

M-240
November 18, 2014
Meeting of College Council Volume 42 Number 3

There were present:

Prof. Barnhart
Prof. Bassen
Ms. Blauvelt
Ms. Chery
Ms. Clarke
Ms. Clause
Prof. A. Cohen
Ms. J. Cohen
V.P. Peter Cohen
Prof. Dawson
Prof. Descarfino
Prof. Farrell
Prof. Ferretti
Dean Fox
Prof. Furay

Dr. Harewood
Prof. Howard
Prof. Kates
Mr. Klein
Prof. Lax
Prof. Martin
Prof. McDevitt
Prof. Miranda
Prof. Murphy
Prof. Nanin
Ms. Nathalie
Prof. Pierre
Prof. Polizzotto
Prof. Pollack
Prof. Repetti

Prof. Rooney
Ms. Schlesinger
Ms. Seligman
Ms. Slater
Prof. Sokolow
V.P. Suss
Ms. Sutton-Young
Prof. Thomas
Prof. Troutt
Prof. Watson
Prof. Weeks
Prof. Wood
Prof. Yarmish

President Herzek called the meeting to order at 3:08 PM.

I. The minutes of the meetings of October 7, 2014 were approved by acclamation.

II. Reports

A. President's Report

The President began by stating that he has learned a lot in his last ten weeks on campus. During that time he has met with faculty, departments, committees, all campus constituencies, and especially spent a lot of time with students. He now knows much more about campus priorities and the future directions of the College.

He then went on to speak about some very important numbers that are crucial to the college and its future.

The first number is 600, which represents the 35% of Kingsborough's freshman students lost between Fall 2013 and Fall 2014 who did not return. Perhaps they transferred out or will return in the future, but that is still a big number.

Out of that 35%, the average number of real credits that each of those students earned in their entire year at Kingsborough was 8.3 credits. Meanwhile, the other 65% of that class who did return this year earned 21.6 credits in that time, which meant that they had a real stake in remaining in college and have achieved more success.

2528 freshman students took the math assessment test last fall when they entered the college. Out of those, 1142 were assessed into Math M1, two levels below college-level math. However, only 355 seats were available in sections of Math M1 classes. He emphasized that this was through no fault in the Math Department, and this was not stated to point fingers or assign blame; it is just the way things have been at the college in the past.

Out of those 355 students who were enrolled in Math M1, only 144 emerged successfully from Math M1 and passed out of the class. We are still waiting for more data on those 144 who passed, to see how many of them found seats in Math M2 subsequently. Past experience suggests that the leakage may have been as high as 35-40%.

This means that only 12.6% of the original 1142 freshmen made it through Math M1, with more than 87% left behind. This may have had a great impact on the 35% of students who did not return to Kingsborough, since passing Math is required for transfer.

Based on these numbers, we would need 16 sections of Math M1 to seat all of our students who need it. The College has a \$100 million general fund budget, which is quite large; these 16 sections per semester would represent less than 2% of the College's entire budget. We are not discussing pedagogy or innovative teaching strategies which are already being used by our Math department, or our faculty-student interaction. This is strictly a discussion about numbers, about finding enough seats in Math M1 for our students.

The question has arisen whether additional Math sections would siphon students off from other class offerings and course sections. We offer approximately 1500 sections total per semester, with about 40 sections being cancelled. The 16 sections would only comprise 1% of all the sections we offer, and so Math M1 would not significantly hurt other offerings.

We are down 600 FTEs this fall, with a bottom-line impact of a \$1.5 million loss in revenue based on our three-year budget average. If we added Math sections, and by doing so reduced our 35% loss in returning students, this could have a major impact. We are seeing nationwide trends that reduce student numbers for the foreseeable future, and it would be harder to attract hundreds of new students than to simply chip away at our fall-to-fall losses of 35%. As we did with English ten years ago, we need to mandate that students take Math M1 right away in the fall and then enroll them in M2 for the following semester.

As we have shown, we can focus on this to help our budget, it will not hurt other areas, and Campus Facilities says we have the space for additional sections in the afternoons. We need to have the will and the guts to do this – to ensure that all of these students have seats in Math M1 when they register, which would work to the benefit of many of our weakest students. Just as in the case of English, our students will do better in all of their

classes on campus once they are better prepared in Math, which teaches important skills like critical thinking and problem-solving.

We are prepared to go here next fall, and to begin even earlier. The Mayor's office is releasing \$150 million for STEM programs – but with 87% of these students needing Math M1 we are not yet prepared to discuss careers in STEM. This summer we will be instituting a series of intensive math 'boot camps' for high-fail achieving Math M1 students to bring them to a higher level. In past experience, out of 500 similar students, 50% moved up one grade level after summer intensive, another 20% moved up two grade levels, and the remaining 30% returned to the same level but outperformed the other students.

So we want to get students through math more quickly, and get them to achieve 20 credits under their belts, to chip away at that figure of 35% of our students lost.

In the past there were opportunities to enter the middle class with only a high school degree. Today that dream is gone without a college education, and we need to do a better job retaining our students.

In response to various questions from the Council, the President added the following remarks:

There are other areas we can address to keep our students. We need to help new students make personal connections on campus with other students or members of the college community. Also, some kind of automated notification system could be put in place where faculty and others can notify counselors and advisors when students are disengaging. The counselors would then follow up by keeping faculty in the loop afterwards.

Now when students take only Math and English in their initial semester, they may not engage in something they are passionate about and can relate to. Academic Advisement needs to channel students into other general education courses that feed their passions, and also give them the opportunity to succeed early with their existing skills and aptitudes. They also need to leave advisement with a piece of paper in hand that tells them all of the courses that they will take in their first year.

Of course there are many logistics involved in making this all happen. Academic Advisement, the academic departments, student support, recruitment and high school outreach, and many other areas will be involved. But this must be in place by this coming summer. Zuleika Clarke will be the point person on this effort, facilitating as we make this happen. This includes working with Dean Rick Fox and his office as we set up research models and data points from the beginning, so we can learn as we go.

All innovative directions will be supported in this effort. The boot camps will also recruit from incoming freshmen based on test scores, as well as science students from College Now.

What is the difference between this and other programs like ASAP and CUNYStart? This is a systemic change in how the college will operate, not a program with a defined budget and a fancy name; in fact, this effort will have no name. This is just how Kingsborough will do business going forward. It will not be a narrow program with

strings attached and which disappears when it ends, but moving forward to help our students meet their educational goals.

The President concluded his remarks and handed over the podium to Prof. Martin, chair of the Curriculum Committee.

