

**FACULTY SENATE | CURRICULUM  
MARCH 19, 2026**

1. Department of Curriculum & Instruction
  - a. Change in existing degree: Childhood MEd
2. Department of Engineering and Environmental Science
  - a. New course: ELE 702 Wireless Sensor Network & Systems
  - b. Change in existing degree: Electrical Engineering ME
3. Department of Education Studies
  - a. Distance Education Application: Community-Based Leadership, EdD

**1. DEPARTMENT OF CURRICULUM & INSTRUCTION & DEPARTMENT OF EDUCATION STUDIES**

**A. CHANGE IN EXISTING DEGREE: CHILDHOOD EDUCATION-SEQUENCE 2 (EDC16-MSED)**

**FROM:**

DEGREE: MEd Childhood Education Sequence 2

TOTAL CREDITS: 36

Core Courses (18 credits):

EDD 609 Child Cognitive Development & Learning (3)

EDE 602 Teaching and Learning Reading in Elementary Education (3)

EDE 603 Teaching and Learning Mathematics in Elementary Education (3)

EDP 660 Teaching Students with Special Needs (3)

EDE 621 Creative Arts Integration in Childhood Education (3)

EDD 602-Studies in Urban Education (3)

Or EDD 622 The School and Its Community Relationships (3)

Or EDD 624 Multiethnic approaches to teaching (3)

Advanced Courses (9 credits)

Methods in Reading: One course from the following:

EDE 650 Advanced Study in Reading (3)

Or EDE 651 Integrated Strategies for Underachieving Readers (3)

EDE 625 STEM Methodology: Integrating Mathematics & Computational Thinking into Science Education (3)

622 Integrating Social Studies & the Arts with English Language Arts in Elementary Education (3)

Field-based Courses (6 credits)

~~EDE 655 Fieldwork 40 Hours (0)~~

~~Or EDE 656 Fieldwork 40 Hours (0)~~

~~EDE 657 Fieldwork 65 Hours (0)~~

~~Or EDE 658 Fieldwork 65 Hours (0)~~

EDE 608-Teaching Practicum I in Elementary Ed. (3)

EDE 609-Teaching Practicum II in Elementary Ed. (3)

OR

EDE 610-Student Teaching in Elementary Ed (6)

Capstone Sequence: Inquiry in Education (3 credits)

EDD 695: Teacher Research Seminar (3)

TO:

TOTAL CREDITS: No Change

Core Courses (18 credits):

EDD 609 Child Cognitive Development & Learning (3)

EDE 602 Teaching and Learning Reading in Elementary Education (3)

EDE 603 Teaching and Learning Mathematics in Elementary Education (3)

EDP 660 Teaching Students with Special Needs (3)

EDE 621 Creative Arts Integration in Childhood Education (3)

EDD 602-Studies in Urban Education (3)

Or EDD 622 The School and Its Community Relationships (3)

Or EDD 624 Multiethnic approaches to teaching (3)

Advanced Courses (9 credits)

Methods in Reading: One course from the following:

EDE 650 Advanced Study in Reading (3)

Or EDE 651 Integrated Strategies for Underachieving Readers (3)

EDE 625 STEM Methodology: Integrating Mathematics & Computational Thinking into Science Education (3)

622 Integrating Social Studies & the Arts with English Language Arts in Elementary Education (3)

Field-based Courses (6 credits)

EDE 608-Teaching Practicum I in Elementary Ed. (3)

EDE 609-Teaching Practicum II in Elementary Ed. (3)

OR

EDE 610-Student Teaching in Elementary Ed (6)

Capstone Sequence: Inquiry in Education (3 credits)

EDD 695: Teacher Research Seminar (3)

EFFECTIVE: FALL 2027

RATIONALE: Zero-credit fieldwork classes were implemented to support students in scheduling their required school-based fieldwork. This structure was not successful in addressing the challenges for which it was designed. This proposal will add fieldwork integration back into core and advanced courses.

SUBMISSION TO COMMITTEE CHAIR: 2/20/26

APPROVAL: DEPARTMENT OF EDUCATIONAL STUDIES 2/4/26, DEPARTMENT OF CURRICULUM & INSTRUCTION 2/4/26, GSC 3/9/26

CONSULTATION: DEPARTMENT OF SOCIAL WORK 2/4/26

## **2. DEPARTMENT OF ENGINEERING AND ENVIRONMENTAL SCIENCE**

### **A. NEW COURSE: ELE 702 WIRELESS SENSOR NETWORKS & SYSTEMS**

DEPARTMENT/PROGRAM: Engineering and Environmental Science

CAREER: Graduate

ACADEMIC LEVEL: Regular

SUBJECT AREA: Electrical Engineering

COURSE NO.: ELE 702

COURSE TITLE: Wireless Sensor Networks and Systems

CATALOG DESCRIPTION: Design, Analysis, and modeling of wirelessly networked sensor systems. Topics to include existing standards, systems, and field deployment.

