The Curriculum Committee will meet at 2:00 PM on Tuesday, 4-20-04 in H345.

A g e n d a

1. Consideration of Minutes of March 30, 2004 meeting
2. Chair’s Report
3. New course: EN-223 Special Topics in Advanced Writing, 224
4. New course: LC213 Intermediate Chinese 1
5. Revision of Course Description of BU103 and BU104 in College Catalog
6. WID WAC: WI and LC: proposal to the Senate (draft)
7. Course Prefix and Number Changes (J. Culkin, memo 3-22-04)
8. New Business
3. New course: EN-223 Special Topics in Advanced Writing, 224

1. Course number:
   EN-223, 224

2. Course title:
   Special Topics in Advanced Writing

3. Course description for the college
   These courses will focus on practices and theories of writing in specific creative and professional genres. Specific topics will vary each semester and will be announced prior to registration by the English Department. Students may take two such courses as long as they do not repeat the same topic. Topics will include, but not be limited to:
   - Advanced Fiction Writing (Prerequisite EN-201)
   - Advanced Poetry Writing (Prerequisite EN-202)
   - Creative Nonfiction
   - Writing for Children and Young Adults
   - Professional Writing
   - Business writing
   - The Teaching of Writing
   - Multimedia Writing

4. Prerequisites

5. Hours and credits

6. Rationale
   Enrollment in English Department 200-level writing courses has steadily increased over the past three years. The department has responded by offering more sections of the currently available upper-level writing courses course. These proposed special topics courses will provide second-year students with a broader range of options for developing their writing skills in a variety of creative and professional genres. In addition, these courses are expected to serve non-matriculated students who are interested in developing their writing in an academic environment. Initially the English Department will offer one topic in each of the Fall and Spring semesters with a total enrollment of about 60 students.

7. Outcomes
   These courses will provide students with intensive writing practice in the studied genre or topic, supportive critical feedback on their work, strategies for editing, and exposure to a wide range of current literature in the genre. Students will learn to write in a variety of styles within the studied genre in guided writing assignments. They will become more proficient in editing their own work and the work of other student writers. Students will also gain experience in on-line publications including the new Queensborough Community College on-line literary magazine.

8. Assessment
   Assessment will be based on the usual performance indicators used in upper-level writing courses, including quality and quantity of work, adherence to deadlines, contributions to all stages in the writing process, and writing assignments.

9. Course Outline
   Each of the advanced writing courses will be structured similarly to the one below.

Example Course Outline—Advanced Fiction Writing
   Each week’s meeting time will be equally divided between a discussion of the readings for the week’s topic, and a writing workshop to read and discuss student work-in-progress. There will be weekly reading assignments from the required texts which will include an anthology of contemporary fiction, and a text on the elements of narrative. Writing assignments of 3-5 pages are due biweekly. In addition, students write 7 pages per week in a writer’s notebook including in- and out-of-class writing exercises to practice fiction writing techniques. The final project for the course is a 10-page work of fiction—either a short story, or a novel chapter.

Week 1
   Discussion: The Writer and Her Influences
   Workshop: In-class writing on influences/read alouds
Week 2  Discussion: Element of Narrative I: Plot, Character, Setting  
Workshop: Assignment 1: Reader/Writer Autobiography
Week 3  Discussion: Elements of Narrative II: Narrator, Narrative Irony  
Workshop: Writing exercises on first person narrators  
Assignment 1 due
Week 3  Discussion: Elements of Narrative III: Point of View  
Workshop: Assignment 2: First Person Narrative
Week 4  Discussion: Multiple Perspective Stories  
Workshop: Small group exercises in writing multiple perspective stories  
Assignment 2 due
Week 5  Discussion: Character Development I--Dialogue  
Workshop: Assignment 3: Multiple Perspective Story
Week 6  Discussion: Character Development II—Interior Monologue  
Workshop: Group dialogue/monologue-writing exercises  
Assignment 3 due
Week 7  Discussion: Plot Structure in Contemporary Stories I  
Workshop: Assignment 4: Dialogue-based Story
Week 8  Discussion: Plot Structure in Contemporary Stories II  
Workshop: In-class exercises—Plot structure  
Assignment 4 due
Week 9  Discussion: Traditional Forms of Fiction I—Myths and Tales  
Workshop: Assignment 5: Plot-based Story
Week 10  Discussion: Traditional Forms of Fiction II—Oral Stories  
Workshop: Oral story-telling  
Assignment 5 due
Week 11  Discussion: Fiction and Realism  
Workshop: Assignment 6: Oral Story; or Revised Fairy Tale
Week 12  Discussion: Fiction, Dreams, and Surrealism  
Workshop: Exercises—from real to surreal using dreams  
Assignment 6 due
Week 13  Postmodern Fiction I: Breaking the Frame  
Workshop: Exercises in writing postmodern narratives
Week 14  Postmodern Fiction II: Techno culture  
Workshop: Hypertext fiction-writing exercises
Week 15  Final Projects due; Reading from Final Projects

