TO: F. Cotty, P. Pecorino, R. Rusinek, N. Tully, K. Villani, R. Yuster, Dean K. Steele (ex-officio) M. Edlin (liaison), Rafick Khan (student rep.)

FROM: Lorena B. Ellis
x6259 Voicemail 281-5444 Fax: 631-6261

DATE: February 22, 2005

RE: Curriculum Committee meeting: March 1, 2005, at 2PM H345

The Curriculum Committee will meet at 2:00 AM on Tuesday, 3-1-05 in H345.

Agenda

2. Chair’s report
3. Program revisions: LE1 curriculum and Day Care Cert. Program
5. Amendment WID/WAC Proposal (PP)
6. Computer Literacy criteria update
7. New Business
3. LE1 curriculum and Day Care Cert. Program

Attached are several proposals regarding the LE1 curriculum and Day Care Cert. Program for consideration by the Curriculum Committee.

LE1 Proposals:
1) to increase the number of credits from 60 to 61
2) to impose a two-phase sequence on the curriculum

DC1 Proposals:
1) change in course requirements
2) convert ED138 from experimental to regular course
3) convert ED139 from experimental to regular course
4) change in ED140
5) new course proposal ED142

Department of Social Sciences
Queensborough Community College/CUNY
Medical Arts Bldg., Room M-104
718-631-6251

To: Lorena Ellis
From: J. Culkin, Chairperson, Department of Social Sciences
Date: 1-3-05
Re: LE1 curriculum credit change

Proposed Change in LE1 Curriculum Credit Requirement

From: Total Minimum Credits Required – 60
To: Total Minimum Credits Required – 61

Rationale:

In 2001 the Music Department increased the number of credits and hours for MU261 from two to three. This change was made at the request of Dr. Katherine Stabile, who was the Social Sciences chairperson at that time. At the time of the request the LE1 curriculum was being revised in response to changes in teacher education requirements from the NY State Department of Education and changes in the B.A. in Early Childhood and Elementary Education at Queens College. The main purpose of increasing the credits and hours for MU261 was to allow for an expansion of course content to make it consistent with NYS learning standards in the arts and to make the course equivalent with Queens College’s MUS261 Music for Children (Elementary Education).

Because MU261 is a required course in the LE1 curriculum, that action increased the minimum required credits in the curriculum to 61 from 60. However, this change was not formally approved by the Curriculum Committee, Academic Senate, or CUNY, and it has not been corrected in any documents (e.g., QCC Catalog) describing the curriculum. This proposal is intended to set the matter right.
Proposal

A Two-Phase Course Sequence for the LE1 Curriculum

The Department of Social Sciences proposes to structure the sequence of courses in the QCC-QC Dual-Joint AA/BA Degree Program in Early Childhood/Elementary Education in a two-phase pattern as follows:

**Phase 1.** Within their first 24 completed credits students must complete the following 13 credits of coursework:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN101 English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ED110 Contemporary Education</td>
<td>4</td>
</tr>
<tr>
<td>SS310 Sociology</td>
<td>3</td>
</tr>
<tr>
<td>MU261 Music for Teachers of Children</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total = 13 credits**

Students must satisfy the following requirements:

- Complete EN101 with a grade of "B" or better
- Complete ED110 with a grade of "B" or better
- Complete MU261 with a grade of "C" or better
- Have a cumulative GPA of 2.75 or better

**Phase 2.** After satisfying the Phase I requirements students must complete the remaining course requirements as outlined in the QCC Catalog (see Attachment A) and satisfy the following criteria:

- Maintain a cumulative GPA of 2.75 or higher throughout the program.
- Complete EN-102 with a grade of "B" or better. If a grade of "B" or better is not achieved in both EN-101 and EN-102, then EN-213 must be completed with a grade of "B" or better.
- Complete MA 303 with a grade of "C" or better.
- Have a grade of "B" in at least one course in each of the NYS core areas: Math, Science, Social Studies and English Language Arts.

*Note:* After completion of all curricular requirements students must pass the CUNY Proficiency Exam (CPE) in order to graduate.

**Rationale:**

The LE1 curriculum is rigorous with regard to course and GPA requirements. The attrition rate is very high (e.g., 47% after 2 semesters for the Fall 2003 freshman cohort), and many students who persist in the program accumulate a large number of credits without maintaining the GPA requirement. For example, at the end of the Fall 2004 semester of the 549 LE1 students 62.6% had a GPA lower than the 2.75 required to graduate. More significantly, 60.3% of LE1 students with 25 or more completed credits had a GPA below 2.75, and of this group nearly half (46.5%) had a GPA less than 2.50. Of course as students accumulate more credits it becomes more difficult for them to increase their GPA to the 2.75 or better level, and for many it is impossible. Despite being given sound academic advisement many students fail to acknowledge the mathematical realities of GPA calculation, and persist in the curriculum with no prospect of achieving the required GPA. Consequently, late in their QCC career many LE1 students often find themselves in the unfortunate situation of having to transfer out of LE1 and losing credits when they transfer into another curriculum, usually LA1.

The main purpose of this proposal is to structure the sequence of classes for LE1 students in order to prevent those unfortunate consequences from happening to our students. In effect the Phase I courses will act as a “probationary” sequence that students will have to complete with the specified GPA and course grade requirements in order to be permitted to continue in the program.
LE1 students who do not satisfy the Phase I requirements after completing 24 credits will be advised to transfer into another curriculum. Most will be advised to switch to LA1 and remain education majors within that curriculum. To serve the educational objectives of LA1 education majors the Department of Social Sciences has developed several articulation agreements with area colleges to allow a smooth transfer of QCC credits to B.A. degree programs in teacher education at institutions other than Queens College.

The Phase I courses specified in this proposal for various reasons addressed below:

1) Each course is a “stand alone” requirement in the LE1 curriculum, i.e., none of the courses is part of set of curricular requirements from which students must choose one class.

2) ED110 and MU261 are courses that introduce students to principles and methodology specific to teaching. Both courses are important not just for their educational merits, but also for increasing student engagement in the curriculum and for enhancing their self-identification as future teachers. Additionally, MU261 can be taken by first-semester students who have remedial coursework to complete, so it provides new LE1 students with an opportunity to take a credit-bearing, teacher education course at the start of their QCC career. By engaging students in the program early in their studies it is hoped that they will be motivated to persist and succeed.

ED110 and MU261 also have been designated by the NYC Department of Education as two of the courses that are required as credentials for employment as a General Liberal Arts Group Teacher for Study Plan.

3) EN101 is fundamental to developing skills necessary for success in other courses in the curriculum.

4) SS310 is a course that has proven challenging for LE1 students. For example, of the 168 LE1 students who took the course in Spring 2003 and Fall 2004 combined nearly half (49%) received grades less than B- (2.70); this figure includes grades of C+ through F, and WU. It is believed that the “probationary” Phase I should be reasonably demanding.

