Queensborough Community College
The City University of New York

MINUTES
of the May 8, 2012
Academic Senate

Interim President Diane Call called the eighth regularly scheduled meeting of the Academic Senate to order at 3:18 p.m.

I. **Attendance:**

The complete Senate roster is available at
http://www.qcc.cuny.edu/governance/academicSenate/roster.html

As determined from the attendance taken by the i-clickers at the meeting, there were nineteen absentees.

Carey, Diane	Ellis, Lorena	Reilly, Margaret
Gray, Peter	Holden, Todd	Lieberman, David
Maloy, Jennifer	Rowe, Kathleen	Tawde, Mangala
Ward, Denise	Yao, Haishen	SG President Pro Tempore
SG Administrative VP	Zahavy, Reuvain	
James Valentino	SG Programming VP	SG VP for PT students
SG Executive VP	SG Treasurer	

II. Consideration of minutes of the April 17, 2012:

- A **motion** was **made**, **seconded**, and **unanimously approved** to approve the April 17, 2012 minutes (*Attachment A of the May 8, 2012 Agenda)*.

III. Communications from:

Interim President Call: Interim President Call referred to her written report
(Attachment B of the May 8, 2012 Agenda)

- President Call began her report with an update on enrollment. The enrollment management team projects completion of student advisement/registration by July 31st. Activities for Summer and Fall 2012 enrollment are well underway. As of the end of April, over 2900 students registered for our Summer Session classes and, as of last week, 3500 currently enrolled students registered for the Fall 2012 semester. To date approximately 12,000 new freshmen and transfers have been accepted for Fall 2012.

- President Call reported that we will be hiring 30 new faculty members.

- President Call congratulated those who participated in Queensborough's annual **Honors Conference** on Friday, May 4. There were 341 honors presentations- President Call thanked faculty and staff who worked with these students.

54 • President Call thanked The Barnes and Noble Student Impact Team for volunteering their time
55   and effort to welcome and speak to guests at the Partners for Progress Gala.;
56   http://www.qcc.cuny.edu/advancement/specialEvents.html.
57
58 • President Call reported that over $330,000 was raised at Partners for Progress and thanked all
59   those who attended and contributed.
60
61 • President Call congratulated student Oluwadamisi Atanda (Kay), who received CUNY's Student
62   Leader of the Year Award during the 19th Annual Vice Chancellor's Excellence in Leadership
63   Awards event.This is the inaugural presentation of the award to honor a student who has
64   exhibited extraordinary service to the University and demonstrated exceptional academic
65   achievement.
66
67 • **President Call introduced** our newly elected student government leaders for the 2012/2013
68   academic year:
69   • Mr. Preston Baker, President of SGA
70   • Mr. Jace Dunn, Vice President
71   • Ms. Mariama Coulibaly, Administrative Vice President
72   • Ms. Ashley Persaud, Programming Vice President
73   • Mr. Camilo Torres, Treasurer
74   • Mr. Girrell Banks, Vice President for Evening Students
75   • Mr. Joel Singleton, Vice President for Part-time students
76
77 • President Call thanked our outgoing student leaders for a "job well done" this academic year!
78
79 • President Call congratulated Dr. Sarah K. Danielsson as the first KHRCA/NEH Scholar selected
80   to develop our NEH symposia for Academic year 2012-13– her topic will be "Human Rights,
81   Justice and Genocide." Her project will be comprised of a Seminar Series for scholars; two(2)
82   day long workshops for educators; and two (2) lectures with featured speakers, open to students
83   and the general public.
84
85 • President Call thanked Dr. Tai in negotiatig this NEH grant.
86
87 • President Call gave an update on the budget. The budget outlook for next year is much improved
88   over the past two years. QCC's annual Resource Planning & Allocation Process is underway.
89   Divisions and departments have submitted their budget requests and consultation meetings with
90   the Budget Advisory Subcommittee of the P&B Committee and the Academic Senate Budget
91   Advisory Committee have been scheduled. We faired quite well in the city capital budget this
92   year, and these funds are matched with state funds, resulting in a total of $6.1 million.
93
94 President Call completed her report by reminding everyone to attend these upcoming events:
95
96 • The Student Juried Art Exhibit opened on May 3, and will be on exhibit in the QCC Art Gallery
97   until July 6.
98
99 • Phi Theta Kappa, the national honor society for community colleges will hold their induction
100   ceremony tomorrow (Wed., May 9) at 6:00 p.m. in the Student Union.
101
102
103 • The Honors Convocation is scheduled for Tuesday, May 29, at 6 p.m. in the Humanities Theatre.
104
105 • Candle Lighting, the traditional 'pinning' ceremony for graduates of our Nursing Program, will be
106   held on Wednesday, May 30 at 1:00 PM in the QCC Theatre.
107
108