B. Curriculum Committee Report

The following resolutions were all approved unanimously:

I. SPECIAL ACTIONS- CHANGE IN/ADDITION OF ACADEMIC POLICY

A. Department of Nursing

1. EMS Admissions Criteria

FROM:

To be considered for the Paramedic Program, students must pass the CUNY Reading and Writing exams and parts 1 and 2 of the COMPASS Math Skills Test or ~~MAT M200. Students must be out of remediation in order to take EMS 100.~~

N/A

~~Students must also have a minimum of 200 patient contact hours as an Emergency Medical Technician (EMT) prior to registration for any paramedic level courses, starting with EMS 210.~~

N/A

~~To complete the program, students must achieve a minimum average of 2.0 in all courses required for the program. Courses from other colleges to be applied toward program requirements must have official transcripts of the courses with final grades.~~

TO:

To be considered for the Paramedic Program, students must pass the CUNY Reading and Writing exams and parts 1 and 2 of the COMPASS Math Skills Test **OR satisfy all requirements for existing developmental coursework.**

Students must complete BIO 11, ENG 12, EMS 100, and EMS 101 with a minimum grade of “C” as well as two of the following courses: BIO 12, ENG 24, PSY 11, and any 3-credit Math and Quantitative Reasoning course with a minimum grade of “C” prior to placement in the first paramedic-level course (EMS 210).

Students must also have a minimum of 200 patient contact hours as an Emergency Medical Technician (EMT) prior to registration for EMS 210.

Students must meet with the Program Director.

~~In order to receive an Emergency Medical Services Paramedic A.A.S., a student is required to have completed the final 24 credits toward that degree while enrolled at Kingsborough.~~

2. EMS Retention Criteria

FROM:

1. Earn a minimum of a “C” grade in the following general education courses: ~~ENG 12, ENG 24, BIO 11, BIO 12, PSY 11, and any 3-credit Math and Quantitative Reasoning course.~~ Students who earn less than a grade of “C” may repeat the course ONE TIME ~~(except BIO 11 or 12)~~ and must earn at least a grade of “B” in the repeated course. Students may not repeat ~~BIO 11 or BIO 12~~ or more than two general education courses.

2. Earn a minimum grade of “C” in all EMS courses.

3. Earning less than a “C” grade in an EMS course may repeat the course ONE TIME (subject to space and availability). The minimum grade for courses that are repeated is a “B”.

4. Who earn a second grade of less than a “B” in any EMS course will be dismissed from the Paramedic Program.

TO:

1. Earn a minimum of a “C” grade in the following general education courses: ENG 24, BIO 12, PSY 11, and any 3-credit Math and Quantitative Reasoning course. Students who earn less than a grade of “C” may repeat the course ONE TIME and must earn at least a grade of “C” in the repeated course. Students may not repeat more than two general education courses.

2. Earn a minimum grade of “C” in all EMS courses.

3. Earning less than a “C” grade in an EMS course may repeat the course ONE TIME (subject to space and availability). The minimum grade for **EMS** courses that are repeated is a “C”.

4. Who earn a second grade of less than a “C” in any EMS course will be dismissed from the Paramedic Program.

Any student who has not attended EMS courses for two or more consecutive semesters cannot be readmitted into the Paramedic Program unless qualifying examinations have been passed in sequential order of the courses previously completed. These qualifying examinations can be repeated only once. In addition, the student must demonstrate clinical competency by passing a clinical practical examination prior to returning to any of the clinical courses.

Any student who has not attended EMS courses for two or more consecutive semesters cannot be readmitted into the Paramedic Program unless qualifying examinations have been passed in sequential order of the courses previously completed. These qualifying examinations can be repeated only once. In addition, the student must demonstrate clinical competency by passing a clinical practical examination prior to returning to any of the clinical courses.

N/A

In order to receive an A.A.S. in Emergency Medical Services- Paramedic, a student must complete the final 24 credits toward that degree while enrolled at Kingsborough.

Paramedic Clinical Courses

Following the successful completion of the EMT component of the program, students will enroll in paramedic-level clinical courses and will participate in actual patient care on ambulances and in various departments at different hospitals.

Paramedic Clinical Courses

Following the successful completion of the EMT component of the program, students will enroll in paramedic-level clinical courses and will participate in actual patient care on ambulances and in various departments at different hospitals.

~~Course Completion:~~

~~The student must complete the following courses prior to placement in the first paramedic level course (EMS 210): EMS 100, EMS 101, ENG 12, ENG 24, BIO 11, BIO 12, PSY 11, and any 3-credit Math and Quantitative Reasoning course.~~

3. Nursing Retention Criteria

FROM:

TO:

Students must achieve a grade of "B" in order to pass NUR 1700.

Students must achieve a grade of "B" in order to pass NUR 1700. **Students in NUR 1700 who achieve a failing grade of no less than "C-" may repeat the course one time only after submitting an intent to return form.**

4. Polysomnographic Technology Retention Criteria

FROM:

None

TO:

Retention criteria

Criteria for retention in the Polysomnographic Technology Program mandates that students:

- 1. Receive no more than two grades below "C" in any of the general education prerequisite courses.**
- 2. Earn a minimum of "C" in all Polysomnographic Technology (PSG) courses.**
- 3. Earning less than a "C" grade in a PSG course may repeat the course ONE TIME (subject to space availability) and must earn at least a grade of "C" in the repeated course.**
- 4. Earning a grade of less than "C" in any repeated PSG course will be dismissed from the Polysomnographic Technology Program.**
Any student who has not attended PSG courses for two or more consecutive semesters cannot be readmitted into the Polysomnographic Technology Program unless qualifying examinations have been passed in sequential order of the course previously completed. These qualifying examinations can be repeated only once. In addition, the student must demonstrate clinical competency by passing a clinical practical examination prior to returning to any of the clinical courses.

5. Surgical Technology Admissions Criteria

FROM:

Admission Requirements

To be considered for the Surgical Technology Program, students must pass the CUNY Reading and Writing exams and the COMPASS Math Skills.

The student must achieve a minimum ~~average of 2.5 in all courses required for the program.~~
Courses from other colleges to be applied toward program requirements must have grades submitted for them.

TO:

Minimum Entrance Requirements

To be considered for the Surgical Technology Program, students must pass the CUNY Reading and Writing exams and the COMPASS Math Skills **Test or satisfy all requirements for existing developmental coursework.**

The student must achieve a minimum **grade of “C” in BIO 11 and ENG 12 for consideration for the program.** Courses from other colleges to be applied toward program requirements must have grades submitted for them.

N/A

In order to apply for the Surgical Technology program, the student must obtain a Change of Curriculum form at the Office of the Registrar, meet with a counselor to discuss your academic performance and obtain the counselor's signature. After obtaining your counselor's signature, you must obtain the signature of the chairperson or designee of the department of your current curriculum. Finally, the completed form must be submitted to the Nursing Department Office, M-401, where you will be instructed to meet with the Program Director during office hours.

