

1. **The Holder of the Chair, Dean Savage, called the meeting to order at 3:46 p.m.**

2. **Approval of Agenda:**

i. MOTION: Duly made by Chair Savage and seconded:

“To adopt the agenda”

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

To amend the agenda, to add as **New Business** the discussion of the
Proposal for an Upper-Level Requirement in Integration and Synthesis

The Agenda was approved as amended.

2. **Approval of Minutes:**

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

“To adopt the Senate Minutes of October 2, 2008”

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

1. Senator Meghan Healey announced the passing of Fraedelle Marcus the department's college assistant for over 20 years. The **Fraedelle Marcus Fund** to benefit student life with in the department has been set up in her name. All donations can be made sent to Drama Theatre and Dance. (see Memorials/ Attachment A)
2. Senator Joy Fuqua, read a memorial statement for Forbes Hill, Professor and Chairman of the Queens College Chapter, who died on November 5, 2008. A scholarship fund has been set-up in his name for Media Studies majors. Anyone interested in donating can contact the Media Studies Department for details. (see Memorials/ Attachment A)
3. Senator Frank Warren read a memorial statement for Benny Kraut, a History Professor who died on September 6, 2008. A memorial service will be held on Monday, February 23, 2009 during free hour in the Music Auditorium. (see Memorials/ Attachment A)

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

4. Senator Manuel Sanudo announced the **CUNY Campaign for Voluntary Charitable Giving** is going on now through the end of December. If you need any forms or booklets, please contact Jane Denkensohn's office. All donations are greatly appreciated.
5. Senator Angelica Katz announced a resolution is now being circulated to extend the Library hours to include weekends.
6. Mohammad Ashraf, from the Academic Advising Center, thanked all the professors and staff who participated in the Major/Minor Fair.

4. **Special Motions**

(None)

5. Committee Reports

5a. Undergraduate Curriculum Committee

- i. MOTION: Duly made by Senator Kenneth Lord:

“To adopt the Undergraduate Curriculum Committee minutes dated –October 2, 2008”

“Hearing no objection to the motion, Professor Lord moved unanimous consent”

1. General Education: PLAS Courses

More Details at: qcpages.qc.cuny.edu/ctl/gened/geac/16Sep08/

PLAS Courses, approved by GEAC on 9/16/2008

- a. PSCI 100: Introduction to American Politics

Abstract

This course is an introduction to the American political system and is designed to provide students with a basic—but broad—understanding of its design, how it functions, and how it is influenced. We will begin by examining the constitutional and ideological foundations of American government, and then explore the workings of key national institutions, including Congress, the presidency, the bureaucracy, and the federal judiciary. The final part of the course will be devoted to examining how citizens influence these institutions through political parties, interest groups, campaigns and elections, and the media. Across the semester our concern will be to consider the links between theories, processes and institutions of governance, specifically the U.S. government and its relationship to its citizens. (SS,US)

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

Abstract

To introduce how knowledge in environmental science is obtained to address the pressing issues of global climate change and to understand the risks humans face when exposed to pollutants. To explore the interactions between humans and the environment that have motivated and defined the research questions in environmental science. (NS, US)

- c. PSCI 105: Introduction to Political Thought

Abstract

Introduction to Political Thought is designed to provide students with a broad introduction to the theoretical literature that grounds not only the discipline of Political Science but which also informs social structures, institutions, and processes found throughout Western culture. Because the course is philosophical, it begins with a contemplation of some of the most fundamental questions posed throughout human history: What does it mean to be human? What are justice, equality, fairness, freedom? What form of government is best? These questions are approached through close readings of original texts and the format for class sessions involves “active learning,” i.e., engaging the texts as a group and discussing the concepts contained therein. Because the course selectively surveys the philosophical canon of Western culture, it introduces students to not only the ancients (e.g., Plato, Aristotle, Socrates), it also

connects their ideas to the works of later European thinkers (Rousseau, Marx), feminists (deBeauvoir), civil rights advocates (Martin Luther King, Jr.), and postmodern critical theorists. Social contract theorists whose ideas inform our understanding of the state, such as those articulated by Locke and Hobbes, are analyzed alongside the work of theorists who now shape our conception of the political subject, such as Foucault, Brown and Butler. The course also expands beyond the Western canon by introducing students to the political philosophies of thinkers such as Gandhi, Said, and Fanon. (CV, ET)

d. EURO 210: The Enlightenment

Abstract

This course will introduce students to late seventeenth and eighteenth-century European thought through analysis and discussion of several major literary, philosophical, and artistic works of the period, notably Vico's *New Science*, Behn's *Oroonoko*, Defoe's *Robinson Crusoe*, Graffigny's *Letters from a Peruvian Woman*, Voltaire's *Candide*, Rousseau's *Discourse on the Origin of Inequality* as well as excerpts from works by Locke, Kant, Diderot, Herder and others. Our focus will be eighteenth-century representations of non-European cultures. Among the topics we will consider are: Enlightenment universalism and its critics, philosophical travelers, the nature of exoticism, the myth of the "Noble Savage," and the relation of literary/artistic creation to political, economic, and historical contexts.

The philosophical and literary texts studied are crucial to our understanding of Modernity and have influenced European and American thought in the disciplines of Literary Studies, Philosophy, Anthropology, Science, Linguistics, and Political Science. Through close reading of original texts and critical writings from the eighteenth, nineteenth and twentieth centuries, students will gain awareness of how difference was constructed during the Enlightenment. (CV, ET)

e. BIOL 105: General Biology I — Physiology and Cell Biology

Abstract

Principles of molecular basis of genetics, cell biology, physiology, and development. This course is the first 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)

f. GRKMD 041/041W: Modern Greek Literature in Translation

Abstract

Modern Greek literature (both poetry and prose) will be surveyed in translation from the middle of the nineteenth century to the present. The authors and their works are examined not only for their individual thematic and stylistic elements but also within the context of European literary and cultural movements and history. The course will be writing intensive and thus a portion of the course will focus on elements of writing, specifically writing about literature, and work-shopping papers. (RL, ET)

g. PHYS 145: Principles of Physics I

Abstract

This class deals with fundamental principles underlying our understanding of the

physical world around us. More specifically it is concerned with several areas of “classical physics,” which were developed between 16th and 20th centuries and which deal with objects that are not too small, and that are not moving too fast. In this class students will learn the basic concepts (motion, gravity, energy, temperature, etc.) and methods used by physicists in explaining properties of the natural world. They will also learn how discoveries in physics affected, technologically and culturally, western societies in 18 – 21 centuries. Interaction between students and teaching staff is organized in the form of three components: lectures, recitations and labs. Students learn material, however, not only during scheduled class times, but also during their preparation for classes. The preparation includes: reading a textbook and additional reading materials, solving homework problems, and performing other assignments deemed necessary by an instructor. Main goal of lectures is to deliver main conceptual content of the studied material. Organization of lectures depends on individual styles of professors teaching the course, but active involvement of students in discussion of the subject matter will always be one of the main means of achieving this goal. Recitations play a more technical role: during recitations students sharpen their practical skill in applying new concepts to typical situations occurring in real life or during scientific inquiry. During labs, students are introduced to and obtain hands-on experience of empirical methods of scientific inquiry. They learn to design meaningful scientific experiments, use basic measuring devices and instruments, collect and analyze experimental data to make reasonable scientific inferences. Topics in this class include: Mechanics: Kinematics (description of motion); projectile motion in everyday phenomena and in the history of physics, Newton’s laws as the foundation of a mechanical world view; models of the solar system from ancient Greeks to Copernicus and Kepler; Newton’s law of universal gravity and its implications for astronomy, cosmology and space exploration; momentum and its conservation, kinematics of collisions; mechanical energy and its conservation, general concept of energy and its application in physics and beyond; kinematics of rotation, absolutely rigid body as a new idealization in physics; dynamics of rotation, torque, energy of rotation; hydrostatics and hydrodynamics, Bernoulli’s equation and its role for aviation; oscillatory motion, simple harmonic oscillator as a universal model of linear oscillations. Elements of kinetics and thermodynamics: Statistical approach to systems of many particles; ideal gas as the simplest model of a thermodynamic system; thermodynamic processes (isothermal, isobaric, isochoric, adiabatic); internal energy and the 1st law of thermodynamics; 2nd law of thermodynamics and heat engines; thermodynamics and industrial revolution; entropy. (NS-L)

h. PHYS 146: Principles of Physics II

Abstract

This class is the second semester of introductory physics course, where new fundamental concepts of classical physics are introduced and discussed. Among main topics studied in this course are electrostatics, magnetostatics, electrodynamic phenomena, nature and properties of light. From fundamental gnoseological perspective the study of electrodynamics and optics exposes students to first steps in still continuing quest for common causes and a unified description of apparently unrelated phenomena. The idea of unity of nature emerged as a main scientific theme of last two centuries as a result of unification of electricity and magnetism into electrodynamics, and reducing optics to electromagnetism. Also, given the fact that no other scientific discipline

influenced culture and technology more than electrodynamics, the proposed course will help students to understand how scientific ideas can shape modern society. Interaction between students and teaching staff is organized in the form of three components: lectures, recitations and labs. Students learn material, however, not only during scheduled class times, but also during their preparation for classes. The preparation includes: reading a textbook and additional reading materials, solving homework problems, performing other assignments such as preparing talks, writing blogs, etc. as deemed necessary by an instructor. Main goal of lectures is to deliver the main conceptual content of the studied material. Organization of lectures depends on individual styles of professors teaching the course, but active involvement of students in discussion of the subject matter will always be one of the main means of achieving this goal. Recitations play a more technical role: during recitations students sharpen their practical skill in applying new concepts to typical situations occurring in real life or during scientific inquiry. During labs, students are introduced to and obtain hands-on experience of empirical methods of scientific inquiry. They learn to design meaningful scientific experiments, use basic measuring devices and instruments, collect and analyze experimental data to make reasonable scientific inferences. Topics in this class include: Electrostatics: Electric charges and their interaction, Coulomb law, Gauss's law, electric field, electrostatic potential, potential energy of systems of charges, electrical properties of metals and dielectrics, capacitors and their applications Direct electric current: Electric current, resistance and resistivity, Ohm's law, Kirchhoff's rules Magnetostatics: Magnetic field and magnetic force on charges and currents, the Biot-Savart and Ampere's laws Electromagnetic phenomena: magnetic induction and Faraday's law, Lenz's law, magnetic energy, alternating-current circuits, electromagnetic oscillators and resonance, Maxwell equation and electromagnetic waves Optics: geometric optics and optical instruments, light as electromagnetic wave, polarization, dispersion, diffraction and interference. (NS-L)

