AGENDA

College Senate Meeting

September 22, 2010
Room E-500
2:15 p.m.

I. Approval of Minutes --- May 26, 2010

II. Curriculum Committee Report

New Course Proposal, MAT 095E, Extended Introduction to Algebra – Department of Mathematics, Engineering & Computer Science
Revised Course Proposal, HUA130, Beginning Photography-- Humanities Department
Revised Course Proposal, HUA234, Color Photography—Humanities Department
Revised Course Proposal, HUN191, Photojournalism—Humanities Department
Revised Course Proposal, SCX105, Radiographic Procedures I—Health Sciences Department
Curriculum Change Proposal, Engineering Program, Department of mathematics, Engineering & Computer Science
Final Curriculum Memorandum, Commercial Photography, Humanities Department
Memorandum re: Digital Photography Option, Humanities Department
Presented by Prof. John Shean, Chairperson of the Curriculum Committee

III. Chairperson's Report

IV. Report by Gail Baksh-Jarrett on Changes in Finacial Aid Regulations

V. Discussion of the Policy in Regard to Children on Campus

VI. Old Business

VII. New Business

VIII. Short Meetings by the Three Constituent Group Committees

IX. Adjournment

Light Refreshments will be served.

A.A.S. Commercial Photography Degree	
Current Curriculum	**New Curriculum**
Counseling New Student Seminar 0 **English: 6 credits** Composition I ENC/G101 3 Writing Through Literature ENG102 3 **Humanities: 12 credits** Speech Elective 3 History of Photography HUA202 3 *Select two of the following courses: 6* Introduction to Design HUA104 Color Theory HUA115 Introduction to Computer Art HUA125 **Math, Engineering and Computer Science: 3 credits** Liberal Arts Elective 3 **Natural Sciences: 3 credits** Topics in Chemistry SCC101 3 **Social Science: 3 credits** *Select one of the following courses: 3* Any history course except SSN183, SSN199, SSN240 Cultural Anthropology SSA101 Introduction to Anthropology SSA100 U.S. Power and Politics SSP101 Political Ideas and Ideologies SSP250 General Psychology SSY101 Introduction to Sociology SSS100 Introduction to Microeconomics SSE103 Introduction to Macroeconomics SSE104 **Commercial Photography: 24 credits** Beginning Photography HUA130 3 Intermediate Photography HUA230 3 Studio Lighting I HUA145 3 Studio Lighting II HUA245 3 Color Photography HUA234 3 Color Darkroom Techniques HUA235 3 Commercial Photography Workshop HUA275 3 Commercial Photography Seminar HUA280 3 **Cooperative Education: 6 credits** Fundamentals of Professional Advancement CEP121 3 Full-Time Internship CEP201 3 *(Both Day and Extended Day students are required to take CEP121. Extended Day students may take CEP201 or an unrestricted elective.)* **Liberal Arts Electives: 3 credits** Any course in Communication Skills; Education and Language Acquisition; English; Human Services; Humanities; Library; Mathematics, Engineering, and Computer Science; Natural Sciences; or Social Science EXCEPT when noted as unrestricted elective in DegreeWorks or College Catalog. See page 176 for these courses. 3 One elective must be an urban study course. See page 178.	**Counseling** New Student Seminar 0 **English: 6 credits** Composition I ENC/G101 3 Writing Through Literature ENG102 3 **Humanities: 12 credits** Speech Elective 3 History of Photography HUA202 3 *Select two of the following courses: 6* Introduction to Design HUA104 Color Theory HUA115 Introduction to Computer Art HUA125 The View Camera, Large Format Photography HUA155 Alternative Photography: The Manipulated Image HUA238 Digital Photography II HUA231 **Math, Engineering and Computer Science: 3 credits** Liberal Arts Elective 3 **Natural Sciences: 3 credits** Topics in Chemistry SCC101 3 **Social Science: 3 credits** *Select one of the following courses: 3* Any history course except SSN183, SSN199, SSN240 Cultural Anthropology SSA101 Introduction to Anthropology SSA100 U.S. Power and Politics SSP101 Political Ideas and Ideologies SSP250 General Psychology SSY101 Introduction to Sociology SSS100 Introduction to Microeconomics SSE103 Introduction to Macroeconomics SSE104 **Commercial Photography: 24 credits** Beginning Photography HUA130 3 Intermediate Photography HUA230 3 Digital Photography I HUA131 3 Studio Lighting I HUA145 3 Studio Lighting II HUA245 3 Color Photography HUA234 3 Commercial Photography Workshop HUA275 3 Commercial Photography Seminar HUA280 3 **Cooperative Education: 6 credits** Fundamentals of Professional Advancement CEP121 3 Full-Time Internship CEP201 3 *(Both Day and Extended Day students are required to take CEP121. Extended Day students may take CEP201 or an unrestricted elective.)* **Liberal Arts Electives: 3 credits** Photojournalism HUN191 3* *Urban study requirement
TOTAL CREDITS: 60	**TOTAL CREDITS: 60**

BMCC POLICY

Children on Campus

The college has an obligation to its students, faculty, staff, and visitors to conduct its operations and maintain its facilities in a manner consistent with its mission as an institution of higher education. For this reason, young children who are not registered in the child care center should not be brought to the campus, and, of course, may not attend classes with their parent or guardian.

TYPE OF PROPOSAL

There may be occasions when brief visits by children of students may be necessary. Children may visit college offices and facilities, **other than classrooms,** for limited periods of time when their parent or guardian is conducting routine business at the college. **Regular repeated visits by children are not permitted.**

In no case are children permitted in labs, shops, construction/repair sites, or other areas where potential hazards exist.

Children brought on campus must be directly supervised at all times by their parent or guardian

CUNY BOARD OF TRUSTEES BY-LAWS:

SECTION 15.5. COMMITTEE STRUCTURE.

a. Each faculty-student disciplinary committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to insure full student and faculty representation.

b. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the instructional staff of that college to receive training and to serve in rotation as chair of the disciplinary committee. If none of the chairpersons appointed from the campus can serve, the president, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary meetings and decide and make all rulings for the committee. He/she shall not be a voting member of the committee but shall vote in the event of a tie.

c. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the college shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.

d. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a student or faculty seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the faculty or student panel by lottery.

e. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

COURSE PROPOSAL FORM

TYPE OF PROPOSAL
☐ PERMANENT
☒ EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	Mathematics, Engineering and Computer Science
SECOND DEPARTMENT FOR JOINT PROPOSAL:	None
COURSE TITLE: (maximum 50 characters and spaces)	Extended Introduction to Algebra
COURSE ABBREVIATION: (maximum 20 characters and spaces)	Ext Intr Algebra
COURSE STATUS:	☒ NEW ☐ REVISED

COURSE NUMBER: Contact Registrar's Office for designated course number.	MAT095E
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

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

CREDITS	0.0
PER WEEK:	
CLASSROOM HOURS	5.0
LAB HOURS	1.0
STUDENT HOURS	6.0
FACULTY HOURS	5.0

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
☐ YES
☒ NO

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:
The course is a remedial, non-credit bearing course, therefore credits and classroom hours do not match.

URBAN STUDIES	LIBERAL ARTS
☐ YES	☐ YES
☒ NO	☒ NO

REV. 07/18/05

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 an 18-week version of Introduction to Algebra MAT095. The 12-week session will begin with a thorough treatment of arithmetic operations on whole numbers and proceed to cover fractions, decimals, percents, proportions, ratios and rates and some geometry (area and perimeter). Topics in the 6-week sequel include percent problems, slope of lines, solving equations and inequalities, exponents and scientific notation. Applications of arithmetic skills to real-world problems will be featured throughout.

Course is Required for: **(e.g., students in the Occupational Therapy Program)**
Students with PreAlgebra Compass score of less than 30.

Course is Elective for: **(e.g., students meeting the pre / pre-co / corequisites)**
None

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

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):		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

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 I 2010	30

How many times per year will this course be offered?	Estimated # of students per year:
2	60

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
☒ **FALL 12 Weeks**	☒ **FALL 6 Weeks**
☒ **SPRING 12 Weeks**	☒ **SPRING 6 Weeks**

Provide a rationale for the proposed course or course revisions.

This course is an extended version of Introduction to Algebra and is intended to give students an opportunity to fulfill the MAT095 requirement over an eighteen-week period.

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	%
Educo Online HW and Quizzes	20
Lab Worksheets	10
Instructor's Exams (8@5%)	40
Departmental Final Exam	30
COMPASS Exam (Exit)	
TOTAL	**100%**

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

None

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

No

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:**	**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. Provide students with the arithmetic skills necessary to solve real world problems involving whole numbers, fractions and decimals. 2. Familiarize students with proportional reasoning, enabling them to solve a wide variety of applied problems, and providing a natural introduction to solving one variable equations. 3. Develop the students' number sense, providing them with skills in estimation and unit conversions. 4. Thoroughly reinforce students' signed number skills, not only in performing arithmetic operations but also exponentiation. 5. Familarize students with the basics of plane geometry, in particular providing them with formulae for calculating the areas and perimeters of familiar geometric figures, and with the Pythagorean Theorem.	1. Solve real life problems requiring a full range of arithmetic skills. 2. Solve challenging real life problems involving ratios and proportions. 3. Perform estimates, and therefore judge whether more elaborately and precisely calculated solutions to problems are numerically reasonable. 4. Perform calculations with signed numbers in a variety of different settings. 5. Compute areas and perimeters of basic two-dimensional geometric figures, and use the Pythagorean Theorem to find the length of the third side of a right triangle given the lengths of two other sides.
INSTRUCTIONAL OBJECTIVES (CONTINUED):	**PERFORMANCE OBJECTIVES (CONTINUED):**

6. Introduce students to numerical/algebraic relationships between two variables, fostering their ability to visualize these relationships as graphs in the xy-coordinate plane.	6. Explain elementary numerical/algebraic relationships between two variables and understand how such relationships can be visualized as planar graphs.
7. Reinforce and expand students' equation-solving abilities: linear equations in one and two unknowns, absolute value equations, and linear inequalities.	7. Solve elementary equations in both one and two variables, absolute value equations as well as linear inequalities.
8. Introduce polynomials, exponents, and distributive law, combining like terms.	8. Perform operations with polynomials and exponents, using the distributive law and combining like terms.

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

Whole Numbers
Place value and rounding whole numbers
Fundamental operations on whole numbers
Integers, opposites, absolute values

Week 2

Integers, opposites, absolute values (cont.)
Addition and subtraction with integers
Multiplication and division with integers
Review/Test#1

Week 3

Multiplication and division with integers (cont.)
Exponents, order of operations
Online quiz #1

Week 4

Translating, simplifying and evaluating expressions
Solving equations with integers
Applications using integers
Review/Test #2

Week 5

Basic geometry: perimeter and area
Multiples and factors
Prime factors
Least common multiples
Online quiz #2

COURSE OUTLINE: (CONTINUED)

Week 6

Least Common Multiples (cont.)
Equivalent fractions and comparing fractions
Introduction to mixed numbers
Review/Test #3

Week 7
Translating ratios, rates, percents to fractions
Addition and subtraction with fractions
Online quiz #3

Week 8

Multiplication and division with fractions
Order of operations with fractions
Equations with fractions and proportions
Review/Test #4

Week 9

Problems involving fractions
Online quiz #4

Week 10

Reading and writing decimals and rounding decimals
Addition and subtraction with decimals
Multiplication and division with decimals
Review/Test #5

Week 11

Changing fractions to decimals and vice versa
Order of operations with decimals
Problems involving decimals
Square roots and the Pythagorean Theorem
Online quiz #5

COURSE OUTLINE (CONTINUED):	COURSE OUTLINE (CONTINUED):

Week 12

Applications to geometry: area of a circle and circumference
Percents, changing percents to decimals or fractions, and changing fractions or decimals to percents
Review/Test #6

Week 13

Review of whole numbers
Review of fractions
Review of decimals
Review of percents
Solving percent Problems
Online quiz #6

Week 14

Solving percent problems (cont.)
Weighted averages
Business applications of percents
Measurements
Review/Test #7

Week 15

Simplifying expressions
Solving linear equations in one variable
Solution of linear inequalities
Online quiz #7

Week 16

Absolute value equations
Plotting points
Linear equations in two variables
Review/Test #8

Week 17

Slope of a line and its graph
Exponents
Integer exponents
Scientific notation
Online quiz #8

Week 18

Review for Final Exam
Final Exam
COMPASS Review

Week 19

COMPASS Exam

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):	Man M Sharma
TITLE:	Pre-Algebra
EDITION:	6th Edition
PUBLISHER:	EDUCO International, Inc
DATE:	2007
ISBN:	978-1-888469-91-2
STATUS: (Check one)	☒ IC ☐ 0/0 ☐ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ 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)	☐ IC ☐ 0/0 ☐ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ 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)	☐ IC ☐ 0/0 ☐ R

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ 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)	☐ IC ☐ 0/0 ☐ R

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R

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

#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)	☐ IC ☐ 0/0 ☐ R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	☐ IC ☐ 0/0 ☐ R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	☐ IC ☐ 0/0 ☐ R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	☐ IC ☐ 0/0 ☐ 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	Charles Keyes

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

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

TYPE PROPOSER'S NAME & OBTAIN INITIALS	Gordon Crandall Rudy Meangru

TYPE OF

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
Rudy Meangru and Gordon Crandall	MEC	4/30/10

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
Rudy Meangru	MEC	4/30/10

DEPT'L. REPRESENTATIVE(S) TO COLLEGE-WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Gordon Crandall	MEC	4/30/10

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Kamal Hajallie	MEC	4/30/10

COURSE PROPOSAL FORM

PROPOSAL
TYPE OF PROPOSAL
☐ **PERMANENT**
☒ **EXPERIMENTAL**

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	Health Sciences Department
SECOND DEPARTMENT FOR JOINT PROPOSAL:	
COURSE TITLE: **(maximum 50 characters and spaces)**	Radiographic Procedures I
COURSE ABBREVIATION: **(maximum 20 characters and spaces)**	Rad Procedures I
COURSE STATUS:	☐ **NEW** ☒ **REVISED**

COURSE NUMBER: Contact Registrar's Office for designated course number.	SCX 105
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
☐ **TITLE CHANGE**
☐ **CATALOG DESCRIPTION**
☒ **NUMBER OF CREDITS**
☒ **NUMBER OF HOURS**
☒ **PREREQUISITES**
☒ **COREQUISITES**
☐ **INSTRUCTIONAL OBJECTIVES**
☐ **PERFORMANCE OBJECTIVES**
☒ **GRADING STANDARDS**
☐ **LIBRARY ARTICULATION**
☐ **COMPUTER SOFTWARE ARTICULATION**
☐ **TOPICAL OUTLINE**
☐ **OTHER** **Please specify:**

CREDITS	2
PER WEEK:	
CLASSROOM HOURS	1
LAB HOURS	3
STUDENT HOURS	4
FACULTY HOURS	4

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
☒ **YES**
☐ **NO**

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:
One credit of laboratory hour involves three hours of laboratory work. Each lab contact hour is a faculty hour.

URBAN STUDIES
☐ **YES**
☒ **NO**

LIBERAL ARTS
☐ **YES**
☒ **NO**

REV. 07/18/05

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 designed to provide the knowledge and skills necessary to perform radiographic procedures.This is the first in a series of courses dealing with principle techniques,radiographic anatomy, radiographic procedures and related terminology in the production of images of the chest, abdomen, upper and lower extremities.The production of images of optimal diagnostic qualities is stressed. Laboratory experiences utilizing phantom apparatus are used to complement the classroom portion of the course.

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

Course is Elective for: **(e.g., students meeting the pre / pre-co / corequisites)**
None

Course is Closed to: **(e.g., all students not meeting the pre / pre-co / corequisites**
This course is closed to all students not meeting the prerequisites for the Radiologic Technology program.

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.
Sequence in Radiologic Technology

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
ENC/ENG 101	SCB204	SCX 101
SCB 203		SCX110
MAT115		
SSN187		

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 12 Weeks	20

How many times per year will this course be offered?	Estimated # of students per year:
once	20

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

☒ **FALL 12 Weeks**	☐ **FALL 6 Weeks**
☐ **SPRING 12 Weeks**	☐ **SPRING 6 Weeks**

Provide a rationale for the proposed course or course revisions.

Anatomy and positioning of radiographic procedures are curriculum requirements for the Radiography Program as outlined by the accreditation agency. The American Registry of Radiologic Technologist (ARRT) certification examination dedicates a section of the test to radiographic procedures in relationship to anatomy and positioning.

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	%
Midterm Examinations	15%
Midterm Practical Exam	20%
Final Practical Exam	20%
Quizzes 2 @ 10% each	20%
Final Examination	25%
TOTAL	**100%**

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

This course is designed to meet the American Society of Radiologic Technology (ARST) requirements for eligibility to set for the American Registry of Radiologic Technologist (ARRT) certification examination.

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 terminology related to the radiographic anatomy of the chest, abdomen, upper extremities, and lower extremities.

2. Familiarize students with radiographic anatomy as it pertains to radiographs of the body.

3. Familiarize students with an introduction to the radiography room and accessory equipment therein.

4. Provide students with the instruction necessary to produce quality radiographs of the chest, abdomen, upper, and lower extremities.

5. Develop the student's problem solving and critical thinking skills through aquired learning and the use of radiographic positioning.

6. Familiarize students with the proper positioning skills involved with producing radiographs of the chest, abdomen, and upper extremities.

INSTRUCTIONAL OBJECTIVES (CONTINUED):

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

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

1. Identify terminology related to the radiogaphic anatomy of the chest, abdomen, upper extremities, and lower extremities.

2. Identify radiographic anatomy as it pertains to radiographs of the body.

3. Describe the radiographic room and the accessory equipment within.

4. Demonstrate how to produce quality radiographs of the chest, abdomen, upper, and lower extremities.

5. Demonstrate problem solving and critical thinking skills through aquired learning and the use of radiographic positioning.

6. Demonstrate the proper positioning skills involved with producing radiographs of the chest, abdomen, and upper extremities.

PERFORMANCE OBJECTIVES (CONTINUED):

7. Emphasize to the student the importance of aligning the tube/anatomical part/image receptor at the recommended distance. 8. Introduce the concepts necessary for film evaluation.	7. Explain the importance of aligning the tube/anatomical part/image receptor at the recommended distance. 8. Analyze radiographs and identify the necessary concepts for good film evaluation.

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 SCHEDULE

WEEK ONE
Chest Radiographs:Terminology, identify radiographic anatomy routine radiographic projections of the chest.

WEEK TWO
Chest Radiographs:Optional projections of the chest, film evalution of chest radiographs.

WEEK THREE
Abdominal Radiographs:Terminology, identify radiographic anatomy of the abdomen, demonstrate routine and optional radiographic procedures of the abdomen.