109 • Our 51st Commencement Exercises will be held on Friday, June 1, in the morning. All faculty and
110   staff are invited to participate in the academic procession and to share this important day with our
111   graduates, their families and friends.
112
113
114
115 **Senate Steering Committee**: Chair Tai referred to her written report:
116   (*Attachment C of the May 8, 2012 Agenda*) focusing on some of
117   the following:
118
119 • Chair Tai thanked Anne Marie Bourbon for her years of service in the Senate**.** We had all profited
120   from her institutional knowledge and years of kind guidance and wisdom, **as reflected by Notice**
121   **of Recognition.**
122
123 • **Chair Tai discussed Senate composition and membership:** As of this writing, the elections of
124   41 Senators from the full-time faculty of Queensborough Community College; one CLT
125   representative, two HEO representatives, and one adjunct representative, have been finalized.
126   The Steering Committee wishes to renew its thanks all the members of Queensborough's faculty
127   and staff who ran for election, as well as the number of faculty, HEOs, and Adjuncts who voted
128   for their colleagues.
129
130 • Chair Tai welcomed all representatives—Faculty-at-large, HEOs, and CLTs,—who may be new—
131   or are returning, to the Academic Senate:
132   o Professor Shele Bannon (Business)
133   o Dr. Joanne Chang (Music)
134   o Dr. Edmund Clingan (History)
135   o Dr. Maan Lin (Foreign Languages)
136   o Professor Isabella Lizzul (Health, Physical Education, and Dance)
137   o Dr. Jennifer Maloy (Basic Educational Skills)
138   o Ms. Audrey Maroney (Senior Laboratory Technical Representative)
139   o Mr. Dion Pincus (Higher Education Officer Representative)
140   o Professor Margaret Reilly (Nursing)
141   o Professor Kathleen Rowe (Adjunct Faculty Representative, Basic Educational Skills)
142   o Dr. Philip Pecorino (Social Sciences)
143   o Professor Cheryl Spencer (Nursing)
144   o Dr. Mangala Tawde (Biological Science and Geology)
145   o Dr. Edward Volchok (Business)
146   o Dr. Paul Weiss (Health, Physical Education, and Dance)
147   o Professor Richard Yuster (Electrical and Computer Engineering Technology)
148
149 • Chair Tai expressed gratitude to the following faculty, HEOs, and CLTs, who will be leaving the
150   Academic Senate:
151
152   • Professor Georganne Albanese, (Adjunct Faculty Representative, Basic Skills)
153   • Dr. Barbara Blake-Campbell (Nursing)
154   • Dr. Anne Marie Bourbon (Foreign Languages)
155   • Professor Michael Cesarano (Speech and Theatre)
156   • Mr. Pedro Irigoyen, (Computer Laboratory Technician Representative, Chemistry)
157   • Dr. Chong Jue (Biology)
158   • Ms. Josephine Pantaleo (Higher Education Officer Representative)
159   • Professor Regina Polizzotto Cardaci (Nursing)
160   • Dr. Jane Poulsen (Social Sciences)
161   • Dr. Patrick Wallach (Mathematics and Computer Science)
162

163 • Chair Tai thanked the members of Committee on Committees and all our colleagues who
164 indicated a willingness to serve on committees of the Academic Senate. Due to some turnover we
165 are already seeing among appointed committee members, several members of faculty on the
166 alternate list have already been offered committee appointments to replace resigning committee
167 members—so those faculty who were not appointed to committees and had concerns on this
168 score should be aware that they may yet be given an opportunity to serve.
169
170

171 V. ELECTIONS

172 • Election of members of the Steering Committee
173 o **Dr. Emily Tai was nominated as the chair and a motion was made to close**
174 **nominations. Due to the fact that there was only one nomination for the**
175 **position, the secretary of the senate was directed to cast a ballot**
176 **completing the election.**
177 o **Dr. Peter Bales was nominated as the vice- chair. Due to the fact that there**
178 **was only one nomination for the position, the secretary of the senate was**
179 **directed to cast a ballot completing the election.**
180 o **Dr. Lana Zinger was nominated as the secretary. Due to the fact that there**
181 **was only one nomination for the position, the vice- chair of the senate was**
182 **directed to cast a ballot completing the election.**

183 • Election of Parliamentarian
184 o **Dr. Shannon Kincaid was nominated as** parliamentarian. **Due to the fact that**
185 **there was only one nomination for the position, the secretary of the senate**
186 **was directed to cast a ballot completing the election.**
187

188 • Election of Senate Technology Officer
189 o **Dr. Belle Birchfield was nominated as** Senate Technology Officer. **Due to the**
190 **fact that there was only one nomination for the position, the secretary of**
191 **the senate was directed to cast a ballot completing the election.**
192

193 • Election of Members of Committee on Committees-
194 o **Professor** Aithne **Bialo-Padin, History**
195 o **Prof Cheryl Spencer, Nursing**
196 o **Prof Julia Carroll, Basic Skills**
197 • **Due to the fact that there were only three nominations for the positions, the**
198 **secretary of the senate was directed to cast a ballot completing the election.**
199
200

201 VII. Monthly Reports of Standing Committees of the Academic Senate
202 • Committee on Curriculum (Attachment G)—**RESOLUTION**
203

204 The Committee on Curriculum has acted to send the following recommendation to the Academic Senate.
205
206 **1. New Courses**
207 **2. Changes in Courses**
208 **3. Removal of Courses**

