

Nassau Community College Academic Senate

RESOLUTIONS

JUNE 2018 - JUNE 2019

EXECUTIVE COMMITTEE

ANISSA MOORE – CHAIR

ETHEL WEEKS – FIRST VICE CHAIR

KATHLEEN GALLAGHER – SECOND VICE CHAIR

LYNN M. BERGIN – SECRETARY

ERICA LEE – SGA MEMBER

TABLE OF CONTENTS

(Chronological Listing)

MEETING OF SEPTEMBER 25, 2018

Curriculum Committee

Course Deactivation

ABT/HIT: ABT 107 – Machine Transcription

ABT/HIT: ABT 152 – Medical Transcription

ABT/HIT: HIT 157 – Medical Coding ICD – 9

ABT/HIT: HIT 257 – Advanced Medical Coding ICD – 9

MEETING OF OCTOBER 23, 2018

Curriculum Committee

Change in Course/Curriculum

MKT/RET/FBM/FSD/INT: FSD Fashion Design AAS

ABT/HIT: ABT 1: Administrative Business Technology Admin Support AAS

ABT/HIT: ABT 2: Administrative Business Technology Admin Support Certificate

ABT/HIT: ABT 3: Administrative Business Technology Legal AAS

ABT/HIT: ABT 4: Administrative Business Technology Legal Certificate

ABT/HIT: ABT 5: Administrative Business Technology Medical AAS

ABT/HIT: ABT 6: Administrative Business Technology Medical Certificate

CWCC Procedures Manual

Calendar Committee

Resolution to amend the approved Summer 2020 Calendar **Section 1**

MEETING OF NOVEMBER 20, 2018

Curriculum Committee

New Courses

ABT/HIT: HIT 170 ICD:10 Diagnostic Coding

ABT/HIT: HIT 171 ICD:10 PCS Procedural Coding

ABT/HIT: HIT 175 Study of Disease for HIM Professionals

ABT/HIT: HIT 272 Advanced Medical Coding

PED 111: Aerobic Conditioning

Change in Course/Curriculum:

ABT/HIT 7: HIT Certificate

ABT/HIT 9: HIT AAS

HPER: PED 285 Yoga

HPER: PED 262 Fundamentals of Spinning

HPER: PED 284 Cardio & Core Coed

READING/BEP: Critical Reading & Academic Advancement

READING/BEP: BEP 091/WRT 001

Revisions to the CWCC Procedures Manual – Sections X & XI

MEETING OF NOVEMBER 20, 2018 (Continued)

Academic Senate Executive Committee

Resolutions

FCCC Resolution in Support of Child Care Funding	Section 2
FCCC Resolution Supporting New Funding Model for the Community Colleges.....	Section 2
FCCC Statement Opposing Performance Based Funding for NYS Community Colleges	Section 2
FCCC Resolution Supporting Gender Inclusivity within SUNY	Section 2

MEETING OF DECEMBER 18, 2018

Curriculum Committee

New Courses

ABT/HIT: CMA 130 Administrative Medical Office Procedures
ABT/HIT: CMA 132 Clinical Documentation Procedures
ABT/HIT: CMA 134 Laboratory Procedures
ABT/HIT: CMA 236 CMA Administrative Practicum
ABT/HIT: CMA 238 Clinical Practicum
ABT/HIT: HIT 160 Introduction to Healthcare Data Analytics
ABT/HIT: HIT 162 Advanced Excel and Data Management for Healthcare Data Analytics
ABT/HIT: HIT 166 Healthcare Report Writing and Data Visualization
ABT/HIT: HIT 264 Applied Healthcare Data Analytics

Change in Course/Curriculum

ART: ART 102 Art History

MEETING OF FEBRUARY 12, 2019

This meeting was canceled due to inclement weather

MEETING OF MARCH 12, 2019

Curriculum Committee

New Course

Foreign Languages: KOR 101 Beginning Korean 1
Foreign Languages: KOR 102 Beginning Korean 2

Change in Course/Curriculum

Communications: ASL 152 American Sign Language I
Communications: ASL 153 American Sign Language II
Communications: ASL 226 Communication and Culture in the Deaf Community
Communications: ASL 252 American Sign Language III
Communications: ASL 253 American Sign Language IV

Miscellaneous Change in Course

HIS/POL SCI/GEO: GEO 101 People & Environment

Student Enrollment Management Committee

Resolution to change to the High School Equivalency Program (HSE) at NCC	Section 3
--	------------------

MEETING OF MARCH 12, 2019 (Continued)

Calendar Committee

Resolution for the Enactment of the Fall 2020, Winterim 2021, Spring 2021 and Summer 2021

Calendars.....Section 3

MEETING OF APRIL 9, 2019

Curriculum Committee

New Course

ABT/HIT: HCA 180 Intro to Healthcare Administration

ABT/HIT: HCA 184 Healthcare Revenue Cycle

ABT/HIT: HCA 187 Topics in Public Health

ABT/HIT: HCA 280 Medicolegal Aspects & Healthcare Administration

ABT/HIT: HCA 288 Healthcare Administration Internship

ABT/HIT: HIT 161 Excel & Data Management for Healthcare Data Analytics

MUSIC: MUT 100 Intro to Music Technology

MUSIC: MUT 101 Intro to Digital Audio Workstation

Change in Course/Curriculum

SOC/ANT/SWK: Human Services AA (add HMS 102)

BIO: Biology AS add BIO 200/SCI 200 Experimental Research Methods

BIO: Biology AS add ENG 103 – Writing in the Sciences

CWCC Manual Section II: Requirements for Submission of Materials for a New Program

MEETING OF MAY 14, 2019

Curriculum Committee

New Program

ABT/HIT: Healthcare Administration

ABT/HIT: Healthcare Data Analytics

ABT/HIT: Medical Assistant

MUSIC: Sound Recording Technology AAS

New Courses

ABT/HIT: HCA 182 Healthcare Resource Management & Strategic Planning

ACC/BUS: BUS 120 Management in Health Systems

HPER: PED 110 Exercise Leadership: Muscular Strength & Conditioning

LEGAL STUDIES: LAW 214 – Law & Ethics in Medicine and Medical Malpractice

MEETING OF MAY 14, 2019 (Continued)

MATH/CSC/ITE: MAT 013 Integrated Arithmetic and Quantitative Reasoning I
MUSIC: SRT 115 Recording Session Techniques
MUSIC: SRT 205 Sound Recording Techniques III
MUSIC: SRT 206 Sound Recording Techniques IV
MUSIC: SRT 207 Sound Reinforcement
SOC/ANT SW: ANT 206 Introduction to Archaeology
SOC/ANT/SW: ANT 207 From Chiefdoms to Kingdoms
SOC/ANT/SW: ANT 208 Anthropology in Action

Change in Course/Curriculum

ABT/HIT: ABT 5 Administrative Business Technology Medical AAS
ABT/HIT: ABT 6 Administrative Business Technology/Medical Certificate

Miscellaneous Changes:

HIS/POL/GEO: HIS 101 History and Western civilization through the 18th Century
HIS/POL/GEO: HIS 102 History of Western Civilization since the 18th Century
HIS/POL/GEO: HIS 103 History of the United States through the Civil War
HIS/POL/GEO: HIS 104 History of the United States through the Civil War
HIS/POL/GEO: HIS 108 Honors History: Western Roots through the 18th Century
HIS/POL/GEO: HIS 109 Honors History: Western Roots since the 18th Century
HIS/POL/GEO: HIS 130 Race and Ethnicity in America
HIS/POL/GEO: HIS 207 Renaissance and Reformation Europe
HIS/POL/GEO: HIS 205 Introduction to American Politics

Course Deactivation

ABT/HIT: HIT 159 ICD 10 Medical Coding
ABT/HIT: HIT 256 Advanced CPT Coding
ABT/HIT: HIT 259 Advanced ICD 10 Medical Coding

Substance Awareness Committee

Resolution for a 100% Tobacco Free Campus Policy..... **Section 4**

SPECIAL MEETING OF MAY 17, 2019

Developmental Education Committee

Resolution on Grading Policy Changes in Development Courses..... **Section 5**

SECTION 1

MEETING OF OCTOBER 23, 2018

Calendar Committee

Resolution to amend the approved Summer 2020 Calendar

TO: Academic Senate Executive Committee

FROM: Calendar Committee

DATE: October 12, 2018

SUBJECT: Resolution to amend the approved Summer 2020 Calendar

WHEREAS, the Resolution for the Enactment of the Fall 2019, Winterim 2020, Spring 2020, and Summer 2020 Calendars was approved by the Academic Senate on May 8, 2018, and

WHEREAS, the Summer 2020 Calendar incorrectly specifies Memorial Day as May 27, 2020 and Independence Day as Thursday July 4, 2020, and

WHEREAS, the Memorial Day is on Monday May 25, 2020 and Independence Day is on Saturday, July 4, 2020, and

WHEREAS, the Calendar Committee, in consultation with appropriate constituency groups, has revised the Summer 2020 calendar to reflect the actual dates of these holidays,

THEREFORE BE IT RESOLVED that the corrected Summer 2020 Calendars be enacted to replace the Summer 2020 calendar approved on May 8, 2018.

SUMMER 2020 ACADEMIC CALENDAR -10/16/18 – Amended

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

^ Conversion Day – Friday, May 29, classes meet on a Monday schedule.

ONLINE Education classes begin Tuesday, May 26 and end Thursday, July 30.

WEEKEND classes begin Saturday, May 30 and end Sunday, August 2.

SS I begins Tuesday, May 26 and ends Thursday, June 25.

SS II begins Monday, June 29 and ends Thursday, July 30.

SS III begins Monday, August 3 and ends Wednesday, August 19.

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.

SUMMER 2020 ACADEMIC CALENDAR –4/20/18

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
MAY						
	Memorial Day	28 (SSI Start)	29	30	31^	
JUNE						
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
JULY						
	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			
AUGUST						
				1 (SSII End)	X	3
4	5 (SSIII Start)	6	7	8	9	X
X	12	13	14	15	16	X
X	19	20	21(SSIII End)			

^ 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.

SECTION 2

MEETING OF NOVEMBER 20, 2018

Academic Senate Executive Committee

Resolutions

FCCC Resolution in Support of Child Care Funding	
FCCC Resolution Supporting New Funding Model for the Community Colleges.....	
FCCC Statement Opposing Performance Based Funding for NYS Community Colleges	
FCCC Resolution Supporting Gender Inclusivity within SUNY	



Faculty Council of Community Colleges

Resolution in Support of Child Care Center Funding

ASA 1: 2018-2019

Passed unanimously

October 13, 2018

Whereas SUNY child care centers provide quality care for over 5,000 children, and

Whereas of the children served, approximately one-third are children of student parents, one-third children of faculty and staff, and one-third children from the community, and

Whereas SUNY currently has 48 child care centers, 26 of which are situated at community colleges, that must be adequately staffed with people who must, at least, make minimum wage; and

Whereas New York State's increase of minimum wage from \$8.25 per hour to \$15 per hour represents an 82 percent increase in the cost of employing child care workers, and

Whereas the child care centers cannot raise tuition in proportion to the rising minimum wage because the majority of the student parents would not be able to afford the higher tuition, and

Whereas the shift in the demographics of community college students has resulted in more non-traditional students with the potential need for increased child care services, and

Whereas without access to community college child care centers, many student parents would not be able to pursue, persist in, and complete a college education, and

Whereas the denial of access to community college child care centers (while providing funding for other resources) could be viewed as a violation of Title IX of the Education Amendments of 1972 (specifically, the scope of Title IX states:

Educational programs and activities that receive ED funds must operate in a nondiscriminatory manner. Some key issue areas in which recipients have Title IX obligations are: recruitment, admissions, and counseling; financial assistance...treatment of pregnant and parenting students;

<https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html#540>, and

Whereas there are many child care centers with waiting lists because they cannot afford to hire the additional staff necessary to meet the demand, and

Whereas community college child care centers provide invaluable applied learning opportunities for students in programs including, but not limited to, business, culinary arts, early childhood education, nursing, and physical education programs, and

Whereas the Child Care and Development Block grant has been reduced by 55 percent, nearly \$2 million, over the last ten years, despite the rising need for student parents to receive access to child care services, be it therefore

Resolved that the Faculty Council of Community Colleges urges Governor Andrew Cuomo and all necessary parties to support an increase of \$2 million to both the Operating Grant and the Child Care and Development Block Grant, and

Further be it resolved that the Faculty Council of Community Colleges urges Chancellor Kristina Johnson to advocate for increased funding of SUNY's child care centers.



**Faculty Council of Community Colleges
Resolution Supporting New Funding Model for the Community Colleges
Resolution # G1: 2018-19
Passed unanimously
October 13, 2018**

WHEREAS the Faculty Council of Community Colleges recognizes New York State's need for fiscal responsibility, but also understands the unique position of SUNY's thirty community colleges to address the increasing needs of both recent high school graduates and post-traditional students seeking to enhance their academic skills and employment opportunities, the need of the region's business community for qualified employees, the need to create the work force required to catalyze new industry and economic prosperity, and the need for an educated citizenry; and

WHEREAS the SUNY Board of Trustees also acknowledges in their 2018-19 Operating and Capital Budget Request that "the 30 community colleges operating under the program of the State University of New York ensure open access to high quality postsecondary education, and contribute significantly to the development of an educated citizenry and skilled work force"; and

WHEREAS SUNY's thirty community colleges, through their rigorous Liberal Arts and transfer programs, educate approximately 50% of the transfers to SUNY state-operated colleges and University Centers, at less than the per student cost of those institutions, fulfilling the community colleges' mission to serve as local points of access to higher education as well as to the work force; and

WHEREAS vital statistics show a declining population in almost all of New York State's counties; and

WHEREAS the current model negatively impacts the ability of community colleges to create realistic predictive models that are fiscally responsible and sensitive to the economic situations of their students; and

WHEREAS that model also often resulted in an increased financial burden on community college students due to the colleges' need to raise annually tuition to make up shortfalls in state funding; and

WHEREAS the new model proposed and approved by the SUNY Board of Trustees in their 2018-19 Operating and Capital Budget Request was also approved by the New York Community Colleges Association of Presidents and supported by the Community College Business Officers Association; be it therefore

RESOLVED that the Faculty Council of Community Colleges agrees with the SUNY Board of Trustees' recognition in their 2018-19 Operating and Capital Budget Request that "the operations of the 30 SUNY community colleges have evolved past the volume driven model established in the early 1970s, and that a major change in approach is required to maintain State support for each college, [to] recognize the cost of inflation, and to match the cost of high need/high cost programs"; and be it also

RESOLVED that the Faculty Council of Community Colleges supports the proposed funding model in the SUNY Board of Trustees' 2018-19 Operating and Capital Budget Request, as also supported by the New York Community Colleges Association of Presidents and the Community College Business Officers Association; and be it also

RESOLVED that the Faculty Council of Community Colleges calls for a community college funding model that has a definite base minimum of aid, in the form of a funding floor for each campus, plus additional FTE funding commensurate with any enrollment growth a campus achieves.

Statement Opposing Performance-Based Funding for New York State Community Colleges

Faculty Council of Community Colleges

Performance-based (also called Outcomes-based) funding of public two-year colleges is increasing across the United States; as of December 2017, twenty-six states used performance-based funding in some form and to some degree to allocate public funds to the two-year colleges ("Trends"). New York, with the SUNY Excels program, is counted among those twenty-six. As state budgets continue to tighten and as elected officials feel increased pressure to show "accountability" in the allocation of public funds, pressure to pass legislation mandating increased performance-based funding in higher education grows.

Meanwhile, numerous comprehensive studies of the effectiveness of performance-based funding show mixed results at the very best. Many studies conclude that such funding schemes fail to show a positive impact in student performance. In addition, researchers report harmful unintended consequences to students and to the quality of education, especially for populations of students that community colleges, in particular, seek to serve.

For the following reasons, the Faculty Council of Community Colleges opposes the expansion of performance-based funding in New York, especially for the allocation of state funds to the two-year colleges.

- **Performance-Based Funding Is Ineffective:** Performance-based funding doesn't work; there is a general failure to show positive impact in student performance (Hillman, et al.; "Unintended Impacts"; McKinney and Hagedorn).
- **Performance-Based Funding Is by Nature Destructive to the Mission of the Community Colleges:** By forcing our colleges to compete against one another for resources, performance-based funding in the form of SUNY Excels already creates "winners and losers" among the SUNY community colleges. Increasing the degree to which performance measures are used to allocate state funds would only increase that trend. The "losers" in such a system are not just individual colleges; they are the students those colleges serve.
- **Performance-Based Funding Has Harmful Unintended Consequences:** Whether a particular community college and its students "win" state funding under performance-based funding schemes or not, *all* of the colleges and their students will suffer a host of harmful unintended consequences, including the following:
 - Performance-based funding can lead colleges to seek to limit admission of underserved students (Lahr, et al.; McKinney and Hagedorn), who are among those the community colleges were created to serve;
 - By increasing institutional emphasis on short-term vocational certificates and other quick completions, performance-based funding further deemphasizes and threatens

liberal arts programs—which produce the most flexible, adaptable, capable graduates, the kind companies have indicated they want to hire;

- Performance-based funding can lead to widespread grade inflation and a resulting weakening of standards (“Unintended Impacts”; Lahr, et al.);
- Performance-based funding threatens academic freedom, research, and the pursuit of new knowledge (Butler and Mulgan);
- Performance-based funding works to diminish the role of the faculty in shared governance (“Unintended Impacts”; Lahr, et al.), which in turn contributes to decisions about education being made, more and more, by people with less and less direct experience and expertise in pedagogy and in the academic disciplines;
- Performance-based funding harms the morale of faculty and staff (Lahr, et al.), degrading student-learning conditions and hindering learning; and
- Performance-based funding further burdens colleges with the costs of compliance (“Unintended Impacts”; Lahr, et al.).

Despite its purported well-meaning intentions, performance-based funding results in many adverse outcomes for community colleges and, most importantly, their students. While the Faculty Council of Community Colleges supports the exploration of new and innovative ways of funding higher education, we believe, based upon cited research, that performance-based funding ultimately harms community colleges and their ability to carry out their important missions to serve the needs of their communities and student populations.

Works Cited

- Butler, Petra, and Roderick Mulgan. “Can Academic Freedom Survive Performance Based Research Funding?” *Victoria University of Wellington Law Review*, vol. 44, no. 3-4, 2013, p. 487+. *AcademicOneFile*, link.galegroup.com/apps/doc/A355675751/AONE?u=mvcc&sid=AONE&xid=9b2ed4c2.
- Hillman, Nicholas W., et al. “Performance Funding in Higher Education: Do Financial Incentives Impact College Completions?” *Journal of Higher Education*, vol. 85, no. 6, Nov/Dec2014, pp. 826-857. *EBSCOhost*, ezproxy.mvcc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=99031180&site=ehost-live.
- Lahr, Hana, et al., “Unintended Impacts of Performance Funding on Community Colleges and Universities in Three States.” Community College Research Center, Teachers College, Columbia University, Nov. 2014, ccrc.tc.columbia.edu/media/k2/attachments/unintended-impacts-performance-funding.pdf.

McKinney, L., and Hagedorn, L. S. "Performance-Based Funding for Community Colleges: Are Colleges Disadvantaged by Serving the Most Disadvantaged Students?" *Journal Of Higher Education*, vol. 88, no. 2, 2017, pp. 159-182.

"Trends in Performance-Based Funding." Data Points, American Association of Community Colleges, Dec. 2017, Vol. 5, issue 19, www.aacc.nche.edu/2017/12/06/datapoints-trends-performance-based-funding/.

"Unintended Impacts of Performance Funding." *ASHE Higher Education Report*, vol. 39, no. 2, May 2013, pp. 71-77. EBSCOhost, doi:10.1002/aehe.20008.

Additional Resources

Cornelius, Luke M., and Terence W. Cavanaugh. "Grading the Metrics: Performance-Based Funding in the Florida State University System." *Journal of Education Finance*, vol. 42, no. 2, 2016, p. 153+. *Academic OneFile*, link.galegroup.com/apps/doc/A481243956/AONE?u=mvcc&sid=AONE&xid=bea60be1.

"Expanding the Knowledge Base on State-Level Postsecondary Outcomes-Based Funding." *Research for Action*, www.researchforaction.org/projects/examining-outcomes-based-funding/.

Fichtenbaum, Rudy. "Statement on the President's Proposal for Performance Based Funding." *American Association of University Professors*, 24 Aug. 2013, www.aaup.org/news/statement-president%E2%80%99s-proposal-performance-based-funding#.WfvTXLpFzD4.