WEEK FOUR
Review terminology, anatomy, and radiographic procedures of the chest and
abdomen. Quiz #1

WEEK FIVE
Upper Extremities: Terminology, radiographic anatomy, routine and optional projections of the thumb, fingers and hand.

WEEK SIX
Upper Extremities: Terminology, radiographic anatomy, routine and optional projections of the wrist, forearm, and elbow.

COURSE OUTLINE: (CONTINUED)

WEEK SEVEN
Review terminology, anatomy, and radiographic procedures of the upper extremities. Midterm Examination.

WEEK EIGHT
Shoulder Girdle:Terminology, radiographic anatomy, routine, and optional projections of the humerus, shoulder, clavicle, scapula, and AC joints.

WEEK NINE
Review terminology, anatomy, and radiographic procedures of the shoulder girdle.

WEEK TEN
Lower Extremities: Terminology, radiographic anatomy, routine, and optional projections of the toes, sesamoid bones, foot, an club foot. Quiz#2.

WEEK ELEVEN
Lower Extremities: Terminology, radiographic anatomy routine and optional projections of the ankle, tibia/fibula, knee, and patella.

WEEK TWELVE
Review terminology, anatomy and all of the projections of the foot, ankle, toes, tibia/fibula knee, and patella.

WEEK THIRTEEN
Final Cumulative Examination.

COURSE OUTLINE (CONTINUED):	COURSE OUTLINE (CONTINUED):

LABORATORY SCHEDULE

WEEK ONE
Students practice producing radiographic images using a chest phantom.

WEEK TWO
Students practice producing radiographic images using a chest phantom.

WEEK THREE
Students practice producing radiographic images of the abdomen using an abdomen phantom.

WEEK FOUR
Students practice producing radiographic images of abdomen using abdomen phantom.

WEEK FIVE
Students produce radiographic images of the thumb, finger and hand using a hand phantom.

WEEK SIX
Students produce radiographic images of the wrist, forearm, and elbow using phantoms.

WEEK SEVEN
Midterm Practical Exam

WEEK EIGHT
Students practice producing radiographic images of the shoulder.

WEEK NINE
Shoulder Girdle: Terminology, radiographic anatomy, routine, and optional projections of the humerus, shoulder, clavicle, scapula, and AC joints.

WEEK TEN
Students practice producing routine and optional radiographic images of the toes, sesamoid bones, foot, and club foot using a foot phantom.

WEEK ELEVEN
Students practice producing routine and optional projections of the ankle, tibia/fibula, knee and patella using phantoms.

WEEK TWELVE
Final Practical Exam

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):	Ballinger, Philip W. and Frank, Eugene D.
TITLE:	Merrill's Atlas of Radiographic Positions and Radiologic Procedures, Vol 1-3
EDITION:	Current (11th)
PUBLISHER:	Mosby/Elsevier
DATE:	2007
ISBN:	9780323033176
STATUS: (Check one)	☐ IC ☐ 0/0 ☒ R
AUTHOR(S):	Sutherland, Ruth and Thomson, Calum
TITLE:	Pocketbook of Radiographic Positioning
EDITION:	3rd
PUBLISHER:	Mosby/Elsevier
DATE:	2007
ISBN:	9780443103308
STATUS: (Check one)	☐ IC ☐ 0/0 ☒ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Hayes, Steven G.
TITLE:	Radiographic Anatomy, Positioning, and Procedures Workbook, Vol 1&2
EDITION:	Current (3rd)
PUBLISHER:	Mosby/Elsevier
DATE:	2003
ISBN:	9780323014809 (V.1)
STATUS: (Check one)	☐ IC ☐ 0/0 ☒ R
AUTHOR(S):	Ballinger, P & Frank, E.
TITLE:	Pocket Guide to Radiography
EDITION:	6th
PUBLISHER:	Mosby/Elsevier
DATE:	2007
ISBN:	9780323042093
STATUS: (Check one)	☐ IC ☐ 0/0 ☒ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ 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)	☐ IC ☐ 0/0 ☐ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ 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:	Radiologic Technology
PUBLISHER:	ASRT
ISSN:	0033-8397
STATUS: (Check one)	☒ IC ☐ 0/0 ☒ R
SERIAL TITLE:	ASRT Scanner
PUBLISHER:	ASRT
ISSN:	0161-3863
STATUS: (Check one)	☐ IC ☐ 0/0 ☒ R
SERIAL TITLE:	RT Image
PUBLISHER:	Valley Forge Press
ISSN:	1041-2182
STATUS: (Check one)	☐ IC ☐ 0/0 ☒ R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R
TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)	Dianne Conyers

#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.) (Specify STATUS at the end of each entry.)	
TITLE:	Electronic IUmage Collection to Accompany Radiographic Pathology
DISTRIBUTOR	Mosby/Elsevier
STATUS: (CHECK ONE)	☐ IC ☐ 0/0 ☐ R
TITLE:	Mosby's Radiographic Imaging, Electronic Teaching Library
DISTRIBUTOR	Mosby/Elsevier
STATUS: (CHECK ONE)	☐ IC ☐ 0/0 ☒ R
TITLE:	Electronic Imaging Collection to Accompany Merrill's Atlas, 10th Ed.
DISTRIBUTOR	Mosby/Elsevier
STATUS: (CHECK ONE)	☐ IC ☐ 0/0 ☒ R
TITLE:	Mosby's Radiographic Instructional Series, CD-ROM Set
DISTRIBUTOR	Mosby/Elsevier
STATUS: (CHECK ONE)	☐ IC ☐ 0/0 ☐ 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.

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	Dianne Conyers

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	Rosann Ippolito

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
Rosann Ippolito	Health Sciences	6/3/10

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
Margaret Norris	Health Sciences	6/3/10

DEPT'L. REPRESENTATIVE(S) TO COLLEGE-WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Margaret Norris	Health Sciences	6/3/10

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Rosann Ippolito	Health Sciences	6/3/10

LaGuardia Community College
Department of Mathematics, Engineering and Computer Science

Program: Engineering Program (Electrical Engineering Track)

LaGuardia CC (Old EE)			LaGuardia CC (New EE)		
General Requirements					
Course	Description	Credits	Course	Description	Credits
ENG101	English Composition I	3	ENG101	English Composition I	3
ENG210	Journalism or ENG256	3	ENG210	Journalism or ENG256	3
MAT201	Calculus I	4	MAT201	Calculus I	4
MAT202	Calculus II	4	MAT202	Calculus II	4
MAT203	Calculus III	4	MAT203	Calculus III	4
MAT204	Elementary Differential Equations	4	MAT204	Elementary Differential Equations	4
MAT210	Linear Algebra	3	MAT210	Linear Algebra	3
SCC201	Chemistry I	4	SCC201	Chemistry I	4
SCC202*	Chemistry II*	4	MAT221	Introduction to Probability	4
SCP231	General Physics I	4	SCP231	General Physics I	4
SCP232	General Physics II	4	SCP232	General Physics II	4
MAC125	C/C++ Programming	3	MAC125	C/C++ Programming	3
HUA101	Introduction to Art	3	HUA101	Introduction to Art	3
HUM101	Introduction to Music	3	HUM101	Introduction to Music	3
SSN187	Urban Sociology	3	SSN187	Urban Sociology	3
	Total General Requirements	53		Total General Requirements	53

Curriculum Requirements					
Course	Description	Credits	Course	Description	Credits
CEP024	Prep. For Engineering Science	0	CEP024	Prep. For Engineering Science	0
MAE101	Engineering Lab I	1	MAE101	Engineering Lab I	1
MAE103	Engineering Lab II /MATLAB	2	MAE103	Engineering Lab II /MATLAB	2
MAE213	Electrical Circuits	3	MAE213	Electrical Circuits	3

MAE219	Thermodynamics I	3	MAE219	Thermodynamics I	3

TYPE OF PROPOSAL
☒ **PERMANENT**
☐ **EXPERIMENTAL**

For office use only:
CCC

	Total Curriculum Requirements	9		Total Curriculum Requirements	9
	Total Program Credits	62		Total Program Credits	62

New Courses

Department	Mathematics, Engineering and Computer Science
Course	MAT221- Introduction to Probability
Prerequisite	MAT203
Hours	4 Lecture
Credits	4
Description	This course is an introduction to the theory of probability. The topics studied are basic theorems of probability, permutations and combinations, discrete and continuous random variables, univariate probability distributions, multivariate probability distributions, jointly distributed random variables, sequences of independent identically distributed random variables, method of moments, the moment-generating function, the central limit theorem, and the law of large numbers.
Effective	

***MAT221 will replace SCC202 for EE majors.**

COURSE PROPOSAL FORM

PROPOSING DEPARTMENT:	Humanities

SENATE
CHANCELLOR

SECOND DEPARTMENT FOR JOINT PROPOSAL:	

COURSE TITLE: **(maximum 50 characters and spaces)**	Beginning Photography

COURSE ABBREVIATION: **(maximum 20 characters and spaces)**	Beginning Photo

COURSE STATUS:	☐ **NEW** ☒ **REVISED**

COURSE NUMBER: Contact Registrar's Office for designated course number.	HUA130
CREDITS	3.0
PER WEEK:	
CLASSROOM HOURS	3.0
LAB HOURS	1.0
STUDENT HOURS	4.0
FACULTY HOURS	3.0

NAME OF GET INITIALS: Thomas

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?