CREDITS: 3 credits

CONTACT HOURS: 4 hours (2 Hour lecture, 2 Hour Lab)

PREREQUISITE: Graduate Students Only

PRE OR COREQUISITE: ELE 620 or Permission of ME coordinator.

LIBERAL ARTS: No

COURSE ATTRIBUTE: N/A

GENERAL EDUCATION COMPONENT: N/A

ROLE IN CURRICULUM: Elective course for the Electrical Engineering Master's program.

RATIONALE: This course provides invaluable hands-on skills and theoretical knowledge in the area of wireless sensor networks, adding to and integrating knowledge of wireless communication at the physical layer. It equips students with analytical and applied competencies in wireless communication, networking protocols, and sensing applications, providing curricular advancement in emerging fields such as smart systems, cyber-physical infrastructure, and applied research.

SUBMISSION TO COMMITTEE CHAIR: 3/3/26

APPROVAL: ENGINEERING & ENVIRONMENTAL SCIENCES 2/26, GSC 3/9/26

CONSULTATION: COMPUTER SCIENCE 3/3/26

EFFECTIVE: Fall 2027

### **B. CHANGE IN EXISTING DEGREE: ELECTRICAL ENGINEERING ME**

FROM:  
DEGREE: ELECTRICAL ENGINEERING ME  
TOTAL CREDITS: 30

**FROM:**

**CORE COURSES**

Complete ALL of the following Courses:

ELE 600 - Probability Theory and Stochastic Processes in Engineering

ELE 610 - Advanced Signal Processing

ELE 620 - Networking Systems & Protocols

ELE 630 - Semiconductor Devices

**ELECTIVE COURSES**

Earn at least 18 credits from the following:

ELE 636 - Electrical Machines and Energy Systems

ELE 641 - Advanced Digital Communications

ELE 652 - Information Theory

ELE 701 - Photonic Devices

ELE 713 - Principles and Practice of Secure Networking

ELE 722 - Data Modeling and Compression

ELE 732 - Estimation, Detection, Learning, and Inference

ELE 736 - Electrical Power Transmission and Distribution

ELE 741 - Photonic Systems & Networks

ELE 746 - Power Electronics and Instrumentation

ELE 755 - Principles and Practice of Machine Vision

ELE 756 - Smart Grid

ENS 762 - Fundamentals of Wireless Communications

ELE 798 - Masters Thesis I

ELE 799 - Masters Thesis II

**TO:**

DEGREE: NO CHANGE

TOTAL CREDITS: NO CHANGE

**CORE COURSES**

Complete ALL of the following Courses:

ELE 600 - Probability Theory and Stochastic Processes in Engineering

ELE 610 - Advanced Signal Processing

ELE 620 - Networking Systems & Protocols

ELE 630 - Semiconductor Devices

**ELECTIVE COURSES**

Earn at least 18 credits from the following:

ELE 636 - Electrical Machines and Energy Systems

ELE 641 - Advanced Digital Communications

ELE 652 - Information Theory

ELE 701 - Photonic Devices

ELE 702 - Wireless Sensor Networks & Systems

ELE 713 - Principles and Practice of Secure Networking

ELE 722 - Data Modeling and Compression

ELE 732 - Estimation, Detection, Learning, and Inference

ELE 736 - Electrical Power Transmission and Distribution

ELE 741 - Photonic Systems & Networks

ELE 746 - Power Electronics and Instrumentation

ELE 755 - Principles and Practice of Machine Vision

ELE 756 - Smart Grid

ENS 762 - Fundamentals of Wireless Communications

ELE 798 - Masters Thesis I

ELE 799 - Masters Thesis II

EFFECTIVE: FALL 2027

RATIONALE: Change in degree adds new elective option.

