

AGENDA
College Senate Meeting

March 10, 2010

Room E-500

2:15 p.m.

- I. **Approval of Minutes --- January 27, 2010**
- II. **Chairperson's Report**
- III. **Curriculum Committee Report: New Course Proposal, ENG 289, Introduction to Literary Study—English Department**
New Course Proposal, ENG 296, Classical Literature—English Department
Revised Course Proposal, SCR 200, Psychiatric Mental Health Nursing—Department of Health Sciences
Revised Course Proposal, SCR 210, Medical Surgical Nursing I—Department of health Sciences
New Course Proposal, SCG 150, Introduction to Geographic Information Systems—Department of Natural Sciences
New Course Proposal, SCG 250, Environmental Science—Department of Natural Sciences
New Course Proposal, SCB 265, Fundamentals of Ecology—Department of Natural Sciences
New Course Proposal, SSN 202, Environmental Sociology—Department of Social Science
Presented by Prof. John Shean, Chairperson of the Curriculum Committee
- IV. **Discussion of Textbook Pricing Issues**
- V. **Report from Academic Departments Regarding Adjunct Issues**
- VI. **Update on Implementation of the Brainstorming List, by Chairperson Robert Kahn**
- VII. **Old Business**
- VIII. **New Business**
- IX. **Adjournment**

Light Refreshments will be served.

New Laws on Reducing the Cost of Textbooks

In September 2008, CUNY General Counsel Frederick Schaffer issued a memorandum on state and federal legislation regarding textbooks. It was circulated at the time to faculty, but seems to have disappeared from most people's memory. Schaffer informed us that New York State (NYS) passed legislation on college textbooks that took effect on July 1, 2009. Federal legislation (US) on the same subject passed and will take effect on July 1, 2010. CUNY and LaGuardia have a distance to go in order to comply with these new laws. Below is a summary of Schaffer's memorandum (the complete text is attached separately to the agenda for the February meeting).

Provisions Regarding Faculty

- 1. Faculty may not demand or receive payment for adopting specific course materials.**
- 2. Faculty may not sell review copies or instructors' copies that they have received.**

Provisions Regarding the College

- 1. The College must institute policies that encourage faculty to order course materials early enough so that the bookstore can confirm the availability of the requested material, used textbooks, or digital alternatives. [NYS]**
- 2. The College must provide information to the bookstore on course schedules, course materials required, the number of students registered for a course, and the maximum enrollment for a course. [NYS]**
- 3. The College's online course schedule must indicate the ISBN and retail price information for required and recommended course materials. If the ISBN is not available, then the author, title, publisher, and copyright date must be provided. [US]**
- 4. The College's printed course schedule must note that information on course materials is available through the online version. [US]**
- 5. The College is encouraged to provide students with information on renting books, finding used books, opportunities for selling back textbooks, alternative formats, or other cost-cutting strategies. [US]**

Provisions Regarding Bookstores and Publishers

- 1. Textbook companies must not send representatives to campus for the purpose of buying back the faculty's instructors' or review copies. [NYS]**
- 2. Publishers must disclose to faculty the price at which textbooks are made available to college bookstores. [NYS]**
- 3. Textbooks must be sold in the manner ordered by faculty. If a textbook is not available as ordered, the faculty member, bookstore, and publisher should work together to provide the best substitute; the price of the substitute must be made available. [NYS]**
- 4. Publishers must not only disclose the price that will be charged to students, but also provide: (1) a description of the revisions made between the current edition and**

the previous edition, (2) the copyright dates of up to three previous editions, (3) information on whether course materials are available in other formats (e.g., paperback, unbound) and the price of the alternatives. [US]

5. Publishers must also sell bundled items separately (i.e., unbundled). [US]

TYPE OF PROPOSAL	
<input checked="" type="checkbox"/>	PERMANENT
<input type="checkbox"/>	EXPERIMENTAL

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CCC
SENATE
CHANCELLOR

COURSE PROPOSAL FORM

PROPOSING DEPARTMENT:	English Department
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SECOND DEPARTMENT FOR JOINT PROPOSAL:	
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COURSE TITLE: (maximum 50 characters and spaces)	Classical Literature
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COURSE ABBREVIATION: (maximum 20 characters and spaces)	Classical Lit
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COURSE STATUS:	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> REVISED
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COURSE NUMBER: Contact Registrar's Office for designated course number.	ENG 294
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input type="checkbox"/> TITLE CHANGE
<input type="checkbox"/> CATALOG DESCRIPTION
<input type="checkbox"/> NUMBER OF CREDITS
<input type="checkbox"/> NUMBER OF HOURS
<input type="checkbox"/> PREREQUISITES
<input type="checkbox"/> COREQUISITES
<input type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input type="checkbox"/> PERFORMANCE OBJECTIVES
<input type="checkbox"/> GRADING STANDARDS
<input type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION

CREDITS	3.0
PER WEEK:	
CLASSROOM HOURS	3.0
LAB HOURS	0.0
STUDENT HOURS	3.0
FACULTY HOURS	3

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
<input type="checkbox"/> YES
<input type="checkbox"/> NO

<input type="checkbox"/> TOPICAL OUTLINE
<input type="checkbox"/> OTHER Please specify:

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:

URBAN STUDIES
<input type="checkbox"/> YES
<input checked="" type="checkbox"/> NO

LIBERAL ARTS
<input checked="" type="checkbox"/> YES
<input type="checkbox"/> NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)
The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

REV. 07/18/05

This course surveys Greek and Roman classical literature from Homer to Marcus Aurelius. While the principal focus is historicized, much attention is given to the diversity of genres, the interplay of mythology and philosophy, the rich variety of characters, and the seminal themes represented in these texts.

Course is Required for:
(e.g., students in the Occupational Therapy Program)

Not required.

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

All students meeting the prerequisites.

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

All students not meeting the prerequisites.

This Course Replaces:
(If it is not a replacement course, write "none".)

None.

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

The Writing and Literature Program.

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

prerequisite: ENG 102, or permission of the English Department.

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):			
Writing (e.g., none, ENA099):			
Mathematics (e.g., none, MAT096):			
ESL (e.g., none, ESL097, ESL098):			

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.		
Prerequisites	Pre/Corequisites	Corequisites
ENG 101		

Additional Pre/Pre-Co/Corequisites: Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

This course will first be offered in: (e.g., Fall 12 week Session 2003)

fall 1, 2009

Proposed maximum class size:

28

How many times per year will this course be offered?

once

Estimated # of students per year:

28

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)

<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

Provide a rationale for the proposed course or course revisions.

Grading Standards:
 Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment.
 For example: 3 written quizzes at 10% each = 30%.

CATEGORY	%
Quizzes and other assignments	15%
Midterm in-class essay	25%
Final in-class essay exam	25%
Researched essay	35%
TOTAL	100%

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.

--

Indicate if the course is being developed for a grant. If so, provide relevant details.

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INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

- enable..
- familiarize..
- introduce..
- provide the student with..
- reinforce..

List of instructional objectives:
During this course, the instructor expects to:

1. Introduce students to the nature and function of myth.
2. Enable students to identify the literary traditions of the epic hero and the epic quest, tragic heroes and heroines, Roman variations on Greek myth, and post-classical transformations into the present.
3. Familiarize students with the key personages, both mortal and immortal, of classical mythology and with their seminal influence on subsequent literature.
4. Familiarize students with the most representative genres in which the classical myths were expressed. These include epic, lyric, prose narrative, and drama.
5. Enable students to utilize the basic research tools and techniques required for the oral and written analysis of classical mythology.
6. Enable students to improve their understanding of the literary language and structures that derive from classical mythology.

