



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

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Minutes  
December 11<sup>th</sup>, 2019  
Room S225 R

- I. CALL TO ORDER: 4:36pm
- II. APPROVAL OF MEETING MINUTES: Minutes unanimously approved
- III. STANDING COMMITTEE REPORTS FROM REPRESENTATIVES:
  - a. CURRICULUM COMMITTEE:
    - i. **New Course:** ENG 111 Creative Writing Foundations  
**Description:** Through a combination of reading and writing, this new course exposes students to the practice of writing fiction, poetry and plays.  
**Presenter:** Keridiana Chez, Tracy Bealer, Diane Simmons  
**Vote:** APPROVED: The motion to approve the new course passed 15-0-0 pending required revisions.  
**Required Revisions:**
      - Add Basic Skills to the proposal form
      - On syllabus change Prerequisites/Corequisites eable to Basic Skills
    - ii. **Pathways Proposal:** ENG 111 Creative Writing Foundations  
**Description:** This proposal places ENG 111 in the Creative Expression Flexible Core Pathways bucket.  
**Presenter:** Keridiana Chez, Tracy Bealer, Diane Simmons  
**Vote:** APPROVED: The motion to approve inclusion of the course in Pathways passed 15-0-0.  
**Required Revisions:**
      - Put example assignments in the syllabus
      - Give more detail about the final portfolio
      - The SLOs in the syllabus should reflect what is written for the Pathways outcomes.
    - iii. **New Course:** HED 340 Global Nutrition and Disease  
**Description:** This new course explores global nutrition in relation to health and disease through examinations of nutrition epidemiology, chronic diseases, politics, hunger and malnutrition. Students will explore nutrition intervention and sustainable development.  
**Presenter:** Gloria McNamara

**Vote:** APPROVED: The motion to approve the new course proposal passed 15-0-0 pending required revisions.

**Required Revisions:**

- Remove the word NONE from Basic Skills in the proposal form.
- Remove section and instructor specific details from the syllabus.

iv. **New Course:** HED 341 Nutrition Across the Lifespan

**Description:** This new course examines current concepts in human nutrition as applied to individual needs across the life span.

**Presenter:** Gloria McNamara

**Vote:** APPROVED: The motion to approve the new course proposal passed 15-0-0 pending required revisions.

**Required Revisions:**

- Remove the word NONE from Basic Skills in the proposal form.
- Remove section and instructor specific details from the syllabus.
- Remove references to HED 235 from the syllabus

v. **Curriculum Revision:** Community Health Education

**Description:** The major is revised to add four focus areas of which students will choose one, two new courses. These changes better align the program with BS health degrees and professional requirements and allow students to better focus on and prepare for future career choices.

**Presenter:** Gloria McNamara

**Vote:** APPROVED: Motion to approve the curriculum revision passed 15-0-0.

b. **FACULTY DEVELOPMENT COMMITTEE:** C. Kronen

- i. Cara Kronen taking over as chair from Deborah Gams, who will be on sabbatical
- ii. FDD was a great success.
- iii. FDG is next project. Committee will second out request for faculty to volunteer as reviewers. Submission format will be online going forward. Applications opening December 8<sup>th</sup>, due February 15<sup>th</sup>, 2020. There will be three reviewers for each grant.
- iv. Joe Doctor Colloquium: Sending out letter this week to invite speakers.

c. **INSTRUCTION COMMITTEE:** A. Colepinto

- i. Student evaluation of teaching – now student experience survey. Will have something to try out by spring 2020. Will have student focus groups to look at this. Committee will discuss with SAC.
- ii. Document with guidelines for peer reviewing online teaching (below).

d. **ACADEMIC STANDING COMMITTEE:** C. Wiseman

- i. Nothing to report

e. **COMMITTEE ON STUDENT AFFAIRS:** M. Matarese

- i. Rahana Belle-Jerome and Chris Shults came to meeting. Discussed supporting Panther Partners and also addressing retention. Discussed cohort programs in general and helping students prior to probation. Will develop short proposal to submit to appropriate Connect to Success committee – there is a subcommittee

that works on cohort programs specifically. Dean Shults would like to see a proposal developed by faculty. Current cohort programs have not been initiated by faculty.

