1. **Call to Order:** 12:27 P.M., A. McInerney

2. **Greetings:** A. McInerney wished everyone a happy holiday season.

3. **Approval of the Agenda:** Approved as amended by unanimous voice vote.

4. **Approval of Minutes of November 3, 2011:** Approved as amended by unanimous voice vote.

5. **Action Items:**
   a. **CAS:** Proposed Changes to Dean’s List: Approved unanimously by voice vote.
   b. **CAS:** Proposed Changes to the MLT AAS Degree Program: Approved unanimously by voice vote.
   c. **Curriculum Committee:** Proposed Changes in Existing Degree Programs: Approved unanimously with 1 abstention (F. Gimballa) by voice vote.
      i. Digital Arts AAS Degree – Interactive Multimedia Option
      ii. Digital Arts AAS Degree – Graphic Design Option
   d. **Curriculum Committee:** Proposed Letter of Intent: Dual Admission/Jointly Registered Program with Lehman College – Association in Applied in Nursing (AAS) and Bachelor of Science in Nursing (BS): Approved unanimously with 1 abstention (F. Gimballa) by voice vote.

6. **President’s Report:** C. Berotte Joseph announced the trip to the Landmark Commission in Washington, D.C. went very well and she is hoping that the process continues to move along. The Pathways project – the steering committee is supposed to submit their report to the Chancellor. Once the report is submitted we will be informed of the changes. C. Berotte Joseph thanked the First Year Committee for their
great work. President Berotte Joseph reminded us of the memorial for David Hernandez at 2:30 PM in Gould Memorial Library.

7. Announcements and Reports
   a. Chairperson, Vice-Chairperson, and Faculty Council Chairperson
      i. A. McInerney reviewed what was covered in the Senate Executive Committee meeting, including pathways and student attendance.
         1. Proposed Resolution on Procedures for Senate Minutes
            a. The two meeting rule was waived by unanimous voice vote.
            b. B. Gantt asked that guests be added (by request) to the distribution list for Senate materials.
            c. The resolution was approved by unanimous voice vote.
      ii. T. Warren announced that the SGA has decided that February 20 – March 4 will be the time period of the referendum to approve changes to the SGA constitution. She asked that all faculty and staff help turn out the vote. Meister lobby and some computer labs will be used as the polling location. The SGA will be giving out a monetary award for community service next year.
      iii. M. Pita thanked everyone who participated in the productive discussion of Pathways at the last Faculty Council meeting. She also thanked President Berotte Joseph for passing along our comments.

   b. Vice-Presidents and Deans
      i. H. Wach discussed the following:
         1. On December 15 at 12:30 in the President’s Conference Room, there will be two staff members from the University’s Office of Research coming to BCC to offer a workshop on how to write proposals for the University’s research grant program. Please RSVP to Ms. Perez in Academic Affairs.
         2. Pathways (see attachment) – the early indications are that what we saw in November has been substantially changed. BCC must create an implementation plan for Pathways by April 1, which will require a comprehensive review of almost the entire curriculum of the College – both the level of courses and the level of (transfer) programs. The intention is to do all of this in accordance with the governance structure of the College. H. Wach has created a BCC Steering Committee because this is too much work in too short a time to be done by the Curriculum Committee. The BCC Steering Committee will create the pieces of the implementation plan; as those pieces are generated (in coordination with departments), they will be fed into the existing governance structure, starting with the Curriculum Committee.
            a. F. Moore explained the concern that came to the Governance and Elections Committee was about the procedures being used for Pathways at BCC. Governance and Elections did adopt a resolution (see attachment) that basically restates the function of the Curriculum Committee in the Governance Plan. F. Moore thanked H. Wach for agreeing to keep this process as transparent as possible.
            b. C. Berotte Joseph noted that the Steering Committee will not be making changes to the curriculum. Instead, it is providing guidance on how to make changes. Governance will be respected throughout this process. Curriculum changes will not be made until next year.
and they will be made in the normal manner through the Curriculum Committee and the Senate.

c. Additional comments and suggestions were made by the membership. H. Wach responded that he is open to additional student membership on the Steering Committee, but that the primary responsibility for forming curricula is with the faculty, so faculty members should retain exclusive voting rights on the Steering Committee. H. Wach noted that he wanted a Steering Committee that was large enough to have broad representation, but small enough to move with dispatch. H. Wach commented that we will have to do something electronic in terms of communication, discussion, and the distribution of documents.

ii. P. Barbatis introduced Robert Dempsey, our new Registrar. He explained BCC's Standards of Academic Progress (SAP) guidelines, which are measured once a year in June, determine financial aid eligibility, and consist of three criteria (see attachment). The Pell Grant is changing: 1) students taking less than 6 credits will not be eligible, 2) other income will be included when determining eligibility, 3) students will not be able to receive Pell indefinitely, and 4) students must have a HS diploma or GED.

iii. C. Savage announced that on Monday, December 5, from 10 AM – noon in the CTE, there will be a workshop on the PSC CUNY Awards Program.

iv. N. Ritze submitted a written report (see attachment).

8. **Auxiliary Enterprises**: No Report.


10. **Committee Reports**
   a. **Academic Standing**: See report above.
   b. **Curriculum** (see attachment): H. Clampman reported the following actions for the first time:
      i. Proposed Changes in Existing Degree Program - Automotive Technology AAS Degree
      iii. Information Item: Proposed New Experimental Course - FYS XX – First-Year Seminar
      iv. Proposed Changes in Prerequisites and/or Co-requisites in Existing Courses - **The two meeting rule was waived by unanimous voice vote.**

Changes to the following courses were approved unanimously by voice vote with 1 abstention (E. Sutton):
   1. CSI 31 – Introduction to Computer Programming I
   2. CSI 35 – Discrete Mathematics II
   3. AST 11 – Stellar Astronomy
   4. AST 12 – Planetary Astronomy
   5. PHY 10 – Concepts of Physics
   6. PHY 40 – Physics of Light and Sound
   7. WPR 24 – Presentation for Business
   8. CLE 21 – Clinical Education II
Proposed Changes in Prerequisites and/or Co-requisites in Existing Courses
1. PHM 10 – Pharmacology Computations

c. Governance and Elections: F. Moore
   i. Proposed Resolution on Pathways
   ii. Voting procedures for voting on committee members will be addressed at the next Senate meeting.
   iii. The elections for representatives on Space, Facilities, and Physical Plant committee will take place next week.

d. Instruction and Professional Development: No Report


f. Student Activities: No Report

g. Student Government Association: No Report.

h. University Faculty Senate: H. Skinner noted that Vice-Chancellor Rick Schaffer issued a memo with his legal opinion that the Board of Trustees has the right to determine if Pathways will move on.

i. University Student Senate: No Report

j. Vice-Presidents and Deans: No Report.