Hillman, Nicholas. "Why Performance-Based Funding Doesn't Work." *The Century Foundation*, 25 May 2016, tcf.org/content/report/why-performance-based-college-funding-doesnt-work/?agreed=1.

Kelchen, Robert, and Luke J. Stedrak. "Does Performance-Based Funding Affect Colleges' Financial Priorities?" *Journal of Education Finance*, vol. 41, no. 3, 2016, p. 302+. *Academic OneFile*, link.galegroup.com/apps/doc/A448338872/AONE?u=mvcc&sid=AONE&xid=5730aed6.

Kettunen, Juha. "The Performance-Based Funding Scheme of Universities." *Management Dynamics in the Knowledge Economy*, vol. 4, no. 1, 2016, p. 109+. *Academic OneFile*, link.galegroup.com/apps/doc/A453141543/AONE?u=mvcc&sid=AONE&xid=3dfb2c3d.

Letizia, Angelo J. "Dissection of a Truth Regime: The Narrowing Effects on the Public Good of Neoliberal Discourse in the Virginia Performance-Based Funding Policy." *Discourse: Studies in the Cultural Politics of Education*, vol. 37, no. 2, Apr. 2016, pp. 282-297. EBSCOhost, doi:10.1080/01596306.2015.1015966.

Li, Amy Y., and Alec I. Kennedy. "Performance Funding Policy Effects on Community College Outcomes: Are Short-Term Certificates on the Rise?" *Community College Review*, vol. 46, no. 1, Jan. 2018, pp. 3-39. EBSCOhost, doi:10.1177/0091552117743790.

Nisar, Muhammad. "Higher Education Governance and Performance Based Funding as an Ecology of Games." *Higher Education (00181560)*, vol. 69, no. 2, Feb. 2015, pp. 289-302. EBSCOhost, doi:10.1007/s10734-014-9775-4.

"Performance-Based Funding: An Unfair Share." *United University Professions*, uupinfo.org/legislation/pdf/PBFunding615.pdf.

Shin, Jung Cheol. "Impacts of Performance-Based Accountability on Institutional Performance in the U.S." *Higher Education (00181560)*, vol. 60, no. 1, July 2010, pp. 47-68. EBSCOhost, doi:10.1007/s10734-009-9285-y.



**Faculty Council of Community Colleges
Resolution Supporting Gender Inclusivity within SUNY
ASA2.2018-2019
Passed unanimously
October 13, 2018**

WHEREAS the mission of SUNY is to provide "educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population," and

WHEREAS the SUNY Board of Trustees passed the Diversity, Equity, and Inclusion Policy on September 10, 2015, with the goal of being "the most inclusive State university system in the country," and

WHEREAS the policy further states that "SUNY's approach must employ best practices to attract diverse students, faculty, staff and administrative leaders, including efforts to strengthen the pipeline of diverse individuals with advanced credentials; ensure that services are in place to support retention (of faculty and students) and foster student completion at a rate that closes existing achievement gaps; and implement programs and strategies to establish a welcoming environment for all," and

WHEREAS the gender-binary language often used in publicly available information, by-laws, and both SUNY System and local policies within SUNY marginalizes transgender and gender expansive faculty, staff, students, and visitors on our campuses, and

WHEREAS Chancellor Johnson has emphasized her program, PRODI-G, which aims to attract a more diverse faculty and staff, and

WHEREAS the University Faculty Senate and Student Assembly have passed numerous resolutions encouraging SUNY Administration to adopt policies to support LGBTQ+ faculty, staff, students, and visitors, and

WHEREAS providing a safe and welcoming environment for faculty, staff, students, and visitors on our campuses requires spaces that can accommodate diverse identities and identity expression, and

WHEREAS the use of a "chosen name" (that may be different from the person's legal name) is a long-standing informal practice to refer to faculty, staff, students, and visitors on our campuses in face-to-face communication, be it therefore

RESOLVED that the Faculty Council of Community Colleges encourages Chancellor Johnson to organize a collaborative workgroup that includes representatives designated by University Faculty Senate, Student Assembly, and the Faculty Council of Community Colleges to promote gender inclusivity on SUNY campuses, and

FURTHER BE IT RESOLVED that said workgroup be charged with collecting and disseminating best practices to campuses to assist them with current and future inclusivity concerns. Best practices consideration should include but not be limited to addressing policies, processes, software recommendations, and professional development that allow for flexible identities of faculty, staff, students, and visitors to equitably represent themselves while on our campuses.

SECTION 3

MEETING OF MARCH 12, 2019

Student Enrollment Management Committee

Resolution to change to the High School Equivalency Program (HSE) at NCC

Calendar Committee

Resolution for the Enactment of the Fall 2020, Winterim 2021, Spring 2021 and Summer 2021

Calendars.....

NASSAU COMMUNITY COLLEGE
Inter-Departmental Memo

Date: January 24, 2019

To : Academic Senate Executive Committee
From : Student Enrollment Management Committee
Subject: Resolution for Change to the High School Equivalency program (HSE) at NCC

WHEREAS, in the Nassau Community College High School Equivalency program (HSE), formerly known as the 24 Credit GED program, prospective students have not, historically, been able to register for this program without being one year past their high school class' graduation; and

WHEREAS, many local SUNY and CUNY community colleges do not require prospective students to wait one year past their high school class' graduation in order to enroll in this program; and

WHEREAS, the academic curriculum for the HSE, as dictated by the New York State Department of Education, is not anticipated to change, therefore

BE IT RESOLVED THAT students will be allowed to enroll in the HSE at any point after their high school class' graduation; and

BE IT FURTHER RESOLVED THAT the catalog for Nassau Community College shall be re-written to reflect said changes in the admissions section of the catalog as follows:

- Be at least 17 years of age and your high school class must have already graduated
- Currently be a resident of New York State for at least one month

Corrected Catalog Copy:

The High School Equivalency (HSE)

Nassau Community College's Office of Admissions will consider applications from students who do not have high school diplomas and who want to earn the high school equivalency diploma (HSE) through the completion of college credits. These applicants normally should meet the following minimum criteria:

- Be at least 17 years of age and your high school class must have already graduated ~~be at least 18 years of age;~~
- Currently be a resident of New York State for at least one month
- ~~have been out of high school at least one year past the date of graduation of their high school class;~~
- ~~exhibit a genuine desire to obtain a college degree.~~

Students applying in this status must meet with a counselor from the Office of Admissions, complete the regular admissions application, supply official high school credentials, and take the basic skills placement test. Applicants who do not meet all of these criteria may present unique circumstances to request special consideration for admission.

