The Committee will meet at 2:00 PM on Tuesday September 4, 2001 in the President's Conference Room. As the Oakland building is unavailable we need a new meeting room. If one is found before the meeting I will let you know.

Agenda

1. Consideration of Minutes of the May 15, 2001 meeting
2. Chair’s Report
3. Deletion of MA-210, see attachment 1
4. Credit change of CH-251 and CH-252, see attachment 2
5. Credit, course description and grading changes of CH-902 and CH-903, see attachment 3
6. Change in course descriptions of SS-440 and SS-445, see attachment 4
7. New course; SS-535 Adolescent Development, see attachment 5
8. New business
For the first Curriculum Committee meeting in Fall 2001, please add the following item to the agenda.

Delete: MA - 210  Fundamental Mathematics  3 hrs.  3 credits.

Rationale: MA-210 has been replaced by MA-321  Mathematics in Contemporary Society
          3 class hours  1 lab hour  3 credits.

Thank you.

Mona
### Department: CHEMISTRY

#### 1. Course number
- CHEMISTRY 251 and CHEMISTRY 252

#### 2. Course title:
- ORGANIC CHEMISTRY I and II

#### 3. Course description for the college catalog:
- No change

#### 4. Prerequisites and/or corequisites:
- No change

#### 5. Hours and credits:
- Change from 4 to 5 credits for each course

#### 6. Rationale - why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc.
- Each course meets for four hours of lecture and four hours of lab. The students are asked to hand in a report every week that includes the procedure, the experimental results, a discussion, as well as answers to questions (3-5) that appear at the end of every experiment. The great majority of all colleges offer this course for 5 credits. Queens College requires that the students taking each Organic course must attend 3 hours of lecture, 1 hour of recitation and 4 hours of lab per week - identical to QCC’s.

#### 7. Outcomes - specific goals that students are expected to achieve and competencies they are expected to develop
- Easier transferability; fairness to students’ efforts; credibility of the nature of the course

#### 8. Assessment – methods used to determine the success of students (whether or not they achieved the goals and developed the competencies)
- Students take the American Chemical Society assessment test at the end of the year. Last year (first time this assessment was implemented) their scores, as a whole, were 11 points higher than the national average (which includes mainly four-year colleges).

#### 9. A detailed course outline (include a laboratory outline when applicable)
- Syllabus is sent to Dr. Lieberman via interdepartmental mail

#### 10. Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive)
- There is a great degree of writing intensive instruction in lab reports. Three times a semester the students are taken to American Chemical Society talks and are asked to write a short summary of the seminar (samples of such talks are sent to Dr Lieberman).

#### 11. Texts, references and aids. A bibliography for the course and supplementary material, if any.
- No change. We are currently using Solomons’ text (7th ed) same as Queens.

#### 12. Curricula into which the course would be incorporated and the requirements it will satisfy
- All health-related curricula that require Organic Chemistry (such as pre-med, pre-dent, pre-vet, pre-pharmacy, pre-chiropractic etc.)

#### 13. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable.
- The courses are fully transferable to all CUNY and SUNY colleges, St. John’s, LIU (Brooklyn) etc.

#### 14. Faculty availability:
- The department has two full-time faculty who teach this course (S. Karimi and P. Svoronos)

