

# **Nassau Community College Academic Senate**

## **RESOLUTIONS**

**JUNE 2017 - JUNE 2018**

### **EXECUTIVE COMMITTEE**

ANISSA MOORE – CHAIR

ETHEL WEEKS – FIRST VICE CHAIR

KATHLEEN GALLAGHER – SECOND VICE CHAIR

LYNN M. BERGIN – SECRETARY

WANPENG MENG – SGA MEMBER

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## **MEETING OF SEPTEMBER 26, 2017**

### **Academic Senate Executive Committee**

#### **Resolution to Recognize Hispanic Heritage Month**

Resolution: Resolution to Acknowledge Hispanic Heritage Month

From: Academic Senate Executive Committee

To: Academic Senate

Date: September 15, 2017

**Whereas**, from September 15, 2017, through October 15, 2017, the United States celebrates Hispanic Heritage Month; and

**Whereas**, the Bureau of the Census estimates the Hispanic population living in the continental United States at over 57,000,000, plus an additional 3,500,000 living in the Commonwealth of Puerto Rico, making Hispanic Americans almost 18 percent of the total population of the United States and the largest racial or ethnic minority group in the United States; and

**Whereas**, Nassau County is currently ranked 10th of all New York Counties in terms of its Latino population with the neighboring counties of Suffolk and Queens being ranked 8th and 2nd respectively and nearly 50% of Nassau County's Latino population resides in the communities closest to our college with Hempstead, Roosevelt, and Freeport topping the list; and

**Whereas**, 19 percent of all college students between the ages of 18 and 24 are Latino, making Latinos the largest racial or ethnic minority group on college campuses in the United States, including 2-year community colleges and 4-year colleges and universities; and

**Whereas**, nearly 25% of Nassau Community College students are Latino, making NCC Long Island's first Hispanic Serving Institution yet has only 5 full time Latino teaching faculty; and

**Whereas**, Hispanic Americans harbor a deep commitment to family and community, an enduring work ethic, and a perseverance to succeed and contribute to society: Now, be it therefore

**Resolved**, that the Academic Senate:

(1) recognizes the celebration of Hispanic Heritage Month from September 15, 2017, through October 15, 2017;

(2) esteems the integral role of Latinos and the manifold heritage of Latinos in the economy, culture, and identity of the United States;

(3) encourages the Nassau Community College campus community to observe Hispanic Heritage Month with appropriate programs and activities that celebrate the contributions of Latinos to the United States;

(4) encourages Nassau Community College to secure official Hispanic Serving Institution status from the U.S. Department of Education;

(5) encourages Nassau Community College to engage in a campus wide discussion on the necessary changes to our institutional mission and student services necessary to become a Hispanic Serving Institution and

(6) encourages Nassau Community College to dedicate all necessary resources to recruit, hire and retain Latino teaching faculty, student service staff and administrators.

## **MEETING OF OCTOBER 24, 2017**

### **Curriculum Committee**

#### Change in Course

BIO 101 General Biology 1

BIO 102 General Biology 2

BIO 109 Principles of Biology 1

BIO 110 Principles of Biology 2

## **MEETING OF NOVEMBER 21, 2017**

### **Curriculum Committee**

#### Change in Title

MKT/RET/FBM/FSD/INT Interior Design/Home Furnishings Certificate Program

MKT/RET/FBM/FSD/INT Interior Design/Home Furnishings AAS Degree Program

MDS The Women and Gender Studies Project

#### Change in Curriculum

MKT/RET/FBM/FSD/INT Interior Design/Home Furnishings AAS Degree Program

#### Change in Prerequisite

WST 201 Women's Issues in Global Context

## **MEETING OF DECEMBER 19, 2017**

### **Academic Senate Executive Committee**

#### Resolution for Accommodations for Military Absences

To: Academic Senate

From: Academic Senate Executive Committee

Subject: Resolution to Support the FCCC Resolution Regarding Accommodations for Military Absences

Date: December 7, 2017

**Whereas** SUNY Colleges and Universities have adopted various attendance policies; and

**Whereas** professors, lecturers, and instructors typically have attendance policies detailed on their syllabi in which the definitions of excused and unexcused absences are explained, including information about when excessive excused absences may not be able to be fully accommodated due to the parameters of the course; and

**Whereas** attendance policies apply to all students, including students within the United States Military community, who are held to the same standards as other students relative to classroom attendance policies; and



**Whereas**, currently, attendance at United States Military drills and training sessions while concurrently enrolled at a SUNY institution, and being absent from courses are not explicitly accommodated excuses, and as a result, many students within the United States Military community must either miss mandatory training and drills, or accept unexcused absences which have a likely deleterious effect on the student's achievement in the class; and

**Whereas** SUNY has recently placed an increased emphasis on student completion; and

**Whereas** the State of New York has passed the New York State Patriot Plan<sup>2</sup> which entitles United States Military students to request a leave of absence for periods of United States Military service that preserves their educational status and financial resources,

**Whereas** the Student Assembly passed the United States Military Affairs and Rules Committees resolution 1617 -SC02; and

**Whereas** the University Faculty Senate passed the resolution Attendance Policy for Accommodation for Military Drills and Training in October 21,2017;

**Whereas**, the Faculty Council of Community Colleges endorsed this policy in support of accommodations for military absences on November 2,2017;

**Therefore, be it resolved** that the Academic Senate encourages Nassau Community College to endorse and support the UFS Resolution and SUNY Student Assembly resolution on Attendance Policy for Accommodations for Military Drills and Training; and

**Be it Resolved**, that the Academic Senate encourages Nassau Community College to endorse and support the Faculty Council of Community Colleges resolution that calls for United States Military obligations, including drills and trainings, be treated as excused absences according to campus policies; and

**Be it Resolved**, that the Academic Senate encourages Nassau Community College to endorse and support the Faculty Council of Community Colleges resolution policy that any United States Military obligation that cannot be fully accommodated due to the nature of a course or the length of obligation be eligible for a non-penalizing United States Military withdrawal from at least that course, preserving their educational status and financial resources.