The State University of New York, State Education Department, High School Equivalency Diploma Program provides that persons who have not earned a high school diploma may be issued a New York State High School Equivalency Diploma (HSE) if they "provide satisfactory evidence that they have successfully completed twenty-four [24] credits (semester hours) or the equivalent as a recognized candidate for a college-level degree or certificate at an approved institution." The twenty-four credits must be distributed as follows: six [6] credits in English language arts, including writing, speaking and reading (literature); three [3] credits in mathematics; three [3] credits in natural science; three [3] credits in social science; three [3] credits in humanities; and six [6] credits that fulfill college degree requirements. Students are strongly encouraged to consult with academic advisors so that, as much as possible, the courses they take will fulfill the requirements specified above for the equivalency diploma, as well as for the Nassau college degree the student wishes to obtain. Non-credit lifelong learning (continuing education) courses taken solely for personal or cultural enrichment, and not part of a specific degree or certificate program, may not be used to obtain an equivalency diploma. Students who have completed or who are nearing the completion of these requirements should go to the Office of the Registrar to obtain an application for the equivalency diploma, which they must file with the New York State Education Department. Students admitted under this program cannot be granted a degree or certificate without the equivalency diploma granted by the state.

Applicants to the College without a high school diploma begin in non-degree status based on their lack of a high school credential. Students who do not qualify for degree-seeking status may, nonetheless, follow a degree or certificate program as non-degree students in anticipation of their subsequently completing the HSE. Once students have received the HSE, they may apply for degree-seeking status. While in non-degree status, students are not eligible for financial aid.

Unmarked Corrected Catalog Copy:

The High School Equivalency (HSE)

Nassau Community College's Office of Admissions will consider applications from students who do not have high school diplomas and who want to earn the high school equivalency diploma (HSE) through the completion of college credits. These applicants normally should meet the following minimum criteria:

- Be at least 17 years of age and your high school class must have already graduated
- Currently be a resident of New York State for at least one month

Students applying in this status must meet with a counselor from the Office of Admissions, complete the regular admissions application, supply official high school credentials, and take the basic skills placement test. Applicants who do not meet all of these criteria may present unique circumstances to request special consideration for admission.

The State University of New York, State Education Department, High School Equivalency Diploma Program provides that persons who have not earned a high school diploma may be issued a New York State High School Equivalency Diploma (HSE) if they "provide satisfactory evidence that they have successfully completed twenty-four [24] credits (semester hours) or the equivalent as a recognized candidate for a college-level degree or certificate at an approved institution." The twenty-four credits must be distributed as follows: six [6] credits in English language arts, including writing, speaking and reading (literature); three [3] credits in mathematics; three [3] credits in natural science; three [3] credits in social science; three [3] credits in humanities; and six [6] credits that fulfill college degree requirements. Students are strongly encouraged to consult with academic advisors so that, as much as possible, the courses they take will fulfill the requirements specified above for the equivalency diploma, as well as for the Nassau college degree the student wishes to obtain. Non-credit lifelong learning (continuing education) courses taken solely for personal or cultural enrichment, and not part of a specific degree or certificate program, may not be used to obtain an equivalency diploma. Students who have completed or who are nearing the completion of these requirements should go to the Office of the Registrar to obtain an application for the equivalency diploma, which they must file with the New York State Education Department. Students admitted under this program cannot be granted a degree or certificate without the equivalency diploma granted by the state.

Applicants to the College without a high school diploma begin in non-degree status based on their lack of a high school credential. Students who do not qualify for degree-seeking status may, nonetheless, follow a degree or certificate program as non-degree students in anticipation of their subsequently completing the HSE. Once students have received the HSE, they may apply for degree-seeking status. While in non-degree status, students are not eligible for financial aid.

TO: Academic Senate Executive Committee
FROM: Calendar Committee
DATE: February 23, 2019
SUBJECT: Resolution for the Enactment of the Fall 2020, Winterim 2021, Spring 2021, and Summer 2021 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 2020 - Summer 2021 calendar to relevant campus constituencies, including the Office of the President, the AFA, the ASEC, the NCCFT, 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, and be it further

RESOLVED that the Fall 2020, Winterim 2021, Spring 2021, and Summer 2021 Calendars be enacted.

FALL 2020 ACADEMIC CALENDAR - 1/31/19

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

DAY, EVENING, and ONLINE EDUCATION classes begin Tuesday, September 1.

WEEKEND classes begin Friday, September 4 and end Saturday, December 19.

DAY and ONLINE EDUCATION classes end Monday, December 21.

EVENING classes end Wednesday, December 16.

Classes do NOT meet on named or X days.

^ Conversion Day – Tuesday, September 8, DAY and EVENING classes meet on a Monday schedule.

> Tuesday contains an evening activity hour.

* EVENING classes do not meet (including 9/18 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 17.

MW Makeup Weekend – If necessary, WEEKEND classes meet Sunday, December 20.

MD Makeup Day – If necessary, DAY classes meet Tuesday, December 22.

WINTERIM 2021 ACADEMIC CALENDAR – 1/31/19

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
DECEMBER					
28	29	30	X		
JANUARY					
				New Year's Day	
4	5	6	7	8	
11	12	13	14	15	MD/ME

MD/ME – If necessary, DAY and EVENING classes meet Saturday, January 16.

SPRING 2021 ACADEMIC CALENDAR – 1/31/19

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

DAY and ONLINE EDUCATION classes begin Tuesday, January 19 and end Monday, May 17

WEEKEND classes begin Friday, January 22 and end Sunday, May 16.

EVENING classes begin Tuesday, January 19 and end Tuesday, May 11.

Classes do NOT meet on named or X days.

> Tuesday contains an evening activity hour.

* EVENING classes do not meet (including 5/14 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, May 15.

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 2021 ACADEMIC CALENDAR - 1/31/19

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

^ Conversion Day - Friday, June 4 and Friday, July 9, classes meet on a Monday schedule.

ONLINE EDUCATION classes begin Tuesday, June 1 and end Thursday, August 5.

WEEKEND classes begin Saturday, June 5 and end Sunday, August 8.

SS I begins Tuesday, June 1 and ends Thursday, July 1.

SS II begins Tuesday, July 6 and ends Thursday, August 5.

SS III begins Monday, August 9 and ends Wednesday, August 25.

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.

To: Academic Senate
From: Calendar Committee
Date: December 3, 2018
RE: Summary of Make-up processes across 11 NYS Campuses with Calendar Committee Recommendations

At the request of the College Administration and the Academic Senate Executive Committee, the Calendar Committee undertook the task of examining the class make-up policy of 11 campuses in the State of New York. The institutions were chosen based on their proximity to our campus, their size, and/or their status as a two-year SUNY institution.

The selected colleges are: Adelphi University, Borough Manhattan Community College (BMCC), CW Post, SUNY Farmingdale, Hofstra University, Queensborough Community College, SUNY Jefferson, SUNY Old Westbury, SUNY Orange Community College, SUNY Suffolk Community College, and SUNY Westchester Community College. Data were collected from the colleges' websites and/or through personal contact with known colleagues employed by the selected institution. A summation of the committee's findings is provided in the following paragraphs. The data are also displayed in a table that concludes this narrative.

The examination indicated that if an institution incorporated make-up dates, it utilized "study/make-up dates" that were positioned before the last week of the semester. These study/make-up dates were reallocated from study dates to make-up instructional dates typically at the discretion of the administration or, less commonly, the discretion of an individual instructor. No formulaic policy as to when or why the reallocation would take place was noted on any college website nor articulated by any contact person, with the exception of Adelphi University, which stated a clear one-to-one make-up policy. And yet, while Adelphi University makes this claim, its fall academic calendar only includes one make-up date and its Winterim calendar includes none.