#### 15. Facilities and technology availability:
- No change

#### 16. List of courses to be withdrawn, or replaced by this course, if any:
- None
### Department: CHEMISTRY

<table>
<thead>
<tr>
<th>1. Course number</th>
<th>CH-902, CH-903</th>
</tr>
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<tbody>
<tr>
<td>2. Course title:</td>
<td>Cooperative Education in Chemical Instrumental Analysis</td>
</tr>
<tr>
<td>3. Course description for the college catalog:</td>
<td>Almost same as before (note the bold-face changes) These credits provide an opportunity for a student to learn modern instrumental techniques and to gain practical experience working in a professional chemical laboratory. Students will meet with the coordinator at least once a month to discuss their work. An evaluation will be submitted by the supervisor in the laboratory to which the student has been assigned. A <strong>final letter grade</strong> (THIS WILL REPLACE THE ALREADY EXISTING: Pass/ Fail) will be awarded by the cooperative education coordinator. Students may request consecutive enrollment totaling no more than 4 credits, if combined with CH-251/252</td>
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<tr>
<td>4. Prerequisites and/or corequisites:</td>
<td>Co-Requisite: CH-251, 252</td>
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<tr>
<td>5. Hours and credits:</td>
<td>Change from 1 to 2 credits; change grade from Pass/fail to a letter grade</td>
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<td>6. Rationale - why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc.</td>
<td>Offered as needed</td>
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<tr>
<td>7. Outcomes - specific goals that students are expected to achieve and competencies they are expected to develop</td>
<td>a) perform original research under a faculty member and present it orally at Annual American Chemical Society Undergraduate Research Symposium held in May of every year or, b) do quality control research/internship at the Food and Drug Administration (FDA) in Jamaica, Queens with a minimum of one hundred hours per course.</td>
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<td>8. Assessment – methods used to determine the success of students (whether or not they achieved the goals and developed the competencies)</td>
<td>In case (7-a) mentioned above the students will be required to write a report on the experiments performed and observations made. In case (7-b) mentioned above the students will provide a written summary of the work performed at the FDA. A joined conference between the student, the FDA supervisor and the assigned QCC, Chemistry Department faculty member will evaluate the work and a letter grade will be given.</td>
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<td>9. A detailed course outline (include a laboratory outline when applicable)</td>
<td>N/A</td>
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<tr>
<td>10. Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive)</td>
<td>A written report may serve as writing intensive. The students will be exposed to the use of instrumentation during the research</td>
</tr>
<tr>
<td>11. Texts, references and aids. A bibliography for the course and supplementary material, if any.</td>
<td>N/A</td>
</tr>
<tr>
<td>12. Curricula into which the course would be incorporated and the requirements it will satisfy.</td>
<td>All health-related fields/curricula</td>
</tr>
<tr>
<td>13. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable. This (these) course(s) will serve as electives to any Chemistry/Biochemistry/Nutrition program. The purpose for offering it (them) to demonstrate the students’ ability to conduct independent or supervised research</td>
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<tr>
<td>14. Faculty availability:</td>
<td>Five students have successfully taken this course in the last two years for one credit (pass/fail) which is far less of what they deserved for the work they have done. At least two full-time faculty can teach this course (S. Karimi and P. Svoronos)</td>
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</table>
15. **Facilities and technology availability:** Queensborough and the FDA have the necessary facilities. Dr. Karimi’s connections at Queens College would allow the use of more elaborate instrumentation such as NMR, Mass Spec, Atomic Absorption etc.

16. **List of courses to be withdrawn, or replaced by this course, if any:** Change of the number of credits from 1 to 2 and the grade from Pass/fail to a letter grade. We intend to keep CH-900 and 901 as is at this stage for students who plan to go through simpler internships.
SS-440  Comparative Political Systems
3 class hours       3 credits       Offered in alternate years.
Prerequisite: BE-122 (or 226), or satisfactory score on the English Placement Test.

Current Course Description:

Analysis of the political systems of major powers in Europe; topics include nationalism, liberalism, democracy, Marxism, and fascism; a brief political background; an analysis of the role of political parties and pressure groups, and executive-legislative relations; [the politics of European integration and East-West relations].

Revised Course Description:

Analysis of the political systems of the major powers in Europe; topics include nationalism, liberalism, democracy, Marxism, and fascism; a brief political background; an analysis of the role of political parties and pressure groups, and executive-legislative relations; factors behind the fall of the Soviet Union and the politics of European integration.

SS-545  Comparative Communist Systems
3 class hours       3 credits       Offered in Fall Semester
Prerequisite: BE-122 (or 226), or satisfactory score on the English Placement Test

Current Course Description:

An analysis of events that led to a Communist takeover in Russia, China, and Yugoslavia as opposed to the imposition of Communism on the countries of Eastern Europe; the theoretical differences between Soviet, Chinese, and Yugoslav Marxism (Leninism v. Maoism v. Titoism); the role of the Communist party, executive legislative relations, and the courts; the factors which led to the various splits within the Communist world. A brief analysis will also be made of the manifestations of the basic models throughout the world.

Revised Course Description:

An analysis of events that led to a Communist takeover in Russia, China, and Yugoslavia as opposed to the imposition of Communism on the countries of Eastern Europe; the theoretical differences between Soviet, Chinese, and Yugoslav Marxism (Leninism v. Maoism v. Titoism); the role of the Communist Party, executive legislative relations, and the courts; the factors which led to the various splits in the Communist World, the demise of the Soviet Union and the creation of the “Commonwealth of Independent States.” A brief analysis will also be made of the manifestations of the basic models throughout the world.
RATIONALE: The changes in the course descriptions of SS-440 Comparative Political Systems and SS-445 Comparative Communist Systems are needed in order to reflect the contemporary political situation that has emerged following the demise of the Soviet Union.
COURSE PROPOSAL