## Academic Senate Executive Committee

### Resolution for Affirmation of Support for Undocumented Students

To: Academic Senate

From: Ad Hoc Committee to Address Undocumented Students

Resolution: Resolution to Address SUNY's Affirmation of Support for Undocumented Students

Date: December 7, 2017

**Whereas**, at the end of the Fall 2016 semester, the NCCFT Executive Committee approached the Executive Committee of the Academic Senate about the possibility of formulating a response to the Trump administration's immigration policies and the adverse impact those policies would be likely to have on our undocumented and DACA student populations; and

**Whereas**, The Academic Senate passed a resolution endorsing the SUNY Trustees' January 24th resolution in support of undocumented students on February 24, 2017; and

**Whereas**, former Senate Chair Dr. Evelyn Deluty charged an ad hoc committee with recommending specific actions NCC could take to put that resolution into action; and

**Whereas**, the Trump Administration has demonstrated the seriousness with which it intends to pursue its anti-immigration agenda,

**Be it Resolved**, that the Ad Hoc Committee of the Academic Senate recommends the College should create and distribute informational material to faculty, staff, and administration regarding the following:

- An overview of undocumented people in the United States;
- An overview of the college's policies regarding undocumented students, i.e. what information we do and do not collect; what questions it is and is not permissible, according to college policy/practice, to ask students about their status; the college's policy regarding cooperation with immigration officials/law enforcement when it comes to undocumented students;
- Community and other resources to which faculty, staff, or administration can refer students who might choose to disclose their immigration status and any problems they are having as a result; and

**Therefore, be it Resolved**, that the Ad Hoc Committee of the Academic Senate recommends the College should create and distribute informational material to students about these issues:

- This information could be published on the college website; periodic reminders about these issues and links to important websites, articles, and so on could be posted to the college's Facebook account;
- The college should consider incorporating an appropriate discussion of these issues at student orientation and/or the open house; and

**Be it Resolved**, that the Ad Hoc Committee of the Academic Senate recommends the College should require some form of training in these issues for all faculty, staff, and administration; and

**Be it Resolved**, the College should assess the awareness and training of public safety officers regarding these issues; and

**Be it Resolved**, the College should provide specific training for SPS counselors and sexual harassment designated counselors regarding how immigration law might impact an undocumented person who is a victim of domestic violence and/or sexual assault.

**MEETING OF FEBRUARY 6, 2018**

**Curriculum Committee**

New Course

HRS 294 Human Rights Studies

LAW 213 Immigration Law

Change in Course

SPS 202 Career Management

**MEETING OF MARCH 6, 2018**

**Curriculum Committee**

Change in curriculum

MAT/CSC/ITE Cybersecurity Certificate

New Course

MAT 012 – Quantitative Reasoning I

ITE 237 – Hacking Techniques & Defensive Technology

CMP 160 – Data Preparation with SAS

**Substance Awareness Committee**

Resolution for 100% Tobacco-Free Campus Policy

TO: Academic Senate

FROM: Heather Huntington, Chair  
Substance Awareness Committee

DATE: February 8, 2018

SUBJECT: RESOLUTION FOR 100% TOBACCO-FREE CAMPUS POLICY

**WHEREAS** the Substance Awareness Committee of the Academic Senate at Nassau Community College promotes a healthy environment for the entire NCC community;

**WHEREAS** in June of 2012, the SUNY Board of Trustees formally endorsed the concept of moving to a tobacco-free environment on all campuses by January 1, 2014;

**WHEREAS** the SUNY Board of Trustees recognized that the remaining work necessary to achieve the goal of a tobacco-free SUNY will go beyond that original target date;

**WHEREAS** the SUNY Chancellor and the SUNY Board of Trustees are committed to a Tobacco-Free

SUNY and continue to work with the sponsors of the legislation to seek this successful passage;

**WHEREAS** the current policy located in the 2017-2018 NCC Student Handbook states that “Nassau Community College has been designated a smoke-free facility by the Nassau County Commissioner of Health. The College asks that no one smoke in any campus building, to protect the health of smokers and non-smokers alike”;

**WHEREAS** as of November 22, 2017 the statement “the use of electronic cigarettes is banned indoors everywhere that smoking tobacco products are prohibited” was included in the New York State’s Clean Indoor Air Act;

**WHEREAS** Public Safety will implement the 100% Tobacco-Free Campus Policy by posting signs and using “friendly enforcement” to enforce the policy.

**THEREFORE, BE IT RESOLVED** that smoking, or any other use of tobacco and e-cigarettes shall be prohibited on the entire NCC campus including academic and administrative buildings owned and leased by NCC, excluding private residences and private vehicles.

