MONTHY REPORT: APRIL 2024 - COMMITTEE ON CURRICULUM

To: Steven Dahlke, Academic Senate Steering Committee

From: Isabella Lizzul, March 26th, 2024

Subject: Committee on Curriculum April 2024 Monthly Report for the April 2024 Senate

CC: College Archives (CWilliams@qcc.cuny.edu)

At its March 26th meeting, the Committee on Curriculum voted to send the following recommendations and notices to the Academic Senate:

5 new course proposals

2 course revisions

1. New Course

DEPARTMENT OF BUSINESS

Departmental approval date: March 6th, 2024
CIS-155 Introduction to Data Analytics
2 class hours, 2 lab hours, 3 credits
Pre-requisites CIS 101 – Introduction to Computers and Applications
CIS 102 – Computer Programming Fundamentals for Business
Co-requisite: None

10. Course Description for College Catalog:

This course provides an introduction on how to analyze data from a wide variety of sources using programming techniques. Among the topics included are data cleansing, combining data from multiple sources, and reshaping data into a form suitable as input to data-summarization operations for visualization, modeling, and analysis. Students will gain the understanding and techniques for tidying data, preparing data, and data wrangling and apply those techniques to answer business questions via modeling and visualization.

11. Rationale: Why the course is needed or desired.

This course introduces students to hands-on practical knowledge related to data analysis that is currently in use across multiple industries.

12. Course categories, outcomes, and attributes (Place an "X" in the appropriate box)

Syllabus clearly articulates: (General education and course level are mandatory)	**Yes***	**No**
…general education outcomes supported by this course	X	☐
…program outcomes supported by this course	X	☐
…course-specific student learning outcomes supported by this course	X	☐

Yes	**No**

Common Core Course:	☐	☐
Requirement for the Major:	X	☐
Elective for the Major:	☐	☐
Liberal Arts and Sciences:	☐	☐
Writing Intensive:	☐	☐
Experimental course	☐	☐

*If you intend to offer this course in the CUNY Common Core, you will need to submit for approval the Common Core Course Submission Form & Syllabus to Dr. A. Corradetti. There are two deadlines each semester for submission.

13. **Academic Programs into which the course would be incorporated and the requirements it will satisfy:**

A.A.S. Business Analytics – major requirement

14. **Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:**

Baruch College	CIS 3120 - Programming for Analytics

15. **Faculty available with expertise to teach this course:**

Name:	Roumen Vragov	Humberto Morales	Hsiaofang Huang
Degree:	PhD Economics, Management Information Systems	MS Computer Science	MS Computer Science

16. **Facilities and technologies required:**

The Business Department is home to eight computer classrooms, each with individualized seating capacity of 24 students. This capacity is sufficient to support the proposed new course. The proposed course will utilize software that is currently installed and maintained by the Business Department and the Academic Computing Center.

17. **List of courses to be withdrawn, or replaced by this course, if any:**

None

18. **Enrollment limit and frequency the course will be offered (each semester, once a year, or alternating years):**

Limit of 24 student enrollment. Course offered each semester.

18. **What changes in any programs will be necessitated or requested as a result of this course's additions/charges:**

No changes.

GLOSSARY OF TERMS

Entry-level course	A credit course with no pre-requisites other than passing placement exams or required remediation; usually considered a first semester course; this course may be a pre-requisite for mid-level courses

Mid-level course	A course which has at least one credit course as a pre-requisite; usually a second or third semester course; this course may be a pre-requisite for upper-level courses
Upper-level course	A course, usually taken in the third or fourth semester, which has several credit course pre-requisites
(Student) Learning outcomes	An explicit statement of the competencies (knowledge and skills) a student is expected to demonstrate either in general education, in an academic program or in a course
General education outcomes	The knowledge, skills, attitudes, and values that a student completing an Associate Degree will demonstrate.
Academic Program learning outcomes	An explicit statement of the knowledge, competency, and skills that students must achieve to complete a program of study.
Course learning outcomes	An explicit statement of the knowledge, competency, and skills that students must achieve to complete a course.

SYLLABUS

1. Department Business

2. Course, prefix, number, & title: CIS-155 Introduction to Data Analytics

3. Hours (Class, recitation, Laboratory, studio) & Credits: 2 class hours, 2 lab hours, 3 credits

4. Pre-requisites (if any): CIS 101 – Introduction to Computers and Applications
CIS 102 – Computer Programming Fundamentals for Business

Co-requisites (if any):

5. Course Description in college catalog:

This course provides an introduction on how to analyze data from a wide variety of sources using programming techniques. Among the topics included are data cleansing, combining data from multiple sources, and reshaping data into a form suitable as input to data-summarization operations for visualization, modeling, and analysis. Students will gain the understanding and techniques for tidying data, preparing data, and data wrangling and apply those techniques to answer business questions via modeling and visualization.

6. Academic programs for which this course is required:

A.A.S. Business Analytics

7. General Education Outcomes: Place an "X" in the appropriate General Education Outcome(s) box that this course supports.

☒ 1.Communicate effectively in various forms

☒ 2.Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions

☒ 3.Reason quantitatively as required in various fields of interest and in everyday life

☒ 4.Apply information management and digital technology skills useful for academic research and lifelong learning

☐ 5. Apply scientific methods and reasoning to investigate issues or problems in the natural and social sciences in order to draw conclusions

If applicable, check the appropriate program level outcome(s)

☒ A. Integrate knowledge and skills in the program of study

☐ B. Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study

☒ C. Work collaboratively to accomplish learning objectives

8. Course-specific student learning outcomes: (Expand if needed**)**

a	Demonstrate a basic understanding of data analysis concepts that can be used to support data-driven decision making.
b	Demonstrate how to perform data cleansing techniques and prepare datasets for analysis.
c	Demonstrate how to perform descriptive analysis.
d	Demonstrate how to perform predictive analysis, find correlations, and work with simple linear regression models.
e	

9. Program-specific outcomes (if applicable)

Develop software solutions to support data-driven decision making across multiple industries through the application of data analytics, data mining and machine learning techniques.

10. Methods by which student learning (general education, course-specific, and, if applicable program specific**) will be assessed and evaluated; describe the types of methods to be employed; note whether certain methods are required for all sections):**

Student Participation
Hands on laboratory assignments
Hands on programming work outside the classroom/Lab
Hands on programming exams/test
Project(s) implementation and presentation using audio visual equipment
Tests and Quizzes 40%
Homework 30%
Projects 30%

11. Course topics and assignments (include laboratory topics when applicable)

Week	Topics	Readings and Case Studies
1.	Introduction to Python for data analysis	Chapter 1
2.	Pandas essentials for data analysis	Chapter 2
3.	How to get the data	Chapter 5
4.	How to clean the data	Chapter 6
5.	How to prepare the data	Chapter 7
6.	How to analyze the data	Chapter 8
7.	Case Study	Data Cleansing Scenarios
8.	Midterm	
9.	How to analyze time series data	Chapter 9
10.	Introduction to predictive analysis	Chapter 10
11.	How to make predictions with a linear regression model	Chapter 11
12.	How to make predictions with a multiple regression model	Chapter 12
13.	How to make predictions with a multiple regression model	
14.	Case Study	Stock market forecasting
15.	Final Exam	

12. Sample texts/readings/bibliography/other materials required or recommended for the course (as applicable):

Textbook McCoy, Scott, et al. Python for Data Analysis, Murach 2021.