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

- | | |
|------------------------|--------------|
| analyze.. | identify.. |
| compare and contrast.. | illustrate.. |
| compute.. | interpret.. |
| define.. | locate.. |
| describe.. | prepare.. |
| draw.. | solve.. |
| explain.. | write.. |

List of performance objectives:
At the conclusion of this course, students will be able to:

1. Demonstrate an understanding of the nature and function of myth.
2. Identify the literary traditions of the epic hero and the epic quest; tragic heroes and heroines, Roman variations on Greek myth, and post-classical transformations into the present.
3. Identify the key personages, both mortal and immortal, in classical mythology and develop a fuller awareness of their influence on subsequent literature.
4. Identify and describe the most representative genres, e.g., epic, lyric, prose narrative, and drama, in which the classical myths were expressed.
5. Recognize the basic research tools and techniques required for the oral and written analysis of classical mythology.
6. Demonstrate in writing an understanding of the literary language and structures that derive from classical mythology.
7. Explain more fully in written form the

INSTRUCTIONAL OBJECTIVES (CONTINUED):

PERFORMANCE OBJECTIVES (CONTINUED):

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

Week One: introduction to classical literature:
Homer and the Iliad (selections).

Week Two: Homer, continued: the Odyssey
(selections).

COURSE OUTLINE: (CONTINUED)

Week Three: Greek lyrics: Sappho, Anacreon, Pindar, Theocritus, the Greek Anthology.

Week Four: Aeschylus: The Oresteia (selections).

Week Five: Sophocles: Antigone.

Week Six: Euripides: Medea

Week Seven: Plato: selections from great dialogues.

Week Eight: Roman lyrics: Catullus, Horace, Propertius.

Week Nine: Selections from Amores, the Art of Love, the Metamorphoses.

Week Ten: Virgil: the Aeneid (selections)'

Week Eleven: Roman satire: Juvenal, Petronius's Satyricon.

Week Twelve: Marcus Aurelius: Meditations.

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

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LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide

ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)	
AUTHOR(S):	Bernard Knox, ed.
TITLE:	The Norton Book of Classical Literature
EDITION:	
PUBLISHER:	Norton
DATE:	
ISBN:	0 393 03426 7
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Euripides
TITLE:	Medea
EDITION:	
PUBLISHER:	Penguin
DATE:	2003
ISBN:	978 014 0449297
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Marcus Aurelius
TITLE:	The Essential Marcus Aurelius (includes the Meditations)
EDITION:	
PUBLISHER:	Penguin
DATE:	2008
ISBN:	978 158 5426171
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Petronius
TITLE:	Satyricon (& Other Works)
EDITION:	
PUBLISHER:	Penguin
DATE:	1986
ISBN:	978 014 044896
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	The Oxford Classical Dictionary
TITLE:	
EDITION:	
PUBLISHER:	Oxford UP
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
 (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	Classical Journal
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
SERIAL TITLE:	Classical Philology
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)	Elizabeth Namei
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**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

TITLE:	Antigone (VHS 784)
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	Medea (VHS 785)
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	The Roman City (VHS 983)
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	The Roman Empire in the First Century DVD 96)
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Albert Neal
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Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
28

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	Elizabeth Namei
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SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

The Greeks: Crucible of Civilization (DVD 95) IC
Greek Drama (VHS 1254) IC

TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
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TYPE PROPOSER'S NAME & OBTAIN INITIALS	John Silva
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TYPE OF PROPOSAL

APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
John Silva	English	1/11/10

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
Terry Cole	English	1/11/10

DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Terry Cole	English	1/11/10

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Sandra Hanson	English	12/15/09

COURSE PROPOSAL FORM

TYPE OF PROPOSAL	
<input type="checkbox"/>	PERMANENT
<input checked="" type="checkbox"/>	PERMANENT EXPERIMENTAL
<input type="checkbox"/>	EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	Social Science
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SECOND DEPARTMENT FOR JOINT PROPOSAL:	N/A
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COURSE TITLE: (maximum 50 characters and spaces)	Environmental Sociology
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COURSE ABBREVIATION: (maximum 20 characters and spaces)	Env Soc
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COURSE NUMBER: Contact Registrar's Office for designated course number.	SSN 202
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

COURSE STATUS:	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> REVISED
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CREDITS	3
PER WEEK:	
CLASSROOM HOURS	3
LAB HOURS	0
STUDENT HOURS	0
FACULTY HOURS	3

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input type="checkbox"/> TITLE CHANGE
<input type="checkbox"/> CATALOG DESCRIPTION
<input type="checkbox"/> NUMBER OF CREDITS
<input type="checkbox"/> NUMBER OF HOURS
<input type="checkbox"/> PREREQUISITES
<input type="checkbox"/> COREQUISITES
<input type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input type="checkbox"/> PERFORMANCE OBJECTIVES
<input type="checkbox"/> GRADING STANDARDS
<input type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input type="checkbox"/> TOPICAL OUTLINE
<input type="checkbox"/> OTHER
Please specify:

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:
N/A

URBAN STUDIES
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

LIBERAL ARTS
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This course examines sociological perspectives on the environment. It will explore how humans interact with and help to shape the environment. Special emphasis will be placed on the role that economics, politics, culture, science and technology play in urban environmental affairs. It will also apply basic sociological concepts such as social class, gender, race and ethnicity, inequality and conflict to environmental issues within urban settings.

Course is Required for:
(e.g., students in the Occupational Therapy Program)

Students in Environmental Science Program

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

All students meeting the prerequisites

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

All students not meeting the prerequisites

This Course Replaces:
(If it is not a replacement course, write "none".)

None.

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

Environmental Science Program

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

N/A

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

CSE 099
 ENG 099
 MAT 095

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):	CSE 099		
Writing (e.g., none, ENA099):	ENG 099		
Mathematics (e.g., none, MAT096):	MAT 095		
ESL (e.g., none, ESL097, ESL098):			

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites

Additional Pre/Pre-Co/Corequisites:
 Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

None.

This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Spring 12 week session 2011	25

How many times per year will this course be offered?	Estimated # of students per year:
twice	50

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

Provide a rationale for the proposed course or course revisions.
An environmental sociology course will help to round out students' understanding of environmental science by integrating the natural and social sciences thus leading to a deeper understanding of environmental issues and problems, especially urban problems. By viewing the complex interaction between humans and the environment in a social, economic and political context, this course will enable students to develop an understanding of how the environmental issues we face are almost always profoundly social issues. Such an understanding will help students to develop a more holistic and interdisciplinary view of ecological issues.

Grading Standards: Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment. For example: 3 written quizzes at 10% each = 30%.	
CATEGORY	%
Class participation	10
3 Writing Assignments at 5%	15
Midterm Exam	25
Research Paper	25
Final Examination	25%
TOTAL	100%

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.

N/A

Indicate if the course is being developed for a grant. If so, provide relevant details.

N/A

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

enable..
 familiarize..
 introduce..
 provide the student with..
 reinforce..

List of instructional objectives:

During this course, the instructor expects to:

1. Introduce students to the basic concepts and theoretical perspectives underlying environmental sociology.
2. Enable students to apply concepts and theoretical perspectives to urban environmental issues.
3. Familiarize students with major issues and debates in environmental sociology.
4. Enable students to define and apply the fundamental sociological concepts such as social inequality, social structure, culture, power, and social interaction to environmental issues and concerns.
5. Familiarize students with environmental social movements, especially urban ones.
6. Provide the students with knowledge and skills necessary to undertake an in-depth, case study research project on a particular urban environmental issue.
7. Reinforce core concepts through two out-of-classroom, hands-on experiences.
8. Enable students to fulfill WID and ePortfolio requirements.

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

analyze..	identify..
compare and contrast..	illustrate..
compute..	interpret..
define..	locate..
describe..	prepare..
draw..	solve..
explain..	write..

List of performance objectives:

At the conclusion of this course, students will be able to:

1. Identify the basic theoretical perspectives used to explain human-environment interactions and the assumptions underlying them.
2. Identify and explain the interconnections between social systems and ecosystems in assorted settings, especially urban ones.
3. Identify and describe major issues and debates within the field of environmental sociology.
4. Describe general sociological concepts as social inequality (especially social class, gender, and race), power, culture, social structure, and social interaction and apply them to environmental concerns and issues.
5. Interpret and analyze classic and contemporary essays and articles on environmental social movements, especially urban ones.
6. Conduct research on the sociological dimension of a particular environmental issue and write a research paper.
7. Describe in writing how core concepts are illustrated in specific hands-on experiences.
8. Demonstrate WID competencies and submit an assignment to ePortfolio

INSTRUCTIONAL OBJECTIVES (CONTINUED):

PERFORMANCE OBJECTIVES (CONTINUED):

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled “Final Exam.” If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled “Final Exam.”