**THEREFORE, BE IT FURTHER RESOLVED** that the following guidelines shall be used to implement the 100% Tobacco-Free Policy:

- Signs will be posted stating the new policy with standard logos for “No Smoking.”
- All ashtrays and receptacles of smoking instruments will be removed.
- The policy will be advertised to all members of the campus community.
- Administrators, faculty, and staff will be educated about the new policy through a media campaign.
- The policy will be advertised to students via social media and at popular locations and events for students, such as at Admissions, Registration, Financial Aid, Bursar, during orientation, and at Public Safety when campus ID's are distributed.
- A 100% Tobacco-Free Campus Policy publication will be published in print and on the college website. This publication should include smoking cessation resources, programs, and support services.

## Developmental Education Committee

### Resolution to Revise Placement Testing Waivers

#### NASSAU COMMUNITY COLLEGE Inter-Departmental Memo

**Date:** March 3, 2018

To : Academic Senate Executive Committee  
From : Developmental Education Committee  
Subject: Resolution on the Placement Testing Exemption Policy Revisions 2018

**WHEREAS** the Developmental Education Committee has been charged by the Academic Senate with re-examining the policy for exemption from placement testing in English, Mathematics, and Reading for students seeking admission to NCC, and

**WHEREAS** SUNY has adopted the National Center for Inquiry and Improvement guidelines regarding remedial education, and

**WHEREAS** to fully implement a guided pathways approach, SUNY has mandated that colleges must:

- **Clarify paths to student end goals**, providing fewer choices and clearer program maps that lead to transfer or the workforce.
- **Help students choose and enter a pathway**, including bridges from high school to college, on-ramps to programs of study, and accelerated remediation.
- **Help students stay on a path** with intrusive, ongoing advising and integrated educational and nonacademic supports.
- **Ensure that students are learning** with clear program outcomes aligned to employer and/or transfer institution expectations, engaging and applied learning experiences and effective instructional practices (SUNY Guided Pathways 4), and

**WHEREAS** the Developmental Education Committee members acknowledge, in conjunction with the mission of the college and the charges of the Academic Senate, the responsibility to facilitate student placement into the appropriate course levels while safeguarding the rights of underprepared students to receive support through developmental coursework, both in non-credit and credit-bearing courses, and

**WHEREAS** the Chairs and developmental Coordinators of the departments of English, Mathematics, and Reading, at the request of the V.P. of Academic Affairs have met with the deans, the Director of Placement Testing to discuss proposed revisions to the present placement testing waiver policies, and have consulted with the Chair of the Academic Senate, and

**WHEREAS**, the Chairs and developmental Coordinators of the departments of English, Mathematics, and Reading, together with the V.P. of Academic Affairs, the deans, and the Director of Placement Testing, after vigorous discussion, debate and consideration in consultation with their departmental faculties have agreed upon revisions to the present placement testing waiver policies, and

**WHEREAS** the Chairs and developmental Coordinators of the departments of English, Mathematics, and Reading, together with the V.P. of Academic Affairs, the deans, and the Director of Placement Testing have agreed that the Dean of Admissions will establish a mechanism to identify students as either STEM or non-STEM, based upon

their admission by either self or degree designation, for the purpose of differentiating student placement into appropriate mathematics courses, and

**WHEREAS** the departments of English, Mathematics, and Reading are implementing and will continue to develop and scale up both co-requisite and alternative courses (such as the Accelerated Learning Program and Quantway) to facilitate student placement into credit-bearing courses and to ensure developmental support for those students, and

**WHEREAS** the following policy changes *apply only to exemptions* from the English, Mathematics, and Reading Placement tests (Accuplacer), and

**WHEREAS** students who are *not exempted from testing are not automatically placed into developmental coursework*, but rather test to be placed into the appropriate courses of English, Mathematics, and/or Reading, and

**WHEREAS** students who do undergo placement testing enter the multiple pathway branching processes in English, Mathematics, and Reading that have been established to fully support all NCC student learning needs, and

**WHEREAS** the Developmental Education Committee of the Academic Senate has read and approved this resolution, therefore

**BE IT RESOLVED THAT** the NCC placement test exemption policies in English, Mathematics, and Reading be amended to reflect the following placement into credit-bearing courses effective Fall '18:

**English Writing:**

The following scores will exempt a student from taking the WritePlacer portion of the Accuplacer placement exam:

1. Students presenting . . .
  - a. a NY State English Language Arts Regents score of 85+, (January 2015 forward and acquired within four years of application to NCC), OR
  - b. a score of 520+ on the SAT Evidence Based Reading and Writing or SAT writing section, OR
  - c. a score of 21+ on the ACT English section.
2. Students who score 79-84 on the NYS English Language Arts Regents (January 2015 forward and acquired within four years of application to NCC) shall be exempt from the Writing Placement exam and shall be placed into ENG100, Introduction to Composition, the first enhanced credit-bearing English course in composition.
3. Students presenting advanced courses in high school:
  - a. Advanced Placement Exam in English Literature and Composition or English Language and Composition of 3+, OR
  - b. International Baccalaureate Exam in English score: 3+ .

**Mathematics:**

The following scores will exempt a student from taking the Accuplacer Math portion of the placement exam:

1. 80+ on the Algebra I Regents, acquired within four years of application to NCC, OR
2. 500+ on the Math SAT, OR
3. 21+ on the ACT Math, OR
4. 3+ on an AP Calculus, OR
5. 3+ on the AP Statistics Exams (non-STEM), OR
6. 3+ on the IB Math exam (standard or higher level)

## **Reading:**

The following scores will exempt a student from taking the Accuplacer Reading portion of the placement exam, and they shall receive placement of RDG999:

1. Students presenting . . .  
an SAT Evidence Based Reading and Writing or SAT Critical Reading score of 500+ , OR  
an ACT Reading Score of 21+, OR
2. Students presenting: . . .  
a NY State English Language Arts Regents score of 79+ (Common Core, January 2015 forward),  
acquired within four years of application to NCC, OR
3. Students presenting . . .  
an Advanced Placement Exam in English Literature and Composition or English Language and Composition of 3+, OR
4. Students presenting . . .  
an International Baccalaureate Exam in English score of 3+ .

