

1. The Holder of the Chair, Dean Savage, called the meeting to order at 3:54 pm.

2. Approval of Agenda:

MOTION: Duly made by Chair Savage, seconded and passed:

“To approve the Agenda”

3. Approval of Minutes:

MOTION: Duly made by Chair Savage, seconded, and passed:

“To adopt the Minutes of September 11, 2008.”

4. Announcements, Administrative Reports, and Memorials:

The Chair announced that the Executive Committee and the Teaching Excellence and Evaluations Committee are developing a way to have faculty course evaluations done on-line. Naveed Husain from OCT has his programmers working on this project.

Senator Aunaetitrakul announced the Political Science Club is having a Major/Minor affair on Wednesday, November 12, 2008 in the Student Union 4th floor ballroom.

Senator Muchnick, Vice President of the Student Association, announced there will be a solidarity rally “**Q-Unity Day**” an appeal to protect CUNY’s budget and prevent a tuition increase next year. The rally will be on Wednesday, October 29, 2008 between 12:15-1:30p.m. on the quad outside of Benjamin Rosenthal Library. All are invited to attend.

5. Committee Reports

a. Undergraduate Curriculum Committee

MOTION: Duly made by Senator Lord:

“To adopt the Undergraduate Curriculum Committee minutes dated - September 11, 2008”

“Professor Kenneth Lord moved unanimous consent”

Editorial Correction: Item 1b., 1c., Global Literatures I & II - 2nd paragraph 3rd line:
wider world(s) of their marking should be wider world(s) of their making.

Senator Lord, Chair of the Undergraduate Curriculum Committee, disturbed a draft proposal of the College Competencies: Foreign Languages for review and comments via email: (kenneth.lord@qc.cuny.edu)

1. General Education: PLAS Courses

Details at: qcpages.qc.cuny.edu/ctl/gened/geac/03Sep08/

a. Biology 011, Introduction to College Biology

This course is an introduction to biology in the areas of cell biology, genetics, development, vertebrate physiology, ecology, and evolution. It is intended for students in all areas, including FNES majors and prospective biology majors who have not had previous high school biology or chemistry courses. It is designed for non-science majors and may not be used to fulfill biology major or minor requirements. (NS-L)

b. Comparative Literature 101W: Global Literatures I

Among the distinctive contributions of the always open and diversified field of Comparative Literature to a liberal education has been its emphasis on what has been called the “worlding” of literature, the various ways in which literature helps us to see and understand the world we live in and its multiple pasts, presents, and futures, and on the importance of textual analysis and translation as communicating vessels between languages and cultures. This course and its companion, Global Literatures II, aim to provide students with a greater awareness of the global cultural contexts in which literary works are created (which is intended to enhance rather than diminish consideration of the aesthetic qualities of these texts). The course draws its assigned readings from ancient times to the early modern period (a period spanning the 3rd millennium BCE to the early 16th century CE). It may include both written and oral materials, with a focus on the plurality (and where possible the intersections and interactions) of ancient and pre-modern worlds: Greece and Rome, China and India, the global Middle Ages, the empires of North and West Africa, the Renaissance and the pre-Columbian world.

This is intended to be a variable-topics course and its instructor(s) will have broad leeway to shape its content and emphases, while preserving a cross-cultural, comparative orientation that situates the selected texts in the wider world(s) of their making. Sample topics could be: From Orature to Literature, The Epic, Love in the Ancient World, Monotheisms and Polytheisms, Literature of Empire, Representations of the Individual, Poetry of Antiquity, etc. (RL, WC, PI)

c. Comparative Literature 102W: Global Literatures II

Among the distinctive contributions of the always open and diversified field of Comparative Literature to a liberal education has been its emphasis on what has been called the “worlding” of literature, the various ways in which literature helps us to see and understand the world we live in and its multiple pasts, presents, and futures, and on the importance of textual analysis and translation as communicating vessels between languages and cultures. This course and its companion, Global Literatures I, aim to provide students with a greater awareness of the global cultural contexts in which literary works are created (which is intended to enhance rather than diminish consideration of the aesthetic qualities of these texts). The course draws its assigned readings from roughly the 16th century C.E. to the present day, focusing on the increasing complexity of transcultural encounters that, taken together, constitute the modern world.

This is intended to be a variable-topics course, and its instructor(s) will have broad leeway to shape its specific content and emphases in a given semester, while preserving a cross-cultural, comparative orientation that situates the selected texts in the wider world(s) of their making. Sample topics could be: Representations of the Individual, Discoveries/Encounters/Conquests, The Literature of War, Love in the Modern World, The Literature of Exile, Representations of Death, The Modern Epic, etc. (RL, WC)

d. Music 008: The Politics of Music

The world of music and the world of politics intersect on many levels. This

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course explores the interrelationship of the two, with a focus on music and musicians affected by politics in dramatic or significant ways. Topics as they relate to music include: Musical Life Behind the Iron Curtain; China and the Cultural Revolution; Politics in the United States since World War II; the Politics of War, Global Community and World Peace; The Politics of the Bottom Line in the Music Business; Music with Political Intent – Deliberate or Otherwise? Live and recorded musical selections will be drawn primarily from masterpieces of classical music, but will also include music from jazz, popular, and non-western traditions. No prerequisite courses are required. (AP)

e. **Spanish 045/ 045 w Hispanic Cultures (in English)**

The role of a liberal arts education in shaping societal values has been a key battleground in the US culture wars of the past two decades. Influenced by the anti-colonial, anti-war and civil rights movements, many liberal arts disciplines have reshaped their fields of study. Three of the most prominent developments have been a reconsideration of the definitions and uses of truth in the humanities and social sciences, an emphasis on the ideological implications of studying cultures and values, and the inclusion of the voices and perspectives of many previously marginalized social groups. This course will employ the new model of cultural studies as it introduces students to the cultures of the Spanish –speaking world. Students will read and view texts from a wide variety of primary and secondary texts (literature, social sciences, painting, films, historiography, cultural theory) in order to explore the ways that Spain and Latin American countries have created myths of origin and have defined their national and ethnic identities at key moments of cultural transition.

f. **ARTH 220: Renaissance Art and the Birth of Modernity**

In this course, students will become familiar with the profound innovations in painting, sculpture, and architecture created in Europe from about 1300 to 1700, which set the course and standards for much of western visual culture down to the past century. From Giotto to Michelangelo, Leonardo da Vinci, and Rembrandt, we will examine what is meant by the term “Renaissance” in the visual arts and European society at large, including its contacts and exchanges with global cultures outside the west. The period was marked by not only a rebirth of the artistic forms of ancient Greece and Rome, but a broader reawakening of curiosity about the natural world and human character, about life here on earth and how it might be shaped and improved by reason and ingenuity, that led to the modern world. Although the Renaissance has often been glorified as the triumph of science, secularism, and reason, we will see how it was energized by a broader tension between the new secular spirit and the ongoing influence of faith and the church -- a situation that is still with us. In addition to the major personalities and cultural centers of Europe, we will investigate how artistic developments there were influenced by increasing contacts with Africa, Asia, and the Islamic lands,

and how Europeans interacted with cultures around the world as they explored and colonized the globe, particularly Latin America. Special attention will be paid

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to the birth, goals, and methods of the academic discipline of art history, which was itself a characteristic invention of the Renaissance period, and how it has changed over time since its inception. (AP, ET, PI)

g. Music Appreciation

Music appreciation provides students with a basic knowledge of the elements of music and specific listening skills which can be applied to music of all genres. Students explore this through examples of masterpieces of music from the Western European literature, non-European examples and music of the United States. Musical examples are placed in historical, political, religious and cultural context through readings, exploration of related arts and class discussions. (AP, ET)

h. German 41, 41W. Masterpieces of German Literature

In this course we will analyze a range of important works of German literature in translation from the early modern age to the present. The student will be exposed to a variety of literary genres dealing with different historical and cultural topics from different literary periods. While reading these primary literary texts in translation, we will take into account the cultural and historical context in which they were written and compare how readers of different times and cultures, including the present, may come to certain interpretations about the work in question. In a larger context, we will investigate how literature figures into local, national and international dialogues on such Western civilization concepts as the individual and society, and become aware of the need for interpretative tools in our complex, everyday lives. Through close readings of primary texts, and formal and informal classroom discussions, we will engage students in active inquiry regarding the nature of reading and interpreting literature in society and culture. The specific works to be considered will vary from semester to semester and will be announced in advance. This course may be taken more than once for credit provided the topic is different. It may be designated a writing intensive course. (RL, ET)

i. BIOL 106: General Biology II — Life-forms and Ecosystems

Principles of animal and plant diversity, evolution, behavior and ecology. This course is the second semester of a two-semester introductory course in General Biology for Biology and other science majors (Chemistry and Biochemistry, Computer Science, Environmental Science), pre-health professionals students, and those majoring in related areas. (NS-L)

2. English (08-12)

a. Change in number, prerequisite, and description: To:
ENGL 397 Seminar in Teaching Writing.

4 hr.; 4 cr. Prereq: Permission of the department, and junior or senior status.
Students participate in teaching ENGL 110 with an instructor. Work includes

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planning and giving lessons, holding conferences, commenting on students' papers, and attending a weekly workshop. This course may be taken twice but applied only once to the major. Fall, Spring.

b. Change in title: To:

ENGL 354. African American Literature I (1619-1930).

ENGL 355. African American Literature II (1930 to the Present)

c. Change in number and title: To:

ENGL 369. Asian American Literature.

The following revisions to our 2xx and 3xx writing electives are related and will be discussed together in a single justification.

d. Change in description: To:

ENGL 200W. Essay Writing.

3 hr. plus conf.; 3 cr. Prerequisite: ENGL 110.

The writing and criticism of formal and informal essays, various types of articles, reviews, and reportage, with an emphasis on the fundamentals of style and structure and the development of effective expression. Fall, Spring.

e. Change in title and description: To:

ENGL 210W. Introduction to Creative Writing.

3 hr. plus conf.; 3 cr. Prerequisite: *B* in ENGL 110 or 120W.

Introduction to the writing of poems, stories, and plays, with related readings. This course is a prerequisite for the workshops in fiction (301W), playwriting (302), and poetry (304). Fall, Spring.

f. Change in title and description: To:

ENGL 211W. Introduction to Writing Nonfiction.

3 hr. plus conf.; 3 cr. Prerequisite: *B* in ENGL 110 or 120W.

Introduction to the writing of nonfiction as an art form, in such modes as the personal essay, the review, new journalism, the memoir, and the postmodernist pastiche, with related readings. This course is a prerequisite for the workshop in nonfiction (303W). Fall, Spring.

g. Change in title, prerequisite, and description: To:

ENGL 301W. Fiction Workshop.

3 hr. plus conf.; 3 cr. Prerequisite: *B* in ENGL 210W, or permission of the instructor. Intensive practice in the writing of fiction, with related readings. May be repeated once for credit toward degree but may be applied only once to the major. Fall, Spring.

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- h. Change in prerequisite and description: To:

ENGL 302. Playwriting Workshop.

3 hr. plus conf.; 3 cr. Prerequisite: B in ENGL 210W, or permission of the instructor. Intensive practice in the writing of plays, with related readings. May be repeated once for credit toward degree but may be applied only once to the major. Fall, Spring.

- i. Change in title and description: To:

ENGL 303W. Nonfiction Workshop.

3 hr. plus conf.; 3 cr. Prerequisite: B in ENGL 211W, or permission of the instructor. Intensive practice in the writing of nonfiction as an art form, with related readings. In some semesters the course may focus on one particular mode of nonfiction. May be repeated once for credit toward degree but may be applied only once to the major. Fall, Spring.

- j. Change in description: To:

ENGL 304. Poetry Workshop.

3 hr. plus conf.; 3 cr. Prerequisite: B in ENGL 210W, or permission of the instructor. Intensive practice in the writing of poems, with related readings. May be repeated once for credit toward degree but may be applied only once to the major. Fall, Spring.

- l. New course:

ENGL 325. Topics in Gender and Sexualities.

3hr.; 3 cr. Prerequisite.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR requirement.

An exploration of the literature and culture of gender and sexuality. Topics may include feminist and queer theory, traditions of lesbian, gay, bisexual, transgender, and queer writing (autobiography, fiction, poetry, etc.) or themes such as marriage, sexual and gender identity, or HIV/AIDS. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

- m. New course:

ENGL 377: Modern South Asian Literature.

3 hr.; 3 cr. Prerequisite: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR.

A study of literatures written primarily in English and in translation by authors from the South Asian subcontinent since the 19th century. Themes include colonization/decolonization, nationalism, exile and migration. Authors may include Rabindranath Tagore, V.S. Naipaul, Salman Rushdie, Mahashweta Devi and Arundhati Roy.

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n. New course:

ENGL 378: Topics in Caribbean Literature

3 hrs. 3 cr. Prerequisite.: English 140W or 150W or satisfaction of the Humanities I, Tier 1 LASAR

An exploration of the literature, history, and culture of the Caribbean region , ranging from colonization and slavery to contemporary formations of identity and self.