2. Writing-Intensive Sub-committee

- a. W Sections
 - i. LCD 206, 206W. Bilingualism

3. Chemistry (08-16)

- a. Change in course number and description: **To Read:**
CHEM 016.3. Chemistry in Modern Society.
3 lec. hr.; 3 cr. (Not open to students who have taken CHEM 101.3, 102.3, 113.4, 114.4.)
A survey of chemistry designed to acquaint non-scientists with aspects of chemistry that concern the average citizen. The course provides an introduction to atoms and molecules and to chemical reactions that play a significant role in modern life. Included in this treatment are discussions of important types of molecules found in living systems, aspects of chemical technology, and chemical aspects of our environmental problems. Fall, Spring.
- b. Change in course description: **To Read:**

CHEM 016.1. Chemistry for the Consumer.
3 lab. hr.; 1 cr. Prereq. or coreq.: CHEM 016.3.

A firsthand laboratory experience of chemistry-based products and processes. The course emphasizes basic chemical knowledge for the average consumer. Fall, Spring.

c. Change in course number, hours, credits, prerequisites and description: **To Read:**

CHEM 101.3. Basic Chemistry.

2 lec., 1 rec. hr.: 3 cr. Coreq.: CHEM 101.1.

The first of a three-semester sequence intended for students planning careers in allied health fields such as nutrition, dietetics, and nursing or in elementary education. This course is also useful as an overview for students with limited exposure to chemistry or physics before enrolling into CHEM 113.4. Topics include the scientific method, elements and chemical compounds, the phases of matter, chemical reactions and stoichiometry, chemical dynamics, solution chemistry, and nuclear chemistry. The relationship between chemistry and society is discussed. Fall, Spring.

d. New course:

CHEM 101.1. Basic Chemistry Laboratory.

3 lab. hr.; 1 cr. Prereq. or coreq.: CHEM 101.3.

Introduction to techniques used to measure substances, to separate substances from a mixture, and to follow physical and chemical changes during chemical reactions with emphasis placed on direct observation.

e. Change in course number, hours, credits, prerequisites and description: **To Read:**

CHEM 102.3. Basic Organic Chemistry.

2 lec., 1 rec. hr.: 3 cr. Prereq.: A grade of C or better in CHEM 101.3 and 101.1 (or 113.4 and 113.1 or 114.4 and 114.1). Coreq.: CHEM 102.1.

The second of a three-semester sequence intended for students planning careers in allied health fields such as nutrition, dietetics, and nursing. This course represents a one-semester survey of organic chemistry with a focus on the areas of organic chemistry that are fundamental to understanding the chemical reactions that occur in living systems. Not open to majors in the chemistry, biochemistry, and chemical education concentrations. Fall, Spring.

f. New course:

CHEM 102.1. Basic Organic Chemistry Laboratory.

3 lab. hr.; 1 cr. Prereq.: A grade of C or better in CHEM 101.3 and 101.1 (or CHEM 113.4 and 113.1 or CHEM 114.4 and 114.1). Prereq. or coreq.: CHEM 102.3.

Introduction to organic chemical techniques and synthesis of selected organic molecules with functional groups that are important in biology and nutrition. Fall, Spring.

- g. Change in course number, hours, credits, prerequisites and description: **To Read:**

CHEM 103.3. Basic Biochemistry.

2 lec., 1 rec. hr.; 3 cr. Prereq.: A grade of C or better in CHEM 102.3 and 102.1.

Coreq.: CHEM 103.1.

The third of a three-semester sequence intended for students planning careers in allied health fields such as nutrition, dietetics, and nursing. This course presents a study of the structure, properties, and metabolism of the major groups of biological importance, with special emphasis on the role of those compounds required in diet. Not open to majors in the chemistry, biochemistry, or chemical education concentration. Fall, Spring.

- h. New course:

CHEM 103.1. Basic Biochemistry Laboratory

3 lab. hr.; 1 cr. Prereq.: A grade of C or better in CHEM 102.3 and 102.1. Prereq. or coreq.: CHEM 103.3.

Introduction to a variety of basic biochemical methods including enzymology, colorimetry, and chromatography used to examine metabolic processes. Fall, Spring.

- j. Change in course number, hours, credits, prerequisite and description: **To Read:**

CHEM 113.4. General Chemistry I.

3 lec., 1 rec. hr.; 4 cr. Prereq.: A grade of C or better in MATH 115 (or equivalent).

Coreq.: CHEM 113.1. (Note: It is recommended that students have passed the New York State Regents Examinations in Chemistry or Physics with a score of 80 or higher, or have a grade of C or better in CHEM 101.3 and 101.1 before enrolling in this course.) This course is required for more advanced study in chemistry, biochemistry, and biology. It is intended for students in the physical and life sciences, science education, pre-health professional students, and pre-engineering students and is designed to provide a thorough knowledge of facts and theory in the fundamental areas of chemistry. As appropriate, topics are presented in terms of contemporary scientific issues such as global warming, energy production, and hazardous waste. The relationship between chemistry and society is discussed. Fall, Spring.

- k. New course:

CHEM 113.1. Introduction to Chemical Techniques.

3 lab. hr.; 1 cr. Prereq.: A grade of C or better in MATH 115 (or equivalent). Prereq. or coreq.: CHEM 113.4.

Discovery of basic chemical principles and an introduction to basic chemical techniques through experimentation. Introduction to data collection, recording, analysis, evaluation and reporting. Fall, Spring.

- l. Change in course number, hours, credits, prerequisite and description: **To Read:**

CHEM 114.4. General Chemistry II.

3 lec., 1 rec. hr.; 4 cr. Prereq.: A grade of C or better in CHEM 113.4, 113.1 and MATH 122 (or equivalent). Coreq.: CHEM 114.1.

This course is required for more advanced study in chemistry, biochemistry, and biology. It is intended for students in the physical and life sciences, science education, pre-health professional students, and pre-engineering students and is designed to provide a thorough knowledge of facts and theory in the fundamental areas of chemistry. As appropriate, topics are presented in terms of contemporary scientific issues such as global warming, energy production, and hazardous waste. The relationship between chemistry and society is discussed. Fall, Spring.

m. New course:

CHEM 114.1. Quantitative and Qualitative Analysis.

3 lab. hr.; 1 cr. Prereq.: A grade of C or better in CHEM 113.4, 113.1 and MATH 122 (or equivalent). Prereq. or coreq.: CHEM 114.4.

The quantitative analysis of household chemicals and the discovery of basic chemical principles through the qualitative analysis of inorganic salts. Emphasis will be placed on careful laboratory techniques, data collection and recording, data analysis and the evaluation and presentation of results. Fall, Spring.

n. Course withdrawal:

CHEM 116. Introductory College Chemistry.

o. Course withdrawal from the reserve list:

CHEM 112. Introductory College Chemistry.

CHEM 115. Introductory College Chemistry.

CHEM 119. Introductory College Chemistry.

p. Change in course number, title, hours, credits, prerequisites and description: **To Read:**

CHEM 211. Chemical Thermodynamics and Kinetics.

3 lec., 1 rec. hr.; 4 cr. Prereq.: A grade of C or better in CHEM 114.4, 114.1, and MATH 152 (or MATH 143). Prereq. or coreq.: PHYS 145. The fundamental principles in chemical thermodynamics and electrostatics, classical statistical mechanics, and phenomenological chemical kinetics are presented. Fall.

q. Change in course number, title, hours, credits, prerequisites and description: **To Read:**

CHEM 212. Quantum Chemistry and Spectroscopy.

3 lec., 1 rec. hr.; 4 cr. Prereq.: A grade of C or better in CHEM 114.4, 114.1, MATH 152 (or MATH 143), and PHYS 145. Prereq. or coreq.: PHYS 146.

The fundamental principles of quantum chemistry are presented and their applications to chemical problems in spectroscopy and thermodynamics are detailed. Spring.

s. Change of prerequisite: **To Read:**

CHEM 240. Environmental Chemistry.
3 lec. hr.; 3 cr. Prereq.: A grade of C or better in CHEM 114.4 and 114.1.

t. Course withdrawal:

CHEM 241. Analytical Chemistry I.

u. Changes in course number, hours, credits, prerequisites and description: **To Read:**

CHEM 251.4. Organic Chemistry I.
3 lec., 1 rec. hr.; 4 cr. Prereq.: A grade of C or better in CHEM 114.4 and 114.1.
Prereq. or coreq.: CHEM 251.1. The first of a two-semester sequence intended for students in the physical and life sciences, science education, pre-health professional students, and pre-engineering students. The structure, preparation, properties, and reactions of the principal classes of organic compounds are presented. Considerable emphasis is placed on basic theory. Fall, Spring.

v. New course:

CHEM 251.1. Organic Chemistry Laboratory I.
4 lab. hr.; 1 cr. Prereq.: A grade of C or better in CHEM 114.4 and 114.1. Prereq. or coreq.: CHEM 251.4.
Introduction to basic experimental techniques in organic chemistry such as distillation, crystallization, boiling point and melting point determinations, extractions, chromatography, and spectroscopy. Fall, Spring.

w. Changes in course number, hours, credits, prerequisites and description: To read:

CHEM 252.4. Organic Chemistry II.
3 lec., 1 rec. hr.; 4 cr. Prereq.: A grade of C or better in CHEM 251.4 and 251.1.
Prereq. or coreq.: CHEM 252.1.
The first of a two-semester sequence intended for students in the physical and life sciences, science education, pre-health professional students, and pre-engineering students. The structure, preparation, properties, and reactions of the principal classes of organic compounds are presented. Considerable emphasis is placed on basic theory. Fall, Spring.

x. New course:

CHEM 252.1. Organic Chemistry Laboratory II.
4 lab. hr.; 1 cr. Prereq.: A grade of C or better in CHEM 251.4 and 251.1. Prereq. or coreq.: CHEM 252.4.
Introduction to the preparation and purification of organic compounds, and qualitative analytical techniques. Fall, Spring.

y. Change in prerequisite and description: **To Read:**

CHEM 291. Introduction to Research in Chemistry and Biochemistry.

3 lab. hr.; 1 cr. Prereq.: A grade of C or better in CHEM 113.4, 113.1 and MATH 122 (or equivalent). Prereq. or coreq.: CHEM 114.4, 114.1 and permission of the Department.

Introduction to research techniques in chemistry and biochemistry under the supervision of a member of the department. The purpose of the course is to effect a transition from experiments for which the outcome is known to designing and doing experiments to secure the information necessary to solve a problem for which the outcome is not known. A written report will be submitted to the mentor and a presentation of results is required. This course may be repeated for a maximum of three credits. (Substitution of HMNS 102/291 for 2 semesters of CHEM 291 is permitted with submission of a written report and a presentation for each semester.) Fall, Spring.

z. New course:

CHEM 321.1–3. Practicum in Chemical Education.

CHEM 321.1, 4 hr.; 1 cr., CHEM 321.2, 8 hr.; 2 cr., CHEM 321.3, 12 hr.; 3 cr.

Prereq.: A grade of C or better in CHEM 251.4 and 251.1. Prereq. or coreq.: CHEM 252.4, 252.1 and permission of the Department. (Note: Special permission is required for students in the Chemistry and Biochemistry concentrations to enroll in this course.) Students are required to choose a project focusing on chemical education. Example projects are the creation and testing of demonstrations and new laboratory experiments, development and implementation of instructional technology, or chemical education research. A written report must be submitted to and approved by the Department. A presentation of the results to the Department is also required. This course may be repeated for a maximum of nine credits as long as the project is different. Fall, Spring.

aa. Change in course number, title and prerequisite: **To Read:**

CHEM 331.3. Inorganic Chemistry.

3 lec. hr.; 3 cr. Prereq.: A grade of C or better in CHEM 252.4, 252.1 and MATH 151 (or 142). Prereq. or coreq.: CHEM 331.1.

bb. Change in course title, number, hours, credits, prerequisites and description:

To read:

CHEM 331.1. Physical Inorganic Chemistry Laboratory.

4 lab. hr.; 1 cr. Prereq.: A grade of C or better in CHEM 252.4, 252.1 and MATH 151 (or 142). Prereq. or coreq.: CHEM 331.3 and permission of the instructor (required for participation in field trips to national laboratories.) An introduction to the synthesis and characterization of inorganic compounds and nanomaterials. Written reports and presentations are required. Field trips may be taken that will require a field trip fee. Fall.

cc. Change in course number, title, hours, credits, prerequisite, and description:

To Read:

CHEM 341.3. Instrumental Methods.

3 lec. hr.; 3 cr. Prereq.: A grade of C or better in CHEM 211, 252.4, 252.1 and PHYS 145. Prereq. or coreq.: CHEM 341.1 and PHYS 146. Fundamentals of instrumental methods with an emphasis on liquid chromatography, gas chromatography, and mass spectrometry as applicable to chemistry and biochemistry. As time allows, additional techniques such as voltammetry, electrophoresis, and atomic spectroscopy are also covered. Spring.

dd. New course:

CHEM 341.1. Instrumental Methods Laboratory.

4 lab. hr.; 1 cr. Prereq.: A grade of C or better in CHEM 211, 252.4, 252.1, and PHYS 145. Prereq. or coreq.: CHEM 341.3 and PHYS 146. Data acquisition and computer technology related to chemical applications. The development of an understanding of modern analytical techniques such as gas and liquid chromatography and select spectroscopic and electrochemical methods (as time permits). Spring.

ee. Change in course number, hours, credits and prerequisites: To read:

CHEM 351. Advanced Organic Chemistry.

4 lec. hr.; 4 cr. Prereq.: A grade of C or better in CHEM 252.4 and 252.1. Prereq. or coreq.: CHEM 211 and 212.

ff. Change in course number, hours and prerequisites: To Read:

CHEM 352. Physical Methods of Structure Determination.

4 lec. hr.; 4 cr. Prereq.: A grade of C or better in CHEM 252.4 and 252.1. A survey of the main methods for determining the structures of compounds from physical measurements. Interpretation of data from infrared and mass spectrometry as well as nuclear magnetic resonance spectrometry, including the use of two dimensional NMR techniques. Discussion of other physical methods such as x-ray diffraction and ultraviolet-visible spectroscopy. Spring.

gg. Change in prerequisite and description: To Read:

CHEM 371. Biochemistry I.

4 lec. hr.; 4 cr. Prereq.: A grade of C or better in CHEM 252.4, 252.1 and BIOL 105, or permission of the instructor. Structure, properties, biosynthesis, and metabolism of major groups of compounds of biological importance: proteins, amino acids, carbohydrates, lipids, and coenzymes. The course emphasizes the relationship between the biochemical pathways and their location in the cell as well as metabolic regulation. Fall, Spring.

hh. Change in course hours, credits and prerequisite: **To read:**

CHEM 372. Biochemistry II.

4 lec. hr.; 4 cr. Prereq.: A grade of C- or better in CHEM 371.

jj. Change in hours, credits, title, prerequisite and description: **To read:**

CHEM 378. Physical Biochemistry.

4 lec. hr.; 4 cr. Prereq.: A grade of C or better in CHEM 211 and PHYS 145. Prereq. or coreq.: CHEM 371 and PHYS 146. Structure and conformation of proteins, nucleic acids, and other biopolymers; physical techniques for study of macromolecules; behavior and properties of biomolecules. Spring.

kk. Course withdrawal:

CHEM 379W. Biophysical Chemistry Laboratory.

CHEM 380. Selected Topics in Biochemistry.

ll. Change in course number, title, hours, credits, prerequisites and description:

To read:

CHEM 385. Directed Study in Advanced Chemistry.

4 hr.; 4 cr. Prereq.: A grade of C or better in CHEM 211, 212 or 251.4 and permission of the Department. Self-study and mastery of select advanced topics in one of the sub-disciplines of chemistry (i.e., organic, inorganic, analytical, physical and biochemistry) through reading and practice. Students must consult with the course instructor and individual mentor for reading materials and assignments. Assignments will be submitted to and approved by the Department. May be repeated for a maximum of eight credits provided the topic is different. Fall, Spring.

mm. Change in course title, hours, credits, prerequisites and description:

To read:

CHEM 387. Advanced Inorganic and Organic Chemistry Laboratory.

1 rec., 4 lab. hr.; 2 cr. Prereq.: A grade of C or better in CHEM 252.4 and 252.1. A grade of C- or better in CHEM 331.3 and 331.1. Prereq. or coreq.: CHEM 351, 352 or 385. An introduction, using a project-based approach, to advanced techniques in the synthesis, separation, and characterization of both inorganic and organic substances. These techniques include syringe procedures for working in air-free systems, vacuum distillation and sublimation, use of liquid ammonia, chromatographic techniques of separation, and Soxhlet extractions. Written reports and presentations are required. Field trips may be taken that will require a field trip fee. Fall.

nn. Change in course hours, prerequisites and description: **To read:**

CHEM 391.1-3. Research in Chemistry and Biochemistry.

CHEM 391.1, 4 hr.; 1 cr., CHEM 391.2, 8 hr.; 2 cr., CHEM 391.3, 12 hr.; 3 cr.

Prereq.: A grade of C or better in CHEM 252.4 and 252.1 (or 211 and 212) and permission of the Department. Advanced research under the supervision of a faculty member in the department. A written report will be submitted to and approved by the

department and a presentation is required. HMNS 391.1–3 may be substituted for CHEM 391.1–3, but a written report submitted to and approved by the department and a presentation are still required. May be repeated for a maximum of 12 credits. Fall, Spring.

oo. New course:

CHEM 395. Senior Thesis.

3 hr.; 3 cr. Prereq.: Senior standing at Queens College. A grade of C or better in all intermediate (200-level) Foundation courses (see Requirements for the Major). Prereq. or coreq.: All Advanced (300-level) Foundation courses and one of the following: CHEM 387, 388, or at least 2 credit hours of CHEM 291, 321.1–3, 391.1–3, HMNS 291, or HMNS 391. Under the supervision of a faculty mentor and the support of one additional faculty member (not in the sub-discipline of the planned project), the student will prepare a senior thesis that either presents the research performed by the student or expands (using current literature) the project investigated in CHEM 387 or 388. Upon completion of the thesis, an oral presentation will be given to the Department. Fall, Spring.

pp. Change to major: To read:

Students must have a grade of C or better in all introductory (100-level) and intermediate (200-level) courses specified as prerequisites. Students must have a grade of C- or better for all advanced (300-level) courses specified as prerequisites. To graduate as a chemistry major in any concentration, students must earn at least a C average (2.0) for all courses specified for the concentration.

All Concentrations

Introductory courses – CHEM 113.4, 113.1, and 114.4; Foundation courses – CHEM 211, 251.4, 331.3, 341.3 and 371; In-depth courses – CHEM 252.4 and 395; Laboratory courses – CHEM 114.1, 251.1, 252.1, 331.1W, and 341.1; Cognate courses – BIOL 105, PHYS 145 and 146, MATH 122 (or equivalent), MATH 151 and 152 (or MATH 141, 142 and 143).

Chemistry Concentration

In-depth courses – CHEM 212 and one advanced elective from CHEM 351, 352, 372, 378 or 385; Laboratory courses – One course from CHEM 376, 387 and 388 and two additional credits selected from CHEM 291, 376, 387, 388, 391.1–3, HMNS 291.1–3, or HMNS 391.1–3.

Biochemistry Concentration

In-depth courses – CHEM 372 and 378; Laboratory courses – CHEM 376 and two credits selected from CHEM 291, 388W, 391.1–3, HMNS 291.1–3, and HMNS 391.1–3.

Chemical Education Concentration

In-depth courses – SEYS 362 and 382; Laboratory courses – Three credit hours selected from CHEM 321.1–3W; Cognate courses – SEYS 201W, 221, 340, 350, 372.2 and 372.4.

qq. Change to Minor: To read:

Required: CHEM 113.4, 113.1, 114.4, 114.1, 251.4, 251.1, 252.4, 252.1 and one of the following set: CHEM 331.3 and 331.1, CHEM 371 and 376, five credits of CHEM 391 (or equivalent HMNS course) or five credits of CHEM 321.1–3 (for students in science education only.).

4. Changes to the Dance Major and Minor

a. Courses withdrawn:

- a. 258. Dance Notation. 3 hr.; 3 cr.
- b. 252. Dance Criticism and Aesthetics. 3 hr.; 3 cr.

b. New Course

352. Dances of the African Diaspora. 3 hr.; 3 cr.

This interdisciplinary seminar explores dance aesthetics and performance styles in the Americas from Brazil, through the Caribbean, to the U.S. South.

c. Change in course numbers and description To Read:

350. Time and the Dancing Image in the U.S. I. 3 hr.; 3 cr. Prereq: Junior or Senior standing

Lecture/discussion/film course that examines the evolution of dance in the United States from a pluralistic viewpoint. This includes but reaches beyond the western tradition by looking closely at non-western dance forms that have influenced American dance. Emphasis on pre-twentieth century dance. Fall.

d. Change in course numbers and description. To Read:

351. Time and the Dancing Image in the U.S. II. 3 hr.; 3 cr. Prereq: Junior or Senior Standing.

Lecture/discussion/film course that examines the evolution of dance in the United States from a pluralistic viewpoint. This includes but reaches beyond the western tradition by looking closely at non-western dance forms that have influenced American dance. Emphasis on pre-twentieth century dance. Spring

e. Change in description. To Read:

160. Modern Dance I. 3 hr.; 2 cr. A beginner studio course in modern dance techniques with emphasis on developing fundamental movement skills.

f. Change in description. To Read:

260. Modern Dance II. 3 hr.; 2 cr. Prereq. 160

An intermediate studio course in the modern dance idiom with emphasis on increased movement range, control, and complexity.

g. Change in description. To Read:

360. Modern Dance III. 3 hr.; 2 cr. - Prereq: 260

An advanced studio course in the modern dance idiom with emphasis on performance style and quality

h. Change in description. To Read:

161. Ballet I. 3 hr.; 2 cr. An introduction to classical ballet technique. Beginning with simple movements to stretch and strengthen the body, classes will progress to standard ballet exercises performed at the barre and in the center. Basic concepts of anatomy, alignment, rhythm and musicality will be addressed.

i. Change in description. To Read:

261. Ballet II. 3 hr.; 2 cr. Prereq. 161 .

A continuation of the classical ballet technique introduced in Ballet I and will continue at the advanced/beginning to intermediate level. Barre and center work will progress in difficulty with both familiar and new exercises. Proper placement, ease of movement, and musicality will be emphasized.

j. Change in description. To Read:

361. Ballet III. 3 hr.; 2 cr. Prereq. 261.

In this course we will work on intermediate to advanced classical ballet technique. Throughout the class, we will focus on dancing with precision, rhythm and musicality.

k. Change in description and hours. To Read:

162. Dance Techniques of Africa I. 3 hr.; 2 cr.

A beginner studio course in specific dance forms of Africa. Emphasis on the fundamentals of polyrhythmic body articulation, fluidity, style and control. Improvisation is introduced.

l. Change in description and hours. To Read:

262. Dance Techniques of Africa II. 3 hr.; 2 cr.

An intermediate-advanced studio course in specific dance forms of Africa. Continued emphasis on the fundamentals of style, polyrhythmic body articulation, fluidity, and control. Includes a more in-depth exploration of improvisation and the relationship between drumming and dancing.

m. Change in description and hours. To Read:

163. Dance Techniques of the Caribbean I. 3 hr.; 2 cr.

A beginner studio course in various dance forms of the Caribbean. Emphasis on the

fundamentals of style, fluidity, and control. Personal expression and creativity are encouraged.

n. Change in description and hours. To Read:

263. Dance Techniques of the Caribbean II. 3 hr.; 2 cr.

An intermediate-advanced studio course in various dance forms of the Caribbean. Continued emphasis on the fundamentals of style, fluidity and control. Special attention also given to quality, improvisation, and performance.

o. Change in description and hours. To Read:

164. Asian Performing Arts - 3 hr.; 2 cr.

A studio course introducing the forms and techniques used in a specific Asian dance or theatre form. May be repeated once with permission of instructor if different material is taught.

p. Change in hours. To Read:

165. Chi Gong. 3 hr.; 2 cr.

An introduction to the ancient Chinese system of internal exercise with emphasis on balancing body and mind.

q. Change in hours. To Read:

166. Tai Chi Chuan 3 hr.; 2 cr.

An introduction to the physical practice of this traditional martial art form with emphasis on the principles of softness and overcoming weight with a balanced release of energy.

r. Change in description. To Read:

168. Tap I 3 hr.; 2 cr.

A beginner studio course in rhythm tap with emphasis on technique, musicality, and style.

s. Change in description. To Read:

268. Tap II. 3 hr.; 2 cr. Prereq. 168

An intermediate studio course in rhythm tap with continued emphasis on technique, musicality, and style. Students are introduced to phrasing and counting bars..

t. Change in description. To Read:

368. Tap III. 3 hr.; 2 cr. Prereq. 268

An advanced studio course in rhythm tap technique. Phrasing and style are taught with increased depth and students are introduced to the art of tap improvisation..

u. Change in description. To Read:

169. Jazz I. 3 hr.; 2 cr.

A beginner studio course in jazz dance techniques with emphasis on developing an awareness of rhythm and control. Students are introduced to jazz movement shapes, improvisation and the discovery of a personal style..

v. Change in description. To Read:

269. Jazz II. 3 hr.; 2 cr. Prereq. 169

An intermediate studio course in jazz dance techniques with continued emphasis on developing an awareness of rhythm and control. Includes a more in-depth exploration of improvisation and personal style.

w. Change in description. To Read:

369. Jazz III 3 hr.; 2 cr. Prereq. 269

An advanced studio course in jazz dance techniques. Individual creativity and quality of performance are emphasized.

x. New course.

Dance 199. VT: Dance Technique Practicum

3 hrs, 1 credit. Prereq: Permission of instructor.

Intended for students who have completed a dance technique course but whose instructor feels the student needs to improve technique before moving on to the next course in the sequence. May not be used for credit towards the major or minor in dance, and no more than 12 credits of Dance 199 may be used towards the Baccalaureate degree.

y. Change in course titles and number and description. To Read:

173. Choreography I. 3 hr.; 3 cr. Prereq: Prior dance training and permission of department

A studio course introducing the basic skills, techniques and methods used in choreography, including improvisation...

z. Change in course titles and number and description. To Read:

273. Choreography. II 3 hr.; 3 cr. Prereq. 173

The application of the elements of choreography in creating solo and group dances. Works created in the class are presented in performance at the end of the semester..

aa. Change in course titles and number and description. To Read:

373. Choreography III. 3 hr.; 3 cr. Prereq. 273

More complex compositional problems are explored in the creation of dances that are mounted for a performance at the end of the semester..

bb. Courses withdrawn:

Dance 380.1. Dance Production. 1 hr, 1 cr.