- ii. There is a new student code of conduct from UFS. Needed feedback by last Friday (Friday 7<sup>th</sup>). Committee will review it.

f. ADMISSIONS COMMITTEE: R. Smart

- i. Discussed changes for the new placement policies: corequisites, placement, effects on student experience, enrollment and so on. 900 courses currently being programmed into degree works by advising; this seems to be the main bottleneck preventing students being placed for Spring 2020

g. ACADEMIC FREEDOM COMMITTEE: H. Glaser

- i. Discussed research on tape-recording of class lectures. Going to examine BMCC policy on tape-recording of lectures. Committee currently recommending that the Accessibility Office should handle tape-recording via the note-taker. This should be policy until further study and further recommendations.
- ii. Raises the bigger question of taping in general. Committee will lay out the basic legal information for the Academic Senate and discuss further at our February meeting.

IV. CHAIR'S REPORT

- a. ALL programs are badly affected by placement policies. ENG department not looking to accommodate ALL. Cynthia – this should be brought to UFS. It is a governance and curriculum issue.

V. NEW BUSINESS

a. IP Wilks

- i. Placement – BMCC is implementing scores developed by ENG, ALL and MAT departments. The proficiency indexes must be implemented - being done in a collaborative way. The difficult part is scribing in DegreeWorks so that is already happening. EC Chair – departmental chairs met at least 4 times, with testing, CUNYStart, Provost, CLIP, MEOC, Dean Shults for discussion and analysis. CUNY guidelines made it seem that reading proficiency is no longer required – overly stressed at what English means. It is a good predictor but does not address all needs. BMCC has preserved the role of reading for the moment in corequisite courses. IP Wilks – BMCC will monitor closely to see how students are doing: Has quantitative data. CATW (CUNY Assessment Test in Writing) will be used next semester for ESL.
- ii. This placement change will affect student enrollment and finances. BMCC would really like to expand immersion, in addition to having CUNYStart. BMCC has negotiated a bigger budget for CUNYStart in the spring.
- iii. M. Matarese: CC caucus questions whether curricula get delivered to the provost. IP Wilks – curricula are public. Maureen: are we focusing on integrating CUNYStat into curriculum? IP Wilks – pilot underway letting students be in CUNYStart part time and also take college classes. Will start in

the spring. Leads to better integration. Also, it's a part of ASAP, so students don't pay anything.

