

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

2. **Approval of Agenda:**

MOTION: Duly made, seconded and passed unanimously:

5c. Nominating Committee Report – withdrawn

"To approve the agenda as amended."

3. **Approval of Minutes:**

MOTION: Duly made, seconded, and passed unanimously:

Editorial Corrections: 4.1. Change for to **against**

4a. i. and ii, the URLs should be, respectively:

<http://www.qc.cuny.edu/ctl/gened/>

<http://www.qc.cuny.edu/ctl/>

"To approve the Academic Senate meeting minutes of October 11, 2007 as amended."

4. **Announcements, Administrative Reports, and Memorials:**

1. A memorial Statement for Richard L. Wall, who died on July 7, was read by Evelyn Silverman (See Attachment A). The Library will be having a memorial service on Tuesday, December 4, 2007 at 3:00 pm, President's Conference Room.

The Senate paid its respects by rising for a moment of silence.

2. Senator Grace Betancourt announced starting Monday, November 12 thru Thursday, November 15, 2007 there will be a "Support the Residence Hall Event," in Student Union, main cafeteria.

3. Senator Adjani Papillon thanked the members of the Student Association and Peer Counseling Program for making the "General Education Workshop" on October 31, 2007 a big success.

4. Senator Gonul Asiker thanked all involved in the "Walk With Me" – Domestic Violence Awareness Silent March.

5. Senator Jonathan Gilad announced there will be a Major/Minor Information Fair on Monday, November 12, 2007, during free hour in the Student Union, 4th Floor.

6. Senator Donald Shulman, announced a **Pep Rally**, on November 28, 2007 during free hour to raise school spirit, all are welcome to come.

7. Senator Michael Dohan introduced a point of information: you cannot sign up for an Economics major except by coming to the Economics office, meeting with a faculty member; filling out the forms; your declaration of major will then be forwarded to the Registrar. Second, to be admitted to the BBA program, first they have to apply with a form, meet the requirements and then they will be considered for the program.

Academic Senate Minutes - November 8, 2007

(4. Announcements, Administrative Reports, and Memorials continued)

8. Senator Anna Malakova announced the Queens College Library will have a book sale starting November 12 thru November 15, from 9:00 am to 5:00 pm.
9. Christopher Vickery announced the Nominating Committee wants to remind everyone the deadline for renewing or applying to be on a committee is Monday, November 12, 2007.

4a. Robert Shaddy, Chief Librarian, reminded us that the library consists of: Benjamin Rosenthal Library, Art Library, Art center and the Music Library in Aaron Copeland School of Music. Dr. Shaddy explained the basic ways to use the library a **Virtual tour** – on line web service or scheduled tour, the **Information Desk** – provides all services related to the library, **Research Service Office** – provides more in-depth personal services, **CLICS** – CUNY Library Intercampus Service – links all the CUNY libraries and **Students Peers**– a student proctoring program. The library has added a new book reading area on level 3, and maintains the Friends Reading Alcove, along with 7 group study rooms, 58 faculty study carrels, a new study lounge and the Books n' Bytes Café. A state of the art media center will be added on line by Spring 2008. Upcoming in the near future will be construction to update the new instruction classroom, information commons, and research and references services area. Special attractions will include: art center exhibits, rotunda exhibition gallery, and the annual poetry festival. The Library's primary focus is the Queens College community and the vision for the future is an institution that is engaged in developing the resources and methods to meet the needs of its users now and in the future.

4. Special Motions

i. MOTION: Duly made, seconded and passed. (70 yes, 4 no, 2 abstentions)

a. "To approve the Revised Proposal of Amending the Senate Body"

ii. MOTION: Duly made, Parliamentary Fields, seconded and passed:

b. Implementations Proposal

"Parliamentarian Fields asked to move unanimous consent"

5a. Undergraduate Curriculum Committee Minutes dated -October 11, 2007

MOTION: Duly made, Senator Lord and passed unanimously.