11. New Business: None.

12. Adjournment: 1:50 P.M., A. McInerney

Respectfully Submitted,

[Signature]

Laura C. Broughton, Secretary

Handouts:
- CAS: Proposed Changes to the Dean’s List (2 pages)
- CAS: Proposed revisions to the Medical Laboratory Technology AAS Degree (4 pages)
- Report on Actions by the Curriculum Committee through 11/29/11 (18 pages)
- Resolution on Procedures for Senate Minutes (1 page)
- Resolution on Pathways (1 page)
- Howard Wach’s Response to Resolution on Pathways (3 pages)
- BCC Pathways College Response by President Berotte Joseph (3 pages)
- BCC SAP Guidelines (1 page)
- Summary of BCC Early Academic Progress Report (EAPR) Fall 2011 (2 pages) – N. Ritze
The following revisions are proposed.
Program: Codification of Academic Rule and Regulations

Effective: Spring, 2012

<table>
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<td><strong>5. Dean's List (Passed by the Senate - Spring 2001)</strong></td>
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<td>5.1. Eligibility for Dean's List.</td>
<td>5.1 Eligibility for Dean’s List</td>
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<td>Students shall be eligible for inclusion on the Dean's List when</td>
<td>Students shall be eligible for inclusion on the Dean's List if</td>
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<td>they have completed a minimum of twelve (12) college-level credits</td>
<td>they have been assigned academic grades for a minimum of twelve</td>
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<td>(a band) with a band average of 3.2 or higher and a Cumulative</td>
<td>(12) college-level credits in a semester with an average of 3.3</td>
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<td>Grade Point Average (GPA) of 3.0 or higher.</td>
<td>or higher.</td>
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<td>5.2 Evaluation for Dean's List.</td>
<td>5.2 Evaluation for Dean’s List</td>
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<td>Students shall be evaluated for the Dean's List upon successful</td>
<td>Students shall be evaluated for the Dean’s List upon successful</td>
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<td>12 - 23 college-level credits-------Band #1</td>
<td>12 or more college credits in a semester</td>
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<td>24 - 35 college-level credits--------Band #2</td>
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<td>36 - 47 college-level credits--------Band #3</td>
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<td>48 - 59 college-level credits--------Band #4</td>
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<td>60 - 71 college-level credits--------Band #5</td>
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<td>72 or more college-level credits--------Band #6</td>
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<td>5.3 Limitations governing Dean's List</td>
<td>5.3 Limitations Governing Dean’s List</td>
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<tr>
<td>No student shall be included on the Dean's List more than once for</td>
<td>No student may be included on the Dean's List more than</td>
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<td>each of the twelve (12) credit bands defined</td>
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Rationale: The original motivation for the changes to Dean’s List were brought about due to a pending change to the CUNY FIRST system. The Committee on Academic Standing, after several months of deliberation and discussion, has concluded that the recommended changes are in the best interests of the students and the college.
AIII.1 The following revisions are proposed.
Program: Medical Laboratory Technology A.A.S.
Program Code: 00387
Hegis Code: 5205
Effective: Spring 2012

<table>
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<tr>
<th>From</th>
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<tr>
<td>Admission and Progression in Medical Laboratory Technology Courses</td>
<td>Admission and Progression in Medical Laboratory Technology Courses</td>
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<tr>
<td>All students wishing to enter the Medical Laboratory Technology curriculum must complete the following pre-MLT sequence with a minimum index of 2.0: BIO 11, ENG 11, CHM 17, MTH 13.</td>
<td>All students wishing to enter the Medical Laboratory Technology curriculum must complete the following pre-MLT sequence with a minimum index of 2.0: BIO 11, ENG 10/11, CHM 17, MTH 13.</td>
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**Criteria for Retention in the Medical Laboratory Technology Program**

To be retained in the program:

Students must earn a minimum grade of "C" (73-76.9) and an overall GPA of 2.3 (on a 4.0 scale) in each Medical Technology course (BIO 81, BIO 87, BIO 82, BIO 83, BIO 85, BIO 86, BIO 28, BIO 44).

Any grade below a “C” (C minus, D plus, D, D minus or F) requires that the student repeat the course.

No Medical Technology course may be taken more than twice.

Students must maintain an overall GPA of 2.0 (on a 4.0 scale) and a GPA of 2.3 in MLT courses (listed above) to enroll in BIO 90 (Clinical Internship) and to graduate from BCC.
<table>
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<tr>
<th>Progression in the MLT Program</th>
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<td>The MLT courses are integrated and sequenced in a specific manner to enable students to attain program competencies. All required courses must be passed each semester in order to advance to the following semester.</td>
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<tr>
<td>Any two failures (grade below a “C”) in any of the required MLT courses will result in dismissal from the Medical Laboratory Technology program. Because of the critical nature of the profession, deviations from professional conduct may adversely affect the patient’s well being. Therefore, the MLT Program Director, BCC faculty and Clinical Coordinators reserve the right to immediately remove the student from didactic, laboratory and clinical course work and/or dismiss that student from the program if it is determined that the student has acted in an unprofessional manner or if the student is unable to provide safe laboratory practices.</td>
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</table>

Rationale: The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) has reviewed the outcomes of students with GPA’s lower than a 2.0 in MLT courses. Their conclusion is that those students below the C level will have difficulty passing the American Society of Clinical Pathologists exam (ASCP). This is a national exam, which allows students to apply for jobs anywhere in the United States and some countries abroad. The New York State licensure exam is available for students to be licensed in New York, but this exam is based on the ASCP exam so the outcomes for students will be the same.
8.2 Grading Requirements in Special Curricula

8.2.3. Medical Laboratory Technology (MLT)

8.2.3.1. Minimum acceptable grade in MLT courses

The minimum acceptable grade in the MLT courses (BIO 28, BIO 44, BIO 81, BIO 82, BIO 83, BIO 85, BIO 86 & BIO 87) each semester shall be the grade of C (73-76.9). Grades of C- or lower must be repeated if the student wishes to receive a degree in MLT. Grades of C- or lower may be repeated subject to the following conditions:

- Students may attempt a given MLT course only twice. An attempt is defined as having been registered in the course and received any grade, academic or administrative.
- The course must be completed with a C or higher grade before the next higher level course may be taken.
- Permission to repeat is subject to the availability of space and at the review of program faculty (see 8.2.3.2 below)
- Both grades received in the same course will be used to calculate the student's cumulative Grade Point Average (GPA)
- The credit for a repeated course may be applied only once toward graduation.
- Any two failures (grade below a C) in any of the required MLT courses will result in dismissal from the MLT program.
- Students must maintain an overall GPA of 2.0 and a GPA of 2.3 in MLT courses to enroll in BIO 90 (Clinical Internship) and to graduate from BCC

Note that repetition of courses passed may negatively impact on financial aid eligibility

8.2.3.2. Reinstatement into MLT courses

Subject to space availability, the guidelines for reinstatement into the MLT program or repeating a given MLT course shall be:

- Students with a W in a MLT course during the previous semester that were doing well in the MLT program but withdrew because of illness or personal reasons.
- Students returning after an absence of one or more semesters from the MLT program, who were doing well in the program prior to their absence.
- Students who did not achieve at least a C in their first attempt in any one MLT course will be placed on a waiting list. Students will be able to re-register according to the following priorities:
i. Students that have been on a waiting list for at least one semester
ii. Students that have been on the waiting list for less than one semester