209 **4. New Degree Program**
210 **5. Degree Program Changes**
211
212
213 **1. New Courses**
214
215 **DEPARTMENT of BUSINESS**
216
217 **BU-917 Healthcare Information Management** 3 class hours, 1 laboratory hour   3 credits
218 Prerequisites and/or) co-requisites: None
219 **Description:**

220 This course covers the development, evolution and use of healthcare information technology in the
221 healthcare industry. It is also designed to show how healthcare information management professionals
222 serve the patient, physician, and the public by using the highest ethical standards to manage healthcare
223 information through the use of both database software and paper formats.
224
225 **Rationale** :
226
227 This course is needed to teach those enrolled in these curricula:

228
229 Certificate Programs:
230   **Medical Office Assistant**
231   **Health Care Office Administration: Managing, Coding, and Billing**
232
233 •   To identify problems and to make informed decisions when handling healthcare records
234   in both the public and private healthcare sectors.

235 •   To always incorporate medical and legal ethics in the field of healthcare information
236   management and technology

237 •   To have hands-on experience with database software and Internet research by using
238   state-of-the-art technology

239 •   To integrate the knowledge and skills learned in this course for entry-level positions and
240   to advance up career ladders in the healthcare field.

241   •   A **motion** was **made**, **seconded**, and unanimously **approved** to approve the new
242   courses in Business(*Attachment G of the May 8, 2012 Agenda).*
243
244
245
246
247
248 **2. Changes in Courses**
249
250 **DEPARTMENT of SOCIAL SCIENCES**
251
252 **Course Description Change**   SS375 Media and Society
253
254 **From**:
255 [An examination of how the mass media both create and reflect public opinion and behavior.] Topics
256 include [the functions and consequences of television and film violence; the effects of social class
257 background on the formation of taste; the impact of the media on political decision-making; the effects of
258 advertising and the rise of consumer culture; and the influence of television viewing on the educational
259 process]

260
261 **To**:
262
263 <u>This course will introduce students to a sociological analysis of the mass media.</u> Topics include <u>the mass</u>
264 <u>media and socialization; functionalist theory and the mass media; conflict theory and the mass media; the</u>
265 <u>economics of the media industry and its influence on the products we consume; advertising; the hidden</u>
266 <u>world of public relations; social life in online environments; the history of celebrity and the sociological</u>
267 <u>implications of celebrity gossip.</u>
268
269 **Rationale**:
270 In recent years significant changes have occurred in the contemporary media landscape, especially as
271 regards the transition to internet delivery of information and the expansion of online social media. The
272 proposed course description expands the scope of the course to incorporate these recent trends.
273
274
275

276 **Course Prefix changes**
277
278 The table below indicates proposed changes to the course prefixes and numbers for all Social Sciences,
279 Criminal Justice, and Education courses.
280

FROM	TO		FROM	TO
SS110	ANTH101		SS510	PSYC101
SS130	ANTH130		SS515	PSYC215
SS140	ANTH140		SS520	PSYC220
SS150	ANTH150		SS525	PSYC225
SS211	ECON101		SS530	PSYC230
SS212	ECON102		SS540	PSYC240
SS250	ECON150		SS550	PSYC250
SS260	ECON160		SS555	PSYC255
SS235	ECON235		SS560	PSYC260
SS310	SOC101		SS570	PSYC270
SS325	SOC125		SS590	PSYC290
SS330	SOC230		SS610	PHIL101
SS340	SOC240		SS620	PHIL120
SS350	SOC250		SS630	PHIL130
SS370	SOC270		SS635	PHIL135
SS375	SOC275		SS650	PHIL150
SS385	SOC185		SS640	PHIL140
SS410	PLSC101		SS645	PHIL 145
SS440	PLSC140		SS650	PHIL150
SS470	PLSC170		SS660	PHIL160
SS480	PLSC180		SS665	PHIL165
SS901	UBST101		SS680	PHIL180
SS902	UBST202		SS840	RELI101
SS911	UBST102		ISS221	INTE221
CJ101	CRIM101		CJ203	CRIM203
CJ102	CRIM102		CJ204	CRIM204
CJ201	CRIM201		ED110	EDUC101
CJ202	CRIM202		SS901	UBST101
			SS902	UBST201
			SS911	UBST102

281
282
283 Rationale: The Pathways Common Core course nomination template allows 4-character course prefixes,
284 using the Subject Area code table requires that courses be designated with 4-character Subject Area
285 codes (Note: the Pathways code for sociology is only 3 characters, SOC).   The change in our course
286 prefixes will create consistency between our prefixes and those Subject Area codes.   In addition the new
287 prefixes will obviate the confusion caused by having the same "SS" designation for six very different
288 disciplines: anthropology, economics, sociology, political science, psychology and philosophy. It will also
289 make it easier for students to identify discipline-specific courses and will reduce the problem of students
290 taking a philosophy course with the impression that it will satisfy a Social Sciences course requirement.
291 By changing the course numbers in the proposed manner we will bring our courses into conformity with
292 the standard practice of designating introductory courses (i.e., courses with no pre-requisite in the
293 discipline) as 100-level courses and designating as 200-level courses those electives with a prerequisite
294 of an introductory course in the discipline.
295
296 • A **motion** was **made**, **seconded**, and unanimously **approved** to approve the
297 course revisions in Social Sciences(*Attachment G of the May 8, 2012 Agenda)*.
298

