QUEENSBOROUGH COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK
CURRICULUM COMMITTEE

TO: F. Cotty, P. Pecorino, R. Rusinek, N. Tully, K. Villani, R. Yuster,
Dean K. Steele (ex-officio) M. Edlin (liaison), Rafick Khan (student rep.)

FROM: Lorena B. Ellis
x6259 Voicemail 281-5444 Fax: 631-6261

DATE: February 22, 2005

RE: Curriculum Committee meeting: March 22, 2005, at 2PM H345

The Curriculum Committee will meet at 2:00 AM on Tuesday, 3-22-05 in H345.

A g e n d a

1. Consideration of Minutes of March 1, 2005 Meeting.
2. Chair’s report
3. Program revisions: LC213
4. Curriculum changes: SS335 and SS520
5. Massage therapy
6. Deletion: Mechanical Engineering MT344
7. Amendment WID/WAC Proposal (PP)
8. Computer Literacy criteria update
9. New Business
3. COURSE REVISIONS LC213

From: LC213 Intermediate Chinese I
[One-hour weekly language laboratory required.]
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.

To: From: LC213 Intermediate Chinese I
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.
Rationale: The weekly language lab is not required for this course.

4. Curriculum changes: SS315 SS520

Proposed Curriculum Changes

#1 To allow SS-315 Criminal Justice to fulfill a social sciences requirement.

From:
SS-315 Introduction to Criminal Justice
3 class hours 3 credit s
Pre-requisite: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test. [May not be used to satisfy the social science requirement in any degree program.]
Offered as needed.

A survey of the institutions and processes of the criminal justice system. Special emphasis on police, courts, and corrections.

To:
SS-315 Introduction to Criminal Justice
3 class hours 3 credit s
Pre-requisite: BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test
Offered as needed.

A survey of the institutions and processes of the criminal justice system. Special emphasis on police, courts, and corrections.

Rationale:
SS315 is an introductory, interdisciplinary social sciences course incorporating sociology, political science, a little history, and a dash of psychology. And although it does have an applied focus, CJ is not a “how-to” course, but instead presents a critical analysis of society’s approaches to crime and justice from the perspectives of the social sciences. Like other introductory social sciences courses it provides students with an overview of fundamental principles in the discipline, and consequently should be accepted as fulfilling a social sciences requirement in any curriculum.

#2 To change the course description of SS520 Human Growth and Development

From:
[Interaction of maturational, self-reactive factors in human development in childhood, adolescence, young adulthood, middle age, and old age. Problems of social, personal, occupational, and familial adjustment during each of these phases of the life span.]

To:
A study of the changes in behavior and mental processes across the life-span and the biological, psychological, social and cultural factors influencing those changes.

**Rationale:**
The current description doesn't accurately capture the course content as it is currently being taught. The proposed description is a more valid summary of course content.

1. **Department:** Social Sciences

2. **Course:** SS 315 Introduction to Criminal Justice

3. **Pre-requisites:** BE-122 (or 226), or satisfactory score on the CUNY/ACT Assessment Test

4. **Hours and credits:** 3 class hours/ 3 credits

5. **Course Description:**
A survey of the institutions and processes of the criminal justice system. Special emphasis on police, courts, and corrections.

6. **Curriculum for which this course is required:**
This course is not currently required in any curriculum.

7. **General Education objectives addressed by the course:**

<table>
<thead>
<tr>
<th>General Education Objectives</th>
<th>Student Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use analytical reasoning skills and apply logic to solve problems.</td>
<td>Students analyze theories, concepts, and debates in criminal justice.</td>
</tr>
<tr>
<td>Students differentiate and make informed decisions about issues based on value systems.</td>
<td>Students assess contemporary political and social issues concerning crime and criminal justice.</td>
</tr>
</tbody>
</table>
| Students identify concepts and methods of the social sciences to examine human behavior, social institutions, and multicultural awareness. | a. Students critically evaluate the operation of criminal justice institutions.  
  b. Students demonstrate an understanding of the methods used to research crime. |
### 8. Course objectives/expected student learning outcomes

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<tr>
<td>Students will demonstrate an understanding of criminal justice institutions and processes.</td>
<td>a. Students will define the roles and responsibilities of criminal justice organizations.</td>
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<tr>
<td></td>
<td>b. Students will identify the steps in the criminal justice process.</td>
</tr>
<tr>
<td>Students will analyze theories, concepts, and debates in criminal justice.</td>
<td>a. Students will compare and contrast theories of criminal justice.</td>
</tr>
<tr>
<td></td>
<td>b. Students will define key concepts of law and criminal justice.</td>
</tr>
<tr>
<td>Students will assess contemporary political debates about crime and criminal justice.</td>
<td>a. Students will identify topical issues and controversies concerning criminal justice.</td>
</tr>
<tr>
<td></td>
<td>b. Students will evaluate topical issues in light of theories of criminal justice.</td>
</tr>
<tr>
<td>Students will critically evaluate the operation of criminal justice institutions.</td>
<td>a. Students will identify alternative responses to crime.</td>
</tr>
<tr>
<td></td>
<td>b. Students will assess the social consequences of alternative criminal justice policies.</td>
</tr>
<tr>
<td>Students will demonstrate an understanding of the methods used to research crime.</td>
<td>a. Students will discriminate between the methods used to research crime.</td>
</tr>
<tr>
<td></td>
<td>b. Students will compare the advantages and disadvantages of the various methods used to research crime.</td>
</tr>
</tbody>
</table>

### 9. Summary of main topics covered in the course:

Topics will be chosen from, but not limited to, the following:

**Introduction to Crime and Criminal Justice**
- The Criminal Justice System
- The Formal Criminal Justice Process
- The Informal Criminal Justice Process
• Theories of Justice
  o Crime Control Perspective
  o Rehabilitation Perspective
  o Due Process Perspective
  o Nonintervention Perspective
  o Justice Perspective
  o Restorative Justice Perspective

Crime and Victimization
• Defining Crime
• Researching Crime
  o Record Data
  o Survey Data
  o Alternative Data Sources
• Crime Trends
• Crime Patterns
• Victimization Patterns

Causes of Crime
• Choice Theory
• Sociobiological Theory
• Psychological Theory
• Social Structure Theory
• Social Process Theory
• Conflict Theory
• Developmental Theory

Criminal Law
• Historical Development
• Sources of the Criminal Law
• Criminal and Civil Law Compared
• Crimes and Classifications
• Crime Elements
• Criminal Defenses
• Constitutional Criminal Procedure

The Police and Law Enforcement
• History
• Structure and Organization
• Roles and Functions
• Legal Control of Policing
• Issues in Policing
  o Community Policing
  o Racial Profiling
  o Technology and Law Enforcement
  o Responses to Terrorism
  o Police Culture and Personality
  o Police Discretion
  o Corruption
  o Job Stress

Criminal Courts
• Structure
  o State Courts
Federal Courts

Roles
- Judiciary
- Prosecution
- Defense
- Court Administration

Pretrial Procedures
- Bail
- Pretrial Detention
- Charging the Defendant
- Plea Bargaining
- Pretrial Diversion

The Criminal Trial
- Legal Rights During Trial
- The Trial Process
- Evidentiary Standards

Sentencing
- Goals of Sentencing
- Sentencing Models
- Sentencing Procedures
- Factors Affecting Sentencing

Issues in the Courts
- Prosecutorial Discretion
- Legal Services for the Indigent/Competency of Defense Amoreys
- Preventive Detention
- Plea Bargaining Reform
- Televising Criminal Trials
- Courts and Terrorism
- Sentencing Reform

Corrections
- History of Punishment
- Correctional Populations
- Community Sentences
  - Probation
  - Intermediate Sanctions
  - Restorative Justice
- Correctional Institutions
  - Jails
  - Prisons
  - Alternative Correctional Institutions
- Parole
- Capital Punishment

Issues in Corrections
- Jail/Prison Overcrowding
- Jail/Prison Conditions
- Prison Privatization
- Corrections and Terrorism

Juvenile Justice
- History
- Juvenile Justice System
- Juvenile Justice Process
- Issues in Juvenile Justice
  - Prosecuting Juveniles as Adults
10. Example texts/readings/bibliography/other materials required or recommended for the course (as applicable):

Readings and other materials to be chosen from, but not limited to, introductory-level criminal justice texts and other media (e.g., films, internet, popular press).

Examples of Textbooks


Examples of Anthologies


11. Methods by which student learning will be evaluated:

Methods used to evaluate student learning will be chosen from, but not limited to, exams, papers, projects, and discussions.

12. Academic Attire: Not applicable

13. Academic Integrity Policy (Department or College)

The Department of Social Sciences Academic Integrity Policy adheres to the standards described in the Academic Integrity Policy of Queensborough Community College. Within the framework of the college policy, sanctions for violations of academic integrity are left to the discretion of the instructor. Students may appeal sanctions to the department chair who will refer the appeal to a departmental Committee on Academic Integrity for review.

SS520

1. Department: Social Sciences

2. Course prefix, number and title: SS520: Human Growth and Development

3. Pre-requisites and co-requisites: SS 510: Psychology

4. Hours (class, recitation, laboratory) and credits: 3 hr., 3 cr.

5. Course description: Interaction of maturational, self-reactive factors in human development in childhood, adolescence, young adulthood, middle age and old age. Problems of social, personal, occupational, and familial adjustment during each of these phases of the life span.

6a. Curriculum/curricula for which this course is required: Nursing (A.A.S.).
6b. Curricular objectives addressed by this course:

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<th>Briefly describe activities in this course which help students meet each of these curricular objectives</th>
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<td>The graduate will become a provider of care in structured health care settings using critical thinking to develop, implement, and evaluate individual plans of care to meet the self-care needs/deficits of patients throughout the life cycle.</td>
<td>Students will acquire an understanding of developmental issues that pertain to health and illness.</td>
</tr>
</tbody>
</table>

7. General Education objectives addressed by this course:

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<th>Briefly describe activities in the course which help students meet each of these general education objectives</th>
</tr>
</thead>
</table>
| Use analytical reasoning skills and apply logic to solve problems | a. Student will identify recurring themes and controversies in developmental psychology  
  b. Students will compare theories, deduce hypotheses and identify which are best supported by the data  
  c. Students will discriminate fact from personal opinion and experience. |
| Integrate knowledge and skills in their major field and across disciplines | a. Students will integrate topics covered in biology, sociology, history, philosophy etc. and demonstrate their relevance to human development  
  b. Students will identify ways in which developmental processes and outcomes influence events in the physical and social environment. |
| Identify concepts and methods of the social sciences to examine human behavior, social institutions and multi-cultural awareness. | a. Students will define terms and concepts specific to developmental theory and research.  
  b. Students will identify the various research methods specific to developmental science.  
  c. Students will indicate how developmental concepts can be applied to personal and social problems. |

8. Course objectives/expected student learning outcomes:

1. Students will read psychological text effectively.
2. Students will critically evaluate theories and concepts in developmental psychology.
3. Students will analyze research in developmental psychology.
4. Students will draw conclusions from scientific observations and research findings.

5. Students will apply psychology to real-life events.

9. Summary of main topics:

1) Introduction
   A. Characteristics of the life-span approach
   B. Developmental periods
   C. Important themes and controversies
      1. heredity vs. environment
      2. continuity vs. discontinuity: stage theory
      3. stability vs. change

2) Research Methods
   A. Major types, applications, and limitations of research methods:
      1. observational methods
      2. case studies
      3. clinical method
      4. survey research
      5. correlational research
      6. developmental research
         a. cross-sectional:
         b. longitudinal
         c. time lag
         d. sequential
      7. experimental research
         a. laboratory experiment
         b. field experiment
         c. natural (quasi) experiment
      8. “convergent” research
   B. Problems and issues in research:
      1. sampling
      2. statistical significance
      3. cohort effects
      4. research ethics

3) Biological Bases
   A. Heredity
      1. mechanisms of heredity
      2. genotype-environment interactions; reaction range
      3. shared and non-shared environment
      4. behavioral genetics research methods: twin studies and adopted child studies
      5. heritability
      6. direct (e.g. Downs; PKU) and indirect (personality; mental illness) hereditary influences
   B. Prenatal Influences
      1. mechanisms of teratogen influence
      2. infectious agents (e.g. rubella)
      3. chemical agents (e.g. alcohol)
4. physical agents (e.g. excessive temperature)
5. emotional factors (e.g. maternal stress)
6. maternal nutrition

4) Motor Development

A. Reflexes
B. Tends of motor development
C. Maturational vs. learned motor ability
D. Gross vs. fine motor skills
E. Gessell’s maturational theory vs. Thelan’s Dynamic Systems Theory

5) Perceptual Development

A. Sensation vs. perception
B. Techniques for studying early perceptual abilities
C. Developmental patterns
   1. vision: color vision, acuity, visual preferences, depth perception, size and shape constancy
   2. audition: sound location and discrimination; sound, melody and voice preferences
   3. chemical senses olfaction, gustation): sensitivity, preferences
   5. touch; pain
D. intermodal transfer; cross modal transfer
E. Gibson’s Ecological Theory

