

Executive Summary
April 2016 Curriculum Items

1. Course Changes

- | | | |
|-------|---|---------------|
| 1.1 | Business & Economics | (pp. 1-68) |
| 1.1.1 | BUS 201, “Computer Applications in Business”
Adds hybrid option | |
| 1.1.2 | BUS 357, “Family Business”
Adds hybrid and online options | |
| 1.1.3 | BUS 361, “Management of Compensation”
Adds hybrid option | |
| 1.1.4 | BUS 370, “Labor Relations and Collective Bargaining”
Adds hybrid option | |
| 1.1.5 | BUS 430, “Ethics, Governance, and Accountability”
Adds online option | |
| | | |
| 1.2 | Earth & Physical Science | (pp. 69-74) |
| 1.2.1 | ASTR 301
Updates prereqs | |
| 1.2.2 | PHYS 491
Cross-lists course with ASTR 491 | |
| 1.2.3 | PHYS 492
Cross-lists course with ASTR 492 | |
| 1.2.4 | PHYS 493
Cross-lists course with ASTR 493 | |
| | | |
| 1.3 | History & Philosophy | (pp. 75-92) |
| 1.3.1 | ANTH 302
Adds online option | |
| | | |
| 1.4 | Nursing | (pp. 93-144) |
| 1.4.1 | NURS 405
Adds online and hybrid options | |
| 1.4.2 | NURS 407
Adds online and hybrid options | |
| | | |
| 1.5 | Performing & Fine Arts | (pp. 145-146) |
| 1.5.1 | FA 397
Revises prereqs | |
| | | |
| 1.6 | Teacher Education | (pp. 147-153) |
| 1.6.1 | EDUC 401
Course description clarifies course offered in first 7 weeks of semester;
template clarifies hours/distribution of hours, as course is taught in 7-week
format but hours must be listed in 15-week format | |
| 1.6.2 | EDUC 402 | |

Course description clarifies course offered in second 7 weeks of semester; template clarifies hours/distribution of hours, as course is taught in 7-week format but hours must be listed in 15-week format

1.6.3 YD 290

Course now to be offered as an independent study.

2. New Courses

2.1 Earth and Physical Science (pp. 154-163)

2.1.1 ASTR 491, “Astrophysics I: Planetary Astronomy”

2.1.2 ASTR 492, “Astrophysics II: Stellar Astronomy”

2.1.3 ASTR 493, “Astrophysics III: Extragalactic Astronomy”

2.2 Foreign Languages, ESL, Humanities (pp. 164-181)

2.2.1 ARAB 101, “Elementary Arabic I”

2.2.2 ARAB 102, “Elementary Arabic II”

3. New Programs

3.1 Performing and Fine Arts (pp. 182-183)

3.1.1 New minor: Communications

Encourages students interested in communication studies and speech practices to explore this discipline in depth; 15 hrs/15 crs

4. Special Actions

4.1 Teacher Education (pp. 184-186)

4.1.1 Program Deregistrations

The following programs are being discontinued consistent with changes in competency and curriculum requirements for elementary school teachers in NYS. The Spanish/Secondary Education program is being discontinued due to low enrollment.

4.1.1.1 Anthropology/Childhood Education

4.1.1.2 Black Studies/Childhood Education

4.1.1.3 Economics/Childhood Education

4.1.1.4 French/Childhood Education

4.1.1.5 French/Middle School Extension

4.1.1.6 Music/Childhood Education

4.1.1.7 Philosophy/Childhood Education

4.1.1.8 Political Science/Childhood Education

4.1.1.9 Psychology/Childhood Education

4.1.1.10 Sociology/Childhood Education

4.1.1.11 Spanish/Secondary Education

4.1.1.12 Speech Communication & Theatre Arts/Childhood Education

FROM		TO	
Departments	Business and Economics	Departments	Business and Economics
Course	BUS 201: Computer Applications in Business	Course	N/C
Pre or co requisite		Prerequisite	
Hours	4	Hours	N/C
Credits	3	Credits	NC
Description	Design and Implementation of computerized information systems. Applications include computerized spreadsheets, word processing, graphics and data base management. Not open to students with credit in AC 201.	Description	Design and Implementation of computerized information systems. Applications include computerized spreadsheets, word processing, graphics and data base management. Not open to students with credit in AC 20. <u>This course may be offered in a face-to-face or hybrid format.</u>
Liberal Arts	[] Yes [X] No	Liberal Arts	[] Yes [X] No
Course Attribute		Course Attribute	<u>H-WEB</u>
General Education Component	<u> X </u> Not Applicable	General Education Component	<u> X </u> Not Applicable
Effective			Fall 2016

Rationale: The hybrid format gives students the flexibility to manage their studies. This will allow them to broaden their learning experience in a different format and will provide experience necessary for their future career paths.

York College of the City University of New York

Department of Business and Economics

Computer Applications in Business

Contact Details:

Dr. Fenio Annansingh-Jamieson

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E-mail: fannansinghjamieson@york.cuny.edu

Telephone: 718-262-5209

Office Hours: Mons & Weds 12.:00-1:00pm

Course Information:

Session Spring 2016 (Hybrid) **3 credits, 2 hrs. lab, 2 hrs. Lecture**
Hybrid Section will have 1hr. Lecture and 1 hr. Lab

Section: **CD**

Lecture Time: **10:00am-11:50am on Mondays & Wednesdays**

Classroom: **204A**

Software: Microsoft Excel, Access and PowerPoint

Course Description:

Design and implement computerized information systems. Applications include computerized spreadsheets, word processing and database management. This class will be offered as a hybrid course. 60% of the course will be online and the remaining 40% face to face meetings. I will answer your emails within 48 hours.

Course Objectives:

This course will:

- ❖ Prepare students with knowledge and experience to manage, process, analyze and visualize data, using Microsoft Excel, Access and PowerPoint.
- ❖ Provide a working knowledge of Excel, Access and PowerPoint up to the level required for standard office work;
- ❖ Give the student an overview of creating and formatting worksheets, manipulating data in Excel and Access.
- ❖

Assessable learning outcomes:

- ❖ Demonstrate competency to independently work with a range of Excel functionality;
- ❖ Identify the main components of the user interface;
- ❖ Identify the purpose of the commands on the menu bar;
- ❖ Work with buttons on the toolbar, text and characters in a program;
- ❖ Perform basic mathematical, financial and accounting operations in a spreadsheet;
- ❖ Insert charts into a spreadsheet;
- ❖ Understand absolute and relative cell references;
- ❖ Design a table using the table wizard and then use design view to add, delete or reorder fields and to modify their type or length;
- ❖ Enter data and navigate in both datasheet and form view;
- ❖ Create a form using the form wizard;
- ❖ Modify the format of forms (change field sizes, change label and field appearance: colors, borders and effects);
- ❖ Create PowerPoint presentation.

Required Textbooks:

- ❖ Poatsy, M., Mulbery, K., Cameron, E., Scheeren, J. Davidson, J., and Williams J., (2013) Exploring Microsoft Office Excel Volume 2, 3/E.
- ❖ Ou, C. S. (2013), Computer Applications in Business with Microsoft Excel and Access, 3/E, York College.

Course Information:

Because this is Hybrid course; significant responsibility falls on you, the student, to

keep up with the work and not fall behind! Students are expected to check the Blackboard regularly for:

- ❖ General Course Announcements & Assignment Updates
- ❖ Assignment Submission and Grades
- ❖ Wiki
- ❖ Course Calendar
- ❖ Reference Materials

Any updates to the assignment syllabus will be posted on the course web site. Therefore, if there is a difference between the assignment syllabus and what is on Blackboard, information from Blackboard should be used. To ensure you receive the maximum credit for your work, follow any templates or guidelines that are provided.

Course Materials

- ❖ **The Internet:** You are required to have access to reliable, fast Internet connection.
- ❖ **A computer:** This class takes place in the **204A** Computer Lab, open six days a week throughout the semester. This lab has all the required software on the computers. You are encouraged to find a regular time each week to visit the lab to do work for the class. Please note however that the lab maybe booked for use by other classes. As a hybrid course, you are expected to have access to computer outside of class, if you have a laptop please feel to bring it to the lab to participate in class activities and assignments.
- ❖ **Blackboard:** You are required to check Blackboard regularly for the course's online activities. You will be required to use a Blog in order to complete you group assignment. This will include Wiki, Discussion Board, Videos.
- ❖ **Storage device:** for saving exercises and projects (flash drives)
- ❖ **Software:** Microsoft Excel, Access and PowerPoint.

- ❖ **Text Book:** Ou, C. S. (2013), Computer Applications in Business with Microsoft Excel and Access, 3/E, York College

Determination of Grades:

Material in this course is not learned simply by reading the material or attending classes. You are expected to spend the time doing the readings, doing the practical activities, discussing the issues with fellow students, and doing activities based on the course concepts. The final grade will be based on individual grades received on homework, quizzes, and exams, group projects and class attendance and participation.

The value for assignments, quizzes and exams are based on the level of effort and knowledge required to complete each. The overall grade for this course will be determined as follows:

Evaluation and Grading:

Quiz	15%
Discussion Board	15%
Midterm Exam	25%
Final Exam	25%
Homework/Class Assignments	10%
Wiki (Online Glossary)	5%
Oral Presentation	5%

Calculation of Final Semester Grade:

The weights shown above determine the final numerical grade for the course. Letter grades for the course are determined by numerical grades as follows:

A+	97.0-100
A	93.0-96.9
A-	90.0-92.9

B+	87.0-89.9
B	83.0-86.9
B-	80.0-82.9
C+	77.0-79.9
C	73.0-76.9
C-	70.0-72.9
D+	67.0-69.9
D	60.0-66.9
F	<59.0

Course Requirements/Grading Criteria

- ❖ **Exam** : There will be 1 Midterm exam and 1 Final exam.
- ❖ **Quizzes** will relate to material covered the day before.
- ❖ **Discussion Board**: At the beginning of the semester, you will be assigned a group project. In this project you will choose a topic on which you will do a PowerPoint presentation. You are required to communicate with your group members via a Discussion Board and do all your discussions there. You are required to make at least three posts in the discussion forum for each week
- ❖ **Posting**: Once you have started your blog you are required to make at least two comments per week of constructive feedback on your peer's blog posts. You must include a positive piece and negative piece of feedback. If someone else has already commented on the post, then you should provide additional insight to the project's critique. And finally it is possible to construct a thoughtful question as part of your feedback.

You cannot receive any points unless you have provided at least two comments per week for the enter semester

Discussion Broad Grading Criteria Rubric (up to 2pts for each weekly discussion)

Category	1	2
Promptness and Initiative	Does not respond to the most postings; rarely participates freely	Consistently responds to postings in less than 24 hours; demonstrates good self -initiative
Organization	Utilizes poor spelling and grammar in most post; posts appear "hasty".	Consistently uses grammatically correct posts with rare misspellings
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic
Reasoning (ability to use the content to explore an issue, answer a question, make a decision, or discuss a point.	Accepts ideas of others without much thought. The student jumps randomly from one aspect of an issue to another. The student provides little relevant information or contributes little to the discussion. Opinions may be stated as fact and sows little evidence of understanding the topic under discussion and how to sustain the inquiry to adequately explore issues related to it.	Actively stimulates and sustains inquiry by asking thoughtful questions. The student has a clear idea of the topic under discussion and sustains inquiry until in order to explore relevant issues.

- ❖ **Wiki:** This is an online glossary of terms. You are required to define two terms which are listed on the Wiki. Please note that two people are **NOT** allowed to define the same word. You may however, modify someone else's work, if you believe the definition is incorrect or incomplete. Also note that grades will be assigned at the middle and at the end of semester. Therefore it is important not to leave your work until the end of the semester.

Wiki Rubric

Category	4	3	2	1
Content	Covers topic in details and examples. Subject knowledge is excellent	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors	Content is minimal, OR there are several factual errors
Organization	Content is well organized, using headings based on the words to be defined.	Content uses headings or bulleted lists to organize, but overall definitions are flawed.	Content is logically organized, for most part.	There was no clear logical organizational structure.
Contribution to the Group	Contributes greatly to the development of the class wiki.	Contributes adequately to the development of the class wiki.	Contributes moderately to the development of the class wiki.	Contributes minimally to the development of the class wiki.
Accuracy	No misspellings or grammatical	Three or fewer misspellings and/or	Four misspellings or grammatical	More than four errors in spellings or

	errors.	grammatical errors	errors	grammatical
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- ❖ **Oral Presentation:** While it represents only 5% of your course grade, a good or poor performance on your oral presentation can make the difference for many do a group presentation to the class on an agreed topic, using visual aids (usually in the form of a Power Point presentation). Essentially, I would like you to teach the class for 10 minutes. In this presentation, you might explain why the topic interested you, what you hoped to find, what you did find out, and how some of your hypotheses about your topic were reinforced or changed. Please be prepared for questions as an additional 5 minutes have been allocated for this. It will help you to practice your presentation a few times: take some notes or make an outline on what you plan to say, give your presentation in front of a mirror or in front of friends, and time yourself. Please note students' grades on their oral presentation will be lowered if they do not attend their classmates' presentations. During each day of oral presentations, absent students will lose 3% of their overall oral presentation grade.

Oral Presentation Rubric

Category	Scoring Criteria	Total Points	Score
Organization (15 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
	Introduction is attention-getting, lays out the problem well, and establishes a framework for	5	

Content (45 points)	the rest of the presentation.		
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score	Total Points	100	

- ❖ **Assignments** are graded on quality, completeness and timeliness. No late assignment will be graded. All assignments are required to be handed in to count toward your final grade. **All assignments must be clearly labeled with your name and date.**

Homework Problems

Homework will be assigned from each textbook chapter. Some homework assignments will be based on class materials, and others require outside research. Homework is submitted at the beginning of class on the due date. Submitting homework late will reduce a student's homework grade. Any homework assignment submitted more than one week late will receive no credit. The intention is to give students an opportunity to practice and apply the concepts/techniques learned in class through homework assignments.

Getting Help in this Course

Questions concerning the content of the course or projects should, as a rule, be directed to the appropriate course discussion forum. This allows your question to be answered by whoever is monitoring the discussion forum, and the answer can benefit all board readers. Please do not send email directly to me with technical questions.

I am happy to answer questions during office hours and on the discussion forum. However, office hours and email are not intended as a replacement for the

Blogs/discussion forum. Because I am not online 24x7, I may not respond to electronic questions instantly. If you cannot make it to scheduled office hours, feel free to make an appointment by e-mail or after class.

Makeup Examinations

'Make-up' examinations for Midterms and Quizzes will not be given. It may be granted only in exceptional situations. If the midterm examination is not taken as scheduled, the grade weight of the missed examination (.i.e. 20%) will be transferred to the Final

examination in determining the student's grade for the course. The comprehensive Final Examination is mandatory

Course Schedule*

Note: This detailed schedule is TENTATIVE and is subject to change by the instructor

Week	Chapter and Topics	Assignment Due Date
1	Excel Chapter 1: Introduction to Excel. 1. Introduction to Spreadsheets 2. Mathematics and Formulas 3. Workbook and Worksheet Enhancements 4. Page Setup and Printing	F2F
2	Excel Chapter 2: Formulas and Functions. 1. Formula Basics 2. Function Basics 3. Logical and Lookup Functions	Quiz Discussion Board Wiki Hybrid
3	Excel Chapter 3: Financial Formulas and Functions. 1. Financial Functions 2. Using Excel Help 3. Manipulating Text Entries	F2F
4	Excel Chapter 4: Logical "IF", "AND", and "OR" Functions 1. The Logical "IF" Function 2. The "AND" and "OR" Function 3. The Nested IF Function	Hybrid Black Board Discussion Board
5	Excel Chapter 5: Charts. 1. Picture is the Message 2. Chart Enhancements 3. Chart Distribution	Quiz F2F

6	Excel Chapter 6 & 7 Working with Large Worksheets and Tables. <ol style="list-style-type: none"> 1. Large Worksheet Preparation 2. Excel Data Tables 	Hybrid Blackboard Discussion Board
7	Access Chapter 1: Introduction to Access. <ol style="list-style-type: none"> 1. Data and Files Everywhere 2. Filters, Sort, and Access Versus Excel 3. The Relational Database 	Hybrid Blackboard Discussion Board
8	Access Chapter 2: Relational Databases and Multi-Table Queries. <ol style="list-style-type: none"> 1. Table Design, Properties, Views, and Wizards 2. Multiple Table Database 3. Queries 	Quiz Hybrid Black Board
9	Mid Term Exam (Excel and Access)	F2F
10	Access Chapter 3: Customize, Analyze, and Summarize Query Data. <ol style="list-style-type: none"> 1. Data Summary and Analysis 2. Expression Builder 3. Data Aggregates 	Hybrid Blackboard Discussion Board
11	Access Chapter 4: Create, Edit, and Perform Calculations in Reports. <ol style="list-style-type: none"> 1. Appearances Matter 2. The Anatomy of a Report 3. The Report and Label Wizards 	Quiz F2F

12	Access Chapter 5: Faculty Dining Club Database 1. Create and Maintain Table 2. Creating and Using Query 3. Queries with Multiple Criteria 4. Queries with Functions 5. Forms 6. Reports	Hybrid Blackboard Discussion Board
13	Introduction to PowerPoint 1. Building your Slides 2. Best Practices in PowerPoint Presentation 3. Interactive PowerPoint 4. Designs and Functions	F2F
14	PowerPoint Presentation 1. Group Presentation	F2F
15	Review	F2F
16	Final Exam (Excel & Access)	F2F

INSTRUCTOR'S EXPECTATIONS FROM EACH STUDENT

Class Attendance

- ❖ Class attendance is mandatory. **Full attendance means being in class from 10.00am to 11.50am each class day.** The attendance will be taken each lecture by me passing a roll in the class. All students are responsible for the materials covered in each lecture and absence from class does not alter this responsibility. Students who are absent from class should obtain information regarding assignments and course material covered during their absence from classmates.
Online attendance means doing the assigned activities for that week.

- ❖ It is virtually impossible to earn a respectable grade without attending class regularly. The final grade will be reduced by one letter grade for each absence

more than three days. Example: If your final grade is 'A' and you have four absences, your grade will be reduced to 'A-' and for fifth day of absence, your grade will be 'B+'.

- ❖ For absence due to sickness, the student MUST present proof of medical emergencies.
- ❖ Students are expected to remain until the class is concluded. If there is a valid reason for leaving before the class ends, a word to the instructor before class and choosing an aisle seat is appropriate. Otherwise, an early departure will be counted as an absence with regard to the Attendance Policy. In case of an emergency, leave as quietly as possible.

Class Participation

- ❖ You are highly encouraged to participate in class/online discussions. I encourage you to stay ahead with the reading since doing so ensures that you have more to contribute in class in the form of questions or comments. Raising questions and responding to questions posed by both the instructor and your classmates are an integral part of the learning experience. I cherish your active participation and consider it a valuable and important component of the teaching and learning process. Class participation will improve your communication skills, enhance your ability to analyze complex issues and help develop skills that will facilitate your becoming an active leader in the community and in your chosen profession.
- ❖ Reading Assignments: Students are expected to have the reading assignments for that day completed.
- ❖ Beepers, cell phones, and pagers need to be turned off before entering the classroom.
- ❖ Disruptive behavior will not be tolerated and could result in points being deducted from exam scores at the discretion of the professor and/or prompt dismissal from the class. Private conversations should be held outside the classroom. In some cases, students will try to get a word or concept they missed during the lecture. Asking your neighbor is disruptive to the entire class; either raise your hand and ask the instructor for clarification or fill in the blank with the help of a fellow student after class.

Assignment Submission

No late submission of assignment is accepted. If you miss the deadline, you miss the grade for the assignment unless otherwise stated. In case of emergencies, please

Academic Dishonesty

In accordance with the York College Student Handbook, an instructor can levy academic penalties for academic dishonesty. They are as follows:

- ❖ Minor infraction: Reduced or failing grade for the assignment in which the offense occurred.
- ❖ Serious or repeat infraction: Failing grade for the course (administrative F). Plagiarism on the term paper or cheating on an exam is considered serious infractions.

All assignments for this class must represent new work developed specifically for this class. Reusing assignments from previous classes will be considered equivalent to plagiarism.

In most cases, it should be clear what constitutes academic dishonesty. In other cases, especially when students work together, it may be less obvious. Please follow these guidelines:

- ❖ If you use an external source for information, cite it.
- ❖ For all assignments, the final write-up should always be done individually. The write-up should reflect your analysis, your conclusions, and your writing.
- ❖ Unless directed otherwise, when you collaborate with another student, you are allowed (and in fact encouraged) to tutor each other, bounce ideas and questions off each other, clarify concepts, give general advice, and demonstrate techniques using examples.
- ❖ You are not allowed to solve a problem for another student or to copy a solution from another student. Copying between students constitutes a serious infraction.

If you have any questions about whether a specific studying technique would constitute academic dishonesty, feel free to ask me.

Student with Disabilities

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you should contact the Programs/Services for Students with Disabilities Office (AC-1G03) and request I be provided with official notification of your accommodation needs as soon as possible. Please feel free to discuss with me accommodations and how my course requirements and activities may impact your ability to fully participate. My obligation is to accommodate all students; however, I need to be notified of the nature of accommodations required.

Online\Hybrid Course Information

Before this or any other hybrid/online class, you should visit the following website which provides information and guidance in the areas of technology and learning skills for students who take or plan to take online or hybrid courses at York College:

<https://www.york.cuny.edu/it/acet/online-hybrid-course-support>

For Excellent College Grades in all your Courses:

Proper Time Management, Positive Attitude, Executing around Priorities, Self-Control (Doing your assignments when they are due).

NO LAST MINUTE RUSHING TO FINISH YOUR WORK.

Good luck and have a pleasant semester. Practice Makes Perfect!!!

FROM		TO	
Departments	Business and Economics	Departments	Business and Economics
Course	BUS 357: Family Business	Course	N/C
Pre or co requisite	BUS 301, MKT 341, ACC 101, or [permission from the department]	Prerequisite	BUS 301, MKT 341, ACC 101, or <u>department permission</u>
Hours	3	Hours	N/C
Credits	3	Credits	NC
Description	This course will provide an overview of the special issues of family enterprises, including succession, governance, strategy family dynamics culture philanthropy, and family offices. It will also benefit those from business owning families as well as their advisors. Will also include case discussions, guest speakers, field or research assignments and presentations on new ideas in family enterprise.	Description	This course will provide an overview of the special issues of family enterprises, including succession, governance, strategy family dynamics culture philanthropy, and family offices. It will also benefit those from business owning families as well as their advisors. Will also include case discussions, guest speakers, field or research assignments and presentations on new ideas in family enterprise. <u>This course may be offered in a face-to-face, hybrid or asynchronous online format.</u>
Liberal Arts	[] Yes [X] No	Liberal Arts	[] Yes [X] No
Course Attribute		Course Attribute	<u>H-WEB</u> <u>WEB</u>
General Education Component	<u> X </u> Not Applicable	General Education Component	<u> X </u> Not Applicable
Effective			Fall 2016

Rationale: The hybrid format gives students the flexibility to manage their studies. This will allow them to broaden their learning experience in a different format and will provide experience necessary for their future career paths.

BUS 357 – Family Business (3 credits) Web

Course Outline – Fall 2016

Department of Business and Economics – York College

Instructor: Wayne Forrester email: wforrester@york.cuny.edu

Office: 2B06C

Prerequisites

ACC 101 BUS. 301 and MKT341

Course Objectives:

This course will provide an overview of the special issues of family enterprises, including succession, governance, strategy, family dynamics, culture, philanthropy and family offices. It will also benefit those from business owning families as well as their advisors. This course will have case discussions, guest speakers, field or research assignments and presentations on new ideas in family enterprise.

Course Evaluation:

•**Exams:** Students will take two online exams during the course of the semester. These two exams will be based on the assigned readings as well as the discussions on blackboard. The final exam will be multiple choice. All questions will be drawn from lectures and assigned readings.

• **Discussion Board:** Students will participate in at least 8 Discussions threads that will be assigned. It is important that students engage fully in the assigned discussion and not merely post. The post will be evaluated based on relevance, analytical and intellectual contribution. All post must be done by the assigned due date. Students are expected to respond to classmates posting and provide additional insight and analysis

•**4Cases:** The papers will be analytical. Students will be expected to examine the trends and evaluate family business by examining financial data and make convincing conclusion. Cases are due at the end of each week

Students are required to log in twice per week and engage in intellectual discussions on the assigned topic.

Discussion Board grading matrix

Initial Post

Criteria	Poor 69- below	Fair 70-79	Good 80-89	Excellent 90-100
Initial response to Case/discussion topic	Does not post meaningful analysis of discussion topic. Lack relevance to topic	Responds to topic but response lacks judgment and lacks contribution to topic. Analytical skills are not evident.	Responds to topic Thoughts are organized and relevant to the topic, proper business jargon used to illustrate point of view Analytical skills evident and proper evaluation and good interpretation of trends	Initial response shows insight. Thoughts are well organized and relevant to the topic, business jargon used to illustrate point. Examples are used to support view point. Excellent analytical skills good analysis of trends and excellent interpretation of trends

Response to classmates

Criteria	Absent to Poor 69- below	Fair 70-79	Good 80-89	Excellent 90-100
Initial response to Case/discussion topic	Does not post meaningful analysis in response to classmate . No further insight provided	Initial response to classmate but lacks analytical contribution to subject matter	Initial response shows insight. To classmate. Response adds value to classmate's observation. Thoughts are organized and relevant to the topic, industry jargon used to illustrate point	Initial response shows to classmate shows insight. Thoughts are well organized and relevant to the topic. Thoughts add value to classmate's observation. industry jargon used to illustrate points Examples are used to support view point.

				Grammatical are Very few.
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Preparation of Case Assignments

The written cases are to be prepared individually. It is expected that the content of your written case reflect your own thoughts and analysis.

The written assignment must be submitted at the due date.

The criteria for grading written case presentations include:

1. Identification of key issues in the cases.
2. Use of appropriate analytical tools techniques, such as charts and comparative data and trend analysis.
3. Well-supported recommendations for action.
4. Use of good communication skills—failure to use good grammar, spelling, and other written communication skills

Grading Plan/Performance Evaluations

Your course grade will be based on the following components and percentage allocation:

Case Analysis will be done and deposited on Blackboard	20%
Blackboard Discussions	30%
Exams	50%
Total	100%

Assignments are due by 11:59pm Sunday evening.

The case assignments are due on the day the case is scheduled for class

All written cases are to be typed (double-spaced) and should incorporate correct form, spelling, grammar, sentence structure, and communication skills.

Required Texts and Materials

Textbook: Ernesto J. Poza and Mary S. Daugherty, Family Business 4e, Mason, OH: Southwestern/Cengage Learning Publishers, 2013.

Calculation of Final Semester Grade: Letter grades for the course are determined by numerical grades as follows:

A+	97.0-100	C+	77.0-79.9
A	93.0-96.9	C	73.0-76.9
A-	90.0-92.9	C-	70.0-72.9
B+	87.0-89.9	D+	67.0-69.9
B	83.0-86.9	D	60.0-66.9
B-	80.0-82.9	F	<59.0

Technology Requirements and Resources:

- Students are required to have access to a computer and the internet.
- Students are required to have a York College e-mail address and access to the CUNY Portal, Blackboard, and the York College Library Database.
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 - <http://www.york.cuny.edu/it/webteam/eportfolios/tutorials> (for ePortfolio)
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Student Responsibilities:

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Detailed Schedule

Cases are due at 1159pm each Saturday

Date	Reading Material	Chapter Quiz/ Case/Discussion	Assignment
Week 1	<p>Chapter 1: The Family Business</p> <p>What makes the family business unique? How do family business secure capital</p> <p>What constitutes family business?</p> <p>How to build a family business that will last?</p> <p>History of Family business</p>	<p><u>Blackboard Discussion:</u></p> <p>Discuss the economic importance of the small business in the united Stated</p>	<p>Post required by 11:59 pm</p>
Week 2	<p>Chapter 2 The family dynamics challenge</p> <p>How to identify the resource strengths of the family business.</p> <p>Planning and Policy Making</p> <p>Family employment policy</p>	<ul style="list-style-type: none"> • <u>Case: The Ferre Media Group.</u> <p><u>Case due at Saturday Evening @11:59pm</u></p>	<p>Assignment due by 11:59 pm</p>
	<p>Chapter 3: The ownership Challenge</p>	<ul style="list-style-type: none"> • <u>Case: Vega Foods Case</u> 	

Week 3	<p>What is the owner's philosophy on business strategies? Ownership Structure and design</p> <p>Family leadership and succession</p>	<p><u>Case due at Saturday Evening @11:59pm</u></p>	<p>Assignment due</p> <p>by 11:59 pm</p>
Week 4	<p>Chapter 4:</p> <p>The governance and Professionalism challenge</p> <p>Family Governance curing Family Commitment Shareholder priorities</p>	<p><u>Blackboard Discussion:</u></p> <p>The importance of GAAP accounting procedures</p>	
Week 5	<p>Chapter 5: Diagnosing the family Business and Creating Conditions for the Continued Spirit of The Enterprise</p>	<p><u>Blackboard Discussion:</u></p> <p>Analysis of the Smucker family Business</p>	
Week 6	<p>Chapter6: Development and Selection of the Next Generation</p>	<p><u>Blackboard Discussion:</u></p> <p>Importance Succession planning. Provide examples when there this has resulted in failure</p>	

Week 7	Midterm		
Week 8	Chapter 7 Succession and transfer of power.	<p><u>Case due at Saturday Evening @11:59pm</u></p> <ul style="list-style-type: none"> • <u>Case: The Bingham and the Louisville-Courier Journal</u> 	\
Week 9	Chapter 8: Change Adaptation and Innovation	<p><u>Blackboard Discussion:</u></p> <p>The Gupta Garment case</p>	
Week 10	Chapter 9: Family Business Governance: Board of Directors, Family Councils and Family Offices	<p><u>Blackboard Discussion:</u></p> <p>Importance of Family advisory boards</p>	
Week 11	Chapter 10: Strategic Planning and multigenerational Entrepreneurship	<ul style="list-style-type: none"> • <u>Case: Vega Foods Case</u> <p><u>Case due at Saturday Evening @11:59pm</u></p>	
Week 13	Chapter 11: Estate Planning	<p><u>Blackboard Discussion:</u></p> <p>Estate Strategies</p>	

Week 14	Chapter 13: Financial Wealth Management	<u>Blackboard Discussion:</u> Importance of managing Working Capital and other financial ratios	
Week 15	Final		

BUS 357 – Family Business (3 credits) H-Web

Course Outline – Fall 2016

Department of Business and Economics – York College

Instructor: Wayne Forrester email: wforrester@york.cuny.edu

Office: 2B06C

Prerequisites

ACC 101 BUS. 301 and MKT341

Course Objectives:

This course will provide an overview of the special issues of family enterprises, including succession, governance, strategy, family dynamics, culture, philanthropy and family offices. It will also benefit those from business owning families as well as their advisors. This course will have case discussions, guest speakers, field or research assignments and presentations on new ideas in family enterprise.

Course Evaluation:

•**Exams:** Students will take two exams during the course of the semester in class. These two exams will be based on the assigned readings as well as the discussions on blackboard. The final exam will be multiple choice. All questions will be drawn from lectures and assigned readings.

• **Discussion Board:** Students will participate in at least 8 Discussions threads that will be assigned. It is important that students engage fully in the assigned discussion and not merely post. The post will be evaluated based on relevance, analytical and intellectual contribution. All post must be done by the assigned due date. Students are expected to respond to classmates posting and provide additional insight and analysis

•**4Cases:** The papers will be analytical. Students will be expected to examine the trends and evaluate family business by examining financial data and make convincing conclusion. Cases are due at the end of each week

Students are required to log in twice per week and engage in intellectual discussions on the assigned topic.

Discussion Board grading matrix

Initial Post

Criteria	Poor 69- below	Fair 70-79	Good 80-89	Excellent 90-100
Initial response to Case/discussion topic	Does not post meaningful analysis of discussion topic. Lack relevance to topic	Responds to topic but response lacks judgment and lacks contribution to topic. Analytical skills are not evident.	Responds to topic Thoughts are organized and relevant to the topic, proper business jargon used to illustrate point of view Analytical skills evident and proper evaluation and good interpretation of trends	Initial response shows insight. Thoughts are well organized and relevant to the topic, business jargon used to illustrate point. Examples are used to support view point. Excellent analytical skills good analysis of trends and excellent interpretation of trends

Response to classmates

Criteria	Absent to Poor 69- below	Fair 70-79	Good 80-89	Excellent 90-100
Initial response to Case/discussion topic	Does not post meaningful analysis in response to classmate . No further insight provided	Initial response to classmate but lacks analytical contribution to subject matter	Initial response shows insight. To classmate. Response adds value to classmate's observation. Thoughts are organized and relevant to the topic, industry jargon used to illustrate point	Initial response shows to classmate shows insight. Thoughts are well organized and relevant to the topic. Thoughts add value to classmate's observation. industry jargon used to illustrate points Examples are used to support view point.

				Grammatical are Very few.
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Preparation of Case Assignments

The written cases are to be prepared individually. It is expected that the content of your written case reflect your own thoughts and analysis.

The written assignment must be submitted at the due date.

The criteria for grading written case presentations include:

1. Identification of key issues in the cases.
2. Use of appropriate analytical tools techniques, such as charts and comparative data and trend analysis.
3. Well-supported recommendations for action.
4. Use of good communication skills—failure to use good grammar, spelling, and other written communication skills

Grading Plan/Performance Evaluations

Your course grade will be based on the following components and percentage allocation:

Case Analysis will be done and deposited on Blackboard	20%
Blackboard Discussions	30%
Exams	50%
Total	100%

Assignments are due by 11:59pm Sunday evening.

The case assignments are due on the day the case is scheduled for class

All written cases are to be typed (double-spaced) and should incorporate correct form, spelling, grammar, sentence structure, and communication skills.

Required Texts and Materials

Textbook: Ernesto J. Poza and Mary S. Daugherty, Family Business 4e, Mason, OH: Southwestern/Cengage Learning Publishers, 2013.

Calculation of Final Semester Grade: Letter grades for the course are determined by numerical grades as follows:

A+	97.0-100	C+	77.0-79.9
A	93.0-96.9	C	73.0-76.9
A-	90.0-92.9	C-	70.0-72.9
B+	87.0-89.9	D+	67.0-69.9
B	83.0-86.9	D	60.0-66.9
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Week 2 Hybrid	Chapter 2 The family dynamics challenge How to identify the resource strengths of the family business. Planning and Policy Making Family employment policy	<ul style="list-style-type: none"> • <u>Case: The Ferre Media Group.</u> <u>Case due at Saturday Evening @11:59pm</u>	Assignment due by 11:59 pm
Week 3 Face to Face	Chapter 3: The ownership Challenge What is the owner's philosophy on business strategies? Ownership Structure and design Family leadership and succession	<ul style="list-style-type: none"> • <u>Case: Vega Foods Case</u> <u>Case due at Saturday Evening @11:59pm</u>	Assignment due by 11:59 pm

<p>Week 4</p> <p>Hybrid</p>	<p>Chapter 4:</p> <p>The governance and Professionalism challenge</p> <p>Family Governance curing Family Commitment Shareholder priorities</p>	<p><u>Blackboard Discussion:</u></p> <p>The importance of GAAP accounting procedures</p>	
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<p>Week 7</p> <p>Face to Face</p>	<p>Midterm</p>		
<p>Week 8</p> <p>Hybrid</p>	<p>Chapter 7 Succession and transfer of power.</p>	<p><u>Case due at Saturday Evening @11:59pm</u></p> <ul style="list-style-type: none"> • <u>Case: The Bingham and the Louisville-Courier Journal</u> 	\
<p>Week 9</p> <p>Face to Face</p>	<p>Chapter 8:</p> <p>Change Adaptation and Innovation</p>	<p><u>Blackboard Discussion:</u></p> <p>The Gupta Garment case</p>	

Week 10 Hybrid	Chapter 9: Family Business Governance: Board of Directors, Family Councils and Family Offices	<u>Blackboard Discussion:</u> Importance of Family advisory boards	
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Week 14 Face to Face	Chapter 13: Financial Wealth Management	<u>Blackboard Discussion:</u> Importance of managing Working Capital and other financial ratios	
Week 15 Face to Face	Final		

FROM		TO	
Departments	Business and Economics	Departments	Business and Economics
Course	BUS 361: Management of Compensation	Course	N/C
Pre or co requisite	BUS 311	Prerequisite	N/C
Hours	3	Hours	N/C
Credits	3	Credits	NC
Description	Principles and techniques of wage and salary administration including job analysis job evaluation merit rating and wage incentives; study of compensation policies, theories and practices	Description	Principles and techniques of wage and salary administration including job analysis job evaluation merit rating and wage incentives; study of compensation policies, theories and practices. <u>This course may be offered in a face-to-face or hybrid format.</u>
Liberal Arts	[] Yes [X] No	Liberal Arts	[] Yes [X] No
Course Attribute		Course Attribute	<u>H-WEB</u>
General Education Component	<u>_X_</u> Not Applicable	General Education Component	<u>_X_</u> Not Applicable
Effective			Fall 2016

Rationale: The Hybrid/Online format gives students the flexibility to manage their studies. This will allow them to broaden their learning experience in a different format and will provide experience necessary for their future career paths.

York College of the City University of New York

Department of Business and Economics

Bus 361/Management of Compensation Course Outline/Fall 2016

Bus 361/Section S/Hybrid

Class Time: M 6:00-8:50 pm (see schedule)

Wage and Salary Administration

Dr. P. Massimino, Assistant Professor

Telephone: 718-262-2507

E-mail: Pmassimino@york.cuny.edu

Office: AC/2C09

Office Hours: T 2:00-4:00; Th 11:00–12:00

Classroom: AC/3A04

or Mondays by appointment

Course Description: Principles and techniques of wage and salary administration including job analysis, job evaluation, merit rating and wage incentives, study of compensation policies, theories and practices.

Perequisite: Bus 311, Human Resource Management

Course Objectives: Principles and techniques of wage and salary administration including job analysis job evaluation merit rating and wage incentives; study of compensation policies, theories and practices.

Learning Outcomes:

- Demonstrate knowledge of various compensation programs and the legal issues governing compensation programs.
- Apply critical thinking to decisions involving the planning and administration of compensation programs in business.
- Work effectively in a team environment to design and evaluate solutions to relevant issues.
- Research, develop, document and articulate strategies and recommendations for businesses to implement successful compensation programs.

Required Textbook: Martocchio, Joseph J., *Strategic Compensation*, 8th Edition, Pearson (Prentice-Hall) Inc., 2015, (ISBN-13: 978-0-13-345710-0).

Grading:

Midterm Exam (Chapters 1-8, class work)	25%
Final Exam (10% Chapters 1-8, 90% Chapters 9-16, class work)	30%
Homework Assignments	20%
Research Project Report	10%
Research Project Presentation	5%
Class Team Assignments	5%

Class/Discussion Board Participation

5%

Course Requirements/Grading Criteria:

- **Exams:** Exams comprise 55% of a student's grade. Exams cover textbook material and material discussed in class, including outside research and current events that your professor brings to class. Exams will be a combination of multiple-choice and short-answer questions.
- Students take exams on the day they are scheduled. The policy is for no make-up exams to be given. In the case of an extreme, unforeseen circumstance, the student will contact the professor as soon as the student becomes aware of the situation, and provide appropriate documentation regarding the absence. Make-up exams will be given solely at the discretion of the professor. Students missing an exam without prior notification and permission from the professor will receive a grade of zero for that exam.

- **Homework/Class Assignments:** All assignments are required to be handed in to count toward your final grade. Homework is assigned for each textbook chapter, and represents 20% of a student's grade. Some homework assignments are based on class materials, and others require outside research by the student. Any information utilized in addition to the textbook and your own ideas must cite sources of information. All assignments must be clearly labeled with the chapter number, your name and the date the assignment is handed in. Homework is submitted on-line by the due date. Homework submitted after the due date will receive half credit. Any homework assignment submitted more than one week late will receive no credit. Please note that some assignments require (in addition to uploading your assignment), posting items on the discussion board.

Team assignments, representing 5% of a student's grade, require students to work in teams to analyze issues and answer questions related to text material and case studies.

- **Research Project and Presentation:** 15% of grade. 10% for the written report and 5% for the presentation. Students will research a topic impacting Wage and Salary Administration and present their findings to the class. Please see the handout for the Research Project. Topics are due by **September 10th** with the definition of topic form and one journal article. The research project is due in electronic format on **November 16th**, by 11:59 PM, and in paper format by **November 23rd** at 6:00 PM. All research papers are subject to verification by SafeAssign for authenticity attributing citation credit to sources used in the research paper.
- **Class Participation:** 5% of grade. This portion of the grade is based on participation in class brainstorming sessions, in class and on-line discussions, exercises and activities.

• **Calculation of Final Semester Grade:** Letter grades for the course are determined by numerical grades as follows:

A+	97.0-100	C+	77.0-79.9
A	93.0-96.9	C	73.0-76.9
A-	90.0-92.9	C-	70.0-72.9

B+	87.0-89.9	D+	67.0-69.9
B	83.0-86.9	D	60.0-66.9
B-	80.0-82.9	F	<59.0

Attendance Policy:

- Class attendance is mandatory and conforms to the York College Attendance policy. Students are expected to attend each scheduled class session. No cuts are permitted. Attendance is necessary for academic success.
- Students are required to contact the instructor regarding any unavoidable or unexpected absence and submit documentation regarding the absence. After 1 absence, each further absence reduces the student's course grade by two points out of the potential 100 points available. Missing half a class results in a one point deduction. Likewise, lateness of any amount will be noted and diminishes a student's grade. The same policy as arriving late, and leaving the classroom during class time, applies to leaving early. Class is dismissed at the appointed time.
- Any student who has been excessively absent from a course and does not present adequate documentation to the instructor, may receive the grade of WU (unofficial withdrawal), which is computed as an F.
- Students absent for illness for more than one week will be required to present to the instructor medical documentation of the illness, including an indication that they are well enough to return to their classes. Instructors are asked to report excessive absences to the Office of the Registrar and to the Financial Aid Office.

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Student Responsibilities:

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- All students are expected to abide by the York College Policy regarding children on campus which includes, in part, "children are not permitted in classrooms during instructional periods and not in laboratories even when classes are not in session".
- Unnecessary noise, socializing, personal conversations, etc., are kept out of the classroom to facilitate an environment conducive to learning.
- Students are expected to apply a professional attitude during class time, including being respectful and considerate of other students and their instructors.
- The following are ground rules for our class:
 - We emulate a professional business and academic environment.
 - Be here, mentally as well as physically.
 - We start on time, and end on time.
 - Show respect. One person speaks at a time, we listen attentively.
 - Be prepared for class.
 - When we are here, we stay here. We take care of our personal business before or after class.
 - NO electronic devices turned on in class. Cell phones, iPods, iPads or any other electronic device or other electronic equipment must be turned off. No texting in class.

Student Resources:

- In the event of a weather-related or other college cancellation, visit the [http:// www.york.cuny.edu](http://www.york.cuny.edu) website for immediate information.

- The York College Counseling Center is committed to providing a broad range of high quality, innovative, and ethical services that address the psychological, educational, social, and developmental needs of York students. The center is located in the Academic Core Building, AC-1G03. The phone number to call is 718-262-2272. Please review the college website for more information.
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TOPICS COVERED

PART I: Setting the Stage for Strategic Compensation

- Chapter 1: Strategic Compensation: A Component of Human Resource Systems
- Chapter 2: Contextual Influences on Compensation Practice

PART II: Bases for Pay

- Chapter 3: Traditional Bases for Pay: Seniority and Merit
- Chapter 4: Incentive Pay
- Chapter 5: Person-Focused Pay

PART III: Designing Compensation Systems

- Chapter 6: Building Internally Consistent Compensation Systems
- Chapter 7: Building Market-Competitive Compensation Systems
- Chapter 8: Building Pay Structures That Recognize Employee Contributions

PART IV: Employee Benefits

- Chapter 9: Discretionary Benefits
- Chapter 10: Employer-Sponsored Retirement Plans and Health Insurance Programs
- Chapter 11: Legally Required Benefits

PART V: Compensation Challenges for Strategic Employee Groups

- Chapter 12: Compensating Executives
- Chapter 13: Compensating the Flexible Workforce: Contingent Employees and Flexible Work Schedules.

PART VI: Compensation Issues Around the World

- Chapter 14: Compensating Expatriates
- Chapter 15: Pay and Benefits Outside the United States
- Chapter 16: Challenges Facing Compensation Professionals

Bus 361 Course Schedule*

<u>Class Number/Date:</u>	<u>Topic:</u>
(1) 8/31/2015	Face-to Face, In-Person Class Meeting Introduction and Course Overview Chapter 1: Strategic Compensation: A Component of Human Resource Systems Chapter 2: Contextual Influences on Compensation Practice
(2) 9/10/2015** (TH)	On-line Assignment Day (Class does not meet) Module 1: Assignments 1-6 are due
(3) 9/21/2015	Face-to Face, In-Person Class Meeting Chapter 3: Traditional Bases for Pay: Seniority and Merit Chapter 4: Incentive Pay Chapter 5: Person-Focused Pay
(4) 9/28/2015	On-line Assignment Day (Class does not meet) Module 2: Assignments 7-9 are due
(5) 10/5/2015	Face-to Face, In-Person Class Meeting Chapter 6: Building Internally Consistent Compensation Systems Chapter 7: Building Market-Competitive Compensation Systems Chapter 8: Building Pay Structures That Recognize Employee Contributions
(6) 10/19/2015	On-line Assignment Day (Class does not meet) Module 3: Assignments 10-12 are due Class Team Exercise #1 is due
(7) 10/26/2015	Face-to Face, In-Person Class Meeting Midterm Exam (in class exam) Chapter 9: Discretionary Benefits
(8) 11/2/2015	On-line Assignment Day (Class does not meet) Module 4: Assignments 13-15 are due
(9) 11/9/2015	Face-to Face, In-Person Class Meeting Chapter 10: Employer-Sponsored Retirement Plans and Health Insurance Programs

Chapter 11: Legally Required Benefits

(10) 11/16/2015 On-line Assignment Day (Class does not meet)

Module 5: Assignments 16-18 are due

Research Project is due in electronic format

(11) 11/23/2015 **Face-to Face, In-Person Class Meeting**

Chapter 12: Compensating Executives

Chapter 13: Compensating the Flexible Workforce

Chapter 14: Compensating Expatriates

Research Project is due in paper format

(12) 11/30/2015 On-line Assignment Day (Class does not meet)

Module 6: Assignments 19-20 are due

Class Team Exercise #2 is due

(13) 12/7/2015 **Face-to Face, In-Person Class Meeting**

Chapter 15: Pay and Benefits Outside the United States

Chapter 16: Challenges Facing Compensation Professionals

Student Research Project Presentations

(14) 12/14/2015 **Face-to Face, In-Person Class Meeting**

Student Research Project Presentations

(15) FINAL EXAM: **Follow the final exam schedule, date to be announced.**

NOTE: "Bold" text indicates class meets on that day.

**NOTE: There are no classes scheduled on September 7th or September 14th. On September 10th, classes follow a Monday schedule. There are no classes scheduled for Monday October 12th.

***The professor reserves the right to make adjustments or changes to this schedule.**

The following is copied from the document, CUNY Policy on Academic Integrity, on the York College website. Please see the website for the entire document.

Academic Dishonesty is prohibited in the City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. Examples of plagiarism include:

- Copying another person's actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- **Internet plagiarism** including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

Falsification of Records and Official Documents. Examples of falsification include:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

York College of the City University of New York
Department of Business and Economics
Bus 361/Wage and Salary Administration/Fall 2015

Student Acknowledgement

Date: _____

I have received a copy of the course outline for Bus 361/S, Wage and Salary Administration, and have read its contents.

Student Name (printed):

Student Signature:

FROM		TO	
Departments	Business and Economics	Departments	Business and Economics
Course	BUS 370: Labor Relations and Collective Bargaining	Course	N/C
Pre or co requisite	BUS 301	Prerequisite	N/C
Hours	3	Hours	N/C
Credits	3	Credits	NC
Description	This course is designed to provide students with an overview of the institutionalized setting of labor relations as it exists today within the framework of the U.S. economy. This course will cover topics such as union/management relationships, evolution of labor/management relationships, legal influences, key participants in labor relations process, unions and management, negotiating the labor agreement, economic issues, administrative issues, resolving negotiation disputes, contract administration, labor and employment arbitration, employee discipline, labor relations in the public sector, labor relations in multinational corporations and in other countries.	Description	This course is designed to provide students with an overview of the institutionalized setting of labor relations as it exists today within the framework of the U.S. economy. This course will cover topics such as union/management relationships, evolution of labor/management relationships, legal influences, key participants in labor relations process, unions and management, negotiating the labor agreement, economic issues, administrative issues, resolving negotiation disputes, contract administration, labor and employment arbitration, employee discipline, labor relations in the public sector, labor relations in multinational corporations and in other countries. <u>This course may be offered in a face-to-face or hybrid format.</u>
Liberal Arts	[] Yes [X] No	Liberal Arts	[] Yes [X] No
Course Attribute		Course Attribute	<u>H-WEB</u>
General Education Component	<u> X </u> Not Applicable	General Education Component	<u> X </u> Not Applicable
Effective			Fall 2016

Rationale: The Hybrid/Online format gives students the flexibility to manage their studies. This will allow them to broaden their learning experience in a different format and will provide experience necessary for their future career paths.

York College of the City University of New York**Department of Business and Economics****Bus 370/ Labor Relations and Collective Bargaining Course Outline/Fall 2016****Bus 370/Section V/Hybrid****Class Time: W 6:00-8:50 pm (see schedule)****Labor Relations and Collective Bargaining Dr. P. Massimino, Assistant Professor****Telephone: 718-262-2507****E-mail: Pmassimino@york.cuny.edu****Office: AC/2C09****Office Hours: TBD, or by appointment****Classroom: TBD**

Course Description: This course is designed to provide students with an overview of the institutionalized setting of labor relations as it exists today within the framework of the U.S. economy. This course will cover topics such as union/management relationships, evolution of labor/management relationships, legal influences, key participants in labor relations process, unions and management, negotiating the labor agreement, economic issues, administrative issues, resolving negotiation disputes, contract administration, labor and employment arbitration, employee discipline, labor relations in the public sector, labor relations in multinational corporations and in other countries.

Prerequisite: Bus 301, Management Theory and Practice

Course Objectives: To provide an understanding of the principles of Labor Relations and Collective Bargaining, the legal environment of Labor Relations and managing effective organizations. To make students more aware of the importance of exemplary ethical principles and socially responsible management practices involving Labor Relations and Collective Bargaining.

Learning Outcomes:

- Demonstrate knowledge of Collective Bargaining and the legal issues governing unionized work environments.
- Apply critical thinking to decisions involving the planning and administration of Labor Relations in business.
- Work effectively in a team environment to design and evaluate solutions to relevant issues.
- Research, develop, document and articulate strategies and recommendations for businesses to implement successful Labor Relations Programs.

Required Textbook: Holley, William H. Jr., Jennings, Kenneth M., and Wolters Roger S. *The Labor Relations Process*, 10th Edition, South Western Cengage Learning, 2012, (ISBN-13: 978-0-538-48198-4).

Grading:

Midterm Exam (Chapters 1-7, class work)	25%
Final Exam (10% Chapters 1-7, 90% Chapters 8-14, class work)	25%
Homework Assignments	20%
Research Project Report	10%
Research Project Presentation	5%
On-line Class Team Assignments	5%
Class/Discussion Board/Class Exercise Participation	10%

Course Requirements/Grading Criteria:

- **Exams:** Exams comprise 50% of a student's grade. Exams cover textbook material, assignments, material discussed in class, including outside research and current events that your professor brings to class.
- **Homework/Class Team Assignments:** All assignments are required to be handed in to count toward your final grade. Homework is assigned for each textbook chapter, and represents 20% of a student's grade. Some homework assignments are based on class materials, and others require outside research by the student. Any information utilized in addition to your own ideas must cite sources of information. All assignments must be clearly labeled with the chapter number and your name. Homework is submitted on-line by the due date. Homework submitted after the due date will receive half credit. Any homework assignment submitted more than one week late will receive no credit. Please note that some assignments require (in addition to uploading your assignment), posting items on the discussion board.

On-line class team assignments, representing 5% of a student's grade, require students to work in teams on-line to analyze issues and answer questions related to text material and case studies.

- **Research Project and Presentation:** 15% of grade. 10% for the written report and 5% for the presentation. Students will research a topic impacting Labor Relations and Collective Bargaining and present their findings to the class. Please see the handout for the Research Project. Topics are due by **[Week 2]** with the topic selection form and one journal article. The research project is due in electronic format on **[Week 10]**,

by 11:59 PM. All research papers are subject to verification by SafeAssign for authenticity attributing citation credit to sources used in the research paper.

- **Class/On-Line Participation:** 10% of grade. This portion of the grade is based on participation in class brainstorming sessions, in class and on-line discussions, exercises and activities.

Calculation of Final Semester Grade: Letter grades for the course are determined by numerical grades as follows:

A+	97.0-100	C+	77.0-79.9
A	93.0-96.9	C	73.0-76.9
A-	90.0-92.9	C-	70.0-72.9
B+	87.0-89.9	D+	67.0-69.9
B	83.0-86.9	D	60.0-66.9
B-	80.0-82.9	F	<59.0

Attendance Policy:

- Class attendance is mandatory and conforms to the York College Attendance policy. Students are expected to attend each face-to-face scheduled class session. No cuts are permitted. Attendance is necessary for academic success. Participation in on-line assignments, exercises and discussions is also considered a form of attendance in on-line and hybrid classes.
- Students are required to contact the instructor regarding any unavoidable or unexpected absence and submit documentation regarding the absence. After 1 absence for a face-to-face class session, each further absence reduces the student's course grade by two points out of the potential 100 points available. Missing half a class results in a one point deduction. Likewise, lateness of any amount will be noted and diminishes a student's grade. The same policy as arriving late, and leaving the classroom during class time, applies to leaving early. Class is dismissed at the appointed time.
- Any student who has been excessively absent from a course and does not present adequate documentation to the instructor, may receive the grade of WU (unofficial withdrawal), which is computed as an F.
- Students absent for illness for more than one week will be required to present to the instructor medical documentation of the illness, including an indication that they are well enough to return to their classes. Instructors are asked to report excessive absences to the Office of the Registrar and to the Financial Aid Office.

Technology Requirements and Resources:

- Students are required to have access to a computer and the internet.
- Students are required to have a York College e-mail address and access to the CUNY Portal, Blackboard, and the York College Library Database.

- Students need the ability to use word processing software. If you are using a word processing software other than MS Word, please save your documents in Rich Text Format (RTF).
- The Educational Technology Department has provided the following links to provide more informational resources for students:
 - Hybrid Course Information and Support: (all these links can be accessed from this page)
<http://www.york.cuny.edu/it/acet/online-hybrid-course-support>
 - Self-paced tutorials:
<http://www.york.cuny.edu/it/acet/blackboard/student> (for Blackboard)
<http://www.york.cuny.edu/it/webteam/eportfolios/tutorials> (for ePortfolio)
 - IT Helpdesk hours and contact information:
<http://www.york.cuny.edu/it/service-delivery-unit/service-desk/hours-of-operation>

Student Responsibilities:

- This is a hybrid course. Class will meet in person for some of the scheduled class times. Assignments are due on the days that class does not meet, but students can complete their on-line assignments at any time within the scheduled time frame. Students are responsible for knowing the assignment requirements for each module and due dates to manage their time effectively and while working either independently (for individual assignments) or within a group. It is expected that students will utilize 6 or more hours per week on readings and assignments.
- Students are expected to read the assigned text material prior to class and be prepared to participate in class discussions and exercises.
- All course assignments including readings, written assignments and due dates are posted on Blackboard. It is the student's responsibility to regularly check the items posted on Blackboard. Also, to regularly check their York College e-mail.
- Students are required to post completed assignments on Blackboard and contribute to the discussion board. Please note that information posted to Blackboard is not private. Please do not post items of a personal or confidential nature on Blackboard.
- The best way to contact your professor is by York College e-mail. Please do not embed messages to the professor in your homework assignments, e-mail is the most direct and expedient. You can expect a response via e-mail within 24 hours.
- If a student misses a class, he or she is responsible for contacting other students, or the professor, regarding what was covered before the following class in order to make up the missed work on time. Homework is due on the due date even if the student has been absent.
- All students are bound by the York College Academic Integrity Policies and Procedures. Academic dishonesty includes, but is not limited to; cheating, plagiarism, obtaining unfair advantage, falsification of records and official documents, and is punishable by penalties including failing grades, suspension, and expulsion. Please review page 8 of this document for definitions and examples of academic dishonesty, and the Academic Policy and Procedure document on the college website to obtain complete information.

- Note that “false citations” (pretending to use legitimate sources of information, or listing references you did not actually use, or quoting material that does not actually appear in the source being cited) are serious breaches of academic integrity.
- All students are expected to abide by the York College Policy regarding children on campus which includes, in part, “children are not permitted in classrooms during instructional periods and not in laboratories even when classes are not in session”.
- Unnecessary noise, socializing, personal conversations, etc., are kept out of the classroom to facilitate an environment conducive to learning.
- Students are expected to apply a professional attitude during class time, including being respectful and considerate of other students and their instructors.
- The following are ground rules for our class:
 - We emulate a professional business and academic environment.
 - Be here, mentally as well as physically.
 - We start on time, and end on time.
 - Show respect. One person speaks at a time, we listen attentively.
 - Be prepared for class.
 - When we are here, we stay here. We take care of our personal business before or after class.
 - NO electronic devices turned on in class. Cell phones, iPods, iPads or any other electronic device or other electronic equipment must be turned off. No texting in class.

Student Resources:

- In the event of a weather-related or other college cancellation, visit the [http:// www.york.cuny.edu](http://www.york.cuny.edu) website for immediate information.
- The York College Counseling Center is committed to providing a broad range of high quality, innovative, and ethical services that address the psychological, educational, social, and developmental needs of York students. The center is located in the Academic Core Building, AC-1G03. The phone number to call is 718-262-2272. Please review the college website for more information.
- Students with documented disabilities who believe they may need accommodations in this class are encouraged to contact The Office of Services for Students with Disabilities, located in room AC-1G03, which is a subdivision of the Counseling Center and within the Division of Student Development, so that the professor can be notified of your reasonable accommodation needs. “Reasonable accommodation” is the term used to describe individualized services to facilitate the student with a disability's adjustment and development throughout his or her course of study.

TOPICS COVERED

PART I: Recognizing Rights and Responsibilities of Unions and Management

Chapter 1: Union-Management Relationships in Perspective

- Chapter 2: Evolution of Labor-Management Relationships
- Chapter 3: Legal Influences
- Chapter 4: Unions and Management: Key Participants in the Labor Relations Process
- Chapter 5: Why and How Unions are Organized

PART II: The Bargaining Process and Outcomes

- Chapter 6: Negotiating the Labor Agreement
- Chapter 7: Economic Issues

- Chapter 8: Administrative Issues

- Chapter 9: Resolving Negotiation Disputes and the Use of Economic Pressure

PART III: Administering the Labor Agreement

- Chapter 10: Contract Administration

- Chapter 11: Labor and Employment Arbitration

- Chapter 12: Employee Discipline

PART IV: Applying the Labor Relations Process to Different Labor Relations Systems

- Chapter 13: Labor Relations in the Public Sector
- Chapter 14: Labor Relations in Multinational Corporations and in Other Countries

Bus 370 Course Schedule*

<u>Class Number/Date:</u>	<u>Topic:</u>
(1) Week 1	Face-to-Face, In-Person Class Meeting Introduction and Course Overview Chapter 1: Union-Management Relationships in Perspective Chapter 2: Evolution of Labor-Management Relationships
(2) Week 2	On-line Assignment Day (Class does not meet) Module 1 Assignments are due
(3) Week 3	Face-to-Face, In-Person Class Meeting Chapter 3: Legal Influences Chapter 4: Unions and Management: Key Participants in the L.R. Process
(4) Week 4	On-line Assignment Day (Class does not meet) Module 2 Assignments are due
(5) Week 5	Face-to-Face, In-Person Class Meeting Chapter 5: Why and How Unions are Organized Chapter 6: Negotiating the Labor Agreement Chapter 7: Economic Issues
(6) Week 6	On-line Assignment Day (Class does not meet) Module 3 Assignments are due Class Team Exercise #1 is due in electronic format
(7) Week 7	Face-to-Face, In-Person Class Meeting Midterm Exam Chapter 8: Administrative Issues
(8) Week 8	On-line Assignment Day (Class does not meet) Module 4 Assignments are due

Bus 370 Course Schedule* (continued)

<u>Class Number/Date:</u>	<u>Topic:</u>
(9) Week 9	Face-to-Face, In-Person Class Meeting Chapter 9: Resolving Negotiation Disputes and the Use of Economic Pressure Chapter 10: Contract Administration
(10) Week 10	On-line Assignment Day (Class does not meet) Module 5 Assignments are due Research Project is due in <u>electronic</u> format
(11) Week 11	Face-to-Face, In-Person Class Meeting Chapter 11: Labor and Employment Arbitration Chapter 12: Employee Discipline
(12) Week 12	On-line Assignment Day (Class does not meet) Module 6 Assignments are due Class Team Exercise #2 is due in electronic format
(13) Week 13	Face-to-Face, In-Person Class Meeting Chapter 13: Labor Relations in the Public Sector Chapter 14: Labor Relations in Multinational Corporations and Other Countries Student Research Project Presentations
(14) Week 14	Face-to-Face, In-Person Class Meeting Student Research Project Presentations
(15) FINAL EXAM:	Follow the final exam schedule, date to be announced.

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York College of the City University of New York

Department of Business and Economics

Bus 370/Labor Relations and Collective Bargaining/Fall 2016

Student Acknowledgement

Date: _____

I have received a copy of the course outline for Bus 370/S, Labor Relations and Collective Bargaining, and have read its contents.

Student Name (printed):

Student Signature:

FROM		TO	
Departments	Business and Economics	Departments	Business and Economics
Course	BUS 430: Ethics, Governance, and Accountability	Course	N/C
Pre or co requisite	BUS 301,BUS 321, BUS 348, MKT 341, and junior status required.	Prerequisite	N/C
Hours	3	Hours	N/C
Credits	3	Credits	NC
Description	This course deals with the relationships of business, government and society from the perspective of the manager. Timely and relevant topics are treated including the historical development of business in the society, the changing domestic and international environment within which business must be managed, the power, legitimacy and governance of business organizations values ,and ideology, social issues , corporate social policies, governmental regulation of business and societal discrimination and employee health and safety.	Description	This course deals with the relationships of business, government and society from the perspective of the manager. Timely and relevant topics are treated including the historical development of business in the society, the changing domestic and international environment within which business must be managed, the power, legitimacy and governance of business organizations values, and ideology, social issues , corporate social policies, governmental regulation of business and societal discrimination and employee health and safety. <u>This course may be offered in a face-to-face or asynchronous online format.</u>
Liberal Arts	[] Yes [X] No	Liberal Arts	[] Yes [X] No
Course Attribute		Course Attribute	<u>WEB</u>
General Education Component	<u> X </u> Not Applicable	General Education Component	<u> X </u> Not Applicable
Effective			Fall 2016

Rationale: The hybrid format gives students the flexibility to manage their studies. This will allow them to broaden their learning experience in a different format and will provide experience necessary for their future career path.

**BUS 430 – Ethics Governance and Accountability (3 credits) Web
Course Outline – Fall 2016
Department of Business and Economics – York College
Instructor: Wayne Forrester email: wforrester@york.cuny.edu
Office: 2B06C**



Prerequisites

BUS. 301 BUS 321, BUS 348 and MKT341

Course Objectives:

This course deals with the relationships of business, government, and society from the perspective of the manager. Timely and relevant topics are treated, including the historical development of the role of business in society, the changing domestic and international environment within which businesses must be managed, the power, legitimacy, and governance of business organizations, values, ethics, and ideology, social issues, corporate social policies, governmental regulation of business, and societal discrimination, and employees health and safety.

Course Evaluation:

- **Exams:** Students will take two online exams during the course of the semester. These two exams will be based on the assigned readings as well as the discussions on blackboard. The final exam will be multiple choice. All questions will be drawn from lectures, assigned readings.
- **Discussion Board:** Students will participate in at least 11 Discussions threads that will be assigned. It is important that students engage fully in the assigned discussion and not merely post. The post will be evaluated based on relevance, analytical and intellectual contribution. All post must be done by the assigned due date
- **4 Cases:** Students will be expected to examine the trends and evaluate family business by examining financial data and make convincing conclusion. Students will quote all sources used.

Students are required to log in twice per week and engage in intellectual discussions on the assigned topic.

Discussion Board grading matrix for black board post

Criteria	Poor 69- below	Fair 70-79	Good 80-89	Excellent 90-100
Initial response to Case/discussion topic	Does not post a meaningful analysis of discussion topic. Lack relevance to topic	Responds to topic but response lacks judgment and lacks contribution to topic. Analytical skills are not evident.	Responds to topic Thoughts are organized and relevant to the topic, proper business jargon used to illustrate point of view Analytical skills evident and proper evaluation and good interpretation of trends	Initial response shows insight. Thoughts are well organized and relevant to the topic, business jargon used to illustrate point. Examples are used to support view point. Excellent analytical skills good analysis of trends and excellent interpretation of trends

Response to classmates

Criteria	Absent to Poor 69- below	Fair 70-79	Good 80-89	Excellent 90-100
Initial response to Case/discussion topic	Does not post meaningful analysis in response to classmate . No further insight provided	Initial response to classmate but lack insight and minimal understanding of subject matter	Initial response shows insight. To classmate. Response adds value to classmate's observation. Thoughts are organized and relevant to the subject matter .	Initial response shows to classmate shows insight. Thoughts are well organized and relevant to the topic. Thoughts add value to classmate's observation. Grammatical are Very few.

Preparation of Case Assignments

The written cases are to be prepared individually. It is expected that the content of your written case reflect your own thoughts and analysis.

The written assignment must be submitted at the due date.

The criteria for grading written case presentations include:

1. Identification of key issues in the cases.
2. Use of appropriate analytical tools techniques, such as charts, comparative data and trend analysis.
3. Well-supported recommendations for action.
4. Use of good communication skills—failure to use good grammar, spelling, and other written communication skills

Grading Plan/Performance Evaluations

Your course grade will be based on the following components and percentage allocation:

Case Analysis Case Analysis will be done and deposited on Blackboard on date assigned on Syllabus	20%
Blackboard Discussions	30%
Exams	50%
Total	100%

Assignments are due by 11:59pm Sunday evening.

The case assignments are due on the day the case is scheduled for class

All written cases are to be typed (double-spaced) and should incorporate correct form, spelling, grammar, sentence structure, and communication skills.

Required Texts and Materials

Business and Society; Stakeholders, Ethics, Public Policy 14th Edition, by Anne T. Lawrence, James Weber; Publisher McGraw-Hill Irwin, ISBN 978-0-07-8029479

Calculation of Final Semester Grade: Letter grades for the course are determined by numerical grades as follows:

A+	97.0-100	C+	77.0-79.9
A	93.0-96.9	C	73.0-76.9
A-	90.0-92.9	C-	70.0-72.9
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B	83.0-86.9	D	60.0-66.9
B-	80.0-82.9	F	<59.0

Technology Requirements and Resources:

- Students are required to have access to a computer and the internet.
- Students are required to have a York College e-mail address and access to the CUNY Portal, Blackboard, and the York College Library Database.
- Students need the ability to use word processing software. If you are using a word processing software other than MS Word, please save your documents in Rich Text Format (RTF).
- The Educational Technology Department has provided the following links to provide more informational resources for students:
 - Online Course Information and Support: (all these links can be accessed from this page) <http://www.york.cuny.edu/it/acet/online-course-support>
 - Self-paced tutorials:
 - <http://www.york.cuny.edu/it/acet/blackboard/student> (for Blackboard)
 - <http://www.york.cuny.edu/it/webteam/eportfolios/tutorials> (for ePortfolio)
 - IT Helpdesk hours and contact information: <http://www.york.cuny.edu/it/service-delivery-unit/service-desk/hours-of-operation>

Student Responsibilities:

- This is a online course. Students are responsible for knowing the assignment requirements for each module and due dates to manage their time effectively and while working either independently (for individual assignments) or within a group. It is expected that students will utilize 6 or more hours per week on readings and assignments.
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Student Resources:

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- Students with documented disabilities who believe they may need accommodations in this class are encouraged to contact The Office of Services for Students with Disabilities, located in room AC-1G03, which is a subdivision of the Counseling Center and within the Division of Student Development, so that the professor can be notified of your reasonable accommodation needs. “Reasonable accommodation” is the term used to describe individualized services to facilitate the student with a disability's adjustment and development throughout his or her course of study.

Detailed Schedule

Date	Reading Material	Discussion Board/cases	Assignment
Week 1	Chapter 1: The Corporation and its Stakeholders	<p style="text-align: center;">Discussion Board</p> <p>What is Corporate Social Responsibility? Describe and provide examples.</p>	Assignment due by 11:59 pm
Week 2	Chapter 2: Managing Public Issues and Stakeholders Relationships.	<p style="text-align: center;">Discussion Board</p> <p>Why is it important to manage stakeholder relationships?</p>	Assignment due by 11:59 pm
Week 3	Chapter 3: Corporate Social Responsibility	<p style="text-align: center;">Discussion Board</p> <p>What are some strategies used to balance the need to generate profits while being socially responsible?</p>	Assignment due by 11:59 pm
Week 4	Chapter 4: Ethics and Ethical Reasoning	<p style="text-align: center;">Discussion Board</p> <p>How does ethical behavior impact corporate profit</p> <p style="text-align: center;">The Merck Case</p>	Assignment due by 11:59 pm
Week 5	Chapter 5: Organizational Ethics and the Law	<p style="text-align: center;">Discussion Board</p> <p>Discuss how ethical leadership impact Corporate Governance</p>	Assignment due by 11:59 pm

Week 6	Chapter6: The Challenges of Globalization	Discussion Board How do US Companies compete in in a countries whose ethical standards are inconsistent with theirs?	Assignment due by 11:59 pm
Week 7	Midterm		
Week 9	Chapter 7 Global Corporate Citizenship	Discussion Board How do winning companies manage maintain their status as good corporate citizens?	\ Assignment due by 11:59 pm
Week 10	Chapter 8: Business-Government Relations	Discussion Board Discuss How Government and Businesses can work together General Motors Case	
Week 11	Chapter 9: Influencing the Political Environment	Discussion Board How does corporate contributions impact the political environment? Discuss the pros and cons	Assignment due by 11:59 pm
Week 12	Chapter 10: Ecology and Sustainable Development in Global Business	Discussion Board Why are environmental policies good for business?	Assignment due by 11:59 pm
Week 13	Chapter 11 Managing Environmental Issues.	Moody's Corporation case	Assignment due by 11:59 pm
			Assignment due

Week 14	Chapter 12: Technology, Organizations and Society	Discussion Board What are the responsibilities of Corporations in safe guarding consumer data?	by 11:59 pm
Week 15	Managing Technology and Innovation	The Apple case	Assignment due by 11:59 pm
	Chapter 14 Stakeholder Rights and Corporate Governance Chapters 16 Managing a Diverse Workforce		Assignment due by 11:59 pm
Final			

Department/Discipline
Contact Person

Earth and Physical Sciences/Physics & Astronomy
Ratan Dhar, x2889, rdhar@york.cuny.edu


Please indicate items submitted for Committee approval

New Major Design	_____
Revised Major Design	_____
New Minor Design	_____
Revised Minor Design	_____
New Program	_____
Revised Program	_____
New Course Proposal	_____
Course Change Proposal	ASTR 301; PHYS 491, 492, 493
Course Deletion	_____


Please provide an executive summary of your proposal

We propose cross-listing the advanced Physics courses with their newly created Astronomy equivalents as well as updating ASTR 301 to account for numbering changes in prerequisite courses.

1. Department Curriculum Committee Approval

	_____	3/14/16
Signature		Date

2. Department Approval

	_____	3/14/16
Chairperson's Signature		Date

3. Other Departments Affected:

_____	_____	_____
Department	Signature	Date
_____	_____	_____
Department	Signature	Date

4. College Curriculum Committee Approval

_____	4/5/2016
Chairperson's Signature	Date

5. College Senate Approval

_____	_____
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FROM		TO	
Departments	Earth and Physical Sciences	Departments	N/C
Course	ASTR 301 Observational Astronomy	Course	N/C
Pre or co requisite	Prereq: Physics 107, 108, 101, 102, 151 or 152, and a 100- or 200-level Astronomy or Space Science course or [permission of the department]	Pre or co requisite	Prereq: <u>PHYS 115 or PHYS 117</u> ; and a 100- or 200-level Astronomy course or <u>department permission</u>
Hours	5 (3 hours lecture; 2 hours laboratory)	Hours	N/C
Credits	4	Credits	N/C
Description	Nothing is more central to astronomical study than collecting and interpreting the light from the sky. The laboratory and observatory experiences in this class, along with the supporting lecture material, are essential for students minoring in Astronomy or majoring in Space Science. You will get hands-on experience in modern astronomical techniques, and complete semester-long (mostly naked eye) observing projects. You will become familiar with current astronomical science, telescopes, instrumentation and terminology specific to working at various wavelengths of the electromagnetic spectrum. In addition, you will utilize methods for data reduction and statistical analysis.	Description	N/C
Liberal Arts	[X] Yes [] No	Liberal Arts	[X] Yes [] No
Course Attribute		Course Attribute	

General Education Component	____ Not Applicable	General Education Component	____ Not Applicable
Effective		Effective	Fall 2016

Rationale: The proposed changes incorporate updates in other required courses or programs that have taken place in recent years.

FROM		TO	
Department	Earth and Physical Sciences	Departments	N/C
Course	PHYS 491 Astrophysics I: Planetary Astronomy	Course	N/C
Pre or co requisite	Coreq: PHYS 351 or CHEM 322	Pre or co requisite	N/C
Hours	3	Hours	N/C
Credits	3	Credits	N/C
Description	Basic physics of plasmas; orbital motions; the internal structure, atmospheres, magnetism and formation of the planets; dynamics of moons and rings; solar activity.	Description	Basic physics of plasmas; orbital motions; the internal structure, atmospheres, magnetism and formation of the planets; dynamics of moons and rings; solar activity. <u>Cross-listed with ASTR 491.</u>
Liberal Arts	[X] Yes [] No	Liberal Arts	[X] Yes [] No
Course Attribute		Course Attribute	
General Education Component	<u> X </u> Not Applicable	General Education Component	<u> X </u> Not Applicable
Effective		Effective	Fall 2016

Rationale: Co-listing with ASTR 491 will allow students to include these courses as electives either towards their primary science degree or towards a minor in astronomy or physics

FROM		TO	
Departments	Earth and Physical Sciences	Departments	N/C
Course	PHYS 492 Astrophysics II: Stellar Astronomy	Course	N/C
Pre or co requisite	Coreq: PHYS 351 or CHEM 322	Pre or co requisite	N/C
Hours	3	Hours	N/C
Credits	3	Credits	N/C
Description	Basic physics of radiation; spectral analysis; distances, motions, and physical properties of stars; stellar interiors and atmospheres; stellar evolution; clusters of stars; the interstellar medium; content, structure, and rotation of the Milky Way galaxy.	Description	Basic physics of radiation; spectral analysis; distances, motions, and physical properties of stars; stellar interiors and atmospheres; stellar evolution; clusters of stars; the interstellar medium; content, structure, and rotation of the Milky Way galaxy. <u>Cross-listed with ASTR 492.</u>
Liberal Arts	[X] Yes [] No	Liberal Arts	[X] Yes [] No
Course Attribute		Course Attribute	
General Education Component	<u> X </u> Not Applicable	General Education Component	<u> X </u> Not Applicable
Effective		Effective	Fall 2016

Rationale: Co-listing with ASTR 492 will allow students to include these courses as electives either towards their primary science degree or towards a minor in astronomy or physics

FROM		TO	
Departments	Earth and Physical Sciences	Departments	N/C
Course	PHYS 493 Astrophysics III: Extragalactic Astronomy	Course	N/C
Pre or co requisite	Prereq: PHYS 351 or CHEM 322	Pre or co requisite	N/C
Hours	3	Hours	N/C
Credits	3	Credits	N/C
Description	Galaxies and galaxy clusters; the extragalactic distance scale and Hubble's Law; quasars and active galactic nuclei; general relativity; distances and luminosities in cosmology. Origin and fate of the universe: the Big Bang, cosmic background radiation, inflation, dark matter, the cosmological constant.	Description	Galaxies and galaxy clusters; the extragalactic distance scale and Hubble's Law; quasars and active galactic nuclei; general relativity; distances and luminosities in cosmology. Origin and fate of the universe: the Big Bang, cosmic background radiation, inflation, dark matter, the cosmological constant. <u>Cross-listed with ASTR 493.</u>
Liberal Arts	[X] Yes [] No	Liberal Arts	[X] Yes [] No
Course Attribute		Course Attribute	
General Education Component	<u> X </u> Not Applicable	General Education Component	<u> X </u> Not Applicable
Effective		Effective	Fall 2016

Rationale: Co-listing with ASTR 493 will allow students to include these courses as electives either towards their primary science degree or towards a minor in astronomy or physics

Department/Discipline
Contact Person

History & Philosophy/Anthropology
Tim Kirk (tkirk@york.cuny.edu)

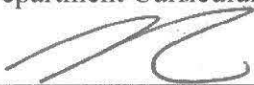
Please indicate items submitted for Committee approval

New Major Design	_____
Revised Major Design	_____
New Minor Design	_____
Revised Minor Design	_____
New Program	_____
Revised Program	_____
New Course Proposal	_____
Course Change Proposal	_____ ANTH 302 _____
Course Deletion	_____

Please provide an executive summary of your proposal

The department proposes to offer ANTH, "Anthropology of Aging," in an asynchronous online format in addition to face-to-face format.

1. Department Curriculum Committee Approval



Signature

3/30/2016

Date

2. Department Approval



Chairperson's Signature

3/30/2016

Date

3. Other Departments Affected:

HPEGSS
Department


Signature

4/2/16
Date

Department

Signature

Date

4. College Curriculum Committee Approval



Chairperson's Signature

4/05/2016

Date

5. College Senate Approval
- _____

AV: 1 Changes to be offered in the Performing and Fine Arts Department

FROM		TO	
Departments	History & Philosophy	Departments	History & Philosophy
Course	ANTH 302: Anthropology of Aging	Course	N/C
Pre or co requisite	Preq : One introductory course from Social or Behavioral Sciences.	Prerequisite	N/C
Hours	3	Hours	N/C
Credits	3	Credits	N/C
Description	Aging in human societies around the world, with special emphasis on the influence of ecological, techno-economic and social structure factors on the position of the aged. Not offered on a regular basis. Availability to be determined by the department.	Description	Aging in human societies around the world, with special emphasis on the influence of ecological, techno-economic and social structure factors on the position of the aged. Not offered on a regular basis. Availability to be determined by the department. <u>This course may be offered in a face-to-face or asynchronous online format.</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute		Course Attribute	<u>WEB</u>
General Education Component	<u> X </u> Not Applicable	General Education Component	<u> X </u> Not Applicable
Effective		Effective	Fall 2016

Rationale: This course is particularly suited to online teaching and learning due to the multitude of excellent sources available on the Internet. Students are attuned to visual culture and most understand how to navigate online tools. Offering the option of online learning will put those skills to work for scholarship and intellectual growth structured for access at times, and in locations, that work best for the student.

ANTH 302 WEB, Spring 2016
Anthropology of Aging
Asynchronous online section
3.0 credits
Professor Ekaterina Belousova
ebelousova@york.cuny.edu

Course Description:

Aging in human societies around the world, with special emphasis on the influence of ecological, technoeconomic and social structure factors on the position of the aged.

Learning Objectives:

By the end of this course, a successful learner will know something about the:

- Key concepts and contemporary issues in the Anthropology of Aging.
- Theories and methodologies in anthropology to understand the construction and representation of old age in different cultures.
- Changing models of family inclusion and spatial dimensions of elderly living including issues of body politics and bioethics.
- Economic, social and cultural reasons behind the development of ideas and practices of aging in a number of cultures.
- Ways in which society conceptualizes life span and transitions between life phases, the medicalization of midlife and old age and its intersection with age, class and race.
- Mobility of practices and transnational influences on the social and economic lives of the elderly that is characteristic of global capitalism.

General Course Requirements:

- A computer with Internet access in your home. Having a computer at work is not enough. You cannot rely on public or work computers and expect to do well in this course. Do not attempt to post class assignments from your phones. This tends to mess up the format of forums on Discussion Board. Post your assignment ahead of time.
- Access to CUNY Portal and Blackboard.
- York College email address.
- MS Word or Libre Office word processing software.
- An ability to watch videos on your computer (basic speakers or a headset, and a video player program). I recommend VLC Media Player, which you can download for free, for either PC or Mac, by following this link: <http://www.videolan.org/vlc/index.html>
- If you are new to Blackboard, you will need to complete the Blackboard Workshop given by Educational Technology. The entire course will be conducted on Blackboard. The following is the link to the schedule of Blackboard technology workshops:
<https://www.york.cuny.edu/it/acet/academic-technology-workshops/blackboard/student/workshops>
- A course evaluation will be available for you to take anonymously at the end of the semester. This is optional.

Required Class Readings:

All class reading materials are available on Blackboard under **Course Documents**. You do not have to purchase any books for this class. See **Course Syllabus** below for a list of course materials assigned every week.

Class materials include printed texts (pdf files of scanned articles), multimedia resources and external links to films and clips, as well as uploaded wmv (Windows Media Video) video presentations recorded by instructor.

Course Requirements and Grading Policy:

There are different types of required assignments for this course. Think of them as building and learning blocks where in each block you build both your knowledge of the subject and grade for the course.

Required Assignments				
ITEM #	ASSIGNMENTS	% OF GRADE	Points equivalent	DUE ON OR BEFORE
1	Weekly Reading Responses (24 @ 24 pts. each)	60%	576	Due every end of the week (11:59 PM on Sunday)
2	Weekly discussion (24 @ 4 pts. Each)	10%	96	Due every end of the week (11:59 PM on Sunday)
3	7-page ethnographic essay	15%	144	Sunday, May 8th by 11:59PM
4	Final exam	15%	144	Available on BB for 24 hrs. starting May 21 at 11:59 PM
	Total =	100%	960	

Total number of points possible: 100% = 960 points. Passing grade: 60% = 576 points.

Due dates for all assignments are listed above and in the Reading Schedule. I recommend you put them in your calendar now. Descriptions of each assignment are listed in the Assignments section of Blackboard. Take exams/assessments or download assignments from the Assignments Section on Blackboard. Post your written assignments via the Assignment section. Do not email them directly to the instructor; I will not review or mark them if received by email. Post your discussion comments and replies in the Discussion Section forums. Do not email them to the instructor.

Your total points earned in the course for all assignments will be translated into letter grades based on the following system. From time to time the instructor may decide to curve grades.

Letter Grade	GPA Index	Grade Range
A+	4.00	97.0-100
A	4.00	93.0-96.9
A-	3.70	90.0-92.9
B+	3.30	87.0-89.9
B	3.00	83.0-86.9

B-	2.70	80.0-82.9
C+	2.30	77.0-79.9
C	2.00	73.0-76.9
C-	1.70	70.0-72.9
D+	1.30	67.0-69.9
D	1.00	60.0-66.9
F	0.00	<59.0

The instructor is not to be obligated to assign grades solely on the basis of scores calculated from the above scoring guide; the instructor may take into account other factors that affect the assessment of learner performance.

Overview of Course and Assignments:

Internet Chat Room:

A discussion forum called the Internet Chat Room will be available for students in the class. This is your place and I will keep out of it. Students are encouraged to email each other and to form study groups. The Chat Room is also a good place to ask each other questions or for help in the course, or to complain about the assignments or the instructor. The Chat Room discussions are not graded or moderated by me.

Office Hours:

A discussion forum called Office Hours will be available for students in the class. You can ask any general, non-urgent questions you wish here and I or one of the students will answer you. For specific questions about your assignment, grade or for urgent issues (like the exam is not working), send me an email.

Discussion Forums: (Weekly Reading Response)

Over the course of the semester, we will have several discussion forums that reflect the structure of the course. There will be a forum for every class material assigned. The assignment, the format, and submission deadline will be explained in each discussion forum. Your participation in class discussions is graded. Weekly reading responses form 60% percent of your final grade. Each of the 24 reading responses is worth up to 24 points.

The responses should address the following questions: 1.What is the author's main argument (or arguments)? 2. What is the author's evidence to support the argument(s)? 3. How does this article relate to your own life and experience?

More detailed guidelines for writing reading responses and their evaluation criteria are posted on Blackboard under Assignments.

Label your original responses: Response to "Title of article"

Discussion Comments:

You are also required to write at least one well thought out comment per reading to your classmates' responses every week on the Discussion Forum. Discussion comments should have AT LEAST 5 sentences (about 75 words). You need to present a clear argument as to why you agree or disagree with another student, providing supporting and informative details. **These comments are due by 11:59PM on Sundays.** Please be polite and respectful of each other's opinions. Read the article first before posting

your comments. Weekly discussion comments form 10% of the final grade. Each of the 24 discussion comments is worth up to 4 points.

Label your responses: Participation response to “Name of Student”

Ethnographic Essay:

You will have to write a 7-page essay for this course. You can pick any one of the class topics and research it in-depth, including research at the library and on the internet, going beyond class readings. This research presupposes observation (in many cases, participant observation) of the institution, phenomenon, event or subculture that you chose to study and informal interviewing of the participants and people related to your point of interest.

This is 15% of your final grade. The essay is worth up to 144 points.

Detailed guidelines on designing an ethnographic project are posted on Blackboard under Assignments. Please make sure to read them very attentively and use them as a starting point when planning your project. **Final Essays should be submitted to the instructor via the assignment section of blackboard by Sunday, May 8th by 11:59PM.**

Final Exam:

The final exam will be posted on Blackboard and will be available for 24 hours from 11:59pm on Saturday, May 21st till 11.59pm on Sunday, May 22nd. It will cover all the material discussed in our class throughout the semester. You will need to review all the readings, class discussions, and my online lectures before the exam. The final exam is 15% of your final grade. The exam is worth up to 144 points.

Optional Extra Credit:

Extra credit is optional. Towards the end of this semester, I will post two extra credit assignments on two additional Discussion Forums. Each one will be equal in length, format and point value to our regular weekly reading responses.

Total number of points possible: 100% = 960 points. Passing grade: 60% = 576 points.

Schedule of Readings, Lectures, Discussion Topics and Due Dates:

The table, below, shows the readings, lectures, and discussions for each week, and due dates for all work.

