TOMPKINS CORTLAND COMMUNITY COLLEGE
COLLEGE SENATE AGENDA
May 13, 2022
Board Room

CALL TO ORDER
- ➢ Roll Call
- ➢ Introductions
- ➢ Welcome Guests
- ➢ Public Comment (if any)

UPDATES
College Senate Chair(s) update

APPROVAL OF MINUTES
May 6, 2022

REPORTS
Executive Branch Representative

ACTIONS
Microcredential Proposals

ADJOURNMENT

FOCUS FOR THIS YEAR
Implement new by-laws of the College Senate

Next College Senate Meeting
To be determined, Fall 2022

Tompkins Cortland Community College College Senate
Unapproved Minutes
VIRTUAL MEETING
May 6, 2022

CALL TO ORDER
- J. Walz-Koeppel called the meeting to order at 12:35 p.m.
- J. Walz-Koeppel did roll call.

Roll Call

Present: A. Decker, A. Palumbo, A. Mathers, A. Ahola, C. Goodwin, C. Iacobucci, D. Doskal, J Petrella-Baum, J. Walz-Koeppel, K. Block, K. Hall, P. Tvaroha, R. Sarachan, S. Paradiso

Excused: M. Lopez

Unexcused: G. Gammage-Sikora, V. Pousseur

Guests: V. Zeppelin

Public Comment

No public comment

UPDATES

J. Walz-Koeppel reminded the membership that there is a meeting next week in order to accommodate a vote on new Micro-Credentials. There will be food.

Executive Branch Report

No report given

Faculty Council of Community Colleges

P. Tvaroha thanked the membership for voting on the proposals from last meeting.

Actions

J. Walz-Koeppel asked for volunteers for the Senate Co-Chairs and Secretary positions. A point was made that J. Walz-Koeppel and A. Ahola have reached their term limits and will be ineligible next year.

C. Goodwin nominates S. Paradiso for Co-Chair
S. Paradiso seconds
S. Paradiso Accepts the nomination

C. Goodwin nominates self for Co-Chair

A. Decker Seconds

C. Goodwin accepts the nomination

J Walz-Koeppel nominates M. Lopez for secretary

C. Goodwin seconds

Nomination pending M. Lopez approval

Electronic vote to follow meeting

ADJOURNMENT

R. Sarachan made a motion to adjourn the meeting at 1:12 p.m.

CURRICULUM PROPOSAL FORM

Name: Sandy Moser
Academic Community/Program: Health, Human Services, and Recreation
Date: 4/28/22

TYPE OF SUBMISSION
(Check the type of submission and enter the requested information)

☐ **Change(s) in Degree/Certificate Requirements**

Program Title:

Degree/Certificate Type: ☐ **A.A.S.** ☐ **A.A./A.S.** ☐ **Certificate**

☐ **Change(s) to Existing Course**

    Course Number and Title:

    Identify the type of change(s) proposed:

      ☐ **Change in Course Title or Number**

      ☐ **Change in Prerequisites, Co-requisites, and/or Basic Skills for Course Success**

      ☐ **Change in Credit Hours**

      ☐ **Change in Instructional Format (Lecture, Laboratory Hours)**

      ☐ **Change in Catalog Description**

      ☐ **Major Change in Course Content**

      ☐ **Change in essential topics/learning outcomes**

      ☐ **Deletion of course from curriculum**

      ☐ **Update to current Master Course Syllabus Template**

☐ **New Course**

Academic Community Proposing/Endorsing Course:

Proposed Course Title:

Developmental ☐   **First Year** ☐ **(100 level)**   **Second Year** ☐ **(200 level)**

☒ **New Degree/Certificate/Micro-Credential**

    Academic Community Proposing/Endorsing Proposal: Health, Human Services, and Recreation

    Proposed Title: Clinical Medical Assistant Credential

    Degree/Certificate: ☐ **A.A.S.**   ☐ **A.A./A.S.**   ☐ **Certificate**   ☒ **Micro-Credential**

☐ **Other Curricular Change:**

Revised 12-18

II. Proposal Summary and Rationale

Summarize the proposed curricular change(s) and provide a rationale. Indicate how the proposed change is intended to enhance or improve student learning.

Creation of a Clinical Medical Assistant (CMA) microcredential is proposed to provide recipients with skills and resources for employment to be an integral part of the healthcare team in many types of healthcare settings. This microcredential creates an efficient way for those who complete it successfully to distinguish themselves from other applicants for clinical medical assistant positions. It will provide students with the opportunity to begin a professional career in as little as one semester and fill a need for highly qualified personnel with advanced skills in the field of medical assistance. According to the Bureau of Labor and Statistics, employment of medical assistants is projected to grow 18 percent from 2020 to 2030, much faster than the average for all occupations. The Clinical Medical Assistant Credential will also afford students the opportunity to transfer credits into other SUNY degree-granting programs. Twelve credits of coursework are required for completion.

Courses in this program were chosen, in part, to be mindful of online availability. In-person, hands on learning opportunities are necessary for the lab portion of the Clinical Medical Assistant Fundamentals course and for the internship experience. Many students may be already employed, and online courses offer the most flexibility. Additionally, courses for this microcredential were chosen or created based on feedback from local healthcare partners, research on expectations of Clinical Medical Assistants from current job postings, and consideration of content areas on the Certified Medical Assistant Certification Examination (CMACE).