Editorial Correction: Pg.3, to read: EC205
Pg.4, change these to this

"To accept Undergraduate Curriculum Committee Minutes as amended"

1. Writing-Intensive Sub-committee

- a. W Courses
 - i. URBST 239W. Urban Labor and Labor Movements
- b. W Sections
 - i. URBST 220,220W. VT: Studies of Selected Urban Service Institutions
 - ii. URBST 265, 265W. VT: Special Topics in Urban Studies
 - iii. URBST 320, 320W. VT: Special Problems.

Academic Senate Minutes - November 8, 2007

(5a. Undergraduate Curriculum Committee Minutes continued)

2. Physics (07-20)

- a. Change in prerequisite. To read:
PHYS 260. Introduction to Modern Physics. 4 hr.; 4 cr. Prereq.: Physics 146 and Math 201.

- b. Change in prerequisite. To read:

PHYS 225. Introduction to Solid State Electronics. 3 rec., 3 lab. hr.; 4 cr. Prereq.: Physics 103 or 122 or 146.

- c. Change in prerequisite. To read:

PHYS 365. Principles of Quantum Mechanics. 3 hr.; 3 cr. Prereq.: Physics 234, 260.

- d. Change in prerequisite. To read:

PHYS 345. Solid State Physics. 4 hr.; 4 cr. Pre- or Coreq.: 365; Prereq.: Physics 243 and 260.

- e. Change in description. To read:

PHYS 007. Introduction to the Physics of Musical Sounds.
3 hr.; 3 cr.
A course for liberal arts students who have an interest in music and sound. Physical phenomena that relate to music and sound will be presented. Topics include origins, nature and transmission of sound waves, sound reception and perception, musical scales and temperament, the physics of different musical instruments, and selected special topics. Demonstration devices are available for illustration of pertinent concepts. (PBGB) Fall, Spring.

- f. Change in description. To read:

PHYS 001. General Astronomy. 3 hr., 3 cr. General concepts of astronomy, planet and solar system formation, lives and deaths of stars, and observational cosmology including the Big Bang Model. Not open to students who have passed Astronomy 2. (PBGB) Fall, Spring.

- g. Change in description To read:

PHYS 002. General Astronomy with laboratory, 3 lec., 2 lab hr., 4 cr.
General concepts of astronomy, planet and solar system formation, lives and deaths of stars, and observational cosmology including the Big Bang Model. The laboratory includes analysis and interpretation of astronomical data and observations. Included as a part of the laboratory are computer simulations of modern astronomical equipment. Not open to students who have passed Astronomy 1. (PBGA) Fall, Spring.

- h. New course.

PHYS 380. Colloquium.
1 hr.; 1 cr. Prereq.: Permission of the department.
Topic for each semester announced in advanced. Offered primarily for juniors and seniors. This course may be taken 4 times in 4 different semesters for credit. Fall, Spring.

3. Economics (07-22)

- a. Change to major: To read:

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(5a. Undergraduate Curriculum Committee Minutes continued)

All students must have at least a combined C average for MATH131, ECO101, ECO102, ECO25, ECO206, ECO249 and ECO382. A combined C average must also be obtained in the above 7 courses plus the four required electives. Only courses taken at Queens College are included in these averages. All courses for the major, plus Math 131 or equivalent, must be passed with a letter grade of C minus or higher (no P/NC option).

- b. Change in prerequisite To read:
BUS 350. Investment Analysis. 3 hr.; 3 cr. Prereq.: BUS 241 or permission of the instructor, ECO249 or equivalent, and ENGL 110.

- c. Change in prerequisite. To read:

BUS 351. Financial Markets. 3 hr.; 3 cr. Prereq.: BUS 241 or permission of the instructor, and MATH131 or equivalent.

4. Urban Studies (07-23)

- a. New course
UBST 239, 239W. Urban Labor and Labor Movements.
3 hr.; 3 cr.
Introduction to the nature of work and work organization in contemporary urban settings. Topics include the social organization of work, changes in the composition of the work force, the impact of technology on work and workers, and the organization of workers through labor unions and other forms of worker organization. The evolution of work and worker organization from the beginning of industrialization through the shift to a service-oriented economy will be central focus of the course.

5. History (07-24)

- a. New Course.