After final grades have been recorded for the semester in which you submit a change of curriculum form, your request is reviewed by the Nursing Department. Despite submission of the change of curriculum form to the Nursing Department, the Registrar will not be informed of any change in curriculum status until the end of the fall semester, after prospective applicants have completed all entrance requirements and have met with the Program Director. The Registrar will notify students of the effected change, and the Program Director will send a letter of acceptance or denial in January before the start of the spring semester. Due to limited clinical site availability, enrollment in the Program is limited. Therefore, completion of the pre-requisite courses with a minimum grade of "C" is not a guarantee of admission into the Surgical Technology program.

6. Surgical Technology Retention Criteria

FROM:

Retention Criteria
Criteria for retention in the Surgical Technology Program mandates that students:

TO:

Retention Criteria
Criteria for retention in the Surgical Technology Program mandates that students:

1. Receive no more than two grades below “C” in any of the pre or co-requisite courses.

2. Earn a minimum of “C” in all Surgical Technology Courses.

3. Students earning less than a “C” grade in a Surgical Technology Course may repeat the course one time (subject to space availability). The minimum grade for courses that are repeated is a “B”.

4. A second earned grade of less than “C” in any Surgical Technology course will result in dismissal from the Program.

~~5. Clinical Performance in the Practicum must be at a satisfactory level to remain in the program.~~

Any student who has not attended ~~nursing~~ courses for two or more consecutive semesters cannot be readmitted into the Surgical Technology Program unless qualifying examinations have been passed in sequential order in the courses previously completed. In accordance with the retention criteria of the Nursing Department, these examinations can be repeated only once. In addition, the student must demonstrate clinical competency by passing a Clinical Practicum examination prior to returning to any of the clinical courses.

II. CHANGE IN DEGREE TYPE

A. Department of Health, Physical Education and Recreation

FROM:

A.A.S. in Physical Education, Recreation and Recreation Therapy

CUNY CORE

REQUIRED CORE:

1. Receive no more than two grades below “C” in any of the pre or co-requisite courses **with the exclusion of ENG 1200 and BIO 1100, which must be a minimum grade of “C”.**

2. Earn a minimum of “C” in all Surgical Technology Courses.

3. Students earning less than a “C” grade in a Surgical Technology Course may repeat the course one time (subject to space availability). The minimum grade for courses that are repeated is a “B”.

4. A second earned grade of less than “C” in any Surgical Technology course will result in dismissal from the Program.

Any student who has not attended **surgical technology** courses for two or more consecutive semesters cannot be readmitted into the Surgical Technology Program unless qualifying examinations have been passed in sequential order in the courses previously completed. In accordance with the retention criteria of the Nursing Department, these examinations can be repeated only once. In addition, the student must demonstrate clinical competency by passing a Clinical Practicum examination prior to returning to any of the clinical courses.

TO:

A.S. in Physical Education, Recreation and Recreation Therapy

CUNY CORE

REQUIRED CORE:

ENG 1200	3	ENG 1200
ENG 2400	3	ENG 2400
Mathematical and Quantitative Reasoning	3	Mathematical and Quantitative Reasoning
Life and Physical Sciences	3	Life and Physical Sciences
FLEXIBLE CORE	9	FLEXIBLE CORE

Complete nine credits or three courses from three different groups (see catalog groups A-E). Courses that satisfy each group, A through E, are listed in the Program and Course Requirements section of the KCC Catalog. Courses taken to satisfy the Flexible Core should be carefully selected for transfer to the B.S. or B.A. in Physical Education, Recreation and Recreation Therapy, and Sport Management. Recommended courses:

- A. World Cultures & Global Issues
- B. U.S. Experience in Its Diversity
- C. Creative Expression
- D. Individual & Society
- E. Scientific World

DEGREE REQUIREMENTS

Wellness, Health, & Fitness (HPE 1200)	3
Introduction to Recreation (RPE 1100)	3
Leadership in Recreation and Physical Education (RPE 1200)	3
Organization and Administration of Recreation Programs (RPE 3200)	3
Field Experience in Physical Education, Recreation and Recreation Therapy (RPE 9152)	3

PLUS, select one of the following

One course selected from each group A – E. Plus an additional course from any Group. No more than two courses in the same discipline. Courses that satisfy each group are listed in the Programs and Course Requirements section of the KCC Catalog.

- A. World Cultures & Global Issues
 - B. U.S. Experience in Its Diversity
 - C. Creative Expression
 - D. Individual & Society
 - E. Scientific World
- Plus another course selected from any Group A-E

DEGREE REQUIREMENTS

Wellness, Health, & Fitness (HPE 1200)	
Introduction to Recreation (RPE 1100)	
Leadership in Recreation and Physical Education (RPE 1200)	
Organization and Administration of Recreation Programs (RPE 3200)	
Field Experience in Physical Education, Recreation and Recreation Therapy (RPE 9152)	

PLUS, select one of the following

concentrations

RECREATION AND RECREATION
THERAPY

Social Recreation (RPE 1300)	3
Methods and Materials for Teaching Fold and Square Dance (RPE 1600)	2
Therapeutic Recreation for Individuals with Disabilities I (RPE 3100)	3
Methods and Materials in Arts and Crafts (RPE 3400)	3
Therapeutic Recreation for Individuals with Disabilities II (RPE 3500)	3
The Assessment Process in Therapeutic Recreation (RPE 3600)	3
Field Experience in Recreation and Recreation Therapy (RPE 9253)	3
First Aid and Personal Safety (HE 3500)	2

TRANSFER TO BACCALAUREATE
PROGRAMS IN TEACHING PHYSICAL
EDUCATION K-12

Fitness Assessment and Prescription (HPE 1500)	2
Methods and Materials for Teaching Fold and Square Dance (RPE 1600)	2
Therapeutic Recreation for Individuals with Disabilities I (RPE 3100)	3
Outdoor Recreation (RPE 1400)	2
Sport and American Society (RPE 4000)	3
Methods of Teaching Fitness and Recreation Activities (RPE 7000)	3
First Aid and Personal Safety (HE 3500)	2

concentrations

RECREATION AND RECREATION
THERAPY

Social Recreation (RPE 1300)	3
Therapeutic Recreation for Individuals with Disabilities I (RPE 3100)	2
Methods and Materials in Arts and Crafts (RPE 3400)	3
Therapeutic Recreation for Individuals with Disabilities II (RPE 3500)	3
The Assessment Process in Therapeutic Recreation (RPE 3600)	3

TRANSFER TO BACCALAUREATE
PROGRAMS IN TEACHING PHYSICAL
EDUCATION K-12

Fitness Assessment and Prescription (HPE 1500) or First Aid and Personal Safety (HE 3500) or Outdoor Recreation (RPE 1400)	2
Therapeutic Recreation for Individuals with Disabilities I (RPE 3100)	2
Sport and American Society (RPE 4000)	3
Methods of Teaching Fitness and Recreation Activities (RPE 7000)	2
Physical Education courses in team or individual sports and skills (Please select from approved list available from the program office, G-300)	3

Physical Education courses in team or individual sports and skills (Please select from approved list available from the program office, G-300) 5

TRANSFER TO BACCALAUREATE PROGRAMS IN SPORT MANAGEMENT

Introduction to Sports Management (RPE 700) 3
 Facilities Planning in Sports (RPE 4600) 3
 Fundamentals of Business (BA 1100) 3
 Principles of Marketing (BA 1400) 3
~~Organizational Behavior and Management (BA 3100) 3~~
 Sport and American Society (RPE 4000) 3
~~Fundamentals of Accounting (ACC 1100) 4~~

ELECTIVES 0 - 2
 0-2 credits sufficient to meet required total of 60

II. CHANGE IN DEGREE REQUIREMENT

A. Department of Biology

1. A.S. in Biology

FROM:

CUNY CORE

REQUIRED CORE:

ENG 1200 3
 ENG 2400 3
 Mathematical and Quantitative Reasoning (MAT 1400) 4
 Life and Physical Sciences (BIO 1300 or BIO 1400 or CHM 1100 or CHM 1200) 4

FLEXIBLE CORE 20

One course from each group, A -E, plus an addition course from Group E. No more than two courses in the same discipline.