☐ **YES**
☒ **NO**

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:

- ☐ **TITLE CHANGE**
- ☒ **CATALOG DESCRIPTION**
- ☐ **NUMBER OF CREDITS**
- ☐ **NUMBER OF HOURS**
- ☐ **PREREQUISITES**
- ☐ **COREQUISITES**
- ☒ **INSTRUCTIONAL OBJECTIVES**
- ☒ **PERFORMANCE OBJECTIVES**
- ☐ **GRADING STANDARDS**
- ☐ **LIBRARY ARTICULATION**
- ☒ **COMPUTER SOFTWARE ARTICULATION**
- ☐ **TOPICAL OUTLINE**
- ☐ **OTHER**

Please specify:

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

An additional lab hour is required per week so that students may practice technique in the darkroom and digital labs. The additional lab hour is supervised by a college lab technician

URBAN STUDIES	**LIBERAL ARTS**
☐ **YES**	☐ **YES**
☒ **NO**	☒ **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 is an introduction to photography covering the 35 mm camera, lighting, exposure, processing, printing, film scanning and basic Photoshop techniques. The creative use of photographic techniques as they relate to individual expression will be considered. Special projects and a final portfolio are required. Students must have a manually operated 35 mm camera and should expect to pay for additional materials for this course. Beginning Photography is a hybrid of analog and digital techniques.

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

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

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.
Commercial Photography 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.**

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):	CSE 095		
Writing (e.g., none, ENA099):	ENA/ENG/ESA 099		
Mathematics (e.g., none, MAT096):	MAT 095 or waivers		
ESL (e.g., none, ESL097, ESL098):	ESL099/ESR099		

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.

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

How many times per year will this course be offered?	Estimated # of students per year:
4	252

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

☒ **FALL 12 Weeks**	☒ **FALL 6 Weeks**
☒ **SPRING 12 Weeks**	☒ **SPRING 6 Weeks**

Provide a rationale for the proposed course or course revisions.

To adapt to changes in the way that photographers create images in the 21st century the course catalog description has been changed to reflect the use of digital technology.

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	%
Final Portfolio	65
Midterm exam	10
Class participation	10
3 Homework assignments at 5%	15
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 the operation of a 35 mm camera and introduce fundamental techniques

2. Familiarize the student with film developing and silver printing techniques

3. Familiarize the student with film scanning and basic photoshop techniques

4. Enable individual creative expression in photography

5. Provide the student with photographic techniques: narrative, editing, cropping and proper film and paper selection

6. Familiarize the student with 19th., 20th and 21st century photographers and the evolution of technique, social function and style (form and content)

7. Familiarize the student with a critical vocabulary and an awareness of photography as a fine art.

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

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

1. Explain and operate a 35 mm camera: loading, use of light meter, adjust settings, focus, {depth of field} proper exposure

2. Prepare and develop 35 mm film. Prepare and print 35 mm negatives

3. Prepare and scan 35 mm film to create digital files

4. Illustrate the use of photography as an expressive art form

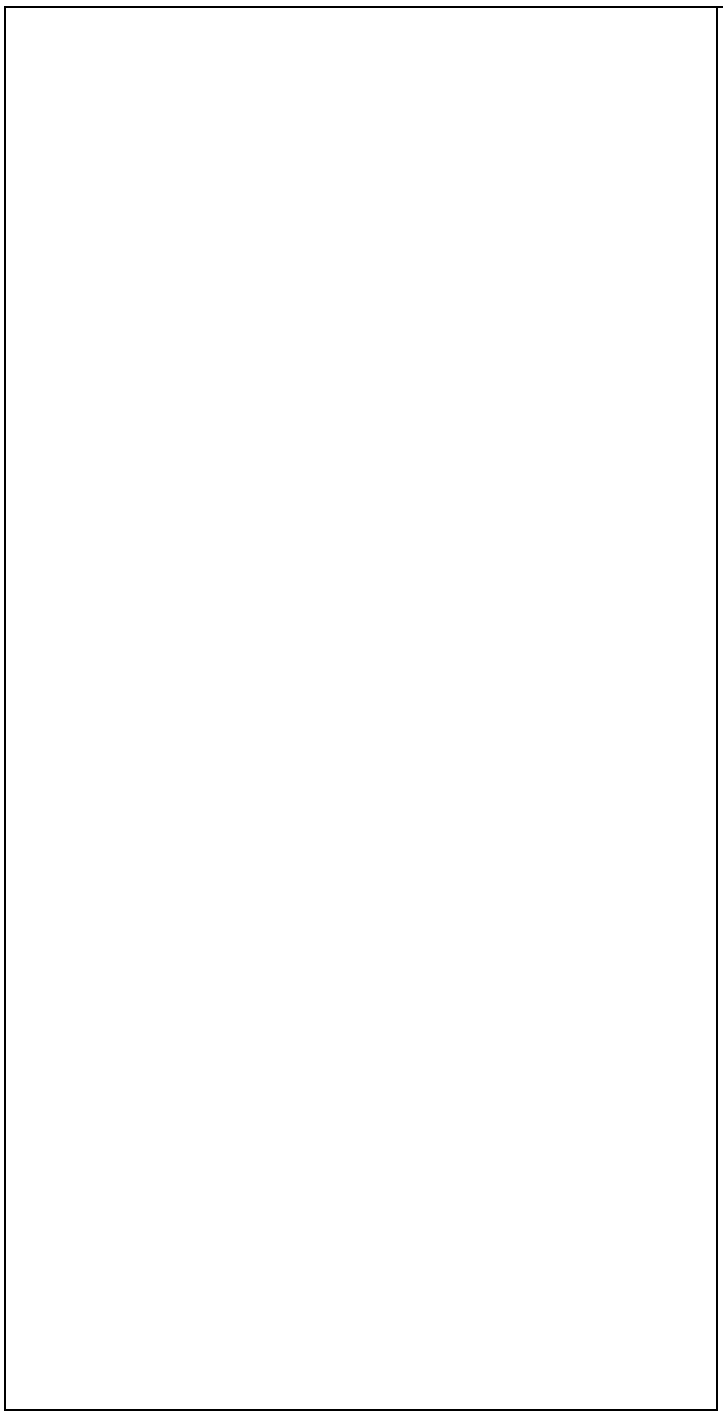
5. Use the techniques of narrative editing and cropping in developing creative images

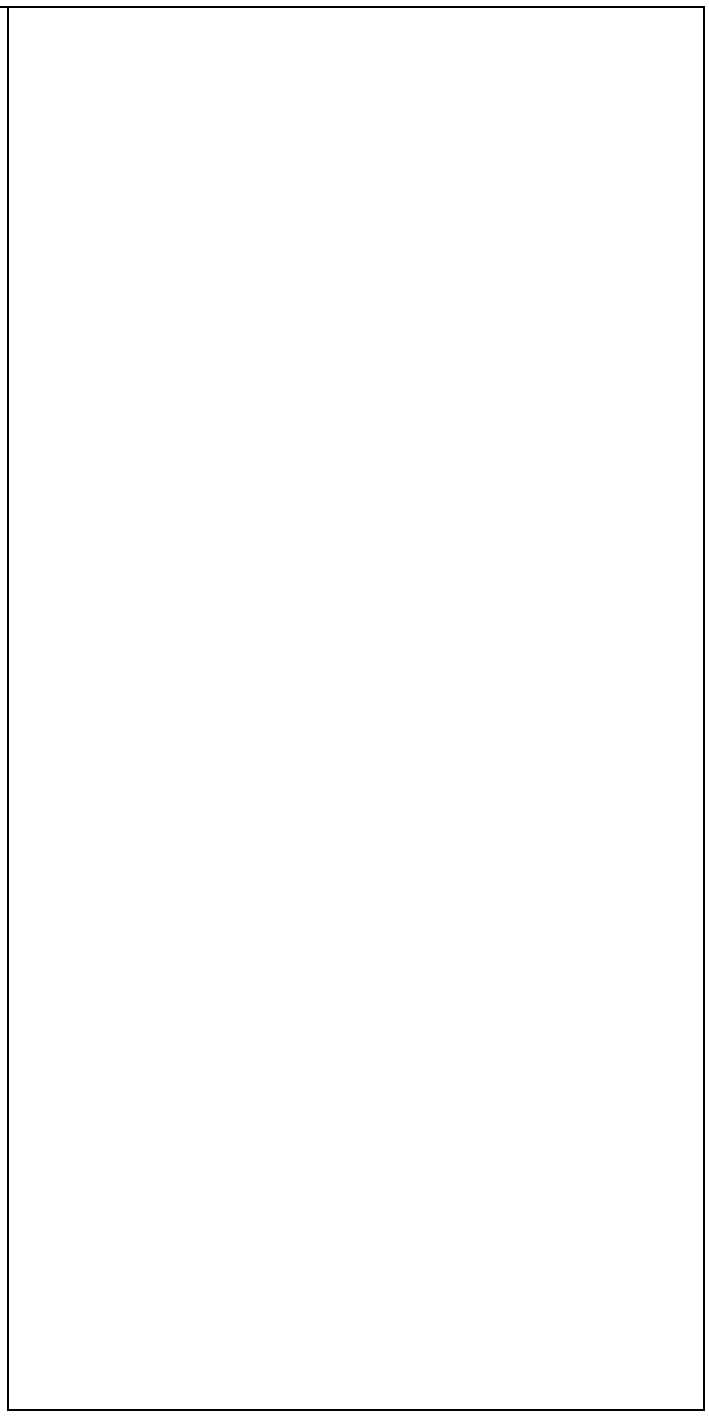
6. Define and identify historic styles and technical processes in the 19th, 20th and 21st centuries

7. Identify and use critical vocabulary in discussing the form and content of the master photographers and the work of students.

