

# **Nassau Community College Academic Senate**

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**JUNE 2022 - JUNE 2023**

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LIZ HYNES-MUSNISKY - CHAIR

ERNIE DEFALCO - FIRST VICE CHAIR

JULIA DE LA LASTRA - SECOND VICE CHAIR

SILVIA ALBANESE – SECRETARY

GABRIEL BAUER – SGA MEMBER

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HIS/POL/GEO/LAS: HIS 102  
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HIS/POL/GEO/LAS: HIS 255  
HIS/POL/GEO/LAS: HIS 260  
HIS/POL/GEO/LAS: HIS 270  
HIS/POL/GEO/LAS: HIS 290  
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HIS/POL/GEO/LAS: HIS 140 (dual with POL 111)  
HIS/POL/GEO/LAS: HIS 150  
HIS/POL/GEO/LAS: HIS 161  
HIS/POL/GEO/LAS: HIS 162  
HIS/POL/GEO/LAS: HIS 165  
HIS/POL/GEO/LAS: HIS 176 (dual listed with AFR 140)  
HIS/POL/GEO/LAS: HIS 177 (dual listed with AFR 141)  
HIS/POL/GEO/LAS: HIS 178 (dual listed with AFR 200)  
HIS/POL/GEO/LAS: HIS 180

HIS/POL/GEO/LAS: HIS 190  
HIS/POL/GEO/LAS: HIS 205  
HIS/POL/GEO/LAS: HIS 206  
HIS/POL/GEO/LAS: HIS 207  
HIS/POL/GEO/LAS: HIS 209  
HIS/POL/GEO/LAS: HIS 210  
HIS/POL/GEO/LAS: HIS 212  
HIS/POL/GEO/LAS: HIS 219  
HIS/POL/GEO/LAS: HIS 220  
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HIS/POL/GEO/LAS: HIS 222 (dual listed with AFR 200)  
HIS/POL/GEO/LAS: HIS 228  
HIS/POL/GEO/LAS: HIS 230  
HIS/POL/GEO/LAS: HIS 232  
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HIS/POL/GEO/LAS: POL 205  
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HIS/POL/GEO/LAS: POL 260  
HIS/POL/GEO/LAS: POL 261

Change in Curriculum for SUNY GE Framework Updates

ACC/BUS: Accounting AS  
ACC/BUS: Business AS  
AFR: Africana Studies AA  
ART: Art AS  
ART: Art Studies AA  
ART: Photography AS  
BIO: Biology AS  
COM: ASL AA  
COM: Communication Arts AA  
COM: Media AA  
Criminal Justice Department: Criminal Justice AS  
Criminal Justice Department: Fire Science AS  
Criminal Justice Department: Emergency Management AS  
ENG: Creative Writing AA  
ENG: English AA  
HEALTHADM/HIT/MEDCOD/MEDASST/ABT: Healthcare Administration AS  
HPER: Health Studies AS  
HPER: Physical Education AS  
HOS BUS: Food and Nutrition AS  
MKT/RET/FBM/FSD/INT FSD: Marketing AS  
MKT/RET/FBM/FSD/INT FSD: Sports Marketing AS  
MAT/CSC/ITE: Computer Science AS  
NUR: Nursing Day AS  
NUR: Nursing Evening AS  
PSY: Disability Studies AS  
PSY: Teacher Ed Early Childhood AA

PSY: Teacher Ed Childhood AA  
PSY: Teacher Ed Adolescence AA  
PSY: Teacher Ed Early Childhood AS  
PSY: Teacher Ed Childhood AS  
PSY: Teacher Ed Adolescence AS  
SOC: Hum Serv Comm Serv Soc Welfare AA  
THR/DAN: Acting AA  
THR/DAN: Dance AA  
THR/DAN: Technical Theatre AA

### Miscellaneous Changes

#### Catalog Change

Communications: ESL COM 010  
Communications: ESL COM 020

#### Change in Prerequisites

MAT/CSC/ITE: ITE 217  
NUR: NUR 101

#### Change in Modality

Accounting and Business Department  
Africana Studies Department  
Allied Health Sciences  
Art Department  
Biology Department  
Chemistry Department  
Criminal Justice Department  
English Department  
Healthcare Administration, Health Information, Medical Coding, Medical Assistant &  
Administrative Business Technology Department  
Health, Physical Education, and Recreation Department  
History, Political Science & Geography Department  
Legal Studies Department  
Marketing, Retailing, Fashion Buying & Merchandising, Fashion Design & Interior Design  
Department  
Mathematics, Computer Science & Information Technology Department  
Music Department  
Philosophy Department  
Sociology Department  
Theatre and Dance Department  
World Languages and Cultures Department

#### Distance Education

MAT/CSC/ITE: GLY 102  
HPER: HED 202



HPER: PED 218  
HPER: PED 235  
HPER: PED 283  
HPER: PED 285

New Course  
HOS BUS: CUL 155

## **MEETING OF MARCH 21, 2023**

### ***Curriculum Committee***

#### **Change in a Course or Curriculum**

ABT/HIT/MAP/HCA: HIT 175 Study of Disease for HIM Professionals  
THR/DAN: Technical Theatre A.A.

#### **Miscellaneous Change**

ECO/FIN: ECO/FIN 100  
ECO/FIN: ECO/FIN 110  
ECO/FIN: ECO/FIN 111  
ECO/FIN: ECO/FIN 112  
ECO/FIN: ECO/FIN 213  
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ECO/FIN: ECO/FIN 230  
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ECO/FIN: ECO 222  
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HOS BUS: HTL 165  
HOS BUS: HTL 171  
HOS BUS: HTL 172  
HOS BUS: HTL 175  
HOS BUS: HTL 177  
HOS BUS: HTL 178  
HOS BUS: HTL 180  
HOS BUS: HTL 190  
HOS BUS: HTL 203  
HOS BUS: HTL 242  
HOS BUS: CUL 101

HOS BUS: CUL 110  
HOS BUS: CUL 210  
HOS BUS: CUL 242  
HOS BUS: NTR 201  
HOS BUS: NTR 202  
MAT/CSC/ITE: MAT 009  
MAT/CSC/ITE: MAT 109  
PSY: PSY 203  
PSY: PSY 204  
PSY: PSY 206  
PSY: PSY 207  
PSY: PSY 212  
PSY: PSY 213  
PSU: PSY 214  
PSY: PSY 215  
PSY: PSY 216  
PSY: PSY 219  
PSY: PSY 220  
PSY: PSY 235  
PSY: PSY 240  
PSY: PSY 241  
PSY: PSY 242  
PSY: PSY 243  
PSY: PSY 244  
PSY: EDU 101  
PSY: EDU 102  
PSY: EDU 104  
PSY: EDU 105  
PSY: EDU 206  
PSY: EDU 208  
PSY: EDU 235

New Course

MAT/CSC/ITE: MAT 009  
WORLD LANGUAGES: JPN 103  
Liberal Arts Degree: Guiding Principles  
Liberal Arts Degree: General Liberal Arts A.A.  
Liberal Arts Degree: General Liberal Arts A.S.