Week 1: Introduction to Environmental Sociology

Week 2: The Rise of Environmental Politics and the Environmental Movement

Week 3: Consumer Culture and the Environment

Week 4: Political Economy and the Environment

Week 5: Population and Development

Week 6: Urban Environmentalism

Week 7: Science, Technology, and Risk

Week 8: Environmental Justice: Race, Class and Gender

Week 9: Globalization and Urbanization

Week 10: Cities and the Politics of Sustainability

Week 11: Corporate Responsibility

Week 12: From Theories to Practice: Working for Environmental Change

Week 13: Final Exam

COURSE OUTLINE: (CONTINUED)

--

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

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LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide

ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)	
AUTHOR(S):	Bell, Michael Mayerfield
TITLE:	An Invitation to Environmental Sociology
EDITION:	3rd Edition
PUBLISHER:	Pine Forge Press
DATE:	2009
ISBN:	978-1-4129-5655-0
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Kenneth J. Gould and Tammy L. Lewis
TITLE:	Twenty Lessons in Environmental Sociology
EDITION:	First Edition
PUBLISHER:	Oxford University Press
DATE:	2009
ISBN:	9780195371123
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Hannigan, John
TITLE:	Environmental Sociology: A Social Constructionist Perspective
EDITION:	2nd
PUBLISHER:	Routledge
DATE:	2008
ISBN:	9780415355124
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Leslie King and Deborah McCarthy
TITLE:	Environmental Sociology: From Analysis to Action
EDITION:	2nd
PUBLISHER:	Roman and Littlefield Publishers Inc.
DATE:	2009
ISBN:	9780742559097
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Valerie Gunter and Steve Kroll-Smith
TITLE:	Volatile Places: A Sociology of Communities and Environmental Controversies
EDITION:	First Edition
PUBLISHER:	Pine Forge Press
DATE:	2007
ISBN:	0761987509
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Sze, Julie
TITLE:	Noxious New York
EDITION:	First
PUBLISHER:	MIT Press
DATE:	2007
ISBN:	9780262693424
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	Taylor, Dorceta
TITLE:	The Environment and the People in American Cities
EDITION:	First
PUBLISHER:	Duke University Press
DATE:	2010
ISBN:	13978082234436
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
AUTHOR(S):	David Owen
TITLE:	Green Metropolis: Why living Smaller, Living Closer and Driving Less are Keys to Sustainability
EDITION:	First
PUBLISHER:	Riverhead Books
DATE:	2009
ISBN:	9781594488825
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
AUTHOR(S):	Robert Gottlieb
TITLE:	Forcing the Spring: The Transformation of the American Environmental Movement
EDITION:	First
PUBLISHER:	Island Press
DATE:	
ISBN:	1559631223
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
 (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)

**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

TITLE:	The Story of Stuff
DISTRIBUTOR	http://www.storyofstuff.org
STATUS: (CHECK ONE)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	Who Killed the Electric Car
DISTRIBUTOR	Sony Picture Classics
STATUS: (CHECK ONE)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	Food Inc.
DISTRIBUTOR	Participant Media
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	
--	--

Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
25

INFORMATION LITERACY: The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.
--

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	
---	--

SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)
Smart Classroom

TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
---	--

TYPE PROPOSER'S NAME & OBTAIN INITIALS	
---	--

TYPE OF PROPOSAL

APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Steven Lang	Social Science	

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
Shara Sand	Social Science	

DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Shara Sand	Social Science	

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Lily Shohat	Social Science	

COURSE PROPOSAL FORM

TYPE OF PROPOSAL	
<input type="checkbox"/>	PERMANENT
<input checked="" type="checkbox"/>	PERMANENT EXPERIMENTAL
<input type="checkbox"/>	EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	Natural Sciences
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SECOND DEPARTMENT FOR JOINT PROPOSAL:	
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COURSE TITLE: (maximum 50 characters and spaces)	Fundamentals of Ecology
--	-------------------------

COURSE ABBREVIATION: (maximum 20 characters and spaces)	Fund Ecol
---	-----------

COURSE NUMBER: Contact Registrar's Office for designated course number.	SCB265
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

COURSE STATUS:	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> REVISED
-----------------------	---

CREDITS	4
PER WEEK:	
CLASSROOM HOURS	3
LAB HOURS	3
STUDENT HOURS	6
FACULTY HOURS	6

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input type="checkbox"/> TITLE CHANGE
<input type="checkbox"/> CATALOG DESCRIPTION
<input type="checkbox"/> NUMBER OF CREDITS
<input type="checkbox"/> NUMBER OF HOURS
<input type="checkbox"/> PREREQUISITES
<input type="checkbox"/> COREQUISITES
<input type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input type="checkbox"/> PERFORMANCE OBJECTIVES
<input type="checkbox"/> GRADING STANDARDS
<input type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input type="checkbox"/> TOPICAL OUTLINE
<input type="checkbox"/> OTHER
Please specify:

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:
Three lab hours equal one credit hour.

URBAN STUDIES
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

LIBERAL ARTS
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This course is a comprehensive introduction to ecology. Students will be introduced to the kinds of questions asked by ecologists, the principal concepts and theories that guide ecological inquiry and the methods that are used to answer ecological questions. Particular emphasis will be paid to population, community and ecosystem level processes and both terrestrial and aquatic systems will be considered. The practical component of the course will include laboratory exercises as well as field work.

Course is Required for:
(e.g., students in the Occupational Therapy Program)

Environmental Science

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

Students meeting prerequisites

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

All students not meeting prerequisites.

This Course Replaces:
(If it is not a replacement course, write "none".)

None

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

Environmental Science

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

--

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):			
Writing (e.g., none, ENA099):			
Mathematics (e.g., none, MAT096):			
ESL (e.g., none, ESL097, ESL098):			

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites
SCB202		
SCC202		

Additional Pre/Pre-Co/Corequisites:
Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

--

This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Spring 12 Week Session 2011	18

How many times per year will this course be offered?	Estimated # of students per year:
2	72

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

Provide a rationale for the proposed course or course revisions.
Fundamentals of Ecology is an integral component of the Environmental Science curriculum. This course will provide the conceptual framework, theoretical knowledge and skills in ecology required for students majoring in Environmental Science. It will serve to improve Science, Technology, Engineering, and Mathematics (STEM) education at LaGuardia Community College. In addition to its role in the Environmental Science curriculum the course will be a valuable elective for other students meeting the prerequisites.

Grading Standards: Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment. For example: 3 written quizzes at 10% each = 30%.	
CATEGORY	%
3 lecture exams at 10% each	30
Lecture final exam	20
4 lab quizzes at 5% each	20
Lab reports	10
Project and ePortfolio	10
Lab final exam	10
TOTAL	100%

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.

Indicate if the course is being developed for a grant. If so, provide relevant details.

Development of this course is supported by a Title V grant from the Department of Education.

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

- enable..
- familiarize..
- introduce..
- provide the student with..
- reinforce..

List of instructional objectives:
During this course, the instructor expects to:

1. Introduce students to the scope of ecology and the levels at which interactions between organisms and their environment can be studied.
2. Familiarize students with factors affecting temperature and precipitation.
3. Reinforce students' knowledge of the water cycle and the properties of water that determine the nature of aquatic environments.
4. Introduce students to the characteristics and formation of soil.
5. Reinforce students' knowledge of evolutionary theory and basic population genetics in relation to ecology.
6. Develop the concept of morphological and physiological adaptations of plants and animals to their environment.

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

- | | |
|------------------------|--------------|
| analyze.. | identify.. |
| compare and contrast.. | illustrate.. |
| compute.. | interpret.. |
| define.. | locate.. |
| describe.. | prepare.. |
| draw.. | solve.. |
| explain.. | write.. |

List of performance objectives:
At the conclusion of this course, students will be able to:

1. Describe the scope of ecology and the levels at which interactions between organisms and their environment can be studied.
2. Identify factors affecting temperature and precipitation.
3. Describe the water cycle and explain how the properties of water determine the nature of aquatic environments.
4. Describe the characteristics of soil and explain how soil is formed.
5. Explain the relationship of population genetics and evolution with respect to ecology.
6. Compare and contrast the morphological and physiological adaptation of plants and animals to their environment.

INSTRUCTIONAL OBJECTIVES (CONTINUED):

7. Familiarize students with life history patterns and properties of populations and introduce students to population growth under the exponential and logistic models.

8. Introduce students to various types of species interactions, including interspecific competition, predation and symbiosis (parasitism and mutualism).

9. Introduce students to community structure and community dynamics, including succession in plant communities.

10. Reinforce students' understanding of ecosystem energetics and trophic interactions, including decomposition and nutrient recycling.

11. Familiarize students with the biogeochemical cycles.

12. Introduce students to terrestrial and aquatic ecosystems.

13. Familiarize students with the concept of biodiversity and factors contributing to biodiversity.

14. Provide students with an understanding of factors affecting human population growth and the impact of population growth on resource use.

15. Provide students with case studies of natural habitat and biodiversity loss and emphasize the importance of conservation.

PERFORMANCE OBJECTIVES (CONTINUED):

7. Describe life history patterns and properties of populations and compare and contrast population growth under the exponential and logistic models.

8. Describe types of species interactions and compare and contrast interspecific competition, predation and symbiosis (parasitism and mutualism).

9. Explain community structure and community dynamics, including succession in plant communities.

10. Define ecosystem energetics and trophic interactions and describe decomposition and nutrient recycling.

11. Describe the biogeochemical cycles.

12. Compare and contrast different types of terrestrial and aquatic ecosystems.

13. Define biodiversity and describe the factors that contribute to biodiversity.

14. Identify factors affecting human population growth and the impact of population growth on resource use.

15. Analyze case studies of natural habitat and biodiversity loss and explain the importance of conservation.

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

Lecture outline:

Week 1

Introduction to ecology; climate; the aquatic environment

Week 2

The terrestrial environment; ecological genetics

Week 3

Plant adaptations to the environment; animal adaptations to the environment; life history patterns

Week 4

Properties of populations; population growth
Exam 1

Week 5

Population growth (continued); intraspecific population regulation; metapopulations

Week 6

Interspecific competition; predation

Week 7

Parasitism and mutualism; community structure
Exam 2

Week 8

Factors influencing the structure of communities; community dynamics: succession; landscape ecology

Week 9

Ecosystem energetics; decomposition and nutrient recycling; biogeochemical cycles

COURSE OUTLINE: (CONTINUED)

Laboratory Outline:

Week 1

Aquatic environments: dissolved oxygen and temperature; sediment load and water clarity

Week 2

Physical properties of soils; soil pH in two microhabitats

Week 3

Describing a population: seed weight in legumes; needle length in conifers

Quiz 1

Week 4

Spatial distribution of populations; demography: life tables

Week 5

Population growth: population growth in yeast

Week 6

Competition: allelopathy

Quiz 2

Week 7

Field trip: community structure in an aquatic ecosystem: saltmarsh

Week 8

Mutualism: microbial symbionts in termite gut, lichen

Week 9

Field trip: community structure in a terrestrial ecosystem

Quiz 3

Week 10

Succession

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

<p>Lecture outline (continued)</p> <p>Week 10 Terrestrial ecosystems; aquatic ecosystems Exam 3</p> <p>Week 11 Coastal and wetland ecosystems; large-scale patterns of biological diversity</p> <p>Week 12 Habitat loss, biodiversity and conservation</p> <p>Week 13 Final exam</p>	<p>Laboratory outline (continued)</p> <p>Week 11 Energy flow: productivity of plankton Project presentations Quiz 4</p> <p>Week 12 Biodiversity: measuring invertebrate biodiversity Project presentations</p> <p>Week 13 Lab final exam</p>
--	--

LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide

ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)

AUTHOR(S):	Thomas M. Smith and Robert Leo Smith
TITLE:	Elements of Ecology
EDITION:	7 th edition
PUBLISHER:	Pearson Benjamin Cummings
DATE:	2009
ISBN:	978-0-321-55957-9
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Robert W. Kingsolver
TITLE:	Ecology on Campus
EDITION:	
PUBLISHER:	Pearson Benjamin Cummings
DATE:	2006
ISBN:	0-8053-8214-3
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
 (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)

Steven Ovadia

**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Albert Neal
--	-------------

Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
30

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	Steven Ovadia
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SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

--

TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
---	--

TYPE PROPOSER'S NAME & OBTAIN INITIALS	Dilrukshan P. Wijesinghe
---	--------------------------

TYPE OF PROPOSAL

APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Dilrukshan P. Wijesinghe	Natural Sciences	

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
Dilrukshan P. Wijesinghe	Natural Sciences	

DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Dilrukshan P. Wijesinghe	Natural Sciences	

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
John P. Bihn	Natural Sciences	

COURSE PROPOSAL FORM

TYPE OF PROPOSAL	
<input type="checkbox"/>	PERMANENT
<input checked="" type="checkbox"/>	PERMANENT EXPERIMENTAL
<input type="checkbox"/>	EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	NATURAL SCIENCES
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SECOND DEPARTMENT FOR JOINT PROPOSAL:	
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COURSE TITLE: (maximum 50 characters and spaces)	Introduction to Geographic Information Systems
--	--

COURSE ABBREVIATION: (maximum 20 characters and spaces)	GIS
---	-----

COURSE NUMBER: Contact Registrar's Office for designated course number.	SCG150
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

COURSE STATUS:	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> REVISED
-----------------------	---

CREDITS	4
PER WEEK:	
CLASSROOM HOURS	3
LAB HOURS	3
STUDENT HOURS	6
FACULTY HOURS	6

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input type="checkbox"/> TITLE CHANGE
<input type="checkbox"/> CATALOG DESCRIPTION
<input type="checkbox"/> NUMBER OF CREDITS
<input type="checkbox"/> NUMBER OF HOURS
<input type="checkbox"/> PREREQUISITES
<input type="checkbox"/> COREQUISITES
<input type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input type="checkbox"/> PERFORMANCE OBJECTIVES
<input type="checkbox"/> GRADING STANDARDS
<input type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input type="checkbox"/> TOPICAL OUTLINE
<input type="checkbox"/> OTHER
Please specify:

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:
Three Lab Hours Equal One Credit Hour

URBAN STUDIES
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

LIBERAL ARTS
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This course covers the entire Geographic Information Systems production process from data acquisition and modeling to editing, analysis and cartographic output. Lectures will introduce the theory of GIS science and laboratory classes will familiarize students with GIS software needed to accomplish the course objectives. The course will use data collected by students participating in the Newtown Creek analysis project, among other data sources, for a final mapping exercise.

Course is Required for:
(e.g., students in the Occupational Therapy Program)

Environmental Science Majors

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

Students meeting the Pre/Corequisites

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

Students not meeting the Pre/Corequisites

This Course Replaces:
(If it is not a replacement course, write "none".)

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

Environmental Science

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

--

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):			
Writing (e.g., none, ENA099):			
Mathematics (e.g., none, MAT096):	MAT 096		
ESL (e.g., none, ESL097, ESL098):			

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites
ENG101		

Additional Pre/Pre-Co/Corequisites:
Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

--

This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Fall II - 6 weeks Session 2012	25

How many times per year will this course be offered?	Estimated # of students per year:
2	50

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input type="checkbox"/> FALL 12 Weeks	<input checked="" type="checkbox"/> FALL 6 Weeks
<input type="checkbox"/> SPRING 12 Weeks	<input checked="" type="checkbox"/> SPRING 6 Weeks

Provide a rationale for the proposed course or course revisions.
Introduction to Geographic Information Systems is a course in the proposed Environmental Science Program. One feature of the program is to provide training in GIS to all the students. A knowledge of GIS and completion of the associate degree in Environmental Science will give the students the skills to directly enter the workforce.

Grading Standards: Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment. For example: 3 written quizzes at 10% each = 30%.	
CATEGORY	%
4 Lecture Exams @ 15%	60
2 Lab Exams @ 10%	20
5 Lab Worksheets @ 2%	10
Research Project & Presentation	10
TOTAL	100%

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.

--

Indicate if the course is being developed for a grant. If so, provide relevant details.

--

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

enable..
familiarize..
introduce..
provide the student with..
reinforce..

List of instructional objectives:

During this course, the instructor expects to:

1. Introduce students to GIS data sources, terminology and components.
2. Familiarize students with the use of GIS in ecology, sociology and business with respect to environmental science.
3. Introduce students to key concepts of GIS data management.
4. Provide the student with an understanding of spatial data, geographic databases, geoprocessing and modeling.
5. Introduce students to GIS analysis through the use of data collected from local sources.
6. Introduce students to criteria used to choose a GIS package and to obtain and evaluate GIS data.

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

analyze..	identify..
compare and contrast..	illustrate..
compute..	interpret..
define..	locate..
describe..	prepare..
draw..	solve..
explain..	write..

List of performance objectives:

At the conclusion of this course, students will be able to:

1. Explain GIS data sources, terminology and components.
2. Compare and contrast the use of GIS in ecology, sociology and business with respect to environmental science.
3. Demonstrate key concepts of GIS data management.
4. Analyze spatial data and geographic databases and use geoprocessing and modeling.
5. Perform GIS analysis of data collected from local sources.
6. Define the criteria used to choose a GIS package and to obtain and evaluate GIS data.

INSTRUCTIONAL OBJECTIVES (CONTINUED):

7. Familiarize students with Arc GIS software.
8. Reinforce oral and written skills.
9. Introduce students to GIS career options.

PERFORMANCE OBJECTIVES (CONTINUED):

7. Use Arc GIS software.
8. Demonstrate oral and written skills.
9. Compare and contrast GIS career options.

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled “Final Exam.” If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled “Final Exam.”

LECTURE

1. Introduction to GIS, course overview, project management
2. Cartographic communication and geospatial visualization
3. Geodetic datums, projections and coordinate systems
4. Organizing geographic data
Exam #1
5. Creating and editing spatial data, secondary data sources, and geocoding
6. Exploring the geodatabases model, creating geodatabases
7. Creating and editing features in geodatabases
Exam #2
8. Geoprocessing and modeling
9. Getting started with Raster-based GIS analysis
10. Interpolation and surface modeling
Exam #3
11. Cartographic design
12. Data quality, social aspects and applications of GIS
13. Exam #4

COURSE OUTLINE: (CONTINUED)

LABORATORY

1. Introduction to ArcGIS Desktop
2. Maps and Data, Exploring Arc Map and Arc Catalog
3. Querying Data, preparing data for analysis, managing data with Arc Catalog
4. Data display in Arc Map
Lab worksheet #1
5. Analysing feature relationships, analysing spatial data
6. Building geodatabases
Lab Exam #1, Lab worksheet #2
7. Creating features, editing features
Lab worksheet #3
8. Geocoding addresses
Lab worksheet #4
9. Making maps from templates
Lab worksheet #5
10. Modeling
11. Research Project Presentations
12. Research Project Presentations continued
13. Lab Exam #2

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

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LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide

ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)	
AUTHOR(S):	Lecture Book: Albrecht, J.
TITLE:	KEY CONCEPTS AND TECHNIQUES IN GIS
EDITION:	
PUBLISHER:	Sage Publications LTD.
DATE:	2007
ISBN:	978-1-4129-1016-3
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Lab Book: Ormsby, Et Al
TITLE:	GETTING TO KNOW ARC GIS DESKTOP-updated for ARC GIS 9.3
EDITION:	Second
PUBLISHER:	ESRI Press
DATE:	2008
ISBN:	9781589482104
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	De Smith, M Et Al
TITLE:	GEOSPATIAL ANALYSIS Free Access at: http://www.spatialanalysisonline.com
EDITION:	
PUBLISHER:	
DATE:	2008
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
 (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)

Steven Ovadia

**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Albert Neal
--	-------------

Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
25

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	Steven Ovadia
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SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

The laboratory book "Getting to know ARC GIS Desktop". Includes ARC-GIS 9.3 Software. Lab must meet in a computer lab.

TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
---	--

TYPE PROPOSER'S NAME & OBTAIN INITIALS	John P. Bihn
---	--------------

TYPE OF PROPOSAL

APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
John P. Bihn	Natural Sciences	

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
Dilrukshan P. Wijesinghe	Natural Sciences	

DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Dilrukshan P. Wijesinghe	Natural Sciences	

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
John P. Bihn	Natural Sciences	

COURSE PROPOSAL FORM

TYPE OF PROPOSAL	
<input type="checkbox"/>	PERMANENT
<input checked="" type="checkbox"/>	PERMANENT EXPERIMENTAL
<input type="checkbox"/>	EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	English Department
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SECOND DEPARTMENT FOR JOINT PROPOSAL:	
--	--

COURSE TITLE: (maximum 50 characters and spaces)	Introduction to Literary Study
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COURSE ABBREVIATION: (maximum 20 characters and spaces)	Literary Study
---	----------------

COURSE NUMBER: Contact Registrar's Office for designated course number.	ENG 289
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

COURSE STATUS:	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> REVISED
-----------------------	---

CREDITS	3
PER WEEK:	
CLASSROOM HOURS	3
LAB HOURS	0
STUDENT HOURS	3
FACULTY HOURS	3

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input type="checkbox"/> TITLE CHANGE
<input type="checkbox"/> CATALOG DESCRIPTION
<input type="checkbox"/> NUMBER OF CREDITS
<input type="checkbox"/> NUMBER OF HOURS
<input type="checkbox"/> PREREQUISITES
<input type="checkbox"/> COREQUISITES
<input type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input type="checkbox"/> PERFORMANCE OBJECTIVES
<input type="checkbox"/> GRADING STANDARDS
<input type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input type="checkbox"/> TOPICAL OUTLINE
<input type="checkbox"/> OTHER
Please specify:

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:

URBAN STUDIES
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

LIBERAL ARTS
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

In this course students read, discuss, and write analytic essays about important texts in literary critical theory. They also learn to apply critical methods to specific literary texts. Some theorists covered might include Aristotle, Longinus, Immanuel Kant, T.S. Eliot, Mikhail Bakhtin, Walter Benjamin, Jacques Lacan, Jacques Derrida, Michel Foucault, Elaine Showalter, Helene Cixous, Edward Said, Henry Louis Gates, and Judith Butler.

Course is Required for:
(e.g., students in the Occupational Therapy Program)

English majors.

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

n/a

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

All students not meeting the pre/co-requisite.

This Course Replaces:
(If it is not a replacement course, write "none".)

n/a

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

n/a

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

--

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):			
Writing (e.g., none, ENA099):			
Mathematics (e.g., none, MAT096):			
ESL (e.g., none, ESL097, ESL098):			

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites
ENG 102		

Additional Pre/Pre-Co/Corequisites: Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

--

This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Spring I 2009	30

How many times per year will this course be offered?	Estimated # of students per year:
3	90

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input checked="" type="checkbox"/> SPRING 6 Weeks

Provide a rationale for the proposed course or course revisions.
This course will be an important component of the new English Major.

Grading Standards: Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment. For example: 3 written quizzes at 10% each = 30%.	
CATEGORY	%
essay on a single theorist	20
essay applying theory to lit. text	30
comparison/contrast: 2 theories	30
revision of prior essay	20
TOTAL	100%

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.

--

Indicate if the course is being developed for a grant. If so, provide relevant details.

--

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

- enable..
- familiarize..
- introduce..
- provide the student with..
- reinforce..

List of instructional objectives:
During this course, the instructor expects to:

1. Familiarize the student with a range of significant texts of literary critical theory, beginning with Aristotle and concentrating on the modern era.
2. Introduce the student to social and historical contexts of various literary critical theories.
3. Enable the student to write essays in which they describe, analyze, and evaluate literary critical texts.
4. Enable the student to analyze particular literary texts in class discussion and writing by applying a variety of literary critical methods to them.
5. Provide the student with an understanding of fundamental differences between various literary critical theories in class discussion and writing.

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

- | | |
|------------------------|--------------|
| analyze.. | identify.. |
| compare and contrast.. | illustrate.. |
| compute.. | interpret.. |
| define.. | locate.. |
| describe.. | prepare.. |
| draw.. | solve.. |
| explain.. | write.. |

List of performance objectives:
At the conclusion of this course, students will be able to:

1. Analyze significant texts of literary critical theory in group work and class discussion.
2. Locate social and historical contexts of various literary critical theories.
3. Write essays in which they describe, analyze, and evaluate literary critical texts.
4. Analyze particular literary texts in class discussion and writing by applying a variety of literary critical methods to them.
5. Identify and illustrate fundamental differences between various literary critical theories in class discussion and writing.

INSTRUCTIONAL OBJECTIVES (CONTINUED):

PERFORMANCE OBJECTIVES (CONTINUED):

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

[The following activities are merely recommendations. Texts and approaches may vary.]

Week 1: Introduction to the course: what is literary critical theory?

Week 2: Foucault, "What Is An Author?"; Plato, *Republic*, Book X.

Week 3: Aristotle, *Poetics*; Auerbach, "Odysseus' Scars."

Week 4: Kant, "Analytic of the Beautiful" and "Analytic of the Sublime," *Critique of Judgement*; Foucault, "Las Meninas." **FIRST ESSAY DUE** (single theorist).

Week 5: Benjamin, "The Work of Art in the Age of Mechanical Reproduction"; Heidegger, "The Thinker as Poet."

Week 6: Heidegger, "Words"; "The Origin of the Work of Art."

COURSE OUTLINE: (CONTINUED)

Week 7: De Man, "Heidegger's Exegesis of Holderlin"; "The Rhetoric of Blindness."

Week 8: Derrida, "Structure, Sign and Play in the Discourse of the Human Sciences." SECOND ESSAY DUE (literature and theory).

Week 9: Gayatri Spivak, "Theory in the Margin"; Helene Cixous, "The Laugh of the Medusa."

Week 10: Gloria Anzaldua, from _Borderlands/La Frontera_; Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House." THIRD ESSAY DUE (revision)

Week 11: Cornel West, "The New Cultural Politics of Difference"; Henry Louis Gates, Jr, "Writing, 'Race,' and the Difference It Makes."

Week 12: Said, "Reflections on Exile"; Gerald Vizenor, "Socioaccupuncture: Mythic Reversals and the Striptease in Four Scenes." FOURTH ESSAY DUE (comparative).

Week 13: Final student conferences.

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

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LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide

ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)	
AUTHOR(S):	David Richter, ed.
TITLE:	The Critical Tradition: Classic Texts and Contemporary Trends.
EDITION:	2nd
PUBLISHER:	Bedford St. Martin
DATE:	1998
ISBN:	0312101066
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Russell Ferguson, Martha Gever et al eds.
TITLE:	Out There: Marginalization and Contemporary Cultures.
EDITION:	
PUBLISHER:	New Museum of Contemporary Arts
DATE:	1990
ISBN:	9780262560641
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Jonathan Arac and Barbara Johnson, eds.
TITLE:	Consequences of Theory
EDITION:	
PUBLISHER:	Johns Hopkins UP
DATE:	1991
ISBN:	0801840457
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Charles E. Bressler, ed.
TITLE:	Literary Criticism: An Introduction to Theory and Practice
EDITION:	4th
PUBLISHER:	Prentice Hall
DATE:	2007
ISBN:	0131534483
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Steven Lynn
TITLE:	Texts and Contexts: Writing about Literature with Critical Theory
EDITION:	5 th
PUBLISHER:	Pearson Longman
DATE:	2008
ISBN:	032144907-X
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Jacques Derrida
TITLE:	Of Grammatology
EDITION:	
PUBLISHER:	Johns Hopkins UP
DATE:	1976
ISBN:	0801818796
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
 (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	Critical Inquiry
PUBLISHER:	University of Chicago Press
ISSN:	00931896
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	Diacritics
PUBLISHER:	Johns Hopkins University Press
ISSN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)

Elizabeth Namei

**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

TITLE:	Derrida
DISTRIBUTOR	Jane Doe Films
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Albert Neal
--	-------------

Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
28

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	Elizabeth Namei
---	-----------------

SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

--

TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
---	--

TYPE PROPOSER'S NAME & OBTAIN INITIALS	Thomas Fink Karlyn Koh
---	---------------------------

TYPE OF PROPOSAL

APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Thomas Fink	English	11/23/09
Karlynn Koh	English	11/23/09

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
Terry Cole	English	11/11/10

DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Terry Cole	English	11/11/10

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Sandra Sellers Hanson	English	12/12/09

COURSE PROPOSAL FORM

TYPE OF PROPOSAL	
<input type="checkbox"/>	PERMANENT
<input checked="" type="checkbox"/>	PERMANENT EXPERIMENTAL
<input type="checkbox"/>	EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	NAS
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SECOND DEPARTMENT FOR JOINT PROPOSAL:	
--	--

COURSE TITLE: (maximum 50 characters and spaces)	Psychiatric Mental Health Nursing
--	-----------------------------------

COURSE ABBREVIATION: (maximum 20 characters and spaces)	Psych Nursing
---	---------------

COURSE NUMBER: Contact Registrar's Office for designated course number.	SCR 200
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

COURSE STATUS:	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REVISED
-----------------------	---

CREDITS	3
PER WEEK:	
CLASSROOM HOURS	1.0
LAB HOURS	6.0
STUDENT HOURS	7.0
FACULTY HOURS	7.0

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input type="checkbox"/> TITLE CHANGE
<input type="checkbox"/> CATALOG DESCRIPTION
<input checked="" type="checkbox"/> NUMBER OF CREDITS
<input checked="" type="checkbox"/> NUMBER OF HOURS
<input type="checkbox"/> PREREQUISITES
<input type="checkbox"/> COREQUISITES
<input checked="" type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input checked="" type="checkbox"/> PERFORMANCE OBJECTIVES
<input checked="" type="checkbox"/> GRADING STANDARDS
<input checked="" type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input type="checkbox"/> TOPICAL OUTLINE
<input type="checkbox"/> OTHER
Please specify:

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:
Lab/Clinical hour to credit ratio is 3:1. Taught over 12 weeks, the clinical will be 6 hours every other week (6 times over the semester to equal 3 clinical hours and 1 credit) and the lab will run 3 hours per week (1 credit).

URBAN STUDIES
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

LIBERAL ARTS
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This course focuses on the psychosocial needs of clients throughout the life cycle. The assessment of clients' physical and behavioral responses to stress will be explored as well as the determination of goals for intervention. Focusing on the use of self as a therapeutic agent, students will learn techniques of intervention to promote and maintain clients' mental health, as well as assist clients who are mentally ill. Experiences will be provided in psychiatric/mental health settings.

Course is Required for:
(e.g., students in the Occupational Therapy Program)

Student in the Registered Nursing Program

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

NA

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

All students not meeting the pre/pre-co/corequisites

This Course Replaces:
(If it is not a replacement course, write "none".)

none

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

Registered Nursing Program, NAS

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

S'09, F'09 & F'10

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

--

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):			
Writing (e.g., none, ENA099):			
Mathematics (e.g., none, MAT096):			
ESL (e.g., none, ESL097, ESL098):			

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites
SCR 110	SCB 260	
SCR 150		
SCB 204		
MAT 106		
SSY 240		

Additional Pre/Pre-Co/Corequisites:
Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

CPR certificate, liability (malpractice) insurance, physical examination stating that the student is cleared and able to perform in the clinical area.

This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Spring 12 week Session 2010	45

How many times per year will this course be offered?	Estimated # of students per year:
2	180

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

Provide a rationale for the proposed course or course revisions.
Over the years, the area of pharmacology content has expanded greatly and more time is needed in laboratory to enhance student learning of this content. The 12-week course will be enhanced by the inclusion of increased laboratory time for pharmacology allowing for broader discussion of genetic and biologic theories, and interactive role play related to nursing interventions. Students practice their assessment and interpersonal skills by participating in case scenarios for such content as crisis intervention, group therapy, stress management, pharmacology, and therapeutic communication.

Grading Standards: Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment. For example: 3 written quizzes at 10% each = 30%.	
CATEGORY	%
Exam 1	20
Exam 2	20
Exam 3	20
Final Exam	40
Satisfactory Clinical/Lab Perf.	
Evaluation required to PASS.	
TOTAL	100%

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.

This course prepares students, at the completion of the nursing program, to take the National Council Licensing Exam for Registered Nursing (NCLEX-RN). Students must also attend and successfully complete the lab/clinical components of this course based on a Clinical Performance Evaluation Tool (Satisfactory on all clinical/lab objectives).

Indicate if the course is being developed for a grant. If so, provide relevant details.

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

- enable..
- familiarize..
- introduce..
- provide the student with..
- reinforce..

List of instructional objectives:
During this course, the instructor expects to:

1. Enable students to non-judgementally assess clients' psychosocial needs based on their positions within the life cycle, cultural and behavioral responses to stress.
2. Provide the student with the knowledge of nursing process and psychiatric-mental health didactic theoretical information necessary to develop realistic short and long term goals for clients with psychosocial problems.
3. Familiarize the student with care plans for clients with complex psychosocial problems to provide optimal mental health based on identified outcomes and psychiatric nursing principles.
4. Reinforce knowledge related to culturally appropriate nursing care for clients with psychosocial problems in hospital and out-patient settings.
5. Introduce various teaching modalities to assist clients with nutritional, pharmacological, and safety modifications.

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

- | | |
|------------------------|--------------|
| analyze.. | identify.. |
| compare and contrast.. | illustrate.. |
| compute.. | interpret.. |
| define.. | locate.. |
| describe.. | prepare.. |
| draw.. | solve.. |
| explain.. | write.. |

List of performance objectives:
At the conclusion of this course, students will be able to:

1. Assess clients' psychosocial non-judgementally needs based on their positions within the life cycle, culture and behavioral responses to stress.
2. Develop short and long term goals for clients utilizing a holistic approach through the nursing process to critically think and problem solve based on psychiatric-mental health theory.
3. Provide direct care for clients with complex psychosocial problems utilizing individualized prepared plans of care based on outcomes and psychiatric principles, under the supervision of the nursing faculty member.
4. Apply knowledge of transcultural nursing concepts to develop culturally appropriate nursing care plans for clients with psychosocial problems both in hospital and in outpatient settings.
5. Provide short-term health teaching, for individuals and groups as appropriate, to assist them with nutritional, pharmacological, and safety modifications.

INSTRUCTIONAL OBJECTIVES (CONTINUED):

6. Demonstrate how to initiate, maintain, and terminate a nurse/client relationship utilizing therapeutic communication skills.
7. Introduce the students to the various roles of the mental health team members and methods to assist in collaborative efforts with these groups in various scenarios.
8. Provide the students with effective communication techniques that may be utilized when consulting with health team members regarding care for selected clients.
9. Introduce students to the legal and ethical responsibilities related to the delivery of safe and therapeutic nursing care.
10. Familiarize the students with the steps necessary in discharge planning, identification of in-hospital resources and outpatient community agencies available to clients with psychosocial problems.
11. Demonstrate assertive communication to advocate for patients with psychosocial problems who are unable to speak on their own behalf.
12. Introduce students to the pharmacological properties (indications, actions, dosage, side effects, interactions, contraindications) of psychotropic drugs utilized to treat various psychiatric conditions.
13. Provide students with the tools necessary to identify their personal and professional strengths and weaknesses to improve their performance.

PERFORMANCE OBJECTIVES (CONTINUED):

6. Apply therapeutic communication skills (verbal and non-verbal) during interactions with individual clients and groups to initiate, maintain and terminate the nurse-client relationship.
7. Identify the various roles of members of the mental health team and describe various scenarios where consultation with these members might be utilized.
8. Communicate effectively with other health team members regarding the goals and plans of care for selected clients.
9. Integrate knowledge of legal and ethical responsibilities into his/her delivery of safe and therapeutic nursing care.
10. Identify in-hospital and outpatient community resources while participating in discharge planning and the referral process.
11. Intervene utilizing assertiveness communication skills in situations when client advocacy is indicated.
12. Identify pharmacological properties (indications, actions, dosage, side effects, interactions, contraindications) and calculate appropriate dosages of psychiatric medications.
13. Demonstrate through documentation of behaviors, the ability to evaluate one's own personal and professional strengths and weaknesses.

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

Week 1

Lecture: Introduction to
Psychiatric-Mental Health Nursing
Lab A: Therapeutic Communication

Week 2

Community Mental Health
Lab B: Nursing Process – Planning

Week 3

Psychosocial Development
Lab C: Nurse-Client Relationship

Week 4

Psychosocial Development (Cont'd)
Lab D: Introduction to
Psychopharmacology: Neurobiologic Theories,
Pharmacology and Anti-Anxiety Drugs

Week 5

Exam # 1
Anxiety & Adaptive Mechanisms
Lab E: Mood Disorders: Mania, Mood Stabilizers

Week 6

Anxiety & Adaptive Mechanisms (Cont'd)
Lab F: Mood Disorders: Depression,
Suicide & Anti-Depressants

COURSE OUTLINE: (CONTINUED)

Week 7
Anxiety Disorders
Lab G: Schizophrenia & Anti-psychotic
Medication

Week 8
Exam # 2
Anxiety Disorders (Cont'd)
Lab H: Personality Disorders

Week 9
Anxiety Disorders and
Abuse in the Family & Community
Lab I: The Alcoholic Client

Week 10
Abuse in the Family & Community
Lab J: Drug Abuse & the mentally ill - chemically
addicted (MICA) Client

Week 11
Exam # 3
Mental Health of the Aging
Lab K: Crisis Theory

Week 12:
Cognitive Mental Disorders/Alzheimer's Disease
Lab L: Group Theory

Week 13:
Final Exam

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

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LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide

ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)	
AUTHOR(S):	Videbeck, S. L.
TITLE:	Psychiatric Mental Health Nursing
EDITION:	4th
PUBLISHER:	Lippincott, Williams & Wilkins
DATE:	2008
ISBN:	10:0-7817-6425-4
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Lehne, R.
TITLE:	Pharmacology for Nursing Care
EDITION:	6th
PUBLISHER:	W.B. Saunders
DATE:	2007
ISBN:	978-1-4160-2552-8
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	American Psychiatric Association
TITLE:	Diagnostic and Statistical Manual of Mental Disorders DSM-IV-TR
EDITION:	4th edition
PUBLISHER:	American Psychiatric Association
DATE:	2000
ISBN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Ackley, B. & Ladwig, G.
TITLE:	Nursing Diagnosis Handbook
EDITION:	8th
PUBLISHER:	Mosby
DATE:	2008
ISBN:	978-0-323-04826-2
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Kozier and Erb
TITLE:	Fundamentals of Nursing
EDITION:	6th
PUBLISHER:	WB Saunders
DATE:	2007
ISBN:	978-1-4160-2552-8
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
(Specify STATUS at the end of each entry.)

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
(Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)	
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**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Albert Neal
--	-------------

Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
80

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	Marie C. Spina
---	----------------

SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

--

TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
---	--

TYPE PROPOSER'S NAME & OBTAIN INITIALS	Arlene Spinner, RNC, MS
---	-------------------------

TYPE OF PROPOSAL

APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Arlene Spinner, RNC, MS	Health Sciences	02/03/2010

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
Margaret Norris RN, MS	Health Sciences	02/03/2010

DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Margaret Norris RN, MS	Health Sciences	02/03/2010

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Rosann Ippolito, MS	Health Sciences	02/03/2010

COURSE PROPOSAL FORM

TYPE OF PROPOSAL	
<input type="checkbox"/>	PERMANENT
<input checked="" type="checkbox"/>	PERMANENT EXPERIMENTAL
<input type="checkbox"/>	EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	NAS
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SECOND DEPARTMENT FOR JOINT PROPOSAL:	
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COURSE TITLE: (maximum 50 characters and spaces)	Medical Surgical Nursing 1
--	----------------------------

COURSE ABBREVIATION: (maximum 20 characters and spaces)	Med-Surg I
---	------------

COURSE NUMBER: Contact Registrar's Office for designated course number.	SCR210
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

COURSE STATUS:	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REVISED
-----------------------	---

CREDITS	5
PER WEEK:	
CLASSROOM HOURS	3
LAB HOURS	6
STUDENT HOURS	9
FACULTY HOURS	9

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input type="checkbox"/> TITLE CHANGE
<input checked="" type="checkbox"/> CATALOG DESCRIPTION
<input checked="" type="checkbox"/> NUMBER OF CREDITS
<input checked="" type="checkbox"/> NUMBER OF HOURS
<input type="checkbox"/> PREREQUISITES
<input type="checkbox"/> COREQUISITES
<input type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input type="checkbox"/> PERFORMANCE OBJECTIVES
<input type="checkbox"/> GRADING STANDARDS
<input type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input type="checkbox"/> TOPICAL OUTLINE
<input type="checkbox"/> OTHER
Please specify:

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:
Lab/Clinical hour to credit ratio is 3:1. Taught over 12 weeks, the clinical will be 6 hours every other week (6 times over the semester to equal 3 clinical hours and 1 credit) and the lab will run 3 hours per week (1 credit).

