The Curriculum Committee will meet at 2:00 PM on Tuesday, 3-30-04 in H345.

Agenda

1. Consideration of Minutes of March 16, 2004 meeting
2. Chair’s Report
3. New course: GE-108 Gems and Semiprecious Stones
5. Revision, remove the prerequisites/corequisites ET-510 and ET-540
6. Deletion: LS611 and LS612
7. New Business
1. Course number | Ge-108
2. Course title: Gems and Semiprecious Stones
3. Course description for the college catalog: Gems and semiprecious stones are classified and their origins are explained. The economic, industrial, and aesthetic values of gem materials are related to their physical characteristics. The physical properties of gems and gem simulants are described. A trip to the American Museum of Natural History is a course requirement.

Prerequisites and/or co-requisites: None

4. Hours and credits: 3 class hours 3 credits

5. Rationale – why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc: Often students are attracted to the field of geology because of the allure of diamonds and other precious stones and minerals. However, because only a small portion of a geology course is devoted to minerals, their interests are not entirely satisfied. In this course, students will be presented with facts behind the gem industry and the science used in gem identification and production. The basic science taught in this course will be of value to students interested in a career in gemology (a program that requires certification and extensive study) and jewelry, and will be helpful for students interested in economic geology. It is expected that demand will be high, and we would like to offer a 24-student course every Fall.

6. Outcomes – specific goals that students are expected to achieve and competencies they are expected to develop: Students will understand the many aspects of gem production from prospecting to finished cut-stone marketing. They will be introduced to the techniques used in gem identification, methods of gemstone cutting, classification of stones’ quality, and the huge variety of gems on the market. Artificial stones, enhancements, and the methods of detection will be presented. The students will be introduced to many scientific methods of mineral identification including refractive index, density, hardness, and more advanced methods such as spectroscopy and X-ray analysis. Students will thus be familiarized with all the basic techniques of gemology.

7. Assessment – methods used to determine the success of students (whether or not they achieved the goals and developed the competencies): Students will take 2 in-class paper and pencil tests and a final exam. They are also expected to write a term paper on a gemstone of their choice worth 25% of the grade.

8. A detailed course outline (include a laboratory outline when applicable): Attached

9. Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive) The course will be taught as a lecture with in-class demonstrations. Students will handle actual gem materials in class. We already have a teaching collection. No expenses required.


11. Curricula into which the course would be incorporated and the requirements it will satisfy: Curricula: None It will fulfill the requirements for a general science course without a laboratory.

12. 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 course is not offered anywhere in CUNY (though a course of the same title was taught at Hunter College in the 1980s).

13. Faculty availability: Dr. Scal will be the only instructor for the initial course offering.

14. Facilities and technology availability: No special facilities are needed.

15. List of courses to be withdrawn, or replaced by this course, if any. None.

16. Enrollment limit and frequency the course is offered (each semester, once a year, alternating years): Limit of 24 students. The course will be taught every fall.
A survey of the world of gems and minerals covering esthetics, economics, and science. 3cr. 3hr.
Syllabus by week of semester

1. Definition and origins: minerals, gems, ores
2. Production of natural stones: Mining and prospecting, precious metals, synthetic stones
3. Gems and jewelry, cutting and polishing, mounting
4. Marketing: carat, karat, and the economics of gems
5. Test 1
6. Diamond and diamond imitations, cutting and polishing, and evaluation
7. Emeralds, rubies, and sapphires
8. Stone enhancements: coloring, heat treating, radiation, doublets and other tricks that enhance stones
9. Common methods of testing stones: optical, physical, chemical, X-ray
10. Test 2
11. The rest of the birth stones: garnet, amethyst (mentioned under quartz), aquamarine, peridot, opal (mentioned under quartz), topaz
12. Tourmaline and quartz (including opal), alexandrite, tanzanite
13. Jade, turquoise, lapis lazuli, malachite, and organics (pearls, amber, jet, and coral)
14. Historical stones and famous jewel robberies, security and crimes, insurance and theft prevention
   Final (during finals week is same value as tests 1 and 2)