VI. OLD BUSINESS

VII. ADJOURNMENT: 6:00pm

A.S. in Community Health Education (Before)		A.S. in Community Health Education (After)	
Common Core		Common Core	
Required Common Core		Required Common Core	
English Composition <sup>1</sup>	6	English Composition <sup>1</sup>	6
Mathematical and Quantitative Reasoning <sup>1,2</sup>	3	Mathematical and Quantitative Reasoning <sup>1,2</sup>	3
Life and Physical Sciences <sup>1</sup>	3	Life and Physical Sciences <sup>1</sup>	3
Total Required Common Core	12	Total Required Common Core	12
Flexible Common Core <sup>3</sup>		Flexible Common Core <sup>3</sup>	
Creative Expression <sup>1</sup>	6	Creative Expression <sup>1</sup>	6
World Cultures and Global Issues <sup>1</sup>	3	World Cultures and Global Issues <sup>1</sup>	3
U.S. Experience in its Diversity <sup>1</sup>	3	U.S. Experience in its Diversity <sup>1</sup>	3
Individual and Society <sup>1</sup>	3	Individual and Society <sup>1</sup>	3
Scientific World <sup>1,2</sup>	3	Scientific World <sup>1,2</sup>	3
Total Flexible Common Core	18	Total Flexible Common Core	18
Total Common Core	30	Total Common Core	30
Curriculum Requirement		Curriculum Requirement	
HED 110 Comprehensive Health Education	3	HED 110 Comprehensive Health Education	3
<del>HED 202 Drug Use in American Society</del>	<del>3</del>	<b>HED 211 Critical Health Topics</b>	<b>3</b>
<del>HED 220 Human Sexuality</del>	<del>3</del>	<b>XXX xxx Area of Study (See Below)</b>	<b>12</b>
<del>HED 235 Nutrition for Health</del>	<del>3</del>	<b>XXX xxx General Electives</b>	<b>2-3</b>
<del>HED 240 First Aid, Safety and Cardiopulmonary Resuscitation</del>	<del>3</del>		
<del>HED 250 Stress: Awareness, Understanding and Management</del>	<del>3</del>		
HED 301 Introduction to Community Health Education	3	HED 301 Introduction to Community Health Education	3
HED 302 Health Counseling	3	HED 302 Health Counseling	3
Electives—Choose 2 courses (6 credits) from: <del>HED 195 Food, Culture, and Society</del> <del>HED 201 Health Education and Exercise</del> <del>HED 211 Critical Health Topics and Issues</del> <del>HED 225 Health Concerns of Women</del> <del>HED 230 Consumer Health Survey</del> <del>HED 255 Communication Strategies in Health Literacy, Promotion and Programming</del> <del>HED 260 Fitness and Cardiovascular Health</del> <del>HED 270 Health Perspectives of Death and Dying</del> <del>HED 476 Cross Cultural Health Education/Peru-US</del> <del>AFL 161 Health Problems in Urban Communities</del>	6	HED xxx Health Education Electives HED-225 Health Concerns of Women <b>HED-255 Health Communications</b> HED-270 Health Perspectives of Death and Dying <b>HED-275 HIV/AIDS: Public Health Implications</b> <b>HED-285 Social and Determinants of Health</b> <b>HED-290 Principles and Practices of Behavior Change</b> <b>HED-295 Epidemiology for Public Health Practice</b> AFL-161 Health in Urban Communities <b>CHE-121 Fundamentals of Chemistry</b> <b>FNB 100 Introduction to Finance</b> <b>PHY-110 General Physics</b> <b>PSY 240 Developmental Psychology</b>	3-4
Total Curriculum Credits	30	Total Curriculum Credits	30
Total Program Credits	60	Total Program Credits	60
<sup>1</sup> Consult with an advisor on which courses to take to satisfy these areas.		<sup>1</sup> Consult with an advisor on which courses to take to satisfy these areas.	
<sup>2</sup> These areas can be satisfied by taking a STEM variant.		<sup>2</sup> These areas can be satisfied by taking a STEM variant.	

<sup>3</sup> No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

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Areas of Study

<b>Health Education and Promotion</b>	
HED-202 Drug Use in American Society	3
HED-220 Human Sexuality	3
HED-235 Nutrition	3
HED-250 Stress: Awareness, Understanding & Management	3
<b>Total</b>	<b>12</b>
<b>Food Studies</b>	
HED-235 Nutrition	3
HED-230 Consumer Health	3
HED-XXX Nutrition Across the Lifespan	3
HED-XXX Global Nutrition	3
<b>Total</b>	<b>12</b>
<b>Exercise Science</b>	
HED-201 Health Education and Exercise	3
HED-235 Nutrition	3
HED-240 First Aid, Safety & Cardiopulmonary Resuscitation	3
HED-260 Wellness & Cardiovascular Care	3
<b>Total</b>	<b>12</b>
<b>Health Services Administration</b>	
HED-230 Consumer Health	3
ACC 122 Introduction to Accounting	3
BUS-104 Introduction to Business	3
CIS-100 Introduction to Computer Applications	3

## INSTRUCTION COMMITTEE PROPOSAL

The newest PSC-CUNY contract now includes language concerning peer observation of online courses. (See Article 18.2 (b) 1-3.) The intent is to “replicate as closely as possible the longstanding teaching observation practices” that have existed in previous contracts. Consistent with these new contractual obligations, the Instruction Committee proposes the following guidelines for e-learning observation. Both the Observer and Observee should be made aware of these guidelines.

### Proposed BMCC E-Learning Observation Guidelines

1. Online course observations should be as close as possible in structure to in-class observations. The same reporting form departments use for in-class peer observations should also be used for online class evaluations.
2. 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.
3. The Observer’s primary responsibility is to provide feedback regarding teaching and learning, rather than course design.
4. In order to mirror the time frame of face-to-face course observations, the observation of online courses should be of a past class period’s content, as defined by the Observee, and decided upon in advance. As per contractual obligations, (i) the Observer will be allocated a 48-hour

(maximum) window of time to Observee the lesson, and (ii) should not observe course activity that occurred more than 7 days prior to the observation.

5. 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.
6. 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.
7. The Observee should inform the students enrolled in the online class of the observer's presence in the class prior to the observation.