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NUR: NUR 105  
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NUR: NUR 204

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INFORMATIONMEDICAL CODING, MEDICAL ASSISTANT AND  
ADMINISTRATIVE BUSINESS TECHNOLOGY

ART: Art Studies, A.A. (Deactivation of program)

**Miscellaneous Changes**

AFR: AFR 131/ENG 208 African American Lit 2

CHE: CHE 110

CHE: CHE155

CHE: CHE 251

CHE: CHE 252

ECO/FIN: ECO 100

ECO/FIN: ECO/FIN 110

ECO/FIN: ECO/FIN 111

ECO/FIN: ECO/FIN 112

ECO/FIN: ECO 207

ECO/FIN: ECO 208

ECO/FIN: ECO/FIN 213

ECO/FIN: ECO/FIN 214

ECO/FIN: ECO 216

ECO/FIN: ECO 222

ECO/FIN: ECO/FIN 230

ENG: ENG 115

ENG: ENG 116

ENG: ENG 117

ENG: ENG 118

ENG: ENG 120

ENG: ENG 203

ENG: ENG 208

ENG: ENG 243

HEALTHADM/HIT/MEDCOD/MEDASST/ABT: ABT 113 (Deactivation)

HEALTHADM/HIT/MEDCOD/MEDASST/ABT: ABT 114 (Deactivation)

HEALTHADM/HIT/MEDCOD/MEDASST/ABT: ABT 115 (Deactivation)

HEALTHADM/HIT/MEDCOD/MEDASST/ABT: ABT 253

HEALTHADM/HIT/MEDCOD/MEDASST/ABT: HCA 182

HOS BUS: NTR 158

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HOS BUS: NTR 192

HOS BUS: NTR 198

HOS BUS: NTR 183

HOS BUS: HTL 161

HOS BUS: HTL 162

HOS BUS: HTL 165

HOS BUS: HTL 171

HOS BUS: HTL 172

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HOS BUS: HTL 180

HOS BUS: HTL190

HOS BUS: HTL 203

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HOS BUS: CUL 101

HOS BUS: CUL 110

HOS BUS: CUL 210

HOS BUS: CUL 242

HOS BUS: NTR 201

HOS BUS: NTR 202

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MAT/CSC/ITE: PHY 101

MAT/CSC/ITE: PHY 151

MAT/CSC/ITE: PHY 152 (Dual Enrollment)

PSY: PSY 203

PSY: PSY 204

PSY: PSY 206

PSY: PSY 207

PSY: PSY 212

PSY: PSY 213

PSY: PSY 214

PSY: PSY 215

PSY: PSY 216

PSY: PSY 219

PSY: PSY 220

PSY: PSY 235

PSY: PSY 240

PSY: PSY 241

PSY: PSY 242

PSY: PSY 243

PSY: PSY 244  
 PSY: EDU 101  
 PSY: EDU 102  
 PSY: EDU 104  
 PSY: EDU 105  
 PSY: EDU 206  
 PSY: EDU 208  
 PSY: EDU 235  
 SPS: NCC 101  
 SPS: SPS 101  
 SPS: SPS 103  
 FOL: SPA 102 (Dual Enrollment)  
 FOL: SPA 201 (Dual Enrollment)

New Micro-credential

ART: 3D Animator  
 HPER: Certified Personal Trainer  
 HOS BUS: Food Services Certifications  
 PSY: Direct Support Professional Micro-credential

New Courses

BIO: BIO 150: Biology for Educators  
 MKT/RET/FBM/FSD/INT: MKT 107: E-Sports Event Marketing

New Program

MKT/RET/FBM/FSD/INT: Entrepreneurship, A.O.S.  
 MKT/RET/FBM/FSD/INT: Entrepreneurship, Certificate  
 MKT/RET/FBM/FSD/INT: E-Sports Marketing, A.A.S.  
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*Academic Senate Executive Committee*

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## **SECTION 1**

### **MEETING OF SEPTEMBER 27, 2022**

Resolution on Reverting an Unapproved Change to the College Catalog ..... **Section 1**

To: The Academic Senate Executive Committee  
From: Christopher R. Merlo  
Chair, College-Wide Curriculum Committee  
Re: Resolution on Reverting an Unapproved Change to the College Catalog

WHEREAS Section 20 of the Contract of the Nassau Community College Federation of Teachers specifies that the Academic Senate "...shall provide the College community with voice in general educational goals and policies," and

WHEREAS Section 20-1.1 of the Contract specifies that the Academic Senate shall have responsibilities and powers to "...examine, approve and recommend curricula for examination by the President," and

WHEREAS Section 8 of the Bylaws of the Academic Senate state that the duties of the College-Wide Curriculum Committee of the Academic Senate are, in part, "...[t]o make a continuous study of and to recommend educational policy," and

WHEREAS Section IV of the Procedure Manual of the College-Wide Curriculum Committee includes among the Categories of Course or Curriculum Changes "Change in Department Name," and

WHEREAS the Department of Mathematics, Statistics, and Computer Processing submitted paperwork to the College-Wide Curriculum Committee in 2007 to change its name to the Department of Mathematics, Computer Science, and Information Technology, and

WHEREAS such paperwork was approved and processed by the Committee and by the Academic Senate, and

WHEREAS the Department has submitted no such application since 2007, and

WHEREAS the Department is the "surviving" department after the August, 2022 merger of two other departments into it, meaning that the merged department's chair and P&B are the chair and P&B elected by the pre-merger Department of Mathematics, Computer Science, and Information Technology, and

WHEREAS on Page 157 of the 2022-2023 College Catalog the name of the Department is presented as "Mathematics, Engineering, and Physical Sciences,"

THEREFORE BE IT RESOLVED that the College immediately remove the incorrect version of the Catalog from its website, and

BE IT FURTHER RESOLVED that the College publish a version of the Catalog that presents the name of the Department as it was approved by the Department, the College-Wide Curriculum Committee, and the Academic Senate in 2007; specifically the Department of Mathematics, Computer Science, and Information Technology.



## SECTION 2

### MEETING OF OCTOBER 25, 2022

#### *Faculty Council of Community Colleges (FCCC) (for endorsement)*

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**Faculty Council of Community Colleges  
Diversity, Equity, & Inclusion Support  
AAC1. 2022-2023  
Passed by the FCCC  
October 15, 2022**

**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** all campuses in the SUNY system will be required to include in all programs a new knowledge area regarding Diversity, Equity, Inclusion, and Social Justice (DEISJ) by the Fall 2023 semester, and

**WHEREAS** in the *SUNY General Education Framework* from November 2021, a strong general education program is described as one “including proficiency with central skills and competencies, familiarization with disciplinary and interdisciplinary ways of knowing, enhancement of the values and disposition of an engaged 21st century global citizenry, and encouragement of individual campuses to develop unique signature features, including their respective array of educational offerings and pedagogical approaches,” and

**WHEREAS** a strong general educational program includes faculty as mentors leading other faculty, and

**WHEREAS** all campuses are responsible for preparing faculty, staff and administration for the implementation and assessment of this newly adopted knowledge area, and

**WHEREAS** DEISJ is not generally an academic department with core faculty that are considered experts in this area and consequently does not have a disciplinary home, and

**WHEREAS** the current training offered by SUNY through the Center for Professional Development is primarily focused on pedagogical practices to infuse the ideals of Diversity, Equity, Inclusion, and Social Justice,

**THEREFORE BE IT RESOLVED** that the Faculty Council of Community Colleges requests that SUNY System leadership support all SUNY Campuses in the immediate development and implementation of the newly established knowledge and skills area of DEISJ with relevant training and resources by the end of 2022, and

**RESOLVED** that additional training must be designed as a matter of urgency to assist faculty in the development, evaluation, and assessment of curricula and course material that fulfill the General Education Framework DEISJ learning outcomes, and

**RESOLVED** that there be an expeditious creation of a faculty-centered, system-wide Community of Practice funded and supported by SUNY, and

**RESOLVED** that SUNY should leverage existing expertise in the DEISJ knowledge area within the SUNY community college and state operated campus faculty to create a Diversity Fellows program.