Topics include creolization, carnival, gender politics, maroonage, and discourses of exile. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

o. New course:

ENGL 379: Topics in Transnational/ Postcolonial Literature

3 hrs. 3 cr. Prerequisite.: English 140 or 150 or satisfaction of the Humanities I, Tier 1 LASAR

An exploration of the literatures, theory and cultures of postcolonial and/or transnational conditions. Topics include border crossings, cosmopolitanism, multinationalism, globalization, nationhood and nationalism, diaspora and migration. Themes may include translation, travel, displacement, memory, home, labor, social justice and global cities. This is a variable topics course, which may be taken more than once if the topic is different but may be applied only once to the major.

3. School of Earth and Environmental Sciences (08-14)

a. New Course

Geology 318. Soils in the Environment

3 lec., 3 lab. hr; 4 cr. Prereq. Geology 201 or 208 or permission of instructor.

The processes and behavior of soils in natural and managed environments. This course will address the physical, chemical, and biological properties and processes of soils in the context of their roles in the environment. Topics include the function of soils in supporting plant growth, maintaining environmental quality, and their role in global biogeochemical cycling. Students will learn how soils develop and how management practices affect soil quality, ecosystem productivity and environmental sustainability. The lab section of the course will provide hands-on experience in fundamental soil physical, chemical, and biological analyses, field trips, and recitation.

b. New Course

ENSCI 100 Our Planet in the 21st Century: Challenges to Humanity

3 lec., 3 lab. hr., 4 cr. No prereq.

Focus on two major themes of increasing concern to society: global climate change and environment and human health. Theme I, Global Climate Change, introduces students to basic concepts in mathematics and physics and the implications of climate change to society using selected examples from the Intergovernmental Panel of Climate Change (IPCC) report. Theme II, Environment and Human Health, introduces students to the basic concepts in chemistry and biology used in the study

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of anthropogenic pollutants and naturally occurring poisons, and to policy changes aimed at reducing human exposure to pollutants in developed and developing countries.

c. New Course

ENSCI 200: Earth System Science, 3 credits, 3 lecture hours, prereq: ENSCI 100 or GEOL 101, coreq: CHEM 113.

A historical perspective of processes and interactions among the lithosphere, atmosphere, hydrosphere, and biosphere with humans as a force for change; knowledge of how the Earth system responds to changes in these forcings to mitigate the predicted effects for human civilization.

d. New Course

GEOL 370. Biogeochemistry. 3 lec. hr.; 3 cr.

Prereq.: ENSCI200, or: GEOL 101 and CHEM 113.4 and CHEM 113.1

Biogeochemical processes affecting Earth's environmental systems with emphasis on mechanisms for distribution and transport of elements and compounds in and between the atmosphere, biosphere, hydrosphere and lithosphere.

e. Course withdrawn.

GEOL 270. Geochemistry of the Global Environment. 3 lec. hr.; 3 cr.

f. Change in prerequisites -To read:

GEOL 342. Introduction to Meteorology. 2 lec., 3 lab. Hr.; 3 cr. Prereq.: MATH 141 and PHYS 121.

An introduction study of meteorology for science majors.

g. Change in Title and Prerequisites for GEOL 216: To read:

GEOL 216. Oceans and Atmosphere. 2 hours lecture, 3 hours laboratory, 3 credits, Prerequisite: GEOL 101 or ENSCI 200, and MATH 141

h. Changes in the Requirements for the Major: Geology

The BA in Geology (Major code 044) requires completion of: GEOL 101, 102, 201, 202, 208, 213, 214, 216, 239W, 261, and [270] 370; MATH 141 or 151, CHEM [113] 113.4 and 113.1; PHYS 145 or 121; CSCI 012; and a course in statistics. Students planning to attend graduate school in geology are strongly advised to take a course in Optical Mineralogy (GEOL 721) in their senior year.

For the BS in Geology (Major code 045), students must: satisfy the requirements for the BA; complete MATH 152 (or equivalent), CHEM [114] 114.4 and 114.1; PHYS 146 or 122; and have a total of at least 64 credits in courses applicable to the majors

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in biology, chemistry, computer science, geology, mathematics, and physics.

i. Changes in the Requirements for the Major: Environmental Sciences

The interdisciplinary BA in Environmental Sciences requires the following courses:

1. ENSCI [111, 112] 100, 200, and 373; and
2. completion of one of the following science concentrations:

Biology (Major code 114): BIOL [107, 108] 105.0, 106.0, one course from each of the following three groups

(BIOL 201, 210, 212), (213, 220, 230), and (BIOL 340, [343,] 345, 346, 348, [354]); or

Chemistry (Major code 112): CHEM 113, 114, 159, 179 and 240; or

Geology (Major code 110): GEOL 100 or 101, 270, 347, and 349, and any two courses chosen

from GEOL 201, 202, 208, 210, 213, 214, 216, 239W, 261, 318, 339 and 342; and

3. three courses from the approved Humanities and Social Sciences courses listed under Environmental Studies.

For the BS in Environmental Sciences (Biology Concentration Major code 115; Chemistry Concentration Major code 113; Geology Concentration Major code 111): The student must satisfy the requirements for the BA and complete an additional 24 credits in mathematics and science, including a course in statistics and one year of calculus, plus electives chosen from courses used to satisfy the major concentrations.

j. Changes in the Requirements for the Major: Environmental Studies (Major code 116)

The interdisciplinary BA in Environmental Studies requires the following courses: ENSCI [111, 112] 100, 200, and 373; two courses from each of the thematic areas in Humanities and Social Sciences listed below and two additional courses chosen from that list; and 9 to 12 credits from Environmental Science concentration courses.

Humanities and Social Sciences courses approved for the Environmental Studies Program:

Area I: Social and Cultural Aspects of the Environment:

ANTH 270 and 302; ENGL 303, 327, and 395 (when topic is applicable);
PHIL 125; URBST 265 and 320.

Area II: Environmental Policy and Economics:

ECON 228 and 242; PSCI 219, 221, 226, 250, and 287; URBST 252, 253.

Requirements for the Minor in Geology (Minor code 44) GEOL 101 and any five courses numbered above GEOL 200.

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4. Accounting (08-15)

- a. Change to existing course: To read:

ACCT 372. Governmental and Not-for-Profit Accounting and Auditing.

3hr.; 3 cr. Prereq.: ACCT 202 and junior standing.

