

1. **The Holder of the Chair, Dean Savage, called the meeting to order at 3:55 p.m.**

2. **Approval of Agenda:**

a. MOTION: Duly made and seconded:

"To approve the agenda."

3. **Approval of Minutes:**

MOTION: Duly made, seconded and passed:

"To approve the Academic Senate meeting minutes of November 8, 2007."

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

1. Chair Savage announced with sadness the passing of Parliamentarian Dave Fields' mother on Monday, December 7, 2007. Senator Eli Weisblum asked the Senate to express condolences to the family.
2. Lauren Talerman, CUNY Representative on the State Commission for Higher Education, announced there will be QC Faculty testimony at New York State Commission on Higher Education, on Tuesday, December 11, 2007, from 1-5 p.m. at Hunter College, all are invited to testify.

5. **Committee Reports:**

a. **Elections Committee Report (Sanudo)**

Student Proposal for Elections -2008

i. Motion: Duly made,(Warren):

"To call the question"

Motion i. passed: yes 60, no 19, abstentions 0

ii. Motion: Duly made:

"To adopt the Student Proposal for Elections – 2008"

Motion ii. passed: yes 50, no 28, abstentions 3

b. **Undergraduate Curriculum Committee Minutes - dated November 8, 2007**

i. Motion: Duly made, (Lord):

"To accept the Undergraduate Curriculum Minutes"

Motion i. passed: yes 57, no 16, abstentions 4

1. Secondary Education (07-26)

a. Change to the Major: To read:

Prospective middle, junior high, and senior high school teachers major in an approved liberal arts and sciences major for New York State certification and complete a minor in secondary education. Students must file a minor declaration card with the registrar and meet with a department advisor. All students must maintain a 3.0 average in secondary education courses and meet the graduation requirements of the college. SEYS minors with majors in English and social sciences (except economics) must maintain a minimum 3.0 GPA in their major. SEYS minors with majors in mathematics, science, economics and foreign languages must maintain a minimum 2.75 GPA in their major. Before being admitted to the methods class (SEYS 360-364) candidates must see the department in order to demonstrate that they can meet course and GPA requirements for student teaching by the next semester. To be placed for student teaching in SEYS 370, students must have passed SEYS 201, 221, 340, 350 (unless a student's program combines 350 with student teaching) and 360 with a 3.0 average and completed a minimum of 24 credits of the major.

2. Library (07-27), To read:

LIB150: VT: Fundamentals of Library Research
2 hr.; 2 cr. Prereq.: English 110. Sophomore standing or permission of the instructor
Development of research skills using discipline specific resources and strategies.
Students will learn to identify their research needs, and how to select, evaluate and integrate resources into a scholarly product. May be taken up to two times provided there is no duplication of topics.

3. Urban Studies (07-28)

a. New Course

Urban Studies 245, 245W. The Urban Economy.
3 hr.; 3 cr. Prereq.: None.
An examination of trends in economic growth and related consequences for employment conditions and patterns of inequality in the dynamic industry sectors that comprise an urban economy. Topics include both emergent sectors based on immigrant entrepreneurship and declining sectors such as industrial manufacturing. Focusing on New York City, the course examines the economic restructurings of this current period of globalization and how these changes create opportunities for immigrants as well as hardships for native-born minorities. Strategies for urban economic development, along with local development organizations and advocates supporting them, will be reviewed.

4. Art History (06-06)

a. Change in description. To read:

(5b. Undergraduate Curriculum Committee Minutes – continued)

ARTH 001. Introduction to Art.

3 hr.; 3 cr.

The understanding and appreciation of the visual arts, mainly painting, sculpture, and architecture, throughout world history. Selections of both western and non-western art will be used to provide basic terms and techniques for analyzing the style and meaning of works, and for understanding their significance as both aesthetic creations and expressions of social, political, and personal concerns. (Note: Not open to students who are enrolled in or have received credit for ARTH 101 and 102.) (H2)
Fall, Spring

b. Change in description. To read:

ARTH 101. History of Western Art I.

3 hr.; 3 cr.

A chronological survey of the major periods, styles, artists, and monuments of western visual arts, primarily painting, sculpture, and architecture beginning with the earliest human artistic creations in prehistoric times, continuing through the ancient and medieval worlds to the Gothic era. (Note: Not open to students who are enrolled in or have received credit for ARTH 001 and 102.) (H2) Fall, Spring

ARTH 102. History of Western Art II.

3 hr.; 3 cr..

A chronological survey of the major periods, styles, artists, and monuments of western visual arts, primarily painting, sculpture, and architecture beginning with the development of the arts from the Renaissance through the Baroque and Modern periods, up to the present day (Note: Not open to students who are enrolled in or have received credit for ARTH 001 and 101.) (H2) Fall, Spring

c. Change in description. To read:

ARTH 110. Survey of Ancient Art.

3 hr., 3 cr.

The art and architecture of ancient Greece and Rome, from the Minoan and Mycenaean periods until the late Roman Empire in the fourth century C.E. This time span is covered in chronological order, with some emphasis on the monuments of the Classical and Hellenistic Greek periods, and the Early to High Roman Imperial periods. (H2, PN)

d. Change in description. To read:

ARTH 111. Survey of Medieval Art.

3 hr.; 3 cr.

The art of the European Middle Ages from its beginnings in pre-Christian Celtic art through Carolingian and Romanesque art and the art of the great Gothic cathedrals. (H2, PN)

e. Change in description. To read:

ARTH 112. Survey of Renaissance and Baroque Art.

3 hr.; 3 cr.

The painting, sculpture, and architecture of western Europe from 1300 to 1750 including major figures and cultural ideals of the early modern period, from Giotto to Leonardo da Vinci, Michelangelo, Bernini, Caravaggio, and Rembrandt. (H2, PN)

f. Change in description. To read:

ARTH 113. Survey of Modern Art.

3 hr.; 3 cr.

Western art from the late eighteenth century to the present, with attention to the dramatic social, technological, and intellectual changes of modern life that set its painting, sculpture, architecture, and other art forms apart from earlier, pre-industrial times. Artists covered range from the Romantics to the Impressionists to van Gogh and Picasso. (H2)

g. Change in description. To read:

ARTH 114. Survey of Asian Art.

3 hr.; 3 cr.

A comparative study of the artistic traditions of India, China and Japan, from their Stone Age beginnings to recent trends. Focus on the relationship of works of art to the philosophies of Confucianism, Buddhism, and Taoism. (H2, PN)

h. Change in description. To read:

ARTH 115. Principles of Architecture.

3 hr.; 3 cr.

Analysis of the varieties of architectural space formation, the techniques used to achieve them and the resulting meanings encoded in a selected series of worldwide examples. The course may require several field trips to appropriate examples of space types available in metro New York. (H2)

i. Change in description. To read:

ARTH 203. Art and Archaeology of the Ancient Near East.

3 hr.; 3 cr.

The art and architecture of the ancient Near East, focusing on Mesopotamia and Syria-Palestine (“the Fertile Crescent”). Civilizations studied include the Sumerians, Akkadians, Babylonians, Hittites, Assyrians, and Persians, all of which contributed greatly to the growth of later Western culture. Archaeological evidence is combined with primary sources such as the Epic of Gilgamesh, and museum visits are encouraged. (H2, PN)

j. Change in description. To read

ARTH 204. Art of Ancient Egypt.

3 hr.; 3 cr.

The art and architecture of ancient Egypt, from the fifth millennium B.C to the defeat of Cleopatra by the Romans in the first century B.C. Focus on the cultural developments of the Nile Valley civilization and its interactions with other parts of the ancient Mediterranean world. The Great Pyramids, King Tutankhamen, and other fascinations of ancient Egypt come to life through classroom lecture/discussion and museum visits. (H2, PN)

- k. Change in description. To read:

ARTH 205. Art of Early Greece: Aegean Art.

3 hr.; 3 cr.

The rise of the Greek civilization in the third and second millennia B.C. in the Aegean Sea region, including the cultures of the Cycladic islands, Minoan Crete, and Mycenaean Greece. The artistic and architectural developments of the Bronze Age provided a foundation on which the wonders of the Greek world were built centuries later. Artifacts (such as the palace at Knossos) are studied in conjunction with myth and legend (such as the tale of Theseus and the Minotaur) in order to illuminate this historical age. (H2, PN)

- l. Change in description. To read:

ARTH 206. Art of Archaic, Classical, and Hellenistic Greece.

3 hr.; 3 cr.

The art and architecture of ancient Greece, from the early seventh century B.C. through the late first century B.C. including sculpture, architecture, and pottery from Greek sites in Turkey and in Italy and objects from mainland Greece. Works of art are discussed not only for their artistic value, but also as historical artifacts that provide information about the daily lives of the ancient Greek people. (H2, PN)

- m. Change in description. To read:

ARTH 207. Roman Art.

3 hr.; 3 cr.

The art and architecture of the Roman Empire, from the pre-Roman Etruscan civilization in the 500s B.C. to the rise of Late Antiquity after the reign of Constantine the Great. Focus is on the major developments of Roman culture, including portraiture, historical relief, luxury objects, architecture, and engineering projects. Exploration of fashions and trends set in the Imperial city of Rome, as well as the development and interpretation of these trends in the Roman provinces. (H2, PN)

- n. Change in description. To read:

ARTH 211. Early Christian and Byzantine Art.

3 hr.; 3 cr.

The art and architecture of the Mediterranean early Christian world of the fourth

century through the creation of Byzantine art in the sixth century and subsequent developments in the Greek east until the Fall of Constantinople in 1453. (H2, PN)

- o. Change in description. To read:

ARTH 212. Early Medieval Art in Western Europe.

3 hr.; 3 cr.

The art of the northern European bronze and iron ages up to the spread of Celtic culture and the arrival of Christian art. Topics include Insular manuscript painting and Carolingian art and architecture through the ninth century. (H2, PN)

- p. Change in description. To read:

ARTH 214. Romanesque Art.

3 hr.; 3 cr.

The origins and development of the first pan-European art of the Middle Ages from the tenth through the twelfth centuries. The major expressions of Romanesque painting, sculpture, manuscripts, and architecture in France, England, Germany, and Spain are analyzed in detail.

- q. Change in description. To read:

ARTH 215. Gothic Art.

3 hr.; 3 cr.

The origins and development of the Gothic style in architecture, sculpture, stained glass and precious metalwork from the mid-twelfth century through the Late Gothic style of the fifteenth century, with special emphasis on the art of France and the great cathedrals. (H2, PN)

- r. Change in description. To read:

ARTH 221. Early Renaissance Art in Italy, 1250-1400.

3 hr.; 3 cr.

Painting, sculpture, architecture, and decorative arts in Florence, Venice, and other regions, viewed as the culmination of the Middle Ages and precursor to the Renaissance. Special emphasis on art as the expression of political and religious beliefs. (H2, PN)

- s. Change in description. To read:

ARTH 222. Renaissance Art in Italy: The Fifteenth Century.

3 hr.; 3 cr.

Major trends and personalities in painting, sculpture, and architecture from the classical revival around 1400 to the dawn of the High Renaissance. Artists who set the direction of western art well into the modern era, including Masaccio, Botticelli, and Leonardo da Vinci. (H2, PN)

- t. Change in description. To read:

ARTH 223. Renaissance Art in Italy: The Sixteenth Century.

3 hr.; 3 cr.

The culmination of Renaissance ideals in the art and architecture of Raphael, Michelangelo, Titian, and Palladio, and the conflicting responses of later artists to the spiritual and aesthetic upheavals of the Reformation and Counter-Reformation. Religious and secular art, palaces and villas, and theaters exemplify changes in politics, patronage, and the role and status of artists. (H2, PN)

- u. Change in title and description. To read:

ARTH 225. Early Netherlandish Painting.

3 hr.; 3 cr.

Sources and development of painting in Flanders and Holland in the 15th century, concentrating on the work of Jan van Eyck, Rogier van der Weyden, Hugo van der Goes, Hans Memling, and Hieronymus Bosch. (H2, PN)

- v. Change in description. To read:

ARTH 226. German Painting and Printmaking, 1400 to 1530.

3 hr.; 3 cr.

Sources and development of painting, woodcut, and engraving in Germany from the late Gothic period to the Reformation, concentrating on the work of Schongauer, Dürer, Grünewald, and Holbein.

- w. Change in description. To read:

ARTH 229. Renaissance and Baroque Architecture.

3 hr.; 3 cr.

The development of European architecture from the classical revival in 15th-century Florence through the grandeur of Baroque Rome and the final flowering of the Rococo period. Buildings and cities as expressions of cultural values and social structures, and the spread of Renaissance principles as far as Spain and Russia, plus their gradual influence outside Europe (colonial Americas) and mutual interaction with Asia.

- x. Change in description. To read:

ARTH 234. Baroque Art in Italy.

3 hr.; 3 cr.

Development of the novel and dramatic elements of Baroque art in the major Italian art centers (Venice, Rome, Naples, and Bologna), with attention to such artists as Caravaggio, Bernini, Poussin, and Claude Lorrain. (H2, PN)

- y. Change in description. To read:

ARTH 238. Baroque Art in Northern Europe.

3 hr.; 3 cr.

Origins and development of the Baroque style in what is now the Netherlands and

Belgium, beginning with Rubens and van Dyck and their Italian influences and moving to the “Golden Age” of Dutch art, including Frans Hals, Rembrandt and Vermeer. (H2, PN)

- z. Change in description. To read:

ARTH 239. Seventeenth-Century Painting in France and Spain.

3 hr.; 3 cr.

The sources and development of painting during the Golden Age of the Spanish empire and the court of Louis XIV at Paris and Versailles, including such artists as Velazquez and Poussin. Cultural relations between the two major powers and the rest of Europe, as well as with their overseas colonies.

- aa. Change in description. To read:

ARTH 240. The Eighteenth Century in Europe.

3 hr.; 3 cr.

Baroque, Rococo and Neo-Classical trends in the art and architecture of France, England, Italy and Germany. Artistic practice and patronage are considered against the broader cultural backdrop of the Enlightenment and the Age of Revolution, including connections to literature and theater. (H2, PN)

- bb. Change in description. To read:

ARTH 246. European Art, 1789 -1848.

3 hr.; 3 cr.

Painting and sculpture from the French Revolution to the Revolution of 1848, with particular attention to Neo-Classicism, Romanticism and the rise of Realism. Works of art as well as arts institutions and patrons are examined in their historical context. (H2)

- cc. Change in description. To read:

ARTH 247. European Art, 1848-1900.

3 hr.; 3 cr.

The radical transformations of painting and sculpture in France and its neighbors, with a focus on the confrontations between traditional academic art and the avant-garde trends of Realism, Impressionism, and Symbolism. (H2)

- dd. Change in description. To read:

ARTH 250. Impressionism.

3 hr.; 3 cr.

A survey of the short-lived but enduringly popular Impressionist movement in France, concentrating on the careers and production of Manet, Monet, Renoir, Degas, Morisot, and their circle, from the early 1860s to mid-1880s.

- ee. Change in description. To read:

ARTH 251. Art of the United States, Colonial Era to 1900.

3 hr.; 3 cr.

A survey of painting and sculpture in the colonies and new republic, with attention to the development of uniquely “American” approaches to portraiture, landscape, still life, historical events and everyday life. (H2)

ff. [Item deleted]

gg. Change in description. To read:

ARTH 254. Twentieth-Century Art.

3 hr.; 3 cr.

Focusing primarily on Western art, a survey of the major modernist and avant-garde movements of the 20th century, from Fauvism, Cubism, and Constructivism to Earth Art. Greater emphasis is placed on the pioneering movements of the first half of the century. (H2)

hh. Change in description. To read:

ARTH 255. Late Modern and Contemporary Art.

3 hr.; 3 cr.

Organized thematically, a survey of key developments, especially in Western art, during the period from World War II to the present, such as Abstract Expressionism, Pop Art, Minimalism, and Conceptual Art. Historical connections are traced to influential pre-war avant-garde practices.

ii. Change in description. To read:

ARTH 257. History of Modern Sculpture.

3 hr.; 3 cr.

A survey of the radical shifts in sculptural practices since the late 19th century through a study of the careers of prominent sculptors: from Rodin and Brancusi to Duchamp and Picasso, Giacometti, Bourgeois, Noguchi, Andre, Hesse, and others.

jj. Change in description. To read:

ARTH 258. History of Photography.

3 hr.; 3 cr.

A survey of photography's history as an art form as well as of its social history, with attention to how those histories intersect. Organized thematically by photographic genres: portraiture, landscape, documentary, and others.

kk. Change in description. To read:

ARTH 259. Modern Architecture.

3 hr.; 3 cr.

A survey of architecture from the 19th century to the present, with emphasis on emerging technologies and new building types. Examines the contributions to the

modern built environment of the Beaux-Arts school, the Bauhaus, Frank Lloyd Wright, and LeCorbusier, among others. (H2)

ll. Change in description. To read:

ARTH 262. Principles of City Planning.

3 hr.; 3 cr.

The development of city planning as a discipline since the 19th century, including the contributions of major designers and theoreticians; selected case studies of particular cities around the globe at various time periods; and contemporary issues and controversies about the planning of modern cities. (H2)

mm. Change in description. To read:

ARTH 264. History of Graphic Art.

3 hr.; 3 cr.

A survey of prints and printmaking from the fifteenth through the twentieth centuries, concentrating on woodcut, engraving, etching, and lithography. Among the artists to be considered are Master E.S., Schongauer, Dürer, Callot, Rembrandt, Goya, and Picasso. (H2)

nn. Change in description. To read:

ARTH 270. Art of India.

3 hr.; 3 cr.

A survey of Indian art from c. 2000 BCE to the twentieth century, including sculpture, architecture and painting of Buddhism, Hinduism, and Islam. The major artworks will be examined within the context of the country's religious, social and political developments. (H2, PN)

oo. Change in description. To read:

ARTH 271. Art and Architecture of Southeast Asia.

3 hr.; 3 cr.

An introduction to Buddhist and Hindu temple building, sculpture and painting in the countries of Southeast Asia, such as Thailand, Burma, Cambodia, and Indonesia, with emphasis on form and meaning in Southeast Asian religious art. (H2, PN)

pp. Change in description. To read:

ARTH 272. Art of China.

3 hr.; 3 cr.

An exploration of the arts of China—ceramics, bronzes, sculpture, painting and architecture—from the Neolithic period to the Qing dynasty, focusing on stylistic development and thematic concerns. (H2, PN)

qq. Change in description. To read:

ARTH 273. Art of Japan.

3 hr.; 3 cr.

An examination of Japanese art from prehistoric Jomon pottery through 19th-century ukiyo-e woodblock prints. Special attention to the evolution and pattern of Japanese art in regard to religion, philosophy, and outside influence. (H2, PN)

rr. Change in description. To read:

ARTH 274. Art of Korea.

3 hr.; 3 cr.

A study of Korean art—metalwork, sculpture, lacquer, ceramic, and painting—from the Neolithic period to the twentieth century, examining the development of these arts in the context of the country's politics, religion, and relationships with China and Japan.

ss. Change in description. To read:

ARTH 277. Buddhist Art and Architecture.

3 hr.; 3 cr.

Buddhist art and architecture from India, China, Korea, Japan as well as Southeast Asian countries including Burma, Thailand, Cambodia, and Indonesia, emphasizing the cultural and artistic links between the predominantly Buddhist countries.

tt. Change in description. To read:

ARTH 278. Chinese Painting.

3 hr.; 3 cr.

Chinese painting from its origin and techniques to political symbolism and stylistic variety. Particular attention is given to philosophical considerations of the early masters, Neo-Confucian cosmology and Song monumental landscape, literati painting theory and practice, and the rise of Ming-Qing individualism as a response to nature, society, and tradition.

uu. Change in description. To read:

ARTH 280. Art and Architecture of Ancient Mesoamerica.

3 hr.; 3 cr.

Painting, sculpture and architecture from Pre-Columbian Mexico (1500 BCE to 1521 CE), with particular attention to the Olmec, Maya, Aztec and Teotihuacan cultures, along with their writing, calendars, and belief systems.

vv. Change in description. To read:

ARTH 282. Art and Architecture of the Andes.