6) Cognitive Development

A. Definition of “cognition”
B. Four major theoretical perspectives
   1. Organismic
   2. Information processing
   3. Behaviorism
   4. Ecological
C. Piaget’s theory of cognitive development
D. Vygotsky’s theory of cognitive development
E. Cognitive changes in late adulthood

7) Personality Development

A. Emotions
   1. positive vs. negative emotions
      a. stranger anxiety
      b. separation protest (anxiety)
   2. primary vs. self-conscious emotions
   3. perception of emotions
   4. emotional regulation
B. Temperament
   1. classification schemes
   2. “goodness of fit”
C. Personality: Five Factor Theory
D. Gender
   1. gender differences
      a. physical
      b. cognitive
      c. personality
   2. biological foundations
      a. proximate causes
         i. hormone effects
         ii. brain lateralization
      b distal causes. evolutionary influences
   3. psychological foundations
      a. psychodynamic theory
b. social learning theory

c. cognitive developmental theory

d. gender schema theory

E. Morality: Theories of moral development

1. Piaget
2. Kohlberg
3. Gilligan

8) Social Development

A. Attachment Behavior
   1. theories of attachment
   2. Ainsworth’s “strange situation”
   3. caregiving and attachment types

B. Friendships/Peer Group
   1. functions of friendship
   2. peer statuses
   3. types of peer groups
   4. gender differences
   5. bullying

History of developmental psychology
Evolutionary developmental psychology
Gestation and the birth process
Physical growth
Theory of mind
Intelligence
Thinking and language development
Observational learning
Sexuality
Erikson’s psychosocial theory of personality development
Parenting styles and discipline
Types and functions of play
Dating and romantic relationships
Work and retirement
Theories of aging

10. Example texts/readings/bibliography/other materials required or recommended for the course (as applicable):

**Example Textbooks:**


**Selected Bibliography: Texts**


**Selected Bibliography: Journals (all available at CUNY)**

Adolescence

Child Development

Cognitive Development

Developmental Psychology

Developmental Review
11. Methods by which student learning will be evaluated (describe the types of evaluation methods to be employed; note whether certain evaluation methods are required for all sections):

A variety of assessment methods are employed in individual sections, including but not limited to the following: objective tests, essay examinations, essay assignments, term papers, oral presentations, and group projects.

12. Required attire (if applicable): Not applicable

13. Academic Integrity Policy (department or college)

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13. Other expectations for student performance (if applicable):

February 24, 2005

6. Massage Therapy
Hi Phil — We already require students to pass all HA courses with a C or better. We want to add the BIO courses. We already have approval from HPED and the BIO instructor – we will still need to discuss it with Mel G. I don’t think this needs to go all over the place as you’re suggesting since it’s a relatively small change considering we already have this in place for the majority of our courses. Thanks!

Lisa Mertz, PhD, LMT
Program Coordinator, Massage Therapy
Queensborough Community College
HPED, RFK G216K
222-05 56th Avenue
Bayside, NY 11361-1497
718-631-6322
http://www.qcc.cuny.edu

Philip Pecorino
Chairperson,
QCC, Academic Senate Steering Committee, 2004-2005

Dear Phil,

I have an issue I need to propose to the curriculum committee, I believe it is, regarding raising our grade requirement for all courses to a C or better – can you tell me if I still have time to submit this to the committee before the catalogue is printed — the catalogue is going to print on February 28.

Thanks,
Lisa

Lisa Mertz, PhD, LMT
Program Coordinator, Massage Therapy
6. Deletion MT344:

MECHANICAL ENGINEERING TECHNOLOGY
A.A.S Degree Program
A TAC/ABET ACCREDITED ENGINEERING TECHNOLOGY CURRICULUM

FROM:

REQUIREMENTS FOR THE A.A.S. DEGREE
GENERAL EDUCATION CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>EN-101, 102</td>
<td>English Composition I, II</td>
<td>6</td>
</tr>
<tr>
<td>MA-114</td>
<td>College Algebra and Trigonometry for Technical Students</td>
<td>4</td>
</tr>
<tr>
<td>MA-128</td>
<td>Calculus for Technical and Business Students</td>
<td>4</td>
</tr>
<tr>
<td>PH-201, 202</td>
<td>General Physics I, II</td>
<td>8</td>
</tr>
<tr>
<td>SS or HI-</td>
<td>Electives in Social Science or History (HI-100 series)</td>
<td>6</td>
</tr>
</tbody>
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Sub-total: 24

