

**QUEENSBOROUGH COMMUNITY COLLEGE**  
**CITY UNIVERSITY OF NEW YORK**  
**CURRICULUM COMMITTEE**

**To:** Emily Tai, Academic Senate Steering Committee  
**From:** Philip A. Pecorino, Chairperson, Committee on Curriculum  
**Date:** October 24, 2011  
**Subject: Monthly Report**

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The Committee on Curriculum has acted to send the following recommendation to the Academic Senate.

I. **New Courses-Experimental** –for information purposes only

**DEPARTMENT of BIOLOGY and GEOLOGY**

GE-120, the *Geology of Gems*, 4 credits lab science 6 contact hours.

This course proposal was initiated by Dr. Roland Scal and results from the awarding of an NSF TUES Grant (Transforming Undergraduate Education in Science, Technology, Engineering, and Mathematics) to Drs. Roland Scal, Cheryl Bluestone, and Hugh Rance. The grant entitled, *TUES: Development of an Active Learning Gemology Studio Course: Introducing Nonscience Majors to the STEM Curriculum* supports the creation of the new course by providing three-years funding for evaluation of the learning outcomes and student attitudes toward science and for materials to teach the course. The two key words in the title “active learning” and “studio course” means that the students will actively direct the course topics and that a studio environment will blur the lines between laboratory and lecture so that topics move freely in both directions between lecture and laboratory.

The NSF TUES program funded by the Division of Undergraduate Education expects three years (six semesters) of the experimental course analysis and presentation of results of the course evaluation at national science meetings, including a workshop on the results of attracting nonscience majors to the STEM curriculum.

II. **Course Title Changes**

**DEPARTMENT of FOREIGN LANGUAGES and LITERATURE**

From: LC-121 Mandarin for Students of Chinese Heritage I

To: LC-121 Elementary Mandarin I for Students of Chinese Heritage

Rationale:

The proposed title will more precisely describe this course. Many students of Chinese heritage have mistakenly registered for “LC111 Elementary Mandarin” believing that LC111 is an elementary course and that LC121 is not. In fact, they are both elementary courses. The difference is that LC111 is designed for students of non-Chinese heritage and LC121 is designed to meet the specific needs of students of Chinese heritage. Adding “elementary” to the course title will clarify that LC121 is also an elementary language course.

From: LC-122 Mandarin for Students of Chinese Heritage II

To: LC-122 Elementary Mandarin II for Students of Chinese Heritage

Rationale:

The proposed title will more precisely describe this course and render it consistent with the title for LC121.