13. Required attire (if applicable):

14. Academic Integrity policy (department or College):

Academic honesty is expected of all students. Any violation of academic integrity is taken extremely seriously. All assignments and projects must be the original work of the student or teammates. **Plagiarism will not be tolerated.** Any questions regarding academic integrity should be brought to the attention of the instructor. The following is the Queensborough Community College Policy on Academic Integrity: "It is the official policy of the College that all acts or attempted acts that are violations of Academic Integrity be reported to the Office of Student Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases though reported to the Office of Student Affairs may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender's grade as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course." The college's policy on Academic Integrity can be found at http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

15. Disabilities

Any student who feels that he or she may need an accommodation based upon the impact of a disability should contact the office of Services for Students with Disabilities in Science Building, Room S-132, 718-631-6257, to coordinate reasonable accommodations for students with documented disabilities. You can visit the Services for Students with Disabilities website by clicking on this link: http://www.qcc.cuny.edu/SSD/.

OPTIONAL *(May be included by instructors.)*
Student Life, Services: http://www.qcc.cuny.edu/current-students/index.html
Single Stop: http://www.qcc.cuny.edu/singlestop/index.html
Counseling: http://www.qcc.cuny.edu/counseling/index.html

GLOSSARY OF TERMS

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2. New Course

DEPARTMENT OF BUSINESS

Departmental approval date: March 6th, 2024
CIS-156 Data Visualization
2 class hours, 2 lab hours, 3 credits
Pre-requisites CIS 101 – Introduction to Computers and Applications
Co-requisite: None

10. Course Description for College Catalog:

This course provides an introduction and hands-on experience in basic data visualization, visual analytics, and visual data storytelling. It introduces students to design principles for creating meaningful displays of quantitative and qualitative data to facilitate managerial decision-making in the field of business analytics. Topics cover the visual analytics process from beginning to end--from collecting, preparing, and analyzing data to creating data visualizations, dashboards, and stories that share critical business insights. Students will leverage the analytical capabilities of industry leading visualization tools.

11. Rationale: Why the course is needed or desired.

This course introduces students to hands-on practical knowledge related to data visualization that is currently in use across multiple industries.

12. Course categories, outcomes, and attributes (Place an "X" in the appropriate box)

Syllabus clearly articulates: (General education and course level are mandatory)	**Yes***	**No**
…general education outcomes supported by this course	X	☐
…program outcomes supported by this course	X	☐
…course-specific student learning outcomes supported by this course	X	☐

	Yes	**No**
Common Core Course:	☐	☐
Requirement for the Major:	X	☐
Elective for the Major:	☐	☐
Liberal Arts and Sciences:	☐	☐
Writing Intensive:	☐	☐
Experimental course	☐	☐

*If you intend to offer this course in the CUNY Common Core, you will need to submit for approval the Common Core Course Submission Form & Syllabus to Dr. A. Corradetti. There are two deadlines each semester for submission.

13. Academic Programs into which the course would be incorporated and the requirements it will satisfy:

A.A.S. Business Analytics – major requirement

14. **Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:**

Farmingdale	BS Business Analytics (free elective transfer)
Baruch College	BBA CIS (free elective transfer)

15. **Faculty available with expertise to teach this course:**

	Instructor 1	Instructor 2	Instructor 3
Name:	Roumen Vragov	Humberto Morales	Wendy Ford
Degree:	PhD Economics, Management Information Systems	MS Computer Science	PhD Information Science

16. **Facilities and technologies required:**

The Business Department is home to eight computer classrooms, each with individualized seating capacity of 24 students. This capacity is sufficient to support the proposed new course. The proposed course will utilize software that is currently installed and maintained by the Business Department and the Academic Computing Center.

17. **List of courses to be withdrawn, or replaced by this course, if any:**

None

18. **Enrollment limit and frequency the course will be offered (each semester, once a year, or alternating years):**

Limit of 24 student enrollment. Course offered each semester.

18. **What changes in any programs will be necessitated or requested as a result of this course's additions/charges:**

No changes.

GLOSSARY OF TERMS

Entry-level course	A credit course with no pre-requisites other than passing placement exams or required remediation; usually considered a first semester course; this course may be a pre-requisite for mid-level courses
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SYLLABUS

1.	**Department**	Business
2.	**Course, prefix, number, & title:**	CIS-156 Data Visualization
3.	**Hours (Class, recitation, Laboratory, studio) & Credits:**	2 class hours, 2 lab hours, 3 credits
4.	**Pre-requisites (if any):**	CIS 101 – Introduction to Computers and Applications
	Co-requisites (if any):	

5. Course Description in college catalog:

This course provides an introduction and hands-on experience in basic data visualization, visual analytics, and visual data storytelling. It introduces students to design principles for creating meaningful displays of quantitative and qualitative data to facilitate managerial decision-making in the field of business analytics. Topics cover the visual analytics process from beginning to end--from collecting, preparing, and analyzing data to creating data visualizations, dashboards, and stories that share critical business insights. Students will leverage the analytical capabilities of industry leading visualization tools.

6. Academic programs for which this course is required:

A.A.S. Business Analytics

7. General Education Outcomes: Place an "X" in the appropriate General Education Outcome(s) box that this course supports.

- ☒ 1.Communicate effectively in various forms
- ☒ 2.Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
- ☒ 3.Reason quantitatively as required in various fields of interest and in everyday life
- ☒ 4.Apply information management and digital technology skills useful for academic research and lifelong learning
- ☐ 5. Apply scientific methods and reasoning to investigate issues or problems in the natural and social sciences in order to draw conclusions

If applicable, check the appropriate program level outcome(s)

- ☒ A. Integrate knowledge and skills in the program of study
- ☐ B. Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study
- ☒ C. Work collaboratively to accomplish learning objectives

8. Course-specific student learning outcomes: (Expand if needed**)**

a	Describe various examples of data visualization used in practice
b	Select an appropriate chart type for a given goal and data type
c	Glean insights from charts and graphs
d	Create data visualizations that are easy to interpret
e	Describe and explain the principles of data dashboard design and development
f	Describe and apply data storytelling principles
g	

9. Program-specific outcomes (if applicable)

Use software to apply structured data modeling techniques and data analysis for solving business problems and visualizing data across multiple industries

10. Methods by which student learning (general education, course-specific, and, if applicable program specific) will be assessed and evaluated; describe the types of methods to be employed; note whether certain methods are required for all sections):

Student Participation
Hands on laboratory assignments
Hands on programming work outside the classroom/Lab
Hands on programming exams/test
Project(s) implementation and presentation using audio visual equipment
Tests and Quizzes 40%
Homework 30%
Projects 30%

11. Course topics and assignments (include laboratory topics when applicable)

Week	Topics		Sample Assignments (if applicable, Blackboard/Online)
1.	Introduction to Data Visualization	Chapter 1	
2.	Chart Types	Chapter 2	
3.	Data Visualization and Design	Chapter 3	
4.	Data Visualization and Design	Chapter 3	
5.	Purposeful Use of Color	Chapter 4	
6.	Visualizing Variability	Chapter 5	
7.	Case Studies		Healthcare Data Dashboard
8.	Midterm		
9.	Exploring Data Visually	Chapter 6	
10.	Explaining Visually to Influence with Data	Chapter 7	
11.	Data Dashboards	Chapter 8	
12.	Telling the Truth with Data	Chapter 9	
13.	Telling the Truth with Data	Chapter 9	
14.	Case Studies		Advertising Campaign Data Analysis
15.	Final Exam and Student Presentations		

12. Sample texts/readings/bibliography/other materials required or recommended for the course (as applicable):

Textbook Camm, Jeffrey, Data Visualization: Exploring and Explaining with Data, Cengage 2022.

