Degree/Major</th>
<th>Dates Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New York University</td>
<td>1986—1993</td>
<td>Ph.D., Educational Psychology</td>
<td>1993</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAMPLE TEACHING EXPERIENCE</th>
<th>Institution</th>
<th>Dates</th>
<th>Rank</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Queens College, City University of New York</td>
<td>2006—present</td>
<td>Professor</td>
<td>Educational &amp; Community Programs</td>
</tr>
<tr>
<td></td>
<td>Queens College, City University of New York</td>
<td>200—2005</td>
<td>Associate Professor</td>
<td>Educational &amp; Community Programs</td>
</tr>
<tr>
<td></td>
<td>New York University</td>
<td>1998—2000</td>
<td>Adjunct Associate Professor</td>
<td>Teaching &amp; Learning</td>
</tr>
<tr>
<td></td>
<td>New York University</td>
<td>1998—2000</td>
<td>Adjunct Associate Professor</td>
<td>Health Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACADEMIC AND PROFESSIONAL HONORS</th>
<th>Date</th>
<th>Professional Honor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer of the Year, Career Development for Exceptional Individuals, Council for Exceptional Children</td>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>Certificate of Recognition for receiving major institutional grants for education and public service, Chancellor of the City University of New York</td>
<td>2003</td>
<td></td>
</tr>
<tr>
<td>Fellow, International Academy for Research in Learning Disabilities</td>
<td>1998—Present</td>
<td></td>
</tr>
<tr>
<td>Kappa Delta Pi, International Honor Association in Education</td>
<td>1994—Present</td>
<td></td>
</tr>
<tr>
<td>Outstanding Research Publication in Job Placement, National Rehabilitation Association</td>
<td>1993</td>
<td></td>
</tr>
</tbody>
</table>
RECENT PUBLICATIONS

Wislon, G. L., & Michaels, C. A., (manuscript in preparation). Secondary students with disabilities in co-teaching classes: Who are they and how are they doing?


RECENT PRESENTATIONS


**RECENT PROFESSIONAL SERVICE**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Professional Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005—present</td>
<td>Editorial Board Member, <em>Career Development for Exceptional Individuals</em></td>
</tr>
<tr>
<td>2005—present</td>
<td>Higher Education Member, State-Wide NYSUT Committee on Special Education</td>
</tr>
<tr>
<td>2004—present</td>
<td>Statistical Consultant, <em>Research and Practice in Severe Disabilities</em></td>
</tr>
<tr>
<td>2004</td>
<td>Research Methodology Reviewer, Proposals for the TASH Annual Conference, Saint Louis, MI</td>
</tr>
<tr>
<td>2003—present</td>
<td>Associate Editor, <em>Reading &amp; Writing Quarterly</em></td>
</tr>
<tr>
<td>2002—present</td>
<td>Editorial Board Member, <em>Research and Practice in Severe Disabilities</em></td>
</tr>
</tbody>
</table>
Christopher M. Oliva, Ph.D.
248 Stonewall Road
Chatham, New York 12037

Voice: 518.392.0707
Cellular: 914.522.0525
E-mail: Drcoliva@gmail.com

ACADEMIC BACKGROUND

<table>
<thead>
<tr>
<th>Degree</th>
<th>Year</th>
<th>Field</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>1981</td>
<td>Education</td>
<td>University of Kansas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lawrence, Kansas</td>
</tr>
<tr>
<td>Training Institute</td>
<td>1976</td>
<td>Dr. Lou Brown</td>
<td>Summer Institute on “Educating Students with Severe Disabilities in Public School Settings” University of Wisconsin – Madison</td>
</tr>
<tr>
<td>M.S.</td>
<td>1974</td>
<td>Special Education</td>
<td>Adelphi University</td>
</tr>
<tr>
<td>B.A.</td>
<td>1971</td>
<td>Sociology-Anthropology</td>
<td>Garden City, New York</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adelphi University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Garden City, New York</td>
</tr>
</tbody>
</table>

Teacher Certifications: Pre – Kindergarten
Kindergarten – 6
Special Education

PROFESSIONAL EXPERIENCE

<table>
<thead>
<tr>
<th>Position</th>
<th>Date</th>
<th>Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>2002-present</td>
<td>Department of Educational and Community Programs, Queens College, City University of New York, Flushing, NY</td>
</tr>
<tr>
<td>Educational and Behavioral</td>
<td>1997-2007</td>
<td>Gateways: Educational and Behavioral Consultation Services, Chatham, NY</td>
</tr>
<tr>
<td>Consultant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Director</td>
<td>1994-1997</td>
<td>Community Systems, Inc., Torrington, CT</td>
</tr>
</tbody>
</table>
Queens College Dual Certification Childhood Education Proposal

