BMCC

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

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Agenda
November 13th, 2019
Room N499H

I. CALL TO ORDER

II. APPROVAL OF MEETING MINUTES

III. STANDING COMMITTEE REPORTS FROM REPRESENTATIVES:

    a. CURRICULUM COMMITTEE:

        i. Course SLO Revisions for Academic Literacy and Linguistics:
Description: The SLOs for the following courses have been revised to reflect the Department and University move away from stand-along courses to co-requisite courses. Some courses also have additional changes as noted below.

        ACR 95 Academic and Critical Reading II

        CRT 100.5 Critical Thinking. Corequisite for Reading Proficiency. This also includes: change of title, change of basic skills requirements and change of course description.

        ESL 49 English as a Second Language. This also include change of course description

        ESL 54 English as a Second Language. This also include a change of course description.

        ESL 96 Intensive Reading and Writing

        LIN 150.5 Language, Race, and Ethnicity in the US and its Territories. Corequisite for Reading Proficiency.This also includes: change of title, change of basic skills requirements and change of course description.

        ii. New Course: LIN 101.6 Introduction to Linguistics for ESL 95
Description: This new course combines two existing courses: LIN 101 and ESL 95.

        iii. New Course: LIN 140.4 World/Global Englishes Reading Corequisite

Description: This new course combines two existing courses: LIN 140 and ACR 94.

    iv. New Course: LIN 100.5 Language & Culture Corequisite for Reading Proficiency
Description: This new course combines two existing courses: LIN 100 and ACR 95.

    v. New Course: LIN 100.6 Language and Culture for ESL 95
Description: This new course combines two existing courses: LIN 100 and ESL 95.

    vi. New Course: ACR 150.5 Literacy in American Society: Contexts & Practices Corequisite for Reading Proficiency
Description: This new course combines two existing courses: ACR 150 and ACR 95.

    vii. New Curriculum: Public & Nonprofit Administration
Description: Business Department proposal for a new Associate in Science degree in Public and Nonprofit Administration.

    viii. Curriculum Revision: Sociology
Description: This proposal changes the elective requirements to require students to take more Sociology courses to give them a stronger background in sociological theory and methods.

b. FACULTY DEVELOPMENT COMMITTEE

c. INSTRUCTION COMMITTEE
    i. Proposal (below)

d. ACADEMIC STANDING COMMITTEE

e. COMMITTEE ON STUDENT AFFAIRS

f. ADMISSIONS COMMITTEE

g. ACADEMIC FREEDOM COMMITTEE

IV. CHAIR'S REPORT

V. NEW BUSINESS

a. COACHE survey report

VI. OLD BUSINESS

VII.   ADJOURNMENT

The Instruction Committee proposes the following guidelines be followed for peer observation of e-learning courses:

Proposed BMCC E-Learning Observation Guidelines

The traditional BMCC summary form[1] used for in-class peer observations should also be used for online class evaluations. When used for online class evaluations, this form should indicate the method of evaluation (see guideline 2, below). Both the Observer and Observee should be aware of the following guidelines.

Guidelines for Online Observation:

1. Online course observations should be as close as possible in structure to in-class observations.
2. In order to mirror the time frame of face-to-face course observations, the observation should be of a past class period's content, as defined by the Observee, and decided upon in advance. This could mean that (i) the Observer and Observee sit down to look at the lesson together for a maximum of a two-hour time period, or (ii) the Observer will be allocated a 48-hour (maximum) window of time to observe the lesson.
3. Absent specific instructions from a chairperson or deputy chairperson, 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 and method of observation. If the observation is of an online class, the Observer must be trained in online teaching.
4. The Observer's primary responsibility is to provide feedback regarding teaching and learning, rather than course design.
5. If the observation takes place online, without the Observer and Observee meeting together (method (ii) in Guideline 2), then 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.
6. The observee should inform the students enrolled in the online class of the observer's presence in the class prior to the observation.

1 No single "form" is used for peer observations across departments at BMCC. Despite this, we refer to the common set of standards and PSC guidelines regarding peer observations (imbued in the variety of forms) as the "traditional BMCC