TRANSFER TO BACCALAUREATE PROGRAMS IN SPORT MANAGEMENT

Introduction to Sports Management (RPE 700)
 Facilities Planning in Sports (RPE 4600)
 Fundamentals of Business (BA 1100)
 Principles of Marketing (BA 1400)
 Sport and American Society (RPE 4000)

ELECTIVES
 0 credits sufficient to meet required total of 60

TO:

CUNY CORE

REQUIRED CORE:

ENG 1200
 ENG 2400
 Mathematical and Quantitative Reasoning (MAT 1400)
 Life and Physical Sciences (BIO 1300 or BIO 1400 or CHM 1100 or CHM 1200)

FLEXIBLE CORE

One course from each group, A -E, plus an addition course from Group E. No more than two courses in the same discipline.

A. World Cultures & Global Issues
 B. U.S. Experience in Its Diversity
 C. Creative Expression
 D. Individual & Society
 E. Scientific World: : MAT 1400 or BIO 1300 or BIO 1400 or CHM 1100 or CHM 1200 (if not taken for Required Core)
 Plus another course selected from Group E list above (If not taken for Required or Flexible Core)

DEPARTMENT REQUIREMENTS

General Biology I and II (BIO 1300-1400) 8
 General Chemistry I and II (CHM 1100-1200) 8
 Analytic Geometry and Pre-Calculus Math (MAT 1400) 4
 Introduction to Computer and Computer Applications (CP 1100) or Applications in Bioinformatics (BIO/CIS 6000) 3-4

PLUS, select one of the following concentrations

BIOLOGY TRANSFER OPTION

Any two biology lab courses: 8
 BIO 2100, BIO 2200, BIO 5000, BIO 5200, BIO 5300, ~~BIO 5400, BIO 5500~~, BIO 5800, BIO 5900, or BIO 6500

ALLIED HEALTH TRANSFER OPTION

Human Anatomy and Physiology I and II (BIO 1100-1200) 8

ELECTIVES:

10-11 credits sufficient to meet required total of 60

Suggested elective Allied Health Transfer Option:
 Biostatistics (BIO/MAT 9100) 4

A. World Cultures & Global Issues
 B. U.S. Experience in Its Diversity
 C. Creative Expression
 D. Individual & Society
 E. Scientific World: : MAT 1400 or BIO 1300 or BIO 1400 or CHM 1100 or CHM 1200 (if not taken for Required Core)
 Plus another course selected from Group E list above (If not taken for Required or Flexible Core)

DEPARTMENT REQUIREMENTS

General Biology I and II (BIO 1300-1400) 8
 General Chemistry I and II (CHM 1100-1200) 8
 Analytic Geometry and Pre-Calculus Math (MAT 1400) 4
 Introduction to Computer and Computer Applications (CP 1100) or Applications in Bioinformatics (BIO/CIS 6000) 3-4

PLUS, select one of the following concentrations

BIOLOGY TRANSFER OPTION

Any two biology lab courses: 8
 BIO 2100, BIO 2200, BIO 5000, BIO 5200, BIO 5300, BIO 5800, BIO 5900, or BIO 6500

ALLIED HEALTH TRANSFER OPTION

Human Anatomy and Physiology I and II (BIO 1100-1200) 8

ELECTIVES:

10-11 credits sufficient to meet required total of 60

Suggested elective Allied Health Transfer Option:
 Biostatistics (BIO/MAT 9100) 4

Suggested elective for transfer to a Physician Assistant Program:

Microbiology in Health and Disease (BIO 5100)

4

Suggested elective for transfer to a Physician Assistant Program:

Microbiology in Health and Disease (BIO 5100)

B. Department of Health, Physical Education and Recreation

1. A.S. in Community Health

FROM:

CUNY CORE

REQUIRED CORE:

ENG 1200

ENG 2400

Mathematical and Quantitative Reasoning

Life and Physical Sciences

FLEXIBLE CORE

One (1) course from each of the following Groups A-E plus another course from any Group. No more than two courses in the same discipline. Courses that satisfy each Group A through E are listed in the *Programs and Course Requirements* section of this catalog.

A. World Cultures & Global Issues

B. U.S. Experience in Its Diversity

C. Creative Expression

D. Individual & Society

E. Scientific World

Plus another course selected from any Group A-E

DEPARTMENT REQUIREMENTS

TO:

CUNY CORE

REQUIRED CORE:

ENG 1200

ENG 2400

Mathematical and Quantitative Reasoning

Life and Physical Sciences

FLEXIBLE CORE

One (1) course from each of the following Groups A-E plus another course from any Group. No more than two courses in the same discipline. Courses that satisfy each Group A through E are listed in the *Programs and Course Requirements* section of this catalog. The following courses are highly recommended ECO 1200 (Group A), ECO 1300 (Group D), Foreign Language (Group A), PSY 11 (Group E), PSY 3200 (Group D), SOC 3100 (Group D), and SPE 2100 (Group C)

A. World Cultures & Global Issues

B. U.S. Experience in Its Diversity

C. Creative Expression

D. Individual & Society

E. Scientific World

Plus another course selected from any Group A-E

DEPARTMENT REQUIREMENTS

Concepts of Wellness (HPE 1200)	3	Concepts of Wellness (HPE 1200)
Introduction to Community Health (COH 1100)	3	Introduction to Community Health (COH 1100)
Critical Issues in Community Health (COH 1200)	3	Critical Issues in Community Health (COH 1200)
Principles of Epidemiology (COH 1300)	3	Principles of Epidemiology (COH 1300)
Community Health Interventions (COH 2000)	3	Community Health Interventions (COH 2000)
Introduction to Computer Concepts (BA 6000) or Office Computer Applications (TEC 2500) or Introduction to Computers and Computer Applications (CP 1100)	3-4	

Field Experience in Community Health (COH 91E1)