10. Method of Instruction
This course will be taught as a combination lecture, discussion, and writing workshop. The writing workshops will be done in both small group and whole class formats. Assignment drafts will be peer-reviewed in workshops in preparation for editing. Most workshops will also have in-class writing exercises to illustrate discussion topics.

11. Texts, references, aids
Possible texts and references for this course include:

12. **Curricula into which course incorporated and requirements satisfied**
   This course satisfies one of the advanced English electives required for A.A—Liberal Arts and Sciences, and the Humanities elective required for A.S.—Liberal Arts and Sciences, and A.S.—Engineering Science.

13. **Transferability**
   Satisfies English elective at 4-year colleges

14. **Faculty Available**
   Including: Jan Ramjerdi, Susan Jacobowitz, Peter Gray, Christine Atkins, Karen Wunsch

15. **Facilities and technology availability**
   No special facilities or technology required

16. **List of courses to be withdrawn**
   None

17. **Enrollment Limit and frequency the course is offered**
   Standard English Department course limits--27; one special topics course each semester—more if enrollments warrant

18. **Changes in programs**
   None.
4. **New course: LC213 Intermediate Chinese I**

1. **Course number**: LC-213

2. **Course title**: Intermediate Chinese I

3. **Course description for the college catalog**: This course will continue to develop students’ communicative competence through the study of grammar, acquisition of new vocabulary, and practice of the four language skills—listening, speaking, reading, and writing. Content-appropriate cultural information will be presented to promote the students’ understanding of the Chinese-speaking world. This is the first semester of a two-semester course of intermediate Chinese.

4. **Prerequisites and/or co-requisites**: LC-112 or permission of the department, if a student takes this course as a second semester of foreign language requirement. Otherwise, none.

5. **Hours and credits (specify if class hours, lab. hours, recitation hours, etc.)**: 3 class hours 3 credits 1 hour weekly attendance in the language laboratory is required.

6. **Rationale – why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc.**
   The predominant population in some parts of Queens is Chinese. This course not only serves the Chinese heritage students who would like to learn or improve upon their parents’ language skills, it also gives our diverse student body an additional and highly relevant language choice to fulfill their language requirement. Those students who are interested in pursuing Asian studies or studying Chinese literature will benefit from this course offering, as well as those who would like one day to conduct business with China or travel to China. For students who take Chinese to fulfill their language requirement, this course can serve as either the first or second course of the language classes they need. Enrollment of about 30 is expected the first time it is offered and it will be offered every other semester.

7. **Outcomes – specific goals that students are expected to achieve and competencies they are expected to develop**:
   a. Further improve pronunciation and tones in Chinese.
   b. Understand and use the grammar contained in the first half of Level 2 of *Integrated Chinese*.
   c. Read Chinese texts written with approximately 1,000 characters.
   d. Learn 400-500 traditional and simplified characters.
   e. Be able to speak Chinese with some fluency on everyday topics.