3 hr.; 3 cr.

A survey of ceramics, textiles, metalwork and monumental sculpture and architecture produced in the Andean region (mainly modern-day Peru) from c. 2500 BCE until the Spanish Conquest in the 15th century CE. Covers the Chavin, Moche and Inca cultures, among others.

ww. Change in description. To read:

ARTH 284. Post-Conquest Art of Latin America.

3 hr.; 3 cr.

The arts of Mexico, Central America, and South America from the era of Columbus to the present, with attention to the dynamic tension between surviving native artistic traditions and the styles and subjects imported by Europeans. Covers both the hybrid art of the period of colonization, and the development of various national schools after political independence was achieved beginning in the early 19th century. (H2)

xx Change in description. To read:

ARTH 286. African Art.

3 hr.; 3 cr.

(H2, PN)

A survey of the principal areas of cultural creativity on the African continent and their distinctive styles and beliefs, from early tribal civilizations through the arrival of Islam, the rise of centralized states, and the encounter with European colonists.

c. Nominating Committee Report (Vickery) dated – December 6, 2007

Editorial correction: **add** Yitzchak Lockerman – student
Undergraduate Scholastic Standards Committee – At Large

i. Motion: Duly made: (Vickery)

“To divide the Nominating Committee Report **excluding** the Elections Committee”

“Christopher Vickery moved unanimous consent”

ii. Motion: Duly made,(Vickery)seconded,(Weisblum):

“To approve Jonathan Gad and Jonathan Marc Bearak on the Elections Committee”

Motion ii. passed: yes 61, no 12, abstentions 3

iii. Motion: Duly made:

“To elect one student for the remaining seat on the Elections Committee”

The following students were nominated:

Shamik Kurdzos, Adebisi Oyesile and Aaron Friedman

Ballot #1: Shamik L. Kurdzos received 28 votes, Adebisi Oyesile received

10 votes and Aaron Friedman received 30 votes.

Ballot #2: Shamik L. Kurdzos received 36 votes and Aaron Friedman received 36 votes.

Neither of the candidates received the required 46 votes.

iv. Motion: Duly made:(Chair Savage)

“To table the Elections”

Motion iv. passed: yes 56, no 14, abstention 1

1. Committee on Undergraduate Admissions and Re-entry Standards:

a) The following student was nominated:
Vimonsiri Aunaetitrakul At-Large (to December, 2008)

2. Campus Affairs Committee:

a) The following students were nominated:
Gonul Asiker At-Large (to December, 2008)
Steven M. Appel At-Large (to December, 2009)

3. Campus Environment Committee:

a) The following faculty members were nominated:
Mitchell Baker At-Large (to December, 2008)
Mihaela Robila MNS (to December, 2009)

b) The following student was nominated:
Rakia Ghafari AH (to December, 2008)

4. Elections Committee:

a) The following faculty member was nominated:
Leonard Rodberg At-Large (to December, 2009)

b) The following students were nominated:
Jonathan Gad At-Large (to December, 2009)
Jonathan Marc Bearak At-Large (to December, 2008)

5. Graduate Curriculum Committee:

a) The following faculty members were nominated:

Alice Artzi	Ed	(to December, 2009)
Andrea Li	MNS	(to December, 2009)

6. Graduate Scholastic Standards Committee:

a) The following faculty members were nominated:

Lynn Howell Calhoun	Ed	(to December, 2009)
Zhigang Xiang	MNS	(to December, 2009)

7. International Student Affairs Committee:

a) The following faculty members were nominated:

Michael Dohan	At-Large	(to December, 2009)
Karina Attar	At-Large	(to December, 2009)

b) The following students were nominated:

Anna Malakova	At-Large	(to December, 2009)
Shonit Sajip	At-Large	(to December, 2008)

7. Nominating Committee:

a) The following students were nominated:

Kyle Zane Popkin	SS	(to December, 2009)
Talia Meisel	AH	(to December, 2009)
Meriane Mantaring	MNS	(to December, 2008)

8. Policy Board on Administration:

a) The following faculty member was nominated:

Arthur Boodaghian	At-Large	(to December, 2009)
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9. Teaching Excellence and Evaluation:

a) The following faculty members were nominated:

Kimberly Alkins	At-Large	(to December, 2009)
Claudia Perry	At-Large	(to December, 2009)

10. Undergraduate Curriculum Committee:

a) The following faculty members were nominated:

Joel Lidov	AH	(to December, 2009)
Jacqueline Davis	Ed	(to December, 2009)
Izabella Taler	At-Large	(to December, 2009)

- b) The following students were nominated:

Sylvia Bednarska	Ed	(to December, 2009)
Andrea Condur	AH	(to December, 2009)
Adjani Papillon	At-Large	(to December, 2009)
Tameshwar Singh	SS	(to December, 2008)

11. Undergraduate Scholastic Standards Committee:

- a). The following faculty members were nominated:

Joseph Kahane	MNS	(to December, 2009)
David Leventhal	SS	(to December, 2009)

- b) The following students were nominated:

Arlene Maley	At-Large	(to December, 2009)
Rupinder Kaur	At-Large	(to December, 2009)
Lyudmila Alishayeva	At-Large	(to December, 2008)
Yitzchak Lockerman	At-Large	(to December, 2008)

11. Special Committee on Technology and Library:

- a) The following faculty member was nominated:

Eva Fernández	AH	(to December, 2009)
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12. Special Committee on Governance

- a) The following faculty member was nominated:

Michael Dohan	At-Large	(to December, 2009)
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- b) The following student was nominated:

Eli Weisblum	At-Large	(to December, 2009)
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5d. Graduate Curriculum Committee minutes dated - October 31, 2007

- i. MOTION: Duly made:

“To accept the Graduate Curriculum Committee”

“Steven Schwarz moved unanimous consent”

1. Educational and Community Programs (G07-36)

Change in requirements for admission:

Change in requirements for degree/certificate: [X]

1. **Replace two courses in the required eleven course sequence.**
2. **Re-order sequence slightly.**
3. **Minor individual course changes (i.e., Changes in title, hours, prerequisite/corequisite, or description).**

HEGIS number: **0808**

—Graduate Program in Early Childhood Special Education (# 565); Graduate Program in Childhood Special Education (# 566); and Graduate Program in Adolescent Special Education—Content Specialist (# 567)¹

TO READ:

ECPSE 700 Foundations of Special Education	ECPSE 700 Foundations of Special Education	ECPSE 700 Foundations of Special Education
ECPSE 722 Applied Behavior Analysis and Positive Behavioral Supports	ECPSE 722 Applied Behavior Analysis and Positive Behavioral Supports	ECPSE 722 Applied Behavior Analysis and Positive Behavioral Supports
ECPSE 720 Trends and Issues in the Education of Students with Severe Disabilities	ECPSE 720 Trends and Issues in the Education of Students with Severe Disabilities	ECPSE 720 Trends and Issues in the Education of Students with Severe Disabilities
<u>ECPSE 701 Introduction to Assessment in Special Education</u>	<u>ECPSE 701 Introduction to Assessment in Special Education</u>	<u>ECPSE 701 Introduction to Assessment in Special Education</u>
ECPSE 725 Internship in Severe Disabilities	ECPSE 725 Internship in Severe Disabilities	ECPSE 725 Internship in Severe Disabilities
ECPSE 730 <u>Curriculum and Instruction for Early Childhood Special Education</u>	ECPSE 710 <u>Curriculum and Instruction for Childhood Special Education</u>	ECPSE 740 <u>Curriculum and Instruction for Adolescent Special Education</u>
<u>ECPSE 712 Language and Literacy: Principles and Practices</u>	<u>ECPSE 712 Language and Literacy: Principles and Practices</u>	<u>ECPSE 712 Language and Literacy: Principles and Practices</u>
ECPSE 731 <u>Advanced Seminar in Early Childhood Special Education</u>	ECPSE 711 <u>Advanced Seminar in Childhood Special Education</u>	ECPSE 741 <u>Advanced Seminar in Adolescent Special Education</u>
<u>ECPSE 708 Collaboration with Families and School-Based Teams</u>	<u>ECPSE 708 Collaboration with Families and School-Based Teams</u>	<u>ECPSE 708 Collaboration with Families and School-Based Teams</u>
ECPSE 746 Research in Special Education	ECPSE 746 Research in Special Education	ECPSE 746 Research in Special Education
ECPSE 748 Advanced Research in Special Education	ECPSE 748 Advanced Research in Special Education	ECPSE 748 Advanced Research in Special Education
36 credits	36 credits	36 credits

¹ It should be noted that the changes to the Graduate Program in Adolescent Special Education—Content Generalist are the same as the Content Specialist (# 567). These have not been specified here as this program is still awaiting NY State approval.

5) Please give a justification for the change:

1. Replace two courses in the required eleven course sequence.

- Two courses were added to the required courses across age level certifications, specifically targeting critical competency areas for special education teachers—language and literacy (ECPSE 712) and assessment (ECPSE 701).
- ECPSE 732 was withdrawn from the early childhood and childhood sequence. This course has been combined with ECPSE 708, which has been renamed and refocused. ECPSE 742 has been withdrawn from the adolescent sequence. Based on the importance of assistive and instructional technology, elements from this course have been woven into existing courses across the three age levels.
- The internship completed in candidates' own classrooms (either ECPSE 715, 735, or 745) has been withdrawn. Candidates will continue to be placed by the program in a full-time 6-credit internship during the summer (ECPSE 725), however the internship in one's own classroom has served to discourage a number of applicants who may not be employed, but want to complete our program.

2. Re-order sequence slightly.

- ECPSE 708 was moved down in the sequence, based on the addition of the two new courses described above.