PLUS, select one of the following concentrations

PLUS, select one of the following concentrations

GERONTOLOGY

GERONTOLOGY

Introduction to Gerontology (MH 3500)	3
Therapeutic Recreation for Individuals with Disabilities I or II (RPE 3100 or RPE 3500)	3
Perspectives on Death and Dying (NUR 4300)	3

Introduction to Gerontology (MH 3500)	3
Therapeutic Recreation for Individuals with Disabilities I or II (RPE 3100 or RPE 3500)	3
Perspectives on Death and Dying (NUR 4300)	3

HEALTH SERVICES ADMINISTRATION

HEALTH SERVICES ADMINISTRATION

Fundamentals of Business (BA 1100)	3
Organizational Behaviors and Management (BA 3100)	3
Macroeconomics (ECO 1200) or Microeconomics (ECO 1300)	3

Fundamentals of Business (BA 1100)	3
Organizational Behaviors and Management (BA 3100)	3
Macroeconomics (ECO 1200) or Microeconomics (ECO 1300)	3

HEALTH EDUCATION AND PROMOTION

HEALTH EDUCATION AND PROMOTION

~~Two of the following:~~

Three of the following:

Women's Health Issues (HE 3800), Drugs: The Individual and Society (HE 4000), Nutrition and Health (HE 4200), Human Sexuality (HE 5200), or Men's Health Issues (HE 5400)	6
--	--------------

Women's Health Issues (HE 3800), Drugs: The Individual and Society (HS 4000), Nutrition and Health (HE 4200), Human Sexuality (HS 5200), or Men's Health Issues (HE 5400)	6
---	---

Field Experience in Community Health (COH 91E1)	3
--	--------------

-

ELECTIVES

ELECTIVES

2-6 credits to meet required total of 60 credits

2-6 credits to meet required total of 60 credits

C. Department of Mathematics and Computer Science

1. A.S. in Mathematics

FROM:

CUNY CORE

REQUIRED CORE:

ENG 1200

3

ENG 2400

3

Mathematical and Quantitative Reasoning:
Calculus I (MAT 1500) or Calculus II (MAT
1600) or Biostatistics (MAT/BIO 9100) or
Business Statistics (MAT/BA 2200)

4

Life and Physical Sciences

3

FLEXIBLE CORE

20

One course from each group, A -E, plus an
addition course from Group E. No more than
two courses in the same discipline.

A. World Cultures & Global Issues

B. U.S. Experience in Its Diversity

C. Creative Expression

D. Individual & Society

E. Scientific World: : Calculus I (MAT 1500) or
Calculus II (MAT 1600) or Biostatistics
(MAT/BIO 9100) or Business Statistics
(MAT/BA 2200) or Introduction to Computing
(CS 1200) or Advanced Programming
Techniques (CS 13A0) (if not taken for
Required Core)

Plus another course selected from Group E list
above (If not taken for Required or Flexible
Core)

DEPARTMENT REQUIREMENTS

Calculus I and II and III (MAT 1500 and MAT
1600 and MAT 2100)

12

Differential Equations (MAT 5500)

3

Linear Algebra (MAT 5600)

3

Biostatistics (MAT/BIO 9100) or Business
Statistics (MAT/BA 2200)

4

TO:

CUNY CORE

REQUIRED CORE:

ENG 1200

ENG 2400

Mathematical and Quantitative Reasoning:
Calculus I (MAT 1500) or Calculus II (MAT
1600) or Biostatistics (MAT/BIO 9100) or
Business Statistics (MAT/BA 2200)

Life and Physical Sciences

FLEXIBLE CORE

One course from each group, A -E, plus an
addition course from Group E. No more than
two courses in the same discipline.

A. World Cultures & Global Issues

B. U.S. Experience in Its Diversity

C. Creative Expression

D. Individual & Society

E. Scientific World: : Calculus I (MAT 1500)
or Calculus II (MAT 1600) or Biostatistics
(MAT/BIO 9100) or Business Statistics
(MAT/BA 2200) or Introduction to Computing
(CS 1200) or Advanced Programming
Techniques (CS 13A0) (if not taken for
Required Core)

Plus another course selected from Group E list
above (If not taken for Required or Flexible
Core)

DEPARTMENT REQUIREMENTS

Calculus I and II and III (MAT 1500 and MAT
1600 and MAT 2100)

Differential Equations (MAT 5500)

Linear Algebra (MAT 5600)

Biostatistics (MAT/BIO 9100) or Business
Statistics (MAT/BA 2200)

Introduction to Computing (CS 1200)	4	Introduction to Computing (CS 1200)
Discrete Structures (CS 3500)	4	Discrete Structures (CS 3500)
Choose two courses from: Advanced Programming Techniques (CS 13A0) or Computers and Assembly Language Programming (CS 1400) or Finite Mathematics (MAT 1100)	8	Choose two courses from: Advanced Programming Techniques (CS 13A0) or Computers and Assembly Language Programming (CS 1400) or Finite Mathematics (MAT 1100) or Introduction to Set Theory (MAT 3200)
Critical Issues in Personal Health	1	Critical Issues in Personal Health

ELECTIVES

0 electives sufficient to meet the required total of 60

ELECTIVES

0 electives sufficient to meet the required total of 60

IV. NEW COURSES

A. Department of Art

1. ART 3000, Art and Activism, 3 CRS. 3 HRS.

Pre/Co requisite: NONE

B. Department of English

1. ENG 3300, Introduction to Literary Studies, 3 CRS. 3 HRS.

Pre-requisite: ENG 1200

C. Department of Mathematics and Computer Science

1. MAT 3200, Introduction to Set Theory, 4 CRS. 4 HRS.

Pre-requisite: Math 14 with a grade of "C" or better

D. Department of Nursing

1. EMS 81XX, Independent Study 1-3 CRS. 1-3 HRS.

Pre/Co requisite: NONE

V. NEW 82 COURSES

A. Department of Art

1. ART 82XX, Medieval Art

B. Department of English

1. ENG 82XX, Creative Nonfiction

C. Department of History, Philosophy, Political Science

1. PHI 82XX, Philosophical Foundations of Business Ethics. In addition, the course description will include: "Not open to Business Administration or Accounting majors."

VI. COURSES FOR PATHWAYS

APPROVAL

A. Department of Art

1. Art 3000, Art and Activism- Flexible Core A: World Cultures and Global Issues

B. Department of Health, Physical Education and Recreation

1. HS 4000, Drugs: The Individual and Society- Flexible Core D: Individual and Society

2. HS 5200, Human Sexuality-Flexible Core D: Individual and Society

C. Department of Physical Sciences

1. SCI 7000 The Science of Nutrition-Required Core: Life and Physical Sciences and Flexible Core E: Scientific World

The following items were provided as informational items only to the College Council:

VII. CHANGE IN PRE- OR CO-REQUISITE

A. Department of Behavioral Science and Human Services

1. EDC 2100, Social Science in Education

FROM

Pre-requisites: EDC 200 or EDC 2000 with a minimum grade of "C" or better

Pre/Co requisite: HUM 8181 or HUM 200 and Any History or Political Science Course.

