The Curriculum Committee will meet at 2:00 PM on Tuesday, 9-21-04 in H345.

Agenda

1. Consideration of Minutes of September 7, 2004 meeting
2. Chair’s report
3. Revisions PH231, PH232, PH235 w/ Dr. Lieberman
4. Revision SS350
5. Information Literacy: How to implement?
6. New Business
The physics department has approved the following changes and requests that they be put on the agenda for the first curriculum committee meeting in the fall.

From:  **PH-231 Fundamentals of Lasers and Fiber Optics**  
3 class hours [2] laboratory hours  4 credits  
Corequisite: PH-202 or 302 or 412 and MA-128  
Topics in optics related to lasers and optical fiber and devices for modulating and directing signals from such devices. Geometrical optics with emphasis on ray tracing. Matrix methods in optics. Lenses, thick and thin, mirrors, prisms and other passive elements and systems. Propagation of light in materials. Dispersion and its effects. Special topics in geometric and wave optics. Laboratory complements class work.

To:  **PH-231 Fundamentals of Lasers and Fiber Optics**  
3 class hours 3 laboratory hours  4 credits  
Corequisite: PH-202 or 302 or 412 and MA-128  
Topics in optics related to lasers and optical fiber and devices for modulating and directing signals from such devices. Geometrical optics with emphasis on ray tracing. Matrix methods in optics. Lenses, thick and thin, mirrors, prisms and other passive elements and systems. Propagation of light in materials. Dispersion and its effects. Special topics in geometric and wave optics. Laboratory complements class work.

**Rationale:** This course is for students in the Laser and Fiber Optics Technology Program. As such the laboratory component has two purposes; the complement the course work by providing students with an opportunity to apply the principles taught in lecture to real situations and to provide an opportunity for students to develop skills required for the work place. It is impossible to achieve both purposes in a two-hour laboratory session. To cope with this lack of adequate time, students and instructors have stayed in the laboratory room beyond the official end of class. It is unreasonable to expect faculty to continue to do so.

From:  **PH-232 Laser and Electro-Optics Technology**  
3 class hours 2 recitation hours [2] laboratory hours 5 credits  
Prerequisite: PH-231  
Wave optics, interference, coherence, polarization, birefringence, diffraction, gratings in two and three dimensions, power and energy measurements, basics of laser safety,
ultra-fast pulse techniques, electro-optic and acousto-optic switches, optical materials, non-linear optics. Laboratory complements class work.

To: **PH-232 Laser and Electro-Optics Technology**
3 class hours 2 recitation hours 3 laboratory hours 5 credits
Prerequisite: PH-231
Wave optics, interference, coherence, polarization, birefringence, diffraction, gratings in two and three dimensions, power and energy measurements, basics of laser safety, ultra-fast pulse techniques, electro-optic and acousto-optic switches, optical materials, non-linear optics. Laboratory complements class work.

**Rationale:** This course is for students in the Laser and Fiber Optics Technology Program. As such the laboratory component has two purposes; the complement the course work by providing students with an opportunity to apply the principles taught in lecture to real situations and to provide an opportunity for students to develop skills required for the work place. It is impossible to achieve both purposes in a two-hour laboratory session. To cope with this lack of adequate time, students and instructors have stayed in the laboratory room beyond the official end of class. It is unreasonable to expect faculty to continue to do so.

From: **PH-235 Laser/Electro-Optics Projects**
2 class hours [2] laboratory hours 3 credits
Prerequisite: PH-231
Corequisite: ET-910 or permission of the Dept.
Construction and testing of a laser, optical or electro-optic device such as a helium-neon laser, optical power meter, or fiber optics communication link; oral presentations and computerized literature searches.

To: **PH-235 Laser/Electro-Optics Projects**
2 class hours 3 laboratory hours 3 credits
Prerequisite: PH-231
Corequisite: ET-910 or permission of the Dept.
Construction and testing of a laser, optical or electro-optic device such as a helium-neon laser, optical power meter, or fiber optics communication link; oral presentations and computerized literature searches.

**Rationale:** The time necessary for students to complete their projects is much greater than that provided for by having a 2 hour laboratory. In the past instructors have made themselves available to students at additional times. An additional problem is that the students need to use departmental laboratories and equipment in order to construct and test their projects, which can occur when the department’s CLTs are busy with other duties. By have a fixed three-hour laboratory session these problems would be alleviated.

