

FACULTY SENATE
CURRICULUM COMMITTEE

Approval Form

3901-431

Department Life Science Department

Title Seashore Ornithology

Sponsor(s) Dr. Andrew A. Prieto No. of Credits 2

COURSE _____ CONCENTRATION _____

Approved by the department Graduate ()

Not recommended by the department Undergraduate ()

Information copies forwarded: Academic Dean; Chairman; Curriculum Committee

Signature: Department Chairman

DIVISION

Consultation on proposal has been held

Comments: Special course in N.J. Marine Sciences Consortium

Alan Donovan 3/3/76
Signature: Academic Dean and/or Divisional Committee

CURRICULUM COMMITTEE

Proposal received 4/6/76

Open Hearing held 5/6/76

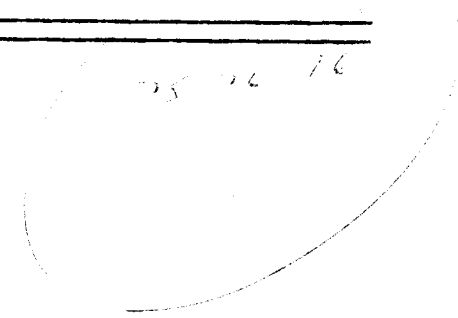
Returned to the department for the following reason(s):

Approved by the Curriculum Committee 4/6/76

Presented to Executive Committee of the Faculty Senate as information 5/9/76

Notifications forwarded: Vice President for Academic Affairs

W. G. ...
Signature: Chairman, Curriculum Committee



ACADEMIC DEAN:

I have reviewed the final documents as approved and concur with same.
Budget, faculty and library resources are adequate for immediate implementation.

I have reviewed the final documents as approved and concur with same.
Budget, faculty and/or library allocations for the current academic year
are inadequate for immediate implementation or implementation in the next
fiscal year. The earliest that the proposal might be implemented would be

HEGIS Taxonomy Number: _____

Signature: Academic Dean _____

Copies forwarded: Chairman, Curriculum Committee; Department Chairman;
Provost; Registrar

REGISTRAR

Approved course description received

Signature: Registrar _____

PROVOST

Official copy and approval sheet filed

Signature: Provost (or designee) _____

- Note:
- 1) Course proposal format is attached
 - 2) A copy of this approval form should accompany each proposal
 - 3) A copy of a proposed catalogue description of the course must accompany the proposal as a separate page.

11-16-16



I. Course Title: Ornithology

Wildlife and Ornithology of birds of birds of the course, and their distribution and abundance in various areas. Includes discussion of habitat and ecology of birds and their behavior between conservation.

II. Prerequisites:

Wildlife or biology or equivalent or permission of instructor.

III. General Aim of the Course:

To learn the kinds of birds and their adaptations with respect to their ecological environments.

IV. Specific Objectives:

- To identify the birds in the field
- To observe their habits and adaptations
- To become acquainted with New Jersey shore habitats
- To become aware of their ecological relationships and their survival

V. Procedures, Techniques, Methods:

Since this is essentially a field course, field trips will be taken to:

Long Key Point	Cooper's Creek
Englewood	Delaware
Walden Marsh	Long Key Point

Individual field projects
Development of checklists according to habitats

VI. Course Content:

- Identification of the environments favored
- Field methods as practiced in these environments
- Field identification of birds in the field
- Characteristics of shore and water birds
- Order: Cuckoo and Swift, and other birds
- Project: Migration

VII. Instructional Materials:

- | | |
|--------------|-------------|
| Field guides | Journal |
| Field notes | Field notes |
| Field maps | |

VIII. Texts/References:

- Field guides
- Field notes

1. The following information was obtained from the files of the
Internal Security - Communist Division, New York Office, on
the file of the above named individual, dated 10/10/50, and
10/10/51, and dated 10/10/51, and dated 10/10/51.

2. This file contains a copy of a letterhead memorandum dated
10/10/51.

3. The following information was obtained from the files of the
Internal Security - Communist Division, New York Office, on
the file of the above named individual, dated 10/10/50,
10/10/51, and dated 10/10/51.

4/10/70 - [illegible]



State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

OFFICE OF THE PRESIDENT
609 - 445 - 5202

February 5, 1979

Dr. Matthew Quinn, Director
Office for State Colleges
225 West State Street
Trenton, New Jersey 08625

Dear Matt:

Attached is a proposal and buttressing information for the addition of a track in Medical Technology within our Life Sciences Program. We talked about this possibility some time ago by phone and our people have done a substantial amount of good work in preparation for implementation of this option within our already existing program authorizations.

As I read the proposal, we are not talking about a new program that will require new authorizations nor, for that matter, new or additional resource allocations. The student is still going to be a major in the Life Sciences with the same full schedule of courses that any major would take. The year long internship is consistent with our curricula patterns for other experiential learning experiences and the award of the Medical Technical certification is done by an outside organization, not by the College.

Our analysis of need for additional medical technology personnel is clear: we need more trained people here in South Jersey. Our numbers are consistent with the subjective feedback we have gotten from hospitals in the area.

I would like to move this proposal forward to our own Board of Trustees for analysis and approval, a process similar to that used for approvals of new concentrations. Once we have Board of Trustees' approval, then we would advertise this program as being available as a career option within the major program in Life Sciences. However, I do recognize the concerns of the Department of Higher Education for anything that could be perceived as a new program in the Health Sciences area. Therefore, here is our thinking, the backup materials and a clear request for your reaction before we get too far down the line in our own internal approval processes.

The following information is derived from a publication entitled "New Jersey's Manpower Challenge of the Eighties" prepared by the New Jersey Department of Labor and Industry's Division of Planning and Research in March, 1975.

On page 44-a, Table IV lists the ten highest priority occupations in New Jersey. Clinical laboratory technologists and technicians are listed in this category. It is projected that the number employed in 1980 will be double the number employed in 1970, and that statewide, there will be 700 job openings annually. On a county to county basis, the following potential openings are projected for clinical laboratory technologists and technicians on an annual basis from 1975-1980:

Total: 680

Atlantic County	13
Bergen County	84
Burlington County	21
Camden County	46
Cape May County	6
Cumberland County	31
Essex County	94
Gloucester County	6
Hudson County	39
Hunterdon County	3
Mercer County	39
Middlesex County	41
Monmouth County	13
Morris County	35
Ocean County	6
Passaic County	39
Salem County	13
Somerset County	25
Sussex County	4
Union County	64
Warren	29

The above corresponds to the Department of Higher Education's ¹/₄ regions in the following manner:

Region #1	(Counties: Bergen, Hudson, Passaic, Sussex)	166
Region #2	(Counties: Essex, Morris, Union, Warren)	222
Region #3	(Counties: Hunterdon, Mercer, Middlesex, Monmouth, Ocean, Somerset)	127
Region #4	(Counties: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Salem)	136

G L A S S B O R O S T A T E C O L L E G E

Title of the Course: Clinical Experience in Medical Technology I and II

Sponsored by: Dr. Charles Green, Mrs. Nellie Hornstein
Dr. Richard Meagher, Dr. Elizabeth Moore
Mr. Elwood Nichols and Dr. Andrew Prieto

A. Introduction:

Medical Technologists provide a vital component of patient care through identification of the course of disease. Many of the physical, chemical and microscopic analyses of body fluids and tissues are performed by regular hospital staff, but there is an expanding need for medical technologists in research, industry, public health and reference laboratories. The broad experience in the classroom and laboratory provide a medical technologist with a background that can also lead to careers in health, industry, education, governmental services, and entrance into medical and dental schools.

The United States government has been critical of the fact that modern medical care is not readily available to all citizens. This is largely the result of an unequal distribution of qualified manpower both at the physician level and in the related allied health sciences, especially in rural farm areas. Hospitals that train medical technologists prefer to train local residents because upon completion of their training the medical technologists generally desire to be employed locally. Students from out-of-state or from northern New Jersey frequently return to their hometowns seeking employment.

Medical technologists do the clinical laboratory procedures to provide information so that proper diagnoses of medical problems can be made. Laboratory tests are conducted in the chemistry of body fluids, serology (antigen-antibody relationships relative to transfusions) hematology, and microbiology.

Congress established the Allied Health Professions Personnel Training Act in 1966, believing that financial support for the education of health science personnel would have the twofold effect of reducing the ranks of the unemployed while increasing the availability of health services generally.

When one appreciates these and other related facts, the entrance of colleges into the field of educating laboratory personnel is desirable. The shortage of qualified laboratory personnel creates an employee market in practically every part of the country. With federal money available to institutions for physical and curricular development, it is a natural coalition of objectives and opportunities for Glassboro State College to enter the field of Medical Technology education.