The course focuses on accounting, financial reporting and auditing relevant to governmental and not-for-profit entities. Fall, Spring.

b. Graduate Curriculum Committee

- i. MOTION: Duly made by Richard Bodnar:

“To adopt the Graduate Curriculum Committee minutes dated September 3, 2008 as distributed.”

“Professor Richard Bodnar moved unanimous consent”

- ii. MOTION: Duly made by Richard Bodnar:

“To adopt the Addenda to the Graduate Curriculum Committee Minutes dated - September 3, 2008”

See Attachment C

“Professor Richard Bodnar moved unanimous consent”

1. GP Secondary Education (G08-)

Post-Masters, Advanced Certificate Programs in Special Education: Adolescent Special Education (grades 7 to 12)

Section A1: Special Actions

Creation of a Certificate Program

Resolved that a post-masters advanced certificate program in Adolescent Special Education to be offered at Queens College be approved, subject to financial availability.

Curriculum

Adolescent Special Education (grade 7 to 12)

Semester	Course #	Course Title	Credits
Fall 1	ECPSE 700	Foundations of Special Education	3 credits
	ECPSE 740	Curriculum and Instruction for Adolescent Special Education	3 credits
Spring 1	ECPSE 701	Introduction to Assessment in Special Education	3 credits
	ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	3 credits
			12 credits

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(5b. Graduate Curriculum Committee Minutes continued)

Post-Masters, Advanced Certificate Programs in Special Education: Adolescent Special Education (grades 7 to 12)

1. Program Description and Purpose

This proposed post-masters, 12 credit, one-year, advanced certificates in adolescent special education would lead to a New York State extension (teacher certification) in special education at the adolescent level (grades 7 to 12) for individuals with master's degrees in education and New York State Initial (Provisional) and/or Professional (Permanent) Teacher Certification in a general education content area (e.g., history, mathematics, chemistry, English).

This new advanced certificate program is aligned with (a) the New York State Education Department's required core competencies in special education for extending general education licenses, and (b) the core values of the Education Unit of Queens College of "promoting *Equity, Excellence, and Ethics* in urban schools and communities." Graduates who have completed all required New York State seminars and the Content Specialty Test (CST) in Students with Disabilities will be recommended to the New York State Education Department (NYSED) for extensions to their licenses in Teaching Students with Disabilities at the Adolescent level.

2. Curriculum Scope and Sequence: Required Courses

<i>Adolescent Special Education (grade 7 to 12)</i>			
<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>
Fall 1	ECPSE 700	Foundations of Special Education	3 credits
	ECPSE 740	Curriculum and Instruction for Adolescent Special Education	3 credits
Spring 1	ECPSE 701	Introduction to Assessment in Special Education	3 credits
	ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	3 credits
			12 credits

3. Relationship of Program to Existing Program at the College

The proposed post-masters, advanced certificates in adolescent special education would extend the offering of the Graduate Programs in Special Education (GPSE). The GPSE are part of the Department of Educational and Community Programs (ECP), which offers graduate programs in Counselor Education, School Leadership, School Psychology, and Special Education. Currently, the GPSE offer three 36-credit specializations or programs leading to Masters of Science in Education

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(MSED) Degrees in Teaching Students with Disabilities at the Early Childhood, Childhood, and Adolescent levels. Additionally the GPSE, in collaboration with Elementary and Early Childhood Education (EECE) and Secondary Education and Youth Services (SEYS), offer two dual certification programs for New York City Teaching Fellows leading to Masters of Arts in Teaching (MAT) Degrees in Teaching Students with and without Disabilities at the Childhood and Adolescent Generalist levels.

New York State requires that candidates interested in extending general education certification to special education have 12 credits of coursework in “***Additional Pedagogy—Students with Disabilities.***” According to New York State “***Pedagogy (professional education) courses must be earned in an approved teacher preparation program at an institution of higher education that offers a bachelor's or higher degree. In addition, the institution must be approved by the Commissioner of Education or a regional accrediting agency.***” All the additional pedagogy requirements for New York State can be met by existing ECPSE courses from the existing Adolescent Special Education MSED Program (Program Code 567).

Of the 12 additional pedagogy credits in special education:

Three credits must be in the Foundations of Special Education—Students with Disabilities

<i>NY SED description of Pedagogy Area</i>	<i>Existing GPSE Course to Meet Pedagogical Area</i>
<i>“Acceptable studies include courses in the foundations of education for students with disabilities; introduction to special education; and history, philosophy, or sociology of special education.”</i>	<ul style="list-style-type: none"> • ECPSE 700—Foundations of Special Education

Three credits must be in Assessment, Diagnosis, and Evaluation of Students with Disabilities

<i>NY SED description of Pedagogy Area</i>	<i>Existing GPSE Course to Meet Pedagogical Area</i>
<i>“Acceptable courses are those designed to provide understanding of assessment procedures for evaluating individual differences and making placement and programming decisions for students with disabilities.”</i>	<ul style="list-style-type: none"> • ECPSE 701—Introduction to Assessment in Special Education

Six credits must be in Curriculum and Instruction (3 credits); and Managing Environments for Students with Disabilities (3 credits)

<i>NY SED description of Pedagogy Area</i>	<i>Existing GPSE Courses to Meet Pedagogical Area</i>
<i>“Acceptable studies include courses in the principles of curriculum development for</i>	<ul style="list-style-type: none"> • ECPSE 740—Curriculum and

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<i>students with disabilities, developmentally appropriate learning experiences for young exceptional learners, computers and educational technology in general, and special education.”</i>	Instruction for Adolescent Special Education • ECPSE 722—Applied Behavior Analysis and Positive Behavior Supports
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NO MORE THAN THREE (3) CREDITS MAY BE TRANSFERRED FROM ANOTHER PROGRAM

4. Criteria for Admission to the Program

A modified application and application process will assure that all applicants meet the required admission criteria.

All applicants will be required to:

- A. *Have completed a master's degree in education.*
- B. *Have an overall Grade Point Average (GPA) of 3.0 or better in their master's program.*
- C. *Have New York State Teacher Certification at the Initial (Provisional) and/or Professional (Permanent) level in a general education content area (grades 7 to 12).*

Once admitted to the post-masters, advanced certificate program, candidates will be required to:

- A. Get a grade of 3.0 or better in each class.
- B. Demonstrate professional dispositions and behaviors.
- C. Perform successfully on all program-level and unit-level assessments.

Candidates who meet these requirements for graduation, and who have completed all required New York State seminars and have taken the Content Specialty Test (CST) in Students with Disabilities, will be recommended to the New York State Education Department by the Queens College Office of Teacher Certification for extensions to their licenses in Teaching Students with Disabilities at the Adolescent level.

5. Projected Enrollment

It is anticipated that this 12 credit, one-year, post-masters, advanced certificate programs will take in approximately 8 candidates a year.

6. Resources Required will not Negatively Impact Existing Programs

All courses that compose this post-masters, advanced certificate program are existing ECPSE courses. Thus, no new courses would need to be developed. It is anticipated that this advanced certificate program would take in approximately 8 candidates per year and that candidates would be integrated into existing sections of ECPSE courses to minimize the need to add additional sections of courses.

Approximately 67% of all courses in GPSE are taught by full-time faculty. It is assumed that the ratio will remain similar with the addition of this post-masters, advanced certificate program.

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The majority of education courses in ECPSE are taught in the recently renovated Powdermaker Hall. As a result, the majority of classrooms where advanced certificate candidates would take classes have wireless internet access, data projectors, and other necessary technology. Classrooms are reasonably large, and therefore, with regard to facilities and equipment, the GPSE are prepared for the projected increase of enrollment.

2. GP Secondary Education (G08-)

Post-Masters, Advanced Certificate Programs in Special Education: Childhood Special Education (grades 1 to 6)

Section A1: Special Actions

Creation of a Certificate Program

Resolved that a post-masters advanced certificate program in Childhood Special Education to be offered at Queens College be approved, subject to financial availability.

Curriculum

Childhood Special Education (grade 1 to 6)

Semester	Course #	Course Title	Credits
Fall 1	ECPSE 700	Foundations of Special Education	3 credits
	ECPSE 710	Curriculum and Instruction for Childhood Special Education	3 credits
Spring 1	ECPSE 701	Introduction to Assessment in Special Education	3 credits
	ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	3 credits
			12 credits

Post-Masters, Advanced Certificate Programs in Special Education: Childhood Special Education (grades 1 to 6)

7. Program Description and Purpose

This proposed post-masters, 12 credit, one-year, advanced certificates in childhood special education would lead to a New York State extension (teacher certification) in special education at the childhood level (grades 1 to 6) for individuals with master's degrees in education and New York State Initial (Provisional) and/or Professional (Permanent) Teacher Certification in general education at either the childhood or early childhood levels.

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This new advanced certificate program is aligned with (a) the New York State Education Department's required core competencies in special education for extending general education licenses, and (b) the core values of the Education Unit of Queens College of "promoting *Equity, Excellence, and Ethics* in urban schools and communities." Graduates who have completed all required New York State seminars and the Content Specialty Test (CST) in Students with Disabilities will be recommended to the New York State Education Department (NYSED) for extensions to their licenses in Teaching Students with Disabilities at the Childhood level.

8. Curriculum Scope and Sequence: Required Courses

Childhood Special Education (grade 1 to 6)

<i>Semester</i>	<i>Course #</i>	<i>Course Title</i>	<i>Credits</i>
Fall 1	ECPSE 700	Foundations of Special Education	3 credits
	ECPSE 710	Curriculum and Instruction for Childhood Special Education	3 credits
Spring 1	ECPSE 701	Introduction to Assessment in Special Education	3 credits
	ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	3 credits
			12 credits

9. Relationship of Program to Existing Program at the College

The proposed post-masters, advanced certificates in childhood special education would extend the offering of the Graduate Programs in Special Education (GPSE). The GPSE are part of the Department of Educational and Community Programs (ECP), which offers graduate programs in Counselor Education, School Leadership, School Psychology, and Special Education. Currently, the GPSE offer three 36-credit specializations or programs leading to Masters of Science in Education (MSED) Degrees in Teaching Students with Disabilities at the Early Childhood, Childhood, and Adolescent levels. Additionally the GPSE, in collaboration with Elementary and Early Childhood Education (EECE) and Secondary Education and Youth Services (SEYS), offer two dual certification programs for New York City Teaching Fellows leading to Masters of Arts in Teaching (MAT) Degrees in Teaching Students with and without Disabilities at the Childhood and Adolescent Generalist levels.

New York State requires that candidates interested in extending general education certification to special education have 12 credits of coursework in "***Additional Pedagogy—Students with Disabilities.***" According to New York State "***Pedagogy (professional education) courses must be earned in an approved teacher preparation program at an institution of higher education that offers a bachelor's***

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or higher degree. In addition, the institution must be approved by the Commissioner of Education or a regional accrediting agency.” All the additional pedagogy requirements for New York State can be met by existing ECPSE courses from the existing Childhood Special Education MSED Program (Program Code 566).

Of the 12 additional pedagogy credits in special education:

Three credits must be in the Foundations of Special Education—Students with Disabilities

NY SED description of Pedagogy Area	Existing GPSE Course to Meet Pedagogical Area
“Acceptable studies include courses in the foundations of education for students with disabilities; introduction to special education; and history, philosophy, or sociology of special education.”	<ul style="list-style-type: none"> • ECPSE 700—Foundations of Special Education

Three credits must be in Assessment, Diagnosis, and Evaluation of Students with Disabilities

NY SED description of Pedagogy Area	Existing GPSE Course to Meet Pedagogical Area
“Acceptable courses are those designed to provide understanding of assessment procedures for evaluating individual differences and making placement and programming decisions for students with disabilities.”	<ul style="list-style-type: none"> • ECPSE 701—Introduction to Assessment in Special Education

Six credits must be in Curriculum and Instruction (3 credits); and Managing Environments for Students with Disabilities (3 credits)

NY SED description of Pedagogy Area	Existing GPSE Courses to Meet Pedagogical Area
“Acceptable studies include courses in the principles of curriculum development for students with disabilities, developmentally appropriate learning experiences for young exceptional learners, computers and educational technology in general, and special education.”	<ul style="list-style-type: none"> • ECPSE 710—Curriculum and Instruction for Childhood Special Education
	<ul style="list-style-type: none"> • ECPSE 722—Applied Behavior Analysis and Positive Behavior Supports

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NO MORE THAN THREE (3) CREDITS MAY BE TRANSFERRED FROM ANOTHER PROGRAM

10. Criteria for Admission to the Program

A modified application and application process will assure that all applicants meet the required admission criteria.

All applicants will be required to:

- D. *Have completed a master's degree in education.*
- E. *Have an overall Grade Point Average (GPA) of 3.0 or better in their master's program.*
- F. *Have New York State Teacher Certification at the Initial (Provisional) and/or Professional (Permanent) level in general education at either the childhood or early childhood level.*

Once admitted to the post-masters, advanced certificate program, candidates will be required to:

- D. Get a grade of 3.0 or better in each class.
- E. Demonstrate professional dispositions and behaviors.
- F. Perform successfully on all program-level and unit-level assessments.