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
A. Discuss objectives of course
B. Review material list
C. Suggest camera for course
D. Consumer education

Week 2
A. A brief overview of the history of photography
B. Lecture on the camera, lens, film
C. Discuss light meter and exposure

Week 3
A. Review of camera lens, film
B. Field trip. The use of the camera
C. Shooting assignment 1

Week 4
A. Film development
    1. Film loading procedure
    2. Use of film developing chemistry
B. Development of film
C. Shooting assignment 1 due
D. Shooting assignment 2

Week 5
A. The dark room
    1. Contact printing
    2. Test printing
    3. Enlargement
    4. Dark room techniques

Week 6
A. Digitization
    1. Film scanning
    2. Basic Photoshop techniques
B. Midterm exam
C. Shooting assignment 2 due

COURSE OUTLINE: (CONTINUED)

Week 7
A. Composition
    1. formal elements in photography
    2. Organization of the image
    3. The photographic image as a visual language.
B. Shooting assignment 3
C. Open lab

Week 8
A. Lecture: Creating the photographic book
B. Sequencing images
C. Open lab
D. Shooting assignment 3 due

Week 9
A. Field trip: Gallery/Museum visit

Week 10
A. Visiting Lecturer
B. Open lab

Week 11
A. Critique
B. Open lab

Week 12
A. Critique
B. Open lab

Week 13
A. Final Portfolio Review

COURSE OUTLINE (CONTINUED):	COURSE OUTLINE (CONTINUED):

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):	H. Horenstein
TITLE:	Black and White Photography: A Basic Manual
EDITION:	3rd
PUBLISHER:	Little, Brown and Company
DATE:	2005
ISBN:	0316373052
STATUS: (Check one)	☐ IC ☐ 0/0 ☒ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ 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)	☐ IC ☐ 0/0 ☐ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ 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)	☐ IC ☐ 0/0 ☐ R

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ 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)	☐ IC ☐ 0/0 ☐ R

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R

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

#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)	☐ IC ☐ 0/0 ☐ R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	☐ IC ☐ 0/0 ☐ R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	☐ IC ☐ 0/0 ☐ R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	☐ IC ☐ 0/0 ☐ 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.

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	Alex Delaszlo

SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)
Macintosh Lab Software: Adobe Photoshop Adobe Lightroom Aperture Booksmart

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

TYPE PROPOSER'S NAME & OBTAIN INITIALS	Scott Sternbach

TYPE OF

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
Scott Sternbach	Humanities	

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
Bruce Brooks	Humanities	

DEPT'L. REPRESENTATIVE(S) TO COLLEGE-WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Bruce Brooks	Humanities	

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Michael Rodriguez	Humanities	

COURSE PROPOSAL FORM

PROPOSAL

TYPE OF PROPOSAL
☐ PERMANENT
☐ EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	Humanities
SECOND DEPARTMENT FOR JOINT PROPOSAL:	
COURSE TITLE: (maximum 50 characters and spaces)	Color Photography
COURSE ABBREVIATION: (maximum 20 characters and spaces)	Color Photo
COURSE STATUS:	☐ NEW ☒ REVISED

COURSE NUMBER: Contact Registrar's Office for designated course number.	HUA234
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

CREDITS	3.0
PER WEEK:	
CLASSROOM HOURS	2.0
LAB HOURS	2.0
STUDENT HOURS	4.0
FACULTY HOURS	3.0

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
☒ YES
☐ NO

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

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:
An additional lab hour is required per week so that students may practice technique in the darkroom and digital labs. The additional lab hour is supervised by a college lab technician

URBAN STUDIES	LIBERAL ARTS
☐ YES	☐ YES
☒ NO	☒ NO

REV. 07/18/05

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 theory and use of color film and digital capture as they apply to color photography. The psychological and aesthetic effects of color will be investigated, and the student will learn to manipulate color through an understanding of various light sources, the use of filters and white balance. The student will learn how to operate the Dichroic color enlarger to create and color correct prints. Students must have a 35 mm camera and should expect to pay for additional materials for this course.

Course is Required for: **(e.g., students in the Occupational Therapy Program)**	**Course is Elective for:** **(e.g., students meeting the pre / pre-co / corequisites)**
AAS Students in the Commercial Photography Program	All students not meeting the pre / pre-co / corequisites

Course is Closed to: **(e.g., all students not meeting the pre / pre-co / corequisites**	**This Course Replaces:** **(If it is not a replacement course, write "none".)**
All students not meeting the pre / pre-co / corequisites	

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.	**Was this course offered experimentally?**	**If offered experimentally, indicate when:**
Commercial Photography Program	☐ **YES** ☒ **NO**	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.

Basic skills and/or ESL	**Prerequisites**	**Pre/Corequisites**	**Corequisites**
Reading (e.g., none, CSE095):	CSE 095		
Writing (e.g., none, ENA099):	ENA/ENG/ESA 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
Intermediate Photo HUA 230		

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 2011	18

How many times per year will this course be offered?	Estimated # of students per year:
3	54

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

☒ **FALL 12 Weeks**	☐ **FALL 6 Weeks**
☒ **SPRING 12 Weeks**	☒ **SPRING 6 Weeks**

Provide a rationale for the proposed course or course revisions.

To adapt to changes in the way that photographers create images in the 21st century, the course catalog description has been changed to reflect the use of digital technology. This course incorporates course material from the eliminated Color Darkroom Techniques, HUA 235. The use of Color Darkroom Techniques (CDT) in the current field of photography has limited uses given the advent of digital printing techniques. By including the limited use of CDT in HUA 234, the student is still exposed to this important technique. It is no longer necessary to dedicate a full course to analog color printing.

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	%
Final Portfolio	65
Midterm exam	10
Class participation	10
3 Homework assignments at 5%	15
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 the various types of film and digital capture used in color photography

2. Familiarize the student with various methods of controlling color in photography

3. Familiarize the student with film scanning and basic photoshop techniques

4. Reinforce individual creative expression in the use of color photography.

5. Familiarize the student with color print retouching.

6. Familiarize the student with the history of color photography

7. Introduce the student to the theory of how the eye sees color and the physical theory of light

8. Familiarize the student with digital and analog color printing techniques

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

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

1. Identify various types of color film and digital capture for specific situations

2. Interpret and control color in photography

3. Prepare and scan 35mm film to create digital files

4. To "previsualize" the anticipated psychological, emotional, and aesthetic effects of color during the photographic process

5. Prepare and retouch color prints

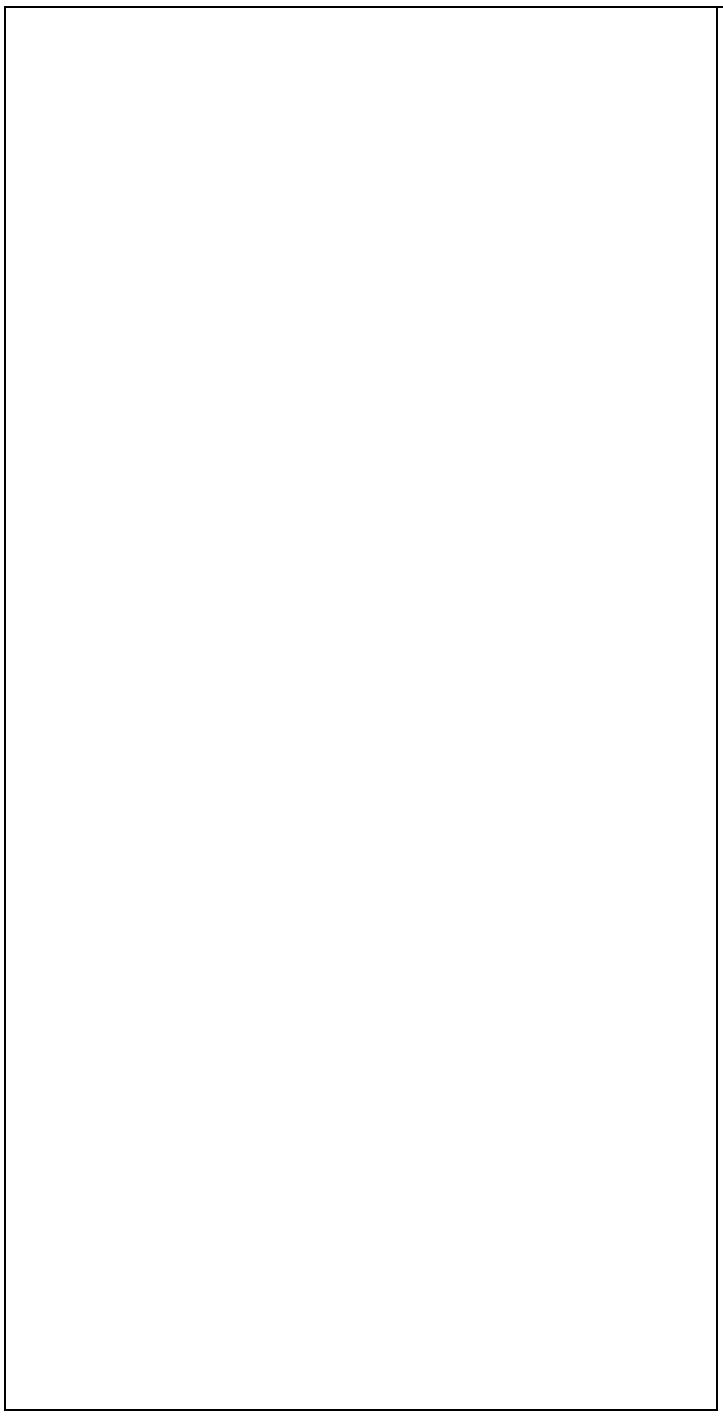
6. Analyze the history of color photography

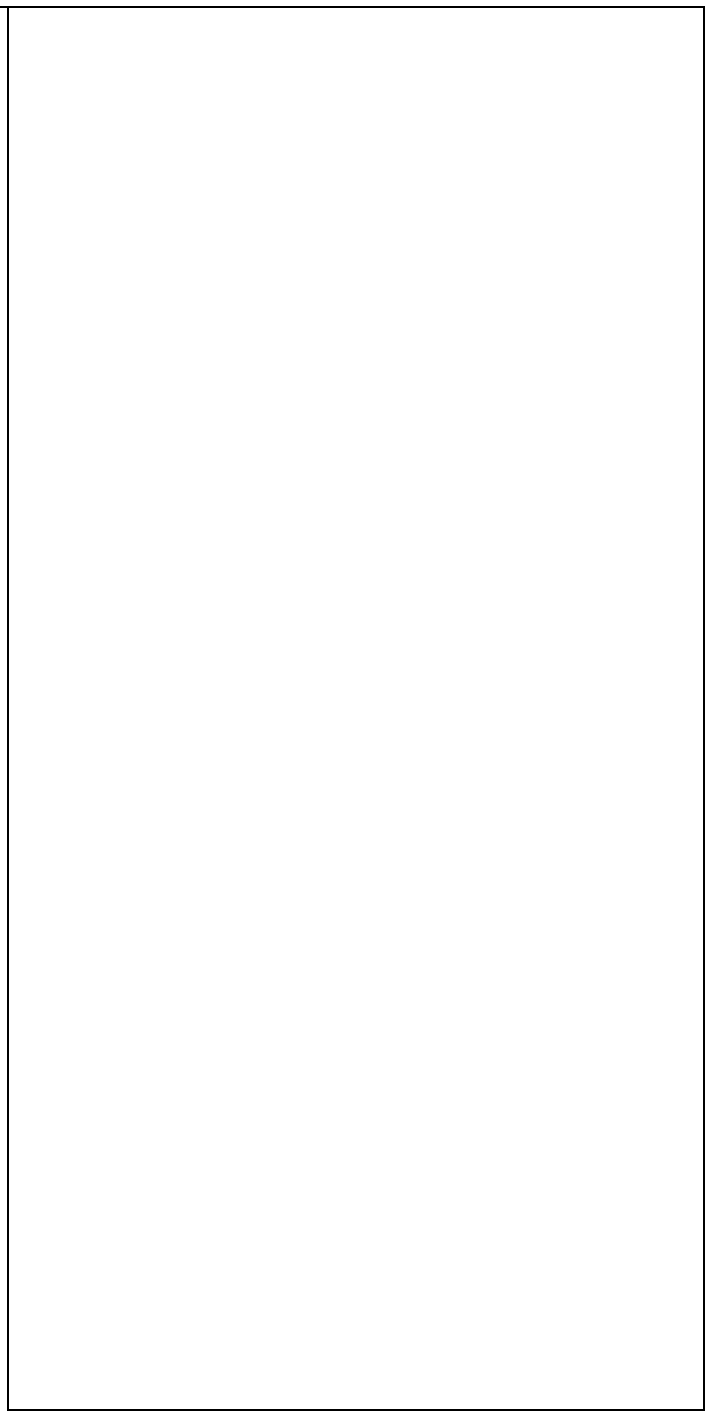
7. Describe the physical characteristics of light and how the eye sees color

8. Prepare and print color photographs

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
A. Discuss objectives of course
B. Review material list
C. Tricolor theory: additive and subtractive primary colors
D. Assignment using C-41 film

Week 2
A. The nature of light: wavelength, frequency, spectrum
B. Types of light and their sources
C. How the eye sees color
D. Introduction to color printing

Week 3
A. Methods of measuring and classifying color
-color balance
-color temperture
-color classification systems
B. Printing session
C. E-6 Shooting assignment

Week 4
A. Types of film and digital capture as it relates to color photography
1. E-6 film assignment phase one due

Week 5
A. Color correction and color balance
B. Reciprocity failure and color shift
C. E-6 film assignment Phase two due

Week 6
A. Psychological, emotional, and esthetic effects of color
B. E-6 film assignment Phase three due

COURSE OUTLINE: (CONTINUED)

Week 7
A. Special effects in color photography through use of gels and filters
B. Digital shooting assignment
C. Midterm

Week 8
A. History of color photography
B. Use of color in contemporary photography
C. Digital assignment due

Week 9
A. Field trip: Gallery/Museum visit

Week 10
A. Visiting Lecturer
B. Open lab

Week 11
A. Critique
B. Open lab

Week 12
A. Critique
B. Open lab

Week 13
A. Final Portfolio Review

COURSE OUTLINE (CONTINUED):	COURSE OUTLINE (CONTINUED):

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):	Robert Hirsch
TITLE:	Exploring Color Photography : From the Darkroom to the Digital Studio (Paperback)
EDITION:	4th
PUBLISHER:	McGraw-Hill
DATE:	March 12, 2004
ISBN:	ISBN-10: 0072407069
STATUS: (Check one)	☐ IC ☐ 0/0 ☒ R
AUTHOR(S):	Ira Current
TITLE:	Photographic Color Printing: Theory and Technique
EDITION:	1st
PUBLISHER:	Focal Press
DATE:	April 22, 1987
ISBN:	0240517873
STATUS: (Check one)	☒ IC ☐ 0/0 ☐ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ 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)	☐ IC ☐ 0/0 ☐ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ 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)	☐ IC ☐ 0/0 ☐ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ 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)	☐ IC ☐ 0/0 ☐ R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R

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

#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)	☐ IC ☐ 0/0 ☐ R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	☐ IC ☐ 0/0 ☐ R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	☐ IC ☐ 0/0 ☐ R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	☐ IC ☐ 0/0 ☐ 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.

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	Alex Delaszlo

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	Scott Sternbach

TYPE OF

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
Scott Sternbach	Humanities	6/4/10

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
Bruce Brooks	Humanities	6/4/10

DEPT'L. REPRESENTATIVE(S) TO COLLEGE-WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Bruce Brooks	Humanities	6/4/10

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Michael Rodriguez	Humanities	6/4/10

COURSE PROPOSAL FORM

PROPOSAL
TYPE OF PROPOSAL
☒ **PERMANENT**
☐ **EXPERIMENTAL**

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	Humanities
SECOND DEPARTMENT FOR JOINT PROPOSAL:	
COURSE TITLE: **(maximum 50 characters and spaces)**	Photojournalism: An Introduction
COURSE ABBREVIATION: **(maximum 20 characters and spaces)**	Photo Journalism
COURSE STATUS:	☐ **NEW** ☒ **REVISED**

COURSE NUMBER: Contact Registrar's Office for designated course number.	HUN 191
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

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

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
☒ **YES**
☐ **NO**

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
☐ **TITLE CHANGE**
☒ **CATALOG DESCRIPTION**
☐ **NUMBER OF CREDITS**
☐ **NUMBER OF HOURS**
☒ **PREREQUISITES**
☒ **COREQUISITES**
☐ **INSTRUCTIONAL OBJECTIVES**
☐ **PERFORMANCE OBJECTIVES**
☐ **GRADING STANDARDS**
☒ **LIBRARY ARTICULATION**
☒ **COMPUTER SOFTWARE ARTICULATION**
☐ **TOPICAL OUTLINE**
☐ **OTHER** **Please specify:**

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

URBAN STUDIES	LIBERAL ARTS
☒ **YES**	☒ **YES**
☐ **NO**	☐ **NO**

REV. 07/18/05

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 explore photography as a journalistic tool, emphasizing the photograph as a recorder of newsworthy events. Students will be given assignments to use the photo-document as a narrative tool. The use of text as a complement to the images will be explored. The primary focus of investigation will be the multi-cultural urban center of New York City. Shooting assignments, field trips, a research paper, additional writing assignments required. 35 mm camera or digital camera, additional materials required.

Course is Required for: **(e.g., students in the Occupational Therapy Program)**	**Course is Elective for:** **(e.g., students meeting the pre / pre-co / corequisites)**
Students in the Commercial Photography Program	All students meeting the pre / pre-co / corequisites

Course is Closed to: **(e.g., all students not meeting the pre / pre-co / corequisites**	**This Course Replaces:** **(If it is not a replacement course, write "none".)**
All students not meeting the pre / pre-co / corequisites	None

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.	**Was this course offered experimentally?**	**If offered experimentally, indicate when:**
Commercial Photography Program *Urban Studies Requirement	☐ **YES** ☒ **NO**	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.

Basic skills and/or ESL	**Prerequisites**	**Pre/Corequisites**	**Corequisites**
Reading (e.g., none, CSE095):	CSE 095	5	
Writing (e.g., none, ENA099):	ENA/ENG/ESA 099		
Mathematics (e.g., none, MAT096):	MAT 095		
ESL (e.g., none, ESL097, ESL098):	ESR/L099		

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
Beginning Photo HUA 130	Composition I / ENG 101	
	ENC 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)	Proposed maximum class size:
Spring 2011	18

How many times per year will this course be offered?	Estimated # of students per year:
3	54

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
☒ **FALL 12 Weeks**	☐ **FALL 6 Weeks**
☒ **SPRING 12 Weeks**	☒ **SPRING 6 Weeks**

Provide a rationale for the proposed course or course revisions.

