New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | **ATB, Math Prep and NYC DOB workshops** |
| **Date** | **February 20, 2020** |
| **Major or Minor** | **Minor** |
| **Proposer’s Name** | **Pamela Brown** |
| **Department** | **Provost’s Office** |
| **Date of Departmental Meeting in which proposal was approved** | **NA** |
| **Department Chair Name** | **NA** |
| **Department Chair Signature and Date** | **NA** |
| **Academic Dean Name** | **NA** |
| **Academic Dean Signature and Date** | **NA** |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | **Review and approval of existing workshops: ATB, Math Prep and NYC DOB** |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | **These ATB, Math Prep and NYC DOB workshops have been offered in the past. It recently was brought to our attention that workshops must be approved by governance before they can appear on a student’s transcript, hence necessitation this proposal** |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). |  |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | X |
| * Rationale for proposal | X |
| * Date of department meeting approving the modification | NA |
| * Chair’s Signature | NA |
| * Dean’s Signature | NA |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. | X |
| Documentation of Advisory Commission views (if applicable). | NA |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). |  |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. | NA |
| Detailed rationale for each modification (this includes minor modifications) | NA |

**ATB Workshops Background**

Students that do not graduate from US high schools need passing scores on three ATB exams (reading, sentence skills and math) in order to qualify for financial aid. For several years City Tech has been offering 20-hour online ATB (ability to benefit) workshops (and prior to that in-person workshops) for students who did not initially pass, to help them succeed on the next attempt. According to the Testing Office students are not eligible to retest without a 20-hour intervention. Students have registered for the workshops through CUNYfirst and instruction utilizes BlackBoard, both for student convenience (enrollment was very low for in-person workshops) and verification of hours. Workshops are offered twice a year, in January and August. Recent instructors were Stephen Essien (math) and Kelsey Fox (reading and sentence skills). Workshop outlines follow:

ATB Sentence Skills Curriculum Overview

The ATB Sentence Skills Workshop provides students the necessary 20 hours of instruction between ATB (ACCUPLACER) test attempts in an online format. The test measures the students’ mastery of English grammar and correct sentence structure by challenging students with questions in the following competencies:

* Identifying complete and grammatically correct sentences
* Understanding coordination and subordination
* Recognizing errors and illogical combinations

Class Overview:

This class provides students with materials for discussion, mock tests, skills practice, and feedback from fellow students and the professor. Students should acquire the following competencies which are tested on the ACCUPLACER Sentence Skills exam:

* Knowledge of sentences:
  + - including punctuation,
    - structure,
    - and the basic notion of what a sentence is.
* Students will be expected to:
  + - Identify complete and grammatically correct sentences
    - Understand coordination and subordination
    - Recognize errors and illogical combinations

Class Curriculum:

**Unit 1: Introduction the course and the ACCUPLACER exam**

During this module, students introduce themselves on the introductions board and take a diagnostic exam, which gives them an idea of where they stand currently and which areas need improvement. Then students watch several videos outlining what the test is, skills for this particular test, and overviews and lessons about the competencies. At the end of the video lectures, students take a practice test to assess what they have learned and participate in a discussion board about how they feel about their preparedness at this point. Students are also encouraged to discuss what they are struggling with or would like clarification on from the tests and lectures so far.

**Unit 2: Discussing what you have learned**

In this unit, students spend a lot of time on the discussion board. They are instructed to think of this as raising their hands in class and engaging in group work with their classmates. Students participate in multiple board on which they will discuss and test their knowledge of ACCUPLACER test-taking tips as well as ask questions about what they are struggling with and answer several practice questions. Students are given activities in which they not only answer the questions but explain their reasoning and discuss how they know or can infer what the questions are asking as well as how to answer them correctly.

**Unit 3: Testing your knowledge**

This module focuses heavily on practice tests. Some tests will only be taken once, while others require the students to retake them until they achieve a certain score. Students can see their answers after the test and are encouraged to ask questions on the discussion board if they continue to struggle with any questions or question types. Finally, students retake the diagnostic exam and can assess their growth in different competencies after completing the rest of the workshop.

ATB Reading Curriculum Overview

The ATB Reading Workshop provides students the necessary 20 hours of instruction between ATB (ACCUPLACER) test attempts in an online format. The test measures the students’ ability to analyze a given text as well as understand inferences, themes, purpose, argument, and word choice. On the exam, students must be able to read a passage and answer related questions as well as understand and answer questions regarding the relationship between two provided sentences.

Class Overview:

The course provides materials for discussion, mock tests, skills practice, and feedback from fellow students and the professor. Through the workshop, students will acquire or improve the following competencies which are tested on the ACCUPLACER Reading exam:

* The ability to closely read a passage and determine its central themes and ideas
* Making inferences
* Analyzing word choice, text structure, and arguments, and implied ideas
* Determining purpose
* Distinguishing between direct statements and secondary or supporting ideas.
* Understand the relationship between ideas

Class Curriculum:

**Unit 1: Introduction the course and the ACCUPLACER exam**

During this module, students introduce themselves on the introductions board and take a diagnostic exam, which gives them an idea of where they stand currently and which areas need improvement. Then students watch several videos outlining what the test is, skills for this particular test, and overviews and lessons about the competencies required to pass it. At the end of the video lectures, students take a practice test to assess what they have learned and participate in a discussion board about how they feel about their preparedness at this point. Students are also encouraged to discuss what they are struggling with or would like clarification on from the tests and lectures so far.

**Unit 2: Discussing what you have learned**

In this unit, students spend a lot of time on the discussion board. They are instructed to think of this as raising their hands in class and engaging in group work with their classmates. Students participate in multiple boards in which they will look at example test questions. Students are given activities in which they not only answer the questions but explain their reasoning and discuss how they know or can infer what the questions are asking as well as how to answer them correctly. Students also read sample passages and similarly discuss and respond to them. Students also go over many test-taking strategies and practice skills specific to the ACCUPLACER.

**Unit 3: Testing your knowledge**

This module focuses heavily on practice tests. Some tests will only be taken once, while others require the students to retake them until they achieve a certain score. Students can see their answers after the tests and are encouraged to ask questions on the discussion board if they continue to struggle with any questions or one question types. Finally, students retake the diagnostic exam and can assess their growth in different competencies after completing the rest of the workshop.

**Ability to Benefit Mathematics Workshop ATB WKSHP 100 WN 51[25329]**

**Orientation: January 6, 2020 @ G604, 12:00pm – 2:00pm**

**Online: January 6 – January 22, 2020.**

**Online Office Hours: Online, Fridays 12-1pm**

**INSTRUCTOR: Stephen Essien Sessien@citytech.cuny.edu**

**COURSE DESCRIPTION**

This online course is meant to help students pass the ACCUPLACER exam in Mathematics at the end of the workshop. It provides materials for discussion, quizzes, videos, and feedbacks from fellow students and the professor. Every student must complete a minimum of 20 hours logged in, and working with course materials, in order to be eligible to take the exam. At the end of the workshop, all students should be very versed in the materials covered in all the 3 modules, namely **Whole Numbers, Fractions and Decimals**. There are 6 quizzes (2 for each module) and two comprehensive exams that cover every aspect of the workshop. It is imperative and mandatory that every registered student is comfortable with these problems, because he/she is going to be tested on these. Do not hesitate to reach me at any time, should you run into any problem. Below is the breakdown of the Workshop Schedule.

|  |  |  |  |
| --- | --- | --- | --- |
| **Day** | **Date** | **Topic** | **Additional Information** |
| **Mon** | **1/6** | **Orientation @ G604 – 12:00pm to 2:00pm**  **Introduction, Whole Numbers** | **In-class session**  **Online** |
| **Tue** | **1/7** | **Addition & Subtraction of Whole Numbers** | **Quiz 1 (Whole Numbers)**  **Online** |
| **Wed** | **1/8** | **Multiplication & Division of Whole Numbers** | **Online** |
| **Thu** | **1/9** | **Working with Exponents** | **Quiz 2 (Whole Numbers)**  **Online** |
| **Fri** | **1/10** | **Introduction to Fractions**  **Addition & Subtraction of Fractions** | **Quiz 3 (Fractions)**  **Online** |
| **Mon** | **1/13** | **Multiplication of Fractions** |  |
| **Tue** | **1/14** | **Division of Fractions** | **Quiz 4 (Fractions)Online** |
| **Wed** | **1/15** | **Introduction to Decimals**  **Addition & Subtraction of Decimals** | **Online** |
| **Thu** | **1/16** | **Multiplication of Decimals** | **Quiz 5 (Decimals) online** |
| **Fri** | **1/17** | **Division of Decimals** |  |
| **Mon** | **1/20** | **Review** | **Quiz 6 (Decimals) online** |
| **Tue** | **1/21** | **Review** | **Exam 1 online** |
| **Wed** | **1/22** | **Review** | **Exam 2 online** |

**2. NYC Department of Buildings Scholars Program Workshop**

The Department of Buildings Scholars program has been offered at City Tech for 10 consecutive Wednesdays, from 5-7 pm in spring 2019 and 2020.  In spring 2019, 40 students were accepted, every participant had 100% attendance, and thanks to this career-readiness workshop series, 16 students obtained summer internships and several who graduated are now working full-time for the DOB.