2. EDC 2200, Art Workshop in Education

FROM:

Pre-requisite: EDC 2100, EDC 3000, or department permission with a grade of "C" or better

TO:

Pre-Requisites: EDC 200 or EDC 2000 with a minimum grade of "C" or better

Pre/Co requisite: HUM 8181 or HUM 200

TO:

Pre-requisite: EDC 2100 or EDC 3100 or EDC 3200 with a minimum grade of "C"

Co-requisite: EDC 90A4 or EDC 9105 or EDC 9400

Co-requisite: EDC 90A4 or EDC 9105 or EDC 9400

3. EDC 3100, Social Science in Childhood Education

FROM:

Pre-requisites: EDC 200 or EDC 2000 with a grade of "C" or better

Pre/Co requisite: HUM 8181 and Any History or Political Science course.

TO:

Pre-requisites: EDC 200 or EDC 2000 with a grade of "C" or better

Pre/Co requisite: HUM 8181 or HUM 200

4. EDC 90A4, Seminar & Practicum in Teacher Development

FROM:

Pre-requisite: ENG 1200; a passing score on the CUNY COMPASS or completion of mathematics remediation; EDC 2100 or EDC 3100, with a grade of "C" or better; and a minimum GPA of 2.75

Pre/Co requisite: PSY 3000 or PSY 3200

Co-requisite: EDC 2200

TO:

Pre-requisite: ENG 1200; a passing score on the CUNY COMPASS Math Assessment Test or completion of mathematics remediation; EDC 2100 or EDC 3100 or EDC 3200, with a grade of "C" or better; and a minimum GPA of 2.80.

Pre/Co requisite: PSY 3000 or PSY 3200

Co-requisite: EDC 2200

5. EDC 9105, Supervised Instructional Experience in Education I

FROM:

Pre-requisite: EDC 2100 and EDC 3000, both with a grade of "C" or better and passing scores on the CUNY Reading and Writing exams.

Co-requisite: EDC 2200

TO:

Pre-requisite: EDC 2100 and EDC 3000 or EDC 3200 with a minimum grade of "C" and passing scores on the CUNY Reading and Writing exams or completion of English remediation.

Co-requisite: EDC 2200

6. EDC 9307, Supervised Instructional Experience in Education II

FROM:

Pre-Requisite: EDC 2200 and EDC 9105, both with a grade of "C" or better

Pre/Co requisite: EDC 2300

TO:

Pre-requisite: EDC 2200 and EDC 9105 with a minimum grade of "C" and Passing scores on the CUNY COMPASS Math Assessment Test or completion of mathematics remediation

Pre/Co requisite: EDC 2300 and ENG 2400

B. Department of Nursing

1. EMS 101, EMT-Basic Clinical I

FROM:

Pre-requisite: EMS 100

TO:

Pre/Co requisite: EMS 100

2. EMS 210, Paramedic I

FROM:

Pre-requisite: EMS 101, BIO 12, ENG 2400, PSY 11, any 3-credit Math course

Pre/Co requisite: EMS 211

TO:

Pre-requisite: EMS 101, BIO 1100 and ENG 1200

Co-requisite: EMS 211

3. EMS 211, Paramedic Clinical I

FROM:

Pre-requisite: EMS 101, BIO 1200, ENG 2400, PSY 1100, any 3-credit Math course

Pre/Co requisite: EMS 210

TO:

Pre-requisite: EMS 101, BIO 1100 and ENG 1200

Co-requisite: EMS 210

4. PSG 100, The Science of Sleep and Circadian Rhythms

FROM:

Pre/Co requisite: ENG 1200, BIO 1100, MAT 900, and PSY 1100

TO:

Pre/Co requisite: ENG 1200 and BIO 1100

5. PSG 101, Neuroscience and Pharmacology in Sleep

FROM:

Pre-requisite: NONE

Pre/Co requisite: PSG 102

TO:

Pre-requisite: PSG 100

Co requisite: PSG 102 and PSG 106

6. PSG 102, Foundations of Polysomnography I

FROM:

Pre-requisite: PSG 100

Co requisite: PSG 101

TO:

Pre-requisite: PSG 100

Co requisite: PSG 101 and PSG 106

7. PSG 103, Clinical Practicum in Sleep Medicine I

FROM:

Pre-requisite: PSG 102, BLS certification and medical clearance from the internship site.

Co-requisite: PSG 104, PSG 105

TO:

Pre-requisite: PSG 101, PSG 102, PSG 106, MAT 900, MAT 2000, BLS certification and medical clearance from the internship site,

Co-requisite: PSG, 104, PSG 105

8. PSG 104, Foundations of Polysomnography II

FROM:

Pre-requisite: PSG 101 and PSG 102

Co-requisite: PSG 103 and PSG 105

TO:

Pre-requisite: PSG 101, PSG 102, and PSG 106

Co-requisite: PSG 103 and PSG 105

9. PSG 105, Clinical Polysomnographic Scoring

FROM:

Pre-requisite: PSG 101 and PSG 102

Co-requisite: PSG 103 and PSG 105

TO:

Pre-requisite: PSG 101, PSG 102, and PSG 106

Co-requisite: PSG 103 and PSG 104

10. PSG 106, Classification of Sleep Disorders

FROM:

Pre-requisite: PSG 103, PSG 104, PSG 105

TO:

Pre-requisite: PSG 100

Co-requisite: PSG 101 and PSG 102

11. PSG 107, Cardiopulmonary Physiology in Sleep

FROM:

Pre-requisite: PSG 106

Co-requisite: PSG 105

TO:

Pre-requisite: PSG 103, PSG 104, and PSG 105

Co-requisite: PSG 108

12. PSG 108: Clinical Practicum in Sleep Medicine II

FROM:

Pre-requisite: PSG 106 and medical clearance from internship site

Co-requisite: PSG 107

TO:

Pre-requisite: PSG 103, PSG 104, PSG 105 and medical clearance from the internship site

Co-requisite: PSG 107

13. ST 400, Surgical Procedures

FROM:

Pre/Co requisite: BIO 1100, NUR 4500

TO:

Pre-requisite: ST 300, ST 3P00

Co-requisite: ST 4P00

Pre/Co requisite: BIO 1200

14. ST 4500, Surgical Pharmacology

FROM:

TO:

Pre-requisite: ST 100

Pre-requisite: ST 100 or departmental permission

15. ST 4P00, Practicum II

FROM:

Pre-requisite: ST 300, ST3P00

Co-requisite: ST 400

TO:

Pre-requisite: ST 300, ST3P00

Co-requisite: ST 400

Pre/Co requisite BIO 1200

16. ST 5P00, Practicum III

FROM:

Pre-requisite: ST 400, ST 4P00

Co-requisite: ST 500

TO:

Pre-requisite: ST 400, ST 4P00

Co-requisite: ST 500

Pre/Co requisite: BIO 5100

17. ST 6P00, Practicum IV

FROM:

Pre-requisite: ST 500, ST 5P00

Co-requisite: ST 600

TO:

Pre-requisite: ST 500, ST 5P00

Co-requisite: ST 600

Pre/Co requisite: ST 4500

VIII. CHANGE IN COURSE DESIGNATION

A. Department of Health, Physical Education and Recreation

FROM:

1. HE 4000, Drugs: The Individual and Society

TO:

HS 4000, Drugs: The Individual and Society

FROM:

2. HE 5200 Human Sexuality

TO:

HS 5200, Human Sexuality

IX. CHANGE IN COURSE TITLES, CREDITS, HOURS

A. Department of Communications and Performing Arts

1. MCB 4100, Introduction to Television Production

FROM:

Introduction to Television Production

TO:

Television Studio Production

2. MCB 4800, Advanced Video Production

FROM:

TO:

Advanced Video Production

Advanced Television Studio Production

3. MCB 4900, Digital Audio/Visual Production and Editing

FROM:

Digital Audio/Visual Production and Editing

TO:

Media Production and Editing

4. MCB 5100, Digital Audio/Visual Production and Editing II

FROM:

Digital Audio/Visual Production and Editing II

TO:

Advanced Media Production and Editing

5. THA 5500, Stage Craft

FROM:

Stage Craft

TO:

Introduction to Technical Theatre

B. Department of Foreign Languages

1. ARB 100, Elementary Arabic I

FROM:

3 CRS. 3 HRS.

TO:

3 CRS. 4 HRS.

2. ARB 200, Elementary Arabic II

FROM:

3 CRS. 3 HRS.

TO:

3 CRS. 4 HRS.

3. CHI 100, Elementary Chinese I

FROM:

3 CRS. 3 HRS.

TO:

3 CRS. 4 HRS.

4. CHI 200, Elementary Chinese II

FROM:

3 CRS. 3 HRS.

TO:

3 CRS. 4 HRS.

5. HEB 100, Elementary Hebrew I

FROM:

3 CRS. 3 HRS.

TO:

3 CRS. 4 HRS.

6. HEB 200, Elementary Hebrew II

FROM:
3 CRS. 3 HRS.

TO:
3 CRS. 4 HRS.

D. Department of Nursing

1. PSG 103, Clinical Practicum in Sleep
Medicine I

FROM:
6 CRS. 12 HRS.

TO:
6 CRS. 24 HRS.

2. PSG 108, Clinical Practicum in Sleep
Medicine II

FROM:
6 CRS. 12 HRS.

TO:
6 CRS. 24 HRS.

X. CHANGE IN CATALOG DESCRIPTION

A. Department of Biological Sciences

1. **BIO 1100-BIO 1200** Human Anatomy &
Physiology I and II

FROM:

A one-year, two-semester course in human anatomy and physiology. Examines complementary relationships between structure and function; dynamic aspects, integration of organs and organ systems in the maintenance of normal functioning of the whole organism. Dissections and other laboratory experiences including computer-assisted study of physiological principles. *This course does not satisfy the Biology major elective requirement.*

TO:

Not recommended for non-science majors.
A one-year, two-semester course in human anatomy and physiology. Examines complementary relationships between structure and function; dynamic aspects, integration of organs and organ systems in the maintenance of normal functioning of the whole organism. Dissections and other laboratory experiences including computer-assisted study of physiological principles. *This course does not satisfy the Biology major elective requirement.*

2. **BIO 1300-BIO 1400** General Biology I and II

FROM:

TO:

A one-year, two semester course for students who plan to major in biological sciences, or prepare for a pre-professional program. Classroom and laboratory sessions focus on biological topics as they apply to all life, to recent findings and how they advance understanding of classical concept, the interaction of environmental and biological forces to produce life.

Not recommended for non-science majors.

A one-year, two semester course for students who plan to major in biological sciences, or prepare for a pre-professional program. Classroom and laboratory sessions focus on biological topics as they apply to all life, to recent findings and how they advance understanding of classical concept, the interaction of environmental and biological forces to produce life.

5. BIO 2100, Comparative Anatomy

FROM:

Form, structure, classification, and adaptive modifications of vertebrates, animals with backbones. Through dissections, representative vertebrates (dog, fish and cat) are studied; vertebrates' major body systems and development of various representative structures are compared; relationships between form and function, and the use of certain structure in specific environments. This course satisfies the elective credit requirement for Biology majors.

TO:

Form, structure, classification, and adaptive modifications of vertebrates, animals with backbones. Through dissections, representative vertebrates (dog, fish and cat) are studied; vertebrates' major body systems and development of various representative structures are compared; relationships between form and function, and the use of certain structures in specific environments. **This course satisfies the elective credit requirement for Biology majors.**

6. BIO 5800, Recombinant DNA Technology

FROM:

The theory and application of recombinant DNA techniques includes study of genomics and proteomics, molecular aspects of recombinant DNA technology and genetic engineering, microbial, animal, and plant protein expression. Ethical, legal and social concerns surrounding the field of biotechnology are addressed. Basic biotechnological laboratory techniques required for the study of genomics, genetic engineering and recombinant DNA technology are conducted.

TO:

The theory and application of recombinant DNA techniques includes study of genomics and proteomics, molecular aspects of recombinant DNA technology and genetic engineering, microbial, animal, and plant protein expression. Ethical, legal and social concerns surrounding the field of biotechnology are addressed. Basic biotechnological laboratory techniques required for the study of genomics, genetic engineering and recombinant DNA technology are conducted. **This course satisfies the elective credit requirement for Biology majors.**

7. BIO 6500, Molecular and Cellular Biology

FROM:

The structure and functions of cell components are covered. Emphasis will be placed on the molecular composition of cells and the molecular mechanisms a cell uses to grow and divide. Experiments and computer exercises are designed around fundamental questions in eukaryotic cell biology with an emphasis on biochemical and molecular biological techniques.

TO:

The structure and functions of cell components are covered. Emphasis will be placed on the molecular composition of cells and the molecular mechanisms a cell uses to grow and divide. Experiments and computer exercises are designed around fundamental questions in eukaryotic cell biology with an emphasis on biochemical and molecular biological techniques. **This course satisfies the elective credit requirement for Biology majors.**

B. Department of Communications and Performing Arts

1. MCB 5000, Writing for the Electronic Media

FROM:

Introduction to the various types of writing used in the electronic media and research necessary for each: commercials, news, reports, promotional and programming material, public service announcements, industrial/educational programs, drama, comedy and story boards.

TO:

Introduction to the various types of writing used in the electronic media and research necessary for each: commercials, news, reports, promotional and programming material, public service announcements, industrial and educational programs.