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303   **3.   Removal of Courses**
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306   **EN-213** Advanced Prose Writing 3 class hours, 1 recitation hour, 3 credits
307
308   Offers students the opportunity to develop their ability to write effective expository and argumentative
309   prose. Students will analyze their own work in terms of aims, logic, and organization. They are
310   encouraged to use literary techniques such as dialogue and figurative language to enrich their meaning
311   and enliven their style. They are also required to evaluate and incorporate research into their own writing.
312   Readings are assigned to teach students how to read as writers do – with eye for technique and form –
313   as well as to develop their critical thinking.
314
315   • A **motion** was **made**, **seconded**, and **approved** with one abstention from VP Steele to approve
316   the revisions in EN-213 (*Attachment G of the May 8, 2012 Agenda).*
317
318
319
320   **4. New Degree Program**
321
322   **A DUAL/JOINT DEGREE PROGRAM IN ASSOCIATE IN APPLIED SCIENCE (A.A.S.) IN**
323   **NURSING LEADING TO THE BACHELOR OF SCIENCE (B.S.) IN NURSING**
324
325   NOTE: The entire document is titled QCC-York Dual Joint Nursing - Letter of Intent
326   And located at http://www.qcc.cuny.edu/governance/academicSenate/curr/documents.html
327
328   The dual/joint degree program between Queensborough Community College's Nursing program and the
329   upper division baccalaureate program at York College is a curricular collaboration that will result in a
330   higher rate of seamless progression of Queensborough Community College (QCC) nursing graduates
331   through the upper division baccalaureate program at York College. Like its predecessor, the dual/joint
332   program with Hunter College, it is believed that this dual/joint degree program will serve as a model for
333   other CUNY AAS and BS nursing programs and will be replicated across the university. The inception of
334   the program is timely, even at a national level, as several states already have or are currently pursuing
335   jointly registered programs, including Oregon, Hawaii, and California.
336
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343

344
345   **PROGRAM REQUIREMENTS**
346   **COURSES REQUIRED FOR A.A.S. IN NURSING AT QUEENSBOROUGH CC**

Program Content and Requirements			Please place an X in the appropriate column	
Course Number and Course Title*		**No. of Credits**	**York GER**	**York equiv course**
List each course required for the college core (if applicable)**	**ENGLISH COMPOSITION**			ENGL 125
	EN 101 English Composition *			
	EN 102 English*	3		ENGL 200
	Mathematics	3		
	Math 119- / 336***	3		Math 104
	LAB SCIENCE	4		
	BI-301 Anatomy and Physiology I*	4		BIOL 234
	BI 302 Anatomy and Physiology II*	4 (1 Bio 999)		BOIL 235
	BI 311 Microbiology*	3		BIOL 265
	SOCIAL SCIENCES	3		
	SS 510 Psychology*	3		PSYC 102
	SS 520 Human Growth and Development*	3		
	LIBERAL ARTS AND SCIENCES ELECTIVE* HIST 127			PSYC 214
				Hist 127
List each course required for the major (include any field experience, research, thesis, or capstone course)**	**NURSING MAJOR**		**New course**	
	NU-101 Safe and effective nursing care of client, I	7	NO	NO
	NU-102 Safe and effective nursing care of client, II	9	NO	NO
	NU-201 Safe and effective nursing care of client, III	9	NO	NO
	NU-202 Safe and effective nursing care of client, IV	9	NO	NO
	NU-204 Nursing and Societal Forces	3		NO

347
348

Total credits in the A.A.S. in Nursing program	**67**	

349 **NOTE: 30 CREDITS ARE LIBERAL ARTS AND SCIENCES**
350 ***** Students who place out of Math 119 may proceed to Math 336**
351 ***MOST UNDERGRADUATE DEGREE TITLES REQUIRE A SPECIFIED PERCENTAGE OF**
352 **LIBERAL ARTS CONTENT (FOR EXAMPLE, AA, BA REQUIRE 75%; AS, BS, BSED REQUIRE**

353   **50%; AAS REQUIRES 33%). WITHIN THE TABLE, <u>IDENTIFY WITH AN ASTERISK ALL</u>**
354   **<u>COURSES THAT ARE CONSIDERED LIBERAL ARTS AND SCIENCES.</u>**
355   ****IF STUDENTS SELECT FROM CATEGORIES OF COURSES, SPECIFY THE CATEGORIES**
356   **AND THE NUMBER OF CREDITS REQUIRED IN THE CATEGORY. IN SUCH A CASE, PROVIDE**
357   **AN ANNOTATED COPY OF THE COLLEGE CATALOG.**
358