## **Other:**

Students who have successfully completed credit-bearing classes at regionally accredited colleges will not have to take the placement test in the areas in which they have already been successful. Students who present an English grade of D/+/- must register for ENG100 or a co-requisite ALP course, after consultation with an advisor. Students who present a mathematics grade of D/+/- or C-, will be placed into the appropriate mathematics course, after consultation with the Mathematics department. STEM identified students transferring in a liberal arts math course with a grade of C or higher will be required to take the algebra portion of the placement exam.

Students applying to certificate programs that do not require coursework in English, Mathematics, or Reading will not be required to take the placement tests, provided the courses do not have a remedial prerequisite.

**BE IT FURTHER RESOLVED** that the catalogue for Nassau Community College shall be rewritten to reflect said changes in exemption from the placement testing procedure as follows [additions in **boldface**, deletions in ~~striketrough~~]:

## **Placement Testing Waiver Guidelines**

### **English Placement Test Waiver and enrollment into ENG 101**

**Students shall be exempt from the WritePlacer portion of the Accuplacer placement test, and they shall be placed into ENG101, the first credit-bearing composition course, if they present:**

1. A NYS English Language Arts Regents score of 85 or higher ~~taken~~, **(January 2015 forward)**, **acquired** within 4 years of application to NCC.  
**or**
2. A 3 or higher on the AP English Literature and Composition or English Language and Composition (college credit awarded for ENG 101 or ENG 102 depending on **the** test).  
**or**
3. ~~A 4~~ **A 3** or higher ~~in~~ **on** the International Baccalaureate English Exam in English (standard or higher level).  
**or**
4. A ~~540~~ **520** or higher on the **SAT Evidence Based Reading and Writing** or SAT Writing Exam or ~~A-23~~ **a 21 or higher** on the ACT English.

or

**5. The following minimum TOEFL scores:**

- Reading Skills 22
- Speaking Skills 18
- Listening Skills 18
- Writing Skills 24

**English Placement Test Waiver and enrollment into ENG 100**

**Students shall be exempt from the WritePlacer portion of the Accuplacer placement test, and they shall be placed into ENG100, the first enhanced credit-bearing composition course, if they present a NYS English Language Arts Regents score from 79-84 and no developmental Reading placement (January 2015 forward), acquired within 4 years of application to NCC.**

**Reading Placement Test Waiver**

**Students shall be exempt from the Reading portion of the Accuplacer placement test, and they shall receive placement of RDG999, if they present:**

1. An **SAT Evidence Based Reading and Writing** or SAT Critical Reading score of 500 or higher ~~and~~, or
2. An ACT Reading Score of 21 or higher ~~and~~, or
3. A NYS English Regents Score of ~~82~~ **79** or higher ~~taken~~, **acquired** within 4 years of application to NCC.  
or
4. A ~~3~~ or higher on the AP English Literature and Composition or English Language and Composition.  
or
5. A ~~4~~ **3** or higher ~~in~~ on the International Baccalaureate English Exam in English (higher level).  
or
6. **The following minimum TOEFL scores:**
  - Reading Skills 22
  - Speaking Skills 18
  - Listening Skills 18

**Math Placement Test Waiver**

**Students shall be exempt from the Accuplacer mathematics portion of the placement test, if they present:**

1. An 80 or higher ~~in~~ on the Integrated Algebra Regents I Exam ~~taken~~, **acquired** within 4 years of application to NCC.  
or
2. An SAT Math score of 500 or higher.  
or
3. A ~~Math~~ **ACT An ACT Math** score of 21 or higher.  
or
4. A 3 or higher on ~~the~~ **an** Advanced Placement Calculus Exam.  
or
5. A 3 or higher on the AP Statistics Exams (non-STEM).  
or
6. ~~3+~~ A 3 or higher on the IB Math exam (standard or higher level).



**Additional waivers of the Placement Tests:**

College credit from a regionally accredited college or university with a grade of a C or higher in math (course equivalent to MAT 109) or English (ENG 101) will also allow a student to be exempt.

**Students who have successfully completed credit-bearing classes at regionally accredited colleges will not have to take the placement test in the areas in which they have already been successful. Students who present an English grade of D/+/- must register for ENG100 or a co-requisite ALP course, after consultation with an advisor. Students who present a mathematics grade of D/+/- or C- will be placed into the appropriate mathematics course, after consultation with the Mathematics department. STEM identified students transferring in a liberal arts math course with a grade of C or higher will be required to take the algebra portion of the placement exam.**

**Students applying to certificate programs that do not require coursework in English, Mathematics, or Reading will not be required to take the placement tests, provided the courses do not have a remedial prerequisite.**

**Post-graduate and Transfer Students**

Exemptions from the placement test will be given to those students who provide documentation that they possess a college degree from an accredited institution. Students who have graduated from colleges outside the United States may be required to take one or more sections of the placement test. In addition, transfer students who submit documentation that they have successfully completed a college level mathematics course equivalent to Nassau's MAT 109 (Algebra and Trigonometry) or higher shall be exempt from the mathematics portion of the placement test. Those who submit documentation that they have successfully completed (**C or above**) a college level course equivalent to Nassau's ENG 101 (Composition I) shall be exempt from the reading and writing portions of the placement test.