Exceptions to these regulations are possible only through appeal to the MLT program director.
To: Members of the College Senate  
From: Professor Howard A. Clampman, Chairperson Curriculum Committee  
Date: December 1, 2011  
Subject: Report of Actions by the Curriculum Committee through 11/29/2011

1. Actions previously reported to the Senate
   (a) Proposed Changes in Existing Degree Program
      1. Digital Arts AAS Degree – Interactive Multimedia Option
         i. Renaming of Option to Web Design Option
         ii. Revision of Core Requirements:
             1. Change in ENG requirement
         iii. Revision of Required Areas of Study:
             1. Removal of CMS 60 or MKT 43 or Humanities elective, 3 credits
             2. Removal of ART 97 or Free elective, 2 credits
             3. Addition of Free elective, 1-2 credits
         iv. Revision of Specialization Requirements:
             1. Removal of ART 95 (2 credits)
             2. Addition of ART 22 (2 credits), ART 82 (2 credits) and choice of one course from ART 97 or ART 32 or ART 41 or ART 95 (2 credits)
      v. Changes in Existing Courses within Degree Program:
         1. ART 88 – Introduction to Multimedia and Animation
            Change in course title, description and prerequisites
         2. ART 93 – Interactive Multimedia Design
            Change in course title, description and prerequisites
         3. ART 97 – Multimedia Portfolio
            Change in course title, description and prerequisites
         4. MUS 13 – Sound Design
            Change in course title and description

Department of Art and Music  
Approved 10-11-2011  
16-0-1-1 (spoiled)
(b) Proposed Changes in Existing Degree Program
1. Digital Arts AAS Degree – Graphic Design Option
   i. Revision of Core Requirements:
      1. Change in ENG requirement
   ii. Revision of Required Areas of Study:
      1. Removal of CMS 60 or MKT 43 or Humanities elective, 3-4 credits
      2. Removal of ART 88 or ART 91 or Free elective, 1-2 credits
      3. Addition of Free elective, 1-2 credits
   iii. Revision of Specialization Requirements:
      1. Addition of new course ART 89 – Publication Design (2 credits)
      2. Addition of choice of one course from ART 91 or ART 32 or ART 41 or ART 95 (2 credits)

Department of Art and Music
Approved 10-11-2011 16-0-1-1 (spoiled)

(c) Proposed Letter of Intent
1. Dual Admission/Jointly Registered Program with Lehman College - Associate in Applied in Nursing (A.A.S.) and Bachelor of Science in Nursing (B.S.)

Department of Nursing and Allied Health Sciences
Approved 10-25-2011 22-1-0

2. Actions reported to the Senate for the first time:
(a) Proposed Changes in Existing Degree Program
   a. Automotive Technology AAS Degree
      i. Revision of Specialization Requirements;
      1. Addition of new course (formerly an experimental course) ACS 45 – Diesel Technology – 2 rec, 2 lab, 3 credits
      2. Addition of choice of ACS 35 (Alternative Fuel Technology) or ACS 45 (Diesel Technology)

Department of Physics and Technology
Approved 11-8-2011 21-0-0

(b) Proposed Change in Existing Certificate Program
1. Automotive Mechanic Certificate Program
   ii. Revision of Specialization Requirements;
      1. Addition of choice of ACS 35 (Alternative Fuel Technology) or ACS 45 (Diesel Technology)

Department of Physics and Technology
Approved 11-8-2011 21-0-0
(c) Proposed New Experimental Course
1. FYS XX – First-Year Seminar – 2 rec, 1 credit

Office of Academic Affairs & Division of Student Affair
Information Purposes Only

(d) Proposed Change in Prerequisites and/or Co-requisites in Existing Courses
1. CSI 31 – Introduction to Computer Programming I
2. CSI 35 – Discrete Mathematics II

The Committee voted to view this item as routine and waived its customary three-meeting rule.

Department of Mathematics & Computer Science
Approved 11/29/2011 Unanimous Voice Vote

(e) Proposed Change in Prerequisites and/or Co-requisites in Existing Courses
1. AST 11 – Stellar Astronomy
2. AST 12 – Planetary Astronomy
3. PHY 10 – Concepts of Physics
4. PHY 40 – Physics of Light and Sound

The Committee voted to view this item as routine and waived its customary three-meeting rule.

Department of Physics & Technology
Approved 11/29/2011 Unanimous Voice Vote

(f) Proposed Change in Prerequisites in Existing Courses
1. WPR 24 – Presentation for Business

The Committee voted to view this item as routine and waived its customary three-meeting rule.

Department of Business & Information Systems
Approved 11/29/2011 Unanimous Voice Vote

(g) Proposed Change in Prerequisites in Existing Courses
1. CLE 21 – Clinical Education II

The Committee voted to view this item as routine and waived its customary three-meeting rule.

Department of Nursing & Allied Health Sciences
Approved 11/29/2011 Unanimous Voice Vote
(h) Proposed Change in Prerequisites in Existing Courses

1. PHM 10 – Pharmacology Computations

The Committee voted to view this item as routine and waived its customary three-meeting rule.

Department of Nursing & Allied Health Sciences
Approved 11/29/2011 Unanimous Voice Vote
Section AIII: Changes in Degree Programs

AIII.1 The following revisions are proposed for the Automotive Technology program
Program: A.A S. in Automotive Technology
Program Code: 19075
Heigis Code: 5306.00
Revision: The proposed changes to the program are the following: 1) add one new course ACS 45 – Diesel Technology (3 credits), 2) add the option of taking ACS 35 – Alternative Fuel Technology or ACS 45 – Diesel Technology. The total program credits required will remain the same.

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<td>Automatic Transmission and Transaxle</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACS 23</td>
<td>Heating and Air Conditioning</td>
<td>3</td>
<td>ACS 23</td>
<td>Heating and Air Conditioning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACS 24</td>
<td>Electrical System</td>
<td>3</td>
<td>ACS 24</td>
<td>Electrical System</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACS 35</td>
<td>Alternative Fuel Technology</td>
<td>3</td>
<td>ACS 35</td>
<td>Alternative Fuel Technology <strong>OR</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ACS 45</td>
<td>Diesel Technology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Total credits required</td>
<td>60</td>
<td></td>
<td>Total credits required</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

**1** Select from Art, Communication, English, History, Music, Modern Language, or Social Science *(one selection must be from English).*

*ENG 10 is designed for students who pass the CAT-R and score a 6 in the CAT W.*
Corequisites for ACS 10 are ENG 02, RDL 02, MTH 05, if required.

HIS 11 is designed for students on the ENG 01/02/09 and/or RDL 01/02 level.

Select from Art, Communication, English, Geography, History, Music, Modern Language, or Social Science (one selection must be from English).

Corequisites for ACS 10 are ENG 02, RDL 02, MTH 05, if required.