Dance 380.2 Dance Production. 2hr 2 cr.

Dance 380.3 Dance Production. 3hr, 3cr.

cc. Change in title and description. To Read:

385. Advanced Dance and Repertory Workshop. 3 hr.; 3 cr. Prereq. Audition

A performance workshop combining the study of technique and composition in preparation for a public dance presentation. May be repeated.

dd. Change in title. To Read:

290. Practicum in Technical Theatre. 1 hr.; 1 cr.

A practical hands-on introduction to technical theatre systems and equipment.

Participants must serve as running crew for theatre and/or dance production.

ee. New Course

275. Choreographers' Showcase. 3 hr.; 1 cr. Prereq. Audition.

A laboratory in which students learn to design student-choreographed work that will culminate in a public performance. May be repeated.

ff. New Course

375. Choreographers' Showcase. 3 hr.; 2 cr. Prereq. Audition.

A laboratory in which students create choreography that will culminate in a public performance. May be repeated.

gg. New Course

396. Special Topics in Dance and Movement. 2 hr.; 2cr.

Exploration of movement styles/theories not routinely included in the curriculum. Focus is on studio work. May be repeated if different material is taught.

hh. New Course

397. Special Topics in Dance and Movement. 3 hr.; 3 cr.

A studio course designed to explore movement styles/theories not routinely included in the curriculum. Focus is on studio and academic work. May be repeated if different material is taught.

ii. Change in course title and description. To Read:

395. Independent Study in Dance. 395.2, 395.3, 3 hr., 2-3 cr.

Permission of department. Independent study projects under faculty supervision. May be repeated for credit if different work is involved.

jj. Change in course title and description. To Read:

398. Seminar in Dance. 3 hr.; 3 cr. Prereq. Permission of department. Non-studio roundtable discussion course with emphasis on the development of analytical/critical reading and writing skills. Topics vary. May be repeated for credit if different work is involved.

kk. Change to the major in Dance. To read:

Dance

A major in Dance consists of no fewer than 38 credits which must include:

1. <u>350,351</u>	6
2. 259	3
3. <u>173</u>	3
4. 290	1
5. Three from 160, 260, 360, 161, 261, 361	6
6. Three from 162, 262, 163, 263, 164, 165, 166	6
7. Three from 168, 268, 368, 169, 269, 369	6
8. Elective credits	<u>7</u>
	38

Prior dance training and an audition are not required.

ll. Change to the minor in dance. To Read:

A minor in Dance consists of no fewer than 25 credits which must include:

1. <u>350, 351</u>	<u>6</u>
2. 259	3
3. <u>173</u>	3
4. <u>Two</u> from 160, 260, 360, 161, 261, 361	<u>4</u>
5. <u>Two</u> from 162, 262, 163, 263, 164, 165, 166	<u>4</u>
6. <u>Two</u> from 168, 268, 368, 169, 269, 369	<u>4</u>
7. <u>290</u>	<u>1</u>
	<hr/>
	25

Prior dance training and an audition are required.

mm. Rewording. To read:

Transfers: No more than six transfer credits may be applied to the major or minor.

5. Classical, Middle-Eastern and Asian Languages and Cultures (08-17).

Proposal for a new BA program in Classics.

For the major in Classical Studies students will be required to take 36 credits. A group of core courses provides a background across the major areas of Classics. Elective courses allow the student to develop more knowledge in the areas of greatest interest, or which complement best other studies. Two advanced courses insure will provide the opportunity for more detailed learning (to balance the breadth of the interdisciplinary emphasis in the core distribution) and for research projects, to provide mastery in one area and an integration of the learning experience. The requirements will be:

(5a. UCC Minutes continued)

- Six introductory core courses drawn from the following areas (18 credits):
 - Latin 101
 - Classics 120 or a course on the history of Ancient Greece
 - Classics 130 or a course on the history of Ancient Rome
 - Classics 140 Classical Mythology
 - Classics 150 or another introductory survey of classical literature
 - Classics 240 or a course on the history of ancient philosophy
 - Classics 250W Epic and Tragedy

- Four electives (12 credits), chosen in consultation with the adviser, drawn from:
 - Any course in Greek, Latin, or Classics not counted as a core course
 - Art 110, 205, 206, 207
 - Comparative Literature 333, 334
 - Drama 201
 - English 380
 - History 113, 205, 206, 207, 208
 - Philosophy 140, 250, 264

- Advanced (capstone) courses (6 credits):
 - Classics 300.3
 - A second section of Classics 300 or any other appropriate 300-level course or seminar from English, Art, History, Philosophy, or Comparative Literature (with adviser's approval; these are typically W courses).

- Students must maintain an average of 2.0 in courses counted towards the major.

Because of the importance of Greek and Latin literature, philosophy and art in the evolution of our society, the study of the Greco-Roman world has always been central to undergraduate education in the United States; this program serves directly the College's mission to "foster an environment in which students learn the underlying principles of the humanities, the arts, and the mathematical, natural, and social sciences." Because of their unique position as an origin in the construction of the Western Tradition and as the transitional cultures between the various ancient and medieval Mediterranean civilizations, the study of Greece and Rome also provides a model and background for understanding the inter-relatedness of cultures and serves the goal of guiding students to "think critically, address complex problems, [and] explore various cultures" (Queens College Statement of Purpose).

The proposed major addresses a wide interest in the Western Tradition. It can be used as a second major to supplement some of the traditional majors which may focus on post-Classical and modern subjects (such as History, Philosophy, English, Art, or Drama, with which the curriculum shares one or more courses), or as complement to majors that focus on other areas of the world. As the Comparative Literature sequence changes its focus from a traditional Western "Great Books" to a global perspective, this major will now become the main vehicle for emphasis on the origins of the Western tradition. It can

form a fruitful combination with the College's Honors in the Humanities program, and it provides a form of specialization for students whose career interests are not specifically tied to any particular field in the Humanities or Social Sciences but wish to use their undergraduate education to obtain an understanding of the backgrounds of modern culture.

The proposed program addresses the need for such a curriculum in the liberal arts among transfer students, elementary education students, or students in the Business and Liberal Arts or Journalism Programs, or any students who come to the subject after their freshman year or who wish to combine it with other, more professionally-oriented training, including pre-medical. As will be seen under curriculum, the core courses for the major correspond to widely offered generally education and introductory courses, so that it is unlikely that any transfer student will not have taken some equivalent courses, and the inherently multi-disciplinary subject matter of Classics allows a number of courses to be taken concurrently, so that the requirements can be met in as few as four semesters, and certainly no more than six semesters.

The proposed curriculum for both tracks of the Major in Chinese is outlined below. Entry into the major is dependent only on the language ability of the student. Advancement in the major is subject only to the regulations of the College. Both tracks require a Senior Seminar (East Asian Studies 380) that serves as a capstone to the degree.

As stipulated by the State of New York, the General Track of the Major in Chinese includes 30 credits of instruction in Chinese. As stipulated by the State of New York, the Education Track of the Major in Chinese includes 36 credits of instruction in Chinese. These 36 credits include six credits in Chinese linguistics as well as six credits of content courses in Chinese culture (defined as history or culture). Both tracks also include nine credits of instruction in English (three of which are the Senior Seminar). The proposals here have been vetted by Dr Jennifer Eddy of the Secondary Education and Youth Services in the School of Education.

A. Major in **CHINESE**—General Track (39 credits)

a. **Modern language** (6 credits)

Two of:

Chinese 311 "Advanced Modern Chinese"

Chinese 314 "Chinese Grammar and Composition"

Chinese 315 "Writing"

b. **Classical language** (6 credits)

Two of:

Chinese 250 "Introduction to Classical Chinese I"

Chinese 251 "Introduction to Classical Chinese II"

Chinese 312 "Advanced Classical Chinese"

c. **Electives in Chinese** (18 credits)

Any six Chinese courses numbered 251 or higher. These may include courses in the lists above not yet taken or any of the courses listed below.

Chinese 317 "Introduction to Formal Chinese Linguistics"

Chinese 318 "Introduction to Applied Chinese Linguistics"

Chinese 330 "The Chinese Essay"

Chinese 332 "Chinese Fiction"

Chinese 334 "Traditional Chinese Literature"

Chinese 336 "Chinese Short Story"

Chinese 338 "Chinese Drama"

Chinese 350 "Readings from Chinese History"

Chinese 352 "Chinese Media"

Chinese 390 "Topics in Chinese Civilization and Culture"

d. **Electives in English** (6 credits)

Two of:

East Asian Studies 130W "East Asian Religion"

East Asian Studies 230 "East Asian Civilization I"

East Asian Studies 250 "Modern Chinese Fiction in Translation"

History 140 "China to 1500"

History 141 "China after 1500"

e. **Senior Seminar** (3 credits)

East Asian Studies 380 "Research Seminar in East Asian Studies"

B. Major in **CHINESE**–Education Track (45 credits)

Students in the Education Track must satisfy all of the General Track requirements. In addition, they must take two more Chinese (CHIN) electives numbered 251 or higher. When considering electives, students in the Education Track must take Chinese 317 and Chinese 318 as well as two electives numbered 350 or higher.