SUBMISSION TO COMMITTEE CHAIR: 3/3/26

APPROVAL: DEPARTMENT OF ENGINEERING & ENVIRONMENTAL SCIENCE 2/26, GSC  
3/9/26

CONSULTATION: N/A

### **3. DEPARTMENT OF EDUCATION STUDIES**

#### **A. DISTANCE EDUCATION APPLICATION: COMMUNITY-BASED LEADERSHIP, EDD**

APPROVAL: DEPARTMENT OF EDUCATIONAL STUDIES & DEPARTMENT OF  
CURRICULUM & INSTRUCTION 2/26, GSC 3/9/26

## Application to Add the Distance Education Format To a New or Registered Program<sup>1</sup>



This application should NOT be used to add the Distance Education Format to the following types of programs or proposals:

- Programs Preparing Teachers, Educational Leaders, and Other School Personnel

The application materials for those types of proposals can be found at:

<http://www.highered.nysed.gov/ocue/aipr/register.html>

Doctoral programs: please contact the Office of College and University Evaluation.

### **Directions for submission of application:**

1. For an application to add the distance education format to an **existing general academic (non-licensure) program**:

Create a *single* PDF document that includes the following completed forms:

- Application to Add the Distance Education Format
- CEO (or Designee) Approval Form

Attach the PDF document to an e-mail and send to:

**OCURevAdmin@nysed.gov**

When submitting to the mailbox, include the following elements in the subject line of the e-mail:

Institution Name, Distance Education Format, Degree Award, and Program Title

E.g., Subject: AAA College, Distance Education Format, Master of Science, English Literature

2. For an application to add the distance education format to a **proposed general academic (non-licensure) program**:

Complete the form and include it in the application PDF document.

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<sup>1</sup> CUNY and SUNY institutions: contact System Administration for application submission process.

3. For proposals to add distance education to a proposed or existing program in a **licensed profession** or a related field, complete this distance education form but submit it to the Office of the Professions.

**Task 1 Institution and Program Information: Complete this task for applications to add the distance education format to an existing program.**

<b>Institution Information</b>	
<b>Institution Name:</b>  Institution Code (6 digits):  <i>The name and code of the institution should reflect the information found on the <u>Inventory of Registered Programs</u></i>	College of Staten Island  331800
Institution Address:	2800 Victory Blvd
City:	Staten Island
State/Country:	NY
Zip:	10314
<u>Regents Regions:</u>	
Specify campus(s) of the institution where program is offered, if other than the main campus:  <i>The name and code of the location(s) should reflect the information found on the <u>Inventory of Registered Programs</u></i>	n/a
Specify any other additional campus(s) where the program is offered besides the ones selected above:	n/a
If any courses will be offered off campus, indicate the location and number of courses and credits:	n/a
	n/a

If the program will be registered jointly with another institution, please provide the partner institution's name:	
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<b>Program Information for Existing Programs: <i>Program information should reflect the information found on the Inventory of Registered Programs</i></b>	
Program Code: (for <u>registered programs</u> only)	<b>40730</b>
Program Title:	Community Based-Leadership
<u>Degree Award:</u>	EDD
<u>HEGIS code:</u>	0827.00

<b>Contact Information</b>	
Name of contact person	Dr. Nathalia Holtzman
Title of contact person:	Interim Senior Vice President and Provost
Telephone	<b>718.982.2424</b>
Fax:	<b>N/A</b>
Email:	nathalia.holtzman@csi.cuny.edu

Instructions	
Guidance for this task can be found by clicking here: <a href="#">Review Process for Approval of Programs in the Distance Education Format</a>	
1. Anticipated enrollment in distance program	
Initial Enrollment:	Maximum by year 3:
2. Program Information	
a). <b>Term length</b> (in weeks) for the distance program: 15	
b). <b>Is this the same as term length for the classroom program?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
c). <b>How much “instructional time” is required per week per credit for a distance course in this program</b> (do not include time spent on activities that would be done outside “class time”, such as research, writing assignments, or chat rooms) Answer: 1 academic hour (50 minutes) per credit	
d). <b>What proportion of the program will be offered in Distance Education format?</b> Answer: 75%	
e). <b>What is the maximum number of students who will be enrolled in an online course section?</b> Answer: 15	

Part A: Institution-wide Issues: Submit this part for the <b>first</b> Distance Education program proposed by your institution. This will be kept in a master file and will not need to be resubmitted for each new proposed online program, unless there are changes.
I. Organizational Commitment
1. Describe your institution’s planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences. Answer: n/a
2. Describe your institution’s resources for distance learning programs and its support services to ensure their effectiveness. What course management system does your institution use? Answer: n/a
3. Describe how faculty are trained and supported in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train faculty or are otherwise in charge of online education. Answer: n/a

4. If your institution uses courses or academic support services from **another provider**, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.