**Transferring Credits**

Only equivalent courses with a grade of "C" or higher relevant to a student's degree requirements at Nassau will be accepted from other regionally accredited postsecondary institutions to apply toward a degree. Although a minimum of 33 residential credits must be completed at NCC within the degree (15 credits within a certificate), the College may transfer additional courses in case students change their program of study while in attendance. Courses above the 33 credits will be initially excluded. Students must submit a Change of Program request to change their major—at which time all transferred in courses will be reviewed once again. Courses completed on a trimester or quarterly basis will be converted to semester hour credits. Questions regarding evaluation of transfer credits should be referred to the Office of Admissions.

**Placement Testing Waiver Guidelines****English Placement Test Waiver and enrollment into ENG 101**

Students shall be exempt from the WritePlacer portion of the Accuplacer placement test, and they shall be placed into ENG101, the first credit-bearing composition course, if they present:

1. A NYS English Language Arts Regents score of 85 or higher (January 2015 forward), acquired within 4 years of application to NCC.  
or
2. A 3 or higher on the AP English Literature and Composition or English Language and Composition (college credit awarded for ENG 101 or ENG 102 depending on the test).  
or
3. A 3 or higher on the International Baccalaureate English Exam in English (standard or higher level).  
or

4. A 520 or higher on the SAT Evidence Based Reading and Writing or SAT Writing Exam or a 21 or higher on the ACT English, exam.  
or
5. **The following minimum TOEFL scores:**
  - Reading Skills 22
  - Speaking Skills 18
  - Listening Skills 18
  - Writing Skills 24

### **English Placement Test Waiver and enrollment into ENG 100**

Students shall be exempt from the WritePlacer portion of the Accuplacer placement test, and they shall be placed into ENG100, the first enhanced credit-bearing composition course, if they present a NYS English Language Arts Regents score from 79-84 (January 2015 forward), acquired within 4 years of application to NCC.

### **Reading Placement Test Waiver**

Students shall be exempt from the Reading portion of the Accuplacer placement test, and they shall receive placement of RDG999, if they present:

1. An SAT Evidence Based Reading and Writing or SAT Critical Reading Score of 500 or higher.  
or
2. An ACT Reading Score of 21 or higher.  
or
3. A NYS English Regents Score of 79 or higher, acquired within 4 years of application to NCC.  
or
4. A 3 or higher on the AP English Literature and Composition or English Language and Composition.  
or
5. A 3 or higher on the International Baccalaureate English Exam in English (higher level).  
or
6. **The following minimum TOEFL scores:**
  - Reading Skills 22
  - Speaking Skills 18
  - Listening Skills 18

### **Math Placement Test Waiver**

Students shall be exempt from the Accuplacer mathematics portion of the placement test, if they present:

1. An 80 or higher on the Algebra Regents I Exam, acquired within 4 years of application to NCC.  
or
2. An SAT Math score of 500 or higher.  
or
3. An ACT Math score of 21 or higher.  
or
4. A 3 or higher on an Advanced Placement Calculus Exam.  
or
5. A 3 or higher on the AP Statistics Exams (non-STEM),  
or
6. A 3 or higher on the IB Math exam (standard or higher level)

### **Additional waivers of the Placement Tests:**

College credit from a regionally accredited college or university with a grade of a C or higher in math (course equivalent to MAT 109) or English (ENG 101) will also allow a student to be exempt.

Students who have successfully completed credit-bearing classes at regionally accredited colleges will not have to take the placement test in the areas in which they have already been successful. Students who present an English grade of D/+/- must register for ENG100 or a co-requisite ALP course, after consultation with an advisor. Students who present a mathematics grade of D/+/- or C- will be placed into the appropriate mathematics course, after consultation with the Mathematics department. STEM identified students transferring in a liberal arts math course with a grade of C or higher will be required to take the algebra portion of the placement exam.

Students applying to certificate programs that do not require coursework in English, Mathematics, or Reading will not be required to take the placement tests, provided the courses do not have a remedial prerequisite.

### **Post-graduate and Transfer Students**

Exemptions from the placement test will be given to those students who provide documentation that they possess a college degree from an accredited institution. Students who have graduated from colleges outside the United States may be required to take one or more sections of the placement test. In addition, transfer students who submit documentation that they have successfully completed a college level mathematics course equivalent to Nassau's MAT 109 (Algebra and Trigonometry) or higher shall be exempt from the mathematics portion of the placement test. Those who submit documentation that they have successfully completed (C or above) a college level course equivalent to Nassau's ENG 101 (Composition I) shall be exempt from the reading and writing portions of the placement test.

### **Transferring Credits**

Only equivalent courses with a grade of "C" or higher relevant to a student's degree requirements at Nassau will be accepted from other regionally accredited postsecondary institutions to apply toward a degree. Although a minimum of 33 residential credits must be completed at NCC within the degree (15 credits within a certificate), the College may transfer additional courses in case students change their program of study while in attendance. Courses above the 33 credits will be initially excluded. Students must submit a Change of Program request to change their majors—at which time all transferred in courses will be reviewed once again. Courses completed on a trimester or quarterly basis will be converted to semester hour credits. Questions regarding evaluation of transfer credits should be referred to the Office of Admissions.