**Faculty Council of Community Colleges**  
**Mental Health and Wellness**  
**CPD&A1. 2022-2023**  
**Passed by the FCCC**  
**October 15, 2022**

**WHEREAS** SUNY and New York State value the importance of wellness for their employees as noted by currently available resources promoted by the NYS Employee Assistance Program and NYS Family Benefits Program on their website<sup>1</sup> and NYS: <https://wellnys.oer.ny.gov/> under the heading “WellNYS Everyday”; and

**WHEREAS** SUNY has a compendium of resources under the “Health & Wellness” subsection of Benefits on their website<sup>2</sup>, where

- Wellness programs include measures and resources provided by institutions that support the well-being of individuals but are not limited to HR Benefits, resources to improve work efficiency and to eliminate redundancy/waste/inefficiency, education and training, mentorship, and resources addressing all the domains of well-being; and
- Well-being activities are specific measures individuals take to optimize their physical, mental/emotional, social, spiritual, occupational, intellectual, financial, and environmental health; and

**WHEREAS** on June 23, 2021, the SUNY Board of Trustees, upon the recommendations of Former Chancellor Malatras to approve SUNY’s Student Mental Health and Wellness Task Force recommendations, approved expanded mental health services for students across its 64 colleges and universities to build on the comprehensive program launched in 2020 described in detail<sup>3</sup>; and

**WHEREAS** SUNY has committed to creating permanent mental health and wellness programs at SUNY to include the position of Associate Vice Chancellor for Health and Wellness to lead system-wide expansion of mental health services and to include a SUNY mental health and

wellness services advisory committee that “will lead the enhancement and mobilization of mental health and wellness services, harmonize efforts across campuses, and provide periodic progress updates to the SUNY Board of Trustees”; and

**WHEREAS** SUNY has not created a consistent platform, structure, or guidelines for each of the SUNY institutions to adhere to, nor created the aforementioned position of the Associate Vice Chancellor of Health and Wellness; and

**WHEREAS** SUNY announced on September 21, 2022 the use of \$24 million in American Rescue Plan Funds to expand mental health and wellness services and enhance campus resources<sup>4</sup>; and

**WHEREAS** SUNY is suffering from employee burnout and vacancies across all campuses and sectors despite being in a better financial position in 2022 than in previous years; and

**WHEREAS** Employee Assistance Programs available to SUNY employees are not designed for wellness and preventative care and are not standardized across SUNY campuses.

**THEREFORE BE IT RESOLVED** that the Faculty Council of Community Colleges expects that the SUNY Chancellor will work to expand the structure supporting health, wellness, and well-being consistent with the recommendations that the Board of Trustees approved on June 23, 2021, to include both students and employees; and

**RESOLVED** in anticipation that the Interim Chancellor will name a SUNY Associate Vice Chancellor for Health, Wellness, and Well-being to serve the SUNY system, the Faculty Council of Community Colleges requests that the Associate Vice Chancellor of Health, Wellness, and Well-being portfolio include the following responsibilities:

- Rename the SUNY Mental Health and Wellness committee to “SUNY Health, Wellness, and Well-being” committee, and chair this committee.
- Consult with designees of the Faculty Council of Community Colleges and existing campus Wellness officers.
- Provide regular reports to the SUNY Chancellor, the SUNY Board of Trustees, and to each institution so that best practices can be implemented as appropriate and relevant across the institutions respecting individual needs, demographics, and resource availability.

**RESOLVED** that the Faculty Council of Community Colleges requests that the Governor’s Office and the Interim Chancellor work together to allocate funding and appropriate resources for

- Designating individuals who are appropriately qualified on each campus to oversee and to provide these resources
- Harnessing the resources of the SUNY CPD in coordinating professional development in health and wellness for the employees in the SUNY system.

1. <https://www.suny.edu/benefits/balance/>
2. <https://www.suny.edu/benefits/wellness/>
3. <https://www.suny.edu/suny-news/press-releases/6-21/6-23-21/mental-health-services.html>
4. <https://www.suny.edu/suny-news/press-releases/9-22/9-21-22/mental-health-expands.html>



**Faculty Council of Community Colleges  
Upper Division Definition  
AAC2. 2022-2023  
Passed by the FCCC  
October 15, 2022**

**WHEREAS** the State University of New York (SUNY) mission “promotes appropriate program articulation between its state-operated institutions and its community colleges as well as encourages regional networks and cooperative relationships with other educational and cultural institutions for the purpose of better fulfilling its mission of education, research, and service,” and

**WHEREAS** the transfer of credits across state institutions is foundational to study at community colleges, and

**WHEREAS** the transferability of courses from community colleges to baccalaureate colleges within SUNY is often determined more by course numbering than by course content, and

**WHEREAS** the course numbering systems used by SUNY campuses are both arbitrary and inconsistent resulting in the rejection of transferable courses for students upon credit evaluation, hampering their ability to complete their degree in a timely fashion, and

**WHEREAS** the courses offered at community colleges are equivalent in substantial measure to courses offered at the lower division of the baccalaureate level, and

**WHEREAS** faculty teaching at community colleges are professionally qualified and uphold current standards in their fields, and

**WHEREAS** current practice currently allows some institutions to reject transfer credits based upon the numbering of a course rather than the content of the course itself, and

**WHEREAS** current practice impairs the efficacy of community college programs, which particularly has a detrimental effect on first-generation and disadvantaged students, and

**WHEREAS** opportunities for student careers are affected by these transferability issues, thus reducing the size and diversity of the pool of candidates available to the workforce, and

**WHEREAS** community colleges and four-year institutions are not meant to compete with each other, and

**WHEREAS** an equitable transfer of credits for courses with parallel learning outcomes is necessary to maintain the robustness of our community college programs, and

**WHEREAS** this policy has been addressed and reaffirmed at the system level in 1972, 1980, 1987, 1990, 2003, and 2013, and

**WHEREAS** students continue to face barriers when transferring to the baccalaureate level within SUNY, leading to repeated coursework and incurring further expenses, and

**WHEREAS** SUNY Board of Trustees transfer policy has been mandated since November 1972 in a Memorandum to Presidents that baccalaureate campuses will work with community colleges to give students a timely path to degree completion, and

**WHEREAS** this policy, which has been in place for five decades, assures “equal recognition at the junior year level for all students,” therefore, be it

**THEREFORE BE IT RESOLVED** that the Faculty Council of Community Colleges calls on Provost in Charge Sandvik to organize a collaborative workgroup that includes representatives designated by the University Faculty Senate, Faculty Council of Community Colleges, and SUNY Registrars Association, and

**RESOLVED** that said workgroup be charged with establishing a definition of upper and lower division—independent of course number, and

**RESOLVED** that said workgroup be charged with establishing a definition of upper and lower division courses, which depends upon course content and outcomes.

Memos to the President regarding transferability:

1. 1973



2. 1980
3. 1987
4. 1990
5. 2003
6. 2013

## SECTION 3

### MEETING OF NOVEMBER 22, 2022

#### *FCCC Resolutions*

2023/2024 Community College Advocacy EC1. 2022-2023 ..... **Section 3**

#### *ILO Revision Ad Hoc Committee*

Resolution to approve and adopt the revised International Learning Outcomes  
(ILOs)..... **Section 3**



**Faculty Council of Community Colleges  
2023/2024 Community College Advocacy  
EC1. 2022-2023  
Passed by the Executive Committee  
November 4, 2022**

**WHEREAS**, community colleges provide low-cost, high-quality academic programs and prepare students to transfer at junior standing within SUNY; and

**WHEREAS**, community colleges are the most responsive sector of education that provides critical workforce training for employers to grow New York's economy; and

**WHEREAS**, community colleges have made the difficult decisions to make personnel reductions to keep their operating budgets in balance; and

**WHEREAS**, community college faculty carry a standard teaching load that is nearly twice that of state-operated campus faculty and teach a diverse student population with varying degrees of preparation and skill, while being paid substantially lower salaries; and

**WHEREAS**, community colleges serve a disproportionately high percentage of low-income and students of color and are a key contributor to the state's equity agenda; and