Courses Included in this microcredential:

Course	Credit Hours	Rationale for Choice
HLTH/NURS104 Medical Terminology	3	- Heavily prevalent on Indeed.com job postings - Recommended by local healthcare partners - Represented on CMAA exam
BIOL100 or BIOL101 or BIOL104	3 3 4	- BIOL100 recommended because this course covers integration of basics of human biology including anatomy, physiology, life cycle, genetics, nutrition, fitness, disease, and ecology - Students who take courses for nursing interest may take BIOL101 or 104, so we want to offer flexibility for other biological sciences - Local Healthcare partners stressed the need for CMA students to understand the "why" behind the healthcare skills being performed in relation to biological aspects of anatomy and physiology
HLTH 111 Clinical Medical Assistant Fundamentals – minimum C grade required	3	- Course developed to fit requirements for profession - Represents content on CMAA exam - Course content created with local healthcare partners - Planned as a 10 -week course at the beginning of the semester to allow students a full 5 weeks to complete the required internship hours
HLTH 112 Clinical Medical Assistant Fundamentals Internship	2	- Provides hands-on, experiential learning needed to apply skills and concepts learned - Local healthcare partners expressed interest hosting student interns. - Completed in 5 weeks following completion of pre-requisite course HLTH 111

TOMPKINS CORTLAND COMMUNITY COLLEGE

Clinical Medical Assistant Credential

Student's Name:	Advisor's Name:

All incoming students who have not previously completed a college writing course are assessed to determine writing and reading placement. The result of that assessment may be the requirement of additional pre-requisite or co-requisite coursework, which may include one or more of the following:

- ENGL098 – Accelerated Writing Skills for ENGL100
- ENGL100 – Academic Writing I
- RDNG116 – College Reading and Study Skills

Course Requirement	Course Title	Min. Credits	Min. Grade	Grade Earned T - Transfer	Completed
BIOL 100 (recommended) **OR** BIOL 101 **OR** BIOL 104	Human Biology **OR** Principles of Biology I **OR** General Biology I	3			☐
HLTH 104	Medical Terminology	3			☐
HLTH 111	Clinical Medical Assistant Fundamentals	4	C		☐
HLTH 112	Clinical Medical Assistant Internship	2			☐

Minimum Credits Required for Certificate of Completion: 12

Approved: *aaa nn, 2022*

Notes:

Required courses completed successfully ☐

Waivers for any required course substitutions approved ☐

Cumulative Tompkins-Cortland GPA 2.0 or higher ☐

- *At least fifty percent (50%) of required courses must be taken through Tompkins Cortland Community College (not via transfer credit, testing, or experiential learning).*
- *A minimum number of unique courses/credits are not required to earn an additional, similar, micro-credential.*
- *In accord with existing college policy, no more than six credits may be taken for a pass/fail grade.*
- *Course substitutions will be considered on a case-by-case basis using the existing Course Waiver process.*
- *Students who are pursuing a micro-credential but are not also matriculated at the college in pursuit of an associate degree or certificate are not eligible for federal or state financial aid.*

MICRO-CREDENTIAL PROPOSAL FORM

> ➢ A micro-credential is a defined set of coursework that should "stack into" an existing degree or certificate, but can stand alone as a valuable career credential.
> ➢ All proposed micro-credentials will require campus approval in accordance with the Level III Curriculum Committee process, culminating with Board of Trustees approval.
> ➢ A new micro-credential will be active immediately following Board of Trustees approval.
> ➢ When developing a micro-credential, please refer to Curriculum Committee *Policies and Procedures* available on Sharepoint and consult with the Provost and the Registrar as needed.

CONTACT PERSON FOR THIS PROPOSAL	CREDENTIAL INFORMATION
Faculty lead: Sandy Moser	Proposed title: Clinical Medical Assistant Credential
Department: Health, Human Services, & Recreation	Start date: August 2022 (Fall semester)
Date submitted: April 28, 2022	CIP4: 5108
Identify others who have been involved in the design/development of this credential. From Cayuga Medical Associates: Lori Bell (Former BOCES Medical Assistant Instructor); Elizabeth Clarke, RN, MSN, FNP, SCRN, Senior Director of Out Patient Nursing; Kelly Freyburger, Director of Operations; & Melanie Soloman, Director of HR Katrina Campbell, Paul Reifenheiser, Malvika Talwar, Carrie Whitmore	Brief description: The Clinical Medical Assistant microcredential will provide recipients with skills and resources for employment as an integral part of the healthcare team in many types of healthcare settings. This microcredential creates an efficient way for those who complete it successfully to distinguish themselves from other applicants for clinical medical assistant positions. It will provide students with the opportunity to begin a professional career in as little as one semester and fill a need for highly- qualified personnel with advanced skills in the field of medical assistance.

Business, Company or Agency partner: Cayuga Medical Associates Guthrie Cortland	Location: Tompkins Cortland Community College		
	Minimum credits required (Minimum = 6; Maximum = 23): 12	Minimum contact hours: 285	Can be completed fully on-line: ☐ YES ☒ NO Lab work and internship must be in person

Courses: (List course code, title, and credits for each. Include any course choices allowed. Specify any minimum grade requirements. Note sequencing and semesters offered where relevant.)	Non-credit components, if any: None
BIOL 100 Human Biology (recommended) **OR** 3 CREDITS FALL/SPRING* BIOL 101 Principles of Biology I **OR** 3 CREDITS FALL/SPRING* BIOL 104 General Biology I 4 CREDITS FALL/SPRING* **AND** HLTH 104 Medical Terminology 3 CREDITS FALL/WINTER/SPRING/SUMMER HLTH 111 Clinical Medical Assistant Fundamentals (min. C) 4 CREDITS FALL/SPRING/SUMMER HLTH 112 Clinical Medical Assistant Internship 2 CREDITS FALL/SPRING/SUMMER TOTAL 12 CREDITS *These courses may be offered in summer sessions if sufficient enrollment can be achieved.	
CREDENTIAL ALIGNMENT	
Describe how the proposed credential is aligned with or complementary to a current Tompkins Cortland program and/or certificate with respect to institutional priority, and/or expressed workforce need. List program(s)/certificate(s) with which this credential aligns. Students completing the microcredential will have earned 12 academic credits. Students may elect to continue on and pursue one of the other programs within the Health, Humanities, and Recreation Guided Pathways Community. There is a high demand for skilled Clinical Medical Assistants in our region with several local healthcare facilities and agencies hiring or offering to provide internships to our microcredential recipients. Students will earn this microcredential after completion of a minimum of one semester and can seek immediate employment locally and regionally.	

What is the expected student population for this credential?

The expected student population includes students who are interested in obtaining an entry level Clinical Medical Assistant position or who may be looking for other educational opportunities in healthcare. Students who are interested in the field of nursing may also find this to be an option for employment while working towards their nursing degree. Some may choose to continue education and earn further certifications once employed.

This microcredential serves students needing clinical skills who may be:
- Working towards a degree (perhaps nursing)
- Re-entering the job market and must upgrade their clinical skills
- Finding that clinical skills are a prerequisite when competing in today's job market and have already earned degrees in another area
- Working towards degrees and must supplement their incomes through employment
- Already employed as a Clinical Medical Assistant but looking to enhance their clinical skills, increase salary, or attain credentialing

Explain how this credential meets local and/or regional market demand. Include any available data regarding job outlook. Describe how external partners have contributed to development of the credential, if applicable.

According to the US Bureau of Labor and Statistics, employment of medical assistants is projected to grow 18% from 2020 to 2030.

A recent review of job positions on Indeed.com found 40, 42, 83, and 2,733 open positions in Ithaca, Cortland, Syracuse and New York City, respectively.

We have had multiple meetings with local community Health Care groups and educational institutions, including Cayuga Medical Associates, and Guthrie Cortland, who support and are asking for our initiative in creating this microcredential and training. Cayuga Medical Associates and Guthrie Cortland have also volunteered to host students for their internship experiences.

Explain the purpose of the proposed credential and list the learning outcomes.
The purpose of the Clinical Medical Assistant Credential is to offer training and certification opportunities to individuals interested in careers in Healthcare. The student learning outcomes of the Clinical Medical Assistant Credential are that upon successful completion of this Credential, students will be able to:
1. Apply principles of anatomy and physiology and explain how they relate to clinical medical assistant procedures.
2. Describe and demonstrate compliance with the legal and ethical boundaries of the medical assistant's scope of practice according to New York State.
3. Prepare patients for physical examinations and procedures, including surgical and diagnostic procedures, and assist other healthcare professionals.

4. Demonstrate therapeutic, respectful, proficient, and culturally sensitive communication techniques and behaviors with providers, staff, and patients in the clinical setting.

If applicable, describe how this credential is aligned to professional standards of a relevant professional organization. List any third-party certifications that students may earn by completing the credential. N/A

Additional costs above tuition and institutional fees must be identified. (Examples: OER fees, course fees, required supplies or equipment, non-credit component cost.) List any anticipated costs beyond standard institutional tuition and fees.
      Stethoscope – Approximately $30-$50
      Sphygmomanometer ("Blood Pressure cuff") - $15-$25
      Name badge - $10
      Adult and Pediatric First Aid/CPR/AED - $35
      Textbooks: Approximately $200.

Additional comments: Students earning this credential will be eligible to sit for the CMAA Exam after working as a Clinical Medical Assistant for one year.

INSTITUTIONAL SUPPORT

Institutional capacity must be in place for student supports in the areas of advising, registration, tutoring, library resources and any other relevant supports. Please describe the relevant supports needed for the credential.

Supports are available from instructors in the Health, Human Services, and Recreation Academic Community. Lab assistance will be provided by the lab supervisor of the fundamentals course. Tutoring and library support is available for report writing. Career Services support is available for resume creation and editing.

Technology supports must be in place as needed. Please identify any specialized technology needs.

Equipment and space for the lab aspect of the microcredential are available in the nursing skills lab on campus, Room 261. The BIOL course, medical terminology, and classroom portion of Clinical Medical Assistant Fundamental microcredential course may be taken online, and technical support is available through the Tompkins Cortland Campus Technology Helpdesk and SUNY Online Helpdesk.

Identify target market audiences for this credential.

- Traditional and non-traditional students interested in a career in healthcare.
- Individuals hired by Cayuga Medical Associates or other healthcare facilities as Clinical Medical Assistants, who need training and have limited experience.
- Students who are not admitted to the Tompkins Cortland Nursing Program who are interested in working in healthcare while trying to complete requirements for nursing admission.
- High school students interested in a healthcare career related to Clinical Medical Assisting.