Suffolk has a policy for make-up classes that states "...faculty are responsible for ensuring that missed instructional time is recouped...Holding a make-up day is an option but not required." Other institutions, such as Queensborough and Westchester Community College, do not have any type of make-up dates listed on their academic calendars, as well as no articulated policy governing the creation of them. SUNY Orange Community College simply adds dates as needed without predetermining them on its academic calendar. And finally, colleges do not seem mindful of the day of the week when a course typically meets when scheduling a make-up date. Some Colleges, such as Suffolk, have allocated a Saturday as a make-up date for any cancelation during exam week.

Most schools did not provide an examination make-up day. Only CW Post, SUNY Suffolk, and BMCC provide a make-up exam day at the end of the semester. No colleges provide any type of make-up day for classes cancelled during the Winterim session.

Regarding the number of study/make-up days noted on an academic calendar by semester, this number varies both between and within institutions by semester and through academic years. For example, a school that utilizes make-up dates might provide zero, one, or two make-up dates each fall semester across multiple academic years.

In sum, the data indicate most colleges have policies that allow students the possibility of study dates in the event emergency closing remain undeclared. In the event the school experiences emergency closings, whether the study dates are utilized as make-up class dates is discretionary. Sometimes colleges require the rescheduling of missed classes on declared make-up dates, while others require the completion of course content. Sometimes the dates for those rescheduled classes are demarcated on the academic calendars, while sometimes they are not. Only about 25% of the selected colleges schedule exam make-up dates, leaving open the possibility of college closings during exam week. No colleges have Winterim make-up dates.

The Nassau Community College make-up process has multiple advantages as compared to the processes utilized by the aforementioned 11 institutions. NCC has a formulaic make-up cancellation policy and institutionally approved academic calendars that document a priori to the campus community when make-up dates might occur and under what specific conditions they would be utilized. Make-up dates are assigned at the end of the semester to allow for cancellations at any point during the semester, including the final week of each semester. Care is taken, whenever possible, to ensure that cancelled classes reschedule on a day of the week that corresponds to the same meeting day/s of the course. Additionally, NCC structures a make-up date into the Winterim schedule.

This review process has led the Calendar Committee to conclude that NCC has a strong, clear make-up policy that supports open communication of deadlines and responsibilities for our students and for all those that work with them. Possible enhancements to our process might be to consider the possibility of scheduling study/make-up dates in the spring semesters instead of exam/make-up dates, since weather closings are highly improbable in May. A second recommendation would be to clearly articulate that "faculty are responsible for ensuring that missed instructional time is recouped, in compliance with applicable standards and College policies" as stated by SUNY Suffolk Community College.

A chart summarizing the make-up processes from the 11 institutions and NCC is provided for your review

Table of Academic Calendar Make-Up policies across 11 NYS campuses

College	Approximate Overall Enrollment, F/T & P/T	Study Days, Study/Make-up days, or Exam/Make-up days	Articulated Policy?	Info Collection Method
Adephi	8100	<u>Fall:</u> Study/Make-up day (1) <u>Winterim:</u> None <u>Spring:</u> Research Day (1) & Study/Make-up days (2)	Yes ¹	Website
BMCC	24,000	<u>Fall:</u> Study/Make-up days (0 or 1) Reading/Examination day (1) <u>Winterim:</u> None <u>Spring:</u> Reading/Exam Day (1)	No ²	Assistant Registrar & Website
CW Post	6300	<u>Fall:</u> Study/Make-up days (2) & Exam Make-up day (1) <u>Winterim:</u> None <u>Spring:</u> Study/Make-up days	No	Website & Registrar
Farmingdale	10,000 FA'18	<u>Fall:</u> Study/Make-up day (1) <u>Winterim:</u> None <u>Spring:</u> Study/Make-up days (None, 1 or 2 through Spring 2021)	Yes (vague) ³	Website
Hofstra	11,100-FA'17 (3500 live on campus)	<u>Fall:</u> Study/Make-up day (2) <u>Winterim:</u> None <u>Spring:</u> Study/Make-up days (2)	No	Website
Queensborough CC	15,400 (FA'17)	<u>Fall:</u> None <u>Winterim:</u> None <u>Spring:</u> None	No	Website
SUNY Jefferson CC	3600	<u>Fall:</u> Study/Make-up day (1) <u>Spring:</u> Study/Make-up days (1)	Yes (vague) ⁴	Website
SUNY Old Westbury	4900	<u>Fall:</u> Study/Make-up day (2) <u>Winterim:</u> None <u>Spring:</u> Study/Make-up days (2)	Yes (vague) ⁵	Website

¹ One-to-one make up days.

² According to the Assistant Registrar, BMCC consults with CUNY Central regarding make-up days.

³ Any study day may be utilized as a campus make-up day at the discretion of the campus administration. An individual make-up day may be utilized at the discretion of an individual instructor.

⁴ Individual Class Cancellations: The College expects that classes cancelled on an individual basis because of faculty illness, faculty attending conferences, etc., as well as cancellation because of inclement weather, will be made up. Thus, any classes that are cancelled by an individual faculty member will be rescheduled by arrangement between that faculty member and the class.

Make-Up of Cancelled Classes: The Vice President for Academic Affairs will publish a schedule for make-up of classes cancelled due to inclement weather. In the event the make-up schedule necessitates utilization of days or times outside the published academic calendar, the College President, the President of the Faculty Association, the President of the Student Government Association, and the Chairman of the Board of Trustees will be responsible for identifying the method of make-up.

⁵ If classes are cancelled for any reason, they will be made up on these days.

Table of Academic Calendar Make-Up policies across 11 NYS campuses

SUNY Orange CC	5,100 (FA'18)	<u>Fall:</u> None <u>Spring:</u> Reading/Make-up days (2)	No ⁶	Director of Financial Aid & website
SUNY Nassau	17,500	<u>Fall:</u> Exam Make-up day(1) <u>Winterim:</u> Exam/Make-up day (1) <u>Spring:</u> Exam/Make-up days (2)	Yes	Person
SUNY Suffolk CC	27,000 (FA'18 website)	<u>Fall:</u> Exam Make-up day(1) on a SATURDAY (FA'18) and 12/14 (FA'19) <u>Winterim:</u> None <u>Spring:</u> Exam/Make-up days (1)	Yes ⁷	website
SUNY Westchester CC	13,000 (FA'18 website)	None	No	Website

⁶ Via email communication: "Disclosure for makeup days are not included in any college calendars. Procedurally the Registrar tracked closed days due to cancellations. At the end she will schedule a Reading day for make ups prior to final exams. This procedure is implied and not formally written.... the College reserves the right to reschedule classes and that generally, evening classes are made up on the Friday evening of the next week. Orange County Community College does not have a one-to-one make-up policy." See http://www.sunyorange.edu/wea/gradevine/campus/announcementShow?ann_id=6694. Looks like 1-1 for Spring 2017 announcement, with separate dates (Friday evenings) for Evening schedule. **NOTHING is demarcated** on academic calendar.