13. Required attire (if applicable):

14. Academic Integrity policy (department or College):

Academic honesty is expected of all students. Any violation of academic integrity is taken extremely seriously. All assignments and projects must be the original work of the student or teammates. **Plagiarism will not be tolerated.** Any questions regarding academic integrity should be brought to the attention of the instructor. The following is the Queensborough Community College Policy on Academic Integrity: "It is the official policy of the College that all acts or attempted acts that are violations of Academic Integrity be reported to the Office of Student Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases though reported to the Office of Student Affairs may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender's grade as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course." The college's policy on Academic Integrity can be found at http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

15. Disabilities

Any student who feels that he or she may need an accommodation based upon the impact of a disability should contact the office of Services for Students with Disabilities in Science Building, Room S-132, 718-631-6257, to coordinate reasonable accommodations for students with documented disabilities. You can visit the Services for Students with Disabilities website by clicking on this link: http://www.qcc.cuny.edu/SSD/.

OPTIONAL *(May be included by instructors.)*
Student Life, Services: http://www.qcc.cuny.edu/current-students/index.html
Single Stop: http://www.qcc.cuny.edu/singlestop/index.html
Counseling: http://www.qcc.cuny.edu/counseling/index.html

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3. New Course

DEPARTMENT OF BUSINESS

Departmental approval date: March 6th, 2024
CIS-211 Data Mining and Business Analytics
2 class hours, 2 lab hours, 3 credits
Pre-requisites CIS 155 – Introduction to Data Analytics
Co-requisite: None

10. Course Description for College Catalog:

This course introduces students to data mining methods for business analytics, covering approaches such as linear and logistic regression, neural networks, bagging and boosting, and business specific procedures such as social network analysis and text mining. The student will learn to use relevant tools for gaining business intelligence through data mining.

11. Rationale: Why the course is needed or desired.

This course introduces students to hands-on practical knowledge related to data mining that is currently in use across multiple industries.

12. Course categories, outcomes, and attributes (Place an "X" in the appropriate box)

Syllabus clearly articulates: (General education and course level are mandatory)	**Yes***	**No**
…general education outcomes supported by this course	X	☐
…program outcomes supported by this course	X	☐
…course-specific student learning outcomes supported by this course	X	☐

	Yes	**No**
Common Core Course:	☐	☐
Requirement for the Major:	X	☐
Elective for the Major:	☐	☐
Liberal Arts and Sciences:	☐	☐
Writing Intensive:	☐	☐
Experimental course	☐	☐

*If you intend to offer this course in the CUNY Common Core, you will need to submit for approval the Common Core Course Submission Form & Syllabus to Dr. A. Corradetti. There are two deadlines each semester for submission.

13. Academic Programs into which the course would be incorporated and the requirements it will satisfy:

A.A.S. Business Analytics

14. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:

Baruch College	CIS 3920 Data Mining for Business Analytics
City Tech	CST 3502 - Data Mining

15. Faculty available with expertise to teach this course:

	Instructor 1	Instructor 2	Instructor 3
Name:	Roumen Vragov	Humberto Morales	Hsiaofang Huang
Degree:	PhD Economics, Management Information Systems	MS Computer Science	MS Computer Science

16. Facilities and technologies required:

The Business Department is home to eight computer classrooms, each with individualized seating capacity of 24 students. This capacity is sufficient to support the proposed new course. The proposed course will utilize software that is currently installed and maintained by the Business Department and the Academic Computing Center.

17. List of courses to be withdrawn, or replaced by this course, if any:

None

18. Enrollment limit and frequency the course will be offered (each semester, once a year, or alternating years):

Limit of 24 student enrollment. Course offered each semester.

18. What changes in any programs will be necessitated or requested as a result of this course's additions/charges:

No changes.

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Course learning outcomes	An explicit statement of the knowledge, competency, and skills that students must achieve to complete a course.

SYLLABUS

1.	**Department**	Business
2.	**Course, prefix, number, & title:**	CIS-211 Data Mining and Business Analytics
3.	**Hours (Class, recitation, Laboratory, studio) & Credits:**	2 class hours, 2 lab hours, 3 credits
4.	**Pre-requisites (if any):**	CIS 155 – Introduction to Data Analytics
	Co-requisites (if any):	

5. Course Description in college catalog:

This course introduces students to data mining methods for business analytics, covering approaches such as linear and logistic regression, neural networks, bagging and boosting, and business specific procedures such as social network analysis and text mining. The student will learn to use relevant tools for gaining business intelligence through data mining.

6. Academic programs for which this course is required:

A.A.S. Business Analytics

7. General Education Outcomes: Place an "X" in the appropriate General Education Outcome(s) box that this course supports.

- ☒ 1.Communicate effectively in various forms
- ☒ 2.Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
- ☒ 3.Reason quantitatively as required in various fields of interest and in everyday life
- ☒ 4.Apply information management and digital technology skills useful for academic research and lifelong learning
- ☐ 5. Apply scientific methods and reasoning to investigate issues or problems in the natural and social sciences in order to draw conclusions

If applicable, check the appropriate program level outcome(s)

- ☒ A. Integrate knowledge and skills in the program of study
- ☐ B. Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study
- ☒ C. Work collaboratively to accomplish learning objectives

8. Course-specific student learning outcomes: (Expand if needed**)**

a	Students will apply key quantitative techniques essential for analyzing and improving business operations.
b	Students will be able to apply important quantitative methods developed in the fields of statistics, data mining and business intelligence that are commonly used to solve business related problems.
c	Students will be able to perform skilled statistical data analysis, summarization and interpretation of datasets by use of analytical software and programming.
d	

9. Program-specific outcomes (if applicable)

Develop software solutions to support data-driven decision making across multiple industries through the application of data analytics, data mining and machine learning techniques.

