

NASSAU COMMUNITY COLLEGE
Garden City, New York

BOARD OF TRUSTEES' MINUTES

Meeting of April 14, 2015

The five hundred eighty-first meeting of the Board of Trustees was held on Tuesday, April 14, 2015 on the eleventh floor of the Administrative Tower.

The meeting was called to order by Chair Gardyn at 5:01 p.m. followed by a salute to the flag.

Present: Jorge L. Gardyn, Chair
Kathy Weiss, Vice Chair
Arnold W. Drucker, Secretary;
Anthony W. Cornachio, John A. DeGrace, Wanda Jackson,
Edward W. Powers, Donna Tuman, Patrick Deegan, Student Trustee.

Absent: Mary A. Adams

Also in attendance: Maria Conzatti

Chair Gardyn requested a motion that pursuant to Section 105 of the Open Meetings Law of the State of New York, the Board of Trustees shall enter Executive Session for the following purposes: 1) to discuss matters involving litigation with the NCCFT; 2) to discuss matters relating to collective bargaining involving the AFA; and 3) to discuss matters leading to the appointment, promotion, demotion or removal of the President. Trustee Drucker moved the motion; seconded by Trustee Cornachio. Motion carried 9-0.

Chair Gardyn resumed the open meeting at 10:00 p.m. followed by a salute to the flag.

Present: Jorge L. Gardyn, Chair
Kathy Weiss, Vice Chair
Arnold W. Drucker, Secretary;
Anthony W. Cornachio, John A. DeGrace, Wanda Jackson,
Edward W. Powers, Donna Tuman, Patrick Deegan, Student Trustee.

Absent: Mary A. Adams

Also in attendance: Maria Conzatti

Approval of Minutes

Chair Gardyn requested a motion to approve the minutes of March 10, 2015. Trustee DeGrace moved the motion; seconded by Trustee Cornachio. Motion carried 9-0.

1. Resolution relating to Professor Emeritus – Not called.

Chair Gardyn made a motion under Article IV section 3(f) of the Rules of Procedure to allow for the consideration of an item that does not appear on the Calendar.

Trustee Cornachio seconded the motion. Motion carried 9-0.

2. Trustee Weiss introduced the resolution on Multiple Measures:

WHEREAS, ON DECEMBER 9, 2014, THE NASSAU COMMUNITY COLLEGE BOARD OF TRUSTEES ADOPTED RESOLUTION 14/15-20 WITH RESPECT TO THE USE OF MULTIPLE MEASURES REFLECTING PREVAILING AREA STANDARDS FOR THE EXEMPTION OF INCOMING STUDENTS FROM THE REQUIREMENT THAT THE NASSAU COMMUNITY COLLEGE PLACEMENT EXAMS BE ADMINISTERED TO THEM, AND

WHEREAS, PURSUANT TO THE BY-LAWS OF THE ACADEMIC SENATE AND THE GOVERNANCE PROVISIONS OF THE FACULTY LABOR AGREEMENT BETWEEN THE COLLEGE AND THE NASSAU COMMUNITY COLLEGE FEDERATION OF TEACHERS WHICH BOTH ARTICULATE AND RECOGNIZE THE ROLE OF FACULTY IN MAKING RECOMMENDATIONS TO THE ACTING PRESIDENT AND BOARD OF TRUSTEES RESPECTING CURRICULUM AND ACADEMIC STANDARDS, AND

WHEREAS, RESOLUTION 14/15-20 WAS ADOPTED ARISING FROM A CONCERN THAT THE ORIGINAL CHARGE TO THE ACADEMIC SENATE PREVIOUSLY GIVEN TO THE SENATE BY THE BOARD OF TRUSTEES WAS NOT PROMPTLY CONSIDERED, AND

