

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

To: Emily Tai, Academic Senate Steering Committee
From: Aránzazu Borrachero, Chairperson, Committee on Curriculum
Date: December 7, 2010
Subject: Monthly Report

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

I. New Courses

DEPARTMENT of MATHEMATICS and COMPUTER SCIENCE

1. MA-121 Elementary Trigonometry, 1 class hour 1 credit
Course will be given as a 7-week course during the first half of the semester

This course is a basic presentation of the fundamental concepts of trigonometry, angles and their measure, basic trigonometric functions, right triangle trigonometry, graphing, and solving trigonometric equations. A graphing calculator will be required.

Rationale: One-half (8) of the CUNY colleges do not cover trigonometry in their college algebra course. Many private colleges also do not cover trigonometry in their college algebra courses. In addition, a number of QCC students place out of intermediate algebra but do poorly on the trigonometry section and therefore cannot place out of MA-120. To allow these students to move on into MA-440 and therefore advance towards graduation, the Math Department has proposed a trigonometry course to be taken as a co-requisite to MA-440. This course will prepare students for the advanced trigonometry covered in MA-440 in approximately the 8th week of the course. Otherwise these students will have to take MA-120 at QCC. The MA-121 course will be given as a seven (7) week course (108 minutes per week) so that when students start the advanced trigonometry section in the 8th week of MA-440 they will have the requisite background to understand the trigonometry concepts in MA-440.

DEPARTMENT of CHEMISTRY

1. CH-911,912 Independent Study and Research I

CH-911. During the first semester students are introduced to the basic concept of research combined with gaining practical experience with modern instrumental techniques such as NMR, IR, UV-Vis, SEM, HPLC, or X-ray fluorescence. Students meet with their faculty as necessary to discuss progress of their research. A minimum of 45 hours of work and submission of a paper that summarizes their work at the end of the semester are required. Students are also required to make a presentation in the fall semester; spring semester students will present at one or more of the following conferences: National American Chemical Society (ACS), Mid-Atlantic Regional Meeting (MARM), Undergraduate Research Symposium (URS), the Honors Conference at QCC, or any other related conference. Students may only register for one credit of research per semester.

CH-912. The second semester is intended for students to continue with their research project and acquire more experience with modern instrumental techniques NMR, IR, UV-Vis, SEM, HPLC, or X-ray fluorescence. Students meet with their faculty as necessary to discuss progress of their research. A

minimum of 45 hours of work and submission of a paper that summarizes their work at the end of the semester are required. Students are also required to make a presentation in the fall semester; spring semester students will present at one or more of the following conferences: National American Chemical Society (ACS), Mid-Atlantic Regional Meeting (MARM), Undergraduate Research Symposium (URS), the Honors Conference at QCC, or any other related conference. Students may only register for one credit of research per semester.

Rationale: We encourage students who plan to pursue careers in science or allied health fields to conduct research. This will help them enter professional schools such as pharmacy, medical, and higher education in chemistry. The courses will be offered every semester.

2. CH-913,914 Independent Study and Research II

CH-913. This course is intended for students to continue their research projects independently and integrate the modern instrumental techniques such as NMR, IR, UV-Vis, SEM, HPLC, or X-ray fluorescence. Students meet with their faculty as necessary to discuss progress of their research. A minimum of 45 hours of work and submission of a paper that summarizes their work at the end of the semester are required. Students are also required to make a presentation in the fall semester; spring semester students will present at one or more of the following conferences: National American Chemical Society (ACS), Mid-Atlantic Regional Meeting (MARM), Undergraduate Research Symposium (URS), the Honors Conference at QCC, or any other related conference. Students may only register for one credit of research per semester.

CH-914. This course is intended for students to continue their research projects independently and apply the modern instrumental techniques such as NMR, IR, UV-Vis, SEM, HPLC, or X-ray fluorescence. Students meet with their faculty as necessary to discuss progress of their research. A minimum of 45 hours of work and submission of a paper that summarizes their work at the end of the semester are required. Students are also required to make a presentation in the fall semester; spring semester students will present at one or more of the following conferences: National American Chemical Society (ACS), Mid-Atlantic Regional Meeting (MARM), Undergraduate Research Symposium (URS), the Honors Conference at QCC, or any other related conference. Students may only register for one credit of research per semester.

Rationale: We encourage students who plan to pursue careers in science or allied health fields to conduct research. This will help them enter professional schools such as pharmacy, medical, and higher education in chemistry. The courses will be offered every semester.

DEPARTMENT of HISTORY

1. HI-181 History of the Second World War

The course will examine the Second World War from a global perspective, and include land, sea, and aerial operations. It will examine the battles and campaigns of the war, as well as the experiences of civilians behind the lines. It will encompass the war's cultural, diplomatic, economic, political, social, and technological dimensions, as well as postwar issues.

Rationale: World War II holds vast importance for the course and development of world history in the 20th century. In many ways, it still influences our world today.

II. Course Revisions

DEPARTMENT of BASIC EDUCATIONAL SKILLS

1. BE-112 Composition Workshop

From:

BE-112 Composition Workshop

For students with special writing problems who need intensified instruction, as determined by a standard skills assessment or placement test and screening results. Paragraph and essay composition and preparation of reports stressed, with emphasis on organization, thought development, and grammar.

[Prerequisite: BE-111 or placement in BE-112]

3 class hours 1 recitation hour 0 credit

To:

BE-112 Composition Workshop

For students with special writing problems who need intensified instruction, as determined by a standard skills assessment or placement test and screening results. Paragraph and essay composition and preparation of reports stressed, with emphasis on organization, thought development, and grammar.

Prerequisite: BE-111 or placement in BE-112

Pre-requisite or Co-Requisite: BE-122 or exemption from reading

3 class hours 1 recitation hour 0 credit

Rationale: The new CUNY Assessment Test in Writing (CATW) goes into effect as of October 1, 2010, as a replacement for the ACT writing Exam. The new writing test is a reading based exam which requires students to read and analyze a passage and use it as the basis for an essay. Students who have not had advanced reading instruction will be at a disadvantage on the new writing test, so it is important that they have previously passed upper level reading or are taking it at the same time as they take BE-112.

2. BE-205 Advanced Composition for ESL Students

From:

BE-205 Advanced Composition for ESL Students

Designed for students who speak English as a second language and have had some experience in English composition, but who still require remedial work before taking content area courses. It is also the final course of the sequence for ESL students with serious writing deficiencies. Emphasis is on advanced grammar and organizing and writing a five-paragraph essay.

[Prerequisite: BE-201 and BE-203 (if required) or placement in BE-205]

3 class hours 1 recitation hour 1 laboratory hour 0 credit

To:

BE-205 Advanced Composition for ESL Students

Designed for students who speak English as a second language and have had some experience in English composition, but who still require remedial work before taking content area courses. It is also the final course of the sequence for ESL students with serious writing deficiencies. Emphasis is on advanced grammar and organizing and writing a five-paragraph essay.

Prerequisite: BE-201 and BE-203 (if required) or placement in BE-205;

Pre-requisite or Co-Requisite: BE-226 or exemption from reading

3 class hours 1 recitation hour 1 laboratory hour 0 credit

Rationale: The new CUNY Assessment Test in Writing (CATW) goes into effect as of October 1, 2010, as a replacement for the ACT writing Exam. The new writing test is a reading based exam

which requires students to read and analyze a passage and use it as the basis for an essay. Students who have not had advanced reading instruction will be at a disadvantage on the new writing test, so it is important that they have previously passed upper level reading or are taking it at the same time as they take BE-205.

The Committee on Curriculum has acted to send the following proposed changes to the Committee on Course and Standing.

DEPARTMENTS OF BASIC AND EDUCATIONAL SKILLS AND MATHEMATICS

Change in NC grading policy as described in the QCC Catalog, to be effective Spring 2011
Applicable to MA-005, MA-010, BE-112, BE-122, BE-205, and BE-226

Current (page 47, QCC Catalog 2009 – 2011)

NC Assigned to students in remedial courses when the coursework has been satisfactorily completed, but the CUNY Exit from Remediation Test has not been passed. Students may not progress to credit-bearing classes before the related CUNY Exit from Remediation Test has been passed. The NC grade is also assigned to students who do not complete the Introduction to Student Life (ST-100) course in a satisfactory manner.

Proposed

NC Assigned to students in remedial courses when the coursework has been satisfactorily completed, but the CUNY Exit from Remediation Test has not been passed. Students may not progress to credit-bearing classes before the related CUNY Exit from Remediation Test has been passed. If the student does not satisfy the exit from remediation requirement within one (1) year, the NC grade becomes an R.* The NC grade is also assigned to students who do not complete the Introduction to Student Life (ST-100) course in a satisfactory manner.

*For the first year only, all students with NC grades, regardless of when they received them, will have one year to satisfy the NC grade requirement.

Rationale: When CUNY made passing the exit exams [Math COMPASS, Reading COMPASS, ACT Writing (now replaced by the CATW)] mandatory for exit from remediation, students had two hurdles to exit from remediation, coursework and the exit exam (previously it was the CMAT, the CRAT, or the CUNY WAT exam.) In order to give students a chance to conquer both requirements, students who did well in class but did not perform well on the exit exam were given a chance to repeat it. The original intention was to have the NC be a form of INC with a little more leeway. Over the years, students have put off taking the required workshop and therefore could not retake the exit exam nor satisfy the NC grade requirement. Students who have been away from Math or BE courses for more than one year have very little chance of passing the exit exam and need more than a 20 hour workshop to prepare for it. An INC grade has a one-semester requirement for satisfaction. It seems reasonable that the NC grade should be more liberal but not open-ended, therefore we are proposing a one-year requirement for satisfaction of the NC grade.