WEEK 1:	January 31st	<p>Introduction: Explore class materials on BB. Watch a recorded video presentation about your instructor's ethnographic research.</p>	<ul style="list-style-type: none"> • Introduce yourself on Internet Café • Discussion Forum1 (D1): Write responses to CUNY Policy on Academic Integrity. • Complete practical citation assignment using AAA Style Guide. (Open Monday, Ends Sunday 11:59 PM) • Watch a recorded video presentation about your instructor's ethnographic research.
WEEK 2:	February 7th	<p>Cultural Construction of Aging and the Life Course - Tamara K. Hareven. "Changing Images of Aging and the Social Construction of the Life Course." In <i>Images of Aging: Cultural Representations of Later Life</i>. Mike Featherstone and Andrew Wernick, eds. London – New York: Routledge, 1995, pp. 117-131. - Lawrence Cohen. "Toward an Anthropology of Senility: Anger, Weakness, and Alzheimer's in Banaras, India." <i>Medical Anthropology Quarterly</i> 9(3), 1995, pp. 314-334.</p>	<p>D2 and D3 (Open Monday, Ends Sunday 11:59 PM)</p>
WEEK 3:	February 14th:	<p>Fieldwork Methods in the Ethnography of Old Age - Sharon R. Kaufman. "Being There: Introduction" and "Ethnography of the Particular: The Individual Case and the Culture of Death on America". In <i>Qualitative Gerontology: A Contemporary Perspective</i>. 2nd ed. Graham D. Rowles and Nancy E. Shoenberg, eds. New York: Springer, 2002, pp. 68-92. - Nancy E. Shoenberg. "Let's Talk: Introduction" and Robert L. Rubinstein. "The Qualitative Interview with Older Informants: Some Key Questions." In <i>Qualitative Gerontology: A Contemporary Perspective</i>. 2nd ed. Graham D. Rowles and Nancy E. Shoenberg, eds. New York: Springer, 2002, pp. 130-153.</p>	<p>D4 and D5 (Open Monday, Ends Sunday 11:59 PM)</p>
WEEK 4:	February 21st	<p>Aging, Status and Personhood - Sarah Lamb. "The Making and Unmaking of Persons: Gender and Body in Northeast India." In <i>Gender in Cross-Cultural Perspective</i>. 5th ed. Caroline B. Brettell and Carolyn F. Sargent, eds. Upper Saddle River, NJ: Pearson: Prentice Hall, 2009, pp. 230-247. - Shuichi Wada. "The Status and Image of the Elderly in Japan." In <i>Images of Aging: Cultural Representations of Later Life</i>. Mike Featherstone and Andrew Wernick, eds. London – New York: Routledge, 1995, pp. 47-58.</p>	<p>D5 and D6 (Open Monday, Ends Sunday 11:59 PM)</p>

WEEK 5	February 28th:	<p>“Elderscapes”: Mobility, Autonomy and Organizing Space for the Old</p> <p>- Philip B. Stafford. “Homebodies: Voices of Place in a North American Community.” In <i>Gray Areas: Ethnographic Encounters with Nursing Home Culture</i>. Philip B. Stafford, ed. Santa Fe, NM: SAR Press, 2003, pp. 121-152.</p> <p>- Stephen Katz. “Spaces of Age, Snowbirds and the Gerontology of Mobility: The Elderscapes of Charlotte County, Florida.” In <i>The Cultural Context of Aging: Worldwide Perspectives</i>. J. Sokolovsky, ed. Westport, CT – London: Praeger, 2009, pp. 463-486.</p>	D7 and D8 (Open Monday, Ends Sunday 11:59 PM)
WEEK 6:	March 6th:	<p>Globalization and Aging</p> <p>- Sarah Lamb. “Elder Residences and Outsourced Sons: Remaking Aging in Cosmopolitan India.” In <i>The Cultural Context of Aging: Worldwide Perspectives</i>. J. Sokolovsky, ed. Westport, CT – London: Praeger, 2009, pp. 418-440.</p> <p>- Shirley Hsiao-Li Sun. “Grandparenting in the Context of Care for Grandchildren by Foreign Domestic Workers.” In <i>Contemporary Grandparenting: Changing Family Relationships in Global Contexts</i>. Sara Arber and Virpi Timonen, eds. Bristol – Chicago: The Policy Press, 2012, pp. 113-138.</p>	D9 and D10 (Open Monday, Ends Sunday 11:59 PM)
WEEK 7:	March 13th	<p>Consumption and Cultural Representations of Aging</p> <p>- Toni M. Calasanti. “Bodacious Berry, Potency Wood and the Aging Monster: Gender and Age Relations in Anti-Aging Ads.” In <i>Social Forces</i>, Volume 86, Number 1, September 2007, pp. 335-355.</p> <p>- Mike Featherstone and Mike Hepworth. “Images of Positive Aging: A Case Study of Retirement Choice Magazine.” In <i>Images of Aging: Cultural Representations of Later Life</i>. Mike Featherstone and Andrew Wernick, eds. London – New York: Routledge, 1995, pp. 27-46.</p>	D11 and D12 (Open Monday, Ends Sunday 11:59 PM)
WEEK 8:	March 20th	<p>Gender and Medicalization of Midlife</p> <p>- Margaret Lock. “The Politics of Mid-Life and Menopause: Ideologies for the Second Sex in North America and Japan.” In <i>The Anthropology of Medicine and Everyday Life</i>. Shirley Lindenbaum and Margaret Lock, eds. Berkeley: University of California Press, 1993, pp. 330-363.</p> <p>- Julia E. Szymczak and Peter Conrad. “Medicalizing the Aging Male Body: Andropause and Baldness.” In <i>Medicalized Masculinities</i>. Dana Rosenfeld and Christopher A. Faircloth, eds. Philadelphia: Temple University Press, 2006, pp. 89-111.</p>	D13 and D14 (Open Monday, Ends Sunday 11:59 PM)

WEEK 9:	March 27th	No classes scheduled at York	
WEEK 10:	April 3rd	<p>Medicalization of Old Age and the Discourse of Risk</p> <p>- Sharon R. Kaufman. "Old Age, Disease, and the Discourse on Risk: Geriatric Assessment in U. S. Health Care." <i>Medical Anthropology Quarterly</i>, New Series, Vol. 8, No. 4, Dec., 1994, pp. 430-447.</p> <p>- Sharon R. Kaufman. "Dementia-Near-Death and 'Life Itself.'" In <i>Thinking About Dementia: Culture, Loss, and the Anthropology of Senility</i>. Annette Leibing and Lawrence Cohen, eds. New Brunswick, NJ – London: Rutgers University Press, 2006, pp. 23-42.</p>	D15 and D16 (Open Monday, Ends Sunday 11:59 PM)
WEEK 11:	April 10th	<p>Agism, Aesthetics and Embodiment</p> <p>- Laura Hurd Clarke. "Theorizing the Aging and Aged Woman's Face, Body and Embodied Experience." In <i>Facing Age: Women Growing Older in Anti-Aging Culture</i>. Lanham, MD: Rowman and Littlefield, 2010, pp. 19-36.</p> <p>- Laura Hurd Clarke. "Embodied Appearance in Later Life: What Older Women Have to Say." In <i>Facing Age: Women Growing Older in Anti-Aging Culture</i>. Lanham, MD: Rowman and Littlefield, 2010, pp. 37-68.</p>	D17 and D18 (Open Monday, Ends Sunday 11:59 PM)
WEEK 12	April 17th	<p>Conceptualizing Sexuality in Later Life</p> <p>- Stephen Katz and Barbara Marshall. "New Sex for Old: Lifestyle, Consumerism, and the Ethics of Aging Well." In <i>Journal of Aging Studies</i>, 17, 2003, pp. 3–16.</p> <p>- Meika Loe. "The Viagra Blues: Embracing or Resisting the Viagra Body." In <i>Medicalized Masculinities</i>. Dana Rosenfeld and Christopher A. Faircloth, eds. Philadelphia: Temple University Press, 2006, pp. 21-44.</p>	D19 and D20 (Open Monday, Ends Sunday 11:59 PM)
	April 24th	No class: Spring Recess	
WEEK 13:	May 1st	<p>Cultural Construction of Death and Dying</p> <p>- Andrew Wernick. "Selling Funerals, Imaging Death." In <i>Images of Aging: Cultural Representations of Later Life</i>. Mike Featherstone and Andrew Wernick, eds. London – New York: Routledge, 1995, pp. 285-298.</p> <p>- Satsuki Kawano. "Pre-Funerals in Contemporary Japan: The Making of a New Ceremony of Later Life among Aging Japanese." In <i>Ethnology</i>, Vol. 43, No. 2, Spring, 2004, pp. 155-165.</p>	D21 and D22 (Open Monday, Ends Sunday 11:59 PM) May 8th: Ethnographic Essay due
WEEK 14:	May 15th	<p>Kinship, Biotechnology and Bioethics</p> <p>- Friese, Carrie, Gay Becker and Robert Nachtigall. "Rethinking the Biological Clock: Eleventh-Hour Moms, Miracle Moms, and Meanings of Age-Related Infertility." In</p>	D23 and D24 (Open Monday, Ends Sunday 11:59 PM)

		<p>Understanding and Applying Medical Anthropology. P. Brown and R. Barrett, eds. New York: McGraw-Hill, 2010, pp. 198-208.</p> <p>- Sharon R. Kaufman, Ann J. Russ and Janet K. Shim. "Aged Bodies and Kinship Matters: The Ethical Field of Kidney Transplant." In American Ethnologist, Vol. 33, No. 1, Feb., 2006, pp. 81-99.</p> <p>Optional Extra Credit Assignments</p> <p>- Film Response Assignment 1: Analyzing a film of your choice focusing on the social problems of aging (it can be a dramatic, documentary or animated film).</p> <p>- Film Response Assignment 2: Analyzing a PBS documentary "Living Old" (2006)</p>	
WEEK 15:	May 22nd	Final Exam	11:59 pm on Saturday, May 21st till 11.59pm on Sunday, May 22nd

Appendix A: Coursework Details

(These sets of instructions are posted on Blackboard under Assignments):

Final Exam:

There will only be a final exam for this course and it is worth 15% of your final grade. The final exam will be posted on Blackboard and will be available for 24 hours from 11:59 pm on Saturday, May 21st till 11.59pm on Sunday, May 22nd. The exam is worth up to 144 points.

The final exams are based on the assigned readings. Anything we touch on in the Discussion Board could also be on the exam. This means you will need to review all the readings, class discussions, and my online lectures before the exam. The Exam will be timed and may contain multiple choice, T/F, fill in the blank questions, short answer or essay questions, and will be given via Blackboard. Final exams generally have more essay questions. Always define your terms in a short answer or essay question, and use examples from the readings.

Optional Extra Credit:

Extra credit is optional. Towards the end of this semester, I will post two extra credit assignments on two additional Discussion Forums. Each one will be equal in length, format and point value to our regular weekly reading responses.

Discussion Forums: Reading Response Guidelines

You are responsible for posting a response to each assigned reading. Usually, there are two readings assigned that are related to the class topic. The minimum length requirement for the reading response is at least 1 page in MS Word double spaced (about 150 words). You must write a concise and meaningful and thorough response. Your response should be organized and structured. Write your own analysis and make your conclusions based on the author's evidence and ideas. You must demonstrate an understanding of the author's main argument. You need to use appropriate punctuation, grammar, spelling, sentence structure, etc.

You must read the original text. Figuring out the text from others' responses will not work. You can't write a good analytic response when you have only looked through your peers' responses.

The discussion is assessed on timeliness, mechanics, participation, quality, and interaction with classmates. (See **Course Rubrics**).

Research Project Design (Ethnographic Essay)

As the class moves forward, certain topics and theoretical problems will be introduced. The assignments gradually build on one another, adding a layer of social issue concerning aging that will require analysis and discussion. These theoretical arguments will help form your own ethnographic projects. The readings will inform you about other ethnographers' fieldwork experiences, their approaches to the problem, and some professional advice on how to proceed with your research work.

This ethnographic project builds on other types of assignments in this class. Thus, reading and critically evaluating our class materials that show professional anthropologists conducting fieldwork on aging are models for students' own fieldwork in this class. These texts provide either explicit or implied guidelines on what to do (or not to do) in the field and what methods are suited better than others for achieving particular research goals. Thus, different kinds of class assignments gradually build on one another.

Your task is to research and report how ideas and beliefs about aging are constructed, reproduced and consumed within your chosen setting. Pay close attention to language and metaphors as well as the details of visual representation (style, color, composition, cultural references). Try to understand how ideas and practices of aging are being constructed and reproduced. How do the participants interpret these patterns? What kind of meanings do they ascribe to their behaviors? What kind of roles do they play in the process, what kind of identities do they acquire and stick to, what kind of narratives do they create and why precisely these and not others? Why are these patterns and narratives considered to be important? What social needs do they serve?

Some suggestions:

First, you need to set goals and proceed from there. You need to write a short research proposal to explain the kind of research problem you want to study. What kind of social issues are at the core of your project? (**Watch Power point presentation on "Formulating your Research Purpose"**)

When you have formulated your preliminary hypotheses, think about the best possible method to get the information that you need. What kind of observations would be helpful? What would you be paying attention to? When, where, whom and in what circumstances would it be useful to observe? (**Watch Power point presentation on "What is Your Hypotheses?"**)

As you begin to understand the objectives of your project better, compile a list of relevant interview questions. Every question should bring you closer to an understanding of the things you want to know.

When interviewing, think of how you could better organize your interview meetings and conversations? Do you want to get short answers to structured questions, or would you rather sacrifice numbers and exact answers for the sake of listening to what people are willing to tell about themselves, in the order they feel comfortable with? Would it be beneficial to interview them one on one or in groups? (**Watch Power point presentation on "Formulating a Research Design"**)

Sometimes you need to go beyond interviewing as material objects (cultural artifacts) could provide valuable information that could enrich your understanding of the problem.

Think of the objectives, the materials, the methods, and the already existing literature on the topic. Make sure you plan ahead of time as deadlines come fast!

Some of the institutions you might want to consider for your research are: adult day care centers; nursing homes; active lifestyle communities for the elderly; hospitals and community health centers; hospice facilities; offices or homes of the local healers, etc.

Some of the phenomena you might consider for your project are: presentation of older women's and men's health and body image on TV, in the movies, in street advertisement, in magazines and newspapers. Look at certain events such as rites of passage (anniversaries, retirement procedures, death and burial preparations, and medical care of the dying). Consider the medical treatment of elderly people and the narratives they and their caregivers have to tell. Also look into the relocation of the elderly into a community for the older people or into a nursing home.

Some of the subcultures that might be of interest to you include community support groups for the elderly; chronically ill people's communities centered around a particular illness; interest groups and classes for the elderly organized at local library branches and community centers. You may also observe and theorize the construction and framing of aging at your own workplace, among your relatives and friends, as well as in online communities and social networks on the Web.

Ethnographic Essay Checklist

Below is a list of question you need to ask as you begin to write your paper:

- Does your essay focus on cultural aspects of age and aging in a specific culture or social group?
- Is your essay primarily based on your own fieldwork, including interviews with informants and observation of their life and practices? Did you conduct at least several of such interviews?
- Does your essay present your own analysis of your own original fieldwork material? Are the conclusions you draw in the end based on your own analysis of your own research?
- Does the text of your essay consist of your own discussion of your own material, your own analysis and conclusions? Submitting the transcriptions of your interviews (instead of your own analysis occasionally referring to certain phrases and passages in the text of your interviews as needed in order to support your arguments) is not acceptable: the "raw" text of the interviews is not considered part of a paper. You can attach it in the end if you wish. The 7 pages of your essay should present your own text with occasional citations of your primary (interviews) and secondary (social science literature on the topic) sources.
- Did you use reliable sources (books or articles from established social science journals) in order to frame your research and put it into the context of ongoing conversation on your topic within social sciences?
- Did you properly cite your sources, surrounding all the quotations by quotation marks followed by the name of the author, the year of publication and a particular page of the cited source in parentheses? Did you then include the full title of the source (following American Anthropological Association style of citation) into your bibliography (that should be placed in the end of your paper)?
- Is your paper 7 pages long (not including the title page and the bibliography)?
- Essays must be double-spaced, have normal margins and be properly and consistently referenced. See http://www.aaanet.org/publications/style_guide.pdf for an American

Anthropological Association (AAA) style citation guide (based on the Chicago Manual of Style). This document is also posted under Course Documents on Blackboard.

Guidance for papers: Papers are graded on quality, relevance, critical insights, and mechanics. Any papers and written assignments will be evaluated to determine the quality of your commentary, critique and your grasp of the material. I will be following the general pattern of POEM:

P: Does the paper stay on point? Does each new paragraph contribute to the development of the thesis or does the paper stray away from its purpose?

O: Is the essay organized? Does it follow a rational model, is there a clear introduction, is there a guiding question or thesis, are there acceptable transitions between paragraphs?

E: Are the ideas in each section elaborated or simply presented in their skeletal forms? Are there good examples for the student's ideas? Are there relevant, high-quality images? Are the images attached in the correct place and properly documented? In some cases, and where necessary, are there secondary sources, or quotations from primary sources?

M: How are the mechanics? Does the student use appropriate spelling, punctuation and grammar? Does the student apply appropriate logic and rhetoric? Is English usage at an appropriate college level? Does it have the necessary degree of formality? Is the paper properly cited? Has the student avoided inadvertently plagiarizing his or her sources? A deficiency in this area will always result in a failed assignment.

Once the paper has been judged for **POEM**, it will be read for its anthropological merit and its overall content. In order for a paper to receive a superior grade, it will have to demonstrate excellence in these two remaining areas. A structurally-perfect, wonderfully-written, admirably-presented and well-supported paper will not earn an A grade unless it is accompanied by anthropological merit and incisive content.

Papers should use 11 point font, black ink, standard 1” margins, and double spacing. Include your name in the document itself and in the document name.

APPENDIX B: COURSE RUBRICS

Grading Rubric for Written Assignments	
	<i>Everyone starts out with the full complement of points available, e.g., if the assignment is worth 10 points, everyone starts out with 10 points but can lose points based on the following areas. (The example below assumes the assignment is worth 10 points)</i>
Formatting	Is the paper formatted properly according to the instructions? Is there a header with the student's name, course name and number, assignment name, date, page numbers and instructor's name. Is the document named according to the instructions? Is the font systematic throughout, spacing consistent, text to the bottom of the page, etc? Are paragraphs indented and there are no spaces between paragraphs? (1 point)
Writing	How is the writing? Are there many spelling errors and errors of grammar? Are there transitions between new thoughts or topics? Does the writing make sense? Is it repetitive? Is the paper the right length, neither too short nor over the limit? (1-2 points)
Content	Does the paper do what the assignment called for? Does it address the required topics? Is it accurate? (1-3 points)
Critical thinking	How well a job has the student done? Were any fresh insights made? Did the student demonstrate a mastery of the material through critique or raising questions? Did the student make any connections to what we are learning and discussing in class? Are there

any larger philosophical connections? (1-4 points)

Rubric for grading Discussion Board				
	Outstanding	Proficient	Needs Improvement	Fundamentally Lacking
Timeliness of Original post	Posts a response early in the week. (Mo/Tu/Wed) 1 point	Posts a response in the middle of the week. (Thur/Fri)	Posts a response at the end of the week. Posts for the first time on Saturday. (Saturday morning – early afternoon)	<i>Initial</i> response is within two hours of the deadline. Does not respond to most postings; rarely participates freely. 0 points
Mechanics of Post	Posts rarely contain grammar or spelling errors. Verb tenses match. There is not texting language, such as “i” for I. Writes in complete sentences. Sentences make sense. Etc. 1 point	Posts regularly contain grammar, punctuation and spelling errors OR sentences are often not complete.	Poor spelling, grammar or incomplete sentences appear in most posts, which appear to be hastily written.	There are extensive errors in grammar, spelling, and punctuation. Uses texting language instead of proper English (such as “i” instead of “I” or “u” instead of “you”). 0 points
Participation in Discussion	Participates in discussion on 2 or more <i>different</i> days during the discussion period. 1 point	Participates in discussion on one day during the discussion period.	Posts within two hours of the deadline.	Late posts. Does not post at all. 0 points
Quality of Initial Response Post	Well thought out response, showing an excellent grasp of the assigned material for that week. No basic factual errors about information, theories or events. Expresses opinions and ideas clearly; answers all questions posed in the instructor post. Response is thorough and offers ample, original insight into the topic. Post leads the class, pushing by asking additional questions, leading to further discussion. Uses pertinent examples from the reading in most posts. Response will also draw from previous weeks’ readings when relevant. Will often find examples outside the assigned readings. Analyzes the material at hand and any material introduced from outside sources in terms of course themes. Up to 4 points	A good response that answers the question at hand. It may contain a factual error. Expresses opinions and ideas clearly; addresses most of the issues raised in the instructor post. Answers demonstrate that the student has read the materials but do not push the class by asking additional questions. Uses examples from time to time.	Some/many of the responses are unclear and/or incorrect factually. There is little evidence of thought or originality. Posts are too short and offer no further insight into the topic. The post repeats what everyone has already said. Rarely uses examples.	Response doesn’t make sense, is unrelated to the topic, goes off on a tangent, or is inappropriate in any way. 0 points
Response to Classmates’ Posts	Responds to two or more students. Response is clear, well thought out, respectful and pertinent to the discussion. <i>Uses the person’s name.</i> Works outside own postings,	Responds to two students. The responses do not extend the discussion.	Responds to only one person, or only responds to someone who has responded	Doesn’t respond to anyone else’s posts. Response is poorly written and irrelevant to the discussion. May

	leads the class. Raises original questions in response. Answers questions posted by others. Corrects factual or other errors posted by classmates (in a professional, courteous manner). Frequently (every week) attempts to motivate the group discussion; presents creative approaches to the topic. Up to 3 points	<u>Uses the person's name.</u>	to their post (i.e. does not work outside his/her own posts). Marginal effort to become involved with the group. <u>Doesn't use person's name in response.</u>	appear indifferent. Response is posted too late for anyone to have a chance to respond. 0 points
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Type	Description	Examples
Substantial Response	The post makes a substantial academic contribution. Material is included that is not available just by reading the textbook. Some issue or concept is clarified.	"Here is another way to look at this issue..." / "I found a website (http://website.com) that explains this...." / "I don't think that the definition of a human being can ever be a simple subject. There are many qualities we have to look at. The physical, the intellectual, the emotional, all have to be part of the answer...."
Open-ended Response	The post adds some information, or new ideas, but it doesn't take those ideas very far. It may be a good starting point, or raise a good question.	"The book says that" / "I learned in Sociology class last semester that..." / "What did you guys think about the news story on cloning?" / "Has anyone seen that movie....?"
Social/Emotional/ Personal Response	The post adds a real response, which may not relate directly or academically to the course.	"This reminds me of my mom. When I was growing up, she used to say...." / "I've been thinking about what it means to use a computer..." / "That story made me cry. It's so unfair for that character to die at the end like that"
Minimal Response	The post is a "one-liner" with no independent content. It acknowledges another post, with a brief response, but doesn't continue the discussion.	"I have no idea"/"I agree"/"I disagree"/"You always have such great things to say." / "Thanks for your response."
Unacceptable Response	The post is insulting, offensive or inappropriate.	"That's stupid"/"What are you smoking?"/"Only a ___ would say that."

Appendix C: Other Course Information:

STUDENT SUPPORT SERVICES

If you need any additional help, please visit Student Support Services:
<https://www.york.cuny.edu/student-development/support-services>

ACADEMIC INTEGRITY

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of the City University of New York and the students' personal and intellectual growth. Please see:

<http://www.york.cuny.edu/produce-and-print/contents/bulletin/policies-policies>

<https://www.york.cuny.edu/academics/academic-affairs/academic-integrity-officer/york-college-policy-and-procedures-on-academic-integrity/view>

Plagiarism is using someone else's work, statements, or ideas without giving the appropriate credit through a citation or acknowledgement. It is using sentences verbatim (exactly) from any of the readings or any website or any other source without attributing them to their source.

CUNY Policy on Plagiarism and Academic Integrity is posted on BB under Course Documents. In the beginning of the class, you are required to write a response to this document on Discussion Board and to provide a few examples of the correct use of citation. You must complete this assignment in order to proceed with this class.

ATTENDANCE

In an online class, attendance is measured by weekly assignment submissions before the listed deadline. If you submitted your weekly assignments on time, you will be considered in attendance during this week. If a student stops submitting assignments at some point mid-semester and won't submit any more by its end, such student will receive a WU grade (meaning "withdrew unofficially").

ACCOMMODATING DISABILITIES

York College is committed to providing access to all its programs and curricula to all students. Students with disabilities who may need accommodations are encouraged to get in touch with the Center for Students with Disabilities. The Center is located at AC-1G02, phone number, 718-262-2191, email address star@york.cuny.edu.

APPENDIX D: ONLINE ACCESS AND ISSUES

ONLINE ACCESS:

This is an online course and online courses work differently than traditional courses. The content is the same but the procedures are different. Although face-to-face contact is minimal, I am always available to meet with students by appointment and all are available to each other – both teacher and students – via email and discussion groups. I recommend you keep in regular touch with me.

For this course you must have a computer and online internet access at home. You must have access to Word (not Word Perfect or any other software program). If your only access to a computer is at work, you may wish to reconsider taking this course. Not having access to a computer or the internet is not an excuse for turning in late work. To log on to your Blackboard course site, you need to logon to CUNY Portal first (www.cuny.edu), and then click the Blackboard link. If you do not have a CUNY Portal account, please register for one by following the instructions at:

<http://www.york.cuny.edu/acet/communication/portal.shtml>

If you are having difficulties, please contact the:

Portal Help Desk:

Room: AC-2E03

Hours: Monday – Thursday 9:00 AM – 10:00 PM

Friday & Saturday 9:00 AM – 5:00 PM

E-mail: portalhelp@york.cuny.edu

I want to caution you that research has shown that dropout rates are high for undergraduates taking online courses. To prevent that two things are important.

One is that we must keep in frequent contact or else a sense of isolation occurs. In the past, the students who have excelled are the ones who communicated with me by email at least once a week. It is also important for the students in the course to interact together – frequent emails are very important. You can write to each other or use the Café set up on Blackboard.

The second is not to fall behind. Keep up to date with the readings and the assignments, and participate in the **weekly** discussions online. Not having access to a computer or the internet is not an excuse for turning in late work – again, this is an online course. Plan accordingly.

EMAILING

I usually send at least one email per week to the class. The emails are generated by the BB system, and they use the email address you have used during registration. You should make sure to use this email address/ account and check it regularly during the semester. If you are not receiving regular emails from me about general and other class information, you need to follow up as soon as possible after the semester has begun because you are missing important course information (and you are responsible to make sure you get it). I do not have administrative rights to change your default school email address to a personal email address - the school requires you to use your school address.

When writing to me, please consider the following:

1. Include your course number or course name, and a few key words in the subject line describing the reason for your email (i.e. Anth 302 Question about Assignment 1; Anth Aging Homework 2 posted).
2. Keep the text of the message that you are replying to in your response, with the date. In other words, don't write a response such as "Ok", "I don't understand," or "I'll do that" without including whatever the original message and discussion was about.
3. If you have asked a question or presented a problem and don't hear back within two days, please follow up in case your message was never received. It is up to you to make sure I've received your emails. By the same token, don't ask me a question and then not check your emails for a week!
4. Some students send emails from personal accounts without signing them or identifying themselves. I have received unsigned emails from addresses I don't recognize (i.e. Did you get my paper? I'm having a problem, etc.). How can I respond if I don't even know who has sent the email? Always sign your emails. Use your school account.

5. Some students also send emails without any salutation (Dear Professor, Dear Prof. Belousova, Hello Professor, etc). This makes the sender appear to be very unfriendly, and does not give the best impression.

York College of the City University of New York Curriculum Proposal Cover Sheet

Department/Discipline

Nursing

Contact Person

Valerie Taylor-Haslip

Please indicate items submitted for Committee approval

New Major Design	
Revised Major Design	
New Minor Design	
Revised Minor Design	
New Program	
Revised Program	
New Course Proposal	
Course Change Proposal	X
Course Deletion	

Please provide an executive summary of your proposal

We submit NURS 405 and NURS 407 for course format changes into the asynchronous and Hybrid online formats.

1. Department Curriculum Committee Approval



Signature

3/8/16

Date

2. Department Approval



Chairperson's Signature

3/8/16

Date

3. Other Departments Affected:

Department	Signature	Date
Department	Signature	Date

Signature

Date

Department

Signature

Date

4. College Curriculum Committee Approval



Chairperson's Signature

4/05/2016

Date

5. College Senate Approval

FROM		TO	
Departments	Nursing	Departments	Nursing
Course	NURS 405	Course	NURS 405
Pre / Co requisite	Department permission	Pre / Co requisite	Department permission <u>required</u>
Hours	3 hour Lecture	Hours	N/C
Credits	3	Credits	N/C
Description	The Nursing Process and Intersystem framework will be utilized in complex professional nurse/client environment interactions with populations who are experiencing actual or potential decreasing levels of biopsychosocial-cultural wellness. Contemporary concepts of community mental health nursing, crisis theory, developmental theory and nursing theory are integrated to facilitate a higher level of stage of growth (and the dying process) are incorporated.	Description	The Nursing Process and Intersystem framework will be utilized in complex professional nurse/client environment interactions with populations who are experiencing actual or potential decreasing levels of biopsychosocial-cultural wellness. Contemporary concepts of community mental health nursing, crisis theory, developmental theory and nursing theory are integrated to facilitate a higher level of stage of growth (and the dying process) are incorporated. <u>This course may be offered in a face-to-face, hybrid, or asynchronous online format.</u>
Liberal Arts	[] Yes [X] No	Liberal Arts	[] Yes [X] No
Course Attribute		Course Attribute	<u>WEB, H-WEB</u>
General Education Component	<u> X </u> Not Applicable	General Education Component	<u> X </u> Not Applicable
Effective		Effective	Fall 2016

Rationale: Offering this course in alternate formats allows the department flexibility in meeting the needs for RN-BS and Dual Degree RN-BS students and to meet the student learning outcomes.