The Department of Buildings (DOB) Scholars program unique academic partnership between CUNY and a regulatory city agency, The DOB Scholars is an in-depth curriculum and career development program for CUNY students interested in engineering (primarily civil & mechanical), architecture, sustainability & energy management, construction management, construction trades, inspection, law enforcement, public policy/government, and public safety. The program consists of 10 seminars over the course of the spring semester from various units within the Department of Buildings.

Each week, DOB architects, engineers, sustainability experts, construction inspectors, and borough commissioners present to students on the work of their individual units/departments, and seek to create a dialogue with CUNY’s burgeoning professionals. Seminar topics include a holistic overview of the work of Development Hub, our center of plan examination review; an overview of our Enforcement borough, which houses the majority of our construction inspections teams; a discussion on modern challenges faced by structural engineers from our construction safety engineers; a breakdown of building code development & revision from our technical affairs/code development team; an engaging presentation on the DOB’s involvement in the Hurricane Maria relief effort; two presentations from our sustainability units on the built environment & climate change; and a discussion of emergency operations.

Additionally, students have the opportunity to receive help with resume drafting, cover letter writing, and interview skills. Students also receive detailed information on how to apply for upcoming paid summer internships as they become available. Students who successfully complete the program receive a certificate of completion.

For any students seeking a future career in any of the above-mentioned career paths, this program seeks to expand their professional network, their knowledge of relevant areas of study within their given major, and their knowledge of the professional and academic qualifications for jobs within these fields.

The DOB Scholars program director, Matthew Longo, requested a workshop format so that students who are not able to obtain summer internships at least have some recognition on their transcripts that they committed to and completed the 10-week program. Dean Shields has reviewed the curriculum and feel that the skills and knowledge that students learn with regards to career opportunities, educational requirements, resume and cover letter preparation and interviewing skills, warrant workshop status. The workshop curriculum is shown on the following flier” ****

**Mathematics Preparatory Courses**

The goal of the Mathematics Preparatory Workshops is to provide City Tech students an opportunity to learn key concepts prior to taking their mathematics course in the upcoming semester. The rationale for these workshops is 1) Recognition of commitment to succeed, 2) Facilitate registration and assessment, and 3) Increase the pass rates of foundational mathematics courses. Since these workshops are supported by CUE funding they must appear in CUNYfirst in order to sustain funding.

A series of six mathematics prep workshops are offered every January and August:

* WKSHP 1190: MAT 1190 Workshop
* WKSHP 1275: MAT 1275 Workshop
* WKSHP 1275CO: Bridge to MAT 1275 CO
* WKSHP 1375: MAT 1375 Workshop
* WKSHP 1475: Calculus Boot Camp
* WKSHP 1575: MAT 1575 Workshop

Each workshop is designed as a 12-hour preparation course that is conducted over a three-day period with the exception of WKSHP 1275CO. WKSHP 1275CO is a 15-hour course that is given over four days. These are all free workshops, and there are no credits involved. A free workbook is provided for each workshop.

**WKSHP 1190: MAT 1190 Workshop**

(An introduction to Quantitative Reasoning)

This workshop covers an overview of linear equations, linear inequalities, and systems of linear equations, basic probability, and basic statistics.

**WKSHP 1275: MAT 1275 Workshop**

(An introduction to College Algebra and Trigonometry)

This workshop covers angles, radians and degrees, trigonometric functions, trigonometric function of special angles, reference angles, proving identities, and solving trigonometric equations.

**WKSHP 1275CO: Bridge to MAT 1275 CO**

(An introduction to College Algebra and Trigonometry)

This workshop covers some basic algebraic and trigonometric concepts. For algebra, topics such as linear equations, parallel and perpendicular lines, systems of equations, exponents, factoring polynomials, and quadratic equations are discussed. A preview of basic trigonometric functions of special angles, reference angles, proving identities, and solving trigonometric equations are also provided.

**WKSHP 1375: MAT 1375 Workshop**

(An introduction to Precalculus)

This workshop covers different types of functions (quadratic, polynomial, exponential, logarithmic) and conic sections (parabolas, circles, ellipses, and hyperbolas).

**WKSHP 1475: Calculus Boot Camp**

(An introduction to Calculus I)

This workshop covers the concept of limits, continuity, and derivatives.

**WKSHP 1575: MAT 1575 Workshop**

(An introduction to Calculus II)

This workshop covers the indefinite and definite integrals, area between two curses and different integration techniques.