Additional comments:

MICRO-CREDENTIAL PROPOSAL FORM

> ➢ A micro-credential is a defined set of coursework that should "stack into" an existing degree or certificate, but can stand alone as a valuable career credential.
> ➢ All proposed micro-credentials will require campus approval in accordance with the Level III Curriculum Committee process, culminating with Board of Trustees approval.
> ➢ A new micro-credential will be active immediately following Board of Trustees approval.
> ➢ When developing a micro-credential, please refer to Curriculum Committee *Policies and Procedures* available on Sharepoint and consult with the Provost and the Registrar as needed.

CONTACT PERSON FOR THIS PROPOSAL	CREDENTIAL INFORMATION
Faculty lead: Sandy Moser	**Proposed title:** Medical Office Administrative Assistant Credential
Department: Health, Human Services, & Recreation	**Start date:** August 2022 (Fall semester)
Date submitted: April 28, 2022	**CIP4:** 5407
Identify others who have been involved in the design/development of this credential. Lisa Kratzer, Cardiac/Pulmonary; Sara Cook, General Surgery; Susan Marshall, GI/GU/Primary Care – Guthrie Cortland Medical Center Katrina Campbell, Paul Reifenheiser, Malvika Talwar, & Carrie Whitmore	Brief description: The Medical Office Administrative Assistant microcredential will provide graduates with skills and resources for employment as an integral part of the administrative office healthcare team in many types of healthcare settings. This microcredential creates an efficient way for those who complete it successfully to distinguish themselves from other applicants for Medical Office Administrative Assistant positions. It will provide students with the opportunity to begin a professional career in as little as one semester and fill a need for highly qualified personnel with advanced skills in the field of medical office operations.

Business, Company or Agency partner: Guthrie Cortland	Location: Tompkins Cortland Community College		
	Minimum credits required (Minimum = 6; Maximum = 23): **11**	Minimum contact hours: **240**	Can be completed fully on-line: ☐ YES ☒ NO Internship must be in person

Courses: (List course code, title, and credits for each. Include any course choices allowed. Specify any minimum grade requirements. Note sequencing and semesters offered where relevant.)	Non-credit components, if any: None
CAPS 111 Intro to Word Processing 1 CR FALL/WINTER/SPRING/SUMMER CAPS 121 Intro to Spreadsheets 1 CR FALL/WINTER/SPRING/SUMMER CAPS 131 Intro to Databases 1 CR FALL/WINTER/SPRING/SUMMER HLTH104 Medical Terminology 3 CR FALL/WINTER/SPRING/SUMMER HLTH 113 Healthcare Office Assistant Fundamentals (min C) 3 CR FALL/SPRING/SUMMER HLTH 114 Healthcare Office Assistant Internship 2 CR FALL/SPRING/SUMMER TOTAL 11 CREDITS	

CREDENTIAL ALIGNMENT

Describe how the proposed credential is aligned with or complementary to a current Tompkins Cortland program and/or certificate with respect to institutional priority, and/or expressed workforce need. List program(s)/certificate(s) with which this credential aligns.

Students completing the microcredential will have earned 11 academic credits. Students may elect to continue on to pursue one of the programs within the Health, Human Services, and Recreation Guided Pathways Community. There is a high demand for skilled Medical Office Administrative Assistants in our region with several local healthcare facilities and agencies hiring or offering to host interns pursuing this credential Students will earn this microcredential after completion of a minimum of one semester and may seek immediate employment locally and regionally.

What is the expected student population for this credential?

The expected student population includes people who are interested in obtaining an entry level Medical Office Administrative Assistant position or who may be looking for other educational opportunities in healthcare. Students who are interested in the field of nursing may also find this to be an option for employment while working towards their nursing degree. Some may choose to continue education & earn further certification once employed.

This microcredential serves students needing medical office administrative skills who may be:
- Working towards a degree (perhaps nursing)
- Re-entering the job market and must upgrade their office skills
- Finding that administrative skills are a prerequisite when competing in today's job market and have already earned degrees in another area
- Working towards degrees and must supplement their incomes through employment
- Already employed as a Medical Office Administrative Assistant but looking to enhance their clinical skills, increase salary, or attain credentialing

Explain how this credential meets local and/or regional market demand. Include any available data regarding job outlook. Describe how external partners have contributed to development of the credential, if applicable.

According to the US Bureau of Labor and Statistics, employment of medical secretaries is projected to grow 22% from 2016 to 2026.

A recent review of job postings on Indeed.com found 65, 65, 183, and 3,517positions in Ithaca, Cortland, Syracuse, and New York City, respectively for medical office assistants/secretaries.

We have had multiple meetings with local community Health Care groups and educational institutions, including Cayuga Medical Associates, Guthrie Cortland, and BOCES who support and are asking for our initiative in creating this microcredential and training. Cayuga Medical Associates and Guthrie Cortland have also volunteered to host students for their internship experiences.

Explain the purpose of the proposed credential and list the learning outcomes.
The purpose of the Medical Office Administrative Assistant Credential is to offer training and certification opportunities to individuals interested in careers in healthcare office administration. The student learning outcomes of the Medical Office Administrative Assistant Credential are that upon successful completion of this credential, students will be able to:
1. Demonstrate effective communication skills used by a medical office administrative assistant.
2. Perform the administrative functions of a medical office administrative assistant
3. Describe and demonstrate compliance with legal and ethical boundaries of the medical assistant's scope of practice according to New York State

If applicable, describe how this credential is aligned to professional standards of a relevant professional organization. List any third-party certifications that students may earn by completing the credential.

Additional costs above tuition and institutional fees must be identified. (Examples: OER fees, course fees, required supplies or equipment, non-credit component cost.) List any anticipated costs beyond standard institutional tuition and fees.

    Name badge - $10

    Textbooks: Approximately $200.

Additional comments:

INSTITUTIONAL SUPPORT

Institutional capacity must be in place for student supports in the areas of advising, registration, tutoring, library resources and any other relevant supports. Please describe the relevant supports needed for the credential.

Supports are available through instructors in the Health, Human Services, and Recreation Guided Pathways Community. Tutoring and library support is available for Report Writing. Career Services support is available for resume creation and editing.

Technology supports must be in place as needed. Please identify any specialized technology needs.

The medical terminology, CAPS courses, and Health Care Office Procedures & Communication course may be taken online, and technical support is available through the Tompkins Cortland Campus Technology Helpdesk and SUNY Online Helpdesk.

Identify target market audiences for this credential.

- Traditional and non-traditional students interested in a career in a healthcare setting.
- Individuals hired by local healthcare facilities as Medical Office Administrative Assistants, who need training and have limited experience.
- Students who are not admitted to the Tompkins Cortland Nursing Program who are interested in working in healthcare while trying to complete requirements for nursing admission.
- High school students interested in a healthcare administrative assistant career.

Additional comments:

CURRICULUM PROPOSAL FORM

Name: Sandy Moser
Academic Community/Program: Health, Human Services, and Recreation
Date: 4/28/22

TYPE OF SUBMISSION
(Check the type of submission and enter the requested information)

☐ **Change(s) in Degree/Certificate Requirements**

Program Title:

Degree/Certificate Type: ☐ **A.A.S.** ☐ **A.A./A.S.** ☐ **Certificate**

☐ **Change(s) to Existing Course**

    Course Number and Title:

    Identify the type of change(s) proposed:

      ☐ **Change in Course Title or Number**

      ☐ **Change in Prerequisites, Co-requisites, and/or Basic Skills for Course Success**

      ☐ **Change in Credit Hours**

      ☐ **Change in Instructional Format (Lecture, Laboratory Hours)**

      ☐ **Change in Catalog Description**

      ☐ **Major Change in Course Content**

      ☐ **Change in essential topics/learning outcomes**

      ☐ **Deletion of course from curriculum**

      ☐ **Update to current Master Course Syllabus Template**

☐ **New Course**

Academic Community Proposing/Endorsing Course:

Proposed Course Title:

Developmental ☐ **First Year** ☒ **(100 level)** **Second Year** ☐ **(200 level)**

☒ **New Degree/Certificate/Micro-Credential**

    Academic Community Proposing/Endorsing Proposal: Health, Human Services, and Recreation

    Proposed Title: Medical Office Administrative Assistant

    Degree/Certificate: ☐ **A.A.S.** ☐ **A.A./A.S.** ☐ **Certificate** ☒ **Micro-Credential**

☐ **Other Curricular Change:**

II. Proposal Summary and Rationale

Summarize the proposed curricular change(s) and provide a rationale. Indicate how the proposed change is intended to enhance or improve student learning.

Creation of the Medical Office Administrative Assistant (MOAA) microcredential is proposed to provide credential recipients with skills and resources for employment as an integral part of the administrative office healthcare team in many types of healthcare settings, inpatient or outpatient. This microcredential creates an efficient way for those who complete it successfully to distinguish themselves from other applicants for medical office assistant positions. It will provide students with the opportunity to begin a professional career in as little as one semester and fill a need for highly qualified personnel with advanced skills in the field of medical administrative assistance. According to the Bureau of Labor and Statistics, employment of medical secretaries is projected to grow 22 percent from 2016 to 2026, much faster than the average for all occupations. The Medical Office Administrative Assistant Credential will also afford students the opportunity to transfer credits into other SUNY degree-granting programs. Eleven credits of coursework are required for completion.

Courses in this program will be primarily offered online, with the exception of the internship experience which is fully in-person. Many students may be already employed, and online courses offer the most flexibility. Additionally, courses for this microcredential were chosen or created based on feedback from local healthcare partners, research on current expectations listed in job postings for Administrative Assistants, and considering content areas on Certified Medical Administrative Assistant (CMAA) Certification examinations.