York College
The City University of New York
Department of Health Professions
Nursing Program

Course Syllabus**2016-2017**

Course Number:	Nursing 405 WEB
Course Title:	Nursing Approaches for Clients Experiencing Crisis Situations
Professor:	Margarett Alexandre MSN, RN, CNA
Office:	Science 110F -718 262 2457
Email:	malexandre1@york.cuny.edu
Office Hours:	Tuesday-12N-2PM Wednesday-6:30PM-7:30PM-(via Blackboard Collaborative): And by appointment.
Credits:	3 Credits
Lecture Hours:	3 hours
Prerequisite:	Department Permission
<u>Required Text:</u>	Kanel, Kristi (2015) A Guide to Crisis Intervention. (5th edition) Belmont, California: Thomson Brooks/Cole.

Please note: This syllabus is a tentative agreement and the instructor(s) reserves the right to make changes as needed.

Course Description:

The Nursing Process and Intersystem framework will be utilized in complex professional nurse/client environment interactions with populations who are experiencing actual or potential decreasing levels of biopsychosocial-cultural wellness. Contemporary concepts of community mental health nursing, crisis theory, developmental theory and nursing theory are integrated to facilitate a higher level of stage of growth (and the dying process) are incorporated.

Student Learning Outcomes (SLOs):

At the completion of the course the students will:

1. Synthesize theoretical and empirical knowledge to maintain safety for clients who are experiencing a health care crisis.
2. Use the nursing process to plan comprehensive nursing care for clients who are experiencing a health care crisis.

3. Incorporate research findings in nursing care of multicultural clients who are experiencing a health care crisis.
4. Collaborate with client systems and health/nursing systems to promote effective communication for clients who are experiencing a health care crisis.
5. Use concepts of crisis theory intervention as a basis for planning strategies.
6. Respect the rights, dignity, worth and cultural values of clients who are experiencing a health care crisis incorporating principles of ethical and moral standards.
7. Assume professional responsibility and accountability for the care of multicultural clients who are experiencing a health care crisis.
8. Synthesize the concepts of leadership, management, power, politics and policy with professional nursing practice to effect planned change for clients who are experiencing a health care crisis.

Nursing 405 WEB- hardware and software application requirements:

- Access to a computer at home.
- A broadband Internet connection from home.
- A web browser such as Internet Explorer, FireFox, Google Chrome.
- A CUNY Portal/Blackboard account Click here if you do not have access to Blackboard click here- ([what is CUNY Portal/Blackboard account?](#)) ; or the Portal Help desk: Room AC 3G01 email: portalhelp@york.cuny.edu (718-262-5311)
- A York College email also called Live at York email Click here is you do not have York college email- ([what is Live at York email?](#))
- Microsoft Word; Microsoft PowerPoint; and Adobe Reader for pdf files.
- CUNY has developed two new tutorials- Student Blackboard Basics I and II. These tutorials provide information regarding all required Blackboard functions and can be accessed at: <http://york.cuny.edu/student/blackboard/student> (the last two links on this page.

Please attend the 1-hour workshop offered by the York Computer Center before or during the first two weeks of the course. Please tell the instructor your name, my name and the course (Nursing 405) so you can receive credit for attending. Blackboard content areas used in this course:

Content Area	Course Tools	Assessment	Resources
Announcements	Send email	Tests	Documents
Course Information	Discussion board	Surveys	Power Point Presentations
Professor Contact	Wiki	My Grades Online Grade book	Links
Course Documents	Blog		Group pages
Assignments	Home page		
External Links			

Communication: Students can communicate via email; phone; and/or discussion board posts. Emails will be responded to within 24-48 hours. Students can also meet with the course instructor on Tuesdays from 12-2 pm in Science 110F, Wednesdays 6:30 pm to 7:30 pm (via Blackboard Collaborate) or by

appointment. All assignments are to be submitted either through the Blackboard Assignments & Upload and/or email- malexandre1@york.cuny.edu

Students are required to log on to Blackboard at least twice weekly; and post on discussion board as per the dates below. Grade is allotted per posts (see grading rubric- Blackboard) as well as quality points based on responses to peer postings. Reflective case studies on Discussion Board have been designed to summarize text and PowerPoint presentations and provide opportunities for analysis and application of content.

PowerPoint presentations are posted in the weekly folders in the Weekly Modules section on Blackboard. These expand on the content presented in the text providing additional examples. In addition to the text readings in the week-by-week component of the syllabus select internet locations are listed which will enhance course comprehension.

Participation in the Blackboard discussion board is essential to achieving the course student learning outcomes. Each student must create an original thread focused on each of the three case studies. Each student must also reply to at least two peer's threads for each case study. Twelve percent of the course grade is allotted for discussion board postings. Original posts (threads) should be at least 100 words- include referenced material from text. Responses must be at least 30 words. **Responses should clarify/ expand/ enhance the peer's thread. Do not agree or praise the peer's thread.**

Mandatory posts (new threads and peer replies) are required for each week:

All discussion board posts are mandatory and should be posted by midnight at the end of the course week.

Teaching/Learning Strategies

Online group discussions

Online Forum/Panel Discussions

Small group discussions

Selected Field experience

Virtual PowerPoint presentations

Assignments- written, video presentation, online inquiry, discussion board

Audio-visual media

Course assignments and grade allocation:

1. Assignment One	10%
2. Self Help Meeting (Assignment Two)	15%
3. Assignment Three	15%
4. Virtual Group Presentation	10%
5. Blackboard Participation	15%
6. Blackboard Quizzes	15%
7. Final Exam	20%
	<hr/> 100%

Grades will be calculated according to college policy as follows:

A+ 97 - 100%	A 93 – 96.9%	A- 90 – 92.9%
B+ 87 - 89.9%	B 83 – 86.9%	B- 80 – 82.9%
C+ 77 - 79.9%	C 73 – 76.9%	C- 70 – 72.9%
D+ 67 - 69.9%	D 60 – 66.9%	F 0- 59.9%

INC -Incomplete (counts as an F unless work is completed within six months)

WU -Withdrew Unofficially (counts as failure)

W -Withdrew without penalty

Testing Policy:

This Nursing Program testing policy is to be read, understood and signed by all students prior to sitting to take an exam required for courses in the York College Nursing Program.

The Nursing Program adheres to the policy and procedures on academic integrity put forth by the City University of New York. For details, refer to the York College Nursing Program Student Handbook, the York College Handbook, and the CUNY website.

Students are expected to report to the testing area to take all exams on the scheduled dates. It is the student's responsibility to verify the time and location of an exam with the faculty member. Students who do not take an exam on the scheduled date are required to take a make-up. One make-up exam per course will be permitted. Faculty members reserve the right to create a make-up exam in any format deemed appropriate. Students who fail to take the scheduled make-up exam will receive a grade of zero for that test. All make-up exams will be given at the end of the semester.

All make-up final exams will follow the college policy.

Every student is responsible to arrive on time for an exam. If a student arrives late for an exam he/she will forfeit the time missed. No extra time will be allowed for any student arriving late. If a student arrives more than 15 minutes late for an exam he/she will not be allowed to enter the testing room.

All students must "log in" to the computer using their password 24 hours prior to arriving to the

testing location to ensure they will be able to access the exam at the testing site.

Course Policies:

- **Online Sessions:** Students are expected to participate in all online sessions. No absences are permitted. In the event of an absence, it is the student's responsibility to make-up all content covered. Online discussion work must be submitted /posted on time. Late submissions/postings will not be accepted. More than two online lecture absences will result in a grade of WU (unofficial withdrawal), which is computed as an "F". Students can submit a letter of appeal to the Nursing APR committee in the event of an extraordinary situation. The student must submit proof of the event.
- **Lateness:** of more than 15 minutes to the face to face class will be calculated as one-half day absence.
- Attendance will be monitored weekly through student log-in. The student will be marked absent if he/she is not log-in by the end of the week.
- All assignments are to be submitted on the due date.
- Participation in discussions is essential to achieving the objectives of this course. It is expected that each student will engage in critical reading, critical thinking and problem solving and discussions.

Nursing Program Retention Criteria:

- Earn a grade of "C" in all of the pre or co-requisite courses.
- Earn a minimum of "C+" in all Nursing Program Courses.
- Students earning less than a "C+" grade in a Nursing Program Course may repeat the course one time and must attain a grade of C+ or better.
- A second earned grade of less than "C+" in any Nursing Program Course will result in dismissal from the program.
- Students who are dismissed from the Nursing Program may be eligible to apply for another major in the college.
- Students have the right to appeal the dismissal decision (see Nursing Student Handbook page 21-23- the Appeal Process).

Course Policies Regarding Written Work:

- Students are required and must adhere to the use of APA style (Publication Manual of the American Psychological Association). Note: The latest edition (6th).
- All written assignments must be submitted on the due date. **Late papers will not be accepted and a zero will be given for that assignment.** There will be strict adherence to this policy with no exceptions.
- **15% of the overall grade for each written assignment will be based on the communication skills and written convention. This includes grammar, spelling, sentence structure,**

punctuation, clarity of expression, organization, citation, quality of typing and general appearance.

- Assignments must have a cover/title page, be type-written, double spaced, and printed on one side of standard-sized 8.5" x 11" (22cm x 28cm) heavy, unruled white bond paper.
- Leave uniform margins of one inch at the top, bottom, left and right of every page. In most word-processing programs, one inch is the default setting for margins.
- Size 12 point Times New Roman font is recommended. Please do not use enhanced or oddly sized fonts.
- Start the reference list on a new page. Type the word "References" centered at the top of the page. Double-space all reference entries. The first line of each reference is set flush left and subsequent lines are indented.
- All pages of the paper including the title page must be numbered. The number should appear at least one inch from the right hand edge of the page, in the space between the top edge of the paper and the first line of the text (Please refer APA Style Guide 5th Ed.). The default setting in most word-processing software is one-half inch from the top of the page which is acceptable.
- Indent of the first line of every paragraph and the first line of every footnote.
- It is essential that you give appropriate credit for all facts, opinions, ideas, and statements quoted or paraphrased from other sources.
- Students are encouraged to seek help from the Writing Center, located in room AC-1 C01.
- Please be sure to spell check and proofread your papers before handing them in. It is also a good idea to have someone else proofread your paper.
- Make photocopies of all written work before submission.

York has a stringent policy about plagiarism. This is a very serious offense that will not be tolerated, and will result in automatic failure of the course. Please see the College Policy on plagiarism.

Academic Integrity:

By enrolling in this course, students agree to act with honesty and integrity. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, sabotage, and falsification of records. It is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. For definitions and an explanation of specific policies, see the College's Academic Integrity Policy on the York College Website:

<http://york.cuny.edu/president/legal-compliance/legal-affairs/cuny-legal-policies-procedures/Academic-Integrity-Policy.pdf/view?searchterm=academic+integrity>.

Should the instructor become aware of any suspicious dishonest activity, the instructor is required by College policy to submit a report of suspected academic dishonesty (cheating, plagiarism, damage to lab materials, etc.) to the Department Chair and the Dean of Students office. This report becomes part of your permanent file and may result in serious penalties.

If a student is found guilty of Academic dishonesty and received a penalty, the grade affected by this penalty cannot be dropped.

Policy on INC grades:

A student who, because of extenuating circumstances, is absent from the final examination and has completed the work for the course with a passing average may be assigned an INC grade. The student

must contact the faculty member (in person, by phone or by e-mail) within 24 hours of the final exam to be considered for this option. If approved, the student will have up to three weeks in the subsequent semester within which to take the final and have the grade resolved. If not resolved, the INC grade will be changed to FIN by the Registrar's Office and be considered an F when computing the academic index.

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Student Support Services:

Outside class, York College Student Support Services provides counselling, tutoring, computer resources and study skills workshops to improve your academic performance. Please visit AC-3E03 or visit their web site for more information:

<http://york.cuny.edu/student-development/support-services/services-activities>.

A. Assignment # 1 Case study:

George, age 48, works as a machinist with a construction company. Six evenings a week he works a second job as a cab driver in large metropolitan area, his beat includes high crime sections of the city. He has just come home from the hospital after his third heart attack. The first occurred at age 44 and the second at age 47.

George is advised by his physician to cut down on his high number of work hours. Specifically the doctor recommends that he give up his second job and spend more time relaxing with his family and friends. George's physician recognizes his patient's vulnerability to heart attacks, especially in relation to his life style. George rarely slows down. He is chronically angry about things going wrong and about not being able to get ahead financially.

His health and financial difficulties definitely increase his level of anxiety. George talks superficially to his wife Marie about his dilemma but receives little support or understanding from her; their marital relationship is already strained. Marie suggests that in place of George's second job, she increase her part time job to full time. George cannot accept this because he feels that he should be the chief provider. Marie also complains that she never has enough money for the things she wants.

George has three children, John age 16, Paul age 13, and Louise age 10. The two oldest attend public school but the youngest is in private school due to having a learning disability.

A. Rubric for Assignment #1 Nurs 405 Case Study/Crisis Paradigm

- | | |
|--------------------------------|-----|
| • Assess the case study client | 15% |
| • Create a crisis paradigm | 30% |

- Decide if George is in a state of crisis or not. Give rationale for your decision 20%
- Indicate nursing interventions for the client 20%
- Grammar, spelling, sentence structure, punctuation, citation, quality and general appearance of paper 15%

B. Summary of Self- Help Meeting Assignment:

As part of the learning experience, each student is expected to attend one self help meeting during the semester. Please ensure that you attend only an OPEN meeting. You may need to call ahead to make sure the meeting is open. Type of meeting attended can include AA, Alanon, NA, Emotions Anonymous, Gamblers Anonymous, and National Alliance for Mental Illness support group.

1. Meeting location
2. Date of meeting 2%
3. Time meeting starts and ends 4%
4. How many people attended? (Include Male to female ratio) 4%

Answer the following questions about the meeting:

1. What was the format of the meeting? 5%
2. What happened that was helpful? 10%
3. What factors are key to being engaged in a self-help group? 10%
4. What aspects of the meeting did you least expect? 5%
5. How are these meetings beneficial to population attending? 15%
6. Suggest any improvements. 10%
7. What was the reaction of the group to your attendance? 10%
8. Were there any ideas expressed about health care professionals? 10%
9. Grammar, spelling, sentence structure, punctuation, citation, quality and general appearance of paper 15%

C. Assignment # 2 Nurs 405 Topic Paper:

Topics include: Death and dying, Rape and/or PTSD, Our War Vets and/or PTSD, HIV, Drug and Alcohol Abuse, Bioterrorism/Terrorism, Suicide, Burn Out in Nursing, Disability.

1. Define topic
2. Identify factors that contribute to the topic.
3. Describe 3 problems caused by your topic to society. In the case of bioterrorism give 3 methods that terrorists use to deliver agents.

4. Address the role of Psychiatric/Community Health Nurse in dealing with this problem including primary, secondary, tertiary prevention
5. Describe the role of 2 community agencies involved in the prevention of problem. Include literature/pamphlets describing agencies role.
6. Describe ethical issues impacting your topic
7. Discuss effects of how gender, culture, religion and family may affect a nurse's response to topic.
8. This paper should be a scholarly work presented in a professional manner. Remember to proof read for correct grammar, sentence structure, clarity of expression, organization of paper, citation, quality and general appearance. Use APA 6th edition format, site references.

Limit to 7 pages; double-spaced. Late papers will not be accepted.

Rubric FOR ASSIGNMENT #2 NURS 405 TOPIC PAPER

1	Define the topic	10%
2	Identify the factors that contribute to the topic	10%
3	Describe 3 problems caused by the topic	10%
4	Address the role of the psychiatric/community health nurse in dealing with this problem including primary, secondary, tertiary prevention	15%
5	Describe the role of two community agencies involved in the prevention of the problem. Include supporting pamphlets, literature describing role of agency	10%
6	Describe ethical issues impacting your topic	15%
7	Discuss effects of gender, culture, religion and family and how they may effect the nurses response	15%

8. Presentation, APA format, site references, spell and grammar 15%

Check.

Week	Reading Assignments	SLOs	Lecture Content
Week 1- Post an introductory thread	<u>Required Reading</u> Syllabus Blackboard materials	1, 2	Introduction and course overview
Week 2- Post a thread based on Crisis Paradigm	<u>Required Reading</u> Chapter 1 Discussion Board	1, 2, 4	What is a Crisis Crisis Paradigm
Week 3- Blackboard Quiz # One- Chapters 1-3	<u>Required Reading</u> Chapter 2 Discussion Board	1, 2, 3	The History of Crisis Intervention
Week 4- Upload Assignment #one	<u>Required Reading</u> Chapter 3 **Assignment # 1 due	1, 2, 3	Ethical and Professional Issues Burn Out
Week 5- Post an original thread on the ABC Model of Crisis intervention and respond to 2 of your classmates	<u>Required Reading</u> Chapter 4 Discussion Board	1, 2, 3, 4, 5, 6	The ABC Model of Crisis Intervention Therapeutic Techniques
Week 6- Blackboard Quiz # Two- Chapters 4-5	<u>Required Reading</u> Chapter 5 Discussion Board	1, 2, 3, 4, 5, 6, 7, 8	Suicide, Homicide and Psychotic Crises

Week 7- Submit Self Help Meeting Summary	<u>Required Reading</u> Chapter 6 **Summary of Self-Help Meeting Due	1, 2, 3, 4, 5, 6, 7, 8	Cultural Sensitivity
Week 8- Post an original thread based on Boy Interrupted Videos and respond to 2 of your classmates threads.	<u>Required Reading</u> Posted on blackboard-teen suicide videos Discussion Board	1, 2, 3, 4, 5, 6, 7, 8	Movie Boy Interrupted
Week 9- Please submit a reflection of the chapter readings.	<u>Required Reading</u> Chapter 7	1, 2, 3, 4, 5, 6, 7, 8	Developmental Crisis-Contemporary Issues
Week 10-	<u>Required Reading</u> Chapter 8	1, 2, 3, 4, 5, 6, 7, 8	Crisis of Loss
Week 11- Please submit lessons learned from one of the PTSD videos	<u>Required Reading</u> Chapter 9 **Assignment # 2 Due	1, 2, 3, 4, 5, 6, 7, 8	PTSD, Natural Disasters, Manmade Disasters & Trauma Response/PTSD in Vets http://www.ptsd.va.gov/public/materials/videos/whiteboards.asp
Week 12- Blackboard Quiz # Three- Chapters 6-9	<u>Required Reading</u> Chapter 10 Discussion Board	1, 2, 3, 4, 5, 6, 7, 8	Crises of Personal Victimization: Child Abuse, Elder Abuse, Intimate Partner Abuse, and Sexual Assault

<p>Week 13-</p> <p>Please submit lessons learned from the substance abuse videos</p>	<p><u>Required Reading</u></p> <p>Chapter 11</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p>Crises Related to Substance Abuse/Addictions</p> <p>https://www.youtube.com/user/SAMHSA</p>
<p>Week 14-</p> <p>12/10</p> <p>Submit course reflection</p>	<p><u>Required Reading</u></p> <p>Chapter 12</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p>Crisis in Reaction to Serious Illness and Disabilities.</p>

FINAL EXAM: TBA-DURING FINALS WEEK

York College
The City University of New York
Department of Health Professions
Nursing Program

Course Syllabus**2016-2017**

Course Number:	Nursing 405 Hybrid (H-Web)
Course Title:	Nursing Approaches for Clients Experiencing Crisis Situations
Professor:	Margarett Alexandre MSN, RN, CNA
Office:	Science 110F -718 262 2457
Email:	malexandre1@york.cuny.edu
Office Hours:	Tuesday-12N-2PM Wednesday-6:30PM-7:30PM-(via Blackboard Collaborative): And by appointment.
Credits:	3 Credits
Lecture Hours:	3 hours
Prerequisite:	Department Permission
Required Text:	Kanel, Kristi (2015) A Guide to Crisis Intervention. (5th edition) Belmont, California: Thomson Brooks/Cole.

Please note: This syllabus is a tentative agreement and the instructor(s) reserves the right to make changes as needed.

Course Description:

The Nursing Process and Intersystem framework will be utilized in complex professional nurse/client environment interactions with populations who are experiencing actual or potential decreasing levels of biopsychosocial-cultural wellness. Contemporary concepts of community mental health nursing, crisis theory, developmental theory and nursing theory are integrated to facilitate a higher level of stage of growth (and the dying process) are incorporated.

Student Learning Outcomes (SLOs):

At the completion of the course the students will:

9. Synthesize theoretical and empirical knowledge to maintain safety for clients who are experiencing a health care crisis.

10. Use the nursing process to plan comprehensive nursing care for clients who are experiencing a health care crisis.
11. Incorporate research findings in nursing care of multicultural clients who are experiencing a health care crisis.
12. Collaborate with client systems and health/nursing systems to promote effective communication for clients who are experiencing a health care crisis.
13. Use concepts of crisis theory intervention as a basis for planning strategies.
14. Respect the rights, dignity, worth and cultural values of clients who are experiencing a health care crisis incorporating principles of ethical and moral standards.
15. Assume professional responsibility and accountability for the care of multicultural clients who are experiencing a health care crisis.
16. Synthesize the concepts of leadership, management, power, politics and policy with professional nursing practice to effect planned change for clients who are experiencing a health care crisis.

Nursing 405 WEB- hardware and software application requirements:

- Access to a computer at home.
- A broadband Internet connection from home.
- A web browser such as Internet Explorer, FireFox, Google Chrome.
- A CUNY Portal/Blackboard account Click here if you do not have access to Blackboard click here- ([what is CUNY Portal/Blackboard account?](#)) ; or the Portal Help desk: Room AC 3G01 email: portalhelp@york.cuny.edu (718-262-5311)
- A York College email also called Live at York email Click here is you do not have York college email- ([what is Live at York email?](#))
- Microsoft Word; Microsoft PowerPoint; and Adobe Reader for pdf files.
- CUNY has developed two new tutorials- Student Blackboard Basics I and II. These tutorials provide information regarding all required Blackboard functions and can be accessed at: <http://york.cuny.edu/student/blackboard/student> (the last two links on this page).

Please attend the 1-hour workshop offered by the York Computer Center before or during the first two weeks of the course. Please tell the instructor your name, my name and the course (Nursing 405) so you can receive credit for attending. Blackboard content areas used in this course:

Content Area	Course Tools	Assessment	Resources
Announcements	Send email	Tests	Documents
Course Information	Discussion board	Surveys	Power Point Presentations
Professor Contact	Wiki	My Grades Online Grade book	Links
Course Documents	Blog		Group pages

Assignments	Home page		
External Links			

Communication: Students can communicate via email; phone; and/or discussion board posts. Emails will be responded to within 24-48 hours. Students can also meet with the course instructor on Tuesdays from 12-2 pm in Science 110F, Wednesdays 6:30 pm to 7:30 pm (via Blackboard Collaborate) or by appointment. All assignments are to be submitted either through the Blackboard Assignments & Upload and/or email- malexandre1@york.cuny.edu

Students are required to log on to Blackboard at least twice weekly; and post on discussion board as per the dates below. Grade is allotted per posts (see grading rubric- Blackboard) as well as quality points based on responses to peer postings. Reflective case studies on Discussion Board have been designed to summarize text and PowerPoint presentations and provide opportunities for analysis and application of content.

PowerPoint presentations are posted in the weekly folders in the Weekly Modules section on Blackboard. These expand on the content presented in the text providing additional examples. In addition to the text readings in the week-by-week component of the syllabus select internet locations are listed which will enhance course comprehension.

Participation in the Blackboard discussion board is essential to achieving the course student learning outcomes. Each student must create an original thread focused on each of the three case studies. Each student must also reply to at least two peer's threads for each case study. Twelve percent of the course grade is allotted for discussion board postings. Original posts (threads) should be at least 100 words- include referenced material from text. Responses must be at least 30 words. **Responses should clarify/ expand/ enhance the peer's thread. Do not agree or praise the peer's thread.**

Mandatory posts (new threads and peer replies) are required for each of these time periods:

All discussion board posts are mandatory and should be posted by midnight at the end of the course week

1--8/28- 9/24

2--9/25- 10/22

3--10/23- 11/26

Teaching/Learning Strategies

Lecture /Discussion

Online group discussions

Guest Speakers

Face to Face and Online Forum/Panel Discussions

Small group discussions
 Selected Field experience
 PowerPoint presentations
 Assignments- written, oral, video presentation, online inquiry, discussion board
 Audio-visual media

Course assignments and grade allocation:

8. Assignment One	10%
9. Self Help Meeting (Assignment Two)	15%
10. Assignment Three	15%
11. Face to face Group Presentation	10%
12. Blackboard Participation	15%
13. Blackboard Quizzes	15%
14. Final Exam	<u>20%</u>
	100%

Grades will be calculated according to college policy as follows:

A+ 97 - 100%	A 93 – 96.9%	A- 90 – 92.9%
B+ 87 - 89.9%	B 83 – 86.9%	B- 80 – 82.9%
C+ 77 - 79.9%	C 73 – 76.9%	C- 70 – 72.9%
D+ 67 - 69.9%	D 60 – 66.9%	F 0- 59.9%

INC -Incomplete (counts as an F unless work is completed within six months)

WU -Withdrew Unofficially (counts as failure)

W -Withdrew without penalty

Testing Policy:

This Nursing Program testing policy is to be read, understood and signed by all students prior to sitting to take an exam required for courses in the York College Nursing Program.

The Nursing Program adheres to the policy and procedures on academic integrity put forth by the City University of New York. For details, refer to the York College Nursing Program Student Handbook, the York College Handbook, and the CUNY website.

Students are expected to report to the testing area to take all exams on the scheduled dates. It is the student's responsibility to verify the time and location of an exam with the faculty member. Students who do not take an exam on the scheduled date are required to take a make-up. One make-up exam per course will be permitted. Faculty members reserve the right to create a make-up exam in any format deemed appropriate. Students who fail to take the scheduled make-up exam will receive a grade of zero for that test. All make-up exams will be given at the end of the semester.

All make-up final exams will follow the college policy.

Every student is responsible to arrive on time for an exam. If a student arrives late for an exam he/she will forfeit the time missed. No extra time will be allowed for any student arriving late. If a student arrives more than 15 minutes late for an exam he/she will not be allowed to enter the testing room.

All students must “log in” to the computer using their password 24 hours prior to arriving to the testing location to ensure they will be able to access the exam at the testing site.

Course Policies:

- **Face to face lectures:** No absences are permitted. In the event of an absence, it is the student's responsibility to obtain all content covered. More than two lecture absences will result in a grade of WU (unofficial withdrawal), which is computed as an “F”. Students can submit a letter of appeal to the Nursing APR committee in the event of an extraordinary situation. The student must submit proof of the event.
- **Online Sessions:** Students are expected to participate in all online sessions. No absences are permitted. In the event of an absence, it is the student's responsibility to make-up all content covered. Online discussion work must be submitted /posted on time. Late submissions/postings will not be accepted. More than two online lecture absences will result in a grade of WU (unofficial withdrawal), which is computed as an “F”. Students can submit a letter of appeal to the Nursing APR committee in the event of an extraordinary situation. The student must submit proof of the event.
- **Lateness:** of more than 15 minutes to the face to face class will be calculated as one-half day absence.
- Attendance will be taken at the beginning of each face-to-face class period. The student will be marked absent if he/she is not present when the attendance is taken.
- All assignments are to be submitted on the due date.
- **All cell phones; pagers etc must be turned off while in the face-to-face class.** Participation in class discussion is essential to achieving the objectives of this course. It is expected that each student will engage in critical reading, critical thinking and problem solving and class discussions.

Nursing Program Retention Criteria:

- Earn a grade of “C” in all of the pre or co-requisite courses.
- Earn a minimum of “C+” in all Nursing Program Courses.
- Students earning less than a “C+” grade in a Nursing Program Course may repeat the course one time and must attain a grade of C+ or better.
- A second earned grade of less than “C+” in any Nursing Program Course will result in dismissal from the program.

- Students who are dismissed from the Nursing Program may be eligible to apply for another major in the college.
- Students have the right to appeal the dismissal decision (see Nursing Student Handbook page 21-23- the Appeal Process).

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B. Assignment # 1 Case study:

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second job as a cab driver in large metropolitan area, his beat includes high crime sections of the city. He has just come home from the hospital after his third heart attack. The first occurred at age 44 and the second at age 47.

George is advised by his physician to cut down on his high number of work hours. Specifically the doctor recommends that he give up his second job and spend more time relaxing with his family and friends. George's physician recognizes his patient's vulnerability to heart attacks, especially in relation to his life style. George rarely slows down. He is chronically angry about things going wrong and about not being able to get ahead financially.

His health and financial difficulties definitely increase his level of anxiety. George talks superficially to his wife Marie about his dilemma but receives little support or understanding from her; their marital relationship is already strained. Marie suggests that in place of George's second job, she increase her part time job to full time. George cannot accept this because he feels that he should be the chief provider. Marie also complains that she never has enough money for the things she wants.

George has three children, John age 16, Paul age 13, and Louise age 10. The two oldest attend public school but the youngest is in private school due to having a learning disability.

D. Rubric for Assignment #1 Nurs 405 Case Study/Crisis Paradigm

- | | |
|---|-----|
| • Assess the case study client | 15% |
| • Create a crisis paradigm | 30% |
| • Decide if George is in a state of crisis or not. Give rationale for your decision | 20% |
| • Indicate nursing interventions for the client | 20% |
| • Grammar, spelling, sentence structure, punctuation, citation, quality and general appearance of paper | 15% |

E. Summary of Self- Help Meeting Assignment:

As part of the learning experience, each student is expected to attend one self help meeting during the semester. Please ensure that you attend only an OPEN meeting. You may need to call ahead to make sure the meeting is open. Type of meeting attended can include AA, Alanon, NA, Emotions Anonymous, Gamblers Anonymous, National Alliance for Mental Illness support group.