Course grading: 3 exams including final (multiple choice and short essay) 75% (25 pts each), 25% term paper on a specific gem of your choice (only one student for each gem) due week 13. Mandatory trip to the American Museum of Natural History to see the gems collection (Sat. or Sun. of wk. 14). Attendance is mandatory, absences in excess of 15% will result in a grade of F or WU.
1. **Course number**: LI 101

2. **Course title**: Fundamentals of Information Literacy

3. **Course description for the college catalog**: Students will learn to define information needs, access information through the design and implementation of effective search strategies, and identify and utilize a variety of online and print resources. They will acquire skills in the organization and communication of information, as well as the use of objective criteria to evaluate resources. The correct use and importance of citations will also be addressed, along with the ethical use of information with concomitant economic, legal and social issues.

4. **Prerequisites and/or co-requisites**: none

5. **Hours and credits** (specify if class hours, lab. hours, recitation hours, etc.)
   - 1 credit, 1 session per week, one hour, 40 (Why not 50)? minutes long

6. **Rationale – why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc:**
   Through this course students would learn fundamental library research skills and information literacy concepts, developing competence in the location, evaluation, management, and ethical use of information, as well as the utilization of technology enhanced resources. Such abilities are necessary for both immediate academic achievement and life-long learning. It would foster the pedagogically sound resource-based approach to learning, supplementing the CUNY Writing Across the Curriculum Initiative. Professional and Accreditation associations, including the Middle States Commission on Higher Education, as well as the CUNY University Faculty Senate have recognized the importance of Information Literacy, and it is listed as an Educational Objectives of the College. The number of sections would depend upon enrollment and student demand, not possible to project since such a course has not been offered before.
7. Outcomes – specific goals that students are expected to achieve and competencies they are expected to develop:

1. To meet the ACRL Information Literacy Competency Standards, students should be able to:

   “Determine the extent of information needed.
   Access needed information effectively and efficiently.
   Evaluate information and its sources critically.
   Use information effectively to accomplish a specific purpose.
   Access and use information ethically and legally...”

2. To meet QCC’s Assessment Committee’s general Information Management and Research Skills goal and outcome behaviors, students should effectively use information management skills for both academic research and lifelong learning, demonstrating the ability to:

   “… identify and use general sources of information as well as those in specific fields of specialization
   define suitable research topics and design research strategies within appropriate and available information resources, including electronic resources;
   collect and organize information about a topic through library and laboratory research, using appropriate research technology;
   evaluate information on the basis of its origin, viewpoint, relevance, accuracy, completeness and other research criteria;
   analyze, interpret, classify, and synthesize information about a research topic;
   interpret and communicate received information through written, oral or graphic form;
   observe the laws, regulations, and institutional policies related to the access and use of information, demonstrating understanding of the economic, legal and social issues surrounding the use of information and information technology.”

3. Students should demonstrate the effective use of libraries in general and the Kurt R. Schmeller Library in particular, navigating the Library’s organization to access resources.

4. Students should specify the nature of different types of information resources and demonstrate skill in their access.

   **Specific Objectives**


2. Identify and use print reference sources.

3. Use the CUNY+ Catalog to locate books; to retrieve, select and evaluate.
   4. Use print and online periodical indexes to locate periodical articles.
   5. Use licensed electronic resources to access full text articles.
   6. Use online databases and search engines to access information.
   7. Evaluate both online and print resources, applying criteria of currency, authority, objectivity, accuracy, relevance, completeness and origin; differentiating between scholarly and popular works, ideas and facts, and primary and secondary sources.
   8. Demonstrate understanding of the importance of documentation, and employ specific citation styles.
   9. Design and implement effective search strategies, organizing and synthesizing information found.
   10. Effectively communicate information, both verbally and in written form.
8. Assessment – methods used to determine the success of students (whether or not they achieved the goals and developed the competencies):

Assessment would be conducted through weekly assignments, term projects and examinations.

**Weekly assignments** partly done during class time

**Term Projects:**
1. Oral presentation of an assigned research project
2. Student developed research project including Thesis Statement, Outline and Annotated Bibliography

**Examinations:**
1. Periodic Quizzes
2. Final Exam

9. A detailed course outline of pertinent courses (include a laboratory outline when applicable)

**Lesson Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Overview of course; Organization of Library materials, Tour, Reference assignment for oral presentation</th>
<th>Hands-on seeking material in Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of course; Organization of Library materials, Tour, Reference assignment for oral presentation</td>
<td>Hands-on seeking material in Reference</td>
</tr>
<tr>
<td>2</td>
<td>Types of reference material, including Ready Reference, Primary and Secondary sources</td>
<td>Hands-on Continue Reference assignment</td>
</tr>
<tr>
<td>3</td>
<td>Searching in CUNY+PLUS, Circulating Books</td>
<td>Find books in CUNY+PLUS, locate in stacks, check out</td>
</tr>
<tr>
<td>5</td>
<td>Licensed electronic resources, Ebsco, Lexis-Nexis, Literature Resource Center, Opposing Viewpoints</td>
<td>Locate articles and compare, print whole text and/or E-mail to self</td>
</tr>
<tr>
<td>6</td>
<td>On-line Databases</td>
<td>Compare sites</td>
</tr>
<tr>
<td>7</td>
<td>Web resources, Search engines and directories</td>
<td>Do searches and compare results</td>
</tr>
<tr>
<td>8</td>
<td>Oral Presentations</td>
<td>Review and evaluate Topics. Go to web site sources and finalize topics. Work on research strategy and begin research for homework</td>
</tr>
<tr>
<td>9</td>
<td>Select Project topics</td>
<td>Complete thesis statements; and continue Research</td>
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<tr>
<td>10</td>
<td>Form topics into thesis statements, Use textbook and Library web sites</td>
<td>Continue research</td>
</tr>
<tr>
<td>11</td>
<td>Work on outlines, Use Library web sites</td>
<td>Continue research, Complete compilation of sources for homework</td>
</tr>
<tr>
<td>12</td>
<td>Compare sources, Review evaluation criteria; and idea vs. fact; extra credit for Primary Sources</td>
<td>Work on citations for sources; Write an evaluation for each source.</td>
</tr>
<tr>
<td>13</td>
<td>Review MLA style</td>
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<tr>
<td>14</td>
<td>Projects due; Review for Final Exam</td>
<td>.</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
<td>.</td>
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</tbody>
</table>

10. Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive)

Lecture, Discussion, Hands-on practice, Online tutorials
### 11. Texts, references and aids. A bibliography for the course and supplementary material, if any.

- CUNY Online Tutorial
- QCC “How to Write a Research Paper” Online Tutorial

### 12. Curricula into which the course would be incorporated and the requirements it will satisfy:

Providing one of the General Education Skills listed under the Educational Objectives of the College (“...use information management skills effectively for academic research and lifelong learning”), it would be an appropriate elective part of any program of study.

### 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.

Equivalent courses are provided at LaGuardia, Queens and Baruch, as well as Nassau Community College.

### 14. Faculty availability:

The course would be taught by Library faculty.

### 15. Facilities and technology availability:

L318 and L112 (if it is completed) could be used, along with other Library facilities for hands-on practice.

### 16. List of courses to be withdrawn, or replaced by this course, if any.

None

### 17. Enrollment limit and frequency the course is offered (each semester, once a year, alternating years):

Enrollment should be limited to 25 per section, and the course should be offered each semester.

### 18. What changes in any programs will be necessitated or requested as a result of this course's additions/charges.

A second classroom would have to available so that all individual bibliographic instruction requests by classroom faculty could be continued to be honored. Additional Library faculty may be required if more than one section is needed.

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### 6. COURSE REVISIONS: ET-510 and ET-540

**Electrical and Computer Engineering Technology**

**From:**

ET-510 Digital Computers  
3 class hours  3 laboratory hours  4 credits  
[Corequisite: ET-220]

Number systems; Boolean algebra; memory elements; logic elements; timing elements; digital computer logic circuits - AND, OR, NAND, NOR; multivibrator circuits flip-flop, clock, one-shot; computer organization arithmetic, control, memory, input and output units; elements of programming and use of microcomputers, including robotic applications. Laboratory hours complement class work.

**To:**

ET-510 Digital Computers  
3 class hours  3 laboratory hours  4 credits  
No prerequisite or corequisite

Number systems; Boolean algebra; memory elements; logic elements; timing elements; digital computer logic circuits - AND, OR, NAND, NOR; multivibrator circuits flip-flop, clock, one-shot; computer organization arithmetic, control, memory, input and output units; elements of programming and use of microcomputers, including robotic applications. Laboratory hours complement class work.
Rationale:
Since the inception of this course, there have been many changes in the technology of digital circuits. The trend has been away from circuits built using discrete components to the use of highly integrated circuit packages. As ET-510 has evolved along with the technology, so have the skill levels required of the students. A background in circuit and electronics is no longer required of entering students for them to satisfactorily participate and benefit from the course. This is consistent with the approach taken by other technology programs such as that of Purdue.

By implementing the above change, the College will realize an immediate benefit in the increased retention of students who have entered the college requiring significant remediation. The flexibility in program planning that the above change affords, makes it easier for students to satisfy Financial Aid requirements as they embark upon their chosen degree objective.

Electrical and Computer Engineering Technology
From:
ET-540 Digital Computer Theory I
3 class hours  3 laboratory hours   4 credits
[Corequisite: ET-220]

Number systems; Boolean algebra; logic elements; multivibrators; clock circuits; decoders; counters; data registers. Laboratory hours complement class work.

To:
ET-540 Digital Computer Theory I
3 class hours  3 laboratory hours   4 credits
No prerequisite or corequisite

Number systems; Boolean algebra; logic elements; multivibrators; clock circuits; decoders; counters; data registers. Laboratory hours complement class work.

Rationale:
Since the inception of this course, there have been many changes in the technology of digital circuits. The trend has been away from circuits built using discrete components to the use of highly integrated circuit packages. As ET-540 has evolved along with the technology, so have the skill levels required of the students. A background in circuit and electronics is no longer required of entering students for them to satisfactorily participate and benefit from the course. This is consistent with the approach taken by other technology programs such as that of Purdue.

By implementing the above change, the College will realize an immediate benefit in the increased retention of students who have entered the college requiring significant remediation. The flexibility in program planning that the above change affords, makes it easier for students to satisfy Financial Aid requirements as they embark upon their chosen degree objective.

7. Deletion LS611 and LS612

LS-611 Spanish for Hospital Personnel I
3 class hours  3 credits
Not credited toward the language requirement. Elective credit only. Designed for the student who has had no Spanish, or less than two years of high school Spanish. Study of vocabulary and idioms necessary to communicate with Spanish-speaking patients in a hospital or similar setting. Practice in situational dialogue most needed by hospital personnel.

LS-612 Spanish for Hospital Personnel II
3 class hours  3 credits  Not credited toward the language requirement. Elective credit only.

Rational:
LS-611 and LS-612 have been replaced by LS-161 and LS-162 which were designed last year and approved by the College Senate. These courses have already been taught in the department with good enrollment. The advantage of these new courses is that they are each 4 credit courses and respectively equivalent to LS-111 and LS-112, or the first and second semester of the basic language requirements. The two courses also present elements of Spanish grammar and orthography with emphasis on scientific, medical vocabulary and idioms necessary to communicate with Spanish speaking patients, or in realistic health care or hospital situations. Credits for these two courses are transferable to senior colleges in CUNY.

LS161 Spanish for Medical Personnel I
4 class hours, 4 credits. Course equivalent to LS111, or the first semester of the basic language requirement. Elements of Spanish grammar and orthography with emphasis on the vocabulary, scientific terms, and idioms necessary to communicate with Spanish speaking patients.

LS162 Spanish for Medical Personnel II
4 class hours, 4 credits. Prerequisite: LS161 or equivalent. This is the continuation of LS161. Course equivalent to LS112. Complete study of basic Spanish grammar with emphasis on realistic health care or hospital situations in each phase of their Spanish language instruction.