Candidates who meet these requirements for graduation, and who have completed all required New York State seminars and have taken the Content Specialty Test (CST) in Students with Disabilities, will be recommended to the New York State Education Department by the Queens College Office of Teacher Certification for extensions to their licenses in Teaching Students with Disabilities at the Childhood level.

11. Projected Enrollment

It is anticipated that this 12 credit, one-year, post-masters, advanced certificate programs will take in approximately 10 candidates a year.

12. Resources Required will not Negatively Impact Existing Programs

All courses that compose this post-masters, advanced certificate program are existing ECPSE courses. Thus, no new courses would need to be developed. It is anticipated that this advanced certificate program would take in approximately 10 candidates per year and that candidates would be integrated into existing sections of ECPSE courses to minimize the need to add additional sections of courses.

Approximately 67% of all courses in GPSE are taught by full-time faculty. It is assumed that the ratio will remain similar with the addition of this post-masters, advanced certificate program.

The majority of education courses in ECPSE are taught in the recently renovated Powdermaker Hall. As a result, the majority of classrooms where advanced certificate candidates would take classes have wireless internet access, data projectors, and other necessary technology. Classrooms are reasonably large, and therefore, with regard to facilities and equipment, the GPSE are prepared for the projected increase of enrollment.

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3. GP Secondary Education (G08-)

Post-Masters, Advanced Certificate Programs in Special Education:

Early Childhood Special Education (birth to grade 2)

Section A1: Special Actions

Creation of a Certificate Program

Resolved that a post-masters advanced certificate program in Early Childhood Special Education to be offered at Queens College be approved, subject to financial availability.

Curriculum

Early Childhood Special Education (birth to grade 2)

Semester	Course #	Course Title	Credits
Fall 1	ECPSE 700	Foundations of Special Education	3 credits
	ECPSE 730	Curriculum and Instruction for Early Childhood Special Education	3 credits
Spring 1	ECPSE 701	Introduction to Assessment in Special Education	3 credits
	ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	3 credits

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Curriculum Scope and Sequence: Required Courses

Early Childhood Special Education (birth to grade 2)

Semester	Course #	Course Title	Credits
Fall 1	ECPSE 700	Foundations of Special Education	3 credits
	ECPSE 730	Curriculum and Instruction for Early Childhood Special Education	3 credits
Spring 1	ECPSE 701	Introduction to Assessment in Special Education	3 credits
	ECPSE 722	Applied Behavior Analysis & Positive Behavioral Supports	3 credits
			12 credits

14. Relationship of Program to Existing Program at the College

The proposed post-masters, advanced certificates in early childhood special education would extend the offering of the Graduate Programs in Special Education (GPSE). The GPSE are part of the Department of Educational and Community Programs (ECP), which offers graduate programs in Counselor Education, School Leadership, School Psychology, and Special Education. Currently, the GPSE offer three 36-credit specializations or programs leading to Masters of Science in Education (MSED) Degrees in Teaching Students with Disabilities at the Early Childhood, Childhood, and Adolescent levels. Additionally the GPSE, in collaboration with Elementary and Early Childhood Education (EECE) and Secondary Education and Youth Services (SEYS), offer two dual certification programs for New York City Teaching Fellows leading to Masters of Arts in Teaching (MAT) Degrees in Teaching Students with and without Disabilities at the Childhood and Adolescent Generalist levels.

New York State requires that candidates interested in extending general education certification to special education have 12 credits of coursework in “***Additional Pedagogy—Students with Disabilities.***” According to New York State “***Pedagogy (professional education) courses must be earned in an approved teacher preparation program at an institution of higher education that offers a bachelor's or higher degree. In addition, the institution must be approved by the Commissioner of Education or a regional accrediting agency.***” All the additional pedagogy requirements for New York State can be met by existing ECPSE courses from the existing Early Childhood Special Education MSED Program (Program Code 565).

Of the 12 additional pedagogy credits in special education:

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Three credits must be in the Foundations of Special Education—Students with Disabilities

<i>NY SED description of Pedagogy Area</i>	<i>Existing GPSE Course to Meet Pedagogical Area</i>
<p><i>“Acceptable studies include courses in the foundations of education for students with disabilities; introduction to special education; and history, philosophy, or sociology of special education.”</i></p>	<ul style="list-style-type: none"> • ECPSE 700—Foundations of Special Education

Three credits must be in Assessment, Diagnosis, and Evaluation of Students with Disabilities

<i>NY SED description of Pedagogy Area</i>	<i>Existing GPSE Course to Meet Pedagogical Area</i>
<p><i>“Acceptable courses are those designed to provide understanding of assessment procedures for evaluating individual differences and making placement and programming decisions for students with disabilities.”</i></p>	<ul style="list-style-type: none"> • ECPSE 701—Introduction to Assessment in Special Education

Six credits must be in Curriculum and Instruction (3 credits); and Managing Environments for Students with Disabilities (3 credits)

<i>NY SED description of Pedagogy Area</i>	<i>Existing GPSE Courses to Meet Pedagogical Area</i>
<p><i>“Acceptable studies include courses in the principles of curriculum development for students with disabilities, developmentally appropriate learning experiences for young exceptional learners, computers and educational technology in general, and special education.”</i></p>	<ul style="list-style-type: none"> • ECPSE 730—Curriculum and Instruction for Early Childhood Special Education
	<ul style="list-style-type: none"> • ECPSE 722—Applied Behavior Analysis and Positive Behavior Supports

NO MORE THAN THREE (3) CREDITS MAY BE TRANSFERRED FROM ANOTHER PROGRAM

15. Criteria for Admission to the Program

A modified application and application process will assure that all applicants meet the required admission criteria.

All applicants will be required to:

- G. Have completed a master's degree in education.
- H. Have an overall Grade Point Average (GPA) of 3.0 or better in their master's program.
- I. Have New York State Teacher Certification at the Initial (Provisional) and/or Professional (Permanent) level in general education at either the early childhood or childhood level.

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Once admitted to the post-masters, advanced certificate program, candidates will be required to:

- G. Get a grade of 3.0 or better in each class.
- H. Demonstrate professional dispositions and behaviors.
- I. Perform successfully on all program-level and unit-level assessments.

Candidates who meet these requirements for graduation, and who have completed all required New York State seminars and have taken the Content Specialty Test (CST) in Students with Disabilities, will be recommended to the New York State Education Department by the Queens College Office of Teacher Certification for extensions to their licenses in Teaching Students with Disabilities at the Early Childhood level.