## **MEETING OF APRIL 10, 2018**

### **Curriculum Committee**

#### New Course

ABT 129 – Medical Malpractice Office Procedures

LAW 108 – Disability Law & Social Policy

#### Change in Course

PED 218 – Men's Physical Conditioning/Weight Training

PED 235 – Women's Physical Conditioning/Weight Training

PED 283 – Social Dance/Latin Rhythm

### **Calendar Committee**

#### Revision to the Provision for Emergency Make-Up Days

TO: Academic Senate Executive Committee  
FROM: Calendar Committee  
DATE: March 26th, 2018  
SUBJECT: Revision to the Provision for Emergency Make-Up Days

**Whereas** the Calendar Committee has been charged "to formulate and recommend to the Academic Senate an academic calendar covering Fall and Spring semesters and Summer session,"

**Whereas** extreme weather has caused more class cancellations in recent years, and

**Whereas** excessive class cancellations may be detrimental to student learning, and

**Whereas** some colleges in the Tri-State Area have instituted limited make-ups to offset the impact of excessive class cancellations, and

**Whereas** the College has passed a resolution, dated November 16, 2016, regarding the implementation of Emergency Make-up days, and

**Whereas** that resolution did not account for Emergency College closing of partial Day, Evening, and Online schedules, now be it

**Resolved** that the policy regarding the implementation of make-up days dated November 16, 2016 be supplanted by the following make-up policy, and be it further

**Resolved** that for the Spring 2018 and all Academic Calendars henceforth, Emergency Make- Ups will be provided and delivered as follows:

#### **A. Conditions that Trigger Make-up Instruction**

The Calendar committee will include in each fall semester a total of no more than one (1) Supplemental Make-up Instruction day and in the spring calendar a total of no more than three (3) Supplemental Makeup Instruction days, and for the Weekend College one (1) Supplemental Make-up triggered only as follows:

- (a) Three (3) days are missed in the same calendar week (Monday through Friday) The President's office may elect to schedule a make-up day of one of the missed teaching days; or
- (b) The second time that Day, Evening, and Online classes and activities are canceled on the same teaching day that canceled teaching day, or portion canceled therein, will be made up; and
- (c) For the Weekend College, the second time the same weekend teaching day or portion therein, is canceled that teaching day will be made up.

## **B. Delivery of Supplemental Make-up Instruction**

Supplemental Make-up Instruction will be delivered in a manner consistent with the modality (or modalities) used in the class during the entire semester. When the President's office initiates a Supplemental Make-up Instruction, faculty may implement the supplemental instruction in one of the following ways:

- (a) An instructor may opt to deliver supplemental instruction face-to-face. The President will schedule the day for the Supplemental Make-up Instruction based on the conditions mentioned in section (A) utilizing one of the make-up days identified on the Senate approved calendar and considering the preferred order of the make-up days listed on said calendar; or
- (b) For Online, Hybrid, and Web-enhanced classes, an instructor may opt to provide supplemental instruction online in a manner that is consistent with how that class utilizes Blackboard (or the NCC approved online platform);

## **Examples:**

**Example for situation A (1):** If all day, evening and online classes and activities are canceled on three days in a single calendar week (Monday -Friday) the President's office may elect to make up those classes by choosing the day missed to make up following that day's schedule. The date selected for the makeup should not duplicate a previously selected makeup day under B (1).

**Example for situation A (2):** If all, or any portion therein, of Day, Evening, and Online classes and activities are canceled on any two days that follow a Monday schedule in the spring semester, the President's office may elect to make up those classes by following a Monday schedule on a designated make-up day (in preferred order).

**Example for situation A (3):** The second time a Saturday, or any portion therein, is canceled for Weekend College, the President's office may elect to make up that Saturday class by following a Saturday schedule on a designated Weekend make-up day.

## **C. Supplemental Instruction Make-up Dates**

The Calendar Committee will designate the one (1) Supplemental Instruction Make-up date in the fall for the Day, Evening and Weekend colleges, three (3) Supplemental Instruction Make-up dates in the spring for the Day and Evening colleges, (1) Supplemental Instruction Make-up date in the spring for the Weekend college, and (1) Supplemental Make-up date for the Winterim.

## **Academic Senate Executive Committee**

### Civility Policy/Policy 2400

At the April 10, 2018 Academic Senate meeting, A. Moore, Chair, stated that Civility Policy/Policy 2400 is not the policy that the Academic Senate Executive Committee approved in 2013. This is a policy that was rewritten and revised by the Administration; however, it is important that the Senate body speak to the policy that is presented so that feedback can be brought to the Board of Trustees.

After much discussion, there was a motion for a call for a sense of the body on the Civility Policy/Policy 2400 (D. Petronella/E. Weeks); the majority was not in favor of the Civility Policy/Policy 2400.

### **MEETING MAY 8, 2018**

## **Academic Senate Executive Committee**

### Resolution for Change in the Ad Hoc Applied Learning Committee

**To:** Academic Senate

**From:** Academic Senate Executive Committee

**Subject:** Resolution to establish the Academic Senate Applied Learning Committee

**Date:** March 28, 2018

**Whereas** the Ad hoc Applied Learning Committee was formed to respond to the 2015 SUNY Applied Learning Mandate;

**Whereas** the Applied Learning Committee would like to continue its role in advancing the understanding and growth of Applied Learning for our students at Nassau Community College;

**Be it resolved**, that the Ad hoc Applied Learning Committee will become an appointed "B" committee effectively Spring 2018. All members shall be appointed by the Appointments/Tellers/Election Committee.