Answer: n/a

5. Does your institution have a clear **policy on ownership of course materials** developed for its distance education courses? How is this policy shared with faculty and staff?

Answer: n/a

## II. Learner Support

1. Describe how your institution provides students with **clear information** on:

- Program completion requirements, including which courses, if any, **must** be taken in an on-ground, face-to-face format
- The nature of the learning experience
- Any specific student background, knowledge, or technical skills needed
- Expectations of student participation and learning
- The nature of interaction in the courses.
- Any technical equipment or software required or recommended
- Scheduling of online and on-ground sections of the same course

Answer: n/a

2. Describe how your institution provides distance learners with adequate **academic and administrative support**, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?

Answer: n/a

3. Describe how **administrative processes** such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.

Answer: n/a

4. What **orientation** opportunities and resources are available for students of distance learning?

Answer: n/a

**Part B: Program-Specific Issues:** Submit this part for **each new request** to add Distance Education Format to a registered program.

## III. Learning Design

1. How does your institution ensure that the **same academic standards and requirements** are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

Answer: The EDD program will include both hybrid (online synchronous/asynchronous and in-person) and fully online courses. During the COVID-19 pandemic, faculty began systematically adapting existing face-to-face syllabi for online delivery, establishing a strong foundation for high-quality distance education. As a result, many EdD courses in the program are already included both in-person and online modalities, with syllabi, assignments, and instructional materials redesigned to ensure equivalent rigor, accessibility, and engagement across modalities. These online-adapted syllabi include redesigned learning activities, technology-integrated assignments, and flexible engagement strategies appropriate for Brightspace. While academic standards, program objectives, and degree requirements remain consistent across modalities, certain assignments are modified to ensure accessibility for online learners. For instance, courses that typically rely on real-time class discussion may provide asynchronous alternatives, such as written discussion boards, peer response activities, or recorded video reflections—when synchronous participation is not feasible. These adaptations ensure that online students can engage fully with course concepts while maintaining the same rigor, learning outcomes, and professional competencies as students in the in-person program.

2. Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?

Answer: Yes, the program is formatted in the Executive Development Model with courses offered scheduled on weekends. Because the program also follows a cohort model, all courses are required in a prescribed sequence.

3. How do faculty ensure that **the technological tools** used in the program are appropriate for the content and intended learning outcomes?

Answer: The program will utilize Brightspace as its primary learning management system. Core Brightspace tools, including Announcements, Discussion Boards, Assignment Folders, and Group Tools, will be used to deliver content, facilitate interaction, and manage coursework. These technologies are consistent with those used across the College for in-person and hybrid classes, ensuring continuity and familiarity in the student learning experience. Faculty plays a central role in ensuring that technological tools are appropriate for the course content and aligned with intended learning outcomes. All full-time and adjunct faculty receive training in effective online pedagogy and in the specific functionalities of Brightspace provided by the College's Center for Teaching, Learning, and Professional Development. During course development, faculty members select tools that support the pedagogical purpose of each activity, for example, Discussion Boards for reflective practice and collaborative learning, Assignment Folders for structured assessment, Group Tools for peer-based problem-solving, and integrated multimedia for modeling social work interventions and professional communication. In addition, faculty members collaborate with CSI Library liaison faculty member to integrate online resources and tools maintained by the library. Faculty review and revise their online materials each semester, assessing whether the chosen technologies support student engagement, accessibility, and achievement of learning objectives for the course. The program's Curriculum Committee, composed of full and part-time faculty members, meets regularly to assess how use of instructional technologies support the learning objectives (skills and concepts), and make revisions as necessary.

4. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

Answer: Courses will be offered in either a mixed online format, delivered 50% synchronously and 50% asynchronously, or in a fully asynchronous format. Asynchronous course content will be enhanced with faculty-created multimedia materials, including audio/video recordings, video lectures, and other digital learning tools. Students will engage in periodic discussion board activities, which serve as required components of course assignments. Faculty will actively participate by responding directly to individual posts or synthesizing themes across discussions, thereby modeling critical thinking and

fostering deeper engagement. Students will have multiple avenues for communication and support. Faculty will respond to student inquiries via email and will engage with students through the learning management system, video conferencing, and other instructional modalities. Peer learning will also be intentionally integrated through synchronous and asynchronous group activities that encourage students to draw on their lived and professional experiences, as well as their learning within the program. In accordance with contractual requirements, full-time faculty will maintain three weekly office hours, and part-time faculty teaching six credits will hold at least one weekly office hour. These structured opportunities ensure ongoing access to instructors and support student success in the online environment.