The Life Science Department is firmly convinced that it can, in combination with Cooper Hospital, produce students who are well prepared in Medical Technology. We have faculty members with backgrounds in the allied health sciences. We also have a Pharmacist and a registered

II. Fine Arts		
	At least two courses from any of the following disciplines:	
	Art	
	Music	
	Dance	
	Speech/Theater	
		6
III. Humanities		
	At least two courses from any of the following disciplines:	
	English and American Literatures	
	Foreign Literatures	
	History	
	Philosophy/Religion	
		6
IV. Language and Communications		
	At least two courses from any of the following disciplines:	
	Foreign Languages	
	Computer Science	
	Speech, Writing and Communication	
		6
V. Mathematics and Science		
	Biology I	
	Statistics	
		8
VI. Electives (Strongly Recommended) - Biochemistry - Free Electives		7
VII. Major Requirements		
	Chemistry I and II	8
	Org. Chem. I and II	8
	Quantitative Analysis	4
	Physics I and II	8
	Biology II	4
	Biotechniques	4
	Parasitology	4
	Human Physiology	5
	Microbiology	4
	Mycology	4
	Comparative Anatomy	4
	Total	<u>56</u>
Clinical Experience - 24	Total	128

To complete the Clinical Experience in Medical Technology, the student must complete one calendar year of directed study in a hospital laboratory. The proposed course would provide such experience and study, and would carry 24 semester hours credit. The course is to be implemented in June, 1978.

E. Teaching Methods:

All students will be exposed to:

- a) Concepts of the profession of medical technology. This consists of orientation lectures and demonstrations which provide the student with a well-rounded view of the profession, the school, and the role of the student in the in-hospital training.
- b) Theory (classroom learning). Material is presented through a variety of educational methods covering one or two disciplines at a time, each running in series to completion.
- c) Practical (laboratory rotation and bench teaching). Application of theory is learned through performance of laboratory procedures and weekly conferences and reviews.
- d) Review (clinical correlation). After all lectures are completed, clinical correlation is taught by reviewing the theory learned in the classroom and in the laboratory. Students learn to apply their knowledge to "true-to-life" situations such as troubleshooting, common laboratory problems, management concerns, and instances relating to other aspects of health care.

F. Evaluation Methods:

The performance of the student will be evaluated on the basis of reports submitted by the Student Coordinator of each section. Satisfactory laboratory performance relies upon:

- a) Obtaining a satisfactory performance evaluation from the Education Coordinator.
- b) Obtaining a passing average in all phases of the curriculum.
- c) Completing the entire program of study, i.e., rotations, examinations, projects, notebooks, etc.
- d) Making up any lost time required as a result of excessive illness or absences.

G. Consultation:

The Life Science Department has consulted with the Pathologists associated with the following hospitals who indicate there is a great demand for licensed Medical Technologists in the South Jersey area:

Underwood-Memorial Hospital
Newcomb Hospital
Millville Hospital
West Jersey-Voorhees Hospital
Cooper Hospital

FACULTY

- Stanley Burrows, A.B. - New York University (1950)
M.D. - New York Medical College (1954)
Chief Attending Pathologist - C.M.C.
Associate Professor of Pathology - Jefferson Medical College
- Raymond Schiffman, B.S. - Philadelphia College of P. & S. (1954)
M.S. - Philadelphia College of P. & S. (1955)
M.D. - Jefferson Medical College (1959)
Attending Pathologist - C.M.C.
Assistant Professor of Pathology - Jefferson Medical College
- Harvey Bellin, M.D. - Jefferson Medical College (1965)
Attending Pathologist - C.M.C.
Instructor of Pathology - Jefferson Medical College
- Susan Gisser, B.A. - University of Pennsylvania (1965)
M.D. - New York University (1969)
Associate Pathologist - C.M.C.
Instructor of Pathology - Jefferson Medical College
- Marvin Lessig, A.B. - University of Pennsylvania (1964)
D.O. - Philadelphia College of Osteopathic Medicine (1968)
Associate Pathologist - C.M.C.
Instructor of Pathology - Jefferson Medical College
- Stuart Blum, B.A. - Union College (1958)
M.D. - New York University (1962)
Chief Attending Hematologist and Consultant in Hematology - C.M.C.
Clinical Assistant Professor of Medicine - Jefferson Medical College
- Sheldon Solomon, A.B. - Temple University (1960)
M.D. - Temple University (1964)
Consultant in Immunology - C.M.C.
Clinical Assistant Professor of Medicine - Jefferson Medical College
- Chester Smialowicz, B.S. - Mt. St. Mary's College (1963)
M.D. - St. Louis University School of Medicine (1967)
Consultant in Infectious Diseases - C.M.C.
Instructor in Medicine - Jefferson Medical College
- William Feldman, B.A. - Temple University (1950)
Ph.D. - University of Pennsylvania (1955)
Biochemist - C.M.C.
Instructor of Pathology - Jefferson Medical College