Rationale: Local truck fleets use primarily diesel engines. Surveys of automotive and truck service managers indicate that the largest increase in job opportunities for automotive technicians in the region will be in local fleets of private and public agencies. As the number of automotive and truck models and makes with diesel engines being produced increases, technicians able to service them will be in greater demand. The Diesel Technology course is being added to allow our students to gain exposure to and training in servicing vehicles with diesel engines. Student response was positive when this course was run as an experimental course. The option to take ACS 35 – Alternative Fuel Technology or ACS 45 – Diesel Technology will allow the student to choose between two emerging technologies. The total program credits required will remain the same.
Section AIV: New Courses

AIV.1: Department of Physics and Technology

Course Number: ACS 45
Title: Diesel Technology
Recitation: 2
Lab: 2
Credits: 3
Prerequisites: ACS 11, ACS 24

Course Description: This course introduces the student to diesel technology theory and operation starting with early designs and construction but focuses mostly on modern diesel engine design and controls. It explores modern diagnostic test techniques and provides a thorough understanding of the importance of maintenance procedures and modern diesel engine control systems.

Rationale: This course is being added to allow our students to gain exposure to and training in servicing vehicles with diesel engines. Student response was positive when this course was run as an experimental course. Local truck fleets use primarily diesel engines. Surveys of automotive and truck service managers indicate that the largest increase in job opportunities for automotive technicians in the region will be in local fleets of private and public agencies. As the number of automotive and truck models and makes with diesel engines being produced increases, technicians able to service them will be in greater demand. This will increase our graduates' marketability.
Section AIII: Changes in Certificate Programs

AIII.2 The following revisions are proposed for the Automotive Mechanic Certificate Program

Program: Automotive Mechanic Certificate
Program Code: 79429
Hegis Code: 5306.00

Revision: The proposed changes to the certificate program are the following: 1) add one new course ACS 45 – Diesel Technology (3 credits), 2) add the option of taking ACS 35 – Alternative Fuel Technology or ACS 45 – Diesel Technology. The total program credits required will remain the same.

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>ACS 10</td>
<td>Introduction to Automotive Technology</td>
</tr>
<tr>
<td>ACS 11</td>
<td>Engine Repair</td>
</tr>
<tr>
<td>ACS 12</td>
<td>Brake Systems</td>
</tr>
<tr>
<td>ACS 13</td>
<td>Engine Performance</td>
</tr>
<tr>
<td>ACS 14</td>
<td>Manual Drive Train and Axles</td>
</tr>
<tr>
<td>ACS 24</td>
<td>Electrical System</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total credits required</strong></td>
<td><strong>30</strong></td>
</tr>
<tr>
<td><strong>Corequisites for ACS 10 are ENG 02, RDL 02, MTH 05, if required.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Specialization Requirements</strong></td>
<td><strong>Specialization Requirements</strong></td>
</tr>
<tr>
<td>ACS 21</td>
<td>Steering and Suspension Systems</td>
</tr>
<tr>
<td>ACS 22</td>
<td>Automatic Transmission and Transaxle</td>
</tr>
<tr>
<td>ACS 23</td>
<td>Heating and Air Conditioning</td>
</tr>
<tr>
<td>ACS 35</td>
<td>Alternative Fuel Technology</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>
| **Rationale:** Local truck fleets use primarily diesel engines. Surveys of automotive and truck service managers indicate that the largest increase in job opportunities for automotive technicians in the region will be in local fleets of private and public agencies. As the number of automotive and truck models and makes with diesel engines being produced increases, technicians able to service them will be in greater demand. The Diesel Technology course is being added to allow our students to gain exposure to and training in servicing vehicles with diesel engines. Student response was positive when this course was run as an experimental course. The option to take ACS 35 – Alternative Fuel Technology or ACS 45 – Diesel Technology will allow the student to choose between two emerging technologies. The total program credits required will remain the same.
PART A: ACADEMIC MATTERS

Section AV: Changes in Existing Courses

AV.1: Change in prerequisites for CSI 31 Introduction to Computer Programming I

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Introduction to Computer Programming I</td>
</tr>
<tr>
<td>Description</td>
<td>Introduction to computer systems and computer logic; techniques of structured programming; data representation; basic algorithm design and implementation in a modern structured language; computer solutions to problems taken from engineering, science, physics, mathematics, business and other applications.</td>
</tr>
</tbody>
</table>
| Prerequisites | CSI 30 and ENG 02 and RDL 02 if required.  
Corequisite: MTH 31 or 44. |

<table>
<thead>
<tr>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Description</td>
</tr>
</tbody>
</table>
| Prerequisites | CSI 30, and MTH 30 if required; ENG 02 and RDL 02 if required.  
Corequisite: MTH 31. |

**Rationale:** For transfer to some four year CUNY colleges, an explicit MTH 30 (Pre-calculus) prerequisite is required. This prerequisite is already implicit in the corequisite of MTH 31 (Calculus I), but is now made explicit.
### AV2: Change in prerequisites for CSI 35 Discrete Mathematics II

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>Discrete Mathematics II</td>
<td>Discrete Mathematics II</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Introduction to the theory and application of abstract mathematical structures, the design and analysis of algorithms modeling mathematics and other disciplines. Topics selected from relations, partial orderings, graphs and trees, mathematical reasoning, and methods of proof.</td>
<td>Introduction to the theory and application of abstract mathematical structures, the design and analysis of algorithms modeling mathematics and other disciplines. Topics selected from relations, partial orderings, graphs and trees, mathematical reasoning, and methods of proof.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td><strong>Prerequisites</strong></td>
</tr>
<tr>
<td>CSI 30 and ENG 02 and RDL 02 if required.</td>
<td>CSI 30 and MTH 31; ENG 02 and RDL 02 if required.</td>
</tr>
</tbody>
</table>

**Rationale:** For transfer to some four year CUNY colleges, an explicit MTH 31 (Calculus I) prerequisite is required, and this is now made explicit. CSI 35 is a specialization requirement for the Computer Science A.S. Degree, almost always taken in the student’s last semester. The Calculus sequence MTH 31-32-33 is a major requirement, so, in practice, virtually all CSI 35 students have already taken MTH 31.
Section AIV: New Courses (Experimental)
AIV.1: Office of Academic Affairs & Division of Student Affairs

Course Number: FYS 10
Title: First Year Seminar
Hours: 2 recitation (including 1 compensatory hour)
Credits: 1
Prerequisites: ENG 01 or RDL 01 or equivalent – if required
Corequisites: ENG 02 or RDL 02 or equivalent – if required

Course Description: This course is a holistic introduction to college life. It combines orientation activities with an introduction to academic content and the academic skills needed to be a successful college student.
In each First-Year Seminar section, students will accomplish the following orientation outcomes:

1. Learn academic expectations and begin to develop personal strategies to meet them.
2. Clarify academic goals and understand career choices.
3. Become familiar with campus resources and services.

Rationale: This course is a joint proposal from the Office of Academic Affairs and the Division of Student Affairs. A new First-Year Seminar, offered for 1 credit and 2 contact hours, is needed to strengthen BCC’s capacity to help entering students adjust to the expectations of attending college and to provide a stronger foundation for successful degree completion. As an institution, we have an obligation to bring more of our students successfully through developmental coursework, through their first semester and their first year, and to help them build the confidence and skills needed to complete a degree. Recent changes to federal financial aid regulations, and their connection to more stringent “standards of academic progress,” add urgency to these imperatives as they place larger number of students on academic probation and in danger of dropping out. This course will be a significant step toward achieving our retention and completion goals and constitutes a key piece of the overall plan for improving the Freshman Year currently being pursued across the college. It will integrate traditional orientation materials with a contextualized introduction to academic skills and content.

Enrollment during the Spring 2012 experimental semester will be drawn from students entering the Liberal Arts A.A. program with no option, which currently carries 3-4 free elective credits.
PART A: ACADEMIC MATTERS

Section AV: Changes in Existing Courses

AV.1: Change in pre-requisites and co-requisites for AST 11

<table>
<thead>
<tr>
<th>From: AST 11 (4 credits) 2 lecture 1 recitation 2 lab</th>
<th>To: AST 11 (4 credits) 2 lecture 1 recitation 2 lab</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Stellar Astronomy</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>This course covers early astronomy; astronomical coordinate systems; structure and evolution of the sun, stars and stellar systems; spectroscopy; the Milky Way and external galaxies; and cosmological models and implications.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>MTH 03 or permission of the department</td>
</tr>
<tr>
<td><strong>Corequisites</strong></td>
<td>ENG 02 or RDL 02 if required</td>
</tr>
</tbody>
</table>

Rationale: MTH 03 is no longer offered by the college and MTH 05 has replaced it in the mathematics remediation sequence.
PART A: ACADEMIC MATTERS

Section AV: Changes in Existing Courses

AV.2: Change in pre-requisites and co-requisites for AST 12

<table>
<thead>
<tr>
<th>From: AST 12 (4 credits)</th>
<th>2 lecture 1 recitation 2 lab</th>
<th>To: AST 12 (4 credits)</th>
<th>2 lecture 1 recitation 2 lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Planetary Astronomy</td>
<td>Title</td>
<td>Planetary Astronomy</td>
</tr>
<tr>
<td>Description</td>
<td>History of astronomy: Structure of the universe; origin and evolution of the solar system including the sun, planets, and minor bodies; architecture of the solar system with emphasis on orbital motions, planetary surfaces, atmospheres and internal structures; the expanding universe.</td>
<td>Description</td>
<td>History of astronomy: Structure of the universe; origin and evolution of the solar system including the sun, planets, and minor bodies; architecture of the solar system with emphasis on orbital motions, planetary surfaces, atmospheres and internal structures; the expanding universe.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>ENG 02, or RDL 02; MTH 03 or equivalent</td>
<td>Prerequisites</td>
<td>ENG 02, or RDL 02; MTH 05 or CUNY Math Proficiency</td>
</tr>
<tr>
<td>Corequisites</td>
<td></td>
<td>Corequisites</td>
<td></td>
</tr>
</tbody>
</table>

Rationale: MTH 03 is no longer offered by the college and MTH 05 has replaced it in the mathematics remediation sequence.
PART A: ACADEMIC MATTERS

Section AV: Changes in Existing Courses

AV.3: Change in pre-requisites and co-requisites for PHY 10

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Concepts of Physics</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>An elective course that introduces major ideas about the nature of the physical world and methods used in exploring them. Topics include motion and forces; work and energy; nature of light and sound; electricity, magnetism and applications to modern technology; and nature of the atom.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>MTH 03</td>
</tr>
<tr>
<td><strong>Corequisites</strong></td>
<td>RDL 02 and ENG 02</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>Concepts of Physics</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>An elective course that introduces major ideas about the nature of the physical world and methods used in exploring them. Topics include motion and forces; work and energy; nature of light and sound; electricity, magnetism and applications to modern technology; and nature of the atom.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>MTH 05 or CUNY Math Proficiency</td>
</tr>
<tr>
<td><strong>Corequisites</strong></td>
<td>RDL 02 and ENG 02</td>
</tr>
</tbody>
</table>

**Rationale:** MTH 03 is no longer offered by the college and MTH 05 has replaced it in the mathematics remediation sequence.
PART A: ACADEMIC MATTERS

Section AV: Changes in Existing Courses

AV.4: Change in pre-requisites and co-requisites for PHY 40

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 40 (3 credits)</td>
<td>PHY 40 (3 credits)</td>
</tr>
<tr>
<td>2 recitation 2 lab</td>
<td>2 recitation 2 lab</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>Physics of Light and Sound</td>
<td>Physics of Light and Sound</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>A qualitative treatment of wave phenomena and associated properties of light and sound; reflection, refraction, image formation, optics of the eye, interference and diffraction of sound, sympathetic vibrations, acoustical properties, laser applications, music. (Required for students in Media Technology.)</td>
<td>A qualitative treatment of wave phenomena and associated properties of light and sound; reflection, refraction, image formation, optics of the eye, interference and diffraction of sound, sympathetic vibrations, acoustical properties, laser applications, music. (Required for students in Media Technology.)</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td><strong>Prerequisites</strong></td>
</tr>
<tr>
<td>MTH 03</td>
<td>MTH 05 or CUNY Math Proficiency</td>
</tr>
<tr>
<td><strong>Corequisites</strong></td>
<td><strong>Corequisites</strong></td>
</tr>
<tr>
<td>RDL 02 and ENG 02</td>
<td>RDL 02 and ENG 02</td>
</tr>
</tbody>
</table>

**Rationale:** MTH 03 is no longer offered by the college and MTH 05 has replaced it in the mathematics remediation sequence.
PART A: ACADEMIC MATTERS

Section AV: Changes in Existing Courses

AV.1: Change in prerequisites for WPR 24 – Presentations for Business
Department of Business & Information Systems

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
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</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Presentations for Business</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Students will learn the concepts and practical applications of current presentation software. Topics will include producing text with graphic elements such as charts, graphs, and tables to general professional-looking fliers, reports, forms, letterheads, and slide presentations.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>RDL 02, RDL 11, MTH 03 if required; ENG 11; WPR 21 or permission of Department</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Presentations for Business</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Students will learn the concepts and practical applications of current presentation software. Topics will include producing text with graphic elements such as charts, graphs, and tables to general professional-looking fliers, reports, forms, letterheads, and slide presentations.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>RDL 02 if required; MTH 05 or CUNY Math Proficiency; ENG 10 or ENG 11; WPR 21 or permission of Department</td>
</tr>
</tbody>
</table>

**Rationale:** The adjustment of Reading requirements is made to align this course with other degree credit courses in the Department. No other course requires a “for credit” reading prerequisite. The change in Math prerequisite is necessary due to modifications in math course offerings (removal of MTH 03) and CUNY Math Proficiency requirements. The English prerequisite change is shown to update to current terminology.
PART A: ACADEMIC MATTERS

Section AV.1: Changes in Existing Courses

AV.1: Change in prerequisite of CLE 21 Clinical Education II

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>CLE 11</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>CLE 15</td>
</tr>
</tbody>
</table>

Rationale: CLE 15 is the first clinical course in which students are introduced to the patient care environment transitioning the laboratory experience in CLE 11 with the clinical environment. Students must successfully complete CLE 15 before they can progress to CLE 21.
PART A: ACADEMIC MATTERS