8. **Assessment – methods used to determine the success of students (whether or not they achieved the goals and developed the competencies)**:
   Quizzes on characters (20%), lesson tests (25%), attendance/class participation/homework (20%), oral exam (10%), final exam (25%).
9. A detailed course outline of pertinent courses (include a laboratory outline when applicable)

<table>
<thead>
<tr>
<th>Week 1: Course overview, language background survey, review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2: Lesson 1, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text</td>
</tr>
<tr>
<td>Week 4: Lesson 2, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text.</td>
</tr>
<tr>
<td>Lesson 3, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text.</td>
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<td>Lesson 4, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text.</td>
</tr>
<tr>
<td>Lesson 5, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text.</td>
</tr>
<tr>
<td>Week 8: Lesson 5 cont. Roleplay activity of the dialogue. Homework discussion. Test of Lesson 5.</td>
</tr>
<tr>
<td>Lesson 6, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text.</td>
</tr>
<tr>
<td>Lesson 7, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text.</td>
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<td>Lesson 8, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text.</td>
</tr>
<tr>
<td>Week 12: Lesson 9, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text.</td>
</tr>
<tr>
<td>Lesson 10, dictation on first-half of vocabulary, dictation on second-half of vocabulary, grammar, speaking activities from pattern drill, read characters in text, questions and answers of the text.</td>
</tr>
<tr>
<td>Week 15: Oral exam and general review for the final exam.</td>
</tr>
</tbody>
</table>

10. Methods of Instruction (such as lecture, distance learning, the web, television, writing intensive)
Lecture, drill, discussion, reading, writing, pair and group work.

11. Texts, references and aids. A bibliography for the course and supplementary material, if any.
Integrated Chinese, Level 2 (textbook, workbook, character workbook) by Tao-Chung Yao et al, Cheng & Tsui Company

12. Curricula into which the course would be incorporated and the requirements it will satisfy:
This course will fulfill the first or the second semester of foreign language requirements.

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. (see response below)
Proposal sent to Baruch, Hunter, Brooklyn College, York College, and Queens College to find out about transferability.
14. Faculty availability: The Department of Foreign Languages and Literatures has instructors available to teach the course.

15. Facilities and technology availability: All necessary facilities and technology are available.

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 is limited to 30 per session. The course will be offered every other semester.

18. What changes in any programs will be necessitated or requested as a result of this course’s additions/charges. None.

Response of Coll. of Staten Island

-----Original Message-----
From: Kathryn Talarico [mailto:talarico@mail.csi.cuny.edu]
Sent: Wednesday, March 31, 2004 10:52 AM
To: abourbon@gcc.cuny.edu
Cc: bianco@mail.csi.cuny.edu; soto@mail.csi.cuny.edu;
anderson@mail.csi.cuny.edu
Subject: Intermediate Chinese I

Dear Anne-Marie:

Thank you for sending along the proposal for the third-semester Chinese course.

We will give the course the equivalency of CHN 213, Intermediate Chinese I here at CSI.

I am copying both the Dean and the Registrar's office, since we have been involved in a rather massive update of TIPPS.

Hope to see you soon.

Bien à toi,
Kathy
5. Revision of Course Description in College Catalog (BU103 and BU104)

From: BU-103    Intermediate Accounting I
  5 class hours   4 credits Prerequisite: BU-102 with a grade of C or better.

Review of basic accounting concepts, procedures, and financial statements, including the Statement of Cash Flows; the principles of accounting applied to special problems involving cash, receivables, inventories, current liabilities, stockholders’ equity, including earnings per share. [Also covers income tax allocation, both intra- and interperiod.]

To: BU-103    Intermediate Accounting I
  5 class hours   4 credits Prerequisite: BU-102 with a grade of C or better.

Review of basic accounting concepts, procedures, and financial statements, including the Statement of Cash Flows; the principles of accounting applied to special problems involving cash, receivables, inventories, current liabilities, stockholders’ equity, including earnings per share.

From: BU-104     Intermediate Accounting II
  4 class hours   3 credits Prerequisite: BU-103

The principles of accounting applied to special problems involving tangible fixed assets, intangible assets, pensions, and leases. The nature of long-term investments and long-term liabilities. Mathematical principles and applications. Analysis and interpretation of accounting data including [statements from incomplete records,] correction of errors, [and interpretation of financial statements. Effects of price level changes.]