1. COURSE NUMBER: SS-535
2. COURSE TITLE: ADOLESCENT DEVELOPMENT
3. COURSE DESCRIPTION:
   Adolescent Development offers a comprehensive overview of developmental events and challenges in the adolescent period from puberty to the start of young adulthood. Topics include normative physical, sexual, cognitive, and psychosocial development, as well as psychological problems of adolescents. The sociocultural and historical contexts of adolescence and major theories of adolescent development also will be addressed.
4. PREREQUISITES: SS-510 PSYCHOLOGY
5. 3 HOURS
6. 3 CREDITS
7. RATIONALE: The main objective for proposing this course is to provide our education majors with the opportunity to take the adolescent development course at QCC rather than at another institution. Schools that offer baccalaureate degrees in secondary education require students to complete such a course. Offering Adolescent Development at QCC will help in the retention of education majors who plan to complete their studies in secondary education at four-year institutions, most notably at Queens College, the college to which many of our education students plan to transfer.
   Besides serving the needs of our education students and increasing retention of those students, Adolescent Development will also be an important addition to the elective course offerings for our psychology and other Social Science majors.
   Community colleges in neighboring suburban counties offer courses in adolescent development, as indicated below:

   Nassau Community College: PSY 203 Adolescent Psychology
Rockland Community College: PSY 213 Psychology of Adolescence

Westchester Community College: PSYCH 111 Developmental Psychology - Adolescence.

Oddly, although adolescent development courses are common in community colleges outside of the CUNY system, no two-year unit of CUNY offers a comparable course. The Department of Social Sciences believes that QCC should take the lead in introducing this important course.

9. OUTCOMES: Upon completion of this course students will have acquired:

1) an understanding of the normative patterns of change in adolescence and the causal influences on development in that period;

2) the ability to interpret and evaluate developmental research on adolescents and to think critically about research;

3) an awareness of the multiple theoretical perspectives on adolescent development;

4) knowledge of the practical applications of adolescent psychology, especially as they pertain to education, social behavior and social deviance, family and peers, and work.

9. ASSESSMENT METHODS: Assessment of student performance in Adolescent Development will employ strategies used in other social sciences courses including in-class examinations, written reports, and evaluation of student participation.

10. DETAILED COURSE OUTLINE

The course is divided into six parts with their several subordinate units as indicated in the outline below:

PART I. INTRODUCTION TO ADOLESCENT DEVELOPMENT

   Unit 1. Overview of the Field of Adolescent Development

   The Dimensions of Adolescent Development: physical, sexual, cognitive, and psychosocial dimensions
DISTINCTIVE FEATURES OF THE ADOLESCENT PERIOD: ADOLESCENCE VS. CHILDHOOD; ADOLESCENCE VS. ADULTHOOD

UNIT 2. HISTORICAL AND CROSS-CULTURAL VIEWS OF ADOLESCENCE

A BRIEF HISTORY OF ADOLESCENCE IN WESTERN CIVILIZATION

ADOLESCENCE IN CROSS-CULTURAL PERSPECTIVE

ADOLESCENCE: BIOLOGICAL STATE OR SOCIAL INVENTION?

PART II. THE STUDY OF ADOLESCENT DEVELOPMENT

UNIT 1. MODERN PERSPECTIVES ON ADOLESCENT DEVELOPMENT

BIOLOGICAL PERSPECTIVES ON ADOLESCENCE: GENETIC INFLUENCES, NEUROHORMONAL FACTORS, EVOLUTIONARY PSYCHOLOGY

PSYCHODYNAMIC PERSPECTIVES: TRADITIONAL PSYCHOANALYTIC THEORY; ERIKSON'S PSYCHOSOCIAL MODEL; ATTACHMENT THEORY

COGNITIVE STRUCTURALISM: PIAGETIAN THEORY; NEO-PIAGETIAN APPROACH

LEARNING PERSPECTIVES: BEHAVIORISM; SOCIAL LEARNING/SOCIAL COGNITIVE THEORY

ECOLOGICAL PERSPECTIVE: BRONFENBRENNER'S MODEL

UNIT 2. RESEARCH METHODS

DESCRIPTIVE RESEARCH METHODS: CASE STUDY, SURVEYS, OBSERVATIONAL METHODS, CORRELATIONAL RESEARCH, EXPERIENCE SAMPLING METHOD