Corrections:

Item 2.f. in the UCC minutes of 10/11/2007 (approved by the Academic Senate 11/8/2007) should read "ASTR 001," rather than "PHYS 001"

f. Change in description. To read:

ASTR 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.

Item 2.g. in the UCC minutes of 10/11/2007 (approved by the Academic Senate 11/8/2007) should read "ASTR 001," rather than "PHYS 001"

g. Change in description To read:

ASTR 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.

ii. MOTION: Duly made by Senator Kenneth Lord:

“To adopt the College Competencies- Foreign Language

Fiendly amendment by Senator Ludman-“To take out the last sentence starting with:”

“In the furtherance of this goal, all students should acquire the foundations of knowledge of foreign language in the level of collegiate study.”

“Professor Kenneth Lord moved unanimous consent”
(see Minutes/Attachment A)

5b. **Graduate Curriculum Minutes**

MOTION: Duly made by Acting Dean of Research & Graduate Studies, Richard Bodnar:

“To adopt the Graduate Curriculum Minutes dated October 15, 2008:

“Hearing no objection to the motion, Professor Bodnar moved unanimous consent”

1. History (G08-31)

History 791: Introduction to Historical Research. 2 hr plus conf; 3 credits. An Introduction to historiography, historical primary and secondary sources, research methods and the writing of history. Primary sources will include letters, diaries, documents and contemporary newspapers. This course will analyze secondary texts, correct citations and bibliography.

Rationale: The course is intended to strengthen the research abilities of our graduate students at the beginning of their graduate work.

2. History (G08-32)

Change in requirements for degree/certificate: []X TO READ:

3. A student must complete 30 hours of graduate courses, which must include History 791 and 796. History 791 should be taken during the student’s first year and must be taken by the end of the student’s second year. History 796 should be taken as the final course of the student’s 30 credits.

4. A thesis is required. Before formally starting a thesis, the student must submit a written proposal containing the topic, a rationale for studying the topic and a proposed bibliography. The student must pass an oral examination on the thesis proposal given by the thesis advisor and another professor.

3. **Psychology (G08-33)**

Queens College of the City University of New York

Department of Psychology

**New Program Proposal
For A**

Masters Program in Applied Behavior Analysis

Program Implementation Target Date: September 1, 2009

**Richard J. Bodnar, Professor and Chairman, Department of Psychology
(Richard.bodnar@qc.cuny.edu)**

**Robert Ranaldi, Associate Professor and M.A. Advisor, Department of
Psychology (Robert.ranaldi@qc.cuny.edu)**

PURPOSE AND GOALS

Purpose: The increased diagnosis and indeed prevalence of children and adults with developmental disabilities present a growing challenge to provide a proper education, vocational training and in the most severe cases, a hospitable and dignified environment for work and home life. The field of Applied Behavior Analysis using both Psychological and Special Educational perspectives has extensive empirical support as an approach to understanding and changing behavior in such areas as developmental disabilities, organizational settings, and education. It has emerged as a utilitarian means of providing such an environment in which the clients themselves attain levels of self-control through the use of Behavior Analytic treatments and techniques. Given that there has been an enormous increase in the diagnosis of these disorders and that behaviorally based interventions result in significant improvements, there is increasing demand for well trained professionals to meet the educational, vocational, and supported living needs of children and adults with developmental disabilities and their caregivers (teachers, parents, siblings). It is important for trained professionals at the local level (e.g., group housing, special local schools, and through home visits) to enable these clients to attain self-control. Many programs at the Doctoral level have adopted Applied Behavior Analysis training, but such professionals are often at the academic and higher administrative levels. It is therefore important to provide graduate training and coursework requirements in Applied

Behavior Analysis at the Masters level to allow the successful applicant to attain professional certification in the field by the Behavior Analyst Certification Board [BACB].

Goals: The goals of the Masters Program in Applied Behavior Analysis are to provide students with training:

- to work in a variety of fields with a variety of populations in need of behaviorally based interventions;
- that meets the educational competence requirements necessary to pursue professional certification (through the Behavior Analyst Certification Board);
- that helps students contribute to and advance the field through conduct and participation in research as well as presentations; and
- that supports the possibility of continuing their education at the doctoral level.

Rationale: There is an ever-increasing and heretofore unmet need for Applied Behavior Analysts in a wide range of fields including developmental disabilities, education, business, geriatrics, animal care, sports, and rehabilitation after acquired brain damage among others. The Queens College Psychology Department is well-positioned to implement a graduate program that will produce certified professionals to fill this need. The department currently has two masters programs, the General Masters (GMA) and the Clinical Behavior Application (CBA) programs. Further, the Department has sponsored the long-standing campus-based Doctoral Sub-Program in Learning Processes-Behavior Analysis that has produced generations of doctoral-level Behavior Analysts and that is accredited by the Association of Behavior Analysts. A committed cadre of faculty dedicated to training in Behavior Analysis is in place. Moreover, the Psychology Department has sponsored a post-baccalaureate Advanced Certificate Program in Applied Behavior Analysis (ACABA) over the past five years that has grown and become successful. Therefore, the proposed MA ABA Program is a logical step and link between the existing Certificate and Doctoral Programs specializing in Behavior Analysis. Further, if implemented, it will supplant the CBA MA Program. Such a program is thus an opportunity to focus some of the greatest strengths of our faculty (Behavior Analysis) and better serve the unfilled public need for certified Behavior Analysts.

The need for certified professionals in this field is not being met by the few programs in the New York City region that provide training in Applied Behavior Analysis. In New York City proper, Columbia University Teacher's College only provides didactic instruction in Applied Behavior Analysis. On Long Island, CW Post College of LIU, like Queens College, provides a graduate-level Advanced Certificate Program in Applied Behavior Analysis. The proposed MA Program in Applied Behavior Analysis would provide a full Masters-level program in the theoretical, practical and research aspects of the burgeoning field of Applied Behavior Analysis treating the increasing number of clients with mental retardation, developmental disabilities, autism and autism-spectrum-related disorders. This program would round out our offerings in this field at the certificate, masters, and doctoral levels.

- Nationwide, there are only 13 *accredited* Master's Degree Programs in Applied Behavior Analysis. Many are in the West (3), Midwest (4), Atlantic and South (3) and Northeast (Boston: 1). It is the intention of this single program in NYS to become

- accredited at the Masters level just as our Doctoral Program has received recent (2008) re-accreditation by the Association for Behavior Analysis International. For full information, please consult the Graduate Training under the Association for Behavior Analysis Website:
http://www.abainternational.org/BA/education/Accredited_programs.asp).
- A Master's Program in Applied Behavior Analysis will provide an opportunity for Queens College undergraduates who complete our specialized courses in Behavior Analysis (Psychology 251, 311, 317, 357, 358) to continue this training at a graduate level and to receive professional certification. It may also facilitate recruitment into the Learning Processes and Behavior Analysis Doctoral Subprogram, based at Queens College.

NEED

The market for the Masters in Applied Behavior Analysis includes:

- (a) people with Bachelor's Degrees in Psychology, Education, and Social Work who seek national certification in Applied Behavior Analysis through the Behavior Analysis Certification Board (BACB);
- (b) New York State Office of Mental Retardation and Developmental Disabilities or other Developmental Disabilities Service agencies hire people with Master's Degrees in Psychology, but they are especially looking for people with training in Applied Behavior Analysis;
- (c) Special Education Programs hire teacher aides, certified teachers, and consultants with applied behavior analysis training; and,
- (d) Graduates of our Advanced Certificate in Applied Behavior Analysis (ACABA; a post-baccalaureate 22-credit program) program who wish to gain a Master's degree.

People already working in schools and in the area of Developmental Disabilities are seeking further graduate training in Applied Behavior Analysis to make them more competitive and better prepared. This has been repeatedly brought up at the annual (now 17th) Developmental Disabilities Conference sponsored by the Queens College Learning Processes Doctoral Sub-Program held in the Spring of each academic year. Finally, institutions hiring people working in Developmental Disabilities in a school setting are asking for applicants with further training in Applied Behavior Analysis. A sampling of job listings for people with such training can be found in Appendices 1A and B.

STUDENTS

The Graduate Program in Psychology at Queens College currently has two approved MA degree programs and one approved certificate program: the General Masters (GMA), the Clinical Behavior Applications (CBA), and the Advanced Certificate in Applied Behavior Analysis (ACABA) programs. The GMA Program currently has 60 students in a 36-credit course of study, and not surprisingly, this program has been an effective conduit for the Learning Processes-Behavioral Analysis Doctoral Sub-Program in two distinctive ways: a) serving as a platform for matriculating potential students at Queens

who are close, but not ready for acceptance to a Ph.D. Programs (so-called Masters Referred students), and b) attracting students who apply to the General Masters Psychology Program at Queens and then successfully matriculate to the campus-based Doctoral Program. Over the past five years, approximately 11 students who applied to the Learning Processes-Behavior Analysis Sub-Program were referred to the General Masters Psychology Program at Queens, and, of these, 10 students matriculated with the end result that 8 were eventually admitted to the LPBA respective Doctoral Program with credits accumulated in the MA Program going directly to the Ph.D. degree. Such "referred" students in the future would be admitted to the proposed MA ABA Program. This latter cadre of students, together with students who successfully graduate from the General Masters Psychology Program at Queens College, offer ample reason for continuing and strongly supporting this very important feature of our educational mission. We believe that the General MA Program will become somewhat smaller, but will retain its academic viability.