To: BU-104     Intermediate Accounting II
  4 class hours   3 credits Prerequisite: BU-103

The principles of accounting applied to special problems involving tangible fixed assets, intangible assets, pensions, and leases. The nature of long-term investments and long-term liabilities. Mathematical principles and applications. Analysis and interpretation of accounting data including change of accounting principles and correction of errors. Also covers accounting for income taxes.

Rationale: To update the description to more current terminology and concepts presented in Intermediate Accounting text books.

To reflect the presentation of deferred taxes in BU104 rather than BU103. It is presented in BU104 because:

1. There is more time in BU104 to more adequately cover the concept.
2. Four year colleges such as Queens College and Baruch College (the colleges most of the students majoring in accounting transfer to) typically cover deferred taxes in part 2 of Intermediate Accounting.

Attached are the current course syllabi that reflect the changes. The old course syllabus is only available for BU103. If any additional information is needed, please do not hesitate to contact me.
BU 103 Intermediate Accounting, Part I 4 credits
5 class hours

OLD COURSE OUTLINE

REQUIRED MATERIALS

Intermediate Accounting, 11th Edition, Kieso, Weygandt,
John Wiley & Sons, Inc.
Four column accounting paper

COURSE OBJECTIVE

Review of basic accounting concepts, procedures and financial statements, including the Statement of Cash Flow. Presentation of principles of accounting as they apply to specific problems involving cash, receivables, inventory, stockholders equity; also special topics of earnings per share and deferred income taxes.

ASSIGNMENTS

The text chapters must be read in advance of the lectures. Questions, exercises and problems appear on the next page of this outline. Homework may be assigned at the instructor's discretion.

Completed assignments must be prepared by the student and available for presentation when assigned by the instructor. At the discretion of the instructor, the term grade may be reduced for assignments not completed in acceptable form when due.

EXAMINATIONS

Six class hours during the term will be used for examinations. The review of the examination will take place when the examination grade is given to students. A final examination will be given during the final examination period listed in the College catalog.
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<td>2</td>
<td>Conceptual Framework Underlying Financial Acctg.</td>
<td>2,3</td>
<td>1,2,3,4</td>
<td>Case 1,2,3,4,5, 10</td>
</tr>
<tr>
<td>3</td>
<td>The Accounting Information System</td>
<td>5,6,7,8,9</td>
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<td>6,12</td>
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<tr>
<td>4</td>
<td>Income Statement and Related Information</td>
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<td>5,6,8,9</td>
<td>3,4</td>
</tr>
<tr>
<td>5</td>
<td>Balance Sheet and Statement of Cash Flows</td>
<td>1,2,3,4,5,6</td>
<td>3,5</td>
<td>2,3</td>
</tr>
<tr>
<td>6</td>
<td>Cash and Receivables</td>
<td>1,3,5,6,7</td>
<td>1,6,10,11, 14</td>
<td>1,3,6</td>
</tr>
<tr>
<td>8</td>
<td>Valuation of Inventories: A Cost Basis Approach</td>
<td>3,5,8</td>
<td>16,17,18,24, 26</td>
<td>4,5,10</td>
</tr>
<tr>
<td>9</td>
<td>Inventories: Additional Valuation Issues</td>
<td>2,7,8</td>
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<td>13</td>
<td>Current Liabilities and Contingencies</td>
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<td>15</td>
<td>Stockholders' Equity:</td>
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<td>1,2,3,6, 8</td>
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<tr>
<td>16</td>
<td>Dilutive Securities and Earnings Per Share</td>
<td>1,3,4,9,10, 11,13</td>
<td>13,4,7,8,10, 15,16,20,21,22,24</td>
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<tr>
<td>18</td>
<td>Revenue Recognition</td>
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<td>1,3,4,6,10</td>
<td>1,2</td>
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<td>23</td>
<td>Statement of Cash Flows</td>
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9/2003
BU 103
Intermediate Accounting, Part I
NEW
COURSE OUTLINE

REQUIRED MATERIALS

Intermediate Accounting, 11th Edition, Kieso, Weygandt,
John Wiley & Sons, Inc.
Four column accounting paper

COURSE OBJECTIVE

Review of basic accounting concepts, procedures and financial statements, including the Statement of Cash Flow. Presentation of
principles of accounting as they apply to specific problems involving cash, receivables, inventory, stockholders equity; also special
topic of earnings per share.

ASSIGNMENTS

The text chapters must be read in advance of the lectures. Exercises and problems appear on the next page of this outline.
Homework may be assigned at the instructor's discretion.

Completed assignments must be prepared by the student and available for presentation when assigned by the instructor. At the
discretion of the instructor, the term grade may be reduced for assignments not completed in acceptable form when due.

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<td>3,4</td>
</tr>
</tbody>
</table>

3/2004
COURSE OUTLINE

BU-104
Intermediate Accounting, Part II
3 credits
4 class hours

REQUIRED MATERIALS

John Wiley & Sons, Inc.
Four column accounting paper

OBJECTIVES OF THE COURSE

Presentation of the principles of accounting applied to special problems involving tangible fixed assets, intangible assets, long-term liabilities, long-term investments, pensions and leases. Analysis and interpretation of accounting data including statements from incomplete records, correction of errors and interpretation of financial statements. Also, the special topic of deferred income taxes.

ASSIGNMENTS

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EXAMINATIONS

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<th>Brief</th>
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<tr>
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Proposal related to the QCC WID/WAC Program and WI Requirement

Whereas; there is a CUNY Board of Trustees mandate “to strengthen the teaching of writing in courses across the curriculum and that such efforts ensure that quality writing skills are fostered in all disciplinary areas”

whereas; there is a QCC Academic Senate degree requirement for 2 WI classes of every student who enters the college from September 2005 onward

whereas; all students in all degree programs may not have access to a sufficient number of WI classes in their time at the college to satisfy the requirement

whereas; the university mandate is more properly borne as a “common responsibility” by the institution through institutional commitment and actions and not only by the student

whereas; the college administration has been setting a new tone in the operation of the college and has been attempting to have assessment taken seriously. Decisions concerning important matters such as curricular requirements should be made after careful consideration of the relevant data

Therefore, be it resolved that the Academic Senate pass the following resolutions:

First, that the “Initial WI Criteria” passed by the Academic Senate on May 8, 2001 be revised:

FROM:

INITIAL CRITERIA for WID WAC CLASS
All WI Classes shall have met at least seven of the following criteria:

A. Writing

i. ALL are REQUIRED :
   1. Some time for instruction in writing is given in class
   2. Classes will involve informal “writing to learn” activities: e.g., observations, journals, summary reports, first drafts of papers
   3. Minimum of 10-12 word-processed pages in one or more formal writing assignments with an opportunity and strong encouragement for revision.
   4. For Liberal Arts classes, one essay exam. (Needed for transferability to QC)

ii. THREE of the Following FIVE are REQUIRED:
   5. Short written assignments rather than one long one
   6. Research papers, if assigned, should be developed in stages
7. Course grade based in substantial part (at least 30%) on students’ written work
8. Written assignments that involve at least two (2) of the skills examined by the CUNY Proficiency Examination
9. For at least one writing assignment, a grade will be given only after all of the following has occurred:
   a.) An ungraded draft has been submitted by the student
   b.) This draft has been read, responded to, and returned to the student by the faculty member and/or writing fellow, and
   c.) This draft has been revised by the student and submitted to the professor.

TO:

CRITERIA for WI CLASS

All WI Classes shall have met the following criteria:

i. ALL are REQUIRED:
   1. Regular in-class informal writing geared towards learning course material.
   2. Minimum of 10 word-processed pages of formal writing that the faculty member or writing fellow returns to the student with feedback for revision. The student must have the opportunity to revise this work before being graded.
   3. For Liberal Arts classes, one in-class essay exam.

ii. TWO of the Following are REQUIRED:
   4. Formal writing (2 above) divided into short assignments rather than one long one.
   5. Research papers developed in stages.
   6. 30% of student’s course grade based on students’ written work.
   7. Written assignments aimed at developing at least two (2) of the skills examined by the CUNY Proficiency Examination.