Vice President for Clinical Services 1988-1994 MARC: community Resources, Ltd., Portland, CT
Visiting Fellow 1982-1984 Binghamton University, Binghamton, NY
University Planner 1980-1982 Old Dominion University, Norfolk, VA
Research Assistant 1978 Bureau of Child Research, University of Kansas, Lawrence, KS
Teacher Supervisor 1975-1977 Kansas Neurological Institute, Lawrence, KS
Teacher 1973-1975 Queens Developmental Services, Queens Village, NY

Other Professional Activity

2006 - Present Child-Specific Panel on Behavioral Interventions
Member

Task Force on Quality Inclusive Higher Education
NYS Department of Education
Albany, New York

PUBLICATION


PROFESSIONAL ORGANIZATIONS

Council for Exceptional Children (CEC)
American Association on Mental Retardation (AAMR) (Education)
Association for Persons with Severe Handicaps (TASH) (Education)
Association for Positive Behavior Supports (APBS)

RECENT PRESENTATIONS and TRAININGS


Queens College Dual Certification Childhood Education Proposal

PEISHI WANG
110 West 94th Street, Apt #5B       Phone: 718-702-7413
New York, NY 10025                  E-mail: peishi.wang@qc.cuny.edu

EDUCATION
Teacher’s College, Columbia University, New York, NY
Ph.D. in Special Education, Department of Health and Behavioral Studies (Mental Retardation & Autism) May, 2005

Pennsylvania College of Optometry, Philadelphia, PA
Certificate in Teaching Young Children and Youth with Visual Impairments and Multiple Disabilities, May, 2000

Gallaudet University, Washington, DC
MA in Deaf Education with a specialization in Parent-Infant, May, 1994

Liaoning College of Education, Shenyang, People’s Republic of China
BA in Foreign Language (English), July, 1991

TEACHING EXPERIENCE

Queens College, City University of New York, Queens, NY
Assistant Professor
Teach graduate courses in the special education department in the area of research, working with families of children with disabilities, students with severe disabilities and early childhood special education curriculum (Fall 2005 to present).

Teachers College, Columbia University, New York, NY
Adjunct Instructor
Taught course on the education of students with severe disabilities in the department of health and behavior studies. Designed the course syllabus, prepared reading materials for the class, facilitated weekly discussions and group activities, and developed midterm and final exams. (Fall, 2004).

Co-taught student teaching class in the department of curriculum and teaching. Prepared weekly discussion topics and supervised five student teachers throughout the semester. (Spring, 2004).

Center of Opportunities and Outcomes for People with Disabilities, Teachers College, Columbia University, New York, NY
Research Assistant
Assisted Center director in federal grants application processes and various research projects. Worked with faculty and staff at Teachers College on the NCATE accreditation process. (January 2003 to May 2005).
AHRC, New York, NY &
YAI/ NYL LIFESTART Program, New York, NY
ABA Therapist/ Early Intervention Special Education Teacher
Provide one-to-one home-based ABA therapy to children with autism or PDD as a board certified behavior analyst. Work with infants and toddlers with developmental delays and disabilities in the homes as well as at other inclusive settings. (November 2002 to present).

Department of Early Childhood Education, Prince George’s Community College, Largo, MD
Adjunct Lecturer
Developed the syllabus for Introduction to Special Education (3 credits), prepared and delivered lectures, and supervised students during their student teaching. (Spring, 2001)

Daytime Development Center, Fairfax County Early Intervention Services, Fairfax, VA
Infant Educator
Provided one-on-one transdisciplinary services to families of infants and toddlers with various disabilities and developmental delays. Led educational groups at the center for children with similar needs. Participated in weekly evaluations and report writings. (March 1998 to July, 2001).

PROFESSIONAL LICENSES

Board Certified Behavior Analyst, 2004 to present
New York State Teaching Certificate in Special Education, Pre K-12, 2002 to present

PROFESSIONAL AFFILIATIONS

Association of Behavior Analysts, 2003 to present
Council for Exceptional Children, 1995 to present

PUBLICATIONS


PRESENTATIONS


**GRANTS**


Professional Experience

2007 - Present Lecturer, Educational and Community Programs, CUNY, Queens, NY.
2003 - 2007 Faculty Advisor, Lecturer, Educational and Community Programs, CUNY, Queens, NY.
2002 - Present Life Coach, Optionz Unlimited, Merrick, N.Y.
2001 - 2002 Behavior and Curriculum Consultant, Levittown Public Schools, Levittown, N.Y.
2000 - 2003 Adjunct Instructor, Educational and Community Programs, CUNY, Queens, NY.
2000 - 2003 Inclusion Consultant, Stamford Public Schools, Stamford, CT.
1998 - 2000 Director, Greenwich Autism Program, Greenwich ARC, Greenwich, CT.
1997 - 1999 Behavior Consultant, Richmond Children’s Center, Yonkers NY.
1991 - 1998 Project Associate, Mental Retardation Institute, Westchester Medical Center, Valhalla, NY, Training contract with the New York City Public Schools.
1991 - 1998 Trainer, New York State Training Team for Positive Behavioral Supports jointly supported by the NY State Office of Mental Retardation and Developmental Disabilities and the New York State Education Department.
1990 - 1991 Project Coordinator, Mental Retardation Institute, Westchester County Medical Center, Valhalla, NY, Responding to the Challenging Behaviors of Transition Aged Students with Dual Sensory Impairment: A Comprehensive Technical Assistance Model. A one-year project funded by the New York State Education Department, Title VI-C.
1990 - 1991 Project Associate, Mental Retardation Institute, Westchester County Medical Center, Valhalla, NY, Assessment and Educational Planning for Students with Handicapping Conditions: A Training Program for Committees on Special Education. A three-year project funded by the New York State Education Department, Office for Special Education Services.
Selected Publications


Selected Invited Presentations

Woolf, S. B. (2008, May). *We’re all working really hard, but these PBS strategies are not working!* 1st Annual QC- CARD Conference, Flushing, New York.

Woolf, S.B. and Oliva, C. (2007, November). **Multi-component PBS interventions:**
*Supporting individuals with autism who engage in serious challenging behaviors.*
Autism Across the Lifespan’s 3rd Annual Conference, New York, New York.

Woolf, S.B. and Oliva, C. (2007, April). **Positive behavior supports in school settings:**
*Using multi-component PBS interventions to support students with ASD in general education settings.*
CARD, New York, New York.

Woolf, S.B. and Oliva, C. (2007, March). **Positive behavior supports in school settings:**
*How to use multi-component PBS interventions to support students with significant learning and behavioral needs in general education settings.*

Woolf, S.B. (2007, February). **Leveraging mission statements to shape systems change.**
Lexington School for the Deaf. Jackson Heights, N.Y.

Lexington School for the Deaf. Jackson Heights, N.Y.


EECE Curriculum Vitae

MARCIA BAGHBAN
29-19 164th Street
Flushing, New York 11358
(718) 460-1176
mbagban@nyc.rr.com
Abbreviated Vita

EDUCATION

<table>
<thead>
<tr>
<th>Degree</th>
<th>Year</th>
<th>Field</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed.D.</td>
<td>1979</td>
<td>Reading, Minors: Applied Linguistics; English/Linguistics</td>
<td>Indiana University</td>
</tr>
<tr>
<td>Ed.S.</td>
<td>1977</td>
<td>Reading</td>
<td>Indiana University</td>
</tr>
<tr>
<td>M.A.</td>
<td>1966</td>
<td>Applied Linguistics</td>
<td>Columbia University</td>
</tr>
<tr>
<td>B.S.</td>
<td>1964</td>
<td>French</td>
<td>Simmons College</td>
</tr>
</tbody>
</table>

TEACHING EXPERIENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Department</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-Present</td>
<td>Professor</td>
<td>Elementary &amp; Early Childhood Education</td>
<td>Queens College, CUNY</td>
</tr>
<tr>
<td>1985-2003</td>
<td>Associate Professor</td>
<td>Elementary &amp; Early Childhood Education</td>
<td>Queens College, CUNY</td>
</tr>
<tr>
<td>1984-1985</td>
<td>Associate Professor</td>
<td>Elementary &amp; Secondary Education Department</td>
<td>W. Virginia University College of Graduate Studies, Institute</td>
</tr>
<tr>
<td>1979-1984</td>
<td>Assistant Professor</td>
<td>Elementary &amp; Secondary Education Department</td>
<td>W. Virginia University College of Graduate Studies, Institute</td>
</tr>
<tr>
<td>1979</td>
<td>Adjunct Instructor</td>
<td>Reading Department</td>
<td>Indiana University, Columbus</td>
</tr>
<tr>
<td>1975-1978</td>
<td>Adjunct Instructor</td>
<td>Multicultural Program</td>
<td>Indiana University, Bloomington</td>
</tr>
<tr>
<td>1975</td>
<td>Adjunct Instructor</td>
<td>Language Education Department</td>
<td>Indiana University, Bloomington</td>
</tr>
</tbody>
</table>
1969  Instructor, Group ‘69  Linguistics Department  Indiana University, Bloomington

1966-1968  English Instructor  Kabul University Afghanistan  USAID/Columbia, University Team


NATIONAL SERVICE

National Council of Teachers of English

Editorial Boards

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-present</td>
<td>Member, <em>The Journal of Children’s Literature</em> (NCTE)</td>
<td></td>
</tr>
<tr>
<td>1999-2006</td>
<td>Member, <em>The Dragon Lode</em> (IRA)</td>
<td></td>
</tr>
<tr>
<td>1989-2000</td>
<td>Member, <em>The Reading Teacher</em> (IRA)</td>
<td></td>
</tr>
</tbody>
</table>

PRESENTATIONS


2002 Baghban, M. *Survival lessons from the childhoods of authors*. Annual CAWS Conference CUNY Association of Writing Supervisors), NYC Technical College College, November


PUBLICATIONS

Books


Monographs

Chapters


Journal Articles


2005 Baghban, M. Children’s literature that depicts the dilemmas of contemporary immigrant children: A continuing need. The Dragon Lode (Fall).


Reports
2000 Baghban, M. Too serious, too soon: Where’s the childishness in children’s fiction? ERIC Resources in Education. October. ED 439 423

1999 Baghban, M. Conversations which extend the learning contexts for literacy: Using life stories. ERIC Resources in Education. January. ED 420 861
Academic Background

2004  Ed.D in Social Studies Education, Teachers College, Columbia University, New York, New York
1990  Certificate of Advanced Study in Educational Administration, New York University, New York, New York
1967  M.A.T. (Social Studies Education), Duke University, Durham, North Carolina
1966  A.B., Guilford College, Greensboro, North Carolina, (Major: History; Minor: Political Science)

Teaching Experience

2004- Present  Assistant Professor, Department of Elementary and Early Childhood Education; Queens College/City University of New York
2002-2004  Lecturer with Certificate of Continuous Employment (equivalent of tenure in a clinical line), granted May, 2000
Department of Elementary and Early Childhood Education; Queens College/City University of New York
1995-2000  Instructor, Department of Elementary and Early Childhood Education; Queens College/City University of New York

Courses Taught:
- Social Studies in the Elementary School
- Major Issues in Elementary School Social Studies
- Queens as a Learning Lab: Using Persona; and Local History to Teach Social Studies
- Supervision of Student Teachers in the Elementary School
1994-1995  Adjunct Professor, Computer Assisted Instruction, New York Institute of Technology, Westbury, N.Y.
1976-1987  Teacher, Social Studies, Grades 10-12, Herricks, Sayville, Half Hollow Hills, Long Island Public Schools
1973-1975  Teacher, Social Studies, Grades 6-12, Department of Defense Overseas Dependent Schools, Iwakuni & Yokosuka, Japan
1971-1973  Teacher, Social Studies, Grades 10-12, Rockville Centre, Long Island Public Schools
1968-1971  Teacher, Social Studies, Grades 10-12, Department of Defense Overseas Dependent Schools, Okinawa, Japan
1966-1968  Teacher, Social Studies, Grades 8-12, Halifax County Virginia Public Schools
Experience Other Than Teaching

1993-1999  Trustee, South Huntington Board of Education
    Vice- President, 1994-1996
1993-1995  Supervisor, National Assessment of Educational Progress, US Offices of
    Education, NYC
1988-1991  Curriculum and Staff Developer, Western Suffolk Board of Cooperative
    Educational Services, Dix Hills, NY

Recent Publication and Scholarly Work

Journal Articles:
- Indicates refereed

  award goes to Al Gore and IPCC. Social Education 72(2), 15-20
  teachers’ support, ideology, and efficacy beliefs. Teacher Development: An International
- Bisland, B.M. (2007) Geographic perspectives with elementary students: The Silk Road. Social Studies
  and the Young Learner, 19(2), 28-32.
- Bisland, B.M. (2006) At the edge of danger: Elementary teachers in Queens, New York, September 11,
  Social Studies and the Young Learner, 17(4) 8-12.
  Learner, 11, P1-P4.
- Bisland, B. M. (1997) Festa Italiana: Integrating language arts, social studies and computers in the
  elementary classroom. The English Record: Journal of the new York State English
  Council, 47, 13-21.

Reviews:

** Bisland, B.M. (September 05, 2006). Forever after: New York City teachers on 9/11. Teachers
    College Record, http://www.tcrecord.org, ID Number 12695
    example of the American political science association. Theory and Research in Social
    Education. 31, 557-560.

Grants

In Progress:

2006-2009  Queens College Project Director and Co – Writer of Learning History Together: the
    Content, Documents and Artifacts of United States History for the Elementary Grades,
    United States Office of Education Teaching American History Grant with Region 4 of the
    New York City Board of Education, The Brooklyn Historical Society and the New York
    Historical Society. Grant is for $1,00,000.
2007-2010 Queens College Project Director and Co-Developer of Learning History Together for Teachers of English Language Learners, United States Office Education Teaching American History Grant in partnership with Region 4 of the NYCBOE and the Social History Project. Grant is for $1,000,000

2007-2010 Teacher Educator for Social Studies & Technology in Learning Our History: Exploring the American Experience United States Office of Education Teaching American History Grant in partnership with CW Post and 12 Nassau County School Districts. Grant is for $1,000,000

2005-2008 Integrating Asian Studies into the Education Curriculum Program Grant with the Asia Society, Queens College, Iona College and William Patterson University.

2005-2008 Participant

2006-2007 Liaison for Queens College

National Presentations
* indicates refereed:


*Bisland, B.M & Fraboni, M.C. (2007, April) Two perspectives on interactive social studies websites for elementary student. Paper presented at the American Educational research Association Annual Convention; Chicago, IL.


Queens College Dual Certification Childhood Education Proposal

**Penny L. Hammrich**  
Dean and Professor of Education  
Queens College  
The City University of New York

**Address**  
Office of the Dean of Education,  
Queens College of the City University of New York,  
100 Powdermaker Hall, 65-30 Kissena Blvd.,  
Flushing, NY 11367. Phone 718-997-5221  
Fax 718-997-5222, Email penny.hammrich@qc.cuny.edu

**Education**  
Ph.D. Curriculum and Instruction. University of Minnesota  
ABD Educational Psychology. Arizona State University  
M.S. Biology-Genetics. Minnesota State University  
B.S. Biology & Education. South Dakota State University

**Professional Appointments**  
*Dean*, CUNY Queens College, 2003-present  
*President*, Sisters in Science, LLC, 2001-present  
*Professor* (with tenure), CUNY Queens College, 2003-present (Science Education)  
*Professor* (with tenure), CUNY, The Graduate Center, 2003-present (Urban Education)  
*Professor* (with tenure), CUNY, The Graduate Center, 2004-present (Educational Psychology)  
*Founder and Director*, Equity Studies Research Center, CUNY Queens College, 2003-present  
*Director*, Center for the Improvement of Education, CUNY Queens College, 2003-present  
*Vice President*, The Child Development Center, CUNY Queens, 2003-present  
*Associate Dean for Research*, Temple University, 2002-2003  
*Associate Professor* (with tenure), Temple University, 2000-2003  
*Assistant Professor*, Temple University, 1994-2000  
*Affiliated Faculty*, College of Liberal Arts, Temple University, 1994-2003.  
*Senior Research Associate*, Mid-Atlantic Laboratory for Student Success, 1995-2004  
*Education Coordinator*, State Department of Minnesota, 1991-1992  
*Research Coordinator*, State Department of Minnesota, 1990-1991  
*Adjunct Instructor*, Educational Psychology, University of Minnesota, MN 1990-1991  
*Adjunct Instructor*, Educational Psychology, Arizona State University, 1989-1990  
*Adjunct Instructor*, Embry Riddle Aeronautical University, Phoenix, Arizona, 1989-1990  
*Coordinator*, Educational Support Program, Arizona State University, 1988-1989  
*Adjunct Instructor*, Minnesota State University, Mankato, MN, 1987-1988  

**SCHOLARSHIP**  
*Books/Manuals*


Chapters in Books


Articles in Journals and in Edited Books


Queens College Dual Certification Childhood Education Proposal

Joel Spring
38 East Grand St.
Mt. Vernon, NY 10552
Telephone: 914-664-7541
E-mail: jspring3@ix.netcom.com

Academic Degrees
1964  B.A  Roosevelt University (History)
1965  M.A.  University of Wisconsin (Social and Intellectual History)
1969  Ph.D  University of Wisconsin (Educational Policy Studies)

Citizenship
Citizen by Blood of the Choctaw Nation I.D. # 1274408293
United States

Academic Experience
Present: Professor Queens College and Graduate Center- City University of New York
2004-2005  Forensic Historian: I prepared two expert witness analyses of historical
documentation which proved the responsibility of the Canadian government for
the psychological and cultural damage to the citizens of the Cree Nation caused
by their experience in residential boarding schools. In the fall of 2005, a
Canadian federal arbitrator awarded $4 billion to the First Nations, including the
Cree, as reparation for the suffering caused by residential boarding schools.