An additional reason for including SS310 is that it is also a component of several articulation agreements linking the LA1 curriculum with teacher education B.A. programs, so that if an LE1 student does not successfully satisfy the requirements of Phase I and then opts to switch to LA1 as an education major, he/she can apply the course not just to LA1 here, but also transfer it to some B.A. teacher education programs elsewhere.
# LE1 Sample Course Sequence

<table>
<thead>
<tr>
<th>Semester 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EN101 English Composition I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED110 Contemporary Education: Principles and Practices</td>
<td>4 cr.</td>
</tr>
<tr>
<td>MU261 Music for Teachers of Children</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SS310 Sociology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HI127 Growth of American Civilization I</td>
<td>3 cr.</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>16 cr.</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PE711 Introduction to the Art of Dance</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PH101 Principles of Physics</td>
<td>4 cr.</td>
</tr>
<tr>
<td>HI128 Growth of American Civilization II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MA303 Number Systems</td>
<td>3 cr.</td>
</tr>
<tr>
<td>EN102 English Composition II</td>
<td>3 cr.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16 cr.</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SS610 Philosophy</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SS110 Anthropology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>4 cr.</td>
</tr>
<tr>
<td>AR310 Introductory Survey of Art</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 cr.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14 cr.</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science Elective</td>
<td>3 cr.</td>
</tr>
<tr>
<td>English Elective</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Major Course Elective</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MA336 Computer-Assisted Statistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15 cr.</strong></td>
</tr>
</tbody>
</table>
Program Change Proposal
Infant-Toddler Day Care Certificate Program

This proposal is part of a package of proposed changes in the requirements of the Infant-Toddler Day Care Certificate Program.

Program Course Requirements

From:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED135 History and Curriculum of Early Childhood Education</td>
<td>4 cr.</td>
</tr>
<tr>
<td>ED140 Infant/Toddler Environments</td>
<td>4 cr.</td>
</tr>
<tr>
<td>EN101 English Composition I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HE101 Health Education</td>
<td>1 cr.</td>
</tr>
<tr>
<td>HE106 First Aid and Safety</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SS510 Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SS515 Child Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SS560 Disorders of Childhood</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SS310 Sociology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SS330 Sociology of the Family</td>
<td>3 cr.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30 cr.</strong></td>
</tr>
</tbody>
</table>

To:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED138 History and Curriculum of Early Childhood Education</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED139 Day Care Practicum I</td>
<td>1 cr.</td>
</tr>
<tr>
<td>ED141 Infant/Toddler Environments</td>
<td>3 cr.</td>
</tr>
<tr>
<td>ED142 Day Care Practicum II</td>
<td>1 cr.</td>
</tr>
<tr>
<td>EN101 English Composition I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>HE101 Health Education</td>
<td>1 cr.</td>
</tr>
<tr>
<td>HE106 First Aid and Safety</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SS510 Psychology</td>
<td>3 cr.</td>
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<td>SS515 Child Development</td>
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<td>SS560 Disorders of Childhood</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SS310 Sociology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>SS330 Sociology of the Family</td>
<td>3 cr.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30 cr.</strong></td>
</tr>
</tbody>
</table>

Program Field Work Experience Requirement

From: 504 field work hours (252 hours required for both ED135 and ED140)

To: 480 field work hours (210 hours required for both ED138 and ED141; 30 hours required for both ED139 and ED142)

Rationale

This proposal is part of a broader revision of the Infant-Toddler Day Care Certificate Program in an effort to address a dilemma that has arisen as a result of the current requirements of the two program-
specific courses, ED135 and ED140, both of which require students to satisfy an average of 18 hours per week of fieldwork in addition to their academic requirements. In brief the dilemma is that because of their many extracurricular obligations (e.g., jobs, families, limited economic resources) many day care students are unable to satisfy the fieldwork requirements of those courses within one semester and so, are faced with the unpleasant choices of dropping the course, getting an F or INC for the course, or neglecting their other obligations in order to do the fieldwork. For some students the stark choice is between paid employment and unpaid fieldwork, and few can afford to forfeit a large part of their salary in order to do the fieldwork. In addition many students have difficulty finding fieldwork placements at times when they are available or at settings that are convenient to their homes or workplaces. With the present requirements of ED135 and ED140 it is exceedingly difficult, and sometimes impossible, for any student who is not employed in a day care facility to satisfy the fieldwork requirements within the confines of a single semester.

In order to resolve the problem it is proposed that in the program-specific courses, ED135 and ED140, the academic and fieldwork components be divorced and that those courses be replaced by revised versions of ED135 (proposed ED138) and ED140 (proposed ED141) and two day care fieldwork practica (proposed ED139 and ED142) one of which will run concurrently with each of the revised day care courses.

The revisions to ED135 and ED140 will include a reduction of credits and hours from their current 4 credits/4 hours (3 class contact hrs.; 1 conference hr.) to 3 credits/3 hours, and the two new practica courses, ED139 and ED142, will have 1 cr./1 hr. Consequently, the total number of credits in the program will remain at thirty (30) and it will still be possible for a student to complete the entire program in two semesters.

It is also proposed that the revised certificate program will reduce the fieldwork requirement from the current 504 hours (252 hours with both ED135 and ED140) to 480 hours which is the fieldwork requirement for the Child Development Associate (CDA) credential issued by the Council for Early Childhood Professional Recognition. In each practicum course students will fulfill 210 hours of documented fieldwork that will be applicable toward the total 480 hour fieldwork requirement in the revised Infant-Toddler Day Care Certificate Program. The remaining 60 hours of fieldwork will be satisfied in the context of the revised ED135 (the proposed ED138) and the revised ED140 (the proposed ED141) each of which will require 30 fieldwork hours during the semester.
The purpose of divorcing the fieldwork practicum and academic components of ED135 and ED140 and offering a free-standing practicum courses concurrent with the academic courses is to enable day care students to complete their academic course requirements in a timely fashion and also have an opportunity to satisfy the fieldwork requirements either in one semester or over a more extended time with the option of receiving an INC for the practicum course if they cannot complete the fieldwork in one semester. This change will build more flexibility into the certificate program, remove an obstacle to students completing the required coursework, increase the likelihood that students will persist to graduation, and adjust to the real-life constraints upon our day care students.

Another advantage of separating the academic and fieldwork components and allowing them to be fulfilled independently is that it permits students from other curricula and non-matriculated students to take the revised ED135 (ED138) and the revised ED140 (ED141) as electives without being burdened by the present, extreme fieldwork obligation. In fact most students (56%) who have enrolled in those courses in the last two years have been non-day-care students, and they have complained that it is not reasonable to require them to do the fieldwork if they have no intention of ever applying for the CDA credential. The proposed course changes would stop the fieldwork component from acting as a disincentive to enrollment for non-day-care students.