**Be it further resolved**, that the standing membership shall include the following:

- One (1) student representative and one (1) alternate appointed by the Student Government Association
- Vice President of Academic Affairs or designee
- Dean of Applied Learning
- Student Personnel Services Department Representative

## **Calendar Committee**

### Resolution for the Enactment of the Fall 2019, Winterm 2020, Spring 2020, and Summer 2020 Calendars

TO: Academic Senate Executive Committee

FROM: Calendar Committee

DATE: April 23, 2018

SUBJECT: RESOLUTION FOR THE ENACTMENT OF THE FALL 2019, WINTERIM 2020, AND  
SUMMER 2020 CALENDARS

**WHEREAS** the Calendar Committee has been charged to "Develop Academic Calendars for the Fall 2019 through Spring 2022," and

**WHEREAS** the Calendar Committee distributed the Fall 2019-Summer 2020 to relevant campus constituencies, including the Office of the President, The AFA, the NCCFT, the ASEC, and the Registrar for their review and feedback, and

**WHEREAS** the Calendar Committee addressed all concerns raised by the aforementioned constituency groups, and

**WHEREAS** the college approved the inclusion of Emergency Make-up days, which are to be allocated and utilized according to the resolution approved by the Senate on April 10, 2018; therefore, be it

**RESOLVED** that the Fall 2019, Winterim 2020, Spring 2020, and Summer 2020 Calendars be enacted.

# FALL 2019 ACADEMIC CALENDAR-4/20/18

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>SEPTEMBER</b>						
	Labor Day	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	Rosh Hashanah					
<b>OCTOBER</b>						
		1	2	3	4	5
6	7	8^*	Yom Kippur	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
<b>NOVEMBER</b>						
					1	2
3	4	5	6	7	8	9
10	Veterans' Day	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27*	Thanksgiving Day	X	X
<b>DECEMBER</b>						
X	2	3	4	5	6	7
8	9	10	11	⑫	13	14
15	16	⑰	⑱	19*ME	20*	MW
X	⑳	MD				
14	15/14	15/15>	15/14	15/14	15/14	14

DAY, EVENING, and ONLINE EDUCATION classes begin Tuesday, September 3.

WEEKEND classes begin Friday, September 6 and end Sunday, December 15.

DAY, EVENING, and ONLINE EDUCATION classes end Monday, December 23.

Classes do NOT meet on named or X days.

^ Conversion Day – Tuesday, October 8, DAY classes meet on a Monday schedule.

> Tuesday contains an evening activity hour.

\* EVENING classes do not meet (including 12/20 Friday night Weekend College).

○ Circled dates – all 3 credit EVENING classes must be extended by 5 minutes for final exam purposes.

ME Makeup Evening – If necessary, EVENING classes meet Thursday, December 19.

MW Makeup Weekend – If necessary, WEEKEND classes meet Saturday, December 21.

MD Makeup Day – If necessary, DAY classes meet Tuesday, December 24.



# **WINTERIM 2020 ACADEMIC CALENDAR-4/20/18**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
<b>DECEMBER</b>					
30	X	Christmas Day	26	27	
<b>JANUARY</b>					
6	7	New Year's Day	2	3	
13	14	8	9	10	
		15	M		

*M* Makeup – If necessary, DAY and EVENING classes meet Thursday, January 16.

# SPRING 2020 ACADEMIC CALENDAR-4/20/18

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>JANUARY</b>						
	M. L. King Day	21	22	23	24	25
26	27	28	29	30	31	
<b>FEBRUARY</b>						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14*	X
X	Presidents' Day	X	X	X	21+	22
23	24	25	26	27	28	29
<b>MARCH</b>						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
<b>APRIL</b>						
			1	2	3	4
5	X	X	X	Passover	Good Friday	X
Easter	13	14	15	16	17	18
19	20	21	22	23	24	MW
X	27	28	29	30		
<b>MAY</b>						
3	4	5	⑥	⑦	1	2
10	⑪	⑫	13* ME	14* ME	8	9
17	18* ME	MD	MD	MD	15	16
14	15/14	15/15	15/14	15/14	15/14	14

DAY and ONLINE EDUCATION classes begin Tuesday, January 21 and end Monday, May 18.

WEEKEND classes begin Friday, January 24 and end Sunday, May 17.

EVENING classes begin Tuesday, January 21 and end Tuesday, May 12.

Classes do NOT meet on named or X days.

+ Friday, February 21, DAY classes do not meet. NIGHT classes meet.

> Tuesday contains an evening activity hour.

\* EVENING classes do not meet (including 2/14 Friday night Weekend College).

○ Circled dates – all 3 credit EVENING classes must be extended by 5 minutes for final exam purposes.

MW Makeup Weekend – If necessary, WEEKEND classes meet Saturday, April 25.

ME Makeup Evening – If necessary, EVENING classes meet as designated by the Senate resolution dated April 10, 2018.

MD Makeup Day – If necessary, DAY classes meet as designated by the Senate resolution dated April 10, 2018.

# SUMMER 2020 ACADEMIC CALENDAR –4/20/18

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>MAY</b>						
	Memorial Day	28 (SSI Start)	29	30	31^	
<b>JUNE</b>						
2	3	4	5	6	X	1
9	10	11	12	13	X	8
16	17	18	19	20	X	15
23	24	25	26	27 (SSI End)	X	22
30						29
<b>JULY</b>						
	1 (SSII Start)	2	3	Independence Day	5^	6
7	8	9	10	11	X	13
14	15	16	17	18	X	20
21	22	23	24	25	X	27
28	29	30	31			
<b>AUGUST</b>						
4	5 (SSIII Start)	6	7	1 (SSII End)	X	3
X	12	13	14	8	9	X
X	19	20	21(SSIII End)	15	16	X

^ Conversion Day – Friday, May 31, classes meet on a Monday schedule.