359 **ADDITIONAL COURSES REQUIRED FOR YORK COLLEGE B.S. IN NURSING**

Program Content and Requirements

	Course Number and Course Title*	No. of Credits	QCC equiv course
List each course required for the college core (if applicable)**	**York courses**		
	Statistics Math 111	4	MA-336 or 3cr. elective
	Philosophy 102, 103, 121	3	SS 610
	Pathophysiology Bio 336	3	BI 525
	Writing 303	3	NO
	Chemistry 105	5	Chem 127
	Speech 101	3	Sp 207/211
	Nutrition Bio 382	2	HE 103 (1 elective credit)
	Suggested selection for additional required credits (FA 104 or 150 or 155 or 264 or 382 or Music 101 or 110 or 225 or 250 or 253)	3 -8	7.5
	ADDITIONAL GENERAL EDUCATION (9.5credits)* One 3 credit course taken at QCC as Liberal Arts elective (3 of 15 General Education)	26-29	25.5// 34
List each course required for the major (include any field experience, research, thesis, or capstone course)**	**NURSING MAJOR**		In QCC curriculum
	NURS 200 * Pharmacology Challenge exam		
	NURS 203 Health Assessment	**4**	3 NU-204// N 301
	NURS 301 Values in Transition	**4**	
	NURS 314 Leadership and management	**3**	
	NURS 315 Community Nursing I	**6**	
	NURS 405 Crisis Nursing	**3**	
	NURS 406 Emergent Evolution	**3**	
	NURS 407 Nursing Research	**3**	
	TOTAL YC Nursing	**28**	
			27

360
361   120 credits   61 liberal
362 arts cr.
363 **Purpose and Goals**
364
365 The dual/joint degree program between Queensborough Community College's Nursing program and the
366 upper division baccalaureate program at York College is a curricular collaboration that will result in a
367 higher rate of seamless progression of Queensborough Community College (QCC) nursing graduates
368 through the upper division baccalaureate program at York College.
369

370   This proposal is modeled on the QCC-HBSON dual enrollment program developed 2011. An additional
371   objective of this dual/joint degree is to increase the student's knowledge of and ability to use health care
372   technologies: electronic health records, telehealth and simulation. QCC and York have created an
373   alliance to share campus laboratory and nursing student resource center materials. Both programs have
374   incorporated simulation throughout the curriculum to teach and provide students with experiences in a
375   variety of complex patient situations. Typically, students are not allowed to work with these patients.
376   Simulation provides students with the experiences needed to be able to practice safely and effectively
377   with critically ill patients after graduation.
378
379   The Federal Health Information Technology (HIT) Plan requires all health care institutions to transition
380   from paper-based patient information systems to Electronic Health Record (EHR) by 2014. Both QCC
381   and York have incorporated the Neehr Perfect EHR system into the nursing curricula. This provides
382   students with the opportunity to work with an electronic patient health record system, accessing data and
383   collaborating with other health team members.
384
385   The Quality and Safety Education in Nursing (QSEN) initiative has identified informatics as a core
386   competency for health care workers. Infomatics is viewed as key in reducing health care errors and
387   patient deaths. Integration of EHR and simulation in the curriculum will expose students to these
388   technologies and will foster this competency in students. Simulation can also promote development of
389   clinical judgment in critical situations in a safe environment by presenting a variety of patient situations
390   and allowing students to assess, plan and implement appropriate care. With limitations on clinical time,
391   placement sites, and faculty time, Simulation can be a valuable addition to clinical education. It works
392   best when realism is an integral part of the experience. Providing opportunities for students to simulate
393   realistic scenarios is enhanced with the use of equipment that is utilized in the clinical area.
394
395   The use of simulated patient scenarios has been incorporated in QCC and York nursing education to
396   provide students with opportunities to develop clinical reasoning and decision making skills. One reason
397   simulation has gained popularity is the increased competition for a declining number of actual clinical site
398   experiences for nursing students. Additionally there are some patient situations that are not appropriate
399   for students because of potential patient risk. Using these simulated patient scenarios allows students to
400   experience a situation such as cardiac arrest in a safe non-threatening atmosphere. Anxiety is decreased
401   since no harm will come to a live patient. Students can make errors and learn from them without putting
402   the patient at risk. The Joint Commission has identified certain patient situations as "low volume, high
403   risk." This means that they occur less frequently in most hospitals and pose a greater risk than normal. As
404   can be expected, hospitals are less willing to allow students to be involved in the care of these patients
405   for medical and legal reasons. Patient situations lend themselves well to simulation and permit faculty to
406   insert opportunities for students to problem solve in a calmer atmosphere. The Agency for Healthcare
407   Research and Quality (AHRQ) and the Institute for Medicine advocate integrating simulation into nursing
408   education both at the primary level as well as for continuing professional education, (Durham and Alden
409   2008). The Agency for Healthcare Research and Quality (AHRQ) publication, in Patient Safety and
410   Quality: An Evidence-Based Handbook for Nurses (2008) has identified the positive impact of simulation
411   on improving patient safety.
412
413   In sum, the proposed dual/joint degree program aims to: 1. align the curricula of York and QCC and
414   create a dual enrollment program for students to move seamlessly from the AAS program at QCC to the
415   BSN program at York College; and 2. create shared student resources for students in QCC and York
416   nursing programs, focused on health care technology, including electronic health records (Neehr Perfect),
417   Telehealth, simulation, and Unbound Medicine online resources.
418
419   **Need and Justification**
420
421   This proposal recognizes the value of having many different paths in nursing education. Associate degree
422   programs provide easy access and a shorter time period for individuals to become licensed registered
423   nurses. These programs serve many adult learners as well as second career students and should be
424   continued. However, these graduates should be encouraged to continue their education and obtain a
425   BSN degree.