10. Methods by which student learning (general education, course-specific, and, if applicable program specific**) will be assessed and evaluated; describe the types of methods to be employed; note whether certain methods are required for all sections):**

Student Participation
Hands on laboratory assignments
Hands on programming work outside the classroom/Lab
Hands on programming exams/test
Project(s) implementation and presentation using audio visual equipment
Tests and Quizzes 40%
Homework 30%
Projects 30%

11. Course topics and assignments (include laboratory topics when applicable)

Week	Topics		Sample Assignments (if applicable, Blackboard/Online)
1.	Overview of the Data Mining Process	Chapter 1	
2.	Dimension Reduction	Chapter 2	
3.	Evaluating Predictive Performance	Chapter 3	
4.	Multiple Linear Regression	Chapter 3	
5.	The Naïve Bayes Classifier	Chapter 4	
6.	Classification and Regression Trees	Chapter 5	
7.	Case Studies		Sports Data Discovery
8.	Midterm		
9.	Neural Nets	Chapter 6	
10.	Discriminant Analysis	Chapter 7	
11.	Cluster Association Rules and Collaborative Filtering	Chapter 8	
12.	Social Network Analytics	Chapter 9	
13.	Text Mining	Chapter 9	
14.	Case Studies		Tokenization: Online Post Text Analysis
15.	Final Exam and Student Projects		

12. Sample texts/readings/bibliography/other materials required or recommended for the course (as applicable):

Textbook Shmueli, Galit, et al. Data Mining for Business Analytics, Wiley 2019.
ISBN: 978-1119549840
Textbook: Andres Fortino. Data Mining and Predictive Analytics for Business Decisions: A Case Study Approach, Mercury Learning and Information 2023 (selected content for case studies)

13. Required attire (if applicable):

14. Academic Integrity policy (department or College):

Academic honesty is expected of all students. Any violation of academic integrity is taken extremely seriously. All assignments and projects must be the original work of the student or teammates. **Plagiarism will not be tolerated.** Any questions regarding academic integrity should be brought to the attention of the instructor. The following is the Queensborough Community College Policy on Academic Integrity: "It is the official policy of the College that all acts or attempted acts that are violations of Academic Integrity be reported to the Office of Student Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases though reported to the Office of Student Affairs may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender's grade as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course." The college's policy on Academic Integrity can be found at http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

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OPTIONAL *(May be included by instructors.)*
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Single Stop: http://www.qcc.cuny.edu/singlestop/index.html
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Academic Program learning outcomes	An explicit statement of the knowledge, competency, and skills that students must achieve to complete a program of study.
Course learning outcomes	An explicit statement of the knowledge, competency, and skills that students must achieve to complete a course.

4. New Course

DEPARTMENTS OF BUSINESS

Departmental approval date: March 6th, 2024
CIS-255 Data Analytics Capstone
2 class hours, 2 lab hours, 3 credits
Pre-requisites CIS-211 Data Mining and Business Analytics
Co-requisite: None

10. Course Description for College Catalog:

Students will engage in an industry-based project with an emphasis on real-world problem-solving utilizing acquired skills in data analysis, data mining, and data visualization. Students will be assisted with identifying a project.

11. Rationale: Why the course is needed or desired.

This course provides students the opportunity to demonstrate comprehensive hands-on practical knowledge related to data analytics.

12. Course categories, outcomes, and attributes (Place an "X" in the appropriate box)

Syllabus clearly articulates: (General education and course level are mandatory)	**Yes***	**No**
…general education outcomes supported by this course	X	☐
…program outcomes supported by this course	X	☐
…course-specific student learning outcomes supported by this course	X	☐

	Yes	**No**
Common Core Course:	☐	☐
Requirement for the Major:	X	☐
Elective for the Major:	☐	☐
Liberal Arts and Sciences:	☐	☐
Writing Intensive:	☐	☐
Experimental course	☐	☐

*If you intend to offer this course in the CUNY Common Core, you will need to submit for approval the Common Core Course Submission Form & Syllabus to Dr. A. Corradetti. There are two deadlines each semester for submission.

13. Academic Programs into which the course would be incorporated and the requirements it will satisfy:

A.A.S. Business Analytics

14. **Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:**

15. **Faculty available with expertise to teach this course:**

	Instructor 1	Instructor 2	Instructor 3
Name:	Barbary Frary	Hsiaofang Huang	Miguel Long
Degree:	MS Computer Science	MS Computer Science	MS Computer Science

16. **Facilities and technologies required:**

The Business Department is home to eight computer classrooms, each with individualized seating capacity of 24 students. This capacity is sufficient to support the proposed new course. The proposed course will utilize software that is currently installed and maintained by the Business Department and the Academic Computing Center.

17. **List of courses to be withdrawn, or replaced by this course, if any:**

None

18. **Enrollment limit and frequency the course will be offered (each semester, once a year, or alternating years):**

Limit of 24 student enrollment. Course offered each semester.

18. **What changes in any programs will be necessitated or requested as a result of this course's additions/charges:**

No changes.

GLOSSARY OF TERMS

Entry-level course	A credit course with no pre-requisites other than passing placement exams or required remediation; usually considered a first semester course; this course may be a pre-requisite for mid-level courses
Mid-level course	A course which has at least one credit course as a pre-requisite; usually a second or third semester course; this course may be a pre-requisite for upper-level courses
Upper-level course	A course, usually taken in the third or fourth semester, which has several credit course pre-requisites
(Student) Learning outcomes	An explicit statement of the competencies (knowledge and skills) a student is expected to demonstrate either in general education, in an academic program or in a course
General education outcomes	The knowledge, skills, attitudes, and values that a student completing an Associate Degree will demonstrate.
Academic Program learning outcomes	An explicit statement of the knowledge, competency, and skills that students must achieve to complete a program of study.
Course learning outcomes	An explicit statement of the knowledge, competency, and skills that students must achieve to complete a course.

SYLLABUS

1.	**Department**	Business
2.	**Course, prefix, number, & title:**	CIS-255 Data Analytics Capstone
3.	**Hours (Class, recitation, Laboratory, studio) & Credits:**	2 class hours, 2 lab hours, 3 credits
4.	**Pre-requisites (if any):**	CIS-211 Data Mining and Business Analytics
	Co-requisites (if any):	

5. Course Description in college catalog:

Students will engage in an industry-based project with an emphasis on real-world problem-solving utilizing acquired skills in data analysis, data mining, and data visualization. Students will be assisted with identifying a project.

6. Academic programs for which this course is required:

A.A.S. Business Analytics

7. General Education Outcomes: Place an "X" in the appropriate General Education Outcome(s) box that this course supports.