New Courses: ED138, ED139, and ED142

NEW COURSE PROPOSAL

<table>
<thead>
<tr>
<th>1. Course prefix and number:</th>
<th>ED138</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course title:</td>
<td>History and Curriculum of Early Childhood Education</td>
</tr>
<tr>
<td>3. Course description for the college catalog:</td>
<td>The course will present students with an overview of the history of early childhood education and with the tools to examine and develop basic curricula appropriate for early childhood. The field experience is an integral part of this course. Each student will be required to spend two hours a week (30 hours per semester) in a center-based early childhood program. The student will examine different approaches and methods designed to meet the physical, intellectual and social needs of children and their families. The field experience will provide students with an opportunity to practice the methods studied in the theoretical portion of the course under professional supervision.</td>
</tr>
<tr>
<td>4. Prerequisites and/or co-requisites:</td>
<td>BE-122 or -126, or satisfactory score on ACT placement test, or permission of the department.</td>
</tr>
<tr>
<td>5. Hours and credits (specify if class hours, lab. hours, recitation hours, etc.)</td>
<td>3 hours; 3 credits; 30 hours per semester of fieldwork</td>
</tr>
</tbody>
</table>
6. Curricula into which the course would be incorporated and the requirements it will satisfy:
This course will be required in the Infant-Toddler Day Care Certificate Program.

7. Curricular objectives addressed by this course.
   - provide academic and child care training to prepare students to apply for Child Development Associate (CDA) credential
   - provide knowledge of educational programs for preschool children

8. General Education objectives addressed by this course. [see QCC Educational Objectives statement in college catalog]
   - demonstrate mastery of discipline-specific knowledge, skills, and tools required for entry into or advancement in the job market in their field (career programs)
   - integrate knowledge and skills in their major field and across disciplines
   - use personal and collaborative skills for personal growth and to establish constructive relationships in a diverse society

8. Course objectives / expected student learning outcomes.
   a) Students will trace the history of early childhood education and identify the basic themes and events that have influenced current practices.
   b) Students will identify the interdisciplinary nature of early childhood education.
   c) Students will compare and contrast philosophies of early childhood education and curricula.
   d) Students will create a curriculum to enhance the development of infants and toddlers.
   e) Students will outline the types of play of young children, and use play in learning activities with children.
   f) Students will observe and record the behavior of children.
   g) Students will identify ways to support and involve parents in their children’s education.
   h) Students will gain familiarity with legislative and state initiatives pertaining to early childhood education.
   i) Students will list criteria for planning safe early education learning environments.

9. Assessment – methods used to determine the success of students (whether or not they achieved the goals and developed the competencies) [see Assessment template]:

Assessments of students will include evaluations of the following: student's log of field activities; student's center-based early childhood floor plan; learning activity plans; report on an early childhood curriculum; observation report on a preschool child. In addition a midterm and final exam will be given.

1. A detailed course outline (include a laboratory outline when applicable)

ED138 Course Outline

I. Types of Programs
   - need for child care and early education
   - public school early childhood programs
   - religious early childhood programs
   - private early childhood programs
   - family child care

II. History of Early Childhood Programs
   - European precursors
   - U.S. pioneers
   - 1950’s – 1970’s
   - Contemporary directions

III. Child Growth and Development
   - typical development
   - cognitive theories
   - behaviorism
   - social & emotional theories

IV. Observation, Assessment, and Evaluation
   - purposes of observation, assessment, and evaluation
   - types of assessments
   - naturalistic vs. controlled assessments

V. Early Childhood Program Environments and Curricula
   - evaluating child care environments
• program goals and objectives
• physical space facilities
• safety issues
• toys and learning materials
• learning environments for infants and toddlers

VI. Language and Literacy
• encouraging creativity
• art and development
• music and movement
• science and math

VII. Guiding Behavior, Supporting Growth
• social competence
• Erikson's psychosocial stages
• moral reasoning stages
• Behaviorism and Social Learning Theory
• prosocial behavior

VIII. Play as Curriculum
• theories of play
• types of play
• designing play into the curriculum
• selecting play materials

IX. Parents and Teachers
• working with parents
• home-school communications
• culturally-responsive approaches to parent involvement

X. Professionalism
• teacher and caregiver preparation
• diversity
• high-quality care and early childhood education

12.Methods of instruction will include lecture, collaborative learning projects, group discussion, and project-based learning assignments.

13.Texts, references and aids. A bibliography for the course and supplementary material, if any:

14.Rationale – why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc.
This course proposal is part of a broader revision-in-progress of the Infant-Toddler Day Care Certificate Program in an effort to address a dilemma that has arisen as a result of the current requirements of the two program-specific courses, ED135 and ED140, both of which require students to satisfy an average of 18 hours per week of fieldwork in addition to their academic requirements. In brief the dilemma is that because of their many extracurricular obligations (e.g., jobs, families, limited economic resources) many day care students are unable to satisfy the fieldwork requirements of those courses within one semester and so, are faced with the unpleasant choices of dropping the course, getting an F or INC for the course, or neglecting their other obligations in order to do the fieldwork. For some students the stark choice is between paid employment and unpaid fieldwork, and few can afford to forfeit a large part of their salary in order to do the fieldwork. In addition many students have difficulty finding fieldwork placements at times when they are available or at settings that are convenient to their homes or workplaces. With the present requirements of ED135 and ED140 it is exceedingly difficult, and sometimes impossible, for any student who is not employed in a day care facility to satisfy the fieldwork requirements within the confines of a single semester.
In order to resolve the problem it is proposed that in the program-specific courses, ED135 and ED140, the academic and fieldwork components be divorced and that those courses be replaced by revised versions of ED135 and ED140 and two day care fieldwork practica (I and II) one of which will run concurrently with each of the revised courses.

The revisions to ED135 (now ED138) and ED140 (proposed ED141) will include a reduction of credits and hours from the current 4 credits/4 hours to 3 credits/3 hours, and the two practica courses (ED139 and 142) will have 1 credit/1 hour. Consequently,
the total number of credits in the program will remain at thirty (30) and it will still be possible for a student to complete the entire program in two semesters. It is intended that the revised program will reduce the fieldwork hours requirement from the current 504 hours to 480 hours as required for the Child Development Associate (CDA) credential issued by the Council for Early Childhood Professional Recognition. In each practicum course students will fulfill 210 hours of documented fieldwork that will be applicable toward the total 480 hour fieldwork requirement in the revised Infant-Toddler Day Care Certificate Program. The remaining 60 hours of fieldwork will be satisfied in the context of the revised ED135 (i.e., this proposed course, ED138) and the revised ED140 each of which will require 30 fieldwork hours during the semester.

By divorcing the fieldwork and academic components of ED135 and ED140 and by offering a free-standing practicum course concurrent with the academic course day care students can realistically expect to complete their academic course requirements in a timely fashion and also have an opportunity to satisfy the fieldwork requirements either in one semester or over a more extended time with the option of receiving an INC for the practicum course if they cannot complete the fieldwork in one semester. This change will build more flexibility into the certificate program, remove an obstacle to their completing the required coursework, increase the likelihood that students will persist to graduation, and adjust to the real-life constraints upon our day care students.

Another advantage of separating the academic and fieldwork components and allowing them to be fulfilled independently is that it permits students from other curricula and non-matriculated students to take the revised ED135 (i.e., ED138) and the revised ED140 (i.e., ED141) as electives without being burdened by the current, extreme fieldwork obligation. In fact most students (56%) who have enrolled in those courses in the last two years have been non-day-care students, and they have complained that it is not reasonable to require them to do the fieldwork if they have no intention of ever applying for the CDA credential. The proposed course changes would stop the fieldwork component from acting as a disincentive to enrollment for non-day-care students.

Student Demand: Since its start in 2002 the day care program has grown from 12 students to its current size of 28 students. Although it is impossible to predict future growth the program is expected to expand.

All day care students will be required to complete the course.

15. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:
Not applicable: The course is part of a terminal certificate program.

16. Faculty availability:
Current education faculty are available to teach this course.

17. Facilities and technology availability:
The course can be taught with current facilities and technology.

18. List of courses to be withdrawn, or replaced by this course, if any:
In conjunction with the proposed ED139 Day Care Fieldwork Practicum I this course, ED138, will replace the current ED135 History and Curriculum of Early Childhood Education.

19. Enrollment limit and frequency the course is offered (each semester, once a year, alternating years):
Enrollment will be limited to 40.
The course will be offered once per year (Spring semester) unless enrollment demands require that it be offered each semester.

20. What changes in any programs will be necessitated or requested as a result of this course’s additions/charges:
This course will require a change in the required classes for the Infant-Toddler Day Care Certificate Program.

NEW COURSE PROPOSAL

| 10. Course prefix and number: | ED139 |
| 11. Course title: | Day Care Fieldwork Practicum I |
| 12. Course description for the college catalog: |
This course will involve supervised fieldwork experience in an infant-toddler day care environment. Students will be responsible for fulfilling an average of 15 hours per week of fieldwork during the semester. The class will focus on the practical issues in infant-toddler day care and will involve the development of a student fieldwork portfolio.

| 13. Prerequisites and/or co-requisites: |
co-requisite ED138

| 14. Hours and credits (specify if class hours, lab, recitation hours, etc.): |
1 hour; 1 credit; 15 fieldwork hours per week (210 hours per semester)

| 6. Curricula into which the course would be incorporated and the requirements it will satisfy: |
The course will be required in the Infant-Toddler Day Care Certificate Program. |
7. Curricular objectives addressed by this course.
   - provide academic and child care training to prepare students to apply for Child Development Associate (CDA) credential

8. General Education objectives addressed by this course. [see QCC Educational Objectives statement in college catalog]
   - demonstrate mastery of discipline-specific knowledge, skills, and tools required for entry into or advancement in the job market in their field (career programs)
   - integrate knowledge and skills in their major field and across disciplines
   - use personal and collaborative skills for personal growth and to establish constructive relationships in a diverse society

9. Course objectives / expected student learning outcomes.
   a) Students will apply academic principles in a fieldwork setting.
   b) Students will solve problems in a field setting.
   c) Students will acquire work-relevant day care skills
   d) Students will develop a fieldwork experience portfolio.
   e) Students will demonstrate interpersonal skills and techniques that provide for the emotional security of young children and support their development of self-esteem.
   f) Students will observe and record the behavior of children during their daily routines.
   g) Students will identify environments that support the physical, social, emotional, and cognitive development of children.
   h) Students will demonstrate professionalism through compliance with field site policies and working as a team member.

10. Assessment – methods used to determine the success of students (whether or not they achieved the goals and developed the competencies) [see Assessment template]:
Assessment of student performance will be based on reports from fieldwork supervisors and evaluation by the instructor of documents and reports of fieldwork experience submitted by students. Assessment will also include evaluation of student progress in portfolio development.

11. A detailed course outline showing main topics of the course (include a laboratory outline when applicable) [see Recommended Syllabus template]:
   The main components of this practicum course will be:

   1. Orientation to fieldwork in an infant-toddler day care environment
      - Responsibilities of practicum students
      - Ethical and legal issues in day care
      - Developmental needs of infants and toddlers
      - Day care worker competencies

   2. Development of observation and recording skills in an infant-toddler day care environment
      - Observational skills for day care workers
      - Monitoring and recording child behavior

   3. Development of core competencies for day care workers
      - Caregiving in an infant-toddler day care environment
      - Play in an infant-toddler day care environment
      - Communication in an infant-toddler day care environment
      - Interpersonal work relationships in an infant-toddler day care environment
      - Interacting with family members in an infant-toddler day care environment

   4. Development of a student portfolio of fieldwork experience
      - Keeping documentation of fieldwork experience
      - Writing reports on fieldwork experience
      - Demonstrating knowledge of fieldwork requirements for CDA credential

12. Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive):
Students will meet in a classroom setting once weekly with the instructor. Instruction methods will include collaborative group activities, lecture, and film focused on fieldwork matters.
practica (I and II) one of which will run concurrently with each of the revised courses.

Components be divorced and that those courses be replaced by revised versions of ED135 and ED140 and two day care fieldwork.

The revisions to ED135 (ED138) and ED140 (ED141) will include a reduction of credits and hours from their current 4 credit/4 hours to 3 credits/3 hours, and the two practica courses (ED139 and ED142) will have 1 credit/1 hour. Consequently, the total number of credits in the program will remain at thirty (30) and it will still be possible for a student to complete the entire program in two semesters.

It is also proposed that the revised program will reduce the fieldwork hours requirement from the current 504 hours to 480 hours as required for the Child Development Associate (CDA) credential issued by the Council for Early Childhood Professional Recognition. In each practicum course students will fulfill 210 hours of documented fieldwork that will be applicable toward the total 480-hour fieldwork requirement in the revised Infant-Toddler Day Care Certificate Program. The remaining 60 hours of fieldwork will be satisfied in the context of the revised ED135 and ED140 each of which will require 30 fieldwork hours during the semester.

By divorcing the fieldwork and academic components of ED135 and ED140 and by offering a free-standing practicum course concurrent with the academic course day care students can realistically expect to complete their academic course requirements in a timely fashion and also have an opportunity to satisfy the fieldwork requirements either in one semester or over a more extended time with the option of receiving an INC for the practicum course if they cannot complete the fieldwork in one semester. This change will build more flexibility into the certificate program, remove an obstacle to students’ completion of the required coursework, increase the likelihood that students will persist to graduation, and adjust the program to the real-life constraints upon our day care students.