426
427 Trends in the nursing profession point to the need for CUNY to increase its capacity at the baccalaureate
428 level. This includes local and national hiring trends favoring baccalaureate prepared nurses, as
429 compared to associate degree nurses (Commins, 2010). The proposed program will contribute to CUNY's
430 ability to improve students' career trajectories and will add registered nurses to the workforce who hold
431 the credentials that clinical agencies desire. With a baccalaureate degree in hand, the program's
432 graduates will be in a position to pursue the graduate level credentials needed to assume leadership
433 positions in health care and nursing education, across the metropolitan area and beyond.
434
435 Prominent health policy agencies and funding agencies are also zeroing in on nursing as a key
436 component of the emerging healthcare arena. In October 2010, the Institute of Medicine (IOM) and the
437 Robert Wood Johnson Foundation (RWJF) released their highly anticipated report entitled *The Future of*
438 *Nursing: Leading Change, Advancing Health.* This report, which will shape future health policy in the
439 nation, recommends increasing the percentage of nurses with baccalaureate degrees from 50% to 80%
440 by the year 2020. In accordance with nursing education's leading accreditation bodies (the Commission
441 on Collegiate Nursing Education [CCNE] and the National League of Nursing Accrediting Commission
442 [NLNAC]), IOM and RWJF are also calling for all nursing programs to offer defined academic pathways
443 that create seamless access to higher education. Therefore, a new online baccalaureate completion
444 program at the CUNY School for Professional Studies would enhance CUNY's capacity to remain in line
445 with national trends within the nursing profession.
446
447 Recent healthcare research indicates that the baccalaureate-educated nurse brings a more
448 comprehensive and in-depth education to the healthcare arena than the associate-degree or diploma
449 nurse. Recent reports advocating that AAS nursing graduates pursue the baccalaureate in nursing
450 include:
451
452 • Linda Aiken's much heralded research reported that hospitals that have a higher percentage of
453   baccalaureate-prepared registered nurses have better patient outcomes.
454 • Many recent graduates of associate degree nursing programs are having great difficulty securing
455   employment as an RN.
456 • Hospitals desiring magnet status are giving their currently employed registered nurses a
457   deadline—five years—to obtain a BSN. New York State Education, as well as CUNY, advocates
458   for the creation of seamless articulation for graduates of associate degree nursing programs to
459   BSN programs.
460 • Many states—North Carolina, Illinois and Oregon—have created state-wide projects to ensure
461   that this happens.
462
463 Most nurse educations believe that graduates of Associate and Diploma nursing programs should plan to
464 continue their education while employed as a registered nurse. Some of the reasons that many of these
465 graduates do not pursue a BSN degree include work schedules, family responsibilities, and difficulties
466 finding BSN programs that fit into their lifestyles. It is imperative for associate degree nursing programs to
467 align with RN completion programs to ensure a seamless transition for their graduates and equally
468 imperative for RN completion programs to provide easy access and progression throughout. Some of the
469 reasons are:
470
471 • QCC has been at the forefront in establishing seamless articulations and currently has
472   established a dual enrollment program with Hunter College.
473 • York College, located in Jamaica near QCC, Queens, is a geographically desirable partner. In
474   fact, many students from QCC already use the library facilities at York, possibly due to its easy
475   access by New York City public transportation.
476
477 QCC currently uses Neehr Perfect EHR system and Unbound Medicine online resources. As part of the
478 process of creating a seamless curriculum, implementation of these two resources at York College will
479 facilitate the transition of students, help to build upon previous learning, and promote student success.
480

481
482   • A **motion** was **made**, **seconded**, and unanimously **approved** to approve **a**
483   **DUAL/JOINT DEGREE PROGRAM IN ASSOCIATE IN APPLIED SCIENCE (A.A.S.) IN**
484   **NURSING LEADING TO THE BACHELOR OF SCIENCE (B.S.) IN NURSING** (
485   *Attachment G of the May 8, 2012 Agenda).*
486
487

488   **5.** Degree Program Changes:
489   **Replace BU-914 with BU-917**
490

From: [BU-914 Critical Issues in Health Care Administration]3 class hours 3 credits	**To**: BU-917 Healthcare Information Management 3 class hours, 1 laboratory hour* 3 credits

491
492   **Substitution of BI-110 for BU-917**
493

From: [BI-110 Fundamentals of Life Science] 3 class hours 3 credits	**To**: BU-917 Healthcare Information Management 3 class hours, 1 laboratory hour* 3 credits

494
495
496   **Catalog Description:**
497   This course covers the development, evolution and use of healthcare information technology in the
498   healthcare industry. It is also designed to show how healthcare information management professionals
499   serve the patient, physician, and the public by using the highest ethical standards to manage healthcare
500   information through the use of both database software and paper formats.
501
502   **Rationale:**
503   This course is needed to prepare students for entry-level positions in healthcare information management
504   and also to update the skills needed by experienced workers in the healthcare information field. BU-917
505   (Healthcare Information Management Technology) has been designated as a "bridge course" that will
506   serve both the Continuing Education population and our Queensborough Community College Certificate
507   students interested in future careers in this industry.
508
509   **General Objective:**
510   This course will introduce students to the functions of electronic healthcare records and healthcare
511   information management--its evolution, its terminology, and its database technology. It will stress the
512   importance of high standards in healthcare information management and its benefits to the medical
513   professional, the patient, and society.
514
515   **Specific Objectives:**
516   By completing the assignments, the following specific features will be accomplished:
517
518   •   Becoming aware of the evolution of healthcare information management and envisioning the future
519   of health information management
520   •   Evaluating the importance of the health record
521   •   Identifying the users of health records—individual users and institutional users
522   •   Assessing the content of the health record and reducing the incidence of medical error by
523   improving the accuracy and clarity of medical records
524   •   Formatting the health record—paper-based vs. electronic
525   •   Becoming familiar with electronic healthcare coding, healthcare data, and clinical vocabulary
526   •   Examining the ethical and legal issues in healthcare information management
527   •   Understanding reimbursement methods—Medicare, Medicaid, private insurance carriers
528   •   Understanding database software that is used to keep the healthcare records
529
530   *The textbbok for this course is accompanied by a CD that contains the workbook assignments. Obviously,
531   these assignments cannot be completed without using a PC classroom/laboratory. In addition, hands-on use
532   of database software and Internet access are mandatory in order cover the course objectives and to train
533   students for employment in the health care information field. Therefore, this course needs 3 class hours and 1
534   laboratory hour in order to cover the subject matter.
535

536 **FROM:** Medical Office Assistant – Certificate Program
537 **General Education Core Requirements**   **Credits**

EN-101	English Composition I	3
BI-110	Fundamentals of Life Science	3

538 **Requirements for the Major**

BI-340	Assisting in Medical Office: Clinical Testing Procedures	2
BI-341	Assisting in Medical Office: Medical Assisting Procedures	2
BI-520	Public Health Science	4
BU-903	Medical Office Procedures	3
BU-907	Word/Information Processing Using Microsoft Word for Windows	3

Two courses selected from the following (dependent on typing ability)
    BU-801*
    BU802
    BU-812
	Typewriting/Keyboarding I
	Typewriting/Keyboarding II
	Transcription and Dictation of Business Documents
		4

Electives		
	[Advised electives**]	3
	Free electives	3
	Total	**30**

539 **Students who have had previous training in typewriting/keyboarding may take BU-802*
540 *(Typewriting/Keyboarding II) and <u>BU-812 (Transcription and Dictation of Business Documents)</u>. Students*
541 *should seek advisement from the Department of Business.*
542 ***Advisement is a cooperative effort by the Department of Business and the Department of Biological*
543 *Sciences and Geology, and is conducted in line with the student's background, interests, and goals.*
544
545 TO: Medical Office Assistant – Certificate Program
546 **General Education Core Requirements**   **Credits**

EN-101	English Composition I	3
BI-110	Fundamentals of Life Science	3

547 **Requirements for the Major**

BI-340	Assisting in Medical Office: Clinical Testing Procedures	2
BI-341	Assisting in Medical Office: Medical Assisting Procedures	2
BI-520	Public Health Science	4
BU-903	Medical Office Procedures	3
BU-907	Word/Information Processing Using Microsoft Word for Windows	3
<u>BU-917</u>	**<u>Healthcare Information Management</u>**	3

Two courses selected from the following (dependent on typing ability)
    BU-801*
    BU802
    BU-812
	Typewriting/Keyboarding I
	Typewriting/Keyboarding II
	Transcription and Dictation of Business Documents
		4

Electives		
	Free electives	3

		Total	30

548
549 **Students who have had previous training in typewriting/keyboarding may take BU-802*
550 *(Typewriting/Keyboarding II) and <u>BU-812 (Transcription and Dictation of Business Documents)</u>. Students*
551 *should seek advisement from the Department of Business.*
552
553 ***Advisement is a cooperative effort by the Department of Business and the Department of Biological*
554 *Sciences and Geology, and is conducted in line with the student's background, interests, and goals.*
555

556 **From:**
557 **Health Care Office Administration: Managing, Coding, and Billing – Certificate Program**
558 **General Education Core Requirements**   **Credits**

EN-101 or	English Composition I	3
EN-103	Writing for the New Media	

559
560 **Requirements for the Major**

BI-520	Public Health Science	4
BU-850	Fundamentals of Microsoft Windows	1
BU-903	Medical Office Procedures	3
BU-907	Word/Information Processing Using Microsoft Word for Windows	3
BU-909	Cooperative Education in Business	3
[BU-914	Critical Issues in Health Care Administration]	3
BU-916	Medical Coding and Billing I	3
Two courses selected from the following (dependent on typing ability) • BU-801 • BU802 • BU-812	• Typewriting/Keyboarding I • Typewriting/Keyboarding II • Transcription and Dictation of Business Documents	4
Choose three credits: • BI-150 • BI-403 • SS-640 • HE-101 or HE-102 or • CPR	• Organization & Delivery of health Care • Medical Terminology • Medical Ethics • Health Education • CPR	3
	Total	**30**

561
562 **To:**
563 **Health Care Office Administration: Managing, Coding, and Billing – Certificate Program**
564 General Education Core Requirements   Credits