URBAN STUDIES
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

LIBERAL ARTS
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This course will focus on nursing care of adults with major health problems. Utilizing the nursing process, students will develop appropriate plans of care for clients. Emphasis will be placed on formulating goals for interventions. Heavy emphasis is placed on pharmacology.

Course is Required for:
(e.g., students in the Occupational Therapy Program)

SCR 270

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

NA

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

All students not meeting the pre/pre-corequisites

This Course Replaces:
(If it is not a replacement course, write "none".)

SCR 210 (6 weeks)

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

Registered Nursing Program, NAS

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

S '09, F '09 & S '10

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

--

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):			
Writing (e.g., none, ENA099):			
Mathematics (e.g., none, MAT096):			
ESL (e.g., none, ESL097, ESL098):			

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites
SCR 110	SCB 260	
SCR 150		
SCB 204		
MAT 106		
SSY 240		

Additional Pre/Pre-Co/Corequisites:
Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

CPR certificate, liability (malpractice) insurance, physical examination stating student is cleared and able to perform in the clinical area.

This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Spring 12 week Session 2010	45

How many times per year will this course be offered?	Estimated # of students per year:
2	180

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

Provide a rationale for the proposed course or course revisions.
<p>The content required in Medical Surgical 1 Nursing has expanded and more lecture hours are need to cover such areas as Gastroenterology, the Cardiac System and Immunology.</p> <p>Student evaluations have indicated/revealed that the course is very content-heavy and the course needs additional hours.</p>

Grading Standards: Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment. For example: 3 written quizzes at 10% each = 30%.	
CATEGORY	%
Exam 1	20
Exam 2	20
Exam 3	20
Final	40
Satisfactory Clinical/Lab Perf.	
Evaluation required to PASS.	
TOTAL	100%

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.

This course prepares students to take the National Council Licensing Exam for Registered Nursing (NCLEX-RN) at the completion of the nursing program. Students must also attend and successfully complete the lab/clinical components of this course based on a Clinical Performance Evaluation Tool (Satisfactory on all clinical/lab objectives).

Indicate if the course is being developed for a grant. If so, provide relevant details.

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

enable..
familiarize..
introduce..
provide the student with..
reinforce..

List of instructional objectives:

During this course, the instructor expects to:

1. Enable students to execute an in-depth analysis for adult clients with major health problems.
2. Enable students to utilize the nursing process in formulating expected outcomes and care plans for clients with major health problems.
3. Provide students with the opportunity to incorporate principles of pharmacology in their plan of care.
4. Provide students with opportunities to develop proficiency in caring for clients with major health problems.
5. Enable students to develop and refine effective oral and written communication skills.
6. Provide students with the necessary background knowledge to develop teaching plans for specific client learning needs.

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

analyze..	identify..
compare and contrast..	illustrate..
compute..	interpret..
define..	locate..
describe..	prepare..
draw..	solve..
explain..	write..

List of performance objectives:

At the conclusion of this course, students will be able to:

1. Assess and analyze data for adult clients with major health problems.
2. Develop/prioritize appropriate plans of care based on stated nursing diagnosis and expected outcomes.
3. Incorporate principles of pharmacology into the plan of care based on scientific knowledge of drugs and client's health problems.
4. Perform appropriate scientifically based nursing interventions according to plans of care.
5. Establish and maintain effective communication with clients' families, significant others and health team members.
6. Develop teaching plans based on clients' developmental level and cultural background.

INSTRUCTIONAL OBJECTIVES (CONTINUED):

7. Familiarize students with health resources available in the agency and the community.
8. Introduce students to transcultural perspectives associated with caring for adult clients with major health problems.
9. Enable students to assume responsibility for their own actions and comply with ethical, legal and professional standards appropriate for this level of nursing education.

PERFORMANCE OBJECTIVES (CONTINUED):

7. Initiate referrals to appropriate interdisciplinary team members for a particular client problem.
8. Provide culturally appropriate nursing care to adult clients with major health problems.
9. Demonstrate ethical, legal, and professional behaviors which fall within the scope of practice deemed appropriate for this level of nursing education.

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

Week 1

Lecture: Orientation, Nursing Process &
Human Growth and Development
Lab A: Intravenous Medications

Week 2:

Lecture: Intestinal Elimination
Lab B: Client Teaching
Lab C: GI Case Studies 1

Week 3:

Intestinal Elimination Cont'd &
Altered Oxygenation
Lab D: Cardiac A&P, Assessment
and Diagnostic testing

Week 4:

Exam # 1
Lecture: Altered Oxygenation Cont'd
Lab E - Cardiac Pharmacology 1

Week 5:

Altered Oxygenation
Lab F - Wound Care

Week 6:

Altered Oxygenation Cont'd
Lab G: Cardiac Case Studies

COURSE OUTLINE: (CONTINUED)

Week 7:
Exam #2
Lecture: Altered Oxygenation Cont'd
Lab H: Cardiac Pharmacology II

Week 8:
Altered Oxygenation Cont'd
Lab I: G.I Intubation
Lab J: Ostomy Care

Week 9:
Altered Oxygenation Cont'd
Altered Urinary Elimination
Lab K: Blood Administration
Lab L: Isolation Procedures

Week 10:
Exam #3
Lecture: Altered Urinary Elimination
Lab M: Renal Case Studies

Week 11:
Altered Immune System
Lab N: Performance Exam

Week 12: Altered Immune System
Lab O: HIV/AIDS Case Studies
Repeat Performance Exam

Week 13:
Final Exam

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

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LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide

ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)	
AUTHOR(S):	Smeltzer & Bare
TITLE:	Brunner & Suddarth's Medical-Surgical Nursing (11 th ed) North American Edition
EDITION:	11 th ed
PUBLISHER:	Lippincott
DATE:	2008
ISBN:	2006016479
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Swearington, P
TITLE:	Manual of Med-Surg. Nursing Care: Nursing Interventions and Collaborative Management
EDITION:	6th
PUBLISHER:	Mosby
DATE:	2008
ISBN:	978-0-323-03727-3
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Dudek, Vallerand, and Russin
TITLE:	Nutritional Essentials for Nursing Practice
EDITION:	5th
PUBLISHER:	Lippincott
DATE:	2007
ISBN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Lehne, RA
TITLE:	Pharmacology for Nursing Care
EDITION:	6 th
PUBLISHER:	WB Saunders
DATE:	2007
ISBN:	978-1-4160-2552-8
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Kozier and Erb
TITLE:	Fundamentals of Nursing
EDITION:	8th
PUBLISHER:	Pearson
DATE:	2008
ISBN:	0-13-2425998
STATUS: (Check one)	<input type="checkbox"/> IC <input checked="" type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Taber, CW
TITLE:	Taber's cyclopedic Medical Dictionary
EDITION:	20th
PUBLISHER:	Davis
DATE:	2006
ISBN:	1065-1357
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	Malarkey, LM & McMorrow ME
TITLE:	Nursing Guide to Laboratory and Diagnostic Tests
EDITION:	
PUBLISHER:	WB Saunders
DATE:	2005
ISBN:	07213 1774-4
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
 (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)	Marie C.Spina
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**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Albert Neal
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Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
80

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	Marie C. Spina
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SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

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TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
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TYPE PROPOSER'S NAME & OBTAIN INITIALS	Suzanne Rosenberg RN, MS
---	-----------------------------

APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Suzanne Rosenberg, RN, MS	Health Sciences	02/03/2010

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
Margaret Norris, RN, MS	Health Sciences	02/03/2010

DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Margaret Norris, RN, MS	Health Sciences	02/03/2010

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Rosann Ippolito, MS	Health Sciences	02/03/2010