**Evidence of Consultation with affected departments:**

**From:** Pamela Brown   
**Sent:** Thursday, February 20, 2020 2:04 PM  
**To:** Sandie Han <SHan@CityTech.Cuny.Edu>; Robert Leston <RLeston@CityTech.Cuny.Edu>  
**Subject:** ATB workshops in math, reading and sentence skills

Hi Sandie and Robert,

Students that do not graduate from US high schools need passing scores on 3 ATB exams (reading, sentence skills and math) in order to qualify for financial aid. For several years City Tech has been offering 20-hour online ATB (ability to benefit) workshops (and prior to that in-person workshops) for students who did not initially pass, to help them succeed on the next attempt. According to the Testing Office students are not eligible to retest without a 20-hour intervention. Students have registered for the workshops through CUNYfirst and instruction utilizes BlackBoard, both for student convenience (enrollment was very low for in-person workshops) and verification of hours. Workshops are offered twice a year, in January and August. Recent instructors were Stephen Essien (math) and Kelsey Fox (reading and sentence skills).

It was recently brought to the college’s attention by the university registrar that these workshops need to go through governance since they appear on the student transcript. I just wanted to let you know that a minor curriculum change will be submitted to institutionalize these workshops. Outlines are attached for your perusal. Please let me know if you have any questions or concerns.

Thanks,

Pam

Pamela Brown, PhD, PE

Associate Provost

New York City College of Technology

300 Jay Street, Namm 320

Brooklyn, New York 11201

[pbrown@citytech.cuny.edu](mailto:pbrown@citytech.cuny.edu)

Ph:718.260.5560

Fax: 718.260.5542

**From:** Pamela Brown   
**Sent:** Friday, February 21, 2020 10:15 AM  
**To:** Sandie Han <SHan@CityTech.Cuny.Edu>  
**Subject:** FW: Math Prep Workshop Descriptiion

Hi Sandie,

As mentioned yesterday the workshops we have been offering need to go through governance. Attached are the workshop descriptions for the math prep workshops.

Best,

Pam

Pamela Brown, PhD, PE

Associate Provost

New York City College of Technology

300 Jay Street, Namm 320

Brooklyn, New York 11201

[pbrown@citytech.cuny.edu](mailto:pbrown@citytech.cuny.edu)

Ph:718.260.5560

Fax: 718.260.5542

**From:** Janet Liou-Mark   
**Sent:** Thursday, February 20, 2020 9:21 AM  
**To:** Pamela Brown <[PBrown@citytech.cuny.edu](mailto:PBrown@citytech.cuny.edu)>  
**Subject:** Math Prep Workshop Descriptiion

Hi Pam, Kindly review it and please let me know if you would like it in a more formal way.

Thank you, Janet

# Section AIV: New Workshop

## Please fill in all applicable fields.

**New workshopsto be offered**

|  |  |
| --- | --- |
| **Department(s)** |  |
| **Academic Level** | **[  ] Regular  [   ] Compensatory  [   ] Developmental  [   ] Remedial** |
| **Subject Area** |  |
| **Course Prefix** | ATB Math, ATB Sentence Skills, ATB Reading; DOB Scholars Workshop; Math prep workshops in MAT 1190, 1275, Bridge to MAT 1275CO, 1375, 1475, 1575 |
| **Course Number** |  |
| **Course Title** |  |
| **Catalog Description** | Note that the catalog description is succinct, summarizing course content. Full sentences are not necessary. |
| **Prerequisite** |  |
| **Corequisite** |  |
| **Pre- or corequisite** |  |
| **Credits** |  |
| **Contact Hours** |  |
| **Liberal Arts** | **[ ] Yes  [   ] No** |
| **Course Attribute (e.g. Writing Intensive, etc)** |  |
| **Course Applicability** | |  |  |  | | --- | --- | --- | | **[ ] Major** |  | | | **[ ] Gen Ed Required** | **[ ] Gen Ed - Flexible** | **[ ] Gen Ed - College Option** | | **[ ] English Composition** | **[ ] World Cultures** | **[ ] Speech** | | **[ ] Mathematics** | **[ ] US Experience in its Diversity** | **[ ] Interdisciplinary** | | **[ ] Science** | **[ ] Creative Expression** | **[ ] Advanced Liberal Arts** | |  | **[ ] Individual and Society** |  | |  | **[ ] Scientific World** |  | |
| **Effective Term** |  |

**Rationale: Workshops must be approved by governance. ATB workshops are required for international students to retest for financial aid eligibility; DOB Scholars Workshops recognize the 20 hours of commitment made by the student; Math prep workshops must appear in CUNYfirst for continued CUE funding**

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