REQUIREMENTS FOR THE MAJOR

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<thead>
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<tbody>
<tr>
<td>MT-111</td>
<td>Technical Graphics</td>
<td>2</td>
</tr>
<tr>
<td>MT-122</td>
<td>Manufacturing Processes</td>
<td>3</td>
</tr>
<tr>
<td>MT-124</td>
<td>Metallurgy and Materials</td>
<td>3</td>
</tr>
<tr>
<td>MT-125</td>
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</tr>
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<td>MT-161</td>
<td>Fundamentals of Computer Numerical Control</td>
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<td>MT-341</td>
<td>Applied Mechanics</td>
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<tr>
<td>MT-488</td>
<td>Computer-Aided Design Drafting (CAD)</td>
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</tr>
<tr>
<td>MT-345</td>
<td>Strength of Materials</td>
<td>3</td>
</tr>
<tr>
<td>MT-346</td>
<td>Strength of Materials Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MT-368</td>
<td>Computerized Laboratory Techniques in Mechanical Technology</td>
<td>3</td>
</tr>
<tr>
<td>[MT-344 or Computer Assisted Machine Design or]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MT-900</td>
<td>Cooperative Education</td>
<td>3</td>
</tr>
<tr>
<td>MT-487</td>
<td>Electro-Mechanical Systems Design</td>
<td>3</td>
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<tr>
<td>MT-566</td>
<td>Electro-Mechanical Systems Laboratory</td>
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<tr>
<td>MT-513</td>
<td>Thermo Fluid Systems</td>
<td>3</td>
</tr>
<tr>
<td>MT-514</td>
<td>Thermo Fluid Systems Laboratory</td>
<td>1</td>
</tr>
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Total Credits Required: 64
TO:

REQUIREMENTS FOR THE A.A.S. DEGREE

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**Total Credits Required** ..................................................64

RATIONAL: (Removing MT-344 from curriculum)

The results of our meetings with our Industrial Advisory Board and our studies of current in field requirements have indicated that more emphasis be placed on MT-900 Cooperative Education.

The relative importance of MT-344 has substantially decreased and this trend will continue. Eliminating this course from the MET Curriculum will provide us more relevancy. It will enable us to fully concentrate on expanding the development of MT-900 and allow us to channel students directly to this important course.
1. **Course Number**: MT-344

2. **Course Title**: Computer Assisted Machine Design

3. **Course Description for Bulletin**: Stress and deformation analysis, size determination of basic machine elements subject to static and dynamic loads, factors of safety and materials selection. Laboratory practices in the application of spreadsheet, database, interactive computer graphics and numerical methods software to the practical design of machine elements.

4. **Prerequisite**: MT-111, MT-124, MT-125, MT-345, MT-346, MT-368 & MT-488

5. **Hours and Credits**: 2 class hours, 2 lab hours, 3 credits

6. **Detailed Course Outline**: See attached


8. **Bibliography/References**:

9. **Rationale/Objectives**: The content of MT-344 remains unchanged except for the application of computer software as outlined in the course description. This computer component will introduce our graduates to the latest methods in machine design.

10. **Curricula/Satisfied Requirements**: This course is intended as a required course for all Mechanical Engineering Technology students. It will fulfill part of the credit requirements for the Associate Degrees in Mechanical Engineering Technology.

11. **Faculty Available**: Present MET/DD faculty

12. **Student Demand**: MT-344 is a required course for the AAS degrees in Mechanical Engineering Technology.

13. **Transferability to Senior Colleges**: Most senior colleges offering the Bachelor of Mechanical Engineering Technology require 3rd and/or 4th year courses in Mechanical Design. MT-344 would satisfy the prerequisite for those courses.

14. **Explanation**: Student enrollment; frequency of offering; MT-344 is a fourth semester required course. It is expected that one section of this course will be offered each semester.

15. **Courses to be withdrawn when new course is adopted**: None. MT-344 remains unchanged, except for the added computer component.
INSTRUCTOR:

COURSE OUTLINE

The cooperative education experience includes employment in a field experience or internship, which supplements classroom theory, and laboratory instruction with related on-the-job professional training for a specific number of hours (minimum of 90 hours per semester.) Students participate in a monthly seminar and submit a term paper or report related to the work experience. A written evaluation by the employer is also submitted. Students receive a grade of Pass or Fail.

Open only to matriculated students who have achieved a minimum index of 2.7 in their major field of study; have completed at least 12 pertinent credits in the Mechanical Engineering Technology or the Design Drafting curricula; and are recommended and approved by the chairperson of the Department and the Cooperative Education coordinator.

7. Amendment WID/WAC Proposal (PP)

8. Computer Literacy criteria update