16. Projected Enrollment

It is anticipated that this 12 credit, one-year, post-masters, advanced certificate programs will take in approximately 10 candidates a year.

17. Resources Required will not Negatively Impact Existing Programs

All courses that compose this post-masters, advanced certificate program are existing ECPSE courses. Thus, no new courses would need to be developed. It is anticipated that this advanced certificate program would take in approximately 10 candidates per year and that candidates would be integrated into existing sections of ECPSE courses to minimize the need to add additional sections of courses. Approximately 67% of all courses in GPSE are taught by full-time faculty. It is assumed that the ratio will remain similar with the addition of this post-masters, advanced certificate program.

The majority of education courses in ECPSE are taught in the recently renovated Powdermaker Hall. As a result, the majority of classrooms where advanced certificate candidates would take classes have wireless internet access, data projectors, and other necessary technology. Classrooms are reasonably large, and therefore, with regard to facilities and equipment, the GPSE are prepared for the projected increase of enrollment.

4. Education and Community Program (G08-)

Change in course description:**To Read:**

ECPSP778 Counseling Techniques for School Psychologists 3 hours;3 credits
Prerequisite: Matriculation in the Graduate Program in School Psychology. This course is intended to build skills in the helping process. The helping model that is taught is a cognitive-behavioral, problem-solving model. Students will practice micro skills with volunteer subjects and with each other. Students will also develop beginning skills in conducting play sessions with young children; they will practice active listening using the language of play. Class sessions will include direct instruction in and micro training of counseling and interviewing skills.

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5. Education and Community Program (G08-) To Read:

ECPSP 868 Practicum in School Psychology Counseling 2 hours; 2 credits

Prerequisites: ECPSP 778. Corequisites ECPSP 777, 867

This practicum provides students with practice in counseling with real clients in field settings. It gives them the opportunity to apply theoretical knowledge about counseling obtained from ECPSP 778, Counseling Techniques for School Psychologists, to real situations. Students spend time weekly in the schools. They present audiotaped sessions of their work in class on a regular basis where it is reviewed and critiqued. Ethical and legal issues as they relate to counseling are addressed. Students review empirically validated interventions.

6. EECE (G08-)

PART A: ACADEMIC MATTERS

SECTION A1: SPECIAL ACTIONS

CREATION OF AN ADVANCED CERTIFICATE PROGRAM IN THE DIVISION OF EDUCATION'S DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION

RESOLVED, that a BILINGUAL EDUCATION EXTENSION FOR SCHOOL TEACHERS be approved subject to financial availability.

CURRICULUM FOR SPECIALIZATION IN BILINGUAL EDUCATION EXTENSION FOR SCHOOL TEACHERS

Admission Requirements: Admission to the Bilingual Education Extension for School Teachers will be limited to students who a) hold a valid NYS Teacher Certificate and at least a Bachelors degree in all areas of Certification (primary and secondary level and b) are seeking a bilingual education extension to their NYS Teacher Certificate.

CERTIFICATE COURSES	CREDITS
EECE 761 — Educating the Non-Native Speaker of English: Theory and Research	3
EECE 763 — Teaching of Reading and Language Arts in Bilingual Education	3
EECE 764 — Learning the Content Areas in Multilingual Settings: Teaching and Assessment	3
EECE 766 — English Language Learning in the Bilingual Classroom: Theoretical Background	3
EECE 767 — English Language Learning in the Bilingual Classroom: Pedagogical Applications	3
Total Credits	15

ELECTIVE COURSES	CREDITS
N/A	
Total Elective Credits	N/A

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Background / Foundation:

The New York State Education Department (NYSED) has reported a significant shortage in bilingual teachers in the state of New York and recognizes the certification in bilingual education as a high need area. To date, Queens College has provided teachers interested in the bilingual extension with the status of non-matriculated to attend and accumulate the bilingual courses that are part of the MAT and the MSED with the Bilingual Extension in the Department of Elementary and Early Childhood Education.

Until now, those teachers have been applying independently to the NYSED and the State of New York has issued them a Bilingual Extension Certificate. However, starting in 2008, there is a change in the NYS certification regulation and the independent application is not acceptable anymore. As a result of this change, the NYSED has now mandated that all university programs that offer credits for the bilingual education extension must register the sequence of those specific courses to provide the extension only to those teachers that already hold a state certification.

In accordance to the mandate of NYSED, we are submitting our fifteen (15) credits in Bilingual Education sequence of courses for approval by the appropriate Queens College and CUNY committees. This program will lead to an Advanced Certificate in Bilingual Education and to the New York State Bilingual Extension Certification.

Note that this is not a free-standing NYS 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 School Teachers as per the NYSED. The bilingual education extension qualifies the candidates for positions as bilingual school teachers to work in the schools of the State of New York.

Relationship To Existing Programs At The College:

The Bilingual Education Extension for School Teachers sequence of courses being proposed by the Division of Education is specifically geared to prepare School Teachers to meet the requirements for the NYSED's Bilingual Education Extension. As stated above, currently the Department of Elementary and Early Childhood Education offers a bilingual education extension for classroom teachers. However, this sequence of courses is immersed in the curriculum of the Master of Arts in Teaching with Bilingual Extension and the Master of Science Education with Bilingual Extension and for that reason students who do not take the full Master Degree cannot be presented for the Bilingual Extension Certificate. The sequence of 15 credits proposed in this program is specifically geared to meet the educational needs of school teachers that need to be certified in Bilingual Education as specified by the NYSED but do not need the Master Degree in Elementary Education.

Projected Enrollment:

Based in the current population of non-matriculated certified teachers taking the Bilingual Extension courses independently, it is estimated that this program will attract 10 to 12 graduate students a year.

Impact On The College:

There is no need to develop new courses as these courses are already part of the Master of Arts in Teaching with Bilingual Extension and the Master of Science Education with Bilingual Extension in the Department of Elementary and Early Childhood Education. Since the number of students already taking these courses as non-matriculated is the same as the projected enrollment, there is no need for additional resources at this time to offer this program.

EXPLANATION:

The Department of Elementary and Early Childhood Education proposes this 15 credit sequence of courses for the Bilingual Education Extension for School Teachers. The sequence of courses will satisfy the NYSED mandate to create a bilingual extension for certified school teachers that demonstrate their bilingual proficiency. The 15 credit Bilingual Education Extension in the Department of Elementary and Early Childhood Education will meet the growing demand for certified bilingual teachers in the schools and the newly established requirements/guidelines of the NYSED.

