

**QUEENSBOROUGH COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK
ACADEMIC SENATE REPORT**

FROM: Lorena B. Ellis, Chair, Committee on Curriculum
TO: Ken Pearl, Secretary, Academic Senate Steering Committee
CC: P. Pecorino, K. Villani, Dean K. Steele, College Archives (C.Williams)
DATE: February 17, 2005
SUBJECT: Monthly Report for March 2005

The Curriculum Committee recommends the following for adoption by the Academic Senate:

COURSE REVISIONS

Department of Foreign Languages

From: **LC213 Intermediate Chinese I**
3 class hours 3 credits
Prerequisites and/or co-requisites: LC-112 or permission of the department.

[One-hour weekly language laboratory required.]
Course description: This course will continue to develop students' communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills – listening, speaking, reading and writing. Content-appropriate cultural information will be presented to promote the students' understanding of the Chinese-speaking world. This is the first semester of a two-semester course of intermediate Chinese.

To: **LC-213 Intermediate Chinese I**
3 class hours 3 credits
Prerequisites and/or co-requisites: LC-112 or permission of the department.
Course description: This course will continue to develop students' communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills— listening, speaking, reading, and writing. Content-appropriate cultural information will be presented to promote the students' understanding of the Chinese-speaking world. This is the first semester of a two-semester course of intermediate Chinese.

Rationale: The weekly language lab is not required for this course.

Department of Social Sciences

To allow SS-315 Criminal Justice to fulfill a social sciences requirement.

From: **SS-315 Introduction to Criminal Justice**
3 class hours 3 credits
Pre-requisite: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test. [May not be used to satisfy the social science requirement in any degree program.]
Offered as needed.

Course description: A survey of the institutions and processes of the criminal justice system. Special emphasis on police, courts, and corrections.

To: **SS-315 Introduction to Criminal Justice**

3 class hours 3 credits

Pre-requisite: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test

Offered as needed.

Course description: A survey of the institutions and processes of the criminal justice system. Special emphasis on police, courts, and corrections.

Rationale: SS315 is an introductory, interdisciplinary social sciences course incorporating sociology, political science, a little history, and a dash of psychology. And although it does have an applied focus, it is not a “how-to” course, but instead presents a critical analysis of society’s approaches to crime and justice from the perspectives of the social sciences. Like other introductory social sciences courses it provides students with an overview of fundamental principles in the discipline, and consequently should be accepted as fulfilling a social sciences requirement in any curriculum.

To change the course description of SS520 Human Growth and Development

From: **SS 520 Human Growth and Development**

3 class hours/ 3 credits

BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test

Course description: [Interaction of maturational, self-reactive factors in human development in childhood, adolescence, young adulthood, middle age, and old age. Problems of social, personal, occupational, and familial adjustment during each of these phases of the life span.]

To: **SS 520 Human Growth and Development**

3 class hours/ 3 credits

BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test

Course description: A study of the changes in behavior and mental processes across the life-span and the biological, psychological, social and cultural factors influencing those changes.

Rationale: The current description doesn’t accurately capture the course content as it is currently being taught. The proposed description is a more valid summary of course content. It reflects current trends in developmental theory and research.

NEW COURSES

Department of Social Sciences

ED138 History and Curriculum of Early Childhood Education

3 hours; 3 credits; 30 hours per semester of fieldwork

BE-122 or -126, or satisfactory score on ACT placement test, or permission of the department.

Course description: 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.

Rationale: See rationale for the program changes in the Day Care Assistant Certificate Program below.

ED139 Day Care Fieldwork Practicum

1 hour; 1 credit; 15 fieldwork hours per week (210 hours per semester)
Co-requisite ED138

Course description: 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.

Rationale: See rationale for the program changes in the Day Care Assistant Certificate Program below.

ED141 Infant/Toddler Environments

3 hours; 3 credits
Prerequisites: BE-122 or 226 or satisfactory score on the CUNY/ACT

Course description: 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.

Rationale: See rationale for the program changes in the Day Care Assistant Certificate Program below.

ED142 Day Care Fieldwork Practicum II

1 hour; 1 credit; 15 fieldwork hours per week (210 hours per semester)
Co-requisite: ED141

Course description: 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.

Rationale: See rationale for the program changes in the Day Care Assistant Certificate Program below.

PROGRAM REVISIONS

DEPARTMENT OF SOCIAL SCIENCES: CHANGES IN THE LE1, A.A. DEGREE IN LIBERAL ARTS AND SCIENCES AND EDUCATION

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

1) to increase the number of credits from 60 to 61

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.

2) to impose a two-phase sequence on the curriculum

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:

EN101 English Composition I	3 credits
ED110 Contemporary Education	4 credits
SS310 Sociology	3 credits
MU261 Music for Teachers of Children	3 credits

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.

DEPARTMENT OF SOCIAL SCIENCES: CHANGES IN THE DAY CARE ASSISTANT CERTIFICATE PROGRAM

Summary:

- 1) Two courses, ED-135 and ED-140, will be replaced by two sets of new courses, ED-138 and 139 (replacing 135) and ED-141 and 142 (replacing 140). The revisions separate the academic and fieldwork components of the course, but the total credits for the program remains the same.
- 2) The total number of field work hours has been reduced from 504 to 480, which is the fieldwork requirement for the Child Development Associate (CDA) credential issued by the Council for Early Childhood Professional Recognition

Program Course Requirements

From: [ED135 History and Curriculum of
Early Childhood Education] [4] cr.
[ED140 Infant/Toddler Environments] [4] cr.

EN101 English Composition I	3 cr.
HE101 Health Education	1 cr.
HE106 First Aid and Safety	3 cr.
SS510 Psychology	3 cr.
SS515 Child Development	3 cr.
SS560 Disorders of Childhood	3 cr.
SS310 Sociology	3 cr.
SS330 Sociology of the Family	<u>3 cr.</u>
Total	30 cr.

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

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: The new courses and the revision of the Day Care Assistant Certificate Program 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 practical 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 field work 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.

DELETION OF COURSES:

ED135 History and Curriculum of Early Childhood Education - 4 credits
ED140 Infant/Toddler Environments - 4 credits