DEVELOPMENTAL RESEARCH METHODS: LONGITUDINAL DESIGN, CROSS-SECTIONAL DESIGN, SEQUENTIAL DESIGN

EXPERIMENTAL AND QUASI-EXPERIMENTAL RESEARCH: EXPERIMENTAL DESIGNS; QUASI-EXPERIMENTS

ETHICS IN RESEARCH: SUBJECT WELFARE; INFORMED CONSENT; DECEPTION; CONFIDENTIALITY

PART III. THE CONTEXT OF ADOLESCENT DEVELOPMENT

UNIT 1. THE SOCIETAL CONTEXT OF ADOLESCENT DEVELOPMENT

SOCIAL AND LEGAL STATUS OF THE ADOLESCENT
Socioeconomic Factors and Adolescent Life

Media and the Teenager
Teens at School: teens and the educational system, classmate relations, teen-teacher relations, dropping out

Teens at Work: work practices, developmental impact of teen employment

Unit 2. The Peer Context of Adolescent Development
Peer Relations: friendship patterns, peer groups
Teenage Subcultures: cliques, gangs, societies, youth culture
The Individual and the Group: conformity, nonconformity, leadership, social isolation

Dating and Romance

Unit 3. The Family Context of Adolescent Development
Teen-Parent Relationships: attachment, individuation, conflict
Sibling Relationships: sibling alliance, sibling rivalry
Parenting Behavior: effective parenting strategies, teen abuse
Teens in Diverse Families: two-parent family, single parent family, teens and divorce, stepfamilies

PART IV. PHYSICAL AND SEXUAL DEVELOPMENT

Unit 1. Puberty
The Role of the Endocrine System in Puberty: growth hormone, androgens, estrogen
Timing and Variations in Pubertal Development: influences on puberty; individual differences in puberty

Unit 2. Sexual Maturation
Female Sexual Maturation: primary and secondary sexual characteristics; menstrual cycle
Male Sexual Maturation: primary and secondary sexual characteristics
The Pace of Maturation: early vs. late matures
Unit 3. Sexual Behavior

Sexual Orientations in Adolescents: heterosexuality, homosexuality, bisexuality

Sexual Practices of Adolescents: norms of sexual behavior, contraception, teenage pregnancy, teen parents, teen abortion

Unit 4. Problems Associated with Physical and Sexual Maturation

Psychological Problems: body image disturbances, eating disorders, delinquency

Sexually Transmitted Diseases: venereal disease, AIDS

Social Problems: sexual aggression, date rape, sexual harassment

PART V. COGNITIVE DEVELOPMENT

Unit 1. Adolescent Thinking and Problem-Solving

Piagetian Approach: formal operations; critique of Piaget

Information Processing Approach: perception, memory

Heuristics Approach: decision-making strategies

Unit 2. Cognition and Social Behavior in Adolescence

Adolescent Egocentrism and Self-consciousness

Adolescent Values and Idealism: politics, religion

Moral Reasoning in Adolescents: Kohlberg’s model; Gilligan’s model; moral thinking, moral action

Social Cognition and Social Competence

Unit 3. Intelligence and Academic Aptitude

Psychometric Approach: IQ changes in adolescence

Alternative Approaches to Intelligence: triarchic theory; multiple intelligences theory
Part VI. Psychosocial Development

Unit 1. Personality Development in Adolescence

Identity Formation: identity vs. role confusion, identity statuses

The Self: self-concept, self-esteem, self-perception, self-validation

Motivation: autonomy-seeking, need for approval, achievement motive

Unit 2. Gender Development in Adolescence

Gender Difference

Gender Identity: gender schemas, masculinity, femininity, androgyn

Gender Socialization: sex-roles, gender stereotypes, cultural influences

Unit 3. Emotional Development in Adolescence

Affect and Affect Regulation: affect self-management, "raging hormones" hypothesis, subjective well-being research

Emotional Problems of Adolescence: depression, suicide, aggression, self-medication model of drug abuse

11. Texts and References


Reference Books:

12. METHOD OF INSTRUCTION

The anticipated method of instruction will be a standard classroom lecture format supplemented by videotapes.

13. FACULTY AVAILABILITY

At present several members of the Department of Social Sciences are capable of teaching this course. No new faculty are required.

14. RELEVANT CURRICULA
Liberal Arts and Sciences: Social Science requirement or elective
Humanities/ Liberal Arts elective
Education: Social Science requirement or elective

15. TRANSFERABILITY

Some of the regional four-year colleges offering similar courses for which this course might be transferable are:

City College/CUNY: PSY 256  Introduction to Human Development: Adolescence and Youth
Lehman College/CUNY: PSY 218  Psychology of Adolescence
St. John's University: PSY 2080  Adolescent Psychology

16. FACILITIES AND TECHNOLOGY AVAILABLE

This course can be offered with currently available facilities and technology.

17. COURSES WITHDRAWN OR REPLACED

No current courses will be withdrawn or replaced.