- | | |
|---|----|
| 5. Meeting location | |
| 6. Date of meeting | 2% |
| 7. Time meeting starts and ends | 4% |
| 8. How many people attended? (Include Male to female ratio) | 4% |

Answer the following questions about the meeting:

- | | |
|--|-----|
| 1. What was the format of the meeting? | 5% |
| 2. What happened that was helpful? | 10% |

- | | |
|--|-----|
| 3. What factors are key to being engaged in a self-help group? | 10% |
| 4. What aspects of the meeting did you least expect? | 5% |
| 5. How are these meetings beneficial to population attending? | 15% |
| 6. Suggest any improvements. | 10% |
| 7. What was the reaction of the group to your attendance? | 10% |
| 8. Were there any ideas expressed about health care professionals? | 10% |
| 9. Grammar, spelling, sentence structure, punctuation, citation, quality and general appearance of paper | 15% |

F. Assignment # 2 Nurs 405 Topic Paper:

Topics include: Death and dying, Rape and/or PTSD, Our War Vets and/or PTSD, HIV, Drug and Alcohol Abuse, Bioterrorism/Terrorism, Suicide, Burn Out in Nursing, Disability.

6. Define topic

7. Identify factors that contribute to the topic.

8. Describe 3 problems caused by your topic to society. In the case of bioterrorism give 3 methods that terrorists use to deliver agents.

9. Address the role of Psychiatric/Community Health Nurse in dealing with this problem including primary, secondary, tertiary prevention

10. Describe the role of 2 community agencies involved in the prevention of problem. Include literature/pamphlets describing agencies role.

6. Describe ethical issues impacting your topic

7. Discuss effects of how gender, culture, religion and family may affect a nurse's response to topic.

8. This paper should be a scholarly work presented in a professional manner. Remember to proof read for correct grammar, sentence structure, clarity of expression, organization of paper, citation, quality and general appearance. Use APA 6th edition format, site references.

Limit to 7 pages; double-spaced. Late papers will not be accepted.

Rubric FOR ASSIGNMENT #2 NURS 405 TOPIC PAPER

1	Define the topic	10%
2	Identify the factors that contribute to the topic	10%
3	Describe 3 problems caused by the topic	10%
4	Address the role of the psychiatric/community health nurse in dealing with this problem including primary, secondary, tertiary prevention	15%

5	Describe the role of two community agencies involved in the prevention of the problem. Include supporting pamphlets, literature describing role of agency	10%
6	Describe ethical issues impacting your topic	15%
7	Discuss effects of gender, culture, religion and family and how they may effect the nurses response	15%

8. Presentation, APA format, site references, spell and grammar 15%

Check.

Week	Reading Assignments	SLOs	Lecture Content
Week 1- 9/3 On campus # 1	<u>Required Reading</u> Syllabus Blackboard materials	1, 2	Introduction and course overview
Week 2- 9/10 Online # 1	<u>Required Reading</u> Chapter 1 Discussion Board	1, 2, 4	What is a Crisis Crisis Paradigm
Week 3- 9/17 Online # 2 Blackboard Quiz # One- Chapters 1-3	<u>Required Reading</u> Chapter 2 Discussion Board	1, 2, 3	The History of Crisis Intervention
Week 4- 10/1 On campus # 2	<u>Required Reading</u> Chapter 3 **Assignment # 1 due	1, 2, 3	Ethical and Professional Issues Burn Out
Week 5- 10/8 Online # 3	<u>Required Reading</u> Chapter 4 Discussion Board	1, 2, 3, 4, 5, 6	The ABC Model of Crisis Intervention Therapeutic Techniques
Week 6- 10/15 Online # 4	<u>Required Reading</u> Chapter 5 Discussion Board	1, 2, 3, 4, 5, 6, 7, 8	Suicide, Homicide and Psychotic Crises

Blackboard Quiz # Two- Chapters 4-5			
Week 7- 10/22 On campus # 3	<u>Required Reading</u> Chapter 6 **Summary of Self-Help Meeting Due	1, 2, 3, 4, 5, 6, 7, 8	Cultural Sensitivity
Week 8- 10/29 Online # 5	<u>Required Reading</u> Posted on blackboard-teen suicide videos Discussion Board	1, 2, 3, 4, 5, 6, 7, 8	Movie Boy Interrupted
Week 9- 11/5 Online # 6	<u>Required Reading</u> Chapter 7	1, 2, 3, 4, 5, 6, 7, 8	Developmental Crisis-Contemporary Issues
Week 10- 11/12 Online # 7	<u>Required Reading</u> Chapter 8	1, 2, 3, 4, 5, 6, 7, 8	Crisis of Loss
Week 11- 11/19 On campus # 4	<u>Required Reading</u> Chapter 9 **Assignment # 2 Due	1, 2, 3, 4, 5, 6, 7, 8	PTSD, Natural Disasters, Manmade Disasters & Trauma Response/PTSD in Vets
Week 12- 11/26 Online # 8 Blackboard Quiz # Three-Chapters 6-9	<u>Required Reading</u> Chapter 10 Discussion Board	1, 2, 3, 4, 5, 6, 7, 8	Crises of Personal Victimization: Child Abuse, Elder Abuse, Intimate Partner Abuse, and Sexual Assault

Week 13- 12/3 On campus # 5	<u>Required Reading</u> Chapter 11 **Group Presentations	1, 2, 3, 4, 5, 6, 7, 8	Crises Related to Substance Abuse/Addictions
Week 14- 12/10 On campus # 6 Course Review	<u>Required Reading</u> Chapter 12	1, 2, 3, 4, 5, 6, 7, 8	Crisis in Reaction to Serious Illness and Disabilities.

FINAL EXAM: TBA-DURING FINALS WEEK

FROM		TO	
Departments	Nursing	Departments	Nursing
Course	NURS 407	Course	NURS 407
Pre / Co requisite	Department permission	Pre / Co requisite	Department permission <u>required</u>
Hours	3 hour Lecture	Hours	N/C
Credits	3	Credits	N/C
Description	This course provides students the opportunity to synthesize knowledge and skills from the natural and behavioral sciences, humanities, and nursing theory in order to understand the research process and its importance in guiding nursing practice and improve the care of nurse-client intersystems. The student will identify a researchable problem and utilize the research process to develop a proposal. Emphasis will be placed on identifying the best available research evidence and integrating it with clinical nursing decision-making.	Description	This course provides students the opportunity to synthesize knowledge and skills from the natural and behavioral sciences, humanities, and nursing theory in order to understand the research process and its importance in guiding nursing practice and improve the care of nurse-client intersystems. The student will identify a researchable problem and utilize the research process to develop a proposal. Emphasis will be placed on identifying the best available research evidence and integrating it with clinical nursing decision-making. <u>This course may be offered in a face-to-face, hybrid or asynchronous online format.</u>
Liberal Arts	[] Yes [X] No	Liberal Arts	[] Yes [X] No
Course Attribute		Course Attribute	<u>WEB, H-WEB</u>
General Education Component	<u> X </u> Not Applicable	General Education Component	<u> X </u> Not Applicable
		Effective	Fall 2016

Rationale: Offering this course in alternate formats allows the department flexibility in meeting the needs for RN-BS and Dual Degree RN-BS students and to meet the student learning outcomes.

York College
The City University of New York
School of Health Sciences and Professional Programs
Department of Nursing

Course Syllabus**Fall 2016**

Course Number:	NURS 407 WI, H-WEB
Course Title:	Research in Professional Nursing Practice
Lecture Hours:	3 Hours
Credits:	3 credits
Faculty:	Dr. Heather Gibson
Contact:	hgibson@york.cuny.edu 718-262-2318
Office Hours:	Wednesdays 1-3pm and by appointment.

Course Description: This course provides students the opportunity to synthesize knowledge and skills from the natural and behavioral sciences, humanities, and nursing theory in order to understand the research process and its importance in guiding nursing practice and improve the care of nurse-client intersystems. The student will identify a researchable problem and utilize the research process to develop a proposal. Emphasis will be placed on identifying the best available research evidence and integrating it with clinical nursing decision-making.

Student Learning Outcomes: By the end of the course the student is expected to:

1. Synthesize theoretical and empirical knowledge from the natural and behavioral sciences, humanities and nursing theory in the critical analysis of research studies.
2. Identify ways the results from nursing studies are communicated through research reports that describe what was studied for its strengths.
3. Use critical thinking skills to analyze selected nursing research studies in terms of implications for nursing practice.
4. Critique the adequacy and inadequacy, virtues and faults of research conducted by peers and other researchers.
5. Analyze barriers to utilizing nursing research and strategies for improving research utilization and evidence based practice.
6. Identify procedures for adhering to ethical principles and protecting research subjects.
7. Identify professional nursing responsibility and accountability in research involving human subjects.

8. Use leadership and management principles necessary in the research process.
9. Identify the best available research evidence and integrate it with clinical expertise, patient input and existing resources.

Required Texts:

Polit, D. and Beck, C. (2014). *Essentials of Nursing Research: Appraising Evidence for Nursing Practice*, (8th Ed.) New York: Lippincott, Williams and Wilkins ISBN: 978-1-4511-7679-7

Polit, D. and Beck, C. (2014). *Study Guide for Essentials of Nursing Research: Appraising Evidence for Nursing Practice*, (8th Ed.) New York: Lippincott, Williams and Wilkins ISBN: 9781451176834

Recommended Texts:

American Psychological Association. (2010). *Publication manual of the American Psychology Association* (6th Ed.). Washington, DC: Author ISBN#: 978-1-4338-0561-5

Nursing 407-Hybrid - Web hardware and software application requirements:

- access to a computer at home.
- a broadband internet connection from home.
- a web browser such as Internet Explorer, FireFox.
- a CUNY Portal/Blackboard account Click here if you do not have access to Blackboard click here- ([what is CUNY Portal/Blackboard account?](#)) ; or the Portal Help desk: Room AC 2E03 email: portalhelp@york.cuny.edu (7182625300)
- a York College email also called Live at York email Click here is you do not have York college email- ([what is Live at York email?](#))
- Microsoft Word; Microsoft PowerPoint; and Adobe Reader for pdf files.
- CUNY has developed two new tutorials- Student Blackboard Basics I and II. These tutorials provide information regarding all required Blackboard functions and can be accessed at: <http://york.cuny.edu/student/blackboard/student> (the last two links on this page).

Please attend the 2-hour workshop offered by the York Educational Technology Computer Center before or during the first two weeks of the course. Please tell the instructor your name, my name and the course (Nursing 407) so you can receive credit for attending.

<http://www.york.cuny.edu/it/acet/blackboard/student/workshops> Blackboard content areas used in this course:

Content area	Course tools	Assessment	Resources
Announcements	Send email	Tests	Documents
Course Information	Discussion board	Surveys	Power Point presentations
Professor Contact	Wiki	My Grades Online grade book	Links
Course Documents – Weekly Lectures and Activities	Blog		Group pages
Assignments & Upload	Home page		
External Links			

Communication: Students can communicate via email; phone; and/or discussion board posts. All emails/ phone messages will be responded to by Dr. Gibson within 24-48 hours. Students can also meet with Dr. Gibson in Science 110 - open office hours are: Wednesdays 1-3PM or by appointment. All assignments are to be submitted either through the Blackboard Assignments & Upload and/or email- hgibson@york.cuny.edu

Students are required to log on to Blackboard at least twice weekly; and post on discussion board as per the dates below. Grade is allotted per posts (see grading rubric- Blackboard) as well as quality points based on responses to peer postings. Reflective case studies/research articles on Discussion Board have been designed to summarize the text and PowerPoint presentations and provide opportunities for analysis and application of content

PowerPoint presentations are posted in the weekly folders in the Weekly Lectures and Activities section on Blackboard. These expand on the content presented in the text providing additional examples. In addition to the text readings in the week by week component of the syllabus select internet locations are listed which will enhance course comprehension.

Participation in the Blackboard discussion board is essential to achieving the course student learning outcomes. Each student must create an original thread focused on each of the three research articles/case studies. Each student must also reply to at least two peer's threads for each discussion board. Thirty percent of the course grade is allotted for discussion board postings. Original posts (threads) should be at least 150 words- include current professional literature found in refereed professional nursing & other journals referenced. Material from the text may be used but should be supplemented with current professional literature. Responses must be at least 50-100 words. **Responses should clarify/ expand/ enhance the peer's thread. Do not agree or praise the peer's thread.**

Mandatory posts (individual threads and peer responses) are required for each of these time periods: **8/31-9/28; 9/29-10/19; 10/20-11/23**

Grading Criteria/Evaluation:

Low-stakes written assignment - Blog	Pass/Fail
Discussion Board/online participation	30%
Quizzes – online (5 Quizzes x 3% each)	15%
Research question (assignment #1)	5%
Literature search (assignment #2)	5%
Critique of selected research studies (assignment # 3)	15%
Research design (assignment # 4)	15%
Writing Drafts	Pass/Fail
Final – on campus	<u>15%</u>
	100%

Grades will be calculated according to college policy as follows:

A+ 97 - 100%	A 93 – 96.9%	A- 90 – 92.9%
B+ 87 - 89.9%	B 83 – 86.9%	B- 80 – 82.9%
C+ 77 - 79.9%	C 73 – 76.9%	C- 70 – 72.9%
D+ 67 - 69.9%	D 60 – 66.9%	F 0- 59.9%

INC -Incomplete (counts as an F unless work is completed within six months)

WU -Withdrew unofficially (counts as failure)

W -Withdrew without penalty

Teaching/Learning Strategies:

Lecture /Discussion

Small group discussions

Audio-visual media- online

Power Point Presentation – online

Written and reading assignments

Discussion boards - online

Assignments: Written and reading

Writing Drafts and revisions

Quizzes – online

Exam – in-person

Blog – online

Debriefing – in-person

Course policies:

Attendance

On-Line Attendance:

All students are responsible for a minimum of at least TWO weekly log-ins to Blackboard (requirements for posts are explained above in communication section). Log-ins will be checked every Monday. The student will be marked absent if he/she has not logged on within the previous seven days. All assignments are to be submitted on the due date. Late assignments will be penalized five points per day.

On-Campus Attendance

- Lecture: No absences are permitted. In the event of an absence, it is the student's responsibility to obtain all content covered. More than two lecture absences will result in a grade of WU (unofficial withdrawal), which is computed as an "F". Students can submit a letter of appeal to the Nursing APR committee in the event of an extraordinary situation. The student must submit proof of the event.
- **This course will meet for a minimum of once per month (5 sessions) plus an on-campus final (1 session).**
- Lateness for homework will be calculated as half grade.
- Attendance will be taken accordingly to class time period on weekly basis. The student will be marked absent if he/she is not present when the attendance is taken.
- All assignments are to be submitted on the due date.
- **All cell phones, pagers etc must be turned off while in the classroom (online lecture /webinar).** Participation in class discussion is essential to achieving the objectives of this course. It is expected that each student will engage in critical reading, critical thinking and problem solving.

Academic Integrity

The Nursing Program adheres to the policy and procedures on academic integrity put forth by the City University of New York. For details, refer to York Nursing Student Handbook, York catalogue, and/or CUNY website.

Students are expected to take all exams on the scheduled dates. All makeup final exams will follow the college policy.

Students who do not take an exam on the scheduled date are required to take a makeup. All makeup exams will be given at the end of the semester. Students who fail to take the scheduled makeup exam will receive a grade of zero for that test.

Clinical Expectations for all clinical nursing courses

- Proof of current malpractice insurance, physical exam and health insurance must be on file in the Nursing Program. Students will not be allowed to remain in the clinical setting if documentation is not on file.
- Students are expected to arrive on time and be in proper attire.
- Personal appearance and behavior of students should reflect professional standards as expected by the Nursing Program.
- Uniform: White uniform with the York College Nursing student patch, white hosiery/socks; white shoes.
- Grooming should reflect an understanding of professionalism, asepsis, and safety.
- York College picture identification badge.
- Students will be removed from the clinical setting without warning for demonstrating unsafe and /or irresponsible behavior.
- York College ID must be visibly attached to shirt or sweater at all times.

Nursing Program Retention Criteria:

- Earn a grade of “C” in all of the pre or co-requisite courses.
- Earn a minimum of “C+” in all Nursing Program Courses.
- Students earning less than a “C+” grade in a Nursing Program Course may repeat the course one time and must attain a grade of C+ or better.
- A second earned grade of less than “C+” in any Nursing Program Course will result in dismissal from the program.
- Clinical Performance is graded as pass/fail. Students must pass both clinical and theory components to pass the course.
- Students who are dismissed from the Nursing Program may be eligible to apply for another major in the college.
- Students have the right to appeal the dismissal decision (see Nursing Student Handbook page 21-23- the Appeal Process).

Course Policies Regarding Written Work:

- Students are required and must adhere to the use of APA style (Publication Manual of the American Psychological Association). Note: The latest edition (6th).

All written assignments must be submitted on the due date. **All written assignments must be submitted on the due date. Late papers will have 5 points deducted for each day that the assignment is late this includes Blackboard posts. There will be strict adherence to this policy with no exceptions.**

- The overall grade for each written assignment will be based on 10% of communication skills and written convention. This includes grammar, spelling, sentence structure, punctuation, and clarity of expression, organization, citation, quality of typing and general appearance.
- Assignments must be submitted via Safe Assign under Assignments on Blackboard for online and in-person live sessions.
- Assignments must have a cover/title page, be type-written, double spaced, and printed on one side of standard-sized 8.5" x 11" (22cm x 28cm) heavy, unruled white bond paper.
- Leave uniform margins of one inch at the top, bottom, left and right of every page. In most word-processing programs, one inch is the default setting for margins.
- Size 12 point Times New Roman font is recommended. Please do not use enhanced or oddly sized fonts. These are inappropriate.
- Start the reference list on a new page. Type the word "References" centered at the top of the page. Double space all reference entries. The first line of each reference is set flush left and subsequent lines are indented.
- All pages of the paper including the title page must be numbered. The number should appear at least one inch from the right hand edge of the page, in the space between the top edge of the paper and the first line of the text (Please refer APA Style Guide 6th Ed.). The default setting in most word-processing software is one-half inch from the top of the page which is acceptable.
- Indent of the first line of every paragraph and the first line of every footnote.
- It is essential that you give appropriate credit for all facts, opinions, ideas, and statements quoted or paraphrased from other sources. **York has a stringent policy about plagiarism. This is a very serious offense that will not be tolerated, and will result in automatic failure of the course. Please see the College Policy on plagiarism.**
- Students are encouraged to seek help from the Writing Center, located in room AC-1 C01.
- Please be sure to spell check and proofread your papers before handing them in. It is also a good idea to have someone else proofread your paper.
- Make photocopies of all written work before submission.
- A Writing Fellow who is assigned to the course is available to assist you with specific writing-related activities. Please make use of this invaluable opportunity. The Writing Fellow will be attending some classes and may be contacted in room 2AC01 OR at extensions 2128/ 2278/2279.
- Take advantage of their expertise and knowledge.

Policy on INC grades

A student who, because of extenuating circumstances, is absent from the final examination and has completed the work for the course with a passing average may be assigned an INC grade. The student must contact the faculty member (in person, by phone or by e-mail)

within 24 hours of the final exam to be considered for this option. If approved, the student will have up to three weeks in the subsequent semester within which to take the final and have the grade resolved. If not resolved, the INC grade will be changed to FIN by the Registrar's Office and be considered an F when computing the academic index.

A student who has taken the final examination, but, because of extenuating circumstances, has not completed the work for the course, and has a passing average may, at my discretion, receive an INC grade. The student must receive my permission for this option before the last day of class. If I agree, the student will have up to 10 weeks in the subsequent semester to complete the work and have the grade resolved. If not resolved in this time frame, the INC will be changed to FIN by the Registrar's Office and be considered an F when computing the academic index.

Policy on accommodations for disabled student

A student should make an initial request for accommodation to the Office of Services for Students with Disabilities - 718-262-2191, star@york.cuny.edu. Such consultation shall be confidential, and limited to those officials whose input is necessary to the decision. Students may consult with the Office of Services for Students with Disabilities or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and are encouraged to do so.

Student Support Services

Outside class, York College Student Support Services provides counselling, tutoring, computer resources and study skills workshops to improve your academic performance. Please visit AC-3E03 or visit their web site for more information:

<http://york.cuny.edu/student-development/support-services/services-activities>.

All students will be required to fulfill York College's Writing Intensive course requirements

Online Quizzes:

Quizzes in this class are timed; if you exceed the time limit on an online exam, you will forfeit the maximum percentage for the quiz and earn 0%. The quiz will be available during the time period stated on the schedule from 12am of the beginning date to 11:59pm of the end date. The exams will be available within the assignments folder along with further instructions.

Discussion Board Assignments:

The discussion boards will incorporate major elements of research that will help to students to analyze evidenced based practice and the various steps and types of nursing research.

Discussion Board #1 – 10%

Each student must create an original thread for Discussion Board - Nursing Research Overview related to an evidenced based nursing research article with at least two replies to peer threads for

this assignment. The articles are located in the study guide appendix. This discussion board will incorporate the overview of nursing research such as such as the introduction to nursing research in an evidenced-based practice environment and key concepts in research. Further instructions are posted within the assignments folder on Blackboard.

Discussion Board #2 – 10%

Each student must create an original thread for Discussion Board - Steps in Research related to an evidenced based nursing research article with at least two replies to peer threads for this assignment. The articles are located in the study guide appendix. This discussion board will incorporate the preliminary steps in research such as research problems, and literature review and theoretical frameworks. Further instructions are posted within the assignments folder on Blackboard.

Discussion Board #3 – 10%

Each student must create an original thread for Discussion Board -Types of Research related to an evidenced based nursing research article with at least two replies to peer threads for this assignment. The articles are located in the study guide appendix. This discussion board will incorporate the types of research such as quantitative, qualitative, mixed methods and systematic reviews. Further instructions are posted within the assignments folder on Blackboard.

Discussion Board Rubric

Your initial post and responses must be completed by 1159 pm of the last day of posting, if not, you will lose 5 points starting at midnight and **for each additional** day your post is late. **Your responses should be supported with references beyond the textbook**. The penalty for being late will be as above. The following criteria will be used to grade your participation in the online discussion assignments. Keep in mind that the score requirement described under each point of the rubric defines the minimum performance that must be demonstrated to achieve that score. Lesser points will be awarded if the element of each criterion are not met or only partially met.

Initial Post

Criteria	Absent to poor (69 and below)	Fair (70-79)	Good (80-89)	Excellent (90-100)
1. Mentions at least 2 specific points from the article or reading. 2. Relation of new information to old information learned	Does not post or posts after required date for response or response not relevant or related to topic.	Initial response without references or Does not use professional literature or is disorganized	Initial response with 1 reference related to and relevant to topic (student references current	Initial post with at least 2 references (student references current professional literature found in professional nursing & other journals and not the textbook or

<p>in the course to date.</p> <p>3. Link information in article or reading to personal experience.</p> <p>4. Discuss critically, do not repeat facts from readings.</p> <p>5. Length of posting approximately 150 words.</p> <p>(Student references current professional literature found in professional nursing & other journals and not textbook or non- professional nursing website) related, organized and relevant to topic.</p>		<p>with many grammatical errors. Used only website or textbook.</p>	<p>professional literature found in professional nursing & other journals and not textbook or website) Not completely organized, relevant to topic but grammatical errors.</p>	<p>website) related, organized, proper grammar and relevant to topic.</p>
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Response to Classmates

Criteria	Absent to poor (69 and below)	Fair (70-79)	Good (80-89)	Excellent (90-100)
<p>Respond to at least 2 classmates with at least 2 references</p> <p>(student references current professional literature found in professional nursing & other journals and not textbook or website) related, organized and relevant to topic.</p> <p>1. Discuss one point you like and one point</p>	<p>Does not respond to any classmate or response not relevant or related to topic.</p>	<p>Respond to 1 classmate without references or</p> <p>Does not use professional literature or is disorganized and difficult to follow. Use only website or textbook. Does not clarify nor critique posting. No evidence of</p>	<p>Respond to at least 2 classmates but with 1 reference related to and relevant to topic. Further clarifies classmate's posting and adds to the substance of the contribution using limited research and documentation in</p>	<p>Respond to at least 2 classmates with at least 2 references. Further clarifies 2 classmate's posting and adds to the substance of the contribution with researched (cites the current professional literature found in professional nursing & other journals and not textbook or website) related, organized,</p>

<p>you dislike, and explain why.</p> <ol style="list-style-type: none"> 2. Reply to 2 peers (unless instructed otherwise) 3. Length should be at least 50-100 words 4. The context should be organized with clear communication 5. The sentences should be well-constructed. 		<p>research and/or documentation of research (only cites textbook and/or website).</p>	<p>the area (only cites textbook of website). Student critiques contribution in a positive manner with limited research and documentation (student references current professional literature found in professional nursing & other journals and not text or website) Not completely organized.</p>	<p>proper grammar and relevant to topic and document response, or critiques the contribution in a positive manner. Student shares personal experiences in the subject area that further clarifies the topic. Well written and easy to follow.</p>
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Grading Rubrics for Assignments:

Pass/Fail Assignment - Nursing 407

Low stakes writing assignment - guidelines in Blackboard week one assignment folder

Directions: Write an essay that answers the following questions. Your essay must be at least 1-2 pages in length. Be sure to use appropriate APA format which will include a title page. Use references if applicable. Post your essay on blackboard in the blog section. Further directions are posted in Blackboard. You must comment to two classmates with at least 30-50 words. Your comments should clarify/ expand/ enhance the peer's blog. Do not agree or praise the peer's blog.

- a. What is the role of research in nursing?
- b. What is the role of a staff nurse in nursing research?
- c. What is the impact of nursing research on patient care?
- d. How will you use research in your nursing practice?

Rubric for Assignment # 1 Research Question Nursing 407

Guidelines for Research Question Project: Identify a nursing issue or nursing problem you have experienced in your nursing practice. Afterwards, develop a research question that is of concern to nursing. Please gain the approval of your professor for the topic/question prior to

submission. Complete this assignment and upload it on Blackboard. The paper should be 1-2 pages in a standard format such as those presented in Writing at York. Please note that further instructions are located in the Assignments tab of Blackboard.

Clarity of problem/ issue/ concern	20%
Who/ how will it impact?	20%
Potential results of problem/issue/concern	20%
Correct phrasing as a research question OR hypothesis	20%
Appropriate method/ design	20%
Total	100%

RUBRIC for Assignment # 2 Literature Search

Nursing 407

Guidelines for Literature Search paper: At the minimum, use the CINAHL and MEDLINE Databases to conduct a literature search of your approved nursing topic and/or research question. From the database search, you must choose at least 10 articles for the annotated bibliography using APA style. The paper should be 3-4 pages in a standard format such as those presented in Writing at York. Points will be taken off for incorrect form, careless documentation and grammatical/writing errors. Further instructions are posted in the assignments folder in Blackboard.

Criteria	Grade
Ten or more listings in the annotated bibliography containing title, author, journal name, issue, date and two to three sentences describing the article.	100%
Eight to ten listings in the annotated bibliography containing title, author, journal name, issue, date and two to three sentences describing the article	90 %
Five to seven listings in the annotated bibliography containing title, author, journal name, issue, date and two to three sentences describing the article; or eight to ten listings which do not contain all required content.	80 %
Five to seven listings in the annotated bibliography which do not contain all required content.	70 %
Less than five listings in the annotated bibliography containing title, author, journal name, issue, date and two to three sentences describing the article	50%
Less than five listings in the annotated bibliography which do not contain all	10- 30%

required content.	
TOTAL	100%

RUBRIC for assignment #3 Research Article Critique

Nursing 407

Guidelines for Research Article Critique Project: Read Chapter 4 of the Polit and Beck textbook. Write a critique of one research article from your literature review. Be sure to include answers to the questions below. Refer to tables 4.1 and 4.2 on pages 69 and 70 of Polit and Beck as a reference. Your grade will be based upon the rubric below. Complete this assignment and upload it on Blackboard. The paper should be 4-5 pages in a standard format such as those presented in Writing at York. Please note that further instructions are located in the Assignments & Upload tab of Blackboard.

Relevance of study to nursing- specify	10%
Is the method/ design appropriate in terms of the question/ hypothesis?	10%
What is the theoretical context- specify	10%
Describe results- identify if believable	15%
Are the results significant? In what way?	10%
Are the results transferable? How?	10%
Implications for nursing practice- specify	20%
Implications for future research- specify	15%
TOTAL	100%

RUBRIC for Assignment #4 Research Design Nursing 407

Guidelines for Research Design Project: Integrate the work you have completed this semester and include them in this research proposal. The final section of this proposal will be the methods section. You may refer to the appropriate chapters of the Polit and Beck textbook and the PowerPoint slides as a reference. Your grade will be based upon the rubric below and the answers to these questions should be 5-7 pages in a standard format such as those presented in Writing at York. Please note that further instructions are located in the Assignments & Upload tab of Blackboard. Complete this assignment and upload it on Blackboard.