Another advantage of separating the academic and fieldwork components and allowing them to be fulfilled independently is that it permits students from other curricula and non-matriculated students to take the revised ED135 and ED140 as electives without being burdened by the present, extreme fieldwork obligation. In fact many students (56%) who have enrolled in those courses in the last two years have been non-day-care students (e.g., LA1) and they have complained that it is not reasonable to require them to do the fieldwork if they have no intention of ever applying for the CDA credential. The proposed course changes would stop the fieldwork component from acting as a disincentive to enrollment for non-day-care students.

Student Demand: Since its start in Fall 2002 the day care program has grown from 12 students to its current size of 28 students. Although it is impossible to predict its rate of future growth the program is expected to expand.

All day care students will be required to complete the course.

14. Rationale – why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc.

This course proposal is part of a broader revision-in-progress of the Infant-Toddler Day Care Certificate Program in an effort to address a dilemma that has arisen as a result of the current requirements of the two program-specific courses, ED135 and ED140, both of which require students to satisfy an average of 18 hours per week of fieldwork in addition to their academic requirements. In brief the dilemma is that because of their many extracurricular obligations (e.g., jobs, families, limited economic resources) many day care students are unable to satisfy the fieldwork requirements of those courses within one semester and so, are faced with the unpleasant choices of dropping the course, getting an F or INC for the course, or neglecting their other obligations in order to do the fieldwork. For some students the stark choice is between paid employment and unpaid fieldwork, and few can afford to forfeit a large part of their salary in order to do the fieldwork. In addition many students have difficulty finding fieldwork placements at times when they are available or at settings that are convenient to their homes or workplaces. With the present fieldwork requirements of ED135 and ED140 it is exceedingly difficult, and sometimes impossible, for any student who is not employed in a day care facility to satisfy those requirements within the confines of a single semester.

In order to resolve the problem it is proposed that in the program-specific courses, ED135 and ED140, the academic and fieldwork components be divorced and that those courses be replaced by revised versions of ED135 and ED140 and two day care fieldwork practica (I and II) one of which will run concurrently with each of the revised courses.

The revisions to ED135 (ED138) and ED140 (ED141) will include a reduction of credits and hours from their current 4 credit/4 hours to 3 credits/3 hours, and the two practica courses (ED139 and ED142) will have 1 credit/1 hour. Consequently, the total number of credits in the program will remain at thirty (30) and it will still be possible for a student to complete the entire program in two semesters.

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Student Demand: Since its start in Fall 2002 the day care program has grown from 12 students to its current size of 28 students. Although it is impossible to predict its rate of future growth the program is expected to expand.

All day care students will be required to complete the course.

15. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:

Not applicable: The course is part of a terminal certificate program.

16. Faculty availability: The current education faculty are available to teach the course.

17. Facilities and technology availability: The course can be taught with current facilities and technology.

18. List of courses to be withdrawn, or replaced by this course, if any: In conjunction with the proposed ED138 this course, ED139, will replace the current ED135 History and Curriculum of Early Childhood Education.
NEW COURSE PROPOSAL

1. Course prefix and number: ED141
2. Course title: Infant/Toddler Environments
3. Course description for the college catalog:
   This course will emphasize the developmental needs of infants and toddlers in group care. Students will learn how to create a safe healthy and creative learning environment that nurtures the self-esteem of infants and toddlers. Theoretical issues will include: gaining familiarity with observations and assessment of typical developmental profiles, curriculum for infants and toddlers, facilitating separation, working with parents, and staff relationships. The field work component requires the student to work two hours per week (30 hours per semester) in a center-based infant/toddler program. The student learns the ways in which his/her program meets the physical, intellectual, and social needs of the children as well as their parents. Students will have an opportunity to practice under professional supervision the methods studied in the course.

4. Prerequisites and/or co-requisites: Prerequisites: BE-122 or 226 or satisfactory score on the CUNY/ACT Assessment test.

5. Hours and credits (specify if class hours, lab. hours, recitation hours, etc.): 3 hours; 3 credits

6. Curricula into which the course would be incorporated and the requirements it will satisfy:
   This course will be required in the Infant-Toddler Day Care Certificate Program.

7. Curricular objectives addressed by this course:
   • provide academic and child care training to prepare students to apply for Child Development Associate (CDA) credential
   • provide knowledge of educational programs for preschool children
   • provide knowledge of health, nutrition, and first aid needs of preschool children

8. General Education objectives addressed by this course. [see QCC Educational Objectives statement in college catalog]
   • demonstrate mastery of discipline-specific knowledge, skills, and tools required for entry into or advancement in the job market in their field (career programs)
   • integrate knowledge and skills in their major field and across disciplines
   • use personal and collaborative skills for personal growth and to establish constructive relationships in a diverse society

9. Course objectives / expected student learning outcomes.
   a) Students will demonstrate interpersonal skills and techniques that provide for the emotional security of young children and support the development of each child’s self-esteem.
   b) Students will observe and record children’s behavior in all aspects of the daily routine.
   c) Students will identify room arrangements that create a stimulating and safe environment to support the development of young children.
   d) Students will demonstrate the ability to plan and implement activities based on assessment of individual needs of children
   e) Students will demonstrate professionalism through openness to supervision and compliance with field site policies.
   f) Students will demonstrate an understanding of how the course meets competency standards set forth for the Child Development Associate credential.
   g) Students will demonstrate awareness of the importance of involving parents in child care and development.
   h) Students will demonstrate recognition of developmental needs of infants and toddlers in group care.
   i) Students will demonstrate understanding of caregiving strategies.
   j) Students will demonstrate knowledge of how physical environments support developmental needs of young children.

10. Assessment – methods used to determine the success of students (whether or not they achieved the goals and developed the competencies) [see Assessment template]:
    Assessments of students will include evaluations of the following: student’s log of field activities; student’s center-based early childhood floor plan; learning activity plans; report on an early childhood curriculum; observation report on a preschool child. In addition a midterm and final exam will be given.
11. A detailed course outline showing main topics of the course (include a laboratory outline when applicable) [see Recommended Syllabus template]

**Infant and Toddler Care**
- history and trends in infant and toddler care
- settings for child care
- communicating with parents and staff

**Designing Infant and Toddler Curricula**
- identifying scope and purposes of a curriculum
- influences on a curriculum
- caregiver roles in curriculum development

**Caregiving and Teaching**
- caregiver/teacher characteristics
- caregiving/teaching goals & responsibilities
- professional development

**Developmental Learning**
- areas of developmental learning in infants and toddlers
- patterns of physical, emotional, social, and cognitive development
- individual differences in developmental learning

**Indoor and Outdoor Environments**
- room arrangements
- the play yard
- safety factors in infant & toddler environments
- criteria for developmentally appropriate equipment and materials

**Matching Caregiver Strategies and Child Development**
- selecting age-appropriate materials
- age-appropriate caregiving/teaching strategies: birth to 36 months

12. Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive):
Methods of instruction will include lecture, collaborative learning projects, group discussion, and project-based learning assignments.