Courses Included in microcredential:

Course	Credit Hours	Rationale for Choice
HLTH/NURS104 Medical Terminology	3	- Heavily prevalent on Indeed.com employment postings - Recommended by local healthcare partners - Represented on CMAA exam
CAPS111 Intro to Word Processing	1	Word processing, computer skills, use of spreadsheets and databases, and other electronic record-keeping heavily prevalent on Indeed.com employment postings
CAPS121 Intro to Spreadsheets	1	Recommended by local healthcare partners, as the majority of medical offices use electronic documentation systems for patient files, appointments, insurance, billing, electronic communication, and medical records
CAPS131 Intro to Databases	1	
HLTH 113 Healthcare Office Assistant Fundamentals - minimum C grade required	3	- Course developed to fit requirements for profession (see summary of course below) - Represented content on CMAA exam - Course content created with local healthcare partners - Communication concepts highlight foci necessary for assisting people with healthcare needs 10-week course at the beginning of the semester allows students five weeks to complete required internship hours
HLTH 114 Healthcare Office Assistant Internship	2	- Hands-on, experiential learning needed to apply skills and concepts learned - Local healthcare partners expressed interest in hosting student interns students needing the experience as well as offering to host students within their facilities to complete their experiences as well - Completed in 5 weeks following completion of pre-requisite HLTH 113 results in more flexibility to devote to internship hours and being fully prepared for understanding the role of a MOAA in the healthcare setting

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TOMPKINS CORTLAND COMMUNITY COLLEGE

Medical Office Administrative Assistant Credential

Student's Name:	Advisor's Name:

All incoming students who have not previously completed a college writing course are assessed to determine writing and reading placement. The result of that assessment may be the requirement of additional pre-requisite or co-requisite coursework, which may include one or more of the following:

- ENGL098 – Accelerated Writing Skills for ENGL100
- ENGL100 – Academic Writing I
- RDNG116 – College Reading and Study Skills

Course Requirement	Course Title	Min. Credits	Min. Grade	Grade Earned T - Transfer	Completed
CAPS 111	Introduction to Word Processing	1			☐
CAPS 121	Introduction to Spreadsheets	1			☐
CAPS 131	Introduction to Databases	1			☐
HLTH 104	Medical Terminology	3			☐
HLTH 113	Healthcare Office Assistant Fundamentals	3	C		☐
HLTH 114	Healthcare Office Assistant Internship	2			☐

Minimum Credits Required for Certificate of Completion: 11
Approved:

Notes:

Required courses completed successfully ☐

Waivers for any required course substitutions approved ☐

Cumulative Tompkins-Cortland GPA 2.0 or higher ☐

- *At least fifty percent (50%) of required courses must be taken through Tompkins Cortland Community College (not via transfer credit, testing, or experiential learning).*
- *A minimum number of unique courses/credits are not required to earn an additional, similar, micro-credential.*
- *In accord with existing college policy, no more than six credits may be taken for a pass/fail grade.*
- *Course substitutions will be considered on a case-by-case basis using the existing Course Waiver process.*
- *Students who are pursuing a micro-credential but are not also matriculated at the college in pursuit of an associate degree or certificate are not eligible for federal or state financial aid.*

MICRO-CREDENTIAL PROPOSAL FORM

> - A micro-credential is a defined set of coursework that should "stack into" an existing degree or certificate, but can stand alone as a valuable career credential.
> - All proposed micro-credentials will require campus approval in accordance with the Level III Curriculum Committee process, culminating with Board of Trustees approval.
> - A new micro-credential will be active immediately following Board of Trustees approval.
> - When developing a micro-credential, please refer to Curriculum Committee *Policies and Procedures* available on Sharepoint and consult with the Provost and the Registrar as needed.

CONTACT PERSON FOR THIS PROPOSAL			CREDENTIAL INFORMATION		
Faculty lead: Sophia Georgiakaki			**Proposed title:** Surveying Technician Credential		
Department: Applied Science and Technology			**Start date:** August 2022		
Date submitted: 4/14/2022			**CIP4:** 1511		
Identify others who have been involved in the design/development of this credential. Alejandro Gonzalez			Brief description: The Surveying Technician Credential provides students with an understanding of fundamental surveying theory, terrestrial-based and space-based survey measurements, use of traditional and modern surveying equipment, and Coordinate Geometry (COGO) software.		
Business, Company or Agency partner: City of Ithaca Public Works City of Cortland FYT Fuels Tompkins Workforce New York			**Location:** Tompkins Cortland Community College		
			Minimum credits required (Minimum = 6; Maximum = 23): 6	Minimum contact hours: 90-150	Can be completed fully on-line: ☐ YES ☒ NO

New 05-2022/S. Georgiakaki

Courses: (List course code, title, and credits for each. Include any course choices allowed. Specify any minimum grade requirements. Note sequencing and semesters offered where relevant.)	Non-credit components, if any:
CONT 202 – Surveying I 3 cr. Fall semesters CONT 203 – Surveying II 3 cr. Spring semesters	

CREDENTIAL ALIGNMENT

Describe how the proposed credential is aligned with or complementary to a current Tompkins Cortland program and/or certificate with respect to institutional priority, and/or expressed workforce need. List program(s)/certificate(s) with which this credential aligns.

The coursework required for the Surveying Technician Credential is part of the Civil Engineering Technology track of the Applied Science and Technology A.A.S., and it can also be embedded in the Construction and Environmental Technology A.A.S. with appropriate selection of electives.

The Surveying Technician Credential also aligns with requests by local industry partners for skills required in public works, construction, and civil engineering technician positions. According to Labor Market Information for Workforce Planning data, Surveying Technician is a priority occupation for all regions of New York State.

What is the expected student population for this credential?
The expected population includes students in the AST and CET programs, P-Tech Students in the AST and CET AAS Pathways, individuals interested in obtaining an entry-level civil engineering / construction technician position, or currently employed individuals interested in obtaining training in operating surveying equipment for up-skilling and bidding a better-paying position.