Purpose of study	10%
Research question	15%
Selection appropriate design	20%

Sample size and selection process	20%
Identification appropriate data collection methods	20%
Identification of how human subjects will be protected	15%
TOTAL	100%

WEEK	READING ASSIGNMENTS	SLOS	LECTURE CONTENT
Week 1 On-Campus 8-31	<u>Required Reading with PowerPoint Presentations</u> Polit and Beck Chapters 1,2, 3,4	1, 2	<p>Introduction to the Scientific Method</p> <p>Scientific Inquiry</p> <p>Understanding the Research Process</p> <p>Selecting and Defining a Research Process</p> <ol style="list-style-type: none"> 1. Sources of problems 2. Developing and defining the problem 3. Reviewing the research literature 4. Examining theoretical frameworks 5. Stating the problem 6. Critiquing the hypothesis <p>Evidenced based nursing practice</p> <p>Evidence Based Practice Tools</p> <p>http://guides.lib.uw.edu/hsl/ebptools</p> <p>National Institute of Nursing Research</p> <p>http://ninr.nih.gov</p> <p>The difference between concepts, models and theories</p>

			<p>https://www.youtube.com/watch?v=XMLMwtNDi1ok</p> <p>Research Defined: What is research? How do you recognize a research article?</p> <p>https://www.youtube.com/watch?v=ki1Ca1VMmx8&index=4&list=PLs4oKIDq23Afe2iCfBzhgz4G6hCOM1NCN</p>
<p>Week 2 On-Line 9/1-9/7</p>	<p><u>Required Reading with PowerPoint Presentations</u> Polit and Beck Chapters 6 Pass/Fail Low Stakes Assignment Due - Blog</p>	3, 4, 5	<p>Research Problems, Research Questions and Formulating Hypothesis</p> <ol style="list-style-type: none"> 1. Purpose of a problem, questions & hypothesis 2. Characteristics of a workable hypothesis 3. Wording the problem, questions & hypothesis 4. Testing the hypothesis 5. Critiquing the problem, questions & hypothesis <p>How to develop a “good” research topic</p> <p>https://www.youtube.com/watch?v=nXNztCLYgxc</p> <p>How to Critique the Relevance, Wording and Congruence of Research Questions</p> <p>https://www.youtube.com/watch?v=L1p76JrrQcI&index=18&list=PLs4oKIDq23AdTCF0xKCiARJaBaSrwp5P2</p>
<p>Week 3 On-Line 9/8-9/14</p>	<p><u>Required Reading with PowerPoint Presentations</u> Polit and Beck</p>	1, 2, 3, 4	<p>Ethical issues related to research</p> <p>Protection of human subjects</p> <p>American Nurses Association - Ethics</p>

	<p>Chapter 5</p> <p>Assignment #1 Draft Submission</p> <p>Quiz – content week 1-3</p>		<p>http://www.nursingworld.org/MainMenuCategories/EthicsStandards</p> <p>Belmont Report http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html</p> <p>Nuremberg Code http://www.hhs.gov/ohrp/archive/nurcode.html</p>
<p>Week 4</p> <p>On-Campus 9/21</p>	<p>Required Reading with PowerPoint Presentations</p> <p>Polit and Beck Chapter 7</p> <p>Guest Lecturer – Literature Searches</p> <p>Debrief on previous content and discuss highlights & challenges</p> <p>Assignment # 1- Research question</p>	3, 4, 5	<p>Literature search</p> <ol style="list-style-type: none"> 1. Purpose of literature review and types of information to seek 2. Major steps and strategies in doing a literature review 3. Locating relevant literature for a research review 4. Evaluating and analyzing the evidence <p>Advice on how to find qualitative research articles, University of Washington http://guides.lib.uw.edu/hsl/qualres</p> <p>Literature Review Preparation of a Summary Table https://www.youtube.com/watch?v=ITasncbhLiU&list=PLs4oKIDq23AdTCF0xKCiARJaBaSrwp5P2&index=6</p>

<p>Week 5</p> <p>On-Line</p> <p>9/22-9/28</p>	<p><u>Required Reading with PowerPoint Presentations</u></p> <p>Polit and Beck Chapter 9,10</p> <p>Discussion Board #1 Due</p>	<p>6</p>	<p>Designs for Nursing Research</p> <p>A. Experimental and Quasi-Experimental Research</p> <ol style="list-style-type: none"> 1. Characteristics of true experiments 2. Experimental designs 3. Advantages and disadvantages of the experiment 4. Quasi-experimental designs 5. Threats to internal validity 6. Advantages and disadvantages of the quasi-experimental approach <p>B – non – experimental Research</p> <p>Classifying Quantitative Research Design: Descriptive, Experimental. Quasi-Experimental, Non-Experimental</p> <p>https://www.youtube.com/watch?v=10nMnh3RMp0</p> <p>Research Randomizer</p> <p>www.random.org</p> <p>www.randomizer.org</p>
<p>Week 6</p> <p>On-Line</p> <p>9/29-10/5</p>	<p><u>Required Reading with PowerPoint Presentations</u></p> <p>Polit and Beck</p> <p>Chapters 14,16,17</p>	<p>7, 8, 9</p>	<p>C. Qualitative research designs</p> <ol style="list-style-type: none"> 1. Reasons for conducting qualitative research 2. Techniques of research control 3. Trustworthiness and integrity

	Quiz content week 4-6		<p>Qualitative Versus Quantitative Research https://www.youtube.com/watch?v=2X-QSU6-hPU</p> <p>Fundamentals of Qualitative Research Methods – Yale University https://www.youtube.com/watch?v=wbdN_sLWl88</p>
<p>Week 7</p> <p>On-Line</p> <p>10/6-10/19</p>	<p>Required Reading with PowerPoint Presentations</p> <p>Polit and Beck Chapter 10, 15</p> <p>Discussion Board #2 Due</p>	7, 8, 9	<p>Concepts of Data Collection, Assessment of Measurement Tools, and Sampling</p> <p>A. Data Collection Methods</p>
<p>Week 8</p> <p>On-Campus</p> <p>10/26</p>	<p>Required Reading with PowerPoint Presentations</p> <p>Polit and Beck Chapter 10, 15</p> <p>Assignment # 2 Literature search</p> <p>Debrief on previous content and</p>	5, 8, 9	<p>B. Sampling</p> <ol style="list-style-type: none"> 1. Basic concepts 2. Non-probability sampling 3. Sample size 4. The process <p>Social research methods: Sampling http://www.socialresearchmethods.net/kb/sampling.htm</p>

	discuss highlights & challenges		
Week 9 On-Line 10/27-11/2	<p><u>Required Reading with PowerPoint Presentations</u></p> <p>Polit and Beck Chapter 11</p> <p>Assignment #3 Draft Submission</p> <p>Quiz = content week 7-9</p>		<p>C. Reliability, Validity and Other Criteria for Assessing Measurement Tools</p> <ol style="list-style-type: none"> 1. Errors of Measurement 2. Reliability 3. Validity 4. Additional Criteria to assess measures <p>Colorado State University: Understanding reliability and validity http://writing.colostate.edu/guides/research/relval/com2b5.cfm</p> <p>Construct validity information http://www.socialresearchmethods.net/kb/considea.htm</p> <p>Psychological measures information: Finding psychological measures http://www.muhlenberg.edu/depts/psychology/Measures.html</p> <p>Nominal, ordinal, interval and ratio data: How to Remember the differences https://www.youtube.com/watch?v=LPHYPXBK_ks</p>
Week 10	<u>Required Reading with PowerPoint</u>	1, 2, 5, 8, 9	<p>Critiquing research reports</p> <p>A. Content of research journal articles:</p>

<p>On-Line 11/3-11/9</p>	<p><u>Presentations</u> Polit and Beck Chapter 4 pp. 66-75 Assignment # 3 Research Article Critique</p>		<p>B. method section; C. results section D. Research critique components</p>
<p>Week11 On-Campus 11/16</p>	<p><u>Required Reading with PowerPoint Presentations</u> Polit and Beck Chapter 12, 16 Assignment #4 Draft Submission</p>	<p>8, 9</p>	<p>Analysis of Research Data A. Descriptive statistics B. Introduction to inferential statistics C. Computers and statistical analysis</p> <p>Normal Distributions, Standard Deviations, Modality, Skewness and Kurtosis: Understanding concepts https://www.youtube.com/watch?v=HnMGKsupF8Q&list=PLs4oKIDq23AdTCF0xKCiARJaBaSrwP5P2&index=17</p>

WEEK	READING ASSIGNMENTS	SLOS	LECTURE CONTENT
Week 12 On-Line 11/17-11/23	<u>Required Reading with PowerPoint Presentations</u> Polit and Beck Chapter 12, 13 Discussion Board #3 Due *Quiz content week 10-12		Analysis of Research Data- continued A. Descriptive statistics B. Introduction to inferential statistics C. Computers and statistical analysis
Week 13 On-Line 11/24-11/30	<u>Required Reading with PowerPoint Presentations</u> Polit and Beck Chapter 18,19 Assignment #4 Research design due *Quiz content week 13		Mixed Methods Systematic Reviews: Meta-Analysis and Metasynthesis Joanna Briggs Institute http://joannabriggs.org/ http://joannabriggslibrary.org/index.php/jbisrir Cochrane Database of Systematic Reviews http://www.cochranelibrary.com/cochrane-database-of-systematic-reviews/

<p>Week 14</p> <p>On-Campus 12/7</p>	<p><u>Required Reading with PowerPoint Presentations</u></p> <p>Polit and Beck</p> <p>All Chapter Review</p> <p>Debrief on previous content and discuss highlights, challenges and course review</p>		<p>Communicating the Findings and Evaluation of Research</p> <p>A. Interpreting and critiquing research reports</p> <p>B. Using research findings in nursing practice.</p> <p>C. Evidence Based Practice</p> <p>D. Presentation of Research Proposal</p> <p>Course Review</p> <p>Evidence Based Practice Tools</p> <p>http://guides.lib.uw.edu/hsl/ebptools</p>
<p>Week 15</p> <p>On-Campus</p>	<p><u>TBA</u></p>		<p>FINAL EXAM SCHEDULED DURING FINALS WEEK</p>

Please note: This syllabus is a tentative agreement and the instructor(s) reserves the right to make changes as nee

Department/Discipline
Contact Person

Performing and Fine Arts / Fine Art
Maki Hajikano (mhajikano@york.cuny.edu)


Please indicate items submitted for Committee approval

- New Major Design _____
- Revised Major Design _____
- New Minor Design _____
- Revised Minor Design _____
- New Program _____
- Revised Program _____
- New Course Proposal _____
- X Course Change Proposal FA 397
- Course Deletion _____

Please provide an executive summary of your proposal

Pre-requisite change for FA 397 is proposed.

1. Department Curriculum Committee Approval

 Signature  _____
 Date March 14, 2016

2. Department Approval

 Chairperson's Signature  _____
 Date 14 March, 2016

3. Other Departments Affected:

_____	_____	_____
Department	Signature	Date
_____	_____	_____
Department	Signature	Date

4. College Curriculum Committee Approval

 Chairperson's Signature  _____
 Date 4/05/2016

5. College Senate Approval

FROM		TO	
Departments	Performing and Fine Arts	Departments	N/C
Course	FA 397 Contemporary Art	Course	N/C
Pre or co requisite	[None]	Prerequisite	<u>FA 104 or department permission</u>
Hours	3	Hours	N/C
Credits	3	Credits	N/C
Description	This course serves as an introduction to issues relating to the production and reception of art since the mid-1960s.	Description	N/C
Liberal Arts	[X] Yes [] No	Liberal Arts	[X] Yes [] No
Course Attribute		Course Attribute	
General Education Component	<u> X </u> Not Applicable	General Education Component	<u> X </u> Not Applicable

Rationale: Adding a prerequisite for this class will bring it in line with all the other upper art history courses.

York College of the City University of New York Curriculum Proposal Cover Sheet

Department/Discipline Teacher Education
Contact Person Linda Gerena

Please indicate items submitted for Committee approval

- New Major Design _____
- Revised Major Design _____
- New Minor Design _____
- Revised Minor Design _____
- New Program _____
- Revised Program _____
- New Course Proposal _____
- Course Change Proposal _____ X _____
- Course Deletion _____

Please provide an executive summary of your proposal

Changes to the following courses:
EDUC 401, EDUC 402, YD 290

1. Department Curriculum Committee Approval 3/29/16
Linda Gerena _____
Signature Date

2. Department Approval 4/4
[Signature] _____
Chairperson's Signature Date

3. Other Departments Affected:

Department Signature Date

Department Signature Date

4. College Curriculum Committee Approval 4/05/2016
[Signature] _____
Chairperson's Signature Date

5. College Senate Approval _____

FROM		TO	
Departments	Teacher Education	Departments	
Course	EDUC 401 Capstone Clinical Experience & Seminar for Childhood Education, Grades 1-3	Course	N/C
Pre or co requisite	Department permission	Prerequisite	N/C
Hours	[4]	Hours	<u>2</u>
Credits	4	Credits	N/C
Description	The Capstone Clinical Experience in grades 1-3 consists of guided observation and supervised teaching in school settings. Teacher candidates are supported through collaboration with college clinical supervisors who will provide high-quality feedback at regular intervals. Teacher candidates are assigned cooperating teachers at York College Partner Schools, who have proven to be both highly effective teachers and strong mentors capable of meeting the high expectations of York College. In addition, teacher candidates attend a Senior Seminar that provides extensive practice creating instructional plans and assessments that reflect deep knowledge of both content and pedagogy, applying educational research and theory to instructional planning, understanding the specific needs of a variety of diverse learners including struggling	Description	The Capstone Clinical Experience in grades 1-3 consists of guided observation and supervised teaching in school settings. Teacher candidates are supported through collaboration with college clinical supervisors who will provide high-quality feedback at regular intervals. Teacher candidates are assigned cooperating teachers at York College Partner Schools, who have proven to be both highly effective teachers and strong mentors capable of meeting the high expectations of York College. In addition, teacher candidates attend a Senior Seminar that provides extensive practice creating instructional plans and assessments that reflect deep knowledge of both content and pedagogy, applying educational research and theory to instructional planning, understanding the specific needs of a variety of diverse learners

	readers, analyzing assessment data, as well as helping teacher candidates articulate their thinking in planning and reflection. Teacher candidates spend five full school days (Monday through Friday, 8:00 am – 3:00 pm) in their first placement school for the first seven weeks of the semester and attend the seminar on campus weekly. 4 credits; 4 hours seminar; 200 hours onsite clinical experience; 7 weeks.		including struggling readers, analyzing assessment data, as well as helping teacher candidates articulate their thinking in planning and reflection. Teacher candidates spend five full school days (Monday through Friday, 8:00 am – 3:00 pm) in their first placement school for the first seven weeks of the semester and attend the seminar on campus weekly. 4 credits; 2 hours seminar; 200 hours onsite clinical experience; <u>first</u> 7 weeks.
Liberal Arts	[] Yes [X] No	Liberal Arts	N/C
Course Attribute		Course Attribute	
General Education Component	___x_ Not Applicable	General Education Component	N/C
Effective		Effective	Fall 2016

Rationale: This corrects an error in hours.

FROM		TO	
Departments	Teacher Education	Departments	
Course	EDUC 402 Capstone Clinical Experience & Seminar for Childhood Education, Grades 4-6	Course	N/C
Pre or co requisite	Department permission	Prerequisite	N/C
Hours	[4]	Hours	2
Credits	4	Credits	N/C
Description	The Capstone Clinical Experience in grades 4-6 consists of guided observation and supervised teaching in school settings. Teacher candidates are supported through collaboration with college clinical supervisors who will provide high-quality feedback at regular intervals. Teacher candidates are assigned cooperating teachers at York College Partner Schools, who have proven to be both highly effective teachers and strong mentors capable of meeting the high expectations of York College. In addition, teacher candidates attend a Senior Seminar that provides extensive practice creating instructional plans and assessments that reflect deep knowledge of both content and pedagogy, applying educational research and theory to instructional planning, understanding the specific needs of a variety of diverse learners including struggling	Description	The Capstone Clinical Experience in grades 4-6 consists of guided observation and supervised teaching in school settings. Teacher candidates are supported through collaboration with college clinical supervisors who will provide high-quality feedback at regular intervals. Teacher candidates are assigned cooperating teachers at York College Partner Schools, who have proven to be both highly effective teachers and strong mentors capable of meeting the high expectations of York College. In addition, teacher candidates attend a Senior Seminar that provides extensive practice creating instructional plans and assessments that reflect deep knowledge of both content and pedagogy, applying educational research and theory to instructional planning, understanding the specific needs of a variety of diverse learners

	readers, analyzing assessment data, as well as helping teacher candidates articulate their thinking in planning and reflection. Teacher candidates spend five full school days (Monday through Friday, 8:00 am – 3:00 pm) in their second placement school for the first seven weeks of the semester and attend the seminar on campus weekly. 4 credits; 4 hours seminar; 200 hours onsite clinical experience; 7 weeks.		including struggling readers, analyzing assessment data, as well as helping teacher candidates articulate their thinking in planning and reflection. Teacher candidates spend five full school days (Monday through Friday, 8:00 am – 3:00 pm) in their second placement school for the <u>second</u> seven weeks of the semester and attend the seminar on campus weekly. 4 credits; 4 hours seminar; 200 hours onsite clinical experience; <u>second</u> 7 weeks.
Liberal Arts	[] Yes [X] No	Liberal Arts	N/C
Course Attribute		Course Attribute	
General Education Component	___x_ Not Applicable	General Education Component	N/C
Effective		Effective	Fall 2016

Rationale: This corrects an omission error to the sequence of weeks and in the number of hours from 4 to 2.

FROM		TO	
Departments	Teacher Education	Departments	
Course	YD 290 Action Research for Practitioners	Course	YD 290 Action Research for Practitioners
Pre or co requisite	Department permission	Prerequisite	N/C
Hours	3	Hours	N/C
Credits	3	Credits	N/C
Description	<p><i>Action Research for Practitioners</i> supports practitioners who work with young people in formal, informal or nonformal education settings to define, research, and address problems and issues within their practice through an action-based, reflective inquiry approach. The course supports students working in a wide variety of educational settings to locate ideas for research within the educational communities that they work. Students define an area of study, develop and implement an action research methodology, gather and interpret data, and then draw implications for their practice. This course carries a Liberal Arts designation.</p>	Description	<p><i>Action Research for Practitioners</i> supports practitioners who work with young people in formal, informal or nonformal education settings to define, research, and address problems and issues within their practice through an action-based, reflective inquiry approach. The course supports students working in a wide variety of educational settings to locate ideas for research within the educational communities that they work. Students define an area of study, develop and implement an action research methodology, gather and interpret data, and then draw implications for their practice. This course carries a Liberal Arts designation. <u>This course may be offered as an Independent Study.</u></p>

Liberal Arts	[x] Yes [] No	Liberal Arts	
Course Attribute		Course Attribute	
General Education Component	___x_ Not Applicable	General Education Component	N/C
Effective		Effective	Fall 2016

Rationale: This course is being changed to an Independent Study course to address low enrollment issues.

Department/Discipline Earth and Physical Sciences/Physics & Astronomy
 Contact Person Ratan Dhar, x2889, rdhar@york.cuny.edu


Please indicate items submitted for Committee approval

New Major Design	
Revised Major Design	
New Minor Design	
Revised Minor Design	
New Program	
Revised Program	
New Course Proposal	ASTR 491, 492, 493
Course Change Proposal	
Course Deletion	

Please provide an executive summary of your proposal

We propose cross-listing new advanced Astronomy courses with their extant Physics correlate courses.

1. Department Curriculum Committee Approval

 3/14/16
 Signature Date


2. Department Approval

 3/14/16
 Chairperson's Signature Date

3. Other Departments Affected:

Department	Signature	Date
Department	Signature	Date

4. College Curriculum Committee Approval

 4/05/2016
 Chairperson's Signature Date

5. College Senate Approval

New course to be offered in the department of Earth and Physical Sciences

Department(s)	Earth and Physical Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Astronomy
Course Number	491
Course Title	Astrophysics I: Planetary Astronomy
Catalogue Description	Basic physics of plasmas; orbital motions; the internal structure, atmospheres, magnetism and formation of the planets; dynamics of moons and rings; solar activity. Cross-listed with PHYS 491. Not open to students with credit in PHYS 491.
Pre/ Co Requisites	Coreq: PHYS 351 or CHEM 322
Credits	3
Contact Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute	
General Education Component	<input checked="" type="checkbox"/> Not Applicable

Rationale: This course will be co-listed to the extant Physics 491. The co-listing will allow students to include these courses as electives either towards their primary science degree or towards a minor in astronomy or physics. The naming and numbering changes were proposed to establish a standard scheme under the Astronomy sub-discipline, and to distinguish introductory courses from those required for the proposed Minor in Astronomy and/or CUNY BS in Space Science or Astrophysics.

Astro 491: Astrophysics I: Planetary Astronomy

3 credits: 3 hours lecture

Prerequisites: Physics 351 or Chem 322

Course Description:

Basic physics of plasmas; orbital motions; the internal structure, atmospheres, magnetism and formation of the planets; dynamics of moons and rings; solar activity. Cross-listed with PHYS 491.

Learning Objectives:

Upper level physics, space science or other science majors will be able to:

- Manipulate Maxwell's equations to derive the general properties and actions of plasmas, and particles and radiation within plasmas, such as:
 - Refraction
 - Particle drifts
 - Wave phenomena
 - Magnetic containment
 - Emission and absorption
- Predict the motions of bodies in the solar system such as planets, asteroids and spacecraft
- Describe, compare and contrast the properties of the planets as well as how we learn them
- Describe the physics behind the formation and evolution of the solar system.

Text: An Introduction to Modern Astrophysics, Carroll & Ostlie

Grading:

Homeworks:	40%
Test 1:	20%
Test 2:	20%
Test 3:	20%

Homework will be assigned approximately weekly and will be due at the beginning of class on the day it is due. If you must miss a due date, please discuss the alternatives with me *in advance*. Many exercises will be at least introduced, if not fully completed, during class. The lowest grade will be dropped from the average.

There will be three exams, each of which will count for 20% of the course grade. If you must miss a test, please schedule an alternate time with me *in advance*.

Schedule (subject to change):

Week	Topic
1-2	Gravity, orbital motion, vis viva equation, trajectories
2	Earth: structure, early history, Moon formation, earthquakes, magnetism
3	Earth: atmosphere, ionosphere, Van Allen radiation belts
4	<i>Test 1</i>
4-6	Plasmas: Earth's magnetosphere, Alfvén waves, dispersion relations, particle motions in plasmas
7-8	Terrestrial planets: rotation, tides, atmospheres, interiors
8-9	Jovian planets: composition, ring dynamics, moons
9	<i>Test 2</i>
10-11	Pluto, asteroids, orbital resonances, Kuiper Belt objects
12	Interplanetary dust, solar system formation and evolution
13	Extrasolar planets
14	The Sun: interior, fusion, magnetism, activity, interactions with the planets
15	<i>Test 3</i>

New course to be offered in the department of Earth and Physical Sciences

Department(s)	Earth and Physical Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Astronomy
Course Number	492
Course Title	Astrophysics II: Stellar Astronomy
Catalogue Description	Basic physics of radiation; spectral analysis; distances, motions, and physical properties of stars; stellar interiors and atmospheres; stellar evolution; clusters of stars; the interstellar medium; content, structure, and rotation of the Milky Way galaxy. Cross-listed with PHYS 492. Not open to students with credit in PHYS 492.
Pre/ Co Requisites	Coreq: PHYS 351 or CHEM 322
Credits	3
Contact Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable

Rationale: This course will be co-listed to the extant Physics 492. The co-listing will allow students to include these courses as electives either towards their primary science degree or towards a minor in astronomy or physics. The naming and numbering changes were proposed to establish a standard scheme under the Astronomy sub-discipline, and to distinguish introductory courses from those required for the proposed Minor in Astronomy and/or CUNY BS in Space Science or Astrophysics.

Astro 492: Astrophysics II: Stellar Astronomy

3 credits: 3 hours lecture

Prerequisites: Physics 351 or Chem 322

Course Description:

Basic physics of radiation; spectral analysis; distances, motions, and physical properties of stars; stellar interiors and atmospheres; stellar evolution; clusters of stars; the interstellar medium; content, structure, and rotation of the Milky Way galaxy.

Learning Objectives:

Upper level physics, space science or other science majors will learn to:

- Derive from observations and/or theory the fundamental properties of a star, namely its:
 - Age
 - Size
 - Mass
 - Motion
 - Distance
 - Luminosity
 - Temperature
 - Composition
 - Internal structure
- Describe the evolution of stars, including energy generation, formation from interstellar gas, internal energy transport, and various forms of stellar death
- Describe the structure and rotation of the Milky Way galaxy, including the Sun's derived position and motion, the Galactic center, stellar populations and the interstellar medium

Text: An Introduction to Modern Astrophysics, Carroll & Ostlie

Grading:

Homeworks:	40%
Test 1:	20%
Test 2:	20%
Test 3:	20%

Homework will be assigned approximately weekly and will be due at the beginning of class on the day it is due. If you must miss a due date, please discuss the alternatives with me *in advance*. Many exercises will be at least introduced, if not fully completed, during class. The lowest grade will be dropped from the average.

There will be three exams, each of which will count for 20% of the course grade. If you must miss a test, please schedule an alternate time with me *in advance*.

Schedule (subject to change):

Week	Topic
1	Astronomical coordinates
2-3	Stellar distances, luminosities and colors
3-4	Thermodynamics and radiation applied to stellar surface
4	Temperatures and spectroscopy
5	<i>Test 1</i>
5-6	Atomic structure, stellar spectra, Spectral classification
7-8	Stellar atmospheres
8-9	The Sun
9	Stellar radii and masses
	<i>Test 2</i>
10-11	Stellar interiors, nuclear processes in astrophysics
12	Variable stars, stellar distances
13	Interstellar Medium
14	Structure of the Milky Way
15	<i>Test 3</i>

New course to be offered in the department of Earth and Physical Sciences

Department(s)	Earth and Physical Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Astronomy
Course Number	493
Course Title	Astrophysics III: Extragalactic Astronomy
Catalogue Description	Galaxies and galaxy clusters; the extragalactic distance scale and Hubble's Law; quasars and active galactic nuclei; general relativity; distances and luminosities in cosmology. Origin and fate of the universe: the Big Bang, cosmic background radiation, inflation, dark matter, the cosmological constant. Cross-listed with PHYS 493. Not open to students with credit in PHYS 493.
Pre/ Co Requisites	Prereq: PHYS 351 or CHEM 322
Credits	3
Contact Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute	
General Education Component	<input checked="" type="checkbox"/> Not Applicable

Rationale: This course will be co-listed to the extant Physics 493. The co-listing will allow students to include these courses as electives either towards their primary science degree or towards a minor in astronomy or physics. The naming and numbering changes were proposed to establish a standard scheme under the Astronomy sub-discipline, and to distinguish introductory courses from those required for the proposed Minor in Astronomy and/or CUNY BS in Space Science or Astrophysics.

Astro 493: Astrophysics III: Extragalactic Astronomy

3 credits: 3 hours lecture

Prerequisites: Physics 351 or Chem 322

Course Description:

Galaxies and galaxy clusters; the extragalactic distance scale and Hubble's Law; quasars and active galactic nuclei; general relativity; distances and luminosities in cosmology. Origin and fate of the universe: the Big Bang, cosmic background radiation, inflation, dark matter, the cosmological constant.

Learning Objectives:

Upper level physics, space science or other science majors will be able to:

- Weight the strengths and weaknesses of various distance estimation techniques such as:
 - Parallax, Sunyaev-Zeldovic effect, Hubble expansion, Cepheid and other variable stars, Type Ia supernovae and other standard candles
- Describe the general properties of galaxies, including active galaxies which contain super-massive black holes
- Describe the evidence supporting the Big Bang theory with inflation
- Describe the probable fate of the Universe and how we know this from fluctuations in the cosmic microwave background radiation.

Text: An Introduction to Modern Astrophysics, Carroll & Ostlie

Grading:

Homeworks:	40%
Test 1:	20%
Test 2:	20%
Test 3:	20%

Homework will be assigned approximately weekly and will be due at the beginning of class on the day it is due. If you must miss a due date, please discuss the alternatives with me *in advance*. Many exercises will be at least introduced, if not fully completed, during class. The lowest grade will be dropped from the average.

There will be three exams, each of which will count for 20% of the course grade. If you must miss a test, please schedule an alternate time with me *in advance*.

Schedule (subject to change):

Week	Topic
1	Galaxy classification, Hubble's tuning fork
2	Galaxy clusters, giant ellipticals, cooling flows
3	Galaxy motions, rotation, dark matter
4	<i>Test 1</i>
4-5	General relativity and lensing
6	Active galaxies: quasars, Seyferts, radio galaxies, etc.
7	Galaxy formation and evolution, Madau plot
8	<i>Test 2</i>
8-9	Cosmic distances: standard candles and rulers
10-11	Cosmic distances: Hubble's law, S-Z effect, fundamental plane, gravitational lens variability, supernovae
12	Cosmic expansion, Big Bang, CMBR, Planck epoch
13	Inflation, D and He formation, first stars and galaxies
14	CMBR fluctuations, Ω , Λ , fate of the Universe
15	<i>Test 3</i>

Department/Discipline Foreign Languages, ESL, and Humanities
 Contact Person Hamid Bahri


Please indicate items submitted for Committee approval

New Major Design	
Revised Major Design	
New Minor Design	
Revised Minor Design	
New Program	
Revised Program	
New Course Proposal	X
Course Change Proposal	
Course Deletion	

Please provide an executive summary of your proposal

The Department of Foreign Languages, ESL, and Humanities is proposing two new courses: ARAB 101 and ARAB 102.