Section AV: Changes in Existing Courses

AV.1: Change in prerequisites of PHM 10 Pharmacology Computations

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Pharmacology Computations</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>This course focuses on the principles related to the calculation of dosages and medication administration. Topics include the systems of measurement, equipment used in medication administration, calculation of oral medications, injectable medications and calculations related to intravenous and pediatric dosages. Emphasis is placed upon safe medication administration. Technology is used to enhance course content.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>CUNY Math exemption or a minimum score of 35 in arithmetic (M1) and a minimum score of 40 in algebra (M2) on the CUNY COMPASS PLACEMENT TEST.</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>Pharmacology Computations</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>This course focuses on the principles related to the calculation of dosages and medication administration. Topics include the systems of measurement, equipment used in medication administration, calculation of oral medications, injectable medications and calculations related to intravenous and pediatric dosages. Emphasis is placed upon safe medication administration. Technology is used to enhance course content.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>CUNY Math Proficiency, or MTH 05 score of C or higher</td>
</tr>
</tbody>
</table>

**Rationale:** Effective Spring 2012, students will not retest on the COMPASS exam. The proposed change offers an option to those students who do not meet CUNY Math Proficiency by means of the COMPASS exam. The minimum grade requirement in MTH 05 will help ensure student success in PHM 10.
Resolution on Procedures for Senate Minutes

Whereas, duplicating minutes with attachments for each meeting uses paper and costs money

Whereas, the draft minutes with attachments are distributed to all members prior to the meeting digitally

Whereas, primarily, changes are made by Senate members to the minutes and not the attachments

Whereas, the approved minutes with attachments are archived digitally and made available to the public digitally by the College

Therefore, the Secretary of the Senate recommends the following:

1. Only the draft minutes (and not the attachments) should be copied for distribution at each meeting.
2. Senate members may “opt out” of receiving a hard copy of the minutes, which will reduce the total number of copies made.
3. All members providing handouts at a meeting should provide a digital copy of the handout to the Secretary of the Senate.
4. All subcommittees of the Senate are encouraged to follow the same procedures.
WHEREAS, the College is undertaking a review of many, if not all, courses and curricula in its efforts to implement the CUNY Pathways Initiative, and

WHEREAS, in order to accomplish this goal within the time constraints set by The City University of New York, a Steering Committee has been established to review said courses and curricula and advise regarding the implementation of the CUNY pathways Initiative,

Resolved that, as the College moves forward with the implementation of the Pathways Initiative, the Committee on Governance and Elections hereby declares and reiterates its strong support for the Governance Plan, which states that the Senate Curriculum Committee’s functions are to:

(1) Establish and evaluate curricular requirements for the degrees and certificates awarded by the Faculty.

(2) Evaluate and approve new courses and curricula and revisions of courses and curricula currently offered by the College.

(3) Approve and evaluate all new programs to be offered by the College.

Adopted 7-0-0 on November 29, 2011
November 30, 2011

To: Professor Franklin Moore, Chair, Senate Committee on Governance and Elections
From: Dr. Howard Wach, Interim Vice President of Academic Affairs
Subject: BCC’s Pathways Initiative Process

Thank you for your memo about the Pathways project and our campus implementation. I want to address the concerns you’ve raised as clearly as possible. The Pathways project has already consumed an awful lot of our attention, and from the campus standpoint, it hasn’t really begun yet. But it certainly will soon, and so now is the time to make sure that everyone understands how we will approach it. The fundamental point to make is that our work will follow governance procedures. At the same time, we are facing a highly compressed calendar, which will make the entire process very challenging. However, I am confident that we will be up to the challenge.

It may be helpful to delineate the workload that we can expect during the period (December 1 to April 1) during which we (like all CUNY colleges) will be formulating a campus “implementation plan.” Briefly, we will examine all courses proposed for inclusion in the different Common Core “buckets,” which means looking at syllabi and stated learning outcomes, and determining how (or if) the courses can be aligned with the Pathways learning outcomes. “Alignment” will certainly mean modifying existing learning outcomes and in all likelihood writing new ones, and may well also mean changing credit allocations. We will then undertake the same examination of all transfer (A.A. and A.S.) degree programs, looking at course requirements and sequences and determining what sort of changes are needed and, where needed, what those changes should be. Finally, although A.A.S. programs are technically exempted from the Pathways Core, we know very well that a large number of our A.A.S. graduates transfer to senior colleges. Under the Pathways structure, these students could easily pay a price in excess credits at the four-year college if we do not think carefully about what we wish to require of them as BCC graduates. So that too will be part of the upcoming work.

I outline the foregoing to suggest how demanding the next few months are likely to be. Some weeks ago, I began discussing this regularly with Howard Clampman (Curriculum Committee Chair) and Andrew McInerney (College Senate Chair), along with the appointed BCC Pathways delegates Neal Phillip, Luis Montenegro, and Jim Freeman. As we talked through these issues, it became clear that it will be impossible to conduct curricular business “as usual” when many of the curricular structures we work with are going to be upended by adjustments to Pathways. Proposing new programs, or changes to existing ones, will be very difficult without knowing the overall curricular structure of which they will be a part. It was equally clear that expecting the Curriculum Committee to shoulder the Pathways burden alone was unfair and unrealistic.

With these things in mind, and after careful discussion with our colleagues, I agreed to two decisions: first, to form a BCC Steering Committee to guide the formulation of a Pathways implementation plan, mandated by the CUNY administration for delivery on April 1, 2012; and second, to suspend consideration of any major new curricular changes. In response to your stated concern that the "curriculum committee is unilaterally suspending meetings without consultation with the Senate," this
decision never envisioned or intended suspending all further Curriculum Committee meetings. In fact, in
the weeks and months ahead, the Curriculum Committee will be very busy, as it will be (as always) the
chief governance body consulted and charged to deliberate and vote on curricular changes. The changes
in question will be the component parts of our Pathways campus plan, brought to it sequentially by the
Steering Committee. As always, these deliberations will then move from the Curriculum Committee to
the College Senate.

As for the Steering Committee, I wanted to form a group composed primarily of senior faculty who
would be able to take a broad, institutional-level view of the Pathways charge. I also wanted the group
to be large enough to represent a wide range of curricular perspectives and experience with curricular
decisions, but not so large as to slow the pace of consultation, deliberation and decision demanded by
our April 1 deadline.

In summary, the Steering Committee will formulate BCC's overall strategy for implementing the
Pathways Common Core structure. It will consult with departments, with course and program
coordinators, with Academic Affairs, with Institutional Research, with student advocates, and with other
CUNY campuses as its work proceeds. As pieces of the plan emerge, they will be submitted to the
Curriculum Committee, and then to the Senate, for approval. The work will be intensive, demanding,
fast-paced, and constant.

As for the second and third concerns raised in your memo, I believe the process sketched above should
alleviate them. The Curriculum Committee will retain its constituted authority; rather than receiving,
discussing, and voting on proposals from an academic department, it will receive them from the Steering
Committee. The same analogy may apply to the Steering Committee's deliberations. Departmental
curricular discussions are not subject to Open Meetings Law rules. Why, then, would the Steering
Committee’s? Procedurally, the same principle applies. This is not to say that the Steering Committee's
work will be shrouded in any way. It will keep careful minutes and distribute them regularly. By its very
nature, the Steering Committee’s work will be the subject of constant discussion, both formally and
informally. As suggested above, its charge will include soliciting input and feedback from all academic
departments and programs.