13. Texts, references and aids. A bibliography for the course and supplementary material, if any:

**Sample Textbooks:**

**Supplemental Reading/Bibliography:**

14. Rationale – why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc.
This course proposal is part of a broader revision of the Infant-Toddler Day Care Certificate Program in an effort to address a dilemma that has arisen as a result of the current requirements of the two program-specific courses, ED135 and ED140, both of which require students to satisfy an average of 18 hours per week of fieldwork in addition to their academic requirements. In brief the dilemma is that because of their many extracurricular obligations (e.g., jobs, families, limited economic resources) many day care students are unable...
to satisfy the fieldwork requirements of those courses within one semester and so, are faced with the unpleasant choices of dropping the course, getting an F or INC for the course, or neglecting their other obligations in order to do the fieldwork. For some students the stark choice is between paid employment and unpaid fieldwork, and few can afford to forfeit a large part of their salary in order to do the fieldwork. In addition many students have difficulty finding fieldwork placements at times when they are available or at settings that are convenient to their homes or workplaces. With the present requirements of ED135 and ED140 it is exceedingly difficult, and sometimes impossible, for any student who is not employed in a day care facility to satisfy the fieldwork requirements within the confines of a single semester.

In order to resolve the problem it is proposed that in the program-specific courses, ED135 and ED140, the academic and fieldwork components be divorced and that those courses be replaced by revised versions of ED135 and ED140 and two day care fieldwork practica (I and II) one of which will run concurrently with each of the revised courses.

The revisions to ED135 (now ED138) and ED140 (proposed ED141) will include a reduction of credits and hours from the current 4 credits/4 hours to 3 credits/3 hours, and the two practica courses (ED139 and 142) will have 1 credit/1 hour. Consequently, the total number of credits in the program will remain at thirty (30) and it will still be possible for a student to complete the entire program in two semesters. It is intended that the revised program will reduce the total number of credits in the program will remain at thirty (30) and it will still be possible for a student to complete the entire program in two semesters. It is intended that the revised program will reduce the fieldwork hours requirement from the current 504 hours to 480 hours as required for the Child Development Associate (CDA) credential issued by the Council for Early Childhood Professional Recognition. In each practicum course students will fulfill 210 hours of documented fieldwork that will be applicable toward the total 480 hour fieldwork requirement in the revised Infant-Toddler Day Care Certificate Program. The remaining 60 hours of fieldwork will be satisfied in the context of the revised ED135 (i.e., this proposed course, ED138) and the revised ED140 each of which will require 30 fieldwork hours during the semester.

By divorcing the fieldwork and academic components of ED135 and ED140 and by offering a free-standing practicum course concurrent with the academic course day care students can realistically expect to complete their academic course requirements in a timely fashion and also have an opportunity to satisfy the fieldwork requirements either in one semester or over a more extended time with the option of receiving an INC for the practicum course if they cannot complete the fieldwork in one semester. This change will build more flexibility into the certificate program, remove an obstacle to their completing the required coursework, increase the likelihood that students will persist to graduation, and adjust to the real-life constraints upon our day care students.

Another advantage of separating the academic and fieldwork components and allowing them to be fulfilled independently is that it permits students from other curricula and non-matriculated students to take the revised ED135 (i.e., ED138) and the revised ED140 (i.e., ED141) as electives without being burdened by the current, extreme fieldwork obligation. In fact most students (56%) who have enrolled in those courses in the last two years have been non-day-care students, and they have complained that it is not reasonable to require them to do the fieldwork if they have no intention of ever applying for the CDA credential. The proposed course changes would stop the fieldwork component from acting as a disincentive to enrollment for non-day-care students.

Student Demand: Since its start in 2002 the day care program has grown from 12 students to its current size of 28 students. Although it is impossible to predict future growth the program is expected to expand.

All day care students will be required to complete the course.

15. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable): Include comparable courses at senior or other community colleges, if applicable:
Not Applicable. The course is part of a terminal certificate program.

16. Faculty availability: Faculty are available to teach this course.

17. Facilities and technology availability: Facilities and technology are available.

18. List of courses to be withdrawn, or replaced by this course, if any: This course will replace the current ED140.

19. Enrollment limit and frequency the course is offered (each semester, once a year, alternating years): The course will be offered in the Fall semester, but if enrollment demands require it will be offered each semester.

20. What changes in any programs will be necessitated or requested as a result of this course’s additions/charges: This course will require a change in the required classes for the Infant-Toddler Day Care Certificate Program.
# NEW COURSE PROPOSAL

<table>
<thead>
<tr>
<th>1. Course prefix and number:</th>
<th>ED142</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course title: Day Care Fieldwork Practicum II</td>
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<tr>
<td>3. Course description for the college catalog: This practicum course is taken in conjunction with ED141 Infant/Toddler Environments and will involve supervised fieldwork experience in an infant-toddler day care environment. Students will be responsible for fulfilling an average of 15 hours per week (210 hours per semester) of fieldwork. The class will focus on the practical issues in infant-toddler day care and will involve the development of a student fieldwork portfolio.</td>
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<td>4. Prerequisites and/or co-requisites: Co-requisite: ED141</td>
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<td>5. Hours and credits (specify if class hours, lab. hours, recitation hours, etc.)</td>
<td>1 hour; 1 credit; 15 fieldwork hours per week (210 hours per semester)</td>
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<td>6. Curricula into which the course would be incorporated and the requirements it will satisfy: The course will be required in the Infant-Toddler Day Care Certificate Program.</td>
<td></td>
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<td>a) Students will apply academic principles in a fieldwork setting.</td>
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<td>b) Students will solve problems in a field setting.</td>
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<td>c) Students will acquire work-relevant day care skills</td>
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<td>d) Students will develop a fieldwork experience portfolio.</td>
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<td>h) Students will demonstrate professionalism through compliance with field site policies and working as a team member.</td>
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<td>i) Students will establish positive and productive relationships with families.</td>
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<td></td>
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<td>Assessment of student performance will be based on reports from fieldwork supervisors and evaluation by the instructor of documents and reports of fieldwork experience submitted by students. Assessment will also include evaluation of student progress in portfolio development and class activities related to fieldwork.</td>
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2. Development of observation and recording skills in an infant-toddler day care environment
   - Observational skills for day care workers
   - Monitoring and recording child behavior

3. Development of core competencies for day care workers
   - Caregiving in an infant-toddler day care environment
   - Play in an infant-toddler day care environment
   - Communicating with family members in an infant-toddler day care environment
   - Interpersonal work relationships in an infant-toddler day care environment
   - Establishing a safe, healthy learning environment

4. Development of a student portfolio of fieldwork experience
   - Keeping documentation of fieldwork experience
   - Writing reports on fieldwork experience
   - Demonstrating knowledge of fieldwork requirements for CDA credential

12. Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive):

   Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive)

   Students will meet in a classroom setting once weekly with the instructor. Instruction methods will include collaborative and cooperative group activities, lecture, and film focused on fieldwork matters.