History 146. The History of the Middle East: Eighteenth-Century
3 hr., 3cr.

A survey of the political, economic, cultural, and social history of the Middle East under the Ottoman Empire in the 18th Century

- b. New course.

History 147. The Modern Middle East: 1789-1923
3 hr., 3cr.

A survey of the political, economic, cultural, and social history of the modern Middle East during the "long nineteenth century" of the Ottoman Empire

6. Macaulay Honors College at Queens (07-17)

- a. Courses to be removed from reserve:
HNRS 201, 300, 300. 1, 302W

- b. Courses withdrawn:
HNRS 300.1, HNRS 300.0, HNRS 302

- c. Change in number, prerequisite. To read:

HNRS 310. Special Topics.

3 hr.; 3 cr. Prereq.: Permission of Honors College Director. May be repeated once if the topic is different.

- d. New Course.

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(5a. Undergraduate Curriculum Committee Minutes continued)

HNRS 325. Junior Seminar I

3 hr.; 3 cr. Prereq.: HNRS 226 and student must be in the Macaulay Honors College at Queens College, or permission of Honors College Director. Selected topics in the arts, humanities, sciences, or social sciences. (Fall)

e. New Course.

HNRS 326. Junior Seminar II

3 hr.; 3 cr. Prereq.: HNRS 325 and student must be in the Macaulay Honors College at Queens College, or permission of Honors College Director. Selected topics in the arts, humanities, sciences, or social sciences. (Spring)

f. New Course.

HNRS 335. Senior Seminar I.

3 hr.; 3 cr. Prereq.: HNRS 326 and student must be in the Macaulay Honors College at Queens College, or permission of Honors College Director.

An intensive and advanced exploration of a major theme or issue in the arts, humanities, sciences, or social sciences. (Fall)

g. New Course.

HNRS 336. Senior Seminar II.

3 hr.; 3 cr. Prereq.: HNRS 335 and student must be in the Macaulay Honors College at Queens College, or permission of Honors College Director.

An intensive and advanced exploration of a major theme or issue in the arts, humanities, sciences, or social sciences. (Spring)

h. New Course.

HNRS 350W. Senior Thesis.

3 hr.; 3 cr. Prereq.: Student must have senior standing in the Macaulay Honors College and permission of Honors College Director.

Intensive research leading to the production of a significant paper or project.

5b. Graduate Curriculum Committee Minutes dated –October 10, 2007

MOTION: Duly made, Steven Schwarz and passed unanimously.

Editorial Corrections – Pg 3 change ECPSE779 to ECPSP779

Pg 3 change ECPSE866 to ECPSP866

“To accept the Graduate Curriculum Committee Minutes as amended”

1. Educational and Community Programs (G07-25)

CREATION OF A SPECIALIZATION IN THE DIVISION OF EDUCATION’S DEPARTMENT OF EDUCATIONAL AND COMMUNITY PROGRAMS

**RESOLVED, that a BILINGUAL EDUCATION EXTENSION FOR PUPIL PERSONNEL
be approved subject to financial availability.**

CURRICULUM FOR SPECIALIZATION IN BILINGUAL EDUCATION EXTENSION
 FOR PUPIL PERSONNEL

Admission Requirements: **Admission to the Bilingual Education Extension for Pupil Personnel will be limited to non-matriculated students who a) hold a Masters in School Counseling, School Psychology, or Social Work; b) already hold a State license or certificate in one of these discipline areas; c) who are currently working in those disciplines; and d) are seeking a bilingual education extension in these discipline.**

CERTIFICATE COURSES	CREDITS
ECPCE803—Multicultural Issues in Counseling	3
ECPCE814—Advanced Seminar in Counseling Applications	3
ECPSE779—Multicultural Issues in Schools	3
ECPS861—Assessment of Linguistically and Culturally Diverse Students	3
ECPSE866—Multicultural Interventions	3
Total Credits	15

ELECTIVE COURSES	CREDITS
N/A	
Total Credits	

Background / Foundation:

The New York State Education Department (NYSED) has reported a significant shortage in bilingual pupil personnel in the areas of School Counseling, School Psychology, and School Social Work. In order to increase the number of bilingual pupil personnel, the NYSED created a bilingual education extension that requires a specialized sequence of courses focusing on bilingual and multicultural issues.

Due to this shortage, the NYSED encouraged University training programs to create state registered programs designed to train future bilingual pupil personnel. Both the School Psychology and School Counseling programs in the Department of Educational and Community Programs are currently accredited by the NYSED to certify bilingual candidates in the areas of school psychology and school counseling.

The NYSED also realized that the number of bilingual pupil personnel can be increased by training already certified school psychologists, counselors, and social workers who did not obtain their bilingual training but are already practicing in their respective disciplines. The 15 credit sequence of courses for pupil personnel is referred to by the NYSED as the Bilingual Education Extension for Pupil Personnel. Both the School Psychology and School Counseling programs have in the past admitted pupil personnel professionals, on a non-matriculated basis, to complete the requirements for the NYSED Bilingual Education Extension. The NYSED has now mandated that all university programs that offer the 15 credit Bilingual Education Extension for Pupil Personnel must register the sequence of courses for the bilingual extension with the NYSED. Thus, we are submitting our Bilingual Education Extension for Pupil Personnel sequence of courses for approval by the appropriate Queens College and CUNY committees and offices.

Note that this is not a free-standing certification program because candidates taking this sequence of courses are already certified by the NYSED in their respective disciplines. The 15 credit sequence of courses will mean that the candidates will be able to obtain their Bilingual Education Extension for Pupil Personnel as per the NYSED. The bilingual education extension qualifies the candidates for positions as bilingual school psychologists, school counselors and school social workers.

Relationship To Existing Programs At The College:

The Bilingual Education Extension for Pupil Personnel sequence of courses being proposed by the Division of Education is specifically geared to prepare School Psychologists, School Counselors, and School Social Workers to meet the requirements for the NYSED's Bilingual Education Extension for Pupil Personnel. Currently the Department of Elementary and Early Childhood Education offers a bilingual education extension for classroom teachers. The sequence of 15 credit sequence of courses that is being proposed here is specifically geared to meet the training needs of bilingual pupil personnel (i.e., clinical personnel in the areas of school counseling, school psychology, and social work) as specified by the NYSED.

Projected Enrollment:

It is anticipated that the Bilingual Education Extension for Pupil Personnel program will attract 6 to 12 bilingual graduate students a year.

Impact On The College:

There is no need to develop new courses as these courses are already in the Department of Educational and Community Programs' curriculum. There is no need for additional resources at this time to offer this program.

EXPLANATION:

The Department of Education and Community programs proposes this 15 credit sequence of courses for the Bilingual Education Extension for Pupil Personnel. The sequence of courses will satisfy the NYSED mandate to create a bilingual extension for certified and practicing pupil personnel. The 15 credit Bilingual Education Extension will meet the growing demand for certified bilingual pupil personnel in the schools and the newly established requirements/guidelines of the NYSED.

CREATION OF A SPECIALIZATION IN THE DIVISION OF EDUCATION'S
DEPARTMENT OF EDUCATIONAL AND COMMUNITY PROGRAMS

RESOLVED, that a BILINGUAL EDUCATION EXTENSION FOR INTENSIVE TEACHER INSTITUTE (ITI) PUPIL PERSONNEL be approved subject to financial availability.

**CURRICULUM FOR SPECIALIZATION IN BILINGUAL EDUCATION EXTENSION
FOR INTENSIVE TEACHER INSTITUTE (ITI) PUPIL PERSONNEL**

Admission Requirements: **Admission to the Bilingual Education Extension for Intensive Teacher Institute Pupil Personnel will be limited to non-matriculated students who a) hold a Masters in School Counseling, School Psychology, or Social Work; b) already hold a State license or certificate in one of these discipline areas; c) who are currently working in those disciplines; d) are seeking a bilingual education extension in these discipline; and e) are participating in the Intensive Teacher Institute Tuition Assistance program.**

CERTIFICATE COURSES	CREDITS
ECPCE803—Multicultural Issues in Counseling	3
ECPCE814—Advanced Seminar in Counseling Applications	3
ECPSE779—Multicultural Issues in Schools	3
ECPSP861—Assessment of Linguistically and Culturally Diverse Students	3
ECPSE866—Multicultural Interventions	3
Total Credits	15

ELECTIVE COURSES	CREDITS
N/A	
Total Credits	

Background / Foundation:

The New York State Education Department (NYSED) has reported a significant shortage in bilingual pupil personnel in the areas of School Counseling, School Psychology, and School Social Work. In order to increase the number of bilingual pupil personnel the NYSED created a bilingual education extension that requires a specialized sequence of courses for bilingual pupil personnel.

Due to this shortage, the NYSED encouraged University training programs to create state registered programs designed to train future bilingual pupil personnel such as school counselors and school psychologists. Both the School Psychology and School Counseling programs in the Department of Educational and Community Programs are currently accredited by the NYSED to certify bilingual candidates in the areas of school psychology and school counseling.

The NYSED also realized that the number of bilingual pupil personnel can be increased by training practicing school psychologists, counselors, and social workers who are certified but did not obtain their bilingual training component. The 15 credit sequence of courses for bilingual pupil personnel is referred to by the NYSED as the Bilingual Extension for Pupil Personnel. The sequence of courses provides certified and practicing pupil personnel with the credentials they need to be hired as bilingual pupil personnel. Both the School Psychology and School Counseling programs have in the past admitted pupil personnel professionals, on a non-matriculated basis, to complete the requirements for the NYSED Bilingual Extension.

In order to encourage practicing pupil personnel to obtain their Bilingual Education Extension, the NYSED funded a tuition assistance program called the Intensive Teacher Institute (ITI). ITI provides tuition assistance to pupil personnel who want to obtain their Bilingual Education Extension. The NYSED has mandated that university training programs register with the State the Bilingual Education Extension sequence of courses for candidates specifically receiving tuition assistance from the Intensive Teacher Institute. Their rationale is that they need that sequence registered separately so that they are able to monitor the number of candidates receiving ITI support to obtain their Bilingual Education Extension. Thus, we are submitting our Bilingual Education Extension for Intensive Teacher Institute Pupil Personnel sequence of courses for approval by the appropriate Queens College and CUNY committees and offices.

Note that this is not a free-standing certification program because candidates taking this sequence of courses are already certified by the NYSED in their respective disciplines. The 15 credit sequence of courses will mean that the candidates will be able to obtain their Bilingual Education Extension for Pupil Personnel as per the NYSED. The 15 credit Bilingual Education Extension will meet the growing demand for certified bilingual pupil personnel in the schools and the newly established requirements/guidelines of the NYSED.

Relationship To Existing Programs At The College:

The Bilingual Education Extension for Intensive Teacher Institute Pupil Personnel sequence of courses being proposed by the Division of Education is specifically geared to prepare certified and practicing School Psychologists, School Counselors, and School Social Workers to meet the requirements for the NYSED's Bilingual Education Extension for Pupil Personnel. This sequence of courses is for certified and practicing pupil personnel who are receiving tuition assistance from the Intensive Teacher Institute to complete the 15 credit sequence for a Bilingual Education Extension for Pupil Personnel. Note that we have submitted separate documentation to obtain approval for a Bilingual Education Extension for Pupil Personnel; however, this document is specifically for the 15 credit sequence for the Bilingual Education Extension for Intensive Teacher Institute Pupil Personnel.

Currently the Department of Elementary and Early Childhood Education offers a bilingual education extension for classroom teachers. The sequence of 15 credit

sequence of courses that is being proposed here is specifically geared to meet the training needs of bilingual pupil personnel (i.e., clinical personnel in the areas of school counseling, school psychology, and social work) as specified by the NYSED.

Projected Enrollment:

It is anticipated that the Bilingual Education Extension for Pupil Personnel program will attract 6 to 12 bilingual graduate students a year.

Impact On The College:

There is no need to develop new courses as these courses are already in the Department of Educational and Community Programs' curriculum. There is no need for additional resources at this time to offer this program.