⁷ If the College cancels classes due to weather or other emergency, faculty are responsible for ensuring that missed instructional time is recouped, in compliance with applicable academic standards and College policies. Holding a make-up class is an option but not required.

SECTION 4

MEETING OF MAY 14, 2019

Substance Awareness Committee

Resolution for a 100% Tobacco Free Campus Policy.....

TO: Academic Senate

FROM: Heather Huntington, Substance Awareness Committee Chair/
Project Lead of the Tobacco-Free Generation Campus Initiative Grant, and the
Tobacco-Free Campus Task Force

SUBJECT: **RESOLUTION FOR 100% TOBACCO-FREE CAMPUS POLICY**

ADOPTION DATE: September 1, 2019

EFFECTIVE DATE: January 1, 2020

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 would 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 September 5, 2012, the statement "smoking shall not be permitted and no person shall smoke within 100 feet of the entrances, exits or outdoor areas of any public or private elementary or public elementary or secondary schools" was added to the New York State Clean Indoor Act;

WHEREAS as of July 25, 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;

Therefore, be it RESOLVED that smoking, or any other use of a tobacco product, hookah, or electronic smoking device, shall be prohibited within all indoor and outdoor property controlled by NCC.

Therefore, be it further RESOLVED that the following guidelines be used to implement the 100% Tobacco-Free Policy:

- Post signs throughout campus with official logos to indicate a tobacco-free campus.
- Remove all ashtrays.
- Advertise the policy to all members of the campus community.
- Employ a "social enforcement approach" where Public Safety will assist in the training of student ambassadors to increase campus compliance.
- Educate administrators, faculty, and staff through a media campaign.
- Advertise the policy to students at campus hotspots, campus events, and through social media. Possible campus locations are in and around the Student Services Center, and a suggested event is the New Student Orientation.

- A 100% Tobacco-Free Campus Policy publication will be published and available in print and on the college website. This publication should include smoking cessation resources, programs, and support services.

APPENDIX:

Definitions:

A. "Electronic Smoking Device" means any product containing or delivering nicotine or any other substance intended for human consumption that can be used by a person in any manner to inhale vapor or aerosol from the product. The term includes any such device, whether manufactured, distributed, marketed, or sold as an e-cigarette, e-cigar, e-pipe, e-hookah, or vape pen, or under any other product name or descriptor.

B. "Hookah" means a water pipe and any associated products and devices which are used to produce fumes, smoke, or vapor from the burning of material including, but not limited to, tobacco, shisha, or other plant matter.

C. "Social Enforcement Approach" means using trained people of the community to identify and educate perpetrators. More information can be found here: <https://catobaccofreecolleges.org/enforce-policy>

D. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, hookah, or any other lighted or heated tobacco or plant product intended for inhalation, including marijuana, whether natural or synthetic, in any manner or any form. "Smoking" also includes the use of an electronic smoking device which creates an aerosol or vapor, in any manner or in any form, or the use of any oral smoking device to circumvent the prohibition of smoking in this policy.

D. "Tobacco Product" means any substance containing tobacco leaf, including but not limited to, cigarettes, cigars, pipe tobacco, hookah tobacco, snuff, chewing tobacco, dipping tobacco, bidis, blunts, clove cigarettes, or any other preparation of tobacco; and any product or formulation of matter containing biologically active amounts of nicotine that is manufactured, sold, offered for sale, or otherwise distributed with the expectation that the product or matter will be introduced into the human body by inhalation; but does not include any cessation product approved explicitly by the U.S. Food and Drug Administration for use in treating nicotine or tobacco dependence.

Tobacco-Free Campus Task Force Members:

Name	Department
Joan Buckley	Chair of the Nursing Department
Katherine Cho	Criminal Justice Department
Sabine Coriolan-Victome	Nursing Department
Amanda Fox	Director of Academic Advisement
Heather Huntington, Chair	Mathematics, Computer Science, and Information Technology Department
Edmund Koepfel	Assistant VP of Sponsored Programs
Margaret McGovern	Student Health Office Supervisor
Kumkum Prabhakar	Biology Department
Robert Ramirez	Director of Environmental Health and Safety Department
Michael Rose, Secretary	Mathematics, Computer Science, and Information Technology Department
John Serrano	Public Safety
Craig Wright	CAAP Associate Vice President, Equity, Inclusion, Affirmative Action, ADA/504 & Title IX Officer

SECTION 5

SPECIAL MEETING OF MAY 17, 2019

Developmental Education Committee

Resolution on Grading Policy Changes in Development Courses

NASSAU COMMUNITY COLLEGE

Inter-Departmental Memo

Date: May 3, 2018

To : Academic Senate Executive Committee
From : Developmental Education Committee
Subject: Report on Developmental Grading Corrections

The Developmental Education Committee was contacted in the past two weeks by the Academic Standing Committee and by the Office of Academic Affairs and the Office of Student Financial Affairs regarding discrepancies in the grading policy of developmental courses.

Nassau Community College recently had a US Department of Education audit in connection with Title IV Federal Student Aid. Reviewers looked at many areas across the institution, with a focus on improper grading and its impact on student aid paid to students. After the full review, NCC may have to pay in excess of \$250K to resolve this problem. In NCC's response to the DoE report, the reviewers were told that the college would work closely with faculty to clarify the grading policy and assure that appropriate grades be awarded to students going forward. The college must ascertain that any future visit from the Department of Education (and by implication, Middle States) will find us in full compliance.

In order to assure that the grading guidelines of our developmental classes are in line with the correct policies of the college, the Developmental Education Committee has reviewed the grades currently given in developmental courses and has clarified the catalogue language to represent the correct processing of student grades.

Current Catalogue Grading Language for Developmental Courses:

The only possible grades for these courses are "S" (Satisfactory), "U" (Unsatisfactory) and "UU" (Unofficial Withdrawal). For extreme situations, see number 8 below.

The above language is an incorrect articulation of the actual grading policy. According to college grading policy, students who do not attend a class and who are not indicated as having been present at attendance confirmations #1 and #2 are graded NA. This policy is in keeping with developmental grading, but was never articulated when the UU and UW grades were adopted.

Therefore, the Developmental Education Committee endorses the NA grade and hereby notifies the Registrar that all developmental courses are subject to the guidelines and parameters of the NA grade from this point forward.

In addition, developmental courses have been assigning the UU grade to all student who stop attending without notice, even if this occurs in the last weeks of the semester. **This is a violation of the unofficial withdrawal policy of the college.** The UU can be given only if the student HAS attended, but disappears before the second attendance confirmation.

Therefore, the Developmental Education Committee adheres to the guidelines and parameters of the UW and UU grade:

If a student has attended 60% of the course (indicated by the second attendance confirmation), the student will be awarded a grade (U) and will not be graded UU. The UU grade may be used ONLY if the student stops attending BEFORE the 60% point of the semester, i.e. up to the second attendance confirmation. In addition, the faculty member assigning a UU (for the period before the second attendance confirmation) will note the LAST DATE OF ATTENDANCE of the student on the hard copy roster in the column before the final grade of UU.