1. Department Curriculum Committee Approval

	3/1/2016
Signature	Date


2. Department Approval

Chairperson's Signature	Date

3. Other Departments Affected:

Department	Signature	Date
Department	Signature	Date

4. College Curriculum Committee Approval

	4/05/2016
Chairperson's Signature	Date

5. College Senate Approval

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Department(s)	Foreign Languages, ESL, and Humanities
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Arabic
Course Number	101
Course Title	Elementary Arabic I
Catalogue Description	This course will introduce students to Modern Standard Arabic (MSA) and cultures of the Arabic-speaking world and emphasize the four essential language skills: listening, speaking, reading and writing. This course is designed for students who have no prior background in Arabic. No native or heritage student of Arabic will be allowed to remain in this course.
Pre/ Co Requisites	
Credits	3
Contact Hours	4 (2 hours recitation; 2 hours laboratory)
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input checked="" type="checkbox"/> College Option

Rationale: There is a strong demand for Arabic nationwide and the creation of this course will help us recruit students and put York on a par with the curricula at other CUNY colleges. Arabic is a strategic language and the fastest-growing language on U.S. College and University campuses; it will help further globalize and expand the foreign language course offerings.

ELEMENTARY ARABIC I (ARAB 101)
FALL 2016-- York College
 اللغة العربية ١٠١

Instructor:
Office:
Classroom:
Office Hours:
E-Mail:
Final Exam:

Course Description:

This course will introduce students to Modern Standard Arabic (MSA) and cultures of the Arabic-speaking world and emphasize the four essential language skills: listening, speaking, reading and writing. This course is designed for students who have no prior background in Arabic. No native or heritage student of Arabic will be allowed to remain in this course.

Prerequisites: None

Course Materials: available at York Bookstore and online (e.g. Amazon.com)

- 1) *Alif Baa: Introduction to Arabic Letters and Sounds 3rd edition* by Brustad, Al-Batal & Al-Tonsi. **(Both the book and separate online component)**

N.B.: Only the third edition of this book will be used. No other edition will be accepted.

You must bring your book to class every day. E-book versions of the book are unacceptable

You need to purchase online access/a book key for \$24.95 via:

<http://www.alkitaabtextbook>

- 2) *Al-Kitaab fil Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic: Part I. 3rd edition.* This text will be used after finishing *Alif Baa*.

Course Objectives for Elementary Arabic I:

Upon successful completion of this semester, you will:

- have accuracy and fluency in pronunciation and writing of Arabic letters
- express yourself on basic conversational topics, such as greetings, personal

- information, giving and accepting invitations, describing states and feelings
- use culturally appropriate social greetings and other expressions in the Arab world
- compose simple paragraphs about yourself and your environment
- read short texts such as signs and advertisements, directories, personal ads etc.
- distinguish between MSA and spoken Arabic
- comprehend simple audio/video texts on familiar topics

Course Requirements and Grade:

Participation and Attendance	20%
Homework (HW)	30%
HW Corrections	5%
Quizzes	15%
Skits	15%
Final Oral Presentation	5%
Final Exam	10%

Attendance and Lateness:

Please refer to **Classroom Procedures, Policies and Regulations** at the end of the syllabus. Should you miss a class, make sure you have the phone number and e-mail address of at least two of your classmates whom you can contact to find out what you missed.

Participation and Preparation:

Participation is a major part of this class. In order for you to participate in a meaningful way, you need to do your HW and prepare before class. This class is also a group effort and group-work is an essential component. We can make much more progress as a class/group than as individuals by creating an Arabic-speaking community in which you will be a fully-participating member. Be receptive and prepared to work with your classmates in class and outside of class as well if you choose to do so. Participation also means checking your York email and/or Blackboard at least once a day for messages regarding Arabic class.

Requirements:

Vocabulary: As we advance towards a more advanced level in Arabic this semester, keeping up with vocabulary will be your most important task. **Personalize vocabulary.** Make words relevant by thinking of what you can say about yourself with them. This will help you learn faster, and make the words stick; all the vocabulary is constantly repeated throughout the book exercises to give you the opportunity to understand it. Minimize writing the English word, transliterating (using the Latin script).

Guessing skills are also critical. Try to use the context to guess words. For every word

you can guess, you improve your vocabulary retention too.

Remember **to study out loud**. The only way to internalize the rules of the language is through constant practice.

Homework: will usually consist of listening, writing, reading and drills. You will need to put more effort into each exercise by making sure you understand each sentence. You will note that HW has the highest percentage of your grade.

Part of your HW is to read the syllabus carefully when you first receive it and make sure you are prepared properly for class each day. Any adjustments to the syllabus and other announcements will be posted on Blackboard.

Grammar: Students are required to prepare grammar by reading the explanation, examples, and learning materials in charts and doing the assigned drills. Class time will be mostly devoted to activities and practice as opposed to explanation and the instructor will touch on grammar minimally. Coming to class prepared is the key to grasping the materials. If you still have questions, visit your instructor during her/his office hours for further explanation.

Homework Corrections:

You are responsible for correcting your HW on the same sheet of paper if it needs corrections. Corrections are always due the class after you get your HW back from your instructor. N.B.: Your HW corrections are graded and account for 5% of your final grade.

Quizzes:

You will have 12 short quizzes that will test your vocabulary, reading, grammar and writing skills. Constant review at home is highly advised! There are no makeup quizzes or exams. Your lowest 2 quiz grades will be dropped.

Skits:

During the semester you will be asked to conduct 4 skits with a partner or partners. Two of these skits will be graded. You and the instructor will discuss the details pertaining to the skits, the ones selected for grading beforehand.

Final Oral Presentation:

You will have a 3-5 minute oral presentation in Arabic in which you will introduce yourself to the class and discuss facets of your life, your family and your environment. You will be asked to make use of vocabulary and expressions you have learned in the course of the semester.

Final exam:

The final exam will be cumulative; it will include all the materials you have learned throughout the semester. Details will be provided during the semester.

Course Outline:

ألف باء Alif Baa, Introduction to Arabic Letters and Sounds. Third Edition

Week 1:

Unit 1: Introduction and Class Overview.
The Arabic Alphabet and Sounds.
Special Characteristics of Arabic Script.
Pronunciation of Arabic (long and short vowels).
Formal and Spoken Arabic.
Greetings and Introduction.
HW: Listening Exercises 2, Drill 1, New Vocabulary.

Week 2:

Unit 2: Consonants: ب ت ث and Short Vowels: □ □ □ & long vowels: ا و ي
Culture: Shaking Hands. Quiz 1
HW: Listening Exercise 1, Drill 1, 2, 5, 6, 7, 10, 11, 12, 13, 15, 16, 17.
Listening Exercise 3, 7, 8, 9, 11. Vocabulary and Conversation:
Meeting People. New Vocabulary.

Week 3:

Unit 3: Letters ج ح خ and ي as consonants. Sukuun □
Vocabulary and Conversation: Greeting people.
Culture: Expression *SabaaH il-khayr!* and *al-Hamdu li-llaah!*
Quiz 2
HW: Listening Exercise 1, 2, 3, 4, 5, 6, 7, 8. Drill 1, 2, 3, 4, 5, 6, 7, 8, 10,
11, 12, 14
New Vocabulary.

Week 4

Unit 4: The consonant Hamza ء
Letters: ذ ر ز
Introducing Someone
Forms of Address
Letters and Sounds: Part Two: د daal
Quiz 3.
Culture: Forms of Address
HW: Listening Exercise 1, 2, 3, 4, 7. Drill 1, 2, 3, 8, 9, 10, 12, 13, 15, 17
Arabic Numerals and Numbers: Numbers 0-10
Vocabulary and Conversation: 1 & 2
New Vocabulary.

Week 5:

Unit 5: Doubled Consonants with shadda □
Letters: س ش ص ض

Culture: Good-bye!

Quiz 4.

HW: Vocabulary and Conversation: Taking Leave

Listening Exercise 1, 2, 5, 6, 7, 8, 10. Drill 1, 2, 3, 4, 5, 7

Week 6

Unit 5: Vocabulary and Conversation: Being Polite

New Vocabulary

Grammar: Roots

New Vocabulary

Quiz 5

HW: Listening Exercise 8, 9, 10, 11, 17. Drill 11, 14, 15, 18, 19: Skits.

Week 7

Unit 6: Gender in Arabic: Gender and taa marbuuTa ة

Letters: ط ظ ع غ

Vocabulary and Conversation: Coffee Time

Quiz 6

HW: Listening Exercise 1, 2, 3, 4, 5, 6, 7, 8. Drill 1, 2, 3, 4, 6, 7, 8, 10, 11,

12.

Week 8

Unit 6: Culture: At the coffeehouse

Letters and Sounds: Part Two

Vocabulary and Conversation: Describing with Adjectives

Quiz 7

HW: Listening Exercise 9, 10, 11, 12, 13. Drill 14, 16, 17, 18, 20, 21, 22,

24, 25, 27.

Week 9

Unit 7: Letters: ف ق ك ل

Vocabulary and Conversation: Everyday Vocabulary

Culture: Expressions with اللآء

Guests' and Hosts' Roles

Quiz 8

HW: Listening Exercise 1, 2, 3, 4, 5, 6. Drill 1, 2, 3, 4, 6, 7, 8, 9, 10, 11,

13, 16

Week 10

Unit 8:

Letters: م ن هـ

More about Hamza: آ ؤ ئ

Reading Strategies

Vocabulary and Conversations: How are you? States and Feelings

Quiz 9

HW: Listening Exercise 2, 3, 4, 5, 6, 7 , Drill 1, 2, 3, 5, 6, 7, 8, 9, 10, 12,

13, 14

Week 11

Unit 9:

The Definite Article ال

Names of Arab Countries

Vocabulary and Conversation Describing People

Culture: معطش □

New Vocabulary

Roots and Patterns

Quiz 10

HW: Listening Exercise 1, 2, 3, 4. Drill 1, 2, 3, 4, 6, 7, 8, 9, 11, 13.

Week 12

Unit 10:

Letters and Sounds: Alif maqSuura: ا and Alif Qasiira (or dagger alif): ا'

Formal Arabic

Grammatical Endings: □ □ □ □ □ □'

New Vocabulary

Quiz 11

HW: Listening Exercise 1, 2. Drill 2.

Week 13

Unit 10:

Writing Styles: Handwriting

Culture: The Development of the Arabic Writing System

Calligraphy

Quiz 12

Listening Exercises 1, 2, s, Drill 2,

Al-Kitaab Unit 1: TBA

Week 14

Review

al-Kitaab Unit 1: TBA

Week 15

Finals.

Department of Foreign Languages, ESL, and Humanities
York College of The City University of New York
Classroom Procedures, Policies and Regulations

Welcome to the Department of Foreign Languages, ESL, and Humanities. We aim to enrich the education of all students through the study of languages, literatures and cultures. In addition to helping students attain functional proficiency in oral and written language and an appreciation of the culture of a particular language; we provide students with the skills that will improve communication in their own first language and English. The rules and procedures below are meant to help create the kind of atmosphere of mutual respect and cooperation that will allow you to have a very positive experience in your foreign language course. These rules are designed to maximize your learning experience, clarify expectations and avoid conflicts. Have a wonderful semester!

1. It is your responsibility to attend every class and arrive on time and prepared for the class. Please note:
 - a. Lateness: Arriving more than 10 minutes late on 3 occasions, will count as one absence
 - b. Attendance: You are permitted the equivalent of one week of unexcused absence from our courses. (the number of times your class meets each week). Further absences, without written medical documentation for the absence, will result in your final grade being lowered by 10 points, that is, by one full letter. ESL students with excessive absences may be blocked from the ACT exam.
 - c. Participation: When you are in class you must be involved in that class. This means you should not be doing work for another class, surfing the net, sleeping, etc.
2. NO CELL PHONES, NO IPODS, NO TEXTING, NO LAPTOPS, in short, NO TECHNOLOGY is/are permitted in the Classroom, *unless it is by permission of the instructor*. In that case, everyone will stay on the same website or program as the whole class. All individual electronic devices must be turned off and kept out of sight. Students should give family members and others the phone number for YC Security (718-262-2222) or during weekday hours, the department office (718-262-2430) so that they can be contacted in an emergency.
3. In all classrooms you will find signs stating the College's policy prohibiting food and drink in the classroom. If your teacher chooses to modify these prohibitions, you will be informed and must limit yourself to those new modifications.
4. Classroom conduct: Respect is the key ingredient in all classroom activities—reciprocal respect between teacher and student and, equally important, among classmates.
 - a. Teachers will not discuss grades or other private academic matters with students in class in front of other students. Such discussions must take place before or after class.
 - b. Aggressive or confrontational behavior will not be tolerated. In such cases, security will be called.
 - c. All cases of cheating and plagiarism will be handled according to the University's Academic Integrity Policy, a copy of which is attached to your course syllabus.
5. If you are having a problem with your instructor, the following steps must be taken.
 - a. Speak directly and politely to your instructor outside the classroom for a prompt resolution
 - b. If the situation is not resolved, then go to the discipline coordinator
 - c. If you are still not satisfied, see the Chair of the department
 - d. You must make appointments to see the Coordinator or Chair. No complaints by telephone, by email or made anonymously will be entertained.

I have received and read the Classroom and Procedures, Policies and Regulations of the Department of Foreign Languages, ESL, and Humanities

Date _____

Student Signature _____

AIV.1

Department(s)	Foreign Languages, ESL, and Humanities
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Arabic
Course Number	102
Course Title	Elementary Arabic II
Catalogue Description	Students will continue to study Modern Standard Arabic through a communicative approach on topics from everyday life and contemporary issues. They will also develop basic conversational and grammatical skills and gain further understanding of cultural and social contexts of the Arabic speaking world. Focus will be on the four essential language skills: listening, speaking, reading and writing.
Pre/ Co Requisites	Prerequisites: ARAB 101 or Placement by the department.
Credits	3
Contact Hours	4 (2 hrs. recitation; 2 hrs. lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> Flexible <input checked="" type="checkbox"/> College Option <input type="checkbox"/> English Composition <input type="checkbox"/> World Cultures <input type="checkbox"/> Mathematics <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Science <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

Rationale: There is a strong demand for Arabic nationwide and the creation of this course will help us recruit students and put York on a par with the curricula at other CUNY colleges. Arabic is a strategic language and the fastest-growing language on U.S. College and University campuses; it will help further globalize and expand the foreign language course offerings.

ELEMENTARY ARABIC II (ARAB 102)
FALL 2016-- York College
 اللغة العربية ١٠٢

Instructor:
Office:
Classroom:
Office Hours:
E-Mail:

Course Description:

Students will continue to study Modern Standard Arabic through a communicative approach on topics from everyday life and contemporary issues. They will also develop basic conversational and grammatical skills and gain further understanding of cultural and social contexts of the Arabic speaking world. Focus will be on the four essential language skills: listening, speaking, reading and writing.

Prerequisite: ARAB 101 or Placement by the department.

Course Materials: available at York Bookstore and online (e.g. Amazon.com)

Al-Kitaab fil Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic: Part I. 3rd edition. This text will be used after finishing *Alif Baa*.

Highly recommended dictionary: The Hans Wehr Dictionary of Modern Written Arabic.

N.B.: Only the third edition of this book will be used. No other edition will be accepted. You must bring your book to class every day. E-book versions of the book are unacceptable. You need to purchase online access/a book key for \$24.95 via: <http://www.alkitaabtextbook>

Course Objectives for Elementary Arabic II:

Upon successful completion of this semester, you will:

- use Arabic as a practical tool for communication & conduct a simple interview in Arabic
- understand grammatical complexities with less difficulty, through the use of patterns, roots,

- case endings, complex sentences, and passive voice for instance;
- write coherent paragraphs in Arabic and read with ease;
- sustain understanding over stretches of connected discussion on a number of topics (family, hobbies, work, travel and current events) pertaining to different times and places;
- learn about a number of key figures, such as Gamal Abdul-Nasser, Ibn Khaldun, Nizar Qabbani, and Ibn Battouta among others;
- develop autonomy and build confidence in your ability to guess the meaning on a number of topics without using the dictionary and be exposed to more aspects of Arab culture, including literature, arts and cinema.

Course Requirements and Grade:

Participation and Attendance	20%
Homework (HW)	30%
HW Corrections	5%
Quizzes	15%
Skits	15%
Final Oral Presentation	5%
Final Exam	10%

Attendance and Lateness:

Please refer to **Classroom Procedures, Policies and Regulations** at the end of the syllabus. Should you miss a class, make sure you have the phone number and e-mail address of at least two of your classmates whom you can contact to find out what you missed.

Participation and Preparation:

Participation is a major part of this class. In order for you to participate in a meaningful way, you need to do your HW and prepare before class. This class is also a group effort and group-work is an essential component. We can make much more progress as a class/group than as individuals by creating an Arabic-speaking community in which you will be a fully-participating member. Be receptive and prepared to work with your classmates in class and outside of class as well if you choose to do so. Participation also means checking your York email and/or Blackboard at least once a day for messages regarding Arabic class.

Requirements:

Vocabulary: As we advance towards a more advanced level in Arabic this semester, keeping up with vocabulary will be your most important task. **Personalize vocabulary.** Make words relevant by thinking of what you can say about yourself with them. This will help you learn faster, and make the words stick; all the vocabulary is constantly repeated throughout the book exercises to give you

the opportunity to understand it. Use exclusively Arabic letters to write without transliterating (using the Latin script).

Guessing skills are also critical. Try to use the context to guess words. For every word you can guess, you improve your vocabulary retention too.

Remember **to study out loud**. The only way to internalize the rules of the language is through constant practice.

Homework: will usually consist of listening, writing, reading and drills. You will need to put more effort into each exercise by making sure you understand each sentence. You will note that HW has the highest percentage of your grade. **Part of your HW is to read the syllabus carefully when you first receive it and make sure you are prepared properly for class each day.** Any adjustments to the syllabus and other announcements will be posted on Blackboard.

Grammar: Students are required to prepare grammar by reading the explanation, examples, and learning materials in charts and doing the assigned drills. Class time will be mostly devoted to activities and practice as opposed to explanation and the instructor will touch on grammar minimally. Coming to class prepared is the key to grasping the materials. If you still have questions, visit your instructor during her/his office hours for further explanation.

Homework Corrections:

You are responsible for correcting your HW on the same sheet of paper if it needs corrections. Corrections are always due the class after you get your HW back from your instructor. N.B.: Your HW corrections are graded and account for 5% of your final grade.

Quizzes:

You will have 12 short quizzes that will test your vocabulary, reading, grammar and writing skills. Constant review at home is highly advised! There are no makeup quizzes or exams. Your lowest 2 quiz grades will be dropped.

Skits:

During the semester you will be asked to conduct 4 skits with a partner or partners. Two of these skits will be graded. You and the instructor will discuss the details pertaining to the skits, the ones selected for grading beforehand.

Final Oral Presentation:

You will have a 3-5 minute oral presentation in Arabic in which you will introduce yourself to the class and discuss facets of your life, your family and your environment. You will be asked to make

use of vocabulary and expressions you have learned in the course of the semester.

Final exam:

The final exam will be cumulative; it will include all the materials you have learned throughout the semester. Details will be provided during the semester.

Course Outline:

Al-Kitaab fil Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic: Part I. 3rd edition

Week 1

Introduction and Class Overview.

Conversation: Introduce yourself. At the Café/ Restaurant/movie theatre

Grammar: Noun/Adjective Gender: (fem-masc.) Definite Article – Sun & Moon Letters.

Speaking Culture: Greetings

Reading and comprehension: Reading short phrases and sentences about what you have/want.

HW: Introduce your friend. Talk about your favorite drink/movie and recommend a must see movie to your friend.

Week 2

Lesson 1:

Vocabulary

Story in Spoken Arabic: “I am Nisreen/ I am Maha.”

Grammar: Feminine and Masculine

The Nisba Adjective

Interrogatives

Reading: Let's get to know each other.

Quiz 1.

HW: Drill 1, 2, 4, 5, 6, 7.

Week 3

Lesson 1:

The Story: “I am Maha”

Culture: Arabic Names

Grammar: The Definite Article ٱ

Dialogue.

Language and Culture

Quiz 2

HW: Drill 8, 11, 13, 14, 16. Listening Exercise 12.

Week 4

Lesson 2:

Vocabulary

The Story in Spoken Arabic: “I am lonely”

Culture: Housework

Grammar: Subject Pronouns, Plural Verb Conjugation, The Plural.

Quiz 3

HW: Drill 1, 2, 4, 5, 6.

Week 5

Lesson 2:

The Story in MSA: “I am lonely”

Middle East Studies Centers, Language Associations

Dialogue: Language and Culture: With Family and Friends

Quiz 4

HW: Drill 7, 9, 11, 13, 15.

Week 6

Lesson 3:

Vocabulary

The Story in Spoken Arabic: My Father’s Family

Culture: Prophet Muhammad’s Family

Grammar: Plural Patterns of Feminine Nouns + Human Feminine Plurals انت

Grammar: The iDaafa (“the construct phrase”).

Quiz 5

HW: Drill 1, 2, 3, 5, 6, 7, 8.

Week 7

Lesson 3:

Grammar: Possessive Pronouns

Culture: Arab Universities

The Story in MSA: My Father’s Family is big”

Dialogue: Language and Culture: Talking about someone’s children

Quiz 6

HW: Drill 9, 10, 11, 14, 18, 19, 20.

Week 8

Lesson 4:

Vocabulary

The Story in Spoken Arabic: “How do I learn all the names?”

Culture: Arabic Food; would you like to drink anything?

Grammar: The Present or Incomplete Tense; Main Verbs and Dependent Verbs

Grammar: Verb Stems and Their Patterns; Negating the Present Verbs.

Quiz 7

HW: Drill 1, 2, 3, 4, 6, 7, 8.

Week 9

Lesson 4:

Grammar: Object Pronouns

The Story in MSA: “How do I learn all the names?”

Culture Grammar: The Nominal Sentence, The Verbal Sentence Dialogue: Language and Culture

Quiz 8

HW: Drill 10, 12, 16, 17, 19. Listening Exercises 22 & 23.

Week 10

Lesson 5:

Vocabulary

The Story in Spoken Arabic: New York

Grammar: Definite and Indefinite in Phrases and Sentences

Numbers: \ • • - \ \ .

Quiz 9

HW: Drill 1, 2, 5, 6, 7, 8, 9, 10, 12.

Week 11

Lesson 5:

The Story in MSA: The Weather in the Summer

Grammar: Adverbs

Reading: New York

Dialogue: Language and Culture

Culture: Fairuz (Lebanese Singer)

Quiz 10

HW: Drill 13, 15, 16, 17, 21, 22, 23, 24.

Week 12

Lesson 6:

Vocabulary: The Days of the Week

Culture: Hobbies

The Story in Spoken Arabic: I am Tariq; I am Khaled

Culture

Grammar: Preview of the Dual.

Quiz 11

HW: Drill 1, 2, 4, 5, 6, 7,

Week 13

Lesson 6:

The Story in MSA: I am Khaled

Grammar: masDar and Verb Pattern

Grammar: Why? Because, In order to, Because of

Dialogue: Language and Culture

Quiz 12

HW: Drill 11, 12, 13, 14, 15, 16, 17.

Week 14

Lesson 1-6

Review

Week 15

Finals.

Department of Foreign Languages, ESL, and Humanities
York College of The City University of New York
Classroom Procedures, Policies and Regulations

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6. It is your responsibility to attend every class and arrive on time and prepared for the class.
 Please note:
 - a. Lateness: Arriving more than 10 minutes late on 3 occasions, will count as one absence
 - b. Attendance: You are permitted the equivalent of one week of unexcused absence from our courses. (the number of times your class meets each week). Further absences, without written medical documentation for the absence, will result in your final grade being lowered by 10 points, that is, by one full letter. ESL students with excessive absences may be blocked from the ACT exam.
 - c. Participation: When you are in class you must be involved in that class. This means you should not be doing work for another class, surfing the net, sleeping, etc.
7. NO CELL PHONES, NO IPODS, NO TEXTING, NO LAPTOPS, in short, NO TECHNOLOGY is/are permitted in the Classroom, *unless it is by permission of the instructor*. In that case, everyone will stay on the same website or program as the whole class. All individual electronic devices must be turned off and kept out of sight. Students should give family members and others the phone number for YC Security (718-262-2222) or during weekday hours, the department office (718-262-2430) so that they can be contacted in an emergency.
8. In all classrooms you will find signs stating the College's policy prohibiting food and drink in the classroom. If your teacher chooses to modify these prohibitions, you will be informed and must limit yourself to those new modifications.
9. Classroom conduct: Respect is the key ingredient in all classroom activities—reciprocal respect between teacher and student and, equally important, among classmates.
 - a. Teachers will not discuss grades or other private academic matters with students in class in front of other students. Such discussions must take place before or after class.
 - b. Aggressive or confrontational behavior will not be tolerated. In such cases, security will be called.

- c. All cases of cheating and plagiarism will be handled according to the University's Academic Integrity Policy, a copy of which is attached to your course syllabus.
10. If you are having a problem with your instructor, the following steps must be taken.
- a. Speak directly and politely to your instructor outside the classroom for a prompt resolution
 - b. If the situation is not resolved, then go to the discipline coordinator
 - c. If you are still not satisfied, see the Chair of the department
 - d. You must make appointments to see the Coordinator or Chair. No complaints by telephone, by email or made anonymously will be entertained.

I have received and read the Classroom and Procedures, Policies and Regulations of the Department of Foreign Languages, ESL, and Humanities



Date _____ Student Signature _____

AIII.1 Requirements for a new minor in Communication

Effective: Fall 2016

FROM:	TO:	
	Course Description	
	Crs	
No such minor currently exists at York College.	Required Courses	6
	SPCH 101 Fundamentals of Speech Communication	3
	SPCH 303 Ethics and the Freedom of Speech	3
	Electives (choose three courses)	9
	SPCH 160 Fundamentals of Oral Interpretation: Prose and Poetry	3
	SPCH 182 Voice and Diction	3
	SPCH 201 Argumentation and Debate	3
	SPCH 250 Introduction to Mass Media	3
	SPCH 260 Public Communication	3
	SPCH 270 Gender and Communication	3
	SPCH 341 Communication in Small Groups	3
	SPCH 350 Persuasion and Propaganda in Mass Media	3
	Total credits for minor in Communication:	15
	<i>Note: Speech Communication/Theatre Arts majors may not minor in Communication</i>	
Rationale: This minor encourages students interested in communication studies and speech practices to explore this discipline in depth.		
Effect outside department:		
Date of department approval: 3/7/2016		
Date of senate approval:		

**York College of the City University of New York
Curriculum Proposal Cover Sheet**

Department/Discipline Teacher Education
 Contact Person Linda Gerena

Please indicate items submitted for Committee approval

- New Major Design _____
- Revised Major Design _____
- New Minor Design _____
- Revised Minor Design _____
- New Program _____
- Revised Program _____
- New Course Proposal _____
- Course Change Proposal _____
- Course Deletion _____
- Program Deletion _____

Please provide an executive summary of your proposal

Teacher Education programs that are obsolete should be terminated.

1. Department Curriculum Committee Approval 3/9/16
 Signature Linda Gerena Date
2. Department Approval 3/9/16
 Chairperson's Signature Linda Gerena Date

3. Other Departments Affected:

X Anthropology Department G. Gold 3/15/2016
 Signature Date

X Black Studies Department G. Gold 3/15/2016
 Signature Date

S. Scipio Economics Department 3/10/16
 Signature Date

AI.1: Programs Closings

RESOLVED, that the following programs at York College be de-registered effective on the dates shown for each program:

Program Title	Degree	HEGIS	State Program Code	Effective Date
Anthropology/Childhood Education	B.A.	2202	24937	Fall 2016
Black Studies/ Childhood Education	B.A.	2211	24936	Fall 2016
Economics/ Childhood Education	B.A.	2204	24938	Fall 2016
French/ Childhood Education	B.A.	1701	24940	Fall 2016
French Middle School Extension	B.A.	1701	24940	Fall 2016
Music/ Childhood Education	B.A.	1005	24944	Fall 2017
Philosophy/ Childhood Education	B.A.	1509	24945	Fall 2016
Political Science/ Childhood Education	B.A.	2207	24946	Fall 2016
Psychology/ Childhood Education	B.A.	2001	24947	Fall 2017
Sociology/ Childhood Education	B.A.	2208	24948	Fall 2017
Spanish/Secondary Education	B.A.	1506	24956	Fall 2017
Speech Communication and Theater Arts /Childhood Education	B.A.	1105	24950	Fall 2016

EXPLANATION: Elementary school teachers teach all subject areas including Language Arts, English, Mathematics, Science, and Social Studies as outlined in the New York State Learning Standards and Core Curriculum (<http://www.p12.nysed.gov/ciai/cores.html>). Students need to be prepared to teach in these content areas. The above programs are not content area subjects taught in grades 1-6. The remaining Childhood Education majors will provide pre service teachers with the content knowledge they will need to teach elementary school students effectively, and give them an advantage on the Multi-Subject Content Specialty Test (one of the four required certification exams to be licensed in New York State). The Secondary Spanish program is also being withdrawn due to low enrollment.