EN-101 or	English Composition I	3
EN-103	Writing for the New Media	

565 Requirements for the Major

BI_520	Public Health Science	4
BU-850	Fundamentals of Microsoft Windows	1
BU-903	Medical Office Procedures	3
BU-907	Word/Information Processing Using Microsoft Word for Windows	3
BU-909	Cooperative Education in Business	3
BU-917	Healthcare Information Management	3
BU-916	Medical Coding and Billing I	3
Two courses selected from the following (dependent on typing	• Typewriting/Keyboarding I	4

ability) • BU-801 • BU802 • BU-812	• Typewriting/Keyboarding II • Transcription and Dictation of Business Documents	
Choose three credits: • BI-150 • BI-403 • SS-640 • HE-101 or HE-102 or • CPR	• Organization & Delivery of health Care • Medical Terminology • Medical Ethics • Health Education • CPR	3
	Total	**30**

566
567
568
569
570 • A **motion** was **made**, **seconded**, and **unanimously approved to** approve the degree program
571   changes (*Attachment G of the May 8, 2012 Agenda).*
572
573
574
575 **6. Changes in Courses**
576
577 **DEPARTMENT of BUSINESS**
578
579 From: BU-804 **[**Personal Information Management/Electronic Messaging Using Microsoft Outlook**]**
580 To: BU-804 Administrative Office Procedures (See Amendment 6)
581
582 **Rationale:**
583 The original title, Personal Information Management/Electronic Messaging Using Microsoft Outlook, is
584 cumbersome and somewhat misleading. Although some of features of Micrsoft Outlook software are used,
585 the title gives the impression that the entire course is dedicated to using Microsoft Outlook.
586
587 This is just a title change. The catalog course description and the subject matter in this course remain
588 unchanged.
589
590
591 From: **[**BU-803 Advanced Keyboarding and Software Transcription/Projects**]**
592   1 class hour 3 laboratory hours; 2 credits
593   Prerequisite: **[**BU-802**]** or the equivalent
594
595 To: BU-812 Transcription and Dictation of Business Documents
596   1 class hour 3 laboratory hours; 2 credits
597   Prerequisite: BU-801 or the equivalent
598
599 **Rationale:**
600 The onslaught of technological changes in the office mandates that students planning careers in office
601 administration and office management receive training that will enable them to qualify for entry-level
602 positions and to climb career paths in extremely competitive technical environments.

603
604 At present, BU-803 (Advanced Keyboarding and Software Transcription/Projects) has a prerequisite of
605 BU-802 (Typewriting/Keyboarding II). By changing this prerequisite to BU-801 (Typewriting/ Keyboarding
606 I) students with basic keyboarding skill will be able to enroll in BU-812 (Transcription and Dictation of
607 Business Documents) to:
608
609   • improve keyboarding skill by transcribing dictated business documents
610   • improve listening skills by using audio software (especially valuable for English as a Second
611   Language students)
612   • become familiar with vocabulary used in business environments (advertising, education,
613   government, public service, real estate, accounting, finance/banking, insurance, engineering,
614   entertainment, restaurant services, marketing, travel, transportation, medicine, and law
615   • improve English mechanics
616   • become familiar with the software used to produce the documents required in corporate,
617   professional, and government office environments
618
619 This course is a requirement in the Office Administration and Technology A.A.S. curriculum.   In the OAT
620 certificate curricula, in the Medical Office Procedures certificate, and in the Medical Office Procedures
621 A.A.S.curriculum, students are given the option of selecting the keyboarding courses that they feel will
622 enhance their future careers. Obviously, by changing the prerequisite from BU-802
623 (Typewriting/Keyboarding II) to BU-801 (Typewriting/Keyboarding I) our students will gain the advantage
624 of enrolling in a course which will help to prepare them for today's technical office environment while
625 meeting their individual needs.
626
627 The title of BU-812 (Transcription and Dictation of Business Documents) has replaced the title used in
628 BU-803 (Advanced Keyboarding and Software Transcription/Projects) because the title, Transcription and
629 Dictation of Business Documents, clearly shows the kind and type of material that will be covered in BU-
630 812.
631
632   o A **motion** was **made**, **seconded**, and **unanimously approved to** approve the changes
633   in courses in the Department of Business (*Attachment G of the May 8, 2012 Agenda).*
634
635
636   • Special Committee on General Education
637
638   • Curriculum chair, Dr. Joe Bertorelli, reported on the committee's meetings and thanked all
639   committee members for their hard work and dedication.
640
641   o **Queensborough's "Pathways" website** which is available at
642   http://www.qcc.cuny.edu/pathways/index.html. There are two ways of getting there:
643   http://www.qcc.cuny.edu > Academics > Academic Affairs > Pathways OR
644   http://www.qcc.cuny.edu > Faculty & Staff > Spotlight on New Projects > Pathways.
645
646   • President Call wished everyone an enjoyable summer break.
647
648 **The meeting was adjourned at 4:15 PM**
649
650 **Respectfully Submitted,**
651
652   **Lana Zinger EdD, CHES, R.D.   (Secretary)**
653   **Steering Committee of the Academic Senate**

654
655