- ☒ 1.Communicate effectively in various forms
- ☒ 2.Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions
- ☒ 3.Reason quantitatively as required in various fields of interest and in everyday life
- 4.Apply information management and digital technology skills useful for academic research and lifelong learning
- ☐ 5. Apply scientific methods and reasoning to investigate issues or problems in the natural and social sciences in order to draw conclusions

If applicable, check the appropriate program level outcome(s)

- ☒ A. Integrate knowledge and skills in the program of study
- ☐ B. Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study
- ☐ C. Work collaboratively to accomplish learning objectives

8. Course-specific student learning outcomes: (Expand if needed**)**

a	Create documents in preparation for the job-search process.
b	Apply the knowledge gained during the data analytics course sequence toward solving a business-related problem.
c	

9. Program-specific outcomes (if applicable)

Integrate knowledge & skills in business and data analytics

10. Methods by which student learning (general education, course-specific, and, if applicable program specific**) will be assessed and evaluated; describe the types of methods to be employed; note whether certain methods are required for all sections):**

Student Participation
Hands on laboratory assignments
Hands on programming work outside the classroom/Lab
Project(s) implementation and presentation using audio visual equipment

Project Planning	30%
Project Progress	30%
Project Presentation	40%

11. Course topics and assignments (include laboratory topics when applicable)

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
1.	Job Search Planning	
2.	Project Identification	
3.	Understanding Yourself and Working with Others	
4 thru 13	Project Engagement and Review	
14.	Working with Teams / Leading Individuals	
15.	Project Presentation	

12. Sample texts/readings/bibliography/other materials required or recommended for the course (as applicable):

Textbook: Suzanne de Janasz, Karen Dowd and Beth Schneider; Interpersonal Skills in Organizations, McGraw-Hill 2022

13. Required attire (if applicable):

14. Academic Integrity policy (department or College):

Academic honesty is expected of all students. Any violation of academic integrity is taken extremely seriously. All assignments and projects must be the original work of the student or teammates. **Plagiarism will not be tolerated.** Any questions regarding academic integrity should be brought to the attention of the instructor. The following is the Queensborough Community College Policy on Academic Integrity: "It is the official policy of the College that all acts or attempted acts that are violations of Academic Integrity be reported to the Office of Student Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases though reported to the Office of Student Affairs may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender's grade as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course." The college's policy on Academic Integrity can be found at http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

15. Disabilities

Any student who feels that he or she may need an accommodation based upon the impact of a disability should contact the office of Services for Students with Disabilities in Science Building, Room S-132, 718-631-6257, to coordinate reasonable accommodations for students with documented disabilities. You can visit the Services for Students with Disabilities website by clicking on this link: http://www.qcc.cuny.edu/SSD/.

OPTIONAL *(May be included by instructors.)*
Student Life, Services: http://www.qcc.cuny.edu/current-students/index.html
Single Stop: http://www.qcc.cuny.edu/singlestop/index.html
Counseling: http://www.qcc.cuny.edu/counseling/index.html

GLOSSARY OF TERMS

Entry-level course	A credit course with no pre-requisites other than passing placement exams or required remediation; usually considered a first semester course; this course may be a pre-requisite for mid-level courses
Mid-level course	A course which has at least one credit course as a pre-requisite; usually a second or third semester course; this course may be a pre-requisite for upper-level courses
Upper-level course	A course, usually taken in the third or fourth semester, which has several credit course pre-requisites

(Student) Learning outcomes	An explicit statement of the competencies (knowledge and skills) a student is expected to demonstrate either in general education, in an academic program or in a course
General education outcomes	The knowledge, skills, attitudes, and values that a student completing an Associate Degree will demonstrate.
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5. New Course

DEPARTMENTS OF FOREIGN LANGUAGES AND LITERATURE

Departmental approval date: February 14th, 2024
LS300 Intermediate Spanish for Health Care Professionals
3 Class Hours / 3 Credits
Pre-requisites LS223 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures
Co-requisites: None

10. Course Description for College Catalog:

Intermediate Spanish for Health Care Professionals will provide current and future health professionals with language tools to develop effective cross-cultural interaction with Spanish-speaking patients. It focuses on understanding oral and written narratives to build proficiency in the language through specific vocabulary and grammatical structures, besides cultivating cultural self-reflection. It immerses students in current debates on history, and bioethics, focusing on health disciplines and professions. This course will be taught in the target language.

11. Rationale: Why the course is needed or desired.

In 2016, the Affordable Care Act mandated that hospitals use trained interpreters because data shows that the best medical care is provided by culturally and linguistically qualified bilingual interpreters. In addition, the U.S. Census Bureau projects that Hispanics will make up nearly 25% of the U.S. population by 2045. However, there is a severe shortage of Spanish-speaking healthcare professionals nationwide. This course is designed to prepare our students to serve members of their community who need assistance with medical consultations, as healthcare professionals can better assist their patients when they can communicate with them in their native language, and the healthcare industry is increasingly in need of them.

12. Course categories, outcomes, and attributes (Place an "X" in the appropriate box)

Syllabus clearly articulates: (General education and course level are mandatory)	**Yes***	**No**
…general education outcomes supported by this course	☒	☐
…program outcomes supported by this course	☒	☐
…course-specific student learning outcomes supported by this course	☒	☐

	Yes	**No**
Common Core Course:	☒	☐
Requirement for the Major:	☐	☐
Elective for the Major:	☐	☐
Liberal Arts and Sciences:	☒	☐
Writing Intensive:	☐	☐

Experimental course ☐ ☐

*If you intend to offer this course in the CUNY Common Core, you will need to submit for approval the Common Core Course Submission Form & Syllabus to Dr. A. Corradetti. There are two deadlines each semester for submission.

13. **Academic Programs into which the course would be incorporated and the requirements it will satisfy:**

This course partially fulfills the Liberal Arts and Sciences and Criminal Justice language requirement. Once approved, this course will be submitted to the CUNY Pathways Committee for inclusion in the Flexible Core requirement in World Cultures and Global Issues (2A).

14. **Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:**

N/A

15. **Faculty available with expertise to teach this course:**

	Instructor 1	**Instructor 2**	**Instructor 3**
Name:	Melida Sanchez	Arancha Borrachero	Laura Sabani
Degree:	Ph. D.	Ph. D.	Ph. D.

16. **Facilities and technologies required:**

A computer with a reliable internet connection fast enough to handle the material found on Blackboard.

17. **List of courses to be withdrawn, or replaced by this course, if any:**

N/A

18. **Enrollment limit and frequency the course will be offered (each semester, once a year, or alternating years):**

The course will be offered in the fall and will have an enrollment limit of 25 students.

19. **What changes in any programs will be necessitated or requested as a result of this course's additions/charges:**

GLOSSARY OF TERMS

Entry-level course	A credit course with no pre-requisites other than passing placement exams or required remediation; usually considered a first semester course; this course may be a pre-requisite for mid-level courses
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Course learning outcomes	An explicit statement of the knowledge, competency, and skills that students must achieve to complete a course.

SYLLABUS

1. **Department** Foreign Languages and Literatures
2. **Course, prefix, number, & title:** LS300 Intermediate Spanish for Health Care Professionals
3. **Hours (Class, recitation, Laboratory, studio) & Credits:** 3 class hours, 3 credits
4. **Pre-requisites (if any):** LS223 with a grade of C or higher or placement by the Department of Foreign Languages and Literatures

   Co-requisites (if any):
5. **Course Description in college catalog:**

Intermediate Spanish for Health Care Professionals will provide current and future health professionals with language tools to develop effective cross-cultural interaction with Spanish-speaking patients. It focuses on understanding oral and written narratives to build proficiency in the language through specific vocabulary and grammatical structures, besides cultivating cultural self-reflection. It immerses students in current debates on history, and bioethics, focusing on health disciplines and professions. This course will be taught in the target language.