WHEREAS, RESOLUTION 14/15-20 PROVIDED THAT IF SUFFICIENT PROGRESS HAD NOT BEEN MADE BY MARCH 31, 2015 IN THE JOINT WORK OF THE DEVELOPMENTAL EDUCATION COMMITTEE OF THE ACADEMIC SENATE AND THE ADMINISTRATION TOWARD THE GOAL OF FORMULATION OF AN ACADEMIC SENATE RECOMMENDATION TO THE BOARD OF TRUSTEES RESPECTING THE USE OF MULTIPLE MEASURES, THEREUPON THE BOARD OF TRUSTEES WOULD FURTHER ADDRESS THE ISSUE, AND

WHEREAS, ON MARCH 24, 2015 THE DEVELOPMENTAL EDUCATION COMMITTEE SUBCOMMITTEE ON MATHEMATICS ISSUED ITS REPORT AND RECOMMENDATION, AND ON MARCH 25, 2015 THE DEVELOPMENTAL EDUCATION COMMITTEE SUBCOMMITTEES ON ENGLISH AND READING ISSUED THEIR REPORTS AND RECOMMENDATIONS, TO THE ACADEMIC SENATE, AND

WHEREAS, THE ACTING PRESIDENT OF THE COLLEGE HAS INFORMED THE BOARD THAT ON MARCH 4, 2015 THE CHAIRMAN OF THE DEVELOPMENTAL EDUCATION COMMITTEE OF THE ACADEMIC SENATE REPORTED THAT EXECUTIVE COMMITTEE OF THE ACADEMIC SENATE PLANNED TO REVIEW THE WORK OF THE THREE DEVELOPMENTAL EDUCATION COMMITTEE SUBCOMMITTEES TASKED WITH REVIEWING MULTIPLE MEASURE BY DISCRETE ACADEMIC AREAS OF MATHEMATICS, ENGLISH AND READING AND TO FORMULATE A RECOMMENDATION TO THE FULL ACADEMIC SENATE AT THE FULL COMMITTEE MEETING SCHEDULED FOR LATE MARCH RESPECTING MULTIPLE MEASURES, AND WHICH COMMITTEE RECOMMENDATION WOULD BE PRESENTED AT THE APRIL 21, 2015 MEETING OF THE ACADEMIC SENATE, AND

WHEREAS, THE BOARD, NOTWITHSTANDING ITS EARLIER CONCERNS WITH THE PACE OF ACADEMIC CONSIDERATION, AFTER REVIEWING THE FOREGOING AND THE UPDATES PROVIDED PURSUANT TO RESOLUTION 14/15-20 AS TO THE WORK OF THE DEVELOPMENTAL EDUCATION COMMITTEE OF THE ACADEMIC SENATE AND THE ADMINISTRATION, DEEMS THAT AS OF MARCH 31, 2015 PROGRESS HAS BEEN MADE WITH RESPECT TO THE ISSUE OF MULTIPLE MEASURES REFLECTING PREVAILING AREA STANDARDS AND THEIR USE IN

EXEMPTING STUDENTS FROM HAVING TO TAKE THE NASSAU COMMUNITY COLLEGE PLACEMENT EXAMS, AND FURTHER THAT MORE THAN ADEQUATE TIME HAS BEEN AFFORDED THE ACADEMIC SENATE WITH RESPECT TO FORMULATION OF ITS FINAL REPORT AND RECOMMENDATION ON MULTIPLE MEASURES, AND

WHEREAS, THE BOARD OF TRUSTEES AWAITS WITH GREAT ANTICIPATION THE FINAL REPORT AND RECOMMENDATION OF THE ACADEMIC SENATE IMMEDIATELY FOLLOWING THE ACADEMIC SENATE'S MEETING ON APRIL 21, 2015, AT WHICH TIME THE BOARD, AND THE ACTING PRESIDENT AND HIS STAFF WILL BEGIN REVIEW OF THE RECOMMENDATION WITH A VIEW TO ADOPTION OF ITS FINAL RESOLUTION RESPECTING THE COLLEGE'S USE OF MULTIPLE MEASURES,

NOW THEREFORE BE IT RESOLVED, THAT THE BOARD OF TRUSTEES OF NASSAU COMMUNITY COLLