

The Holder of the Chair, Dean Savage, called the meeting to order at 3:50 p.m.

1 Approval of Agenda:

MOTION: Duly made and seconded:

"To approve the agenda."

i. MOTION: Duly made (Baum) and seconded:

"To amend the agenda to consider the Committee on Disabilities resolution as a Special Motion."

ii. MOTION: Duly made and seconded:

"To approve the amended agenda."

The agenda was approved unanimously, as amended.

2. Approval of Minutes:

MOTION: Duly made, seconded:

"To adopt the Academic Senate meeting minutes dated - March 8, 2007"

Pg 8 Letter J changes to Sociology – withdrawn at last Senate Meeting, so need to be withdrawn here.

"Minutes approved as amended"

3. Announcements, Administrative Reports, and Memorials:

- a. The Chair applauded the Chancellor for receiving a 500 hundred thousand dollar award from the Carnegie Foundation to support his initiative programs.
- b. The Committee for Disabled Students in Kiely Hall Room 175 is hosting a reception today; all are invited to attend.

4. Special Motions

- a. Resolution read by Student Association President Mahendra Singh

Highlights

- There are more than 9,000 students with disabilities at the City University of New York of which 500 are registered with Queens College.
- HEATH a national clearinghouse for information on higher education and disability, estimate that for every student with disability there are another two students with disabilities eligible for accommodations that remain unidentified.
- CUNY has designated the month of April to be "**Disability Awareness Month.**"

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4a. Special Motions continued

- Various campus committees, along with the College community, have worked together to promote events during April designed to enhance sensitivity to students with disabilities.
- That the Academic Senate recognizes that students with disabilities are integral members of the Queens College community and supports the disability awareness month's activities.

"The Resolution was approved unanimously"

5. Committee Reports:

a. Elections Committee Report for information purposes only.

b. Graduate Curriculum Committee (Schwarz)

Minutes dated – February 7, 2007 - Editorial changes as follows:

Items #1 & #2 first sentence - Rationale for each course *has been approved*
is actually *about to be approved*.

Item #4 page 7 **Justification** 4th line #799 should have been replaced with #747-753.

Steven Schwarz moved: "To accept the Graduate Curriculum Committee minutes."

The motion was seconded and passed.

1. Aaron Copland School of Music (G07-01)

Music 770. Advanced Piano Pedagogy. 2 hrs.; 2 cr. Prereq.: Permission of Instructor
Advanced course in Piano Pedagogy offers more intensive training in order to teach and play the intermediate through advanced levels of repertory which follow the beginner method books and preliminary materials presented in Pedagogy 774.1 Students will explore more advanced and diverse styles of music, piano technique, practice skills and performance. Class teaching.

Non Piano Majors: Advanced Piano Pedagogy is also open to pianists who are Graduate Education Majors, and to students who may need help with piano skills. Beginner pianists will be assigned to work with a graduate performance major. Pedagogy 774.1 is not a prerequisite, permission of instructor required.

2. Aaron Copland School of Music (G07-02)

Music 769 Piano Pedagogy. 2 hrs.; 2 cr. prereq.: Permission of Instructor.
Piano Pedagogy addresses the applicative needs of aspiring piano teachers. It is a hands on workshop designed to teach students how to recognize different learning styles, introduce and discuss various and contrasting method books and materials for the beginner to early intermediate levels, and to choose materials according to the needs of their students. It also provides students with the opportunity to teach in class and learn from the feedback of the class and instructor. Piano Pedagogy also focuses on the practical aspects of maintaining and sustaining an independent teaching studio.

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5b. Graduate Committee Continued

Non Piano Majors: Advanced Piano Pedagogy is also open to pianists who are Graduate Education Majors, and to students who may need help with piano skills. Beginner pianists will be assigned to work with a graduate performance major. Pedagogy 769 is not a prerequisite, permission of instructor required.

3. Secondary Education and Youth Services (G07-03)

CREATION OF AN ADVANCED CERTIFICATE PROGRAM IN THE DEPARTMENT OF SECONDARY EDUCATION AND YOUTH SERVICES (SEYS)

CURRICULUM FOR ADVANCED CERTIFICATE IN TEACHING CHINESE

Admission Requirements:

Applicants must have a bachelor's degree in Chinese language or its equivalent (36 credits) with a minimum GPA of 3.0 (or its foreign university equivalent). Applicants are required to submit two letters of recommendation, a personal essay of approximately 500 words, and must have a recent score of Intermediate-High or higher on the American Council on the Teaching of Foreign Languages (ACTFL) Chinese Oral Proficiency Interview (OPI) and a score of Intermediate High on the ACTFL Writing Proficiency Test (WPT). (The ACTFL OPI and the WPT levels of Intermediate High are the minimum proficiency levels that candidates for graduate study are required to have by Languages Other Than English (LOTE) programs for NCATE accreditation.

Applicants whose first language is not English and who do not hold an undergraduate or graduate degree from an accredited American institution of higher education must submit proof of either a score of 600 or higher on the written version of the Test of English as a Foreign Language (TOEFL), or pass the TOEFL Internet-based Test (iBT) with a minimum Total score of 100 and a minimum speaking score of 25. An interview may be requested as part of the application decision. A portfolio showing evidence of meeting ACTFL Program Standards for the Preparation of Foreign Language Teachers Initial Certification is an exit requirement.

CERTIFICATE COURSES	CREDITS
SEYS 536. Educational Foundations. 3hr. plus 25 hour field experience. Prereq.: matriculation in program.	3
SEYS 700. Language, Literacy and Culture in Education. 3 hr. plus 25 hour field experience. Prereq.: Matriculation in program.	3
SEYS 552. Educational Psychology. 3 hr. plus 25 hour field experience. Prereq.: Matriculation in program.	3
SEYS 564. Methods for Teaching Foreign Language in Middle and High School. 3 hr. plus 25 hour field experience; Prereq.: 536, 700, 552, Coreq.: 574.2.	3
SEYS 574.2. Middle School Practicum. 50 hours practicum in teaching in a middle school; Coreq.: 564	2
SEYS 574.4. Student Teaching in High School. 15 weeks, 6	4

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periods a day. Prereq: Permission of department and minimum grade of 3.0 in the Methods class.	
SEYS 584. Standards-based Curriculum and Assessment in Teaching Foreign Language. 3 hr.; 3 cr. Coreq.: SEYS 574.4.	3
TOTAL CREDITS	21

Candidates who complete this certification program can choose two programs that are already available at Queens College to receive Professional Certification- the MSED in literacy in SEYS and the MSED in TESOL.

Background/ Foundation:

There is significant recent activity across the country that shows interest in and activity surrounding Chinese teaching that in part motivates the creation of this program. The National Security Language Initiative (NSLI), for example, is a federal program with the goal of increasing US citizens' studies of critical need foreign languages including Arabic, Chinese, Russian, Hindi, Farsi, and others from kindergarten through university. Events such as 9/11 as well as China's emergence as an economic and political power are part of the stimulus for such interest from the public and private sector to study Chinese for commercial and political reasons. Part of the government's strategy has been to provide FLAP grants for beginning Chinese programs in schools. Other grants have been provided for creating Language Teacher Corps due to the limited availability of teacher preparation and pedagogical resources for such critical languages. This is the first time that the federal government has supplied FLAP grant funds for establishing language programs.

The two language education faculty members in the SEYS Department are currently collaborating with several school districts to apply for a FLAP grant for developing and expanding language offerings in schools from K-12 levels including Chinese.

Sweley (2006) provides statistics from a 2003 report that approximately 24,000 K-12 students were learning Chinese. The English version of the *People's Daily Online* (July 11, 2006) has an article that describes an initiative by the Confucius Institute (based in New York) to provide Chinese teachers for New York schools. The article stated that "New York has at least 2,400 elementary and secondary schools and institutions of higher learning that need Chinese teachers.... Only 270 schools have Chinese teaching staffs [sic]."

Clearly a major key to developing Chinese-speaking citizens in the US is to provide enough teachers to meet the demand in the public school population. Yet a 2005 report (Sweley, 2006) documented that there are only four Chinese language teacher education programs accredited by NCATE in the US- the University of Iowa, New York University, Ohio State University, and University of Massachusetts at Amherst. Recently Hunter became an NCATE accredited Chinese teacher preparation program, so in the New York City area there are now two institutions that prepare Chinese teachers,

Clearly there is a marked need for creating a Chinese teacher certification program at Queens College. Not only is this a need to provide a useful service to the schools, but it is also an opportunity for Queens College to attend to the needs of the nearby Chinese community. The 2000 Census data reports the following figures for Asian or Pacific Islander- Chinese population in the area: New York State- 284,144; Bronx, NY- 7015, Kings, NY-68,191, New York, NY- 71,723; and Queens, NY- 86,885. The figures were not broken down for Chinese alone in the 2000 census data.

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5b. Graduate Committee Continued

The SEYS Department and the Foreign Language Education program faculty are interested in responding to and helping to fill the gap for providing qualified Chinese teachers in New York schools. As there are currently only two universities in New York City offering an accredited certification program in Chinese the present proposal will create a quality program that would enable Queens College to provide a needed service to the Chinese community and bring recognition to the CUNY system. The proposed program will be administered and coordinated by the two foreign language education faculty members in SEYS.

The language education faculty members in SEYS are currently writing a graduate degree in critical languages that may be available in the future in Chinese, Arabic, and Russian. Since there are no graduate programs at QC in these languages this program will be a pedagogy degree without language components or will include graduate study abroad.

Relationship To Existing Programs At The College:

The proposed program will not compete with any existing programs at Queens College and we expect it to benefit the college through public relations and service to the schools and the Chinese community.

Projected Enrollment:

There has been a large interest in a program leading to certification in Chinese for the past year. Currently there is a group of interested individuals who have established a club for teaching Chinese at Queens College. This group provided a list of 40 signatures of individuals who are interested in enrolling in such a program (attached).

The projected minimum enrollment will depend on field placement site availability. We are exploring possible field placements for student teaching as well as exploring alternative placement systems, such as placing two student teachers with one cooperating teacher, but we will limit enrollments to match the field placements available. We anticipate enrollments of no more than 10 for the first few years. As there are more qualified teachers in the field we expect enrollments to grow to around 20 students per year.

A quick search of area schools that offer Chinese consist of the following:

- High schools: Flushing, Bayside, Francis Lewis, Newtown, Long Island City HS, Jericho High School, Great Neck High School, Newcomers High School, Bronx High School of Science, and a number of private high schools;
- Middle schools: Flushing Modern Chinese School JHS 189 and Jericho MS.

We currently have placement relationships with six of the high schools above, and, given that the program began a pilot last fall with high school practicum placements and middle school student teaching, we expect more placement slots to open in the future. We will make contacts with the above schools during spring semester to begin a dialogue about future placements.

Impact On the College:

Queens College has the necessary resources to offer the proposed program with no competition to any of its existing programs. There are sufficient faculty members in the foreign language education program to teach the courses and supervise field placements as well as adjuncts who specialize in

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5b. Graduate Committee Continued

foreign language education. SEYS Language education faculty members are currently preparing a proposal for a Masters degree in critical languages (including Chinese). This Masters degree will consist of primarily pedagogy courses with a study abroad component in the language.

Explanation:

The SEYS Department currently offers 3 Graduate Initial Certificate Programs in foreign language (French, Italian, and Spanish) all leading to initial certification in grades 7-12 and consisting of 21 credits. The courses for the proposed program are identical to the courses in the current programs.

References

- American teachers learn Chinese teaching in Shanghai. (July 11, 2006). *People's Daily Online* (English). Retrieved December 15, 2006 from http://english.peopledaily.com.cn/200607/11/eng20060711_282004.html
- Sweley, M.H. (2006). Chinese fever: Interest in learning this Less Commonly Taught Language is Hot. *Language Educator*, 1(6) , 32-37.
- US Census Bureau. (2000). Top 25 Counties in the US Ranked by Largest Population, 2000: Asian or Pacific Islander-Chinese. Author. Retrieved on December 26, 2006 from <http://censtats.census.gov/cgi-bin/usac/usacompl>
- The U.S. Department of Education, the U.S. Department of State, The U.S. Department of Defense, & The Office of the Director of National Intelligence. (n.d.) *National Security Language Initiative (NSLI)*. Authors. Retrieved December 15, 2006 from www.ed.gov/about/inits/ed/competitiveness/nsli.pdf

4. Aaron Copland School of Music (G07-06)

Change in requirements for degree/certificate: [X]to read:

Fall (Semester I)
Music 707
Music 774
One or two electives

Spring (Semester II)
Music 775
Music 777
Music 708
Music 779

Fall (Semester III)
Music 776
Music 777
Music 709
One or two electives

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5b. Graduate Committee Continued

To Read:

Course requirements for individual concentrations within the performance major are listed separately below:

Course of Study for the Instrumental performance major (string, wind, brass, percussion and piano):

Instrumental performance majors are required to take Music 774, 775, 776, 777 (any two semesters), 707, 708, 709, 779, three semesters of one of the following: 747, 748, 749, 750, or 752 and three electives. In addition, orchestral instrumentalists are required to take 792 during each semester of their enrollment. The entire course of study shall be under the supervision of the Advisor for performance. The required schedule of courses is:

Fall (Semester I)

Music 707 (lessons)

Music 774 (chamber music): Chamber orchestra (795) or Nota Bene (794.4) may be substituted for 774 at the discretion of the Graduate Advisor.

Music 747, 748, 749, 750, 752 (repertory classes)

Music 792 (orchestra)

One or two electives

Spring (Semester II)

Music 775 (chamber music): Chamber orchestra (795) or Nota Bene (794.4) may be substituted for 775 at the discretion of the Graduate Advisor.

Music 777 (seminar in performance practice)

Music 708 (lessons)

Music 779 (musical analysis for performers)

Music 747, 748, 749, 750, 752 (repertory classes)

Music 792 (orchestra)

One or two electives

Fall (Semester III)

Music 776 (chamber music): Chamber orchestra (795) or Nota Bene (794.4) may be substituted for 775 at the discretion of the Graduate Advisor.

Music 777 (seminar in performance practice)

Music 709 (lessons)

Music 747, 748, 749, 750, 752 (repertory classes)

Music 792 (orchestra)

One or two electives

Course of Study for the Conducting Major:

Conducting majors are required to take 778 for three semesters, 777 (any two semesters), 707, 708, 709, 779, 792 and three electives. An additional fourth semester is devoted to preparing and conducting a full orchestral concert recital. The entire course of study shall be under the supervision of the Advisor for performance. The required schedule of courses is:

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5b. Graduate Committee Continued

Fall (Semester I)

Music 707 (lessons)

Music 778 (performance workshop)

Music 792 (orchestra)

One or two electives

Spring (Semester II)

Music 708 (lessons)

Music 778 (performance workshop)

Music 777 (seminar in performance practice)

Music 779 (analysis for performers)

Music 792 (orchestra)

One or two electives

Fall (Semester III)

Music 709 (lessons)

Music 778 (performance workshop)

Music 777 (seminar in performance practice)

Music 792 (orchestra)

One or two electives

Spring (Semester IV)

Full orchestral concert recital

Course of Study for the Vocal Performance Major

Vocal majors are required to take 774, 775, 776, 777 for two semesters, 778 for three semesters, either Music 794.1 and/or 796 for three semesters, and 751 for three semesters. A senior recital is required in the last semester.

Fall (Semester I)

Music 707 (lessons)

Music 774 (chamber music)

Music 794.1 (vocal ensemble) and/or

Music 796 (opera studio)

Music 751 (vocal repertory)

One or two electives

Spring (Semester II)

Music 708 (lessons)

Music 775 (chamber music)

Music 777 (seminar in performance practice)

Music 794.1 (vocal ensemble) and/or

Music 796 (opera studio)

Music 751 (vocal repertory)

Music 779 (musical analysis for performers)

One or two electives

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5b. Graduate Committee Continued

Fall (Semester III)

Music 709 (lessons)

Music 776 (chamber music)

Music 777 (seminar in performance practice)

Music 794.1 (vocal ensemble) and/or

Music 796 (opera studio)

Music 751 (vocal repertory)

One or two electives

5. Aaron Copland School of Music (G07-07)

Change in course number:

To Read:

New MUSIC Course Number

707

708

709

778

774

775

776

721

747

748

749

750

751

752

5b. Graduate Curriculum minutes dated - March 21, 2007

Steven Schwarz moved: "To accept the Graduate Curriculum Committee minutes"

The motion was seconded and passed.

1. Family, Nutrition and Exercise Sciences (G07-08)

FNES 538. Introduction to Teaching Family & Consumer Sciences.

3 hr.; 3 cr.; 10 hr. of field experience.

The roles of the family and consumer sciences (FCS) teacher are explored. This course will introduce students to the essential concepts of becoming a FCS teacher including lesson planning, curriculum development, use of instructional strategies and technology, assessment, classroom management, and

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5b. Graduate Committee Continued

reflection. Spring

2. Family, Nutrition and Exercise Sciences (G07-09)

Program: Post Baccalaureate Program for the Initial Certification in Family and Consumer Sciences Teacher Education K-12 (Code 819)

HEGIS Code: 1301.01

NYS Education Code: 26442

Change in requirements for degree/certification, to read:

Requirements for Initial Certificate

1. An overall average of B (GPA of 3.0) or better.

2. Completion of the following content core courses or their equivalent: SEYS 536, 552, 700 and FNES 538, 563, 574, 637.

3. At least 6 semester hours, or its equivalent, of a language other than English.

New York State Education Department requirements for an initial teaching certification.

Change in a course prerequisite , to read:

FNES 563. Seminar in the Teaching of Family and Consumer Sciences. 4 hr.; 3 cr. Prereq. or coreq.: FNES 538 and SEYS 552.

Change in a course number, to read:

FNES 643. Teaching Diverse Student Populations in Family and Consumer Sciences.3 hr.; 3 cr.

3. Family, Nutrition and Exercise Sciences (G07-10)

Change in requirements for admission:

Change in requirements for degree/certificate:

HEGIS number : 0835, to read:

Admissions and Maintenance

The applicant must hold a bachelor's degree with a general education core in the liberal arts and sciences. Applicants who majored in physical education but do not hold an initial certificate or applicants who come from disciplines other than physical education will be required to satisfy deficiencies by taking courses which constitute as a minimum the following: FNES 11, 12 (3 courses), 13, 14 (two courses), 30, 143, 253, and 342 or their equivalents.

Requirements for Initial Certificate

To complete the initial certificate the student must satisfy the following requirements:

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5b. Graduate Committee Continued

1. Completion of the following courses, or their equivalents: FNES 560, 561, 562, 573, 722, 730, 740, SEYS 536, 552, and 700 or EECE 525 and 711.
2. Students may enter FNES 573, Student Teaching in Physical Education, following the completion of FNES 560, 561, 562, 722, 730, 740, SEYS 536, 552, and 700 or EECE 525 and 711.

4. English (G07-11)

New Course

English 792. Thesis Workshop

1 hr.; 1 cr.

prerequisites or corequisites: English 791. Can only enroll with permission of instructor. Workshop for students completing MA thesis.

5. Secondary Education and Youth Services (G07-12)

CREATION OF A CERTIFICATE PROGRAM IN THE DEPARTMENT OF SECONDARY EDUCATION AND YOUTH SERVICES

(approved by the department curriculum committee - March 7, 2007)

CURRICULUM FOR CERTIFICATE IN MIDDLE CHILDHOOD GENERALIST (GRADES 5 THROUGH 9)

Admission Requirements:

Applicants to this program must have:

- a bachelor's degree from an accredited college or university, or the foreign equivalent.
- one year of college-level study, or its equivalent, in a language other than English;
- an Initial Certification (or the equivalent) from NYSED in general education either in elementary education or a secondary content area.
- an undergraduate GPA of 3.0 or better;
- six credits of interdisciplinary content coursework in an initial certification program.
- six credits of coursework in special education
- a well-written essay explaining their interest in this program;
- two letters of recommendation that demonstrate the applicant's abilities, qualities and promise as a middle level educator to serve early adolescents with special needs.

CERTIFICATE COURSES	CREDITS
SEYS 707 Major Issues in Education	3
SEYS 718 Classroom Management	3
EECE 717 Ecological Perspectives on Development: Early Adolescence	3
SEYSL 701 Foundations of Literacy Development and Instruction	3

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SEYSL 703	Literacy for Diverse Learners	3
SEYST 710	Philosophy, Curriculum and Organization of the Middle School	3
SEYSL 702	Literacy in the Content Areas	3
SEYSL 704	Literature Across the Curriculum	3
ECPSE 740	Instruction for Adolescent Special Education	3
ECPSE 708	Collaboration and Transdisciplinary Teaching	3
SEYSL 700	Research Investigation for Literacy Instruction I	3
SEYSL 790	Research Investigation for Literacy Instruction II	3
Total Credits		36

* Course descriptions have been appended at the end of this report (see pages 7-8).

Once admitted to the program, candidates are required to:

- Maintain a 3.0 GPA and demonstrate professional dispositions and behavior to remain matriculated and to graduate.
- Meet with an advisor if they get a course grade lower than B- or if they demonstrate questionable dispositions or behavior. The candidate and advisor will then make a plan to determine how to rectify any academic or behavioral problems and conditions for continuation in the program will be determined.
- If the candidate and the advisor agree that deficiencies can be rectified, an individualized plan will be developed and carefully monitored by the advisor and the candidate.

To graduate, all candidates are required to meet the following requirements:

- A 3.0 GPA, and complete all coursework.
- Perform successfully on all program level and unit level assessments.
- Successfully complete a research project developed with, supervised and supported by a faculty member.
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QUEENS COLLEGE – March 7, 2007

Background / Foundation:

This graduate program within the Department of Secondary Education and Youth Services prepares individuals with New York State Initial Certification for Professional Certification in middle childhood grades 5-9. The program described here is designed to prepare candidates with the knowledge, skills, and dispositions necessary to work with young adolescents,

5b. Graduate Committee Continued

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specifically those who have special needs. This 36 credit program satisfies the requirements of our existing master's degree of science in education.

Relationship to Existing Programs at the College:

Current Master of Science in Education degree programs in Secondary Education and Youth Services afford graduates the opportunity to seek professional certification in a specific content area. (i.e., English, French, Biology, Chemistry, Earth Science, Physics, Italian, Mathematics, Social Studies or Spanish) in grades 7-12. For Art Education, the graduate is eligible to apply for a teaching license in All Grades (i.e., K-12) and in the Literacy program the certificate of issue is for grades 5-12. This program draws from existing divisional courses to allow candidates to gain graduate level skills in Special Education and Literacy while developing expertise in Middle School education. Thus, the Middle Childhood Generalist is a critical addition to the graduate certification programs and is aligned with the Division of Education goals of creating middle school teacher certification programs to complement existing teacher certification programs at the early childhood, childhood, and secondary levels. This program fills the gap and facilitates candidate's competencies in this very important educational level in schools.

Projected Enrollment:

It is anticipated that the program will attract 20-25 candidates per year.

Impact on the College:

All courses except for one have already been approved and offered within either SEYS, EECE or ECP as part of other existing graduate programs. All of these courses are being taught on a regular basis. The one remaining course will be offered as a workshop course while awaiting approval.

EXPLANATION:

The Department of Secondary Education and Youth Services proposes the certification program as one that will provide a service to aspiring professionals who are committed to working with students who have special needs at the middle school level. This program is designed to support the goals of the National Middle School Association for achieving quality middle level education; to prepare graduates with "...strong content knowledge and the ability to use research-based instructional strategies and assessment practices appropriate for middle level students."

Courses

SEYS 707. Major Issues in Education. 2hr. plus conf.; 3 cr.

Prereq.: Basic undergraduate or graduate course in educational foundations (historical, philosophical, or social).

SEYS 718. Classroom Management. 2 hr. plus conf.; 3 cr.

5b. Graduate Committee Continued

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Prereq.: Basic undergraduate or graduate course in educational psychology. Principles and practices of classroom management in secondary schools with a focus on dealing with behavior and discipline problems.

EECE 717. Ecological Perspectives on Development: Early Adolescence. 3 hr.; 3 cr.

Prereq.: 1 course within Ecological Perspectives on Development (EECE 710, 711, and 717) must be taken within the first 9 credits in the program. This course provides a contextually-based study of development, focusing on early adolescence. The interacting influences of family, ethnic group, and peer group on the young adolescent's emerging identity are examined in relation to school behavior and academic performance. Individual differences in abilities, learning styles, and academic achievement are examined, with attention to ecologically valid assessment strategies for linguistically and culturally diverse populations. The links between school experience and the young adolescent's susceptibility to substance abuse, violence, victimization, school drop out, and premature parenthood are discussed. School strategies for promoting healthy development in the adolescent years are considered.

SEYSL 701. Foundations of Literacy Development and Instruction. 3 hr.; 3 cr.

Coreq.: SEYS 788. An introductory course in literacy development and instruction of students in grades 5–12. The major area of inquiry is the psychological, sociological, cognitive, and linguistic bases of literacy. Specific topics include the role of literacy in society, history of literacy instruction, current school-wide early childhood, childhood, middle education, and adolescent literacy instructional programs, differentiation of instruction for students with diverse needs, family literacy partnerships, children and adolescent literature, classroom organization, classroom and schoolwide assessment programs, literacy in a technological age and processes of developing literacy proficiency. Special emphasis is placed on factors underlying development of print awareness and usage at all levels, including word identification and spelling strategies, vocabulary skills, comprehension strategies, composing skills, and the supporting roles of speaking and listening to the development of reading and writing strategies.

SEYSL 703. Literacy for Diverse Learners

The primary emphasis of this course is to familiarize teacher candidates about the historical, sociological, and psychological issues related to education of all learners including English Language Learners and students with disabilities in secondary education. English Language Learners and disability issues highlighted within this course include laws and legal mandates; types of disabilities; characteristics of English Language Learners and students with specific disabilities; assessment, diagnosis, and intervention; individualized education and transition planning; curriculum adaptation; assistive technologies; and research-based instructional methods and strategies for English Language Learners and students with disabilities. Teacher candidates develop an understanding of the linguistic and cognitive capabilities of English Language Learners and students with various disabilities and acquire the expertise to adapt instruction for advancing literacy as well as content learning of English Language Learners and students with disabilities. Twenty-five hours of fieldwork focused on English Language Learners and students with disabilities are required.

SEYST 710. Philosophy, Curriculum and Organization of the Middle School

This course provides an introduction to current and emerging trends which are shaping curriculum development and instructional practices in today's middle schools. The course also examines the philosophical underpinnings of the middle school movement and its emphasis on the physical, intellectual, social, and emotional needs and characteristics of the in-between-ager. Topics include: the

5b. Graduate Committee Report Continued

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development of young adolescents; the middle school movement; the curriculum for learners in the middle grades; effective instruction in the middle grades; classroom management and discipline; interdisciplinary team organizations; the advisory role; evaluation; and grouping. The course explores the unique characteristics of the middle school—its concepts, history, philosophy, organization, programs, and students. Emphasis areas include planning, curriculum, teacher guidance, interdisciplinary teaming, organization of time and space, instruction, leadership roles, and evaluation.

SEYSL 702. Literacy in the Content Area

This course is designed to help all teachers facilitate middle and secondary classrooms where reading and writing are effective tools for learning, where collaboration and communication are valued and enhanced in the learning process, and where young people are encouraged to develop critical perspectives and strong voices. Attainment of literacy is central to knowledge construction in all middle and secondary school curricula. Students will examine issues of literacy in different subject areas and the varied demands on readers and writers as the range of literate activities changes according to context. This course is designed to enable inservice teachers and literacy specialists to improve the literacy of all students in the middle and secondary schools.

SEYSL 704. Literature Across the Curriculum,

This course is designed to engage students in a study of the literature of interest to adolescents or young adults. The integration of literature across disciplines can be greatly enhanced when teachers are knowledgeable about historical and current trends in young adult literature as well as the literacy theories that can serve as lenses for examining such texts. Literacy theory and pedagogy will inform all aspects of our study of literature and related media. Students will explore ways to encourage young people in middle and secondary schools to read critically and appreciate a variety of literacy works. The integration of literature into all content areas will be emphasized.

ECPSE 740. Instruction for Adolescent Special Education. 3 hr. plus fieldwork; 3 cr.

Prereq.: ECPSE 700, 722; coreq.: ECPSE 708. Theory and research about young adults with disabilities and exemplary practices in informal assessment, curriculum design and adaptation, effective instruction, person-centered planning, self-determination, supportive learning environments, and instructional technology. Field experiences of at least 15 hours involve students in assessment, curriculum adaptation, planning, and implementing an intervention to assist a young adult to achieve his/her goals. Reflection on practice involves an analysis of self-determination, empowerment, learning, community participation, and behavior change.

ECPSE 708. Collaboration and Transdisciplinary Teaching. 3 hr.; 3 cr.

Prereq.: ECPSE 700; coreq.: ECPSE 710, 730 or 740. Study in theory, research, and exemplary practice in collaborative and transdisciplinary teaching provide the foundation for creating effective learning environments for individuals with disabilities. This course will focus on effective collaborative practices within an inclusive setting which are cross-disciplinary and cross-cultural. At least 20 hours of field experience in collaborating with another teacher and/or related service professional.

SEYSL 700. Research Investigation for Literacy Instruction I. 3 hr.; 3 cr.

Coreq.: SEYS 733. The first of two courses in the study, understanding, and evaluation of basic research designs and methodology used in literacy education, birth through grade 12, and the interpretation of literacy research. Teacher candidates study the scope of research in the area of literacy, the nature of being a teacher-researcher, and research processes and designs. Teacher candidates

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demonstrate ability to read and evaluate primary research reports, interpret research synthesis, locate information about literacy research, and determine appropriateness of literacy research findings for instruction by conducting an in-depth investigation of a specific topic in the area of literacy development and instruction.

SEYSL 790. Research Investigation for Literacy Instruction II. 3 hr.; 3 cr.

Prereq.: SEYS 733, 734, 735, 736, 737, 745, 746, 748, 749, and 788; coreq.: SEYS 742. The second of two research courses about the study, understanding, and evaluation of basic research designs and methodology in literacy education and the interpretation of literacy research, grades 5–12. Major emphasis is on the design, implementation and reporting of a qualitative or quantitative research project on a topic of concern in middle or adolescent education.

6. Psychology (G07-13)

New Course

729. Behavioral Intervention in Developmental Disabilities.

2 hr. plus conf.; 3 cr.

Prereq.: A course in Applied Behavior Analysis (PSYCH730.01 or 730.02) or the equivalent and a

course in Developmental Disabilities (PSYCH720.01 or 720.02), or permission from the instructor. This course is an overview of behavioral intervention procedures in the field of mental retardation and developmental disabilities. The content includes readings, lecture, and discussion on the context of intervention, the concepts of behavioral assessment and intervention in the field of developmental disabilities, staff training issues, and an in-depth review of many of the research-based behavioral intervention procedures used to train appropriate repertoires in people with developmental disabilities.

7. Psychology (G07-14)

Change in course hours, description, to read:

780. Quantitative Methods in Psychology. 2 lec., hr. 2 conf. or lab hr.; 3 cr. Prereq.: Psychology 705. Emphasis will be placed on the mathematical procedures used in psychological theories and in the theoretical analysis of psychological data. Possible topics are curve-fitting procedures for straight lines, polynomials, and growth functions, regression procedures including multiple regression, ANCOVA, time-series analysis, computer intensive methods, computer simulation and robust methods of analysis.

8. Secondary Education & Youth Services (G07-15)

New Course

SEYST 710. Philosophy, Curriculum and Organization of the Middle School.

3 hr.; 3 cr.

Prereq.: Permission of the Department.

This course provides an introduction to current and emerging trends which are shaping curriculum development and instructional practices in today's middle schools. The course also examines the philosophical underpinnings of the middle school movement and its emphasis on the physical,

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intellectual, social, and emotional needs and characteristics of the in-between-ager. Topics include: the development of young adolescents; the middle school movement; the curriculum for learners in the middle grades; effective instruction in the middle grades; classroom management and discipline; interdisciplinary team organizations; the advisory role; evaluation; and grouping.

- c. **Technology & Library Committee minutes** – Report for informational purposes only.
- d. **Nominating Committee** – No business to be discussed.
- e.. **Undergraduate Curriculum Committee (Lord)**

Ken Lord moved. “To accept the Undergraduate Curriculum Committee minutes.”

The motion was seconded and passed.

1. Computer Science (07-06)

- a. Change in hours, to read:

370. Software Engineering.

3 lec., 1 lab. hr.; 3 cr. Prereq.: Computer Science 220 and 313.

- b. Change in title and description, to read:

081. Introduction to Web Programming.

3 hr.; 3 cr. Prereq.: CS-80.

Technical aspects of web site development. Browser and server roles in processing web requests; markup languages for page content, including text, hypertext, images, lists, and forms; style sheets for page appearance, including the box model, colors, fonts, and positioning; client-side scripting for form checking and dynamic page effects; introduction to server-side scripting; the Document Object Model. Assignments using commercial and open source software tools available in the department's laboratory facilities.

- c. Change hours and credits, to read:

345. Logic Design Lab.

6 lab. hr.; 3 cr. Prereq.: Computer Science 340.

2. Economics (07-01)

- a. Removal of a Track: Finance Major - Investments/CFA Track

3. Chemistry and Biochemistry (07-05)

See Undergraduate Committee Report Continued

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Editorial changes for information only (BIOL 105 replaces BIOL 108).

To:

371. Biochemistry I. 4 lec. hr.; 4 cr. Prereq.: A grade of C– or higher in Chemistry 252 and in Biology 105, or permission of instructor.

To:

Biochemistry Track

Chemistry 113, 114, ... Biology 262. Biology 105; Biology 285 or 286; Math ...

To:

Chemistry Track:

Chemistry 113, 114, ... Chemistry 387. Biology 105; Math 141, ...

f. Committee on Athletic Policy (CAP)

The following six students were nominated by the Sports Association Board to serve on the Committee on Athletic Policy from May 2007 to May 2008 (elect three):

Woman: Rachel Walter, Katie Karpinski, Karin Sauer

Men: Michael Sporton, Arthur Hainline, Christopher Goode

i. MOTION: Duly made (Fields), seconded and failed (43 yes, 7 no, 1 abstention):

“To table the election of the Athletic Policy Committee members”

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

“To limit the number of votes to three tries”

Ballot 1: No one received the required 46 votes Michael Sporton was eliminated

Ballot 2: Rachel Walter received 51 votes and was elected to the Committee on Athletic Policy.
Christopher Goode was eliminated.

Ballot 3: Katie Karpinski received the required 46 votes and was elected to the Committee on Athletic Policy, neither Karin Sauer nor Arthur Hainline received the required 46 votes.

The election of the third member now passes to the Executive Committee.

g. Teaching Excellence and Evaluations

There was a short demonstration by Jonathan Bearak of the new proposed way of disseminating student course evaluation results. Debate and discussion followed.

i. MOTION:

a. “Resolved that the Queens College course information system be the official interface for Queens College student evaluations of courses.”

The motion failed.

5g. Teaching Excellence and Evaluations continued

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- ii. MOTION: By Senator Joel Lidov

“To reconsider resolution early in the next meeting.”

The motion passed.

- i. MOTION: By Senator Ruth Frisz:

“To table the Academic Senate Meetings Schedule to the next meeting.”

The motion passed.

The meeting was adjourned at 5:33 p.m. The next Special Academic Senate meeting will be held on Thursday, May 3, 2007.