^ Conversion Day – Friday, July 5, classes meet on a Thursday schedule.

ONLINE Education classes begin Tuesday, May 28 and end Thursday, August 1.

WEEKEND classes begin Saturday, June 1 and end Sunday, August 4.

SS I begins Tuesday, May 28 and ends Thursday, June 27.

SS II begins Monday, July 1 and ends Thursday, August 1.

SS III begins Monday, August 5 and ends Wednesday, August 21.

SS I & SS II meet four days a week for five weeks, with certain Fridays added as noted.

SS III meets five days a week for thirteen days.

## Curriculum Committee

### Change in Curriculum

COM ARTS Communications Arts

ENG Creative Writing Program

### Change in SUNY General Education Course

PSY SCI GLY 105

### New Course

HRS 294 Human Rights Studies Internship

## MEETING OF MAY 17, 2018

## Developmental Education Committee

### Resolution on Grading Policy Changes in Developmental Courses

## NASSAU COMMUNITY COLLEGE Inter-Departmental Memo

**Date:** May 10, 2018

**To :** Academic Senate Executive Committee

**From :** Developmental Education Committee

**Subject:** Resolution on Grading Policy Changes in Developmental Courses

**WHEREAS** in Nassau Community College developmental education courses, students have not, historically, been allowed to withdraw after the initial refund period of the semester, and

**WHEREAS** Department of Education auditors, in a campus visit to NCC in the Spring 2018 semester found our grading policy to be non-compliant with federal financial aid regulations, and

**WHEREAS** Department of Education auditors have stated that students must be allowed to withdraw from developmental classes, and

**WHEREAS** the Developmental Education Committee has been charged by the V.P. of Academic Affairs to address the “no withdrawal” developmental course policy, and to create a withdrawal policy, therefore

**BE IT RESOLVED THAT** the Developmental Education Committee has determined that as of the Fall 2018 semester, students will be allowed to withdraw from developmental classes with the understanding that withdrawals will be counted as attempts at the courses, and

**BE IT FURTHER RESOLVED** that Developmental Education Committee has determined that withdrawals from developmental courses will be tracked by the Registrar as attempts at the courses, so that upon the accumulation of four unsuccessful attempts (grades of U, UU, or W) students will be notified that they are in risk of dismissal, and

**BE IT FURTHER RESOLVED that** the catalogue for Nassau Community College shall be rewritten to reflect said changes in developmental grading policy as follows [additions in **boldface**, deletions in ~~strike through~~]:

### Academic Progress Requirements for Students Placed in Remedial/ESL Courses

The following conditions apply to students who are not placed in the Basic Education Program but require a remedial **developmental**/ESL course(i.e., COM 030, ENG 001, ENG 030, MAT 001, MAT 002, MAT 003, RDG 001, RDG 002, RDG 030):

1. Students must enroll in required remedial **developmental** /ESL courses during their first semester of attendance.
2. The ~~only possible~~ grades for these courses are "S" (Satisfactory), "U" (Unsatisfactory) **and**, "UU" (Unofficial Withdrawal), **W, or N/A (for students who have never come to class in the first 2/3 of the semester; last date of attendance will be noted on the final grade roster). In the case of the W, students withdrawing will be considered to have used one of the four attempts at a developmental course.**
3. **Extenuating circumstances: If the W is given by the Office of the Dean of Students or Office of Student Personnel Services, based on suspension, expulsion, medical withdrawal, or at the discretion of these office designees based on extreme student need, the W will not be considered an attempt at the course. In such cases, the student must present to the ~~office of the Dean of Students~~ appropriate office the cause for withdrawal from all courses and request a W grade that would not affect academic standing. For extreme situations, see number 8 below.**
4. Any student who does not successfully complete a required remedial **developmental** /ESL course must register again for the course the following semester.
5. Any student who earns a grade of "U" **or "UU"** in a required remedial **developmental** /ESL course will be limited to the equivalent of 14 credit hours in subsequent semesters until all remedial **developmental** /ESL requirements are satisfactorily completed.
6. A student may repeat a single, failed remedial **developmental** /ESL course only ~~twice~~ **three times**, and will be ~~academically dismissed~~ **considered for dismissal** after the ~~third~~ **fourth** failure, upon review by the ~~Office of Placement Testing in consultation with the chair or the chair's designated coordinator of the department that offers the remedial~~ **developmental** or ESL course.
7. MAT 003 may be taken only once. In the event of failure the student will be appropriately placed into MAT 001 or MAT 002 for what will count as a second attempt at that course.
8. A dismissed student will be considered for readmission only after being separated from the College for at least one year (fall/spring), and only if future placement tests results reveal no need for remediation **developmental work** in the course(s) for which the student was dismissed.
9. ~~Students can only~~ **who** withdraw from the required remedial **developmental** /ESL courses if they are officially withdrawing from all courses for the semester in response to extenuating circumstances, such as a medical or personal emergency. In such cases, the student must present to the office of the Dean of Students the cause for withdrawal from all courses and request a W grade that would not affect academic standing. **do so with the understanding that they have made an attempt at the course, that this attempt will be tracked by the Registrar, and that upon four failed or withdrawn attempts, they will be considered for dismissal.**
10. Some academic departments have designated courses which students cannot take until remedial **developmental** /ESL requirements have been satisfied. Students with remedial **developmental** /ESL requirements cannot register for those restricted courses and may not add them through the Change of Program or Drop/Add process.