Explain how this credential meets local and/or regional market demand. Include any available data regarding job outlook. Describe how external partners have contributed to development of the credential, if applicable.
Local and regional school districts and industry partners have supported our Workforce Development Initiative efforts with special interest in training and recruiting in Civil Engineering Technology. According to Labor Market Information for Workforce Planning, there are 40 new Surveying Technician jobs projected in NYS in 2022.

Explain the purpose of the proposed credential and list the learning outcomes.

The purpose of the Surveying Technician Credential is to offer training to individuals interested in careers in Civil Engineering with a focus in Surveying. The learning outcomes of the Surveying Technician Credential are:

1) Explain common terms and symbols in surveying and geomatics.
2) Use surveying equipment (manual and electronic) to perform survey computations.
3) Use software to perform surveying computations from data collected in the field.

If applicable, describe how this credential is aligned to professional standards of a relevant professional organization. List any third-party certifications that students may earn by completing the credential.

N/A

Additional costs above tuition and institutional fees must be identified. (Examples: OER fees, course fees, required supplies or equipment, non-credit component cost.) List any anticipated costs beyond standard institutional tuition and fees.

Learning material (textbooks and/or access code): Approximately $300

Additional comments:

INSTITUTIONAL SUPPORT

Institutional capacity must be in place for student supports in the areas of advising, registration, tutoring, library resources and any other relevant supports. Please describe the relevant supports needed for the credential.

Supports are available through the AST and CET academic programs (chairs and instructors). Lab assistance will be provided by the lab supervisor of each course.

Technology supports must be in place as needed. Please identify any specialized technology needs.
Industrial surveying equipment are necessary for both courses; those are available at the Tompkins Cortland Community College Civil Engineering Lab.
Coordinate Geometry (COGO) software is available at Tompkins Cortland Community College computer labs and free student trial access codes are used.

Identify target market audiences for this credential.
- Traditional and non-traditional students interested in a career in construction and civil engineering with a concentration in surveying.
- Current employees in the construction industry interested in improving their skillset for career shift.
- High school students interested in a technical, hands-on career related to construction or civil engineering.

Additional comments:

CURRICULUM PROPOSAL FORM

Name: Sophia Georgiakaki
Department/Program: STEM/Applied Science and Technology
Date: April 14, 2022

TYPE OF SUBMISSION
(Check the type of submission and enter the requested information)

☐ **Change(s) in Degree/Certificate Requirements**

Program Title:

Degree/Certificate Type: ☐ **A.A.S.** ☐ **A.A./A.S.** ☐ **Certificate**

☐ **Change(s) to Existing Course**

      Course Number and Title:

      Identify the type of change(s) proposed:

       ☐ **Change in Course Title or Number**

       ☐ **Change in Prerequisites, Co-requisites, and/or Basic Skills for Course Success**

       ☐ **Change in Credit Hours**

       ☐ **Change in Instructional Format (Lecture, Laboratory Hours)**

       ☐ **Change in Catalog Description**

       ☐ **Major Change in Course Content**

       ☐ **Change in essential topics/learning outcomes**

       ☐ **Deletion of course from curriculum**

       ☐ **Update to current Master Course Syllabus Template**

☐ **New Course:**

Department Proposing/Endorsing Course:

Proposed Course Title:

      Developmental ☐   **First Year ☐ (100 level)**   **Second Year ☐ (200 level)**

☒ **New Degree/Certificate/Micro-Credential**

      Department Proposing/Endorsing Proposal: STEM

      Proposed Title: Surveying Technician Credential

      Degree/Certificate: ☐ **A.A.S.**   ☐ **A.A./A.S.**   ☐ **Certificate**   ☒ **Micro-Credential**

 ☐ **Other Curricular Change:**

Revised 12-18

II. Proposal Summary and Rationale

Summarize the proposed curricular change(s) and provide a rationale. Indicate how the proposed change is intended to enhance or improve student learning.

During our Industry Listening Tour in 2018 and 2019, local industry partners requested that we address specific skills for civil engineering technician and public works positions at multiple levels. These skills were used to apply for the Job Linkage and Workforce Development grants we were awarded in 2021.

The Surveying Technician Credential is proposed as the fourth micro-credential requested by local industry partners and covers skills needed for entry level positions in surveying.   One-third of Civil Engineering Technology job openings are projected to be for Surveying Technicians. According to Labor Market Information for Workforce Planning, Surveying Technicians are a Priority Occupation in all regions of NYS.

TOMPKINS CORTLAND COMMUNITY COLLEGE

Surveying Technician Credential

Student's Name: | Advisor's Name:

Placement evaluation is required for students who do not have prior college coursework. The student may be required to take RDNG 116 and/or MATH 122, if applicable, before registering for this Credential.

Course Requirement	Course Title	Credits	Min. Grade	Grade Earned T - Transfer	Completed
CONT 202	Surveying I	3			☐
CONT 203	Surveying II	3			☐

Minimum Credits Required for Certificate of Completion: **6**

Approved:

Notes:

Required courses completed successfully ☐

Waivers for any required course substitutions approved ☐

Cumulative Tompkins-Cortland GPA 2.0 or higher ☐

- *At least fifty percent (50%) of required courses must be taken through Tompkins Cortland Community College (not via transfer credit, testing, or experiential learning).*
- *A minimum number of unique courses/credits are not required to earn an additional, similar, micro-credential.*
- *In accord with existing college policy, no more than six credits may be taken for a pass/fail grade.*
- *Course substitutions will be considered on a case-by-case basis using the existing Course Waiver process.*
- *Students who are pursuing a micro-credential but are not also matriculated at the college in pursuit of an associate degree or certificate are not eligible for federal or state financial aid.*

05-2022

COLLEGE SENATE

Our Mission

We serve our community by meeting educational needs, creating an environment for student success, and preparing our students and ourselves for citizenship in a global society.