13. Texts, references and aids. A bibliography for the course and supplementary material, if any:

   Because this is a practicum course, no textbook will be assigned. This course will be taken concurrently with ED138 which will have a textbook from which information will be used. Readings for the course will include:


   Handout: *Fieldwork Requirements for the CDA Credential*

14. Rationale – why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc.

   Rationale:
   This course proposal is part of a broader revision of the Infant-Toddler Day Care Certificate Program in an effort to address a dilemma that has arisen as a result of the current requirements of the two program-specific courses, ED135 and ED140, both of which require students to satisfy an average of 18 hours per week of fieldwork in addition to their academic requirements. In brief the dilemma is that because of their many extracurricular obligations (e.g., jobs, families, limited economic resources) many day care students are unable to satisfy the fieldwork requirements of those courses within one semester and so, are faced with the unpleasant choices of dropping the course, getting an F or INC for the course, or neglecting their other obligations in order to do the fieldwork. For some students the stark choice is between paid employment and unpaid fieldwork, and few can afford to forfeit a large part of their salary in order to do the fieldwork. In addition many students have difficulty finding fieldwork placements at times when they are available or at settings that are convenient to their homes or workplaces. With the present fieldwork requirements of ED135 and ED140 it is exceedingly difficult, and sometimes impossible, for any student who is not employed in a day care facility to satisfy those requirements within the confines of a single semester.

   In order to resolve the problem it is proposed that in the program-specific courses, ED135 and ED140, the academic and fieldwork components be divorced and that those courses be replaced by revised versions of ED135 and ED140 and two day care fieldwork practica (I and II) one of which will run concurrently with each of the revised courses.

   The revisions to ED135 (the proposed ED138) and ED140 (the proposed ED141) will include: 1) a reduction of credits and hours from their current 4 credits/4 hours to 3 credits/3 hours. The proposed practica courses ED139 and ED142 will each have 1 credit/1 hour. Consequently, the total number of credits in the certificate program will remain at thirty (30), and it will still be possible for a student to complete the entire program in two semesters. It is intended that the revised program will reduce the fieldwork hours requirement from the current 504 hours to 480 hours as required for the Child Development Associate (CDA) credential issued by the Council for Early Childhood Professional Recognition. In each practicum course students will fulfill 210 hours of documented fieldwork that will be applicable toward the total 480-hour fieldwork requirement in the revised Infant-Toddler Day Care Certificate Program. The remaining 60 hours of fieldwork will be satisfied in the context of the revised ED135 and ED140 each of which will require 30 fieldwork hours during the semester.

   By divorcing the fieldwork and academic components of ED135 and ED140 and by offering a free-standing practicum course concurrent with the each academic course day care students can realistically expect to complete their academic course requirements in a timely fashion and also have an opportunity to satisfy the fieldwork requirements either in one semester or over a more extended
time with the option of receiving an INC for the practicum course if they cannot complete the fieldwork in one semester. This change will build more flexibility into the certificate program, remove an obstacle to students’ completion of the required coursework, increase the likelihood that students will persist to graduation, and adjust the program to the real-life constraints upon our day care students.

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Student Demand: Since its start in Fall 2002 the day care program has grown from 12 students to its current size of 28 students. Although it is impossible to predict its rate of future growth the program is expected to expand.

All day care students will be required to complete the course.

15. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:
Not applicable: The course is part of a terminal certificate program.

16. Faculty availability: Faculty are available to teach this course.

17. Facilities and technology availability: The course can be taught with current facilities and technology.

18. List of courses to be withdrawn, or replaced by this course, if any:

In conjunction with the proposed ED141 this course will replace the current ED140 Infant/Toddler Environments.

19. Enrollment limit and frequency the course is offered (each semester, once a year, alternating years): Enrollement is limited to 40. The course will be offered in the Fall semester, but if enrollment demands require, it will be offered in each semester.

20. What changes in any programs will be necessitated or requested as a result of this course’s additions/charges: This course will require a change in the required classes for the Infant-Toddler Day Care Certificate Program.

6. Amendment WID/WAC Proposal (PP)

I propose that at its meeting on March 1, 2005 the Committee on Curriculum consider sending the following resolution to the Academic Senate.

Philip Pecorino

Chairperson,

QCC, Academic Senate Steering Committee, 2004-2005

The Curriculum Committee presents the following resolution for adoption by the Academic Senate:

Whereas, there has been a considerable expression of concern for the impact of the increase in the seat limit for classes that are WI on faculty who teach multiple sections;

Whereas, there has been concern for the impact of the increase in the seat limit for classes that are WI on faculty recruitment and retention efforts,

Be it resolved that:
The QCC WID WAC Program as adopted by the Academic Senate on February 8, 2005 be amended as follows:

From:

B. Class Size

Size should in no case be more than 25 students. The exact limit is to be determined by the academic department and the Office of Academic Affairs but in no case will that limit exceed 25 students.

TO:

B. Class Size

Size should in no case be more than 25 students. The exact limit is to be determined by the academic department and the Office of Academic Affairs but in no case will that limit exceed 25 students. For faculty who teach appreciable portions of their teaching load as WI there will be adjustments in the seat limit for their classes as follows:

- Faculty teaching more than 1 WI class in a semester would have 24 seats per class section
- Faculty teaching more than 2 WI classes in a semester would have 23 seats per class section
- Faculty teaching more than 3 WI classes in a semester would have 22 seats per class section
- Faculty teaching more than 4 WI classes in a semester would have 20 seats per class section

7. Computer Literacy Criteria Update

Queensborough Community College
Academic Senate
Committee on Curriculum
Interim Report on Computer Literacy Elective in the A.A. Program

Below is a document that was used by the Committee on Curriculum some 20 years ago to report on what the “Computer Science”, and later the “Computer Literacy” requirement, was about in the A.A. degree program. The criteria for such classes as would satisfy that requirement were in need of revision. Much has changed since 1983 and students coming to QCC now have different experiences with computers. There is now a growing concern for both “Computer Literacy” and “Information Literacy”. In fact there is now emerging discussion about “Technology Literacy” as well. The general need for all students at QCC to be able to acquire and organize information and knowledge is one of the Educational Objectives for all degree programs. The University and the University Faculty Senate have recommended that these basic literacies become part of general education and part of all undergraduate degree programs. How to best go about insuring that all QCC graduates will have the desired “literacies” is a matter of concern. The Library has proposed a single class offered for a single credit as a vehicle for developing such information competencies. Using a single class as the device to deliver this instruction or insure the development of the competencies was deemed as insufficient and impractical to insure all QCC Associate Degree students would acquire the needed competencies. The single elective in the A.A. degree program is similarly situated as being obviously insufficient as it is in only one degree program. It is impractical as well because there are too few resources available to deliver the needed instruction to all students by means of a single class or even through some small set of classes.

