



Borough of Manhattan Community College
The City University of New York
Executive Committee of the Academic Senate

Agenda
March 25th, 2020
Via Zoom

- I. CALL TO ORDER
- II. APPROVAL OF MEETING MINUTES
- III. STANDING COMMITTEE REPORTS FROM REPRESENTATIVES:
 - a. CURRICULUM COMMITTEE:
 - i. **New Course:** ACR 195 Literacy, Development and Social Justice
Description: In this course students will examine how civic participation and socioeconomic opportunities relate to an individual's socialization into and acquisition of literacy.
Vote: PASSED. Motion to approve the new course passed 11-0-0.
 - ii. **Pathways Course:** ACR 195 Literacy, Development and Social Justice
Description: This proposal includes ACR 195 in the World Cultures and Global Issues bucket of the Pathways Flexible Core.
Vote: PASSED. Motion to approve the course in Pathways passed 11-0-0.
 - iii. **Course Revision:** CSC 110 Programming I
Description: This proposal changes the pre-requisites to add GIS 101 which will enable GIS students to learn programming.
Vote: PASSED. Motion to approve the course revision passed 11-0-0.
 - iv. **Course Revision:** CIS 255 Computer Software
Description: This proposal changes the pre-requisites from CIS 155 to CIS 165 or department approval as CIS 155 has been replaced by CIS 165.
Vote: PASSED. Motion to approve the course revision passed 11-0-0.
 - v. **Course Revision:** CSC 210 Computer Programming II
Description: This proposal changes the course pre-requisites to add CSC 111 or departmental approval to enable students who have taken programming to learn JAVA.
Vote: PASSED. Motion to approve the course revision passed 11-0-0.

- vi. **Course Revision:** CIS 485 Web Programming II
Description: This proposal changes the course pre-requisites to ensure that students have mastered programming before taking advanced Web Programming
Vote: PASSED. Motion to approve the course revision passed 11-0-0.
- vii. **Course Revision:** CIS 359 Information Assurance
Description: This proposal changes the course pre-requisites to allow more flexibility in student paths to the course.
Vote: PASSED. Motion to approve the course revision passed 11-0-0.
- viii. **Curriculum Revision:** Computer Network Technology
Description: This proposal changes the advised courses for the Scientific World bucket of the Flexible Core.
Vote: PASSED. Motion to approve the curriculum revision passed 11-0-0.
- ix. **Curriculum Revision:** Computer Science
Description: This proposal changes the advised courses for the Scientific World bucket of the Flexible Core and creates a program elective to give students more programming experience.
Vote: PASSED. Motion to approve the curriculum revision passed 11-0-0.
- x. **Curriculum Revision:** Computer Information Systems
Description: This proposal changes the advised courses for the Scientific World bucket of the Flexible Core.
Vote: PASSED. Motion to approve the curriculum revision passed 11-0-0.

- b. COMMITTEE ON STUDENT AFFAIRS
- c. FACULTY DEVELOPMENT COMMITTEE
- d. INSTRUCTION COMMITTEE
 - i. Proposal (below)
- e. ACADEMIC STANDING COMMITTEE
- f. ADMISSIONS COMMITTEE
- g. ACADEMIC FREEDOM COMMITTEE

IV. CHAIR’S REPORT

V. NEW BUSINESS

- a. **Resolution:** BMCC faculty who have successfully transitioned to distance learning by 3/19 as instructed will continue their courses/classes without pausing for the recalibration period and Spring Break will be as originally scheduled for April 8-16. Faculty who have not successfully transitioned to distance learning by 3/19 as instructed may opt for the “recalibration period” and shortened Spring Break to ensure instructional continuity.

Amended resolution: Since BMCC has transitioned to distance learning by the 3/ 19 deadline as instructed, we resolve that BMCC faculty and students will continue their course/ classes without pausing for the recalibration period and that Spring Break will be as originally scheduled for April 8-16, 2020. We will continue to support student learning and access as we have been doing up until this point.

b. Nominations: Common Core Course Review Committee (CCCRC)

c. UFS report

VI. OLD BUSINESS

a. COACHE report

VII. ADJOURNMENT

**Proposed Guidelines for Observation of Online Classes
Instruction Committee of the Academic Senate, BMCC**

The newest PSC-CUNY contract now includes language concerning peer observation of online courses. (See Article 18.2 (b) in the [Memorandum of Agreement](#).) The intent is to “replicate as closely as possible the longstanding teaching observation practices” that have existed in previous contracts. The Instruction Committee at BMCC had been independently developing its own guidelines, and finalized them just as the contract was approved. Some of these repeat what is now in the contract, but some are new.

Below are the Instruction Committee’s proposed guidelines. Those recommendations that repeat what is contractually required are listed first, followed by those which go beyond the contract language. Note that the contract has additional guidelines which are not included here, particularly those concerning hybrid courses, and whether they should be observed online or in person. Both the Observer and Observee should be made aware of these guidelines.

Proposed BMCC E-Learning Observation Guidelines

Contractually required guidelines (Not exhaustive: see [MOA](#) for complete guidelines)

1. Online course observations should be as close as possible in structure to in-class observations.
2. As per contractual obligations, (i) the Observer will be allocated a 48-hour (maximum) window of time to observe the lesson, and (ii) should not observe course activity that occurred more than 7 days prior to the observation.
3. As per contractual obligations, the Observer must be enrolled in student/guest access. The Observer’s access to the class will be closed (unenrolled) by the Observee after the mutually decided upon 48-hour (maximum) window.
4. The observee should inform the students enrolled in the online class of the observer’s presence in the class prior to the observation.

Additional recommendations of the Instruction Committee

5. The same reporting form departments use for in-class peer observations should also be used for online class evaluations.
6. Absent specific instructions from a chairperson, program coordinator, or other designee, the Observer and the Observee should mutually agree on (i) which type of class should be observed, traditional face-to-face course OR online course, and (ii) should agree on the time of

observation. If the observation is of an online class, the Observer must be trained in online teaching.

7. The Observer's primary responsibility is to provide feedback regarding teaching and learning for a particular lesson, rather than overall course design.
8. In the case that significant interactions between the Observee and students are not visible to the Observer through student/guest access, the Observee may choose to make this activity available to the Observer in some other way. This could mean meeting in person to review the material, emailing PDFs or screenshots, etc.