**5. How do faculty teaching online courses verify that students are doing their own work?**

Answer: Faculty will employ a proactive and multi-layered approach to ensure the authenticity and integrity of student work in the online program. All written assignments will be submitted through Turnitin to monitor originality, and many course activities are intentionally designed to be specific to the community-based leadership practices of the individual students, making them difficult to replicate or outsource.

Consistent with University and College protocols, to verify student identity, the program will utilize secure login protocols, including unique usernames, passwords, and two-factor authentication. Faculty will also maintain consistent communication with students through email and course management system interactions. This ongoing engagement helps instructors become familiar with each student's writing style, analytical approach, and professional voice, further supporting the verification of authorship. Together, these strategies promote academic integrity and ensure that students are authentically meeting course expectations and competency requirements. In addition, program faculty will inform students of appropriate uses of artificial intelligence and include AI-use policies and guidelines within course syllabi.

**IV. Outcomes and Assessment**

**1. Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?**

Answer: Learning outcomes for individual courses and across the program have been developed in alignment with concepts, competencies, and best practices of community-based leadership. These are codified in the program's curriculum map, which is continually evaluated and revised by the faculty Curriculum Committee. Each course is designed to strengthen these core skills assignments, including papers, projects, presentations, etc. Course syllabi specify learning outcomes for the course and the required assignments to demonstrate how students will meet these outcomes, including how assignments are submitted and assessed.

**2. Describe how the means chosen for assessing student learning in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.**

Answer: This program does not lead to professional certification; this is no accrediting body. However, the methods for assessing student learning in the program are aligned adhere to the assessment expectations of the Middle States Commission on Higher Education. Learning objectives have been developed by the faculty Curriculum Committee based on the current knowledge base and best practices in community-based leadership, as well as research methods in the social sciences.

The program's curriculum map describes how these objectives are demonstrated in each course's assessment plan. Assessment data from individual courses and from program-wide assessments (oral examinations, dissertation proposal) are regularly reviewed by the faculty to measure student competence and progression, as well as for program improvement. These learning objectives are continuously evaluated, monitored, and revised to align with knowledge and best practices of community-based leadership. Assessment activities are further supported by the School of Education and Social Work's

Director of Assessment and the College's Director of Assessment, who oversees and coordinates campus-wide assessment processes. The School of Education and Social Work has a strong record of program assessment, as demonstrated by the successful CAEP accreditation awarded to both the BA and MS Education programs and CSWE accreditation awarded to both the BSW and MSW programs.

## V. Program Evaluation

1. What process is in place to monitor and **evaluate the effectiveness** of the distance learning program on a regular basis?

Answer: Course evaluations will be administered regularly to assess the effectiveness of the online program. Student feedback will be systematically reviewed, and courses will be revised and adapted as needed to enhance instructional quality and learning outcomes. To ensure rigorous quality assurance, CUNY Online, and many CUNY campuses, utilize the SUNY Online Course Quality Review (OSCQR) Rubric, endorsed by the Online Learning Consortium, as a guiding framework for evaluating and improving online course design and delivery.

2. How will the evaluation results will be used for **continuous program improvement**?

Answer: The program's curriculum committee regularly reviews key assessment data for program improvement purposes. These data include student performance in individual courses, retention in the program, successful completion of oral exams and dissertation proposal and dissertation. Based on analyses of these data, the committee makes recommendations to the full faculty, as well as the chair of the Department of Educational Studies and Director of Assessment and Dean of the School of Education and Social Work, for program improvement.

3. How will the evaluation process assure that the **program results in learning outcomes appropriate to the rigor and breadth** of the college degree or certificate awarded?

Answer: The program has established a continuous process of curriculum mapping. This process aligns program-level learning outcomes to individual course activities and assessments. While the process is conducted by a faculty-led Curriculum Committee, it involves all full- and part-time faculty members in the program. It provides the lens through which faculty examine both how individual courses support learning outcomes through activities and assessments and how the sequence of courses provide all students with the necessary learning experiences and support to achieve the learning outcomes at an appropriate degree of rigor. The curriculum mapping process is conducted in collaboration with the chair of the Department of Educational Studies and Director of Assessment and Dean of the School of Education and Social Work.