Our Vision

To see strengths and unique potential in every person. To inspire people to make the courageous choice to learn, grow, and serve.

Our Values

Learning

Learning is the most important outcome of our work. We are all learners and we know that teaching and learning happen both inside and outside the classroom. Each of us is responsible for our own learning and for supporting the learning of others.

Excellence

Exceptional teaching, programs, and service are critical to our success. We believe that excellence must be built on a foundation of integrity, honesty, and academic freedom. We achieve it by focusing on strengths, learning from experiences, and assessing our work.

Opportunity

Education transforms lives. We value access to education as a fundamental right. Our students can start here and go anywhere.

Innovation

Change creates vitality. We value active pursuit of thoughtful innovation and continuous improvement. We empower and challenge ourselves to create, innovate, take risks, and nurture an environment of trust.

Relationships

Relationships are the heart of our work. We value a caring, supportive community built on integrity, openness, honesty, and respect. Our internal and external relationships are flexible, collaborative, and interdependent.

Diversity

Diversity enriches our learning. We embrace diversity in all of its contexts, including strengths, perspectives, and people. We seek to increase our capacity to understand issues of differences, power, and privilege and to constructively resolve conflict.

COLLEGE SENATE

What is the College Senate?

The College Senate is the shared governance model for Tompkins Cortland Community College. The College Senate was created in accordance with the Mission, Vision, Values and Goals developed at Tompkins Cortland Community College, and with the approval of the Board of Trustees, the President, and the College staff.

The College Senate meets seven times per semester (fall and spring). Meetings are open to all members of the College community.

The College Senate's purpose is to:

1. provide a structure for
   a. recommending and influencing policy matters
   b. discussing and influencing proposed operational decisions

2. provide a forum for
   a. communication and the interchange of ideas among all individuals of the College
   b. recommendations to the President regarding policy and establishment of committees of the College

All issues which come before the Senate are analyzed in terms of possible impact upon the College's identified Mission, Vision, Values, and Goals.

Membership

The College Senate consists of a maximum of nineteen (19) voting members from identified groups within the College community.

- Three (3) members shall be elected from the Teaching Faculty
- Three (3) members shall be elected from the Classified Staff
- Three (3) members shall be elected from the Non-Teaching Faculty and Administrative Staff
- Three (3) members shall be elected from the Faculty Student Association
- Three (3) members shall be elected at-large from the above-named employee groups
- Two (2) members shall be elected from the adjunct/contract employee representatives
- Two (2) members shall be student representatives
- Ex-Officio, non-voting members shall include a representative from the President's Cabinet or Executive Leadership Team

Faculty and staff are elected to two year terms, while student and adjunct terms of membership are for one year. No one can serve on the College Senate for more than two consecutive terms.

From the membership, one or more chairs will be elected by the College Senate members to serve a one-year term. A secretary will also be elected for a one-year term. Officer terms are renewable.

COLLEGE SENATE

How to Bring Issues to the College Senate

The College Senate reviews many of the activities and issues under debate among any committee formed on campus. If policy or any major operational implications are apparent in any group functioning outside of the College Senate, the Chair meets with that group to include that work as part of the College Senate, or a representative of the group is invited to make a presentation to the College Senate at either a regular meeting or, in some cases, at a special college-wide meeting. Any member of the college community may request that an issue be considered by the College Senate. The request needs to be submitted to the Chair at least two weeks before the scheduled discussion. Materials regarding the issue are then distributed to the College Senate members in advance of the meeting, to aid informed discussion.

Process of Recommendations

The Chair of the College Senate writes a report or attends meetings of the Board of Trustees, and shares information related to the issues currently under consideration of the College Senate. Policy and operational decision recommendations from the College Senate go directly to the President. The President may return a recommendation with suggestions for modification or, if rejecting the recommendation, must provide the College Senate with a rationale for that rejection. Even in cases when the President disagrees with the recommendations of the College Senate, the recommendations are forwarded to the Board of Trustees for consideration and approval. Policy changes do not become final until approved by the Board of Trustees.

How Can I Get Involved in the College Senate?

Attending meetings is a great way to learn more about the College Senate and what is happening at the College. Meeting announcements, including special college-wide meetings, are sent via email and posted on employee group bulletin boards. All meeting agendas, minutes, and material are also posted to the myTC3 Portal. You can find the bylaws on Tompkins Cortland's website; www.tompkinscortland.edu and click on "Campus Info" at the top. Consider serving on the College Senate! Each spring, the College Senate canvasses for faculty and staff to run for Senate seats. Feel free to contact the Chair(s) with questions or concerns, including interest in serving as a member.

College Senate Officers for 2019-2020:

Ashley Ahola, Co-Chair, ala@tompkinscortland.edu

Jonathan Walz-Koeppel, Co-Chair, jmw3@tompkinscortland.edu

Michele Lopez, Secretary, lopezm@tompkinscortland.edu