**WHEREAS**, the State revised the historical full-time-equivalent (FTE) funding formula, resulting in decreased funding by 26% during the Great Recession (2008-2011) for community colleges; and

**WHEREAS**, the per FTE funding model does not account for the fact that nearly half of community college students attend part time, and require the same services as full time; and

**WHEREAS**, the funding floor for community colleges is similar to funding models of state-operated campuses (maintenance of effort) and K-12 (foundation aid), which are both codified in legislation, while community college funding floor is not; and

**WHEREAS**, the Excelsior Scholarship and TAP-gap funding disproportionately benefit the four-year sector of higher education in New York and erode the price differential for community college access; and

**WHEREAS**, the State and Counties should have an equal share in supporting community colleges, however the 62 counties in New York provide roughly \$100 million more than the State in annual operating dollars for community colleges; and

**WHEREAS**, despite claims of increasing support for community colleges, increases have only come in one-time workforce development funds while maintenance of effort support for base operating funds has decreased exponentially, with the State disinvesting more than \$52 million in base operating aid for community colleges since 2016;

**THEREFORE BE IT RESOLVED**, that the FCCC supports commitment to legislated maintenance of effort for community colleges' base-operating state aid; and

**RESOLVED**, that the FCCC supports the community college sector's request for a four-percent increase to the annual maintenance of effort base operating aid for community colleges; and

**RESOLVED**, that the FCCC supports the community college sector's request to maintain the \$40 million from the 2022 budget for high-cost workforce development programs in the future maintenance of effort allocation for community colleges.

## **NASSAU COMMUNITY COLLEGE**

### **INTER-DEPARTMENTAL MEMO**

**TO:** Academic Senate Executive Committee

**FROM:** ILO Revision Ad Hoc Committee

**DATE:** 11/22/2022

**SUBJECT:** Resolution to approve and adopt the revised Institutional Learning Outcomes (ILO's) that were approved by the ILO Revision Ad Hoc committee to further secure the accreditation of Nassau Community College.

**WHEREAS** the Middle States Commission on Higher Education states that an "accredited institution is expected to possess or demonstrate clearly articulated statements of expected student learning outcomes at all levels", and "is responsible for determining its expected learning outcomes and strategies for achieving them at each level (institution, degree/program, course)", and

**WHEREAS** the Middle States Report dated 4/26/16 requires that Nassau Community College "must develop and implement a rigorous and comprehensive system for general education assessment", and

**WHEREAS** Institutional Learning Outcomes identify the general education learning outcomes that all students enrolled in a degree program are expected to learn, and

**WHEREAS** the State University of New York has published a new General Education Framework, and

**WHEREAS** that Framework is slated to be implemented for the Fall 2023 semester, and

**WHEREAS** that Framework includes learning outcomes in four required general education knowledge and skills areas, and

**WHEREAS** that Framework includes learning outcomes in two required core competencies, and

**WHEREAS** that Framework requires AA, AS, AAS and AOS degrees to include all learning outcomes contained within the required four knowledge and skills areas and the two core competencies, and

**WHEREAS** the required four knowledge and skill areas and two core competencies contain learning outcomes that are not currently NCC Institutional Learning Outcomes, and

**WHEREAS** the current NCC Institutional Learning Outcomes include learning outcomes that are not required to be contained in AAS and AOS degrees, and

**WHEREAS** the ILO Revision Ad Hoc committee has been charged with aligning NCC's Institutional Learning Outcomes with those contained in the required four knowledge and skill areas and two core competencies contained in the new State University of New York General Education Framework, and

**WHEREAS** the ILO Revision Ad Hoc committee has researched, developed and approved by majority vote a revised set of Institutional Learning Outcomes that are aligned with the required four knowledge and skill areas and two core competencies contained in the new State University of New York General Education Framework;

**THEREFORE, BE IT RESOLVED** that the Academic Senate approves the revised Institutional Learning Outcomes proposed by the ILO Revision Ad Hoc committee so that they may be adopted, and

**RESOLVED** that the ILOs be implemented in a timely fashion (during the AY22-23) to help secure the accreditation of Nassau Community College.

## **Proposed Revisions to NCC ILOs**

### **Summary of Changes:**

1. Critical Thinking ILO revised and aligned with Critical Thinking and Reasoning SUNY GE
2. Creative and Aesthetic Literacies ILO discontinued
3. Basic Communication ILO revised and aligned with Communication – Written and Oral SUNY GE
4. Quantitative Literacy ILO revised and aligned with Mathematics (and Quantitative Reasoning) SUNY GE
5. Information Literacy and Management revised and aligned with Information Literacy SUNY GE
6. Global Awareness, Pluralism and Diversity ILO replaced with Diversity: Equity, Inclusion, and Social Justice ILO/SUNY GE
7. Scientific Reasoning ILO created and aligned with Natural Sciences (and Scientific Reasoning) SUNY GE

## Proposed NCC ILOS:

### Critical Thinking and Reasoning:

1. Students will clearly articulate a problem.
2. Students will identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work.
3. Students will acknowledge limitations such as perspective and bias.
4. Students will develop well-reasoned (logical) arguments to form judgements and/or draw conclusions.

### Written and Oral Communication

1. Students will research a topic, develop an argument, and organize supporting details.
2. Students will demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience.
3. Students will evaluate communication for substance, bias, and intended effect.
4. Students will demonstrate the ability to revise and improve written and oral communication.

### Quantitative Reasoning

Students will demonstrate mathematical skills and quantitative reasoning, including the ability to:

1. interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, or schematics.
2. represent mathematical information symbolically, visually, numerically, or verbally as appropriate.
3. employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.



### Information Literacy

1. Students will locate information effectively using tools appropriate to their need and discipline.
2. Students will evaluate information with an awareness of authority, validity, and bias.
3. Students will demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

### Diversity: Equity, Inclusion, and Social Justice

1. Students will describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender.
2. Students will analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity.
3. apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

### Scientific Reasoning

Students will demonstrate scientific reasoning applied to the natural world, including

1. an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling.
2. application of scientific data, concepts, and models in one of the natural sciences.

Proposed NCC ILOS (tracked changes version):

Critical Thinking and Reasoning

1. Students will clearly articulate an issue or problem.
2. Students will identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work.
3. Students will acknowledge limitations such as perspective and bias.
4. Students will develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

Written and Oral Communication

1. Students will research a topic, develop an argument, and organize supporting details
2. Students will demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience
3. Students will evaluate communication for substance, bias, and intended effect
4. Students will demonstrate the ability to revise and improve written and oral communication

Quantitative Reasoning:

Students will demonstrate mathematical skills and quantitative reasoning, including the ability to:

1. interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, or schematics.
2. represent mathematical information symbolically, visually, numerically, or verbally as appropriate.
3. employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.

#### Information Literacy:

1. Students will locate information effectively using tools appropriate to their need and discipline .
2. evaluate information with an awareness of authority, validity, and bias.
3. demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination

#### Diversity: Equity, Inclusion, and Social Justice:

1. Students will describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender ,
2. Students will analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity .
3. Students will apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

#### Scientific Reasoning:

Students will demonstrate scientific reasoning applied to the natural world, including

1. an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling.
2. application of scientific data, concepts, and models in one of the natural sciences .

## SECTION 4

### MEETING OF DECEMBER 20, 2022

#### *Calendar Committee*

Final Resolution to Amend the Spring 2023 Monday Evening Schedule.....

TO: Academic Senate

FROM: Calendar Committee

DATE: December 1, 2022

SUBJECT: Resolution to Amend the Spring 2023 Monday Evening Academic Calendar: *Removal of May 15 designation of No Evening Classes/Make-Up Evening*

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**WHEREAS**, the Calendar Committee has been charged to “To formulate drafts of academic calendars and, after consulting and receiving feedback from Campus constituencies, propose calendars to the Academic Senate covering Fall, Spring, and Winterim semesters and Summer sessions.”; and

**WHEREAS**, the Calendar Committee developed an Academic Calendar for the Fall 2022- Summer 2023 year which was attended to the required deliberative processes and was approved by the Academic Senate and the administration in November 2021; and

**WHEREAS**, Evening courses must meet 14 times throughout the semester; and

**WHEREAS**, Monday, May 15, 2023, has been scheduled as a Make-up Evening date;

**THEREFORE, BE IT RESOLVED THAT** May 15, 2023, will be designated as the 14<sup>th</sup> day of the Monday Evening schedule and that May 18, 2022, will be designated as a Make-up Evening date.

# **SPRING 2023 ACADEMIC CALENDAR–10/27/2021**

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

DAY and ONLINE classes begin Tuesday, January 24 and end Friday, May 19.

WEEKEND classes begin Friday, January 27 and end Sunday, May 14.

EVENING classes begin Tuesday, January 24 and end Tuesday, May 16.

Classes do NOT meet on named or X days.

\* EVENING classes do not meet (including 5/19 Friday night Weekend College).

& LATE START classes begin Tuesday, February 7 and end Friday, May 19.

^ Conversion Day – Wednesday, May 17, DAY classes meet on a Monday schedule.

> Tuesday contains an evening activity hour.

○ 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 20.

ME Makeup Evening – If necessary, EVENING classes meet on one or more of these dates.

MD Makeup Day – If necessary, DAY classes meet on one or more of these dates.

**Approved on 11/18/2021 by Academic Senate**

# **SPRING 2023 ACADEMIC CALENDAR-12/1/2022**

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

DAY and ONLINE classes begin Tuesday, January 24 and end Friday, May 19.

WEEKEND classes begin Friday, January 27 and end Sunday, May 14.

EVENING classes begin Tuesday, January 24 and end Tuesday, May 16.

Classes do NOT meet on named or X days.

\* EVENING classes do not meet (including 5/19 Friday night Weekend College).

& LATE START classes begin Tuesday, February 7 and end Friday, May 19.

^ Conversion Day – Wednesday, May 17, DAY classes meet on a Monday schedule.

> Tuesday contains an evening activity hour.

○ 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 20.

ME Makeup Evening – If necessary, EVENING classes meet on one or more of these dates.

MD Makeup Day – If necessary, DAY classes meet on one or more of these dates.

## SECTION 5

### MEETING OF APRIL 25, 2023

#### *FCCC Resolutions*

“Inclusive Access” Bookstore Programs, AAC3, 2022-2023 .....	Section 5
Supporting Students and Faculty Faced with Rising Ideological and Anti-Intellectual	
Attacks on Academic Freedom, AAC4, 2022-2023.....	Section 5





**Faculty Council of Community Colleges  
“Inclusive Access” Bookstore Programs  
AAC3. 2022-2023  
Passed by the FCCC  
April 1, 2023**

**WHEREAS**, campuses, along with their bookstores, have been developing and implementing approaches to charge student fees directly for course materials, claiming a reduction in overall cost (commonly called many names, such as inclusive access, first day complete, box of books, etc) modeled after programs created by book publishers, and

**WHEREAS**, faculty and students at affected campuses have requested data to substantiate claims that these programs benefit students, and these data have not been received, and

**WHEREAS**, community college faculty have worked extensively to reduce materials cost by adopting and authoring Open Educational Resources (OER), and

**WHEREAS**, students’ permanent access to course materials is a central pedagogical matter and these programs typically limit student access to the texts to a semester or two, and

**WHEREAS**, “faculty are best qualified and should therefore have a primary role, through a sound and well-established governance structure, in the formulation of policy” pertaining to teaching and related academic matters, per the Faculty Council of Community College Resolution “The Role of Faculty in Shared Governance” (2018), which includes course material selection and access, and

**WHEREAS**, 61% of community college students are using financial aid for their books, and “opt-out” programs that assess book costs per credit as a fee claim these monies without the explicit consent of the student, while current practices for students purchasing books and course materials are “opt-in” and allow students to make clear choices, and

**WHEREAS**, the implementation of and communication about these fees, including opt-out processes, has been controlled by the bookstores and not the college or faculty, and

**WHEREAS**, the implementation of inclusive access strategies by publishers may serve to eliminate the used textbook market and may ultimately increase costs for students, and

**WHEREAS**, examples of failed implementation of these bookstore programs have occurred, which harmed student success and required ending the initiative abruptly, and

**WHEREAS**, effective implementations that did benefit students should include the following best practices:

- Faculty and student vote via shared governance to endorse or reject the contract with the bookstore
- Clear institutional data should be provided to support the benefits to students
- Ongoing annual shared governance engagement with the bookstore to assess and identify improvements to the program
- Clearly communicated opt-in or opt-out options for both students and faculty
- Book fees are payable by financial aid
- All required course materials (not solely textbooks) should be included where possible (i.e. calculator, lab notebooks and safety equipment, culinary and art kits, etc.)
- Faculty and students can select text format (e-book, hardcover, etc) providing sufficient options for preferences and accessibility needs
- An option to purchase the text is available if the bookstore program is rental-based, and

**WHEREAS**, auxiliary services corporations are intended to be the “main campus entity representing students and faculty in the management of services” and typically run campus bookstores, and

**WHEREAS**, SUNY Community College Regulations Part 602.1section (f) states that any contract “for the purpose of operating food-service, bookstore and/or conducting other appropriate auxiliary service activities ... shall provide that the food and bookstore services be provided at the lowest possible cost to the students consistent with sound business and financial practices,” and

**WHEREAS**, state-operated campus are required to have at least one-third student representation on their auxiliary services corporations, and

**WHEREAS**, community colleges have no such mandate and are lacking student and faculty voices regarding auxiliary services contracts.

**THEREFORE, BE IT RESOLVED** that the SUNY Faculty Council of Community Colleges (FCCC) calls upon bookstores and campuses considering these programs to provide data to faculty regarding the potential impacts on students, and

**RESOLVED**, that academic freedom is essential for student success, and course material policies fall under faculty purview over curriculum; therefore, shared governance procedures apply, and

**RESOLVED**, that the FCCC recognizes the benefits and value of the used textbook market as a source of low-cost and lasting texts, and

**RESOLVED**, that the FCCC recognizes that open access course materials are free to students, and new bookstore proposals undermine OER efforts on campus, and

**RESOLVED**, that the FCCC strongly encourages faculty, students, and colleges to carefully consider the impact of inclusive access and recognize that while such programs may address immediate student needs, they may not work in students’ long-term interest, and

**RESOLVED**, that the FCCC strongly calls upon local community college Boards of Trustees to require auxiliary services corporations to increase their percentage of student and faculty voices, meeting at minimum the one-third student representation required by state-operated campuses.