6. **Academic programs for which this course is required:**

This course partially fulfills the Liberal Arts and Sciences and Criminal Justice language requirement. Once approved, this course will be submitted to the CUNY Pathways Committee for inclusion in the Flexible Core requirement in World Cultures and Global Issues (2A).

7. **General Education Outcomes: Place an "X" in the appropriate General Education Outcome(s) box that this course supports.**

☒ 1.Communicate effectively in various forms

☒ 2.Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions

☐ 3.Reason quantitatively as required in various fields of interest and in everyday life

☐ 4.Apply information management and digital technology skills useful for academic research and lifelong learning

If applicable, check the appropriate program level outcome(s)

☒ A. Integrate knowledge and skills in the program of study

☒ B. Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study

☐ C. Work collaboratively to accomplish learning objectives

8. Course-specific student learning outcomes: (Expand if needed**)**

a	Identify the organs of the digestive, renal, respiratory, and cardiovascular systems and their associated diseases.
b	Use the present, preterit, and imperfect tenses, and commands.
c	Prepare and present the chronology of a disease.
d	Recognize the importance of formal and informal registers in speech as well as of regional varieties.
e	Produce patient history questions in a comprehensive manner, covering routine activities as well as special events.
f	Recognize different types of drugs, their use, etc.
g	Discuss most common bioethical issues.
h	Describe an overview of linguistic policies in the field of health services in the United States.

9. Program-specific outcomes (if applicable)

10. Methods by which student learning (general education, course-specific, and, if applicable program specific**) will be assessed and evaluated; describe the types of methods to be employed; note whether certain methods are required for all sections):**

Grading and Assignments:

Class participation: 20%
Quizzes / Assignments (VoiceThread, Discussion Boards): 20%
Reflection papers: 30%
Exams (2): 30%

11. Course topics and assignments (include laboratory topics when applicable)

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
1.	Introduction to course Syllabus review **Chapter 1: Medicina ayer y hoy** Digestive system. Pgs. 2-3 Diseases and organs. p.4	Introduction: - Introduce yourself in a VoiceThread posted on Blackboard. - Written reaction (~200 words) Why are you taking this course? What do you expect to accomplish during the semester, and how will you do it?

2.	Renal system Pgs. 4-5 Listening: Entrevista a un profesional de la medicina. Pgs. 5-7 Reading: El racismo estructural en la medicina. Pgs. 7-10. Present Indicative (Stem-changing verbs). Pgs. 10-12 Forms of Courtesy. Pgs. 13-14	- p. 5, Exercise 2: Investigate symptoms of la nefrosis, los cálculos renales, la enuresis, la nocturia - p.7: Reading: Estrategias de afrontamiento en padres de niños con cáncer. - p. 14, exercise 4: Complete a questionnaire with the most common questions at a patient's arrival
3.	Interpreter. Pgs. 14-16 Song: "El Niágara en Bicicleta" Pgs. 17-18 Specialists. Pgs. 20-21 Video: Medicina tradicional indígena; parte del sistema de salud en CDMX. Pgs. 23-24	Quiz: Content questionnaire on grammar and readings. Reading: Muerte masiva de mujeres por no lavarse las manos. Pgs. 25-28. Exercise 3, Después de leer. p. 28. Video: Cómo ganar la confianza de tus pacientes: consejos prácticos. Pgs.29-30 Exercise 2, ¿Confianza o desconfianza? p. 30
4.	Compare the paintings: Amputación sin anestesia (siglo XIX) and The Agnew Clinic (1889). p. 32 **Chapter 2: Un futuro de pacientes artistas: agencia cultural y medicina narrativa** Respiratory System. Pgs. 40-41	Oral presentation. Chronology of a disease. See the model on page 34. Vocabulary. Pgs. 35-37
5.	Reading: Consejos de exfumadores. Pgs. 42-43 Reading: Introducción a la medicina narrativa. Pgs. 44-47 Imperfect tense to report ailments. Pgs. 48-50	Quiz: Content questionnaire on vocabulary and readings. Reading: El personal sanitario, un enfoque en la medicina narrativa. Pgs. 51-53
6.	Muscles. Pgs. 54-55 Reading: Cambios en huesos, músculos y articulaciones por el envejecimiento. p. 56 Video: Arteterapia. Exercises: Antes de ver, mientras ve. Pgs. 57-58	Reading: ¿Qué es cultura? Pgs. 59-62 Cuestionario: Trauma-Informado. Cuestionario de entrevistas estructuradas para casos de inmigración. p. 62
7.	Preterit tense, narrating experiences. Pgs. 62-64 Pain in the self-portraits of Goya and Frida Kahlo. Pgs. 65-68	Oral presentation: Narraciones terapéuticas. P. 69. Vocabulary: Pgs. 71-72
8.	**Chapter 3: Bioética** Vocabulary of medicines. Pgs. 74-77 Reading: 18 males, mil millones de enfermos. p.78 Videos: Testimonios. P. 79	Quiz: Content questionnaire on vocabulary and readings. - Reflection paper (~250 words) After completing the first two chapters, how have your perspectives on health care changed or not changed?
9.	Reading: Medicamentos, problemas éticos. Pgs. 81-83 Preterit and Imperfect tenses in the narration	Música y medicamentos: Video, Song Cierra los ojos. Pgs. 87-88 Video presentation. Pgs. 89-90

	Pgs. 84-87	
10.	The skeletal system. Pgs. 90-92 Video: La eutanasia y muerte asistida. Pgs. 93-94 Pluperfect Tense. Pgs. 100-102	Quiz: Content questionnaire on vocabulary and readings. Reading: Historia y principios de bioética. Pgs. 95-99
11.	Bioarte. Pgs. 102-103 Reflexión del bioticista. Pgs. 105-106 **Chapter 4: Salud pública e interpretación** The cardio-vascular system. Pgs. 114-115	Composition: Narración y análisis. p. 106 Vocabulary: Pgs. 109-111
12.	Neglicencias médicas. Pgs. 115-118 Estándares nacionales de servicios culturales lingüísticamente apropiados. Pgs. 123-124 El imperativo en campañas de salud contra la diabetes y el dengue. Pgs. 124-125	Reading: Introducción a las normas de política lingüística en servicios de salud en Estados Unidos. Pgs. 119-122
13.	Commands. Pgs. 126-127 El modelo de salud familiar y comunitario. p. 128-129	Quiz: Content questionnaire on vocabulary and readings. Campaña de salud. p.128
14.	Una interpretación usando los principios de invisibilidad y transparencia. Pgs. 130-131 Principios éticos de la interpretación en contexto. Pgs. 132-135	Role-playing: Interpretation using the principles of invisibility and transparency. Pgs. 134-135 Vocabulary: Pgs. 137-138 - Reflection paper (~300 words) Which of the articles read in class or researched impressed you the most and why?
15.	Final Examination	

12. Sample texts/readings/bibliography/other materials required or recommended for the course (as applicable):

Required:
Muñoz Sánchez, Alicia & Natalia Santamaría Laorden. *Spanish for Health Care and Human Services*. San Diego: Cognella, 2023.