The CBA Masters Program is currently a 48-credit program that includes ABA courses and other clinically-related skills. However, the adoption of licensure-eligible MA programs, particularly in Mental Health Counseling in New York State has made this program obsolete, and therefore, this CBA MA Program would be discontinued and thereby supplanted following approval of this proposal. There are currently 33 students either admitted to (18) or matriculating for one year or more (15) in the CBA Program. The 18 new admittees represent the last class of admissions, and any future admissions would be into the proposed ABA Program. The Psychology Department has made every administrative effort to insure that this cadre of students will be able to complete all of the CBA Degree requirements.

The ACABA Certificate Program was designed to provide post-baccalaureate training (22 credits) in Applied Behavior Analysis primarily to educational professionals. This Certificate Program would still be offered, and indeed would be one source of students for the proposed MA ABA Program. Therefore, the proposed Masters in Applied Behavior Analysis Program would be a stand-alone graduate program whose courses are comprised of those offered in the ACABA Program as well as additional advanced courses not offered in the ACABA Program to qualify it as a graduate-level program leading to the MA degree.

One question that might arise from this proposal is why a transcript of a MA ABA program might be more appealing to doctoral programs in Applied Behavior Analysis relative to courses in a General MA Program? In general, for those students who would enter into the Masters in Applied Behavior Analysis Program, regardless of which pool they enter from and who are interested in applying to doctoral programs in Applied Behavior Analysis (e.g., Learning Processes-Behavior Analysis at CUNY as well as other national programs), their chances for admission are greatly enhanced over other students applying from non-ABA programs. Such transcripts demonstrate successful completion of graduate-level ABA courses that are readily transferable into ABA Doctoral Programs. All graduate level course credits taken in the Masters Program that also constitute required or elective course credits in the Learning Processes-Behavior Analysis Doctoral Sub-program can be transferred to this program.

Finally, it is important to point out that because the vast majority of students to the Masters in Applied Behavior Analysis Program would be drawn from Queens College itself, an institution with a large student population from underrepresented groups, that this would significantly increase the number of underrepresented students in a graduate program.

Appendix 4 provides some letters of support about the creation of such a program.

ADMISSIONS REQUIREMENTS

Minimum requirements for applying to the Applied Behavior Analysis Program as of the 2009-2010 academic year are:

- (1) an undergraduate overall GPA greater than 3.00;
- (2) at least 15 credits of undergraduate psychology courses including Experimental Psychology and Statistics or their equivalents;

- (3) at least one undergraduate class broadly related to ABA, such as learning, behavior modification, developmental disabilities or behavior analysis.
- (4) Submission of scores on the General and Psychology Subject Graduate Record Examination. Although a minimum score is not stipulated, the score will be taken into consideration relative to the other three criteria especially in terms of underrepresented groups in ABA.

Comment [AMA1]: I'm not sure I agree that submission of Psych. Subject test scores should be a requirement. Our Ph.D. does not require the GRE subject test – why would it be required for the Master's?

Projected Number of Admissions

It is anticipated that there will be 10 - 15 admissions to the program each year. Some may be transfers from the Advanced Certificate in Applied Behavior Analysis Program. Thus, the projected numbers of students will increase from 15 to 30 in the first 2 years. Although we anticipate most full-time students will graduate within 18-24 months of admission to the program, some may take longer depending upon part-time status, personal circumstances and successful completion of practicum requirements. Therefore, we project a modest increase in the projected enrollment from 30 to 40 in years 3 to 5. Thereafter, we project a steady-state overall enrollment at 40 students. Transfer of credits will be only done with the approval of the MA ABA Advisor.

PROJECTED ENROLLMENT

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Enrollment	15	30	35	38	40

Accreditation for the Program and Graduate Destination

Accreditation for the Masters in Applied Behavior Analysis will be sought from the Behavior Analysis Certification Board (BACB). This will enable students who meet the Board Certified Behavior Analysts (BCBA) criteria, including both classes and hours of supervision from an existing BCBA or any other criteria set by the BACB, to practice as Board Certified Behavior Analysts. This certification is increasingly sought by services in New York and is recognized in many states and internationally. Although ABA is not one of the newly-licensed areas of MA-level study in New York State, several agencies indicate that formalized training as indicated by BACB serves as an equivalent. Note that the track in ABA in the presently-constituted CBA Masters program does not have approval for BCBA, thereby making the shorter presently-proposed program a superior and improved program. Further, the Advanced Certificate in Applied Behavior Analysis Certification Board may permit the graduate to gain BCBA certification (see p. 6), if they already have an existing Masters degree. However, if ACABA graduates do not possess a Masters degree and, if they are eligible, they may thereby apply to transfer to the Masters in Applied Behavior Analysis. Students are responsible for interacting with New York State and prospective employers regarding implementation of the Scope of Practice for which they have been trained. Examples of jobs preferring or requiring BCBA accreditation are found in Appendix 1A and 1B.

CURRICULUM

The **37-credit Program** consists of **22** credits of required courses that provide critical and close focus on the field of Applied Behavior Analysis in both theory and practice, the relation to general theories of learning, the quantitative methods necessary for evaluating both single-case and group-based empirical studies, and information related to ethical concerns about treatment. The **15** credits of thesis or elective courses are designed to initiate subgroups of students into actual empirical research in the field and/or taking more elective didactic courses to understand the field more deeply. **It should be noted that** all of the courses in the proposed Masters Program in ABA are and have been taught at Queens College over the past 15 years. **Appendix 2** provides detailed course descriptions.

A) 22 credits of Required courses (705.00: Statistics (3); 730.00: Psychology of Learning (3); 730.01: Theory and Method in Applied Behavior Analysis I (3); 730.05: Practicum in Applied Behavior Analysis I (2); 730.02: Theory and Method in Applied Behavior Analysis II (4); 730.06: Practicum in Applied Behavior Analysis II (3); 795.00: Fieldwork in Applied Behavior Analysis (3); 771.00: Ethical Issues in Psychology (1)). Research Design is covered as an integral component in 730.01 and 730.02.

B) 15 credits of Thesis research and/or Elective courses. Students will be given three options for Group B: 1) 6 credits of independent thesis work with a faculty mentor and 9 credits of elective courses; 2) 3 credits of thesis work that is an elaboration of 730.05-730.06 practicum courses with a faculty advisor and 12 credits of elective courses; or 3) 15 credits of elective courses. The student in consultation with the MA Advisor will choose one of these options no later than the end of their first semester in residence. A Masters Thesis is a written document approved by the mentor/advisor and at least one other reader appointed by the MA Advisor. In the third non-thesis option, the student will have to pass a Comprehensive Exam produced by the faculty and administered by the MA Advisor.

Appendix 5 provides a detailed timeline for the proposed Masters in Applied Behavior Analysis curriculum. The timeline is laid out for the typical student to complete the Program in three semesters, and it also provides a timeline for four semesters of near full-time work. It should be noted however that a small group of students with previous and appropriate graduate credits could complete the Program in one year provided that they identify a research laboratory and mentor upon entrance. This cohort would be eligible for TAP.

Student Skills Taught

Students will acquire generic research and applied skills. They may also acquire specific ABA skills related to either developmental disabilities OR organizational behavior management (OBM), depending on the elective courses they take.

Generic ABA skills will include: identifying and specifying a socially significant problem; conducting a literature search related to that problem; analyzing and evaluating the published literature; identifying a research question that can be investigated in an applied site; writing an APA style research proposal; writing an APA style research paper; writing an operational definition and developing a measurement system for a target behavior(s); operationalizing a treatment; conducting and evaluating single-subject research; evaluating the social validity of the intervention; disseminating research findings.

Specific ABA developmental disabilities skills may include: teaching skills; conducting functional behavioral assessment and analyses and reducing maladaptive behavior; training staff and parents to conduct interventions.

Specific OBM skills may include how to diagnose an organizational problem and determine if the problem is a process or performance management problem; analyzing performance management problems to determine if the behavioral solution(s) should involve training (antecedents) and/or motivational variables (consequences); behavioral intervention techniques for developing effective and efficient behavioral solutions to organizational problems.

**Timeline for Proposed Masters in Applied Behavior Analysis Curriculum
Fall Semester I (12 credits)**

- 705.00 Statistics I (3)
 - 730.00 Psychology of Learning (3)
 - 730.01 Theory and Method in Applied Behavior Analysis I (3)
 - 730.05 Practicum in Applied Behavior Analysis I (2)
 - 771.00 Ethical Issues in Psychology (1)
- Meet with MA Advisor to select one of the following three options: Thesis Research, Practicum Research, or Further Elective Courses

Spring Semester I

- 730.02 Theory and Method in Applied Behavior Analysis II (4)
- 730.06 Practicum in Applied Behavior Analysis II (3)
- 791.3 Thesis Research I (3)
- Elective Course (3-4)

Fall Semester II

- 795.00 Fieldwork in Applied Behavior Analysis (3)
- 792.3 Thesis Research II (3) or Comprehensive Exam
- Elective Courses (6-8)

List of Elective Classes (minimum of 9 credits)

- Psych 700.00 History of Psychology (3 cr)
- Psych 720.01 Developmental Disabilities I (3 cr)
- Psych 720.02 Developmental Disabilities II (3 cr)
- Psych 720.03 Behavioral Intervention in Developmental Disabilities (3 cr)
- Psych 730.03 Behavioral Analysis of Child Development (3 cr)
- Psych 730.04 Practicum in Applied Behavior Analysis
- Psych 730.07 Theories of Association (3cr)
- Psych 731.00 Stimulus Control of Behavior (4 cr)
- Psych 732.00 Motivation and Reinforcement (4cr)
- Psych 737.03 Categorization and Concept Formation (4 cr)
- Psych 754.00 Organizational Behavior Management (3 cr)
- Psych 757.00 Organizational Diagnosis and Intervention (3 cr)
- Psych 791.03 Special Topics: Autism Treatment (3 cr)

Fulfillment of BCBA Requirements (see page 4):

730.05 Practicum in Applied Behavior Analysis I (2 cr)	90
hours	
730.06 Practicum in Applied Behavior Analysis II (3 cr)	120

Comment [AMA2]: The BCBA coursework = 22 credits – not sure this heading is correct.