CREATION OF AN ADVANCED CERTIFICATE PROGRAM IN THE DIVISION OF EDUCATION'S DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION

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(5b. Graduate Curriculum Committee Minutes continued)

RESOLVED, that a BILINGUAL EDUCATION EXTENSION FOR SCHOOL TEACHERS participating in the INTENSIVE TEACHER INSTITUTE be approved subject to financial availability.

CURRICULUM FOR SPECIALIZATION IN BILINGUAL EDUCATION EXTENSION FOR SCHOOL TEACHERS

Admission Requirements: Admission to the Bilingual Education Extension for School Teachers will be limited to students who a) hold a valid NYS Teacher Certificate and at least a Bachelors degree in all areas of Certification (primary and secondary level) and b) are seeking a bilingual education extension to their NYS Teacher Certificate.

CERTIFICATE COURSES	CREDITS
EECE 761 — Educating the Non-Native Speaker of English: Theory and Research	3
EECE 763 — Teaching of Reading and Language Arts in Bilingual Education	3
EECE 764 — Learning the Content Areas in Multilingual Settings: Teaching and Assessment	3
EECE 766 — English Language Learning in the Bilingual Classroom: Theoretical Background	3
EECE 767 — English Language Learning in the Bilingual Classroom: Pedagogical Applications	3
Total Credits	15

ELECTIVE COURSES	CREDITS
N/A	
Total Elective Credits	N/A

Background / Foundation:

The New York State Education Department (NYSED) has reported a significant shortage in bilingual teachers in the state of New York and recognizes the certification in bilingual education as a high need area. To date, Queens College has provided teachers interested in the bilingual extension with the status of non-matriculated to attend and accumulate the bilingual courses that are part of the MAT and the MSED with the Bilingual Extension in the Department of Elementary and Early Childhood Education.

Until now, those teachers have been applying independently to the NYSED and the State of New York has issued them a Bilingual Extension Certificate. However, starting in 2008, there is a change in the NYS certification regulation and the independent application is not acceptable anymore. As a result of this change, the NYSED has now mandated that all university programs that offer credits for the bilingual education extension must register the sequence of those specific courses to provide the extension only to those teachers that already hold a state certification.

In accordance to the mandate of NYSED, we are submitting our fifteen (15) credits in Bilingual Education sequence of courses for approval by the appropriate Queens College and CUNY committees. This program will lead to an Advanced Certificate in Bilingual Education and to the New York State Bilingual Extension Certification.

Note that this is not a free-standing NYS 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 School Teachers as

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per the NYSED. The bilingual education extension qualifies the candidates for positions as bilingual school teachers to work in the schools of the State of New York.

Relationship To Existing Programs At The College:

The Bilingual Education Extension for School Teachers sequence of courses being proposed by the Division of Education is specifically geared to prepare School Teachers to meet the requirements for the NYSED's Bilingual Education Extension. As stated above, currently the Department of Elementary and Early Childhood Education offers a bilingual education extension for classroom teachers. However, this sequence of courses is immersed in the curriculum of the Master of Arts in Teaching with Bilingual Extension and the Master of Science Education with Bilingual Extension and for that reason students who do not take the full Master Degree cannot be presented for the Bilingual Extension Certificate. The sequence of 15 credits proposed in this program is specifically geared to meet the educational needs of school teachers that need to be certified in Bilingual Education as specified by the NYSED but do not need the Master Degree in Elementary Education.

Projected Enrollment:

Based in the current population of non-matriculated certified teachers taking the Bilingual Extension courses independently, it is estimated that this program will attract 10 to 12 graduate students a year.

Impact On The College:

There is no need to develop new courses as these courses are already part of the Master of Arts in Teaching with Bilingual Extension and the Master of Science Education with Bilingual Extension in the Department of Elementary and Early Childhood Education. Since the number of students already taking these courses as non-matriculated is the same as the projected enrollment, there is no need for additional resources at this time to offer this program.

EXPLANATION:

The Department of Elementary and Early Childhood Education proposes this 15 credit sequence of courses for the Bilingual Education Extension for School Teachers. The sequence of courses will satisfy the NYSED mandate to create a bilingual extension for certified school teachers that demonstrate their bilingual proficiency. The 15 credit Bilingual Education Extension in the Department of Elementary and Early Childhood Education will meet the growing demand for certified bilingual teachers in the schools and the newly established requirements/guidelines of the NYSED.

5c. **Nominating Committee Report dated – October 2, 2008**

MOTION: Duly made by Christopher Vickery:

“To accept the Nominating Report dated October 2, 2008 as distributed”

“Christopher Vickery moved unanimous consent”

- i. The following faculty member was nominated to fill an OPEN seat on the Admissions and Re-entry Standards, Committee on Undergraduate:

Joyce Tang SS (to 2009)

- ii. The following faculty member was nominated to fill an OPEN seat on the Elections Committee:

Ronnie Gomez At-Large (to 2008)

- iii. The following faculty member was nominated to fill an OPEN seat on the Nominating Committee:

Franklin D. Turner Ed (to 2009)

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(5c. Nominating Committee Report continued)

- iv. The following student was nominated to fill an OPEN seat on the Teaching Excellence and Evaluation, Committee on:

Jill Frohmann At-Large (to 2008)

- v. **Search committee for the Dean of Math & Natural Science Search**

- a) The following student was nominated:

Vasilios Passias M& NS

- vi. **Review committee for the Dean of Arts & Humanities:**

- a) The following faculty members were nominated:

Shoshana Kaufmann	(Library)
Nancy Comley	(English)
Cornelia DeJong	(LCD)
William McClure	(CMEALAC)

- b) The following students were nominated:

Sharon Tran	(English)
Angelica Katz	(English)

7. New Business

- a. Revision of the Committee on Athletic Policy (CAP) ByLaws
b. Revision of the Nominating Committee ByLaws

- i. MOTION: Duly made by Chair Savage and passed: (Yes 51, No 0, Abstentions 3)

Friendly amendment Senator Grove last sentence include the word not after *does*.

- a. “To accept the change on the Committee on Athletic Policy ByLaws.”

See Attachment A

- ii. MOTION: Duly made by Chair Savage, and passed: (Yes 48, No 3, Abstentions 4)

- b. “To accept the change on the Nominating Committee ByLaws”

See Attachment B

MOTION: Duly made by Chair Savage, seconded, and passed:

“To adjourn”

Meeting adjourned at 4:30 p.m. The next Regular Senate Meeting will be on Thursday, November 13, 2008.