3. Minor individual course changes (i.e., Changes in title, hours, prerequisite/corequisite, or description).

- Changes in titles were made primarily to reflect parallel structure in curriculum and instruction courses across age-range certification courses (i.e., ECPSE 730, 731; ECPSE 710, 711; and ECPSE 740, 741). Also to reflect the combining of ECPSE 732 and ECPSE 708 in the new title for ECPSE 708.
- Course hours were increased to 3 hours to allow for additional classroom time for discussion and small group activities.
- Prerequisites and corequisites were modified to reflect new course sequences and to allow for greater flexibility (e.g., some candidates choose to take only one course at a time).
- Course descriptions were modified to reflect the State's new competencies in the education of students with Autism, when appropriate. Descriptions were also modified as appropriate to better reflect the focus on students with all levels of disabilities (i.e., students with mild, moderate, and severe disabilities).
- Additional information is provided in the individual course change requests, which follow. The table on the page which follows highlights the specific changes to each course.

NEW COURSE

ECPSE 701, Introduction to Assessment in Special Education. 3 hr.; 3 cr. Prereq.: ECPSE 700.

The purpose of this course is to prepare special education teachers across all age-range certifications to engage in reflective decision-making and research-validated professional practice that will result in the creation of effective instructional programs for all students,

including those students who are classified for special education services and supports with mild, moderate and severe disabilities. The emphasis is on familiarizing candidates with a wide range of assessment approaches and instruments, providing them with knowledge, skills, and dispositions associated with the application of assessment information to individual student and program evaluation, as well as to classroom and curriculum planning.

Change in course hours: [X]

Course number and title: ECPSE 700: Foundations of Special Education

TO READ:

3 hours; 3 credits

Education and psychology in special education are stressed with emphasis on developing a broad background of knowledge about students with various disabilities and strategies for creating access to the general education curriculum. The historical and sociological treatment of people with disabilities, special education law and programs, advocacy and collaboration, and building classroom communities that support the full diversity of learners are also addressed. Twenty hours of fieldwork focusing on special education programs is required.

Change in course title, course hours, course prerequisite or corequisite, description:

To Read:

ECPSE 708 Collaboration with Families and School-Based Teams. 3 hr.; 3 cr. Prereq.: ECPSE 700.

This course offers intensive practical exposure to theory, research, and exemplary practice in collaborative process and team development with particular emphasis on working with families and multiple school and community partners. Candidates examine specific practices to enhance cross-disciplinary, cross-cultural, and cross-constituent partnerships within inclusive school, community, and other settings. Candidates will apply knowledge to students with mild, moderate and severe disabilities. Through active and guided participation, candidates acquire enhanced communication, problem-solving, facilitation and leadership skills necessary to develop integrated special education and related services. Co-teaching with another teacher or related service professional is a required field-based assignment.

Change in course title, course hours, prerequisite or corequisite: To Read:

ECPSE 710 Curriculum and Instruction for Childhood Special Education

3 hours, 3 credits. Prerequisites: ECPSE 700; 722.

Theory and research about children with mild, moderate and severe disabilities at the childhood level (grades 1-6) and exemplary practices in informal assessment, curriculum design, adaptations, effective instruction, and supportive learning environments, with additional focus on the use of instructional and assistive technology. Field experience of at least 15 hours involves program candidates in assessment, curriculum adaptations, and teaching a small group of children who exhibit learning problems. Reflection on practice involves an analysis of learning and behavior change.

Change in course title, hours, prerequisite or corequisite, description: To Read:

Course number and title: ECPSE 711 Advanced Seminar in Childhood Special Education

3 hours; 3 credits

Prerequisites: ECPSE 710.

This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in childhood special education for students with mild, moderate and severe disabilities. This advanced seminar will focus critically on the core values of the Queens College Education Unit related to promoting Equity, Excellence, and Ethics in urban schools and communities.

Change in course hours, prerequisite or corequisite: To Read:

ECPSE 712: Language and Literacy: Principles and Practices
3 hours, 3 credits, Prereq.: ECPSE 700.

This course examines developmental and pedagogical principles of language and literacy development and explores best-practices in curriculum and instruction for promoting language and literacy skill acquisition. Specifically, techniques and strategies are presented for addressing the diverse language and literacy needs of students with disabilities, English Language Learners, and students at risk for school failure across developmental levels (i.e., at the early childhood, childhood, and adolescent levels). Candidates will also examine reading and writing levels, formative evaluation strategies, motivational influences, and individual and group strategies for supporting language and literacy skill development.

Change in course hours, description: To Read:

3 hours; 3 credits

Prerequisites: ECPSE 700, 722.

This course is designed to acquaint program candidates with the characteristics, assessment strategies, methods of teaching, team approaches, and current research and life span issues related to the education of learners with severe and multiple disabilities, and learners on the autism spectrum. Emphasis is placed on research-based methodology, language development, and teaching skills that increase self-determination and quality of life for students and their families.

Change in course hours, description: To Read:

3 hours; 3 credits

Co-requisites: ECPSE 700.

Program candidates will learn and examine environmental influences on student behavior. Additionally, candidates will learn about assessment of behavior problems, various educative and positive behavioral strategies, and the use of single subject designs to evaluate behavior change in applied settings for students with mild, moderate and severe disabilities. Field experiences of about 5 hours involve candidates in measurement and analysis of student behavior.

Change in course description: To Read:

3 hours plus participation; 6 credits

Prerequisites: ECPSE 700, 722, 720.