Comment [eh3]: These aren't the only courses that fulfill BCBA requirements are they?

hours	
795.00 Fieldwork in Applied Behavior Analysis (3 cr)	120 hours
Thesis Research, Practicum Research, or Elective Course options	270
hours	
Total	600
hours	

Assessment Goals and Outcomes for Students and Future Employers: The student in consultation with the MA Advisor will choose one of three options no later than the end of their first semester in residence: a) a Masters Thesis option, b) a Practicum Elaboration option, or c) a non-thesis option. Both the Masters Thesis and the Practicum Elaboration result in a written document approved by the mentor/advisor and at least one other reader appointed by the MA Advisor. Specific components of the Thesis research requirement will provide information related to Assessment Goals and Outcomes relevant to the Program. The first stage of this process will be a written proposal by the student in which they will provide a strong literature review, working hypotheses for the study, experimental designs and proposed statistical analyses. This proposal will integrate information gained in many of the above courses, and will be evaluated by the research mentor and the additional reader appointed by the MA Advisor. The second stage of the process will take place at the Masters Thesis defense which will consist of a public presentation and a written document approved by the mentor and at least one other reader appointed by the MA Advisor. The abilities of students to successfully integrate all of the gained coursework knowledge in the creation and implementation of a project will provide a portfolio system for outcome assessment. The third stage of the process will be submission of Masters Theses for peer-review, and the final fourth stage of the process will be the success of the student to either gain entry into a competitive and relevant doctoral program or secure employment in venues as described in Appendix 1. The Program will keep records concerning these four levels of success as part of an outcomes assessment tool.

In the third non-thesis option, the student will have to pass a Comprehensive Exam produced by the faculty and administered by the MA Advisor. This Comprehensive examination will serve as an integrator of knowledge from all of the coursework, and will be graded in two ways. The first is for the individual student, and whether they display requisite knowledge of the area. The second will go across all students, and independently provide information about the effectiveness of particular topics within and across courses, the effectiveness of the courses themselves, and an ability to gauge overall relevant knowledge related to either gaining entry into a competitive and relevant doctoral program or securing employment in venues as described in Appendix 1. The Program will again keep records concerning these four levels of success as part of an outcomes assessment tool.

FACULTY

Faculty Resources: Queens College houses the CUNY doctoral Subprogram in Learning Processes and Behavior Analysis (Psychology). Because of this combination, Queens College has an enriched presence of faculty members with interests and expertise within the field of Applied Behavior Analysis. In addition, because these faculty members are usually involved in graduate training, they have active research laboratories. Our collective strength in this field puts us in a unique position to develop a graduate program that will allow students to gain specialized training in the field of Applied Behavior Analysis. No additional faculty will be

necessary to initiate this program. The faculty strengths lie in the following areas: diagnoses and treatment of developmental disabilities and staff training thereof (e.g., Drs. Sturmev and Jones), experimental analysis of behavior (Drs. Brown, Hemmes, Fields and Lanson) and training and development of behavior safety (Dr. Alvero).

Appendix 3 contains the 4-page Biographical sketches and CV of each of the participating faculty.

Courses required of the Masters in ABA students are pre-existing and already listed on the schedule, and taught by faculty members. Therefore, we do not anticipate that the Program will interfere with current course offerings or faculty assignments.

Should the Program grow beyond our predictions, or attract large numbers of additional students to the college and Program, future investments in Applied Behavior Analysis Faculty lines might become necessary. Because admission to the Program is by application, we have the ability to maintain a fixed number of students, regardless of number of applications, however it would be preferable to have the ability to expand the size of the Program should student interest exceed current expectations. This would be accomplished through implementation of faculty lines hired through the CUNY Graduate Investment Initiative. In summary, the cost to

Category	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty Lines	\$0	\$0	\$0	\$0	\$0
Administrative Time (faculty)	4.5/21 h workload				

initiate the program in terms of additional faculty will be zero, and the cost assessment would be primarily for administrative time of our faculty and secretarial staff. The Department currently provides 6 h of workload release for the present MA Advisor (GMA and CBA Programs) and 3 h of workload release for the ACABA Advisor. If this program and a sister MA Program in Behavioral Neuroscience are approved, a revised and redistributed administrative structure would include 4.5 h of workload release for the Advisor of the MA in ABA and ACABA Programs, and 4.5 h of workload release for the Advisor of the GMA and Behavioral Neuroscience Programs.

COST ASSESSMENT

Faculty Lines – It is anticipated that no additional lines will be necessary in the first 5 years of the Program. Success of the Program, however, might govern the decisions made by the department regarding the types of faculty hired in subsequent searches

Faculty Time – New time investments will be necessary for faculty, excluding research mentorship, as follows:

ADMINISTRATIVE COMPONENTS

Activity (This does not affect workload; it is faculty service)	Number of Faculty	Estimated h (faculty/sem)	Estimated h (total/sem)	Estimated h (total/year)
Admissions Committee	3	15	45	90
Advisement/Administration	1	45	45	135
Website Updates	1	10	10	20

4. Psychology (G08-34)

Queens College of the City University of New York

Department of Psychology

**New Program Proposal
For A**

Masters Program in Behavioral Neuroscience

Program Implementation Target Date: September 1, 2009

**Richard J. Bodnar, Professor and Chairman, Department of Psychology
(Richard.bodnar@qc.cuny.edu)**

**Robert Ranaldi, Associate Professor and M.A. Advisor, Department of Psychology
(Robert.ranaldi@qc.cuny.edu)**

5c. Teaching Excellence & Evaluation Committee

Online Course Evaluation Resolution – In order to save personnel and non-personnel resources, and ensure equal access to evaluation opportunities for all students, the Academic Senate hereby approves the move to online system for all course evaluation effective in the Fall Semester of 2008.

i. MOTION Duly made by Senator Ludman and passed:

“To approve (1) one semester as a pilot”

(Yes 45, No 7, Abstention 2)

ii. MOTION: Duly made Chair Savage and passed:

“Require Senate vote to continue On-Line Evaluation”

(Yes 46, No 4, Abstention 1)

(5d. Committee Reports continued)

5d. Executive Committee Bylaw Amendment

MOTION: Duly made by Parliamentarian Fields:

Be it resolved that the Academic Senate amend its Bylaws to combine the Campus Affairs Committee and the Campus Environment Committee, Article VII section 24 B and C, as follows:

“Hearing no objection to the motion, Parliamentarian Fields moved unanimous consent”

See- (<http://qcpages.qc.cuny.edu/AcademicSenate/bylaws.html#articleVII>)

5d. Nominating Committee Report

MOTION: Duly made by Christopher Vickery:

“To adopt the Nominating Committee Report dated November 13, 2008”

“Hearing no objection to the motion, Professor Vickery moved unanimous consent.”

a) To fill the OPEN faculty seat on the **Graduate Curriculum Committee:**

Jacqueline Darvin ED (to 2009)

b) **Review Committee for the Dean of Arts and Humanities:**

The following faculty member was nominated:

Edward Smaldone A&H

c) **Search Committee for the Dean of Education:**

The following faculty members were nominated:

Michael Toner	M&NS
John Pellitteri	ED
Frances R. Curcio	ED
Emilia Lopez	ED
Franklin D. Turner	ED
Lila Swell	ED

d) To submit to President Muyskens the following faculty members selected for the **Provost Search Committee:**

Michael Edelstein	SS
Alexander Lisyansky	M&NS
Robert Vago	A&H

e) The following students were nominated from the floor:

- i. MOTION: Duly made by Senator Angelica Katz:

“To nominate Samuel Hahn”

(5d. Nominating Committee Report continued)

- ii. MOTION: Duly made by made by Senator Adjani Papillon:

“To nominate Leora Goldstein”

“Hearing no objection to the nominations, the Chair moved unanimous consent”

- i. MOTION: Duly made by Senator Lord seconded and passed:

“To move into a *quasi committee of the whole* to discuss the Proposal for an Upper-Level Requirement in Integration and Synthesis.”

Motion 1. passed unanimously.

4:48 p.m. Presentation began by Professor Kenneth Lord followed by questions, answers and discussion.

- ii. MOTION: Duly made by Senator Frisz seconded and passed:

“To move out of the *quasi committee of the whole*”

MOTION: Duly made, seconded and passed.

“To Adjourn”

Meeting adjourned at 5:49 pm. The next Special Meeting of the Academic Senate will be on Thursday, December 4, 2008