## **ENCLOSURES**

Consider Implications of Publisher-Developed Lower Cost “Inclusive Access” Strategies

Get the Facts About Inclusive Access, 2023

SUNY Policy on Auxiliary Services Corporations Guidelines, June 22, 2016

Community College Regulations Section 602.1 and 602.4



**Faculty Council of Community Colleges**  
**Supporting Students and Faculty Faced with Rising Ideological and Anti-**  
**Intellectual Attacks on Academic Freedom**  
**AAC4. 2022-2023**  
**Passed by the FCCC**  
**April 1, 2023**

**WHEREAS**, the State University of New York system, including its shared governance bodies (the University Faculty Senate (UFS) and the Faculty Council of Community Colleges (FCCC)) have repeatedly reaffirmed their support for the academic freedom of faculty to teach their course material as they see fit as recently as October 2014 in a FCCC “Position Statement on Academic Freedom” and “White Paper on Academic Freedom,” and

**WHEREAS**, SUNY has recently reformed its General Education Program to include a required knowledge area related to Diversity, Equity, Inclusion, and Social Justice (DEISJ), and

**WHEREAS**, attacks on DEISJ education are occurring nationally, and several states, such as Florida, have sought invasively and repeatedly to violate the academic freedom of their faculty, including the following actions in Florida during the last 27 months:

- HB 233 (Intellectual Freedom and Viewpoint Diversity Act) allowed secret recording of lectures, forbade the restriction of hate speech on campus, and created a database recording faculty’s political positions (Spring 2021), and
- The University of Florida attempted to prevent their faculty from testifying in trials related to voting rights (Fall 2021, struck down in District Court), and
- HB 7 (Stop W.O.K.E. Act) restricted Florida educators and students from discussing and learning about issues related to race and gender (Spring 2022, implementation currently barred by judicial order), and
- HB 7044 required postsecondary institutions to: change accreditors with every cycle, weakening the role of the regional accreditation body; make general education course syllabi public; and weakened the protections of tenure (Spring 2022), and
- SB 520 exempted college and university presidential searches from transparency requirements (Spring 2022), and

- The Florida State Department of Education demanded information from all colleges on activities related to Diversity, Equity, and Inclusion (DEI) and Critical Race Theory (CRT), without defining those terms (January 2023), and
- Governor's Policy and Budget Office demanded information about the medical treatment of transgender students and employees (January 2023), and
- Presidents of the Florida Colleges released a statement declaring DEI and CRT "harmful to higher education " (January 2023), and
- The New College Board of Trustees and President were replaced by radical idealogues, who then dissolved the office handling Diversity, Equity, and Inclusion (March 2023), and
- The Florida Board of Governors has formally implemented post-tenure review for faculty at the University of Florida campuses, weakening the protections of tenure (March 2023).

**WHEREAS**, the majority of these laws and actions cited above impact not only faculty but also the students they serve: students who are less empowered and protected against intrusive government interference into intellectual and personal matters, and who are less able to advocate for policies that may benefit them and/or oppose policies that may harm them, and

**WHEREAS**, the AAUP holds that institutions have "no moral right to bind the reason or the conscience of any professor," and explicitly charges institutions to uphold the public trust, when defining Academic Authority, and

**WHEREAS**, any publicly-funded institution that advocates a wholesale adoption or rejection of political ideologies or nullifies academic freedom shall lose the public trust and access to public funding, and

**WHEREAS**, SUNY faculty and presidents are already receiving objections to our support for the SUNY General Education Diversity, Equity, Inclusion, and Social Justice standards, and

**WHEREAS**, in at least one case (Florida), the president of the statewide faculty union, has reached out in an open letter "to professional organizations across the country and the globe to ask for statements of solidarity that defend the foundational principles of higher education: academic freedom, tenure, and constitutional protections that ensure the free exchange of ideas," and

**WHEREAS**, SUNY seeks to diversify student and faculty recruitment and hiring practices, and the affected states are known for their diverse populations, and

**WHEREAS**, the First Amendment of the US Constitution guarantees freedom of speech, and these legislative efforts violate student and faculty freedom of speech, and

**WHEREAS**, the changes and other policies that have been implemented set dangerous precedents, violate the academic freedom of students and professors, and threaten the academic integrity and mission of institutions of higher education, and

**WHEREAS**, these attacks on academic freedom disproportionately target marginalized and at-risk students and faculty.

**THEREFORE, BE IT RESOLVED** the FCCC declares our solidarity with all faculty and students and calls upon the SUNY Chancellor to join us in this fight, and

**RESOLVED**, that the FCCC calls upon the SUNY Chancellor to advocate with the Biden administration for a condemnation of this type of legislation in the strongest possible terms, and

**RESOLVED**, that the FCCC calls upon the SUNY Chancellor to seek federal review of accreditation standards for states participating in anti-intellectualism of this nature, which clearly violates academic freedom, and

**RESOLVED**, that the FCCC calls upon the SUNY Chancellor to champion academic freedom for educational institutions by supporting development of diversity, equity, and inclusion efforts by faculty across the nation, and

**RESOLVED**, that the FCCC reaffirms the AAUP definition of academic freedom established in 1913 and wholly supported by the federal government for over one hundred years, and

**RESOLVED**, that the FCCC calls upon SUNY to create a program similar to the border-state tuition agreement to be offered to Florida, North Carolina, Texas, and any other students in the nation who seek to pursue their studies in an environment of transparency and academic freedom, and

**RESOLVED**, that the FCCC calls upon the SUNY Chancellor to expand faculty and student recruitment from states affected by rising ideological and anti-intellectual legislation, which would also diversify SUNY's recruitment efforts, and

**RESOLVED**, that the FCCC calls upon the SUNY Chancellor to pursue protections for academic freedom, tenure, and freedom of speech on college campuses at the Federal level to stand against ideological and anti-intellectual legislation in our country.

PC/CC/MD/AM/DM, 3/23

## ENCLOSURES

White Paper on Academic Freedom, October 2014 Faculty Council of Community Colleges

Academic Freedom Position Statement October 2014, Faculty Council of Community Colleges

1915 Declaration of Principles on Academic Freedom and Academic Tenure, Appendix I

Academic Freedom and the Common Good

Special Committee to Report on Academic Freedom in Florida, January 26, 2023

American Council on Education and Pen America Release Resource Guide to Help Higher Education Leaders  
Defend Academic Freedom

## SECTION 6

### MEETING OF MAY 16, 2023

#### *Academic Senate Executive Committee*

##### CWCC

Resolution to recommend all new, incoming LAAA students register for

NCC 101 .....Section 6

#### *Chancellor's Award Committee*

By-laws change for Chancellor's Awards Committee .....Section 6

#### *Calendar Committee*

Resolution for the Enactment of the Fall 2024, Winterim 2025, Spring 2025, and Summer

2025 Academic Calendar.....Section 6

#### *Developmental Education Committee*

Resolution about K Dismissals.....Section 6



TO: Academic Senate Executive Committee  
FROM: College-wide Curriculum Committee  
SUBJECT: Resolution to recommend all new, incoming LAAA students register for NCC101  
DATE: April 11, 2023

**WHEREAS** the College-wide Curriculum Committee (CWCC) has been charged by the Academic Senate to establish a timeline for a mandatory, first-year educational experience at NCC which aligns with the philosophy of Guided Pathways, whose goals would be to:

- a. Acquaint all incoming students with the College's assumptions, expectations, goals, and resources;
- b. improve students' academic motivation and preparedness;
- c. encourage student participation in campus life; and
- d. Increase students' sense of comfort and belonging at the College; and

**WHEREAS** the CWCC has engaged with the First Year Experience Committee to examine the value of a first-year experience course; and

**WHEREAS** the First Experience Committee supports the establishment of a mandatory universal college success course (NCC 101) for incoming first year students; and

**WHEREAS** retention and the improvement of the student's first year experiences are serious academic concerns at Nassau Community College and the State University of New York; and

**WHEREAS** national data supports that first-year experience courses have proven to positively impact student success and retention (Appendix A); and

**WHEREAS** local data supports that first-year experience courses have proven to positively impact student persistence (Appendix B); and

**WHEREAS** students who require two or three developmental classes must enroll in NCC101; and

**WHEREAS** the first-year seminar can play a critical, foundational role in Guided Pathways,

**BE IT RESOLVED THAT**, as of AY23-24, new, incoming students who are enrolled in the LAAA are recommended to take NCC101 during their first semester of study at NCC, and

**BE IT FURTHER RESOLVED**, a degree-seeking student who has successfully completed a college success course at another college or university shall not be recommended to enroll in an NCC101 course at NCC.