It should be noted that all technology courses at the college except the above three have three-hour laboratories. It is an inconsistency that PH-231, 232 and 235 have two-hour laboratories.

4. **Revision SS350**

From: **SS-350 (Women in Society) 3 class hours 3 credits Prerequisite: SS-310.**
Offered as needed.

The feminine and masculine roles in contemporary society; historical, biological, and psychological traditions; sex-role differentiation in the process of socialization. Emphasis placed on the status of women in industrial society in terms of stratification, law, politics, education, the labor force, and race; contemporary social movements.
To: SS-350 Sociology of Gender 3 class hours 3 credits Prerequisite: SS-310.
Offered as needed.

"Femininity" and "masculinity" from a sociological perspective. Historical, psychological, and biological aspects of gender; the significance of sex-role socialization. Discussion of the status of women in contemporary society and social institutions (law, education, politics, the family, religion).

Rationale: Substantially, the course will remain the same; the rewrite of the course description has been done principally for editorial purposes, i.e., to ensure that basic issues are properly emphasized, to "tighten up" the description, etc. The main change, then, involves the new course title; regarding that change, we wish to make the following points: (1) the new title may very well enhance the course's appeal to men, which would not only be of practical advantage to the department and the college, but would be advantageous as a learning experience to the men who would now enroll; (2) the new title reflects the typical titles of similar courses at comparable institutions; and (3) the new title reflects more accurately the course content in any case. To claim, as the existing title implicitly does, that the topics covered in SS-350 have to do with, and are mainly of interest to, women but not men, is to trivialize the issues involved, and so to trivialize women. The existing title, then, is antiquated in precisely the same way as a newspaper's practice of having a "women's page."
5. Information Literacy: How to implement?

New course: LI 101 Information Literacy

<table>
<thead>
<tr>
<th>1. Course number</th>
<th>LI 101</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course title</td>
<td>Fundamentals of Information Literacy</td>
</tr>
<tr>
<td>3. Course description for the college catalog:</td>
<td>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.</td>
</tr>
<tr>
<td>4. Prerequisites and/or co-requisites:</td>
<td>none</td>
</tr>
<tr>
<td>5. Hours and credits (specify if class hours, lab. hours, recitation hours, etc.)</td>
<td>1 credit, 1 session per week, one hour, 1.40 minutes long</td>
</tr>
<tr>
<td>6. Rationale – why the course is needed or desired; student demand; projected enrollment; how often it will be offered, etc:</td>
<td>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.</td>
</tr>
</tbody>
</table>
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. Design and implement effective search strategies, organizing and synthesizing information found.

   9. 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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>15</td>
</tr>
</tbody>
</table>

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

Lecture, Discussion, Hands-on practice, Online tutorials
10. **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

11. **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.

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.

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

13. **Faculty availability:**

    The course would be taught by Library faculty.

14. **Facilities and technology availability:**

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

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):**

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

17. **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 be 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.
Due to degree credit limits and TAP eligibility rules I caution against the single course approach to insuring that IL will be demonstrated by all QCC degree recipients.

I suggest a multi faceted approach:
1. course developed by the Library for those students who want and can fit it into their degree program- very, very few.
2. module for self paced instruction to be inserted into all ST 100 and ST 101 classes using a BB site for any class (they all should use such sites in order to introduce students to BB and DE at QCC). Faculty are trained in how to place it there. Any questions that arise would be handled by library staff if the instructor did not or could not answer them.
2. module for self paced instruction to be inserted into any BB class site for any class. Faculty are trained in how to place it there. Any questions that arise would be handled by library staff if the instructor did not or could not answer them.
3. module for self paced instruction to be inserted into all BE classes and into EN 101 sections . This would be used by those students who do not as yet have the literacies and competencies as they exited high school.

Rationale: The multi faceted approach will:
1. include more students
2. not require increasing the number of classes required in any degree
3. not jeopardize TAP eligibility
4. not place an excessive burden on faculty
5. leave it to the Library faculty and Basic Skills faculty to supervise and support most of the students who will go through the IL and CL module
6. result in no longer needing to offer a "Computer Literacy" class as a mean to satisfy the Math and Science elective in the AA Degree program LA1.

Philip A. Pecorino, Ph.D.
Professor, Philosophy
Social Sciences Department

6. New Business