13. Required attire (if applicable):

14. Academic Integrity policy (department or College):

Academic honesty is expected of all students. Any violation of academic integrity is taken extremely seriously. All assignments and projects must be the original work of the student or teammates. **Plagiarism will not be tolerated.** Any questions regarding academic integrity should be brought to the attention of the instructor. The following is the Queensborough Community College Policy on Academic Integrity: "It is the official policy of the College that all acts or attempted acts that are violations of Academic Integrity be reported to the Office of Student Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases though reported to the Office of Student Affairs may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender's grade as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course." The college's policy on Academic Integrity can be found at http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

16. Disabilities

Any student who feels that he or she may need an accommodation based upon the impact of a disability should contact the office of Services for Students with Disabilities in Science Building, Room S-132, 718-631-6257, to coordinate reasonable accommodations for students with documented disabilities. You can visit the Services for Students with Disabilities website by clicking on this link: http://www.qcc.cuny.edu/SSD/.

OPTIONAL *(May be included by instructors.)*
Student Life, Services: http://www.qcc.cuny.edu/current-students/index.html
Single Stop: http://www.qcc.cuny.edu/singlestop/index.html
Counseling: http://www.qcc.cuny.edu/counseling/index.html

GLOSSARY OF TERMS

Entry-level course	A credit course with no pre-requisites other than passing placement exams or required remediation; usually considered a first semester course; this course may be a pre-requisite for mid-level courses
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Upper-level course	A course, usually taken in the third or fourth semester, which has several credit course pre-requisites
(Student) Learning outcomes	An explicit statement of the competencies (knowledge and skills) a student is expected to demonstrate either in general education, in an academic program or in a course
General education outcomes	The knowledge, skills, attitudes, and values that a student completing an Associate Degree will demonstrate.
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6. Course Revision

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND DANCE

Departmental Approval: February 8, 2024

HE-106 First Aid and Safety Education

Course Revisions - Submit in the format below a copy of the current course number, title, hours credits, prerequisites/corequisites and course description as they appear in the College Catalog along with the new course information as it will appear in the Catalog. Strikethrough (~~strikethrough~~)all **deletions** in the current version. Underline all the changes in the revised version. The rationale for the changes must be included along with copies of the **proposed syllabi**. Please use 10-point Arial. Save your files as a MS Word document (.doc). Save your file using the Form Number, Course Number, and date submittee to the Committee on Curriculum (format dates as mmddyy).

1. Department: Health Physical Education and Dance

		Month	Day	Year
2.	**Date Approved by Department:**	2	8	24
3.	**Date Consulted with the Office of Academic Affairs:**	2	13	24
4.	**Date submitted to the Committee on Curriculum:**			
5.	**Date approved by the Committee on Curriculum:**			

6. State if the proposal was discussed with other department chair(s) with similar interests. **Yes*** **No**

***If yes, which departments(s):**

7. Is this an experimental course? **Yes*** **No**

	Month	Day	Year
If yes, date approved by the President"			

In the **From** and **To** sections, include all pertinent information:

From **To**

8. Course Prefix & Number:	HE-106	HE-106
9. Course Title:	First Aid and Safety Education	First Aid and Safety Education
10. Hours & Credits (Specify if class hours, lab. hours, recitation hours, etc.)	~~3 Credits~~ ~~3 class hours, 1 laboratory hour~~	2.0 Credits 2 Class hours
11. Pre-requisites (if any)		
12. Co-requisites (if any)		
13. Course Description (for College Catalog):	Provides a basic understanding of the causes and effects of accidents in our lives. Prevention of accidents and emergency care are the focus. Students successfully completing this course will be ~~awarded~~ an ~~American Red Cross~~ Standard First Aid Certificate.	Provides a basic understanding of the causes and effects of accidents in our lives. Prevention of accidents and emergency care are the focus. Students successfully completing this course will be eligible for an American Heart Association Standard First Aid Certificate.
14. Curricula into which the course would be incorporated and the requirements it will satisfy:		
15. Rationale:	Revised course curriculum by certifying agency reduced required course work	
16. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:		
17. List of courses to be withdrawn or replaced by this course, if any:		

18. What changes in any programs will be necessitated or requested as a result of this course's changes:	

SYLLABUS

1.	**Department**	Health Physical Education and Dance
2.	**Course, prefix, number, & title:**	HE-106 First Aid and Safety Education
3.	**Hours (Class, recitation, Laboratory, studio) & Credits:**	2 hours and 2 credits
4.	**Pre-requisites (if any):**	None
	Co-requisites (if any):	None

5. Course Description in college catalog:
Provides a basic understanding of the effects of major illnesses and injuries. Provision of emergency care is the focus. Students successfully completing this course will be eligible to receive an American Heart Association First Aid Certificate.

6. Academic programs for which this course is required:
Major Elective for AS Movement Science

7. General Education Outcomes: Place an "X" in the appropriate General Education Outcome(s) box that this course supports.
1.Communicate effectively in various forms
2.Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions

8. Course-specific student learning outcomes: (Expand if needed**)**

a	Students will demonstrate the knowledge and skills required in most emergency situations.
b	Students will describe first aid for major sudden illness including heart attack, stroke, fainting, convulsions, and diabetic reactions.

c	Students will identify the appropriate interventions for victims suffering from trauma and sudden illness.
d	Students will describe and demonstrate first aid for bleeding.
e	Students will describe and demonstrate first aid for shock.
f	Students will describe first aid for poisoning.
g	Students will describe and demonstrate first aid for burns.
h	Students will describe first aid for heat exposure.
i	Students will describe first aid for cold exposure.
j	Students will describe and demonstrate first aid for bone and joint injuries.
k.	Students will correctly identify necessary supplies to fill a standard first aid kit.

9. Program-specific outcomes (if applicable)

10. Methods by which student learning (general education, course-specific, and, if applicable program specific**) will be assessed and evaluated; describe the types of methods to be employed; note whether certain methods are required for all sections):**

1. Written and Practical Skills Examinations
2. Assignments
3. Participation in lecture and skill sessions

11. Course topics and assignments (include laboratory topics when applicable)

Week	Topics	Sample Assignments (if applicable, Blackboard/Online)
1.	Introduction/ Action in an Emergency	Student introductions.
2.	The Human Body/ Finding Out What's Wrong	Lab, quiz on previous week
3.	CPR and AED	Lab, quiz on previous week
4.	Shock and Bleeding	Lab, quiz on previous week

5.	Wounds	First Midterm Exam, Quiz on previous week
6.	Burns	Quiz on previous week
7.	Head, Neck, And Spinal Injuries/ Chest, Abdominal and Pelvic Injuries	Quiz on previous week
8.	Bone Joint, Muscle and Extremity Injuries	Quiz on previous week
9.	Splinting Extremities	Lab, quiz on previous week
10.	Sudden Illness	Second Midterm Exam, quiz on previous week
11.	Poisons, Bites and Stings	Quiz on previous week
12.	Cold and Heat Related Emergencies	Quiz on previous week
13.	Gynecological Emergencies and Childbirth	Quiz on previous week
14.	Behavioral Emergencies and Disaster Preparedness	Quiz on previous week
15.	Final Examination	Final Examination

12. Sample texts/readings/bibliography/other materials required or recommended for the course (as applicable):

American Red Cross First Aid/CPR/AED Participant's Manual

Contributor American Red Cross, Edition 4
Publisher StayWell, 2011
ISBN 1584804793, 9781584804796, Length 181 pages

13. Required attire (if applicable):

The lab sessions of this course are designed to practice the hands on skills of providing first aid and students should dress comfortably.

Academic honesty is expected of all students. Any violation of academic integrity is taken extremely seriously. All assignments and projects must be the original work of the student or teammates. **Plagiarism will not be tolerated.** Any questions regarding academic integrity should be brought to the attention of the instructor. The following is the Queensborough Community College Policy on Academic Integrity: "It is the official policy of the College that all acts or attempted acts that are violations of Academic Integrity be reported to the Office of Student Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases though reported to the Office of Student Affairs may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender's grade as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course." The college's policy on Academic Integrity can be found at http://www.qcc.cuny.edu/governance/docs/Academic_Integrity_Document.pdf

14. Academic Integrity policy (department or College):

15. Disabilities

Any student who feels that he or she may need an accommodation based upon the impact of a disability should contact the office of Services for Students with Disabilities in Science Building, Room S-132, 718-631-6257, to coordinate reasonable accommodations for students with documented disabilities. You can visit the Services for Students with Disabilities website by clicking on this link: http://www.qcc.cuny.edu/SSD/.

OPTIONAL *(May be included by instructors.)*
Student Life, Services: http://www.qcc.cuny.edu/current-students/index.html
Single Stop: http://www.qcc.cuny.edu/singlestop/index.html
Counseling: http://www.qcc.cuny.edu/counseling/index.html

GLOSSARY OF TERMS

Entry-level course	A credit course with no pre-requisites other than passing placement exams or required remediation; usually considered a first semester course; this course may be a pre-requisite for mid-level courses
Mid-level course	A course which has at least one credit course as a pre-requisite; usually a second or third semester course; this course may be a pre-requisite for upper-level courses
Upper-level course	A course, usually taken in the third or fourth semester, which has several credit course pre-requisites
(Student) Learning outcomes	An explicit statement of the competencies (knowledge and skills) a student is expected to demonstrate either in general education, in an academic program or in a course
General education outcomes	The knowledge, skills, attitudes, and values that a student completing an Associate Degree will demonstrate.

Academic Program learning outcomes	An explicit statement of the knowledge, competency, and skills that students must achieve to complete a program of study.
Course learning outcomes	An explicit statement of the knowledge, competency, and skills that students must achieve to complete a course.

7. Course Revision

DEPARTMENT OF BUSINESS

Departmental Approval: March 06, 2024

BU 600 Business Internships

Course Revisions - Submit in the format below a copy of the current course number, title, hours credits, prerequisites/corequisites and course description as they appear in the College Catalog along with the new course information as it will appear in the Catalog. Strikethrough (~~strikethrough~~)all **deletions** in the current version. Underline all the changes in the revised version. The rationale for the changes must be included along with copies of the **proposed syllabi**. Please use 10-point Arial. Save your files as a MS Word document (.doc). Save your file using the Form Number, Course Number, and date submitted to the Committee on Curriculum (format dates as mmddyy).

		Month	Day	Year
1.	**Department:** Business			
2.	**Date Approved by Department:**	03	06	24
3.	**Date Consulted with the Office of Academic Affairs:**	03	12	24
4.	**Date submitted to the Committee on Curriculum:**	03	15	24
5.	**Date approved by the Committee on Curriculum:**			

		Yes*	No
6.	**State if the proposal was discussed with other department chair(s) with similar interests.**	☐	☑
	***If yes, which departments(s):** _____		
7.	**Is this an experimental course?**	☐	☑

	Month	Day	Year
If yes, date approved by the President"			

In the **From** and **To** sections, include all pertinent information:

	From	To
8. **Course Prefix & Number:**	BU-600	BU-600
9. **Course Title:**	Business Internships	Business Internships
10. **Hours & Credits** (Specify if class hours, lab. hours, recitation hours, etc.)	3 class hours 3 credits	3 class hours 3 credits
11. **Pre-requisites (if any)**	~~Minimum 2.5 cumulative GPA, matriculated business major in degree or certificate curricula, or enrollment in the Medical Office Assistant A.A.S. or Medical Office Assistant Certificate curricula.A student is usually accepted as an intern only if the student is near the end of his/her curricula.~~	Minimum 2.5 cumulative GPA and 30 credits or more or permission of the department. Students must be enrolled in a business major or in the Medical Office Assistant A.A.S. or Medical Office Assistant Certificate curricula.
12. **Co-requisites (if any)**	None	None

13. Course Description (for College Catalog):	Open to ~~matriculated~~ business majors in degree ~~or certificate~~ programs and to students enrolled in the Medical ~~Office~~ Assistant A. A. S and the Medical Office Certificate curricula. Students planning to register for the internship should contact the Business Department Internship Faculty Coordinator and should have a minimum 2.5 cumulative GPA. ~~Students are usually accepted as an interns only if they are near the end of their curricula.~~ The internship ~~(cooperative)~~ experience in business includes employment in a field that supplements classroom learning. Students will be assisted with their search for an internship and are required to work a minimum of 135 hours during the semester. Students participate in seminars and submit a final paper related to their work experience. A written evaluation from the employer may be required. Students receive a grade of pass or fail. .	Open to business majors in degree programs and to students enrolled in the Medical Assistant A.A.S. and the Medical Office Certificate curricula. Students planning to register for the internship should contact the Business Department Internship Faculty Coordinator and should have a minimum 2.5 cumulative GPA and 30 credits or more or permission of the department The internship experience in business includes employment in a field that supplements classroom learning. Students will be assisted with their search for an internship and are required to work a minimum of 135 hours during the semester. Students participate in seminars and submit a final paper related to their work experience. A written evaluation from the employer may be required. Students receive a grade of pass or fail. .
14. Curricula into which the course would be incorporated and the requirements it will satisfy:	A.A.S. Management A.A.S Accounting A.A.S. Medical Assistant A.S Business Administration A.S. Computer Information Systems A.S. Forensic Accounting	
15. Rationale:	The original description did not reflect that students need to have more than 30 credits or permission of the department to be enrolled in the course.	
16. Transferability as an elective or course required by a major to senior colleges (with supporting documents if applicable). Include comparable courses at senior or other community colleges, if applicable:	York College Coop 111 Baruch College BA 7500 Queens College Liberal Arts	
17. List of courses to be withdrawn or replaced by this course, if any:	None	

18. What changes in any programs will be necessitated or requested as a result of this course's changes:	None