Again, thank you for your timely memo on this subject. It's given me the chance to clarify, and I hope
illuminate, the process we will follow as we consider how we can best accommodate the Pathways
mandate within our college governance structure.

The BCC Pathways Steering Committee is composed of the following members.

* Howard Clampton, Steering Committee Convener, Chairperson, Curriculum Committee, Business and
  Information Systems
* Laurel Cummins, Modern Languages
* James Freeman, Social Sciences
* Debra Gonsher, Communication Arts and Sciences
* Jacqueline Gutwirth, History
* Andrew McInerney, Mathematics and Computer Science
*Luis Montenegro, Physics and Technology
*Susan Moss, Health, Physical Education and Wellness
*Neal Phillip, Chemistry and Chemical Technology
*Marianne Pita, English
*Rosemary Quinn, Business and Information Systems
David Hadaller, Office of Academic Affairs
Chris Efthimiou, Institutional Research
Tricia Warren, President, Student Government Association
*Voting Members
DATE:  November 15, 2011

TO:  Members of the Pathways Steering Committee

FROM:  President Carole M. Berotte Joseph

RE:  Bronx Community College's Coordinated College Response to the Pathways Draft Common Core Structure Proposed on November 1, 2011

Bronx Community College is pleased to submit the following response to the Pathways Draft Common Core Structure. We recognize the critical importance of the Pathways initiative. As we move toward the implementation and planning stages which will begin on December 1, we are fully prepared to consider, over the next months, the implications of Pathways for our curricula and for many other dimensions of academic programming and policy. As a first step, we now offer our coordinated response for the consideration of the Pathways Steering Committee’s deliberations between now and December 1.

Our response reflects three (3) types of activity: intensive deliberations within College faculty governance structures; an open invitation by the President for faculty, students and staff to participate in a Campus Wide Forum and the submission of individual/group responses to the Pathways document. What follows is a synthesis and summary of these activities. In addition, members of the campus community were encouraged to submit comments directly to the Pathways Steering Committee via the established website.

A.  Governance Discussions and Resolutions

Following release of the Draft Common Core Structure and campus-wide circulation of the materials, discussions about Pathways were held at the College Senate (November 3), and College Curriculum Committee (November 8) and the College Faculty Council (November 10). Substantial time was reserved on the agenda, and the format consisted of a “Q&A” session in which Dr. Howard Wach, Interim Vice President of Academic Affairs, responded to questions and comments about the Draft Common Core at the first two meetings.

Governance discussions culminated in a meeting of the College Faculty Council, entirely devoted to Pathways, held on November 10. Council members had been urged to bring formal resolutions to the meeting. Minutes of this meeting reflect the passing of two (2) successful resolutions:

1.  That “History” be included as a discipline under Flexible Cord D “Individual and Society” within the Flexible Core structure. Justification of this resolution was submitted by the BCC Department of History. A supporting statement follows:
   We strongly urge the inclusion of history as a discipline under the Flexible Core, D., “Individual and Society.” A close look at what the discipline of history seeks to convey, and the methods by
which it does so, alongside the learning outcomes enumerated by the Steering Committee in this area, makes the congruence of the two apparent.

For confirmation that the learning outcomes listed are at the heart of the historical endeavor, one needs go no further than Peter Stearn’s 2008 essay, “Why Study History,” posted on the American Historical Association’s website. His declaration, “History should be studied because it is essential to individuals and society...,“is highlighted in 18-point red type. Stearn argues further that history “provides the only extensive materials available to study the human condition” and in so doing offers “a terrain for moral contemplation.” (http://www.historians.org/pubs/free/WhyStudyHistory.htm) These reflections are entirely consonant with the desired student outcomes of Flexible Common Core D.

The discipline of history examines questions of individual experience, identity, status, rights, ethical, moral and civic responsibilities, and relationships with collectives beyond the self. These issues are examined in cultural, political and socio-economic contexts. History strongly emphasizes the transformative effects of philosophical and scientific knowledge, social scientific inquiry, and technological innovation on human lives, ideas and institutions. It examines agrarian and industrial, rural and urban life, comparative cultural change, elite-popular relations, and questions of identity, membership in, or exclusion from polities in the United States and other countries.

The methods of analysis engaged by historians lead students to consider the moral and ethical dimensions of past circumstances as they affected individuals and the societies in which they lived, and to consider the implications that both past and present circumstances and actions bear on their day-to-day lives. Local, national, and global trends and their long-term movements are interwoven in comparative context, into the discourse of historical method and perspective.

An empathic appreciation of individual circumstance linking past and present is also a key learning method in history courses. Students, in their research, discussion and writing outcomes, are often required to compare, evaluate and consider the manner in which decisions taken on the societal level impact their lives. These considerations are fundamental not only to the study of the individual and society, but to conscious individual participation in society itself, a core general education value essential to student learning at Bronx Community College and CUNY. In short, the discipline of history is essential to a full appreciation of the complex, highly nuanced and often vexed relationship—past and present—of the individual and society.

2. That “Health/Physical Education” also be added to the “Individual and Society” area, and that the word “lifestyle” be added to “experiences, values, and choices” in bullet 2.

B. Additional Discussions / Suggestions for Revising the Common Core

1. Aside from the approved resolutions listed above, additional resolutions and responses were submitted directly to the Office of Academic Affairs and the President’s Office from the Department of Modern Languages and the Department of Education and Reading in collaboration with the Communications Department. Changes were suggested to the wording of the learning outcomes to expand English Composition to include Reading and Communications.
2. The Modern Languages response had two components: a request for amended language to the general Flexible Core learning outcomes (substitution of the word “effectively” for “critically” in bullet 2), and the addition of three (3) language credits to the Required Common Core thus bringing the total number of credits in the Flexible Core to eighteen (18) credits.

C. Campus Wide Forum - On Monday, 11/14/11, a campus wide forum was also held.

D. Summary and Next Steps

We endorse the formally approved resolutions listed above. In the case of History, a close correlation between the “Individual and Society” learning outcomes and the fundamental premises of historical study make a compelling case for inclusion. In the case of Health and Physical Education, we recognize the critical importance of health education as a necessary element of our mission, and its close connection to the larger goals embedded in our longstanding working concept of General Education.

Though they were not approved in our faculty governance deliberations, we include the concerns of the Modern Languages and Reading and Communications Departments in order to reflect the full range of discussion that the Pathways Project has generated at BCC. Similarly, we’ve documented the unsuccessful proposals (as reflected in our Faculty Council Minutes) for inclusion of Communications within the Pathways credit structures. Some of these proposals (notably Communications and Modern Languages) have also been submitted directly to Dean Anderson and the Pathways Steering Committee.

Finally, we can also report initial discussions about how the Required Core credits in Math and Composition may be allocated, and whether new courses (along with new credit allocations) will be appropriate to our institutional plan.

We are in support of the proposed learning outcomes and have appointed a BCC Pathways Steering Committee, consisting of senior faculty and designees from the Offices of Academic Affairs and Institutional Research, who will be charged to deliver our Pathways Implementation Plan on April 1, 2012. They have drawn up a calendar and preliminary work plan.