A current request to have another class considered as satisfying the “Computer Literacy” requirement has led to the realization that there is a need to revisit the intent behind the current requirement and the criteria used to screen
course candidates. It has also been learned that classes previously thought to have met the criteria for a “Computer Literacy” may no longer be meeting those criteria as the course content has been changed in some of the departments.

The Committee on Curriculum might proceed with the following:

1. review and revise the original document (below)
2. develop a revision of the current requirement in the A.A. degree program based on the revised document
3. extend the revised document to encompass a broader set of possible approaches for insuring that the competencies or literacies are achieved by all associate degree students

As an interim measure, the Committee on Curriculum might review all classes offered by the College to determine which would satisfy the new criteria for “Computer Literacy”. Such a review process would involve enunciating the revised criteria and having all departments present courses they believe satisfy the new criteria, and then presenting the revised criteria and the courses believed to satisfy those criteria to the Academic Senate as a revision of the single elective in the single associate in arts degree program. This would not be the solution or even “a” solution to the more general and basic task of insuring that the competencies or literacies are achieved by all associate degree students.
COLLEGE CURRICULUM COMMITTEE

Report and Recommendations
on the
"Computer Science" Elective in the A.A. Degree Program

Background

At its meeting of May 13, 1980 the Academic Senate adopted Motion LXXXIX, the Curriculum Proposal of the Ad Hoc Committee on Academic Programs and Objectives. On page 223 of those Senate minutes the revised Liberal Arts and Science Core for the A.A. Degree is listed as including 3 to 4½ credits in "Natural Science, Computer Science or Mathematics". On page 228, in section VII (Implementation) of that Curriculum Resolution, sub-section C (on Modifications of Present Offerings) states the following:

1. Appropriate Departments consider developing an introductory course in computer science that would serve as an alternative to the 3rd course requirement in the mathematics/natural science sequence in the A.A. degree. We deem this important in light of the growing role of computers in everyday life.

Further, the Senate instructed the Curriculum Committee to implement the Curriculum Resolution that it had approved. There are no other appearances of the phrase "computer science" in the Senate minutes. Since that time several Departments have requested that the Curriculum Committee recommend existing or proposed courses to the Senate as satisfying the "computer science" elective in the A.A. program. In September of 1982 the Curriculum Committee formed a sub-committee to handle the matter of the "Computer Science" elective in the core of the A.A. degree.

The Committee met regularly and prepared an "Interim Report" which was circulated to the full Committee and to all Department Chairpersons in November of 1982. All interested parties were invited to send their comments and suggestions to the Committee and several people met with the Committee to discuss the procedures, the criteria, the objectives and the findings of the sub-committee. To date no one has submitted any statement criticizing the conduct or conclusions of the Committee;

The sub-committee undertook the following tasks:

1. To understand and articulate the intention of the Senate in establishing a "Computer Science" elective,

2. To establish the minimum criteria for courses that would satisfy the purpose of the Senate's action,

3. To survey all present and proposed courses to ascertain which, if any, would satisfy those criteria, and

4. To present its findings to the full Committee.
The sub-committee presented its report to the full Committee which deliberated upon it during December and early January 1983. Slight changes were made and then the Committee approved the sub-committee report making it its own on January 4, 1983.

On January 11, 1983 the Committee met to decide upon which specific courses to recommend to the Academic Senate as satisfying the "Computer Science" elective in the A.A. program.

The findings and position of the Committee are part of the following report which includes:

I. Statement of the General Goals for such a course (The Committee's interpretations of the Senate's intention)

II. Listing of the Minimum Criteria or Features to be satisfied or exemplified by any such course.

III. Another Desirable Feature for such courses.

IV. Other Comments

V. Specific Recommendations.

The Committee will continue to consider whether other such courses (both presently offered and newly proposed) should also be recommended as satisfying the "Computer Science" requirement and whether such courses are to be considered as Mathematics or Science courses in the A.S. concentration area in Mathematics or Science.
REPORT ON THE "COMPUTER SCIENCE" ELECTIVE IN THE A.A. DEGREE PROGRAM

I. General Goals

Any course which is used to satisfy this requirement should introduce the student to what computers are and consist of, what they can do and how to use them. By providing knowledge and practical experience these courses should facilitate the students' access to and their use of computers, and help them overcome obstacles posed by ignorance and anxiety.

II. Minimal Essential Criteria or Features to be met by any course that is to satisfy the "Computer Science" elective. Courses should include:

1. Computer Literacy - Overall Familiarity with computers
   
   A. Architecture
   B. Components - Basic Hardware
   C. Fundamental Operations
   D. Fundamental Software
   E. Concepts Such as Real Time/Off-Line/Time-Sharing
   F. Classes of Computers: personal mini, micro, main-frame
   G. History

2. Computer Culture - Knowledge of General Applications
   
   Introduction to several fields of application by lectures, readings, or Audio-Visual Presentations, emphasis is to be given to fields within the Liberal Arts and Sciences.

3. Programming
   
   A. Basic and General Understanding of Programming
   B. Basic and General Understanding of Algorithms

4. Programming Language
   
   Knowledge of the simplest parts of at least one high level programming language such as: Basic, Cobol, Fortran, Pascal, PLI.

5. Practical Experience - Minimal Skills in using a Computer
   
   A. Fundamental Operations
   B. Fundamental Instructions
   C. Fundamental Programming

III. Desirable Feature

Courses should include at least one hour per week of practical experience.

IV. Other Comments

1. Prerequisites for such courses can vary according to Departmental judgment in order to permit both sophisticated and elementary level courses that would satisfy the minimal criteria.
2. Courses could be offered which take particular orientations toward essential criteria and which offer various programming languages to allow for greater latitude for student choice and as suitable for a range of student interests.

3. Any department with qualified staff may offer such courses and the Senate has encouraged "appropriate departments" to do so.

4. In the future, these criteria will serve as a record to explain the present Curriculum Committee's actions in deciding whether or not to recommend courses as satisfying the "computer science" elective.

5. As courses which satisfy the minimum criteria are likely to have a significant portion of those courses covering the same material differing mainly only in orientation and computer language, therefore these courses should be mutually exclusive. No more than one should be permitted to count within any degree program at the college. Yet students should be permitted to take more than one if they so desire in order to learn another programming language or range of applications.

V. Specific Recommendations

Based upon all of the preceding, the Curriculum Committee recommends that the following courses be accepted as satisfying the "Computer Science" Elective in the A.A. Degree Program:

   ET-82
   MA-341

Furthermore, the Committee recommends that no more than one of the above courses may be used to fulfill the degree requirements for any A.A. or A.S or A.A.S. degree.

Students may enroll in and receive credit for more than one of these courses but only one course is to be credited toward the fulfillment of any associate degree requirements. A notice to this effect should appear in the catalog after the listing of each such course.