Joel Spring, **Goals, Conditions and Consequences of Residential Schools for First Nations Peoples**
Expert Witness Paper: December 13, 2004
Prepared for: Field Law
2000 Oxford Tower
10235-101 Street
Edmonton, AB T5J 3G1

Joel Spring, **Government Responsibility for the Miseducation, Loss of Cultural Identity and Indigenous Languages, Sexual and Physical Abuse, and Resulting Adult Social and Psychological Problems of Students at Holy Angels, St. Bruno’s and St. Martin’s**
Expert Witness Paper: February 28, 2005
2000-2003 Faculty, New School University, New York City
1994 to Present- Series Editor, Social, Political, and Historical Studies in Education, Lawrence Erlbaum Associates, Inc
1993-2000 – Professor of Education
State University of New York
College at New Paltz
1990-1993 Professor of Teacher Education
State University of New York
College of Old Westbury
1989 Appointed as Associate in the University Seminar on American Civilization, Columbia University
1985-1992 Advisor to Education Series, Longman Publishers
1976-1990 Associate Professor Education, University of Cincinnati
1971-1976 Associate Professor Education, Case Western Reserve University
1969-1971 Assistant Professor Education, Case Western Reserve University
1971-1970 Lecturer, Center for Intercultural Documentation, Cuernavaca, Mexico

Published Books on Globalization

2004  How Educational Ideologies are Shaping Global Society (Mahwah, N.J. Lawrence Erlbaum, 2004)

Published Books on the Politics of Education


Published Books on the Philosophy & History of Education

Queens College Dual Certification Childhood Education Proposal


MYRA ZARNOWSKI
Queens College, CUNY
65-30 Kissena Boulevard
Flushing, NY 11367
718-997-5309
myra.zarnowski@qc.cuny.edu

HIGHER EDUCATION:
A. Degrees:
<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Degree and Major</th>
<th>Dates Conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston U.</td>
<td>1974-78</td>
<td>M.Ed., Reading &amp; Language Arts</td>
<td>1976</td>
</tr>
<tr>
<td>Northeastern Univ.</td>
<td>1962-66</td>
<td>B.S., Elementary Ed.</td>
<td>1966</td>
</tr>
</tbody>
</table>

SELECTED TEACHING EXPERIENCE
<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates</th>
<th>Rank</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queens College</td>
<td>1998-present</td>
<td>Professor</td>
<td>Elementary and Early Childhood Education</td>
</tr>
<tr>
<td>University of Maine</td>
<td>2001-2006</td>
<td>Professor</td>
<td>Appointed to Graduate Faculty</td>
</tr>
<tr>
<td>Queens College</td>
<td>1990-1997</td>
<td>Associate Professor</td>
<td>Elementary and Early Childhood Education</td>
</tr>
<tr>
<td>Queens College</td>
<td>1985-89</td>
<td>Assistant Professor</td>
<td>Elementary and Early Childhood Education</td>
</tr>
<tr>
<td>Little Red School</td>
<td>1981-1985</td>
<td>Teacher Grade 7 English/American History</td>
<td></td>
</tr>
</tbody>
</table>

SELECTED PUBLICATIONS AND CREATIVE WORKS
(A) BOOKS, MONOGRAPHS


(B) SELECTED JOURNAL ARTICLES


(C) SELECTED CHAPTERS IN BOOKS/ANTHOLOGIES


graduate students and one cooperating teacher in our student teaching program who worked to review and discuss nonfiction literature for a three year period.


**SELECTED ORAL PAPERS AND PRESENTATIONS**


Zarnowski, M. (2007, March). *Getting caught up in the puzzles of history: Putting Questioning and sense-making first*. Invited day-long presentation at the conference on Using Nonfiction Literature for Content Area Learning in a Reading/Writing Workshop (Grades 2-8). Center for Reading Recovery and Literacy, Lesley University, Cambridge, MA.