Supervised teaching of students with severe disabilities within a candidate's certification area, with a focus on students on the autism spectrum. Candidates will be placed in a classroom with students with intensive support needs, where they will be provided the opportunity and guidance to participate in application of theories and practices discussed in prerequisite courses. Clinical component consists of full-time participation and teaching for the entire semester. Seminars supplement the clinical experience. Entry into this internship requires a B or better in both ECPSE 720 and ECPSE 722.

Change in course title, hours, description: To Read:

ECPSE 730 Curriculum and Instruction for Early Childhood Special Education

3 hours; 3 credits

Prerequisites: ECPSE 700, 722.

This course is designed to introduce program candidates to critical issues in curriculum and instruction for working with children with mild, moderate and severe disabilities (birth through age eight) and their families in inclusive environments. Candidates will be provided with an understanding of developmentally appropriate programs and practices for young children with disabilities. Emphasis will be on the historical, educational, philosophical, and legal foundations that have guided practice and policy in early childhood special education and early intervention. Fifteen hours of field experience will include observation and analysis of young children, and school environments.

Change in course title, hours, prerequisite or corequisite, description: To Read:

ECPSE 731 Advanced Seminar in Early Childhood Special Education

3 hours; 3 credits

Prerequisites: ECPSE 730.

This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in early childhood special education for students with mild, moderate and severe disabilities. This advanced seminar will focus critically on the core values of the Queens College Education Unit related to promoting Equity, Excellence, and Ethics in urban schools and communities.

a. Unit.

Change in course title, hours, prerequisite or corequisite, description: To Read:

ECPSE 740 Curriculum and Instruction for Adolescent Special Education

3 hours; 3 credits

Prerequisites: ECPSE 700, ECPSE 722.

Theory and research about young adults with disabilities and exemplary practices in informal assessment, curriculum design and adaptation, effective instruction, person-centered planning, self-determination, supportive learning environments, and instructional technology for students with mild, moderate, and severe disabilities. Field experiences of at least 15 hours involve program candidates in assessment, curriculum adaptation, planning, and implementing an intervention to assist a young adult achieve his/her goals. Reflection on practice involves an analysis of self-determination, empowerment, learning, community participation, and behavior change.

Change in course title, hours, prereq. or coreq., description: [X]: To Read:

ECPSE 741 Advanced Seminar in Adolescent Special Education

3 hours; 3 credits

Prerequisites: ECPSE 740. Co-requisites: ECPSE 708

This advanced seminar will explore critical issues related to assessment, curriculum, instruction, and research-validated best practices in adolescent special education for students with mild, moderate, and severe disabilities. This advanced seminar will focus critically on the core values of the Queens College Education Unit related to promoting Equity, Excellence, and Ethics in urban schools and communities.

Change in course hours: To Read:

3 hours; 3 credits

With permission of advisor.

Study, understanding and evaluation of basic research design and methodology in special education and interpreting research results for classroom instruction. Program candidates will prepare a literature review and design research methodology that will be implemented in a research study in ECPSE 748. Research topics will be referenced to classroom needs as individually determined by each candidate's educational placement and their area of interest.

Change in course hours: To Read:

3 hours; 3 credits

Prerequisites: ECPSE 746.

The continued study, understanding, and evaluation of research design and methodology in special education. Each program candidate will implement an independent field-based project based on the literature reviewed and methodology developed in ECPSE 746. Research topics are based on needs of candidates' classroom and their research interests. A research paper is required. This paper serves as the thesis and culminating project.

2. Aaron Copland School of Music (G07-37)

Change in requirements for degree/certificate: **To Read:**

Course of Study for composition Majors

Composition majors are required to take Music 742, Music 784-785, three semesters of Music 725, plus any three semesters of Music 729, 730, 731, or 732. Remaining credits will be chosen from electives in consultation with the Advisor. The preferred schedule of courses is:

Fall (Semester I)

Music 725

Music 729 or 731

Music 742

Music 784

Spring (Semester II)

Music 725

Music 730 or 732

Music 785

One elective

Fall (Semester III)

Music 725

Music 729 or 731

Two electives

Spring (Semester IV)

Thesis

3. Psychology (G07-38)

Refer to proposals for content, Steve will hand deliver to Marten Denboer, do not put on report

**Letter of Intent
For A New Program Proposal
For A**

Masters Program in Applied Behavior Analysis
Program Implementation Target Date: September 1, 2009

4. **Psychology (G07-39)**

Refer to proposals for content, Steve will hand deliver to Marten Denboer, do not put on report

**Letter of Intent
For A New Program Proposal
For A**

Masters Program in Behavioral Neuroscience

5e. Honors & Awards Committee (Susan Rotenberg)

i. MOTION: Duly made:

“To accept the Nomination of Adam Heller for Honorary Degree”

“The Chair moved unanimous consent”

7. New Business (Senator Gilad)

Open discussion of the **Resolution** for proposed tuition hikes and its effect on students and faculty.

8. MOTION: Duly made:(Frisz)

“To adjourn”

The meeting was adjourned at 5:55p.m. The next Regular Academic Senate meeting will be held on Thursday, February 14, 2008.