Once the final Pathways Common Core plan is released on December 1, our Steering Committee will begin its work in earnest. We look forward to their deliberations, and to the campus wide discussions that will follow. The effort will provide our faculty and staff with many opportunities to examine what we do, and to determine how Pathways can complement and strengthen our campus-based academic initiatives.
BCC SAP Guidelines

In order to receive federal financial aid (Pell, SEOG, Federal Work-Study & Federal Direct Student Loans), students must demonstrate Satisfactory Academic Progress (SAP) toward the attainment of a degree. According to the U.S Department of Education, SAP is defined by the following two components:

1. GPA Requirement
   After 4 semesters of enrollment at the College, the student must have at least a 2.00 cumulative grade point average (GPA), regardless of total attempted credits. Transfer credits are not included in the GPA calculation. Prior to the fourth term, based on attempted (college-level/non-remedial) credits, a student must meet or exceed the minimum GPA given below:

<table>
<thead>
<tr>
<th>Attempted Credits</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12</td>
<td>1.50</td>
</tr>
<tr>
<td>13-24</td>
<td>1.75</td>
</tr>
<tr>
<td>25+</td>
<td>2.00</td>
</tr>
</tbody>
</table>

2. Progress toward degree completion
   2a) Attempted credits cannot exceed more than 150% (90 credits for a 60 credit degree program; 45 credits for a 30 credit certificate) of the credits required for completion of the degree, inclusive of transfer credits
   2b) Students must successfully complete 67% of all attempted courses during their course of study at the college (i.e., if a student has attempted 45 credits, the student must have successfully completed at least 30 of those credits) or meet the CUNY Alternative Formula

SAP Evaluation
Each year, at the end of the spring semester, SAP will be evaluated by comparing the number of attempted credits with the credits earned. This includes any course for which the student has remained enrolled past the Drop/Add period. Audited courses are not considered credits attempted.

Appeals
Students not meeting SAP guidelines are eligible to file an appeal with the Financial Aid Office. The appeal must contain any supporting documentation, a personal statement of past, present and future circumstances, and must have an Educational Plan prepared by a designated academic representative that if followed and fulfilled, would return the student to good standing under SAP guidelines.
Overview

In Fall 2011, BCC implemented the Early Academic Progress Report (which was submitted between the 3rd-5th weeks of the semester) as a mechanism to provide early warning to students in lieu of early warning messages which were automatically generated (and sent to students and their advisors) on the basis of centrally collected daily attendance. Grading values for the Early Academic Progress Report included the following categories: student (1) exceeds course expectations; (2) meets course expectations; (3) does not meet course expectations.

Rationale:

Midterm grades have systematically been recorded at BCC for many years as an early warning vehicle, but it appears that this process occurs too late to provide students with sufficient time to improve their performance.

The correlation (statistical association) between mid-term and final grades has historically been quite high at BCC. In Spring 2011, the correlation between mid-term and final grades was .716¹ which reflects a statistically significant strong positive relationship. This suggests that student academic performance at mid-term is strongly associated with student performance at end-term, which makes a case for considering an academic warning earlier in the semester in order to positively impact student success.

Preliminary Findings

☐ The correlation between Fall 2011 progress grades and midterm grades was substantially weaker (.539) than the prior semester’s correlation between midterm and final grades (although it was still a positive and statistically significant one). This supports the assumption that an earlier warning may positively impact student success.

☐ For students with the 1620 Early Academic Progress Grade Reports that were assigned in Fall 2011 with a message of “does not meet course expectations”, by mid-term grading period - 44% of those grades were passing and 12% were withdrawl grades. End-of-semester analysis of grades will be required to determine the relationship between progress-midterm and end-of-term grades.

☐ Responses from two faculty focus groups supports the theory and preliminary research suggesting that the early progress report may positively impact student improvement and success. Several faculty members indicated that at least some students became alarmed at the “not meeting course expectations” grade and changed their behavior (and subsequent academic performance) accordingly.

¹ values of a correlation coefficient range in size from .00 to 1.0, with 1.0 representing a perfect relationship, where the values of 1 variable are exactly linked to the values of another variable. Correlation represents association, but not necessarily causation.

BCC OIR/NR – 11-29-11
BCC Early Academic Progress Report (EAPR) Facts

1. In Fall 2011, assigning Early Academic Progress Reports was optional, with the following distributions:
   - 297 (19%) rosters completed out of 1545 total rosters
   - 137 instructors submitted rosters
   - Academic departmental participation ranged from 0% to 89%
   - 4812 (42%) students received one or more Early Academic Progress Grades

<table>
<thead>
<tr>
<th># EAPRs</th>
<th># Students</th>
<th>% EAPRs</th>
<th>% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>3517</td>
<td>73%</td>
<td>31%</td>
</tr>
<tr>
<td>two</td>
<td>1018</td>
<td>21%</td>
<td>9%</td>
</tr>
<tr>
<td>three</td>
<td>173</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>four</td>
<td>65</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>five</td>
<td>14</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>six</td>
<td>25</td>
<td>1%</td>
<td>0%</td>
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</tbody>
</table>

- Fall 2011 EAPR Grade Distribution

<table>
<thead>
<tr>
<th>Performance</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds</td>
<td>596</td>
<td>9%</td>
</tr>
<tr>
<td>Meets</td>
<td>4210</td>
<td>64%</td>
</tr>
<tr>
<td>Does not Meet</td>
<td>1620</td>
<td>25%</td>
</tr>
<tr>
<td>W</td>
<td>39</td>
<td>1%</td>
</tr>
<tr>
<td>WA</td>
<td>7</td>
<td>0%</td>
</tr>
<tr>
<td>WN</td>
<td>71</td>
<td>1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6552</td>
<td>100%</td>
</tr>
</tbody>
</table>

2. Comparison Between EAPR and Mid-Term Grades

<table>
<thead>
<tr>
<th>EAPR</th>
<th>Pass N</th>
<th>Pass %</th>
<th>No Pass N</th>
<th>No Pass %</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not Meet</td>
<td>645</td>
<td>44%</td>
<td>834</td>
<td>56%</td>
<td>1479</td>
</tr>
<tr>
<td>Meets</td>
<td>3543</td>
<td>90%</td>
<td>402</td>
<td>10%</td>
<td>3945</td>
</tr>
<tr>
<td>Exceeds</td>
<td>539</td>
<td>98%</td>
<td>13</td>
<td>2%</td>
<td>552</td>
</tr>
<tr>
<td>Total</td>
<td>4727</td>
<td>79%</td>
<td>1249</td>
<td>21%</td>
<td>5976</td>
</tr>
</tbody>
</table>

3. Faculty Focus Group Comments and Recommendations

- **positives** - easy to use, timely, excellent communication tool, effective in impacting student behavior
- **negatives** - timing too early/late; not always sure how to evaluate student work
- **recommendations** - needs to be better publicized; should be linked to targeted services
- Add a single comment box for each grade roster for each instructor to add general info or comments (such as what not meeting expectations means)
- Add a comment box next to each student's name for individual comments, such as attend class, do your assignments, go to writing lab, etc)