To adapt to changes in the way that photographers create and disseminate images in the 21st century the course catalog description has been changed to reflect the use of digital technology. The co-requisite of HUA 130 Beginning Photo is changed to a pre-requisite to better prepare students to navigate this course.

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	%
Final Presentation	65
Writing: 2 low stakes at 5%	10
Writing: 1 high stakes at 10%	10
Homework: 3 assignments at 5%	15
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 the historical development of photojournalism

2. To familiarize students with the potential of the camera to record newsworthy events from a variety of personal and cultural perspectives

3. To familiarize students with the narrative, sequential nature of the photo essay, which is a specialized form of communication

4. To provide students with an alternative voice, via the visual language, and to document newsworthy events and express a point of view

5. To enable students to explore the interaction between the visual document and the written word

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

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

1. Analyze and illustrate the role that photo journalism has played in the communication of ideas and issues pertaining to the human experience

2. Identify, select, and photograph newsworthy images from a variety of cultural perspectives

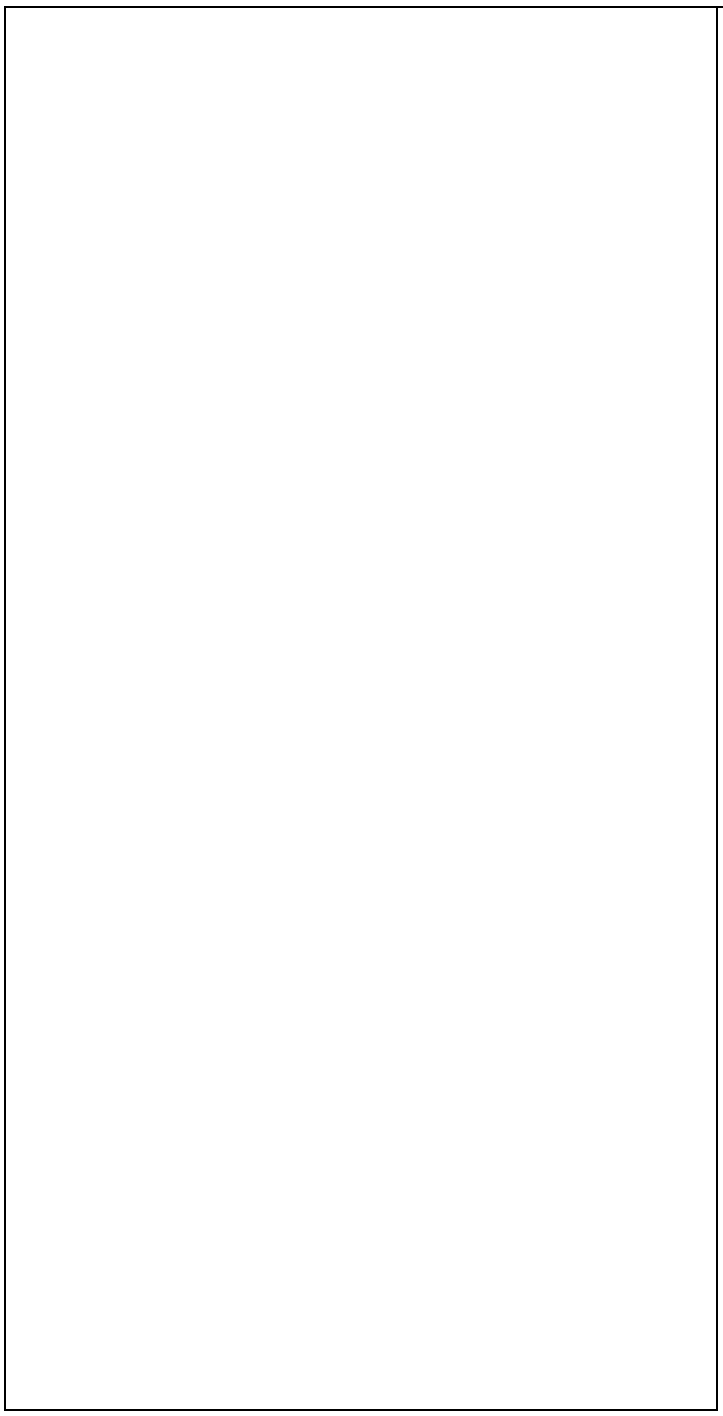
3. Analyze the specialized craft of doing a photo essay for the purpose of communicating

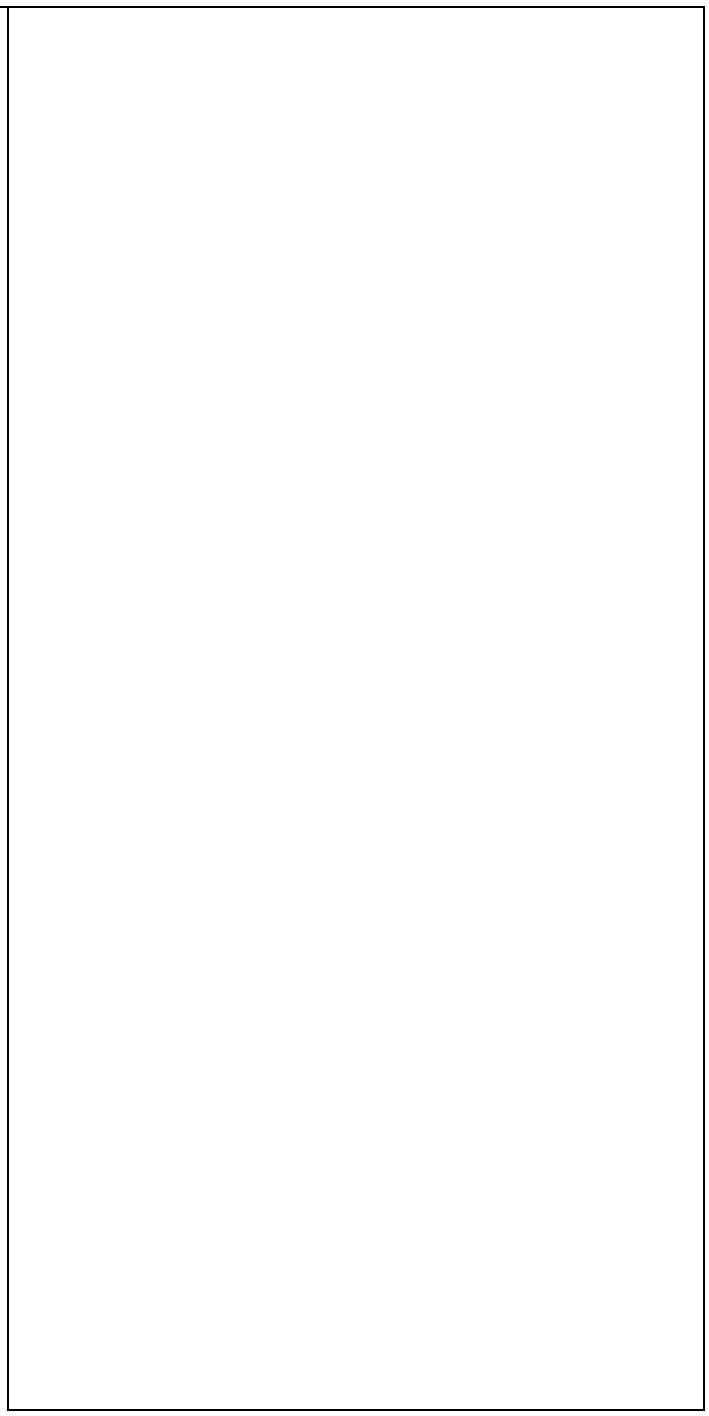
4. Identify and define a point of view using alternative visual languages enhancing intercultural communication

5. Prepare and create photographic imagery with accompanying written text

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
Definition of Photojournalism. The theoretical principle of photography and its development.
Low stakes writing assignment
First shooting assignment given

Week 2
The photo image in relationship to other visual language.

Week 3
The photo image and its relationship to violence.
First assignment due

Week 4
The photo image as a reflection of changing times.
Second shooting assignment given

Week 5
The photo image as a method of influence and change; medical care, education, environmental issues, play and work.

Week 6
Visit to and review of a photojournalism exhibition.
First draft research paper due
Second assignment due
Third shooting assignment given

Week 7
The photo image: A window into neighborhoods and cultures.

Week 8
Photo images: Contemporary issues and events.

COURSE OUTLINE: (CONTINUED)

Week 10
Third assignment due

Week 11
Contemporary photographers and photojournalism: an overview.

Week 12
Third assignment revisions due

Week 13
Final Project Review.

COURSE OUTLINE (CONTINUED):	COURSE OUTLINE (CONTINUED):

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):	Chapnick
TITLE:	Truth Needs No Ally
EDITION:	1st
PUBLISHER:	University of Missouri Press
DATE:	
ISBN:	0826209556
STATUS: (Check one)	☒ IC ☐ 0/0 ☐ R
AUTHOR(S):	Ken Light
TITLE:	Witness in Our Time
EDITION:	1st
PUBLISHER:	Smithsonian
DATE:	
ISBN:	1560989483
STATUS: (Check one)	☒ IC ☐ 0/0 ☐ R
AUTHOR(S):	Kenneth Kobre
TITLE:	Photojournalism The Professionals' Approach
EDITION:	6th
PUBLISHER:	Focal Press
DATE:	February 19th 2008
ISBN:	075068593X
STATUS: (Check one)	☐ IC ☐ 0/0 ☒ 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)	☐ IC ☐ 0/0 ☐ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ 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)	☐ IC ☐ 0/0 ☐ R

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ 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)	☐ IC ☐ 0/0 ☐ R

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	☐ IC ☐ 0/0 ☐ R

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

#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)	☐ IC ☐ 0/0 ☐ R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	☐ IC ☐ 0/0 ☐ R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	☐ IC ☐ 0/0 ☐ R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	☐ IC ☐ 0/0 ☐ 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.