Second, that the Academic Senate Action of May 14, 2002 be changed:

FROM:

II. Designation of Writing Intensive Courses in Associate Degree Programs

a.) By 2005 all degree programs will have two courses (all sections) that are required in the degree program being offered as Writing Intensive.

b.) Academic Departments that have associate degree programs will designate which of the courses (all sections) that it offers will be offered as Writing Intensive. Such departments may designate two or more such Writing Intensive course (all sections) or
they may designate one such Writing Intensive course and another Writing Intensive Course that is part of a Learning Community.

c.) For degree programs where there is no single department with primary responsibility, the Office of Academic Affairs and the Senate WID/WAC Subcommittee will meet with all departments involved and arrange for at least two courses (all sections) to be designated as WI and for Learning Communities as well.

TO:

II. Designation of Writing Intensive Courses in Associate Degree Programs

In implementing the WI policy it is agreed that:

a) By 2005 all departments in degree programs will offer enough sections of WI classes to allow students to satisfy the Writing Intensive (WI) requirement for graduation;

b) departments that have responsibility for specific curricula (e.g., Nursing, ECET) may designate two specific courses (all sections) as the WI requirements in their curricula; other departments not responsible for specific curricula will designate all sections of any one course as WI, when possible;

OR departments not responsible for specific curricula will work with the Office of Academic Affairs to determine whether designating all sections of any one departmental course best serves the needs of both students and the department;

OR departments not responsible for specific curricula may designate all sections of any one course WI;

c) departments will be flexible in scheduling Writing Intensive classes to provide sufficient opportunities for students to satisfy the WI requirement; the Office of Academic Affairs will monitor and work with departments to meet this goal;

d) a class taught as part of a Learning Community may fulfill one WI requirement if faculty teaching in it have participated in the WAC faculty development schedule and have requested a WI designation from the WID/WAC Subcommittee per the WI class certification process; two classes taught as part of a single Learning Community may together fulfill one WI requirement when the WI criteria is equitably shared between the classes and if faculty teaching in the Learning Community have participated in the WAC faculty development schedule and have requested a WI designation from the WID/WAC Subcommittee per the WI class certification process; a single Learning Community may not fulfill more than one WI requirements for graduation.

e) By 2005, all courses designated as Writing Intensive will be identified in the Registration Guide, course schedules, and online (SIMS) system as WI (Writing Intensive). Sections which meet the Writing Intensive standards will be identified with the footnote Satisfies a Writing Intensive (WI) Requirement.
THIRD, that the Academic Senate affirm its mandate of May 8, 2001 that:

3. The number of and distribution of such classes should be sufficient to insure that students in all associate degree programs shall have access to them in sufficient number at all times and locations that classes are offered. The WID WAC Committee and the Office of Academic Affairs will monitor this feature of the program. Insurance of access shall be the result of actual surveys and audits.

4. Each academic department shall be given support through the Office of Academic Affairs for faculty development to insure that all instructors designated for teaching WI classes will receive training in order to meet the criteria for such WI instruction within three years of a class or an entire course being designated as WI.

And

B. Class Size

Size should be limited to 50% of the non-WI class size and in NO case more than 20 seats. The exact limit is to be determined by the academic department and the office of Academic Affairs but in NO case will that limit exceed 20 seats.

FOURTH, that the College Curriculum Committee secure the below data before any changes in the WI degree requirement or WI program or WI class size are recommended for consideration by the Academic Senate. The Curriculum Committee should obtain the following from the QCC Office of Academic Affairs and Institutional Research:

I. Data indicating what the retention rates, completion rates and GPA are in WI classes throughout CUNY as compared to class size.

II. Data indicating that increased class size improves the effectiveness of pedagogy or at least does not decrease such effectiveness.

III. Data related to the willingness of faculty to volunteer to teach using WI techniques in a manner that will satisfy the WI criteria as related to the class size for WI classes.