EXPLANATION:

The Department of Education and Community programs proposes this 15 credit sequence of courses for the Bilingual Education Extension for Pupil Personnel who are receiving tuition assistance from the Intensive Teacher Institute. The Intensive Teacher Instituted is funded by the New York State Education Department to provide tuition assistance to certified and practicing pupil personnel (i.e., school psychologists, school counselors, social workers) who are seeking their Bilingual Education Extension for Pupil Personnel. The NYSED has mandated that university training programs should register a separate Bilingual Education Extension for Pupil Personnel sequence of courses for candidates participating in the Intensive Teacher Institute so that they are able to track and monitor the number of candidates receiving assistance via the Intensive Teacher Institute. The sequence of courses will satisfy the NYSED mandate to create a bilingual extension for certified and practicing pupil personnel. The 15 credit Bilingual Extension will meet the growing demand for certified bilingual pupil personnel in the schools and the newly established requirements/guidelines of the NYSED.

2. Secondary Education & Youth Services (G07-26)

New Course

SEYSW 710. Foreign Language and Cultural Learning through Classroom Interaction.

3 hr.; 3 cr. Prereq.: SEYS 700, SEYS 564, SEYS 584, or permission of instructor

An advanced study of foreign language teaching and diversity focusing on the social, cultural, psychological, and literacy aspects of learning a foreign language. Major threads in the course include how language learning occurs through classroom interaction, how teachers can design classroom interaction to build communities that use the target language for instruction, and how potential mismatches in cultural differences and communication practices occur during classroom interaction.

3. Family, Nutrition, Exercise Sciences (G07-27)

New Course

FNES 560. The Teaching Process and Assessment in Physical Education.

3 hr.; 3 cr.

This course looks at the teaching process and assessment in physical education through the analysis and assessment of student learning and teacher practice. Coursework includes developing and assessing lessons based on state and national standards.

4. Family, Nutrition, Exercise Sciences (G07-28)

New Course

FNES 561. Methods for Teaching Early Childhood and Elementary Physical Education.

3 hr.; 3 cr. Prereq.: FNES 560

This course examines relevant principles, methods and materials for teaching these specific age groups through teaching experiences. Includes methods for working with special populations and different ability levels. Students also learn about incorporating state and national standards into lessons and planning developmentally appropriate activities and content.

5. Educational and Community Programs (G07-29)

New Course

ECPEL 893. School District Organization, Supervision and Administration.

3 hr.; 3 cr. Prereq.: completion of the 30 credit School Building Leader Program.

This course prepares School District Leaders including Superintendent of Schools, Assistant Superintendent, District Coordinator, Supervisor, Director, and other positions at the district/central office level in the complex functions of those offices to serve schools in diverse urban and suburban settings. This course is designed to meet the Interstate School Leaders Licensure Consortium (ISLLC) standards 1, 2, 3, 4 and 6 and the appropriate National Council for Accreditation of Teacher Education (NCATE) standards.

6. Educational and Community Programs (G07-30)

ECPEL 892. Action Research for School District Leaders.

3 hr.; 3 cr. Prereq.: satisfactory completion of 30 credits in School Building Leader Program.

This course introduces the methods and concepts of action research, its various approaches with an emphasis on approaches that encourage the participation of as many stakeholders as possible. This course is designed to give educational leadership candidates interested in improving classroom instruction and school administration greater insight into the nature of action research in the field of education. The course emphasizes the view that action research is an inquiry process that is school and classroom-based and tied to professional development. Practitioner-researchers are most capable of generating new knowledge about teaching practice through this inquiry process.

7. Educational and Community Programs (G07-31)

ECP 747. Independent Study in Education.

3 hr.; 3 cr. Prereq.: Matriculation in MS in Ed. Program or in an ECP Advanced Certificate Program in Education Independent Study or special project under supervision of a departmental faculty member. Permission of the Chair required. No more than three credits of Independent Study may be taken. You will receive a letter grade for this course.

Students will participate in independent studies or complete special projects under the supervision of a departmental faculty member. Subject matter and criteria for completion are established by the supervising faculty member. Each participating student will receive a letter grade for this class.

8. Educational and Community Programs (G07-32)

ECP 789. Workshop in Current Issues in Education and Human Services.

3 hr.; 3 cr. Prereq.: Permission of the department chair.

Course content will vary from semester to semester and will cover a range of issues. This course may be repeated for credit if the course content is changed. Students taking this course will receive a pass/ fail grade.

9. Educational and Community Programs (G07-33)

ECP 790 Workshop in Current Issues in Education and Human Services.

3 hr.; 3 cr. Prereq.: Permission of the department chair.

Course content will vary from semester to semester and will cover a range of issues. This course may be repeated for credit if the course content is changed. Students taking this course will receive a letter grade.

10. Educational and Community Programs (G07-34)

ECPCE 829. Internship in School Counseling.

2 hr. plus fieldwork (1, 2, 3, or 4 credits as designated by the suffix to the course name, i.e. 829.1, 829.2, 829.3, and 829.4, respectively)

Prereq.: ECPCE 729 and satisfactory completion of 30 credits in the Counseling Program.

Each credit of fieldwork corresponds to 75 hours in the field during the semester. In addition, each student attends weekly supervision at his or her fieldwork site, weekly group supervision meetings on campus, and periodic individual meetings with the campus faculty supervisor. This is an advanced fieldwork course, the aim of which is to integrate knowledge and skills gained in other graduate courses into school counseling work. Case presentation discussions in each group supervision class will be used to address issues of ethical reasoning, professional conduct, and psychological insight into behaviors and selection of appropriate interventions. The course is graded on a pass/fail basis.

This course has been created to compliment the other field-based courses in the Counseling Program:

- ECPCE 721 Practicum in Mental Health Counseling
- ECPCE 729 Practicum in School Counseling
- ECPCE 821 Internship in Mental Health Counseling

10. Educational and Community Programs (G07-35)

Change in Course title, course credits, prerequisite or corequisite, description. **To Read:**

ECPCE 821 Internship in Mental Health Counseling. 2hr plus fieldwork. Variable credit 1 to 4 credits. May be repeated for credit. Prereq: Permission of Advisor and completion of the Counseling Mental Health Practicum Course ECPCE 721.4. Students will be placed for 75 to 300 hours per semester in a hospital, clinic, or agency under supervision of field clinician and Queens College faculty. Graded on a Pass/Fail basis only.

ECPCE 821.1 1 credit (75 hrs)

ECPCE 821.2 2 credits (150 hrs)

ECPCE 821.3 3 credits (225 hrs)

ECPCE 821.4 4 credits (300 hrs)

5c. Nominating Committee Report – Withdrawn

5d. Elections Committee (Sanudo)

- MOTION: Duly made Senator Lord.

“To move b to a.”

Motion i passed.

b. **Faculty Proposals for Elections - 2008**

- i. MOTION: Duly made, Parliamentarian Fields, seconded, and passed unanimously.

To add: “Subject to the approval of the Board of Trustees of the Charter Amendment”

- ii. MOTION: Duly made, Senator Fisz, seconded, Senator Lord and passed unanimously.

“To adopt the Faculty Proposal for Elections – 2008”

a. **Student Proposal for Elections - 2008**

- i. MOTION: Duly made:

“To table this proposal until the next Senate Meeting”

Motion i. failed. (42 yes, 25 no, 1 abstention)

Debate followed

- ii. MOTION: Duly made:

“To call the Question”

Motion ii. failed (44 yes, 9 no, 4 abstention)

Debate followed

- iii MOTION: Duly made:

“To refer to the Executive Committee”

Motion iii. failed: (8 yes, 46, no 2 abstention)

- iv. MOTION: Duly made:

“To postpone the Student Proposal for Elections – 2008”

Motion iv. passed. (53 yes, 2 no, 0 abstention)

MOTION: Duly made, seconded and passed.

“To Adjourn”

Meeting adjourned at 5:58 pm. The next Special Meeting of the Academic Senate will be on Thursday, December 6, 2007.