2. THA 5500, Introduction to Technical Theatre

FROM:

Introduction to scenery for live entertainment with special emphasis on the practice of scenic construction and installation. Participation in a theatrical production will be incorporated when possible. Basic backstage and workshop safety will also be covered.

TO:

Introduction to Technical Production for live entertainment with special emphasis on the practice of scenic construction. Additionally, students will learn the basic skills that will allow them to function as productive members of the various crews that constitute a theatrical production. Backstage and Shop safety will be emphasized throughout.

C. Department of English

1. ENG 7400, Themes in American Literature II

FROM:

A survey of American literature and literary history from the end of the Civil War to the present. Consideration of many well-known writers (James, Hemingway, and Frost) as well as writings by women, Native Americans, Hispanics, and African Americans. Students will acquire a greater comprehension of historical, philosophical, political, religious, and literary forces that shaped American life during this period. Questions of what America represents and how it is represented in literary texts and history will be discussed.

TO:

A survey of American literature and literary history from the late 19th century to the present, examining works that depict urbanization, immigration, class conflict, and social change.

D. Department of Nursing

1. EMS-101, EMT-Basic Clinical I

FROM:

TO:

EMS 101-EMT-Basic Clinical I (1 cr. 12 hrs. for six weeks) This course covers the New York State Department of Health Bureau of Emergency Medical Services curriculum for preparation as an emergency medical technician (EMT). It reviews material including but not limited to: infants and children; other special populations; ambulance operations; and working as part of a pre-hospital care team including paramedics. Lab work includes: bleeding control; CPR; patient assessment and management; splinting; patient immobilization; moving techniques; and weapons of mass destruction (WMD) awareness. Skills are subsequently demonstrated and evaluated in the laboratory, hospital and/or field setting. Students will participate in a series of clinical/field observations of 8-hour shifts either in an emergency department (clinical) or on an ambulance (field). Students must satisfactorily perform all practical skills in order to successfully complete the course. The number of minimum patient experiences is delineated. Some students, however, may be required to schedule additional shifts to acquire an acceptable minimum of competencies and experiences. Offered only during winter or summer module.

EMS 101-EMT-Basic Clinical I (1 cr. 6 hrs.) This course covers the New York State Department of Health Bureau of Emergency Medical Services curriculum for preparation as an emergency medical technician (EMT). It reviews material including but not limited to: infants and children; other special populations; ambulance operations; and working as part of a pre-hospital care team including paramedics. Lab work includes: bleeding control; CPR; patient assessment and management; splinting; patient immobilization; moving techniques; and weapons of mass destruction (WMD) awareness. Skills are subsequently demonstrated and evaluated in the laboratory, hospital and/or field setting. Students will participate in a series of clinical/field observations of 8-hour shifts either in an emergency department (clinical) or on an ambulance (field). Students must satisfactorily perform all practical skills in order to successfully complete the course. The number of minimum patient experiences is delineated. Some students, however, may be required to schedule additional shifts to acquire an acceptable minimum of competencies and experiences.

2.ST 100, Surgical Technology I

FROM:

Comprehensive study of the operative environment, professional roles, communications techniques and ethical responsibilities.

TO:

This introductory course intends to introduce the student to the broad field of Surgical Technology. The Basic, General information section introduces the student to the Perioperative environment and professional roles of the surgical team members. The Patient Care section is a comprehensive overview of the historical development of surgery and the practice of Surgical Technology. Professional conduct is discussed in conjunction with communication skills and surgical ethics.

3. ST 200, Surgical Technology II

FROM:

Provides theoretical knowledge for the application of essential skills during the perioperative phase of patient care. It introduces the student to the practice of surgical technology with a focus on those skills necessary for function in the scrub role.

TO:

Provides theoretical knowledge for the application of essential skills during the perioperative phase of patient care. It introduces the student to the practice of surgical technology with a focus on those skills necessary for function in the scrub role. This course will be taught as lecture in conjunction with an active hands-on practice laboratory component. Principles will be integrated with practice at all times.

4. ST 300, Surgical Technology III

FROM:

Principles and the practice of surgical technology with a focus on those functions that impact the circulating role. Introduction to surgical pharmacology, anesthesia and wound healing physiology.

TO:

Principles and the practice of surgical technology with a focus on those functions that impact the circulating role. Introduction to surgical pharmacology, anesthesia and wound healing physiology. This course will be taught as lecture in conjunction with an active hands-on component in the practice lab.

5. ST 400, Surgical Procedures

FROM:

TO:

Introduction to each anatomical system with a focused review of pathology in conjunction with those specific procedures performed. The instrumentation and surgical modalities of each specialty will be covered as they relate to the practice of Surgical Technology. Surgical specialties include General, Gastrointestinal, Biliary, Gynecologic, Ear-Nose and Thoracic Surgery, Plastic, and Pediatric Surgery.

Introduction to each anatomical system with a focused review of pathology in conjunction with those specific procedures performed. The instrumentation and surgical modalities of each specialty will be covered as they relate to the practice of Surgical Technology. Surgical specialties include General, Gastrointestinal, Biliary, Gynecologic, Ear-Nose and Thoracic Surgery, Plastic, and Pediatric Surgery. This course intends to introduce the student to each body system with a focused systems review of pathology in conjunction with those specific procedures performed. The instrumentation and surgical modalities of each Surgical Specialty will be taught as it relates to the practice of Surgical Technology. This course is taught as lecture with a hands-on component as it relates to specialized equipment.

6. ST 4500, Surgical Pharmacology

FROM:

The study of pharmacology relevant to the preparation, distribution and administration of those medications commonly used in the operating room environment. Concepts of intended therapeutic effects, side effects and adverse effects are covered. ~~Course is only open to Surgical Technology majors (code 056).~~

TO:

The study of pharmacology relevant to the preparation, distribution and administration of those medications commonly used in the operating room environment. Concepts of intended therapeutic effects, side effects and adverse effects are covered. **Offered only in Fall and open only to Surgical Technology majors.**

E. Department of Tourism and Hospitality

1. TAH 7100, Introduction to Professional Food Service

FROM:

TO:

An introduction to the various components of the professional food service industry. Subjects will include the history, scope, classification, trends and the role of the customer.

An introduction to the various components of the professional food service industry. Subjects will include the history, scope, classification, trends , food service management tools, customer service and basic quantitative reasoning as it relates to food services.

XI. DELETION OF COURSES

A. Department of Art

1. ART 3200, Art in Spain

B. Department of Biology

1. BIO 2500, Introduction to Marine Biology
2. BIO 5400, Botany
3. BIO 5500, Biology of the Invertebrates
4. BIO 7500, The Biology of Nutrition for Culinary Arts

C. Department of English

1. ENG 4400, The Tragic Vision
2. ENG 4500, The Comic Spirit
3. ENG 6400, Literature of Adventure and Exploration

In the absence of any New Business, the meeting adjourned at 4:05 PM.

Respectfully submitted,

Michael Sokolow

Michael Sokolow, Secretary