Finally, the grade of W has not been traditionally allowed for developmental courses. After committee discussion and conference with the Registrar's Office, we have developed a new policy regarding the W grade. This policy is addressed in the attached "Resolution on Grading Policy Changes in Developmental Courses". Appropriate catalogue changes are indicated in the resolution.

NASSAU COMMUNITY COLLEGE
Inter-Departmental Memo

Date: May 3, 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 review of NCC grading policy and practices found the college to be non-compliant with federal financial aid Title IV regulations, and

WHEREAS The Department of Education requires recalculation of federal student aid when a student officially withdraws, 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 from this point forward, students will be allowed to withdraw from developmental classes, and

BE IT FURTHER RESOLVED that Developmental Education Committee has determined that withdrawals from developmental courses will be tracked by the Registrar and will be included in the Chairs’ review of attempts at developmental courses in English, Math, and Reading to impact student notification that they are at risk of “remedial 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 **holdface**, deletions in ~~strike through~~]:

Corrected Catalogue Copy:

Academic Progress Requirements for Students Placed into Remedial–Developmental Courses

Academic Progress Requirements for Students Placed in the Basic Education Program(BEP) Students whose assessment test placement is the “Basic Education Program” must enroll in and successfully complete the Basic Education Program (BEP) and any additional required ~~remediation~~ **developmental work** before enrolling in regular college courses.

The following conditions apply to students enrolled in the Basic Education Program:

1. Must enroll in this program in the first semester of attendance. The Basic Education Program is the equivalent of a full-time program;

2. Must satisfactorily complete BEP courses; (~~Withdrawal from individual classes in the BEP program is not permitted~~);
3. Will be academically dismissed from the College if they fail all three BEP courses in the first semester, and will be considered for readmission only with the approval of a majority of their academic instructors;
4. May repeat a single failed ~~or withdrawn-from~~ course only twice, and will be ~~considered for academically dismissed~~ **academic dismissal** after the third failure;
5. Will be considered for readmission only after being separated from the College for at least one year (fall/spring), and only if future placement test results reveal no need for ~~remediation~~ **developmental work** in the ~~area(s)~~ **course (s)** for which the student was dismissed.

Academic Progress Requirements for Students Placed in Remedial Developmental/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 NA.
 1. **The NA grade applies to students who have never come to class in the first 60% of the semester.**
 2. **The W grade will be tracked by the Registrar and will be considered by the Chairs of the English, Math, and Reading departments as an attempt at a developmental course. This information will impact consideration of students for "remedial dismissal."**
 3. **Extenuating circumstances: If the W is given by the Office of the Dean of Students, based on suspension, expulsion, medical withdrawal, or based on extreme student need, the W will not be considered as an attempt at the course. 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. For extreme situations, see number 8 below.**
3. Any student who does not successfully complete a required ~~remedial~~ **developmental** /ESL course must register again for the course the following semester.
4. 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.
5. A student may repeat a single, failed ~~remedial~~ **developmental** /ESL course only twice, and will be ~~academically dismissed~~ **considered for dismissal** after the third failure ~~and/or withdrawal~~, 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.

6. 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.
7. 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.
8. ~~Students can only withdraw from the required remedial/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.~~
9. 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.

Academic Program Requirements for Students Placed into Two or Three Remedial Developmental Courses

The following additional conditions apply to students who are not placed into the Basic Education Program but require two or three ~~remedial~~ developmental courses from among ENG 001, MAT 001, MAT 002, MAT 003, RDG 001, RDG 002.

1. In addition to fulfilling their ~~remediation~~ **developmental work** requirements specified in the previous section, these students must enroll in NCC 101 – The College Experience, during the summer or winterim session prior to their first semester of attendance, or during their first semester of attendance.
2. Students required to enroll in NCC 101 and who do not successfully complete the course must register again for NCC 101 until they do so.

Unmarked Corrected Catalogue Copy:

Academic Progress Requirements for Students Placed into Developmental Courses

Academic Progress Requirements for Students Placed in the Basic Education Program(BEP)

Students whose assessment test placement is the “Basic Education Program” must enroll in and successfully complete the Basic Education Program (BEP) and any additional required developmental work before enrolling in regular college courses.

The following conditions apply to students enrolled in the Basic Education Program:

1. Must enroll in this program in the first semester of attendance. The Basic Education Program is the equivalent of a full-time program;
2. Must satisfactorily complete BEP courses;
3. Will be academically dismissed from the College if they fail all three BEP courses in the first semester, and will be considered for readmission only with the approval of a majority of their academic instructors;
4. May repeat a single failed or withdrawn-from course only twice, and will be considered for academic dismissal after the third failure;

5. Will be considered for readmission only after being separated from the College for at least one year (fall/spring), and only if future placement test results reveal no need for developmental work in the course (s) for which the student was dismissed.

Academic Progress Requirements for Students Placed in Developmental/ESL Courses

The following conditions apply to students who are not placed in the Basic Education Program but require a 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 developmental /ESL courses during their first semester of attendance.
2. The grades for these courses are “S” (Satisfactory), “U” (Unsatisfactory) “UU” (Unofficial Withdrawal), W, or N/A.
 1. The NA grade applies to students who have never come to class in the first 60% of the semester.
 2. The W grade will be tracked by the Registrar and will be considered by the Chairs of the English, Math, and Reading departments as an attempt at a developmental course. This information will impact consideration of students for “remedial dismissal.”
 3. Extenuating circumstances: If the W is given by the Office of the Dean of Students, based on suspension, expulsion, medical withdrawal, or based on extreme student need, the W will not be considered as an attempt at the course. 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.
3. Any student who does not successfully complete a required developmental /ESL course must register again for the course the following semester.
4. Any student who earns a grade of “U” or “UU” in a required developmental /ESL course will be limited to the equivalent of 14 credit hours in subsequent semesters until all developmental /ESL requirements are satisfactorily completed.
5. A student may repeat a single, failed developmental /ESL course only twice, and will be considered for dismissal after the third failure and/or withdrawal, upon review the Chair or the Chair’s designated coordinator of the department that offers the developmental or ESL course.
6. 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.
7. 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 developmental work in the course(s) for which the student was dismissed.
8. Some academic departments have designated courses which students cannot take until developmental /ESL requirements have been satisfied. Students with 1 developmental /ESL requirements cannot register for those restricted courses and may not add them through the Change of Program or Drop/Add process.

Academic Program Requirements for Students Placed into Two or Three Developmental Courses

The following additional conditions apply to students who are not placed into the Basic Education Program but require two or three developmental courses from among ENG 001, MAT 001, MAT 002, MAT 003, RDG 001, RDG 002.

1. In addition to fulfilling their developmental work requirements specified in the previous section, these students must enroll in NCC 101 – The College Experience, during the summer or winterim session prior to their first semester of attendance, or during their first semester of attendance.
2. Students required to enroll in NCC 101 and who do not successfully complete the course must register again for NCC 101 until they do so.