To: Academic Senate Executive Committee

From: Chancellor's Award Committee

Date: 04/30/23

Re: Bylaws Change for Chancellor's Award Committee

Whereas the Academic Senate bylaws for the Chancellor's Award Committee were written in 2017 in consideration of resources and circumstances at the College at that time; and

Whereas, the Chancellor's Awards Committee was charged with amending its bylaws to better represent the duties and membership of the committee,

Therefore, be it resolved that the Chancellor's Awards Committee proposes the following bylaws:

## **Updated Bylaws**

### **1. Duties**

- a. To solicit nominations from the faculty, administration, staff, and students through college-wide emails for the SUNY Chancellor's Awards for excellence in the categories of Teaching, Librarianship, and Professional Service.
- b. To provide names of former Chancellor's Award recipients who are not currently members of the Committee to nominees so they might assist candidates in completing and submitting a dossier to the committee for review. Complete dossiers include: the candidate's philosophy of education, summary of teaching methods, evidence of scholarship and professional growth, summary of student activities, statement on academic standards, requirements, and evaluation procedures for student performance.
- c. To review and select the dossiers which are forwarded to the President for final decision on candidates for the SUNY Chancellor's Awards.
- d. To assure adherence to the NCC Chancellor's Awards for Excellence Policies and Procedures Manual, which was created in accordance with the SUNY Chancellor's Awards for Excellence Policies and Procedures Manual, including assurance of avoidance of conflict of interest and to review that proper documentation and supporting letters of recommendation are in order.
- e. To forward the completed dossiers to the President's Office for submission, with the President's endorsement, to the Chancellor's Office in Albany.

### **2. Membership**

- a. Members will be appointed for one (1) cycle (two (2) years) with the option for continued service.
- b. Members will be appointed by the Appointments, Tellers, and Election Committee in consideration of NCC Chancellor's Awards for Excellence Policies and Procedures Manual.
  - i. Classroom Teaching Faculty - 10
  - ii. SGA Representative - 1
  - iii. Academic Senate Chair's Designee (ex-officio) – 1
  - iv. Presidential Designee (ex-officio) - 1

## 2017 Bylaws

### Chancellor's Awards Committee:

#### 1. Duties:

- a. To solicit nominations from the faculty, administration, staff, and students through college-wide mailings, ads, and articles in the College newspaper for the SUNY Chancellor's Awards for excellence in the categories of Full-time Teaching, Adjunct Teaching, Librarianship, Professional Service, Faculty Service and Scholarship and Creative Activities.
- b. To assign a mentor who is a former recipient of the Chancellor's Award and not a member of the Committee to assist candidates in completing and submitting a dossier to the committee for review that is to include the candidate's philosophy of education, summary of teaching methods, evidence of scholarship and professional growth, summary of student activities, statement on academic standards, requirements, and evaluation procedures for student performance.
- c. To assist each nominee in writing the five-page summary report required for SUNY Chancellor's Award.
- d. To assure adherence to the Chancellor's Awards for Excellence Policies and Procedures Manual, including assurance of avoidance of conflict of interest and to verify that all proper documentation and supporting letters of recommendation are in order.
- e. To forward the completed dossiers to the President's Office for submission, with the President's endorsement, to the Chancellor's Office in Albany.

#### 2. Membership:

- a. Members will be appointed for one (1) cycle (two (2) years) with the option for one (1) additional cycle.
- b. Members will be appointed according to The Chancellor's Awards for Excellence Policies and Procedures Manual and the Academic Senate Bylaws as provided below.
- c. Six (6) separate Sub-Committees will be established.
  - i. Full-time Teaching
    - Three (3) Classroom teaching faculty
    - One (1) Student
    - One (1) Academic Senate Chair's designee
    - One (1) Presidential designee
    - Two (2) Classroom and/or non-classroom faculty
  - ii. Adjunct Teaching
    - Three (3) Classroom teaching faculty

- One (1) Student
- One (1) Academic Senate Chair's designee
- One (1) Presidential designee
- Two (2) Adjunct Classroom and/or non-classroom faculty

### iii. Professional Service

- Four (4) Eligible Professional Service Personnel (at least fifty (50) percent of the time spent in non-teaching and/or non-librarian activities)
- One (1) Student
- One (1) Academic Senate Chair's designee
- One (1) Presidential designee
- One (1) Classroom or non-classroom faculty

### iv. Librarianship

- Three (3) Library Faculty (librarians and/or technical assistants assigned to the Library Department)
- One (1) Student
- One (1) Academic Senate Chair's designee
- One (1) Presidential designee
- One (1) Classroom or non-classroom faculty

### v. Faculty Service

- Three (3) Classroom and/or non-classroom faculty
- One (1) Student
- One (1) Academic Senate Chair's designee
- One (1) Presidential designee

### vi. Scholarship and Creative Activities

- Three (3) Classroom and/or non-classroom faculty
- One (1) Student
- One (1) Academic Senate Chair's designee
- One (1) Presidential designee

Strikethrough Version

F. Chancellor's Awards Committee:

1. Duties:

- a. To solicit nominations from the faculty, administration, staff, and students through college-wide emails ~~mailings, ads, and articles in the College newspaper~~ for the SUNY Chancellor's Awards for excellence in the categories of Full-time Teaching, Adjunct Teaching, Librarianship, Professional Service, Faculty Service and Scholarship and Creative Activities.
- b. To ~~assign a mentor~~ provide names of ~~who is a former recipient of the~~ Chancellor's Award recipients who are ~~and not a~~ current members of the Committee to nominees so they might ~~to~~ assist candidates in completing and submitting a dossier to the committee for review. Complete dossiers include: ~~that is to include~~ the candidate's philosophy of education, summary of teaching methods, evidence of scholarship and professional growth, summary of student activities, statement on academic standards, requirements, and evaluation procedures for student performance.
- c. To assist each nominee in writing the five-page summary report required for SUNY Chancellor's Award.
- c. To review and select the dossiers which are forwarded to the President for final decision on candidates for the SUNY Chancellor's Awards.
- d. To assure adherence to the NCC Chancellor's Awards for Excellence Policies and Procedures Manual, which was created in accordance with the SUNY Chancellor's Awards for Excellence Policies and Procedures Manual, including assurance of avoidance of conflict of interest and to ~~verify~~ review that all proper documentation and supporting letters of recommendation are in order.
- e. To forward the completed dossiers to the President's Office for submission, with the President's endorsement, to the Chancellor's Office in Albany.

2. Membership:

- a. Members will be appointed for one (1) cycle (two (2) years) with the option for ~~one (1) additional cycle~~ for continued service.
- b. Members will be appointed according to The Chancellor's Awards for Excellence Policies and Procedures Manual and the Academic Senate Bylaws as provided below:
- c. ~~Six (6) separate Sub Committees will be established.~~
  - i. ~~Full time Teaching~~
    - ~~Three (3) Classroom teaching faculty~~
    - ~~One (1) Student~~
    - ~~One (1) Academic Senate Chair's designee~~
    - ~~One (1) Presidential designee~~
    - ~~Two (2) Classroom and/or non classroom faculty~~

~~ii. Adjunct Teaching~~

- ~~• Three (3) Classroom teaching faculty~~
- ~~• One (1) Student~~
- ~~• One (1) Academic Senate Chair's designee~~
- ~~• One (1) Presidential designee~~
- ~~• Two (2) Adjunct Classroom and/or non-classroom faculty~~

~~iii. Professional Service~~

- ~~• Four (4) Eligible Professional Service Personnel (at least fifty (50) percent of the time spent in non-teaching and/or non-librarian activities)~~
- ~~• One (1) Student~~
- ~~• One (1) Academic Senate Chair's designee~~
- ~~• One (1) Presidential designee~~
- ~~• One (1) Classroom or non-classroom faculty~~

~~iv. Librarianship~~

- ~~• Three (3) Library Faculty (librarians and/or technical assistants assigned to the Library Department)~~
- ~~• One (1) Student~~
- ~~• One (1) Academic Senate Chair's designee~~
- ~~• One (1) Presidential designee~~
- ~~• One (1) Classroom or non-classroom faculty~~

~~v. Faculty Service~~

- ~~• Three (3) Classroom and/or non-classroom faculty~~
- ~~• One (1) Student~~
- ~~• One (1) Academic Senate Chair's designee~~
- ~~• One (1) Presidential designee~~

~~vi. Scholarship and Creative Activities~~

- ~~• Three (3) Classroom and/or non-classroom faculty~~
- ~~• One (1) Student~~
- ~~• One (1) Academic Senate Chair's designee~~
- ~~• One (1) Presidential designee~~

**F. Chancellor's Awards Committee:**

- a. To solicit nominations from the faculty, administration, staff, and students through college-wide emails for the SUNY Chancellor's Awards for excellence in the categories of Teaching, Librarianship, and Professional Service.
- b. To provide names of former Chancellor's Award recipients who are not currently members of the Committee to nominees so they might assist candidates in completing and submitting a dossier to the committee for review. Complete dossiers include: the candidate's philosophy of education, summary of teaching methods, evidence of scholarship and professional growth, summary of student activities, statement on academic standards, requirements, and evaluation procedures for student performance.
- c. To review and select the dossiers which are forwarded to the President for final decision on candidates for the SUNY Chancellor's Awards.
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- e. To forward the completed dossiers to the President's Office for submission, with the President's endorsement, to the Chancellor's Office in Albany.

**Membership**

**Membership:**

- a. Members will be appointed for one (1) cycle (two (2) years) with the option for continued service.
- b. Members will be appointed by the Appointments, Tellers, and Election Committee in consideration of NCC Chancellor's Awards for Excellence Policies and Procedures Manual as provided below:
  - i. Classroom Teaching Faculty - 10
  - ii. SGA Representative - 1
  - iii. Academic Senate Chair's Designee (ex-officio) - 1
  - iv. Presidential Designee (ex-officio) - 1



TO: Academic Senate

FROM: Pamela Flores, Chair  
Calendar Committee

DATE: April 13, 2023

SUBJECT: Resolution for the Enactment of the Fall 2024, Winterim 2025,  
Spring 2025, and Summer 2025 Academic Calendar

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**WHEREAS**, the Calendar Committee has been charged to “Develop Academic Calendars drafts for the Fall 2022 through Summer 2026,”; and

**WHEREAS**, the Calendar Committee was requested to include Late Start term dates to better inform the campus community; and

**WHEREAS**, the Calendar Committee distributed the Fall 2024 - Summer 2025 Academic Calendar draft 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 any 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 2024, Winterim 2025, Spring 2025, and Summer 2025 Academic Calendar be enacted.

## FALL 2024 ACADEMIC CALENDAR-4/13/2023

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	30					
<b>OCTOBER</b>						
		1	2*	Rosh Hashanah	4	5
6	7	8	9	10	11*	Yom Kippur
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	20	21
MW	MD/ME					
14	15/14	15/15>	15/14	15/14	15/14	14

DAY and ONLINE classes begin Tuesday, September 3 and end Friday, December 20.

EVENING classes begin Tuesday, September 3 and end Thursday, December 19.

WEEKEND classes begin Friday, September 6 and end Saturday, December 21.

LATE START classes begin Tuesday, September 17.

Classes do NOT meet on named or X days.

\* EVENING classes do not meet (including 10/11 Friday night Weekend College).

^ Conversion Day – Tuesday, November 12, DAY and EVENING classes meet on a Monday schedule.

^ Conversion Day – Wednesday, November 27, DAY classes meet on a Thursday schedule.

> Tuesday contains an evening activity hour.

○ Circled dates – all 3 credit EVENING (excluding LATE START) classes must be extended by 5 minutes for exam purposes.

MW Makeup Weekend – If necessary, WEEKEND classes meet Sunday, December 22.

MD Makeup Day – If necessary, DAY classes meet Monday, December 23.

ME Makeup Evening – If necessary, EVENING classes meet Monday, December 23.

## WINTERIM 2025 ACADEMIC CALENDAR-4/13/2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
JANUARY						
				2	3	X
X	6	7	8	9	10	X
X	13	14	15	16	17	X
X	M.L. King Day	21	MD/ME			

DAY, EVENING, and ONLINE classes begin Thursday, January 2 and end Tuesday, January 21.  
Classes do NOT meet on named or X days.

MD/ME – If necessary, DAY and EVENING classes meet Wednesday, January 22.

# SPRING 2025 ACADEMIC CALENDAR-4/13/2023

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

DAY and ONLINE classes begin Monday, January 27 and end Tuesday, May 20.

EVENING classes begin Monday, January 27 and end Tuesday, May 13.

WEEKEND classes begin Friday, January 31 and end Sunday, May 18.

LATE START classes begin Monday, February 10.

Classes do NOT meet on named or X days.

\* EVENING classes do not meet.

^ Conversion Day – Tuesday, May 20, DAY classes meet on a Friday schedule.

> Tuesday contains an evening activity hour.

○ Circled dates – all 3 credit EVENING (excl LATE START) classes must be extended by 5 minutes for exam purposes.

MWMakeup Weekend – If necessary, WEEKEND classes meet Saturday, May 24.

ME Makeup Evening – If necessary, EVENING classes meet on one or more of these dates.

MD Makeup Day – If necessary, DAY classes meet on one or more of these dates.

## SUMMER 2025 ACADEMIC CALENDAR-4/13/2023

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

SS I begins Tuesday, May 27 and ends Thursday, June 26.

# Friday, May 30, classes meet.

SS II begins Monday, June 30 and ends Thursday, July 31.

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

SS III begins Monday, August 4 ends Wednesday, Aug 20.

SS III meets five days a week for thirteen days.

Asynchronous Online 10-week session starts Tuesday, May 27 and ends Thursday, July 31.

Saturday classes start May 31 and end August 9.

Sunday classes start June 1 and end August 10.

**To:** Academic Senate Executive Committee  
**From:** Developmental Education Committee  
**Date:** 05/11/2023  
**Re:** K Dismissals

Whereas the K Dismissal Policy was passed by the Academic Senate and approved by the College President in 2006; and

Whereas in 2020, Dr. Valerie Collins, former Vice President for Academic Affairs, unilaterally mandated that the K Dismissal Policy be suspended for one year (see Attachment A); and

Whereas the K Dismissal Policy has not yet been reinstated; and

Whereas the K Dismissal Policy is student-centered; and

Whereas the K Dismissal Policy is intended to prevent students from exhausting their financial aid eligibility by unsuccessfully repeating the same developmental classes without limit,

Therefore, be it resolved that the K Dismissal Policy be reinstated immediately.

Attachment A

On May 15, 2020, at 8:26 AM, Collins, Valerie H. <[Valerie.Collins@ncc.edu](mailto:Valerie.Collins@ncc.edu)> wrote:

Hi Stu,

As Chair of the Dev Edu Committee, I wanted you to know that the K dismissal policy suspension will continue through the next academic year.

With going remote this semester due to the pandemic, an additional year of suspension will provide time for students to continue their course work.

Since NCC did not pursue the pass fail option, an email will be sent out today that references other things that we are doing such as the extension of the Incomplete deadline and the suspension of the K dismissal for one additional year to encourage students to continue their education at NCC.

Thank you,

Valerie

Sent from my iPad