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	Alex Delaszlo

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

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

TYPE PROPOSER'S NAME & OBTAIN INITIALS	Scott Sternbach

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
Scott Sternbach	Humanities	

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
Bruce Brooks	Humanities	

DEPT'L. REPRESENTATIVE(S) TO COLLEGE-WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Bruce Brooks	Humanities	

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Michael Rodriguez	Humanities	

Memorandum

August 12, 2010

To: John Shean

Chair, College-wide Curriculum Committee

From: Scott Sternbach

Director of Commercial Photography Program

This memo outlines changes to Commercial Photography A.A. S. degree program curriculum based on the recommendations in the PPR completed in 2009.

1) HUA130 Beginning Photography

Change to "hybrid" structure; teaches elements of analog and digital technology.

Change in description.

(Program review recommendation) ("Hybrid" meaning combining both digital and analog technology into the curriculum.)

2) HUA131 Digital 1

Change to required course for commercial photography degree (program review recommended) replaces 3 credits vacated by HUA235 Color Darkroom Techniques*

3) HUA235 Color Darkroom Techniques

Eliminate 235 degree requirement. Reason; due to changes in the industry darkroom techniques no longer requires a full semester. Analog silver printing is a niche activity. (program review recommended)

Elements still applicable to the photography industry will be incorporated into HUA234 Color Photography

4) HUA234 Color Photography

Change catalog description to adapt (update) to modernization of color concepts and techniques in the field of modern photography.

5) HUN191 Introduction to Photojournalism

Change catalog description (update)

Pre-requisite change. HUA130 (Beginning Photography) formerly co-req. – change to pre- req. More advanced skills are required to maneuver this course in present day. Basic digital skills, fundamentals of photography.

Change CPP catalog list as urban studies class.

6) Add additional choices to Humanities electives: HUA 155 the view camera, HUA 238 alternative processes and HUA 231 digital 2. □

From: "James McCarthy" <James.Mccarthy@baruch.cuny.edu>
To: <pkatopes@lagcc.cuny.edu>
Date: 4/1/2010 4:51 PM
Subject: Fw: Children on Campus (Baruch)

Here's what we have

Subject: Children on Campus (Baruch)

The Office of Public Safety has issued the following guidelines on their website:

Regarding Children on Campus
We realize that many Baruch College students are parents and that parents have emergencies: the best-made plans to care for children while parents are in class can come apart, often on short notice. At the same time that we are sympathetic to parental problems. We are concerned about the safety of children who are left unattended in public areas of the school or who are distracting to instructors and other students in class. There may be occasions when brief visits by children under the age of 17 may be necessary. Minor children may visit college offices and facilities, other than classrooms, for limited periods of time, at the discretion of the office or facility which is the destination of the parent or child. On such occasions, children will be subject to the same conditions as any other visitor to the College. Parents must sign in their children at security desks as any other visitor, along with the purpose of the visit and its expected duration. Repeated visits by children are not permitted. It is a parent's responsibility to supervise his or her children at all times when present on college premises. See, http://www.baruch.cuny.edu/psafety/policies.htm#children

Memorandum

August 12, 2010

To: John Shean

Chair, College-wide Curriculum Committee

From: Scott Sternbach

Director of Commercial Photography Program

The option in Digital Photography is obsolete with the curricular changes being applied to the Commercial Photography AAS degree program. With the addition of Digital Photography I to the core curriculum and the option of studying Digital Photography II as an elective, students can now choose to follow a career path specializing in digital technology within the Commercial Photography degree offerings.

Eliminate the option in digital photography. Digital technology is now incorporated into the revised CPP curriculum.

BROOKLYN COLLEGE

February 14, 2003

TO: The College Community

FROM: Dr. Milga Morales
Dean for Student Life

Dr. Edna B. Chun
Assistant Vice President for Human Resource Services

SUBJECT: Brooklyn College Policy for Children on Campus

We want to share with you the new Brooklyn College policy relating to children on campus, which was developed over a period of more than a year by an *ad hoc* presidential committee composed of representatives from faculty, staff, students and administration. Ms. Sau-Fong Au, Director of the Women's Center, served as chair of the committee. In working to create a policy, which is responsive to the needs of the College and recognizes the many responsibilities employees and students face in providing childcare, the committee members conducted extensive research on similar policies within CUNY as well as at other public and private institutions.

The committee concluded its work and made its recommendations to the President. The President's Executive Committee accepted the recommendations of the Children on Campus Committee and has approved the attached policy. At this time, we would like to thank the Chair and all the members of the committee for their work.

If you should require clarification or additional information on the policy, please feel free to contact the Office of the Dean of Student Life at x5252 or the Office of Human Resources at x5131.

cc: President Christoph M. Kimmich
Provost Roberta S. Matthews
Vice President Steve G. Little
Vice President Jan Scott
Ms. Sau-Fong Au, Chair, Director of the Women's Center and
Chair of the Children on Campus Committee
Dean Milga Morales, Dean for Student Life
Denise Flanagan, Deputy Director of Personnel Services
Raymond Welch, Assistant Director of Legal Services
Charlene Kohler-Britton, Director of the Brooklyn College Childcare Services
Carol Korn-Burstyn, Associate Professor and Faculty Director, Early Childhood Center Programs
Jennifer Rubain, Director of the Office of Affirmative Action, Compliance and Diversity
Ursula Chase, Deputy Director of Campus and Community Safety Services
Christopher Dunbar, Professor, Physical Education and Exercise Science
Jeanne Theoharis, Assistant Professor, Political Science
Claudette Guinn, Campus Wide Student Affairs and Veteran Affairs
Heshla Ash, Coordinator of Student Activities (formerly graduate student)
Millicent Pascall, Program Coordinator, Community Partnership for Research and Learning (formerly undergraduate student)

BROOKLYN

COLLEGE

Children on Campus

Brooklyn College Policy and Procedures

The Brooklyn College Campus is host to a community of individuals – students, staff, and members of the faculty – who all contribute to a productive learning environment. As members of this community we recognize that the primary mission of the College is the education of our students and decisions made for all members should advance that goal. We recognize that members of this community shoulder many responsibilities in their lives including for some, the responsibility of caring for children. When regular childcare is unavailable, parents or legal guardians of children are confronted with the difficult decision of whether or not to bring children to the campus. In adopting the following policy, allowing employees and students to bring children to campus under certain circumstances, the College is attempting to meet the needs of the parent or guardian while at the same time assuring that there will be no disruption to other members of the College community. The decision to allow a child to be brought to campus is largely based on the unique circumstances of the parent or guardian. Efforts should be made to allow children in offices or classrooms if the child can be given adequate supervision by the parent or guardian and will always be accompanied by the parent or guardian while on campus.

The College has always welcomed children to events and performances tailored for them. Children participate in many programs on campus during which they receive adequate supervision. The requirement in campus facilities or brought to class or offices for lengthy visits.

The following will serve to clarify campus policy and procedures for employees and students:

1. **Employees** who have emergency childcare needs must first inform their immediate supervisor / chair / designee to obtain approval to bring a child to the workplace. The supervisor should base his or her decision on the following factors: the nature and safety of the office functions; whether or not the work environment offers a quiet and safe area in which the parent or guardian is able to supervise the child; the frequency of the employee's request; the duration of the accommodation; and, the age and needs and behavior of the particular child. The child must be signed into the campus by the parent / guardian at any of the security posts.

2. **Students** who have emergency childcare needs must request permission from their instructor to bring a child to class. The instructor should exercise discretion in granting this permission by considering the following factors: frequency of requests; age and behavior of the child; duration of the class; nature of teaching/learning content; and whether or not the classroom environment offers a quiet and safe area in which the parent or guardian is able to supervise the child. The child must be signed into the campus at any security post.

This policy and protocol will be distributed campus-wide and available in the following offices:
Office of Campus and Community Safety Services, Office of Human Resource Services, Division of Student Life

CUNY The City University of New York

University Faculty Senate
535 East 80th Street
New York, NY 10075
Phone: 212-794-5538
Fax: 212-794-5508

September 7, 2010

Dear Colleagues,

In my capacity as Chair of the University Faculty Senate, I write to inform you of a development emerging from the School of Professional Studies.

This unit, ostensibly a part of the University Center (34th St), is developing a significant number of academic programs. Its initial purpose was to provide occasional contract courses to outside groups as needed. It then was established as the School of Professional Studies by the Board of Trustees, largely to provide on line education. Subsequently it has developed masters degrees, created an affiliation with the Joseph S Murphy Labor program (originally at Queens), created affiliations with other groups such as theater groups and an on line BA in Culture and Communications. On line education is now a part of its activity.

Last spring, the Trustees removed the restriction that it could not create degrees in competition with existing colleges. Governance is in the hands of a Council where the University Faculty Senate has a few appointees and the administration, under Dean John Mogulescu, appoints many others.

Thus, now, in planning are a BA in Sociology and a BA in Psychology. Faculty from various CUNY campuses are involved in setting up these degrees.

You might want to insure that you are included in the review process when the degrees are proposed and that approvals are not merely done by administrators.

All good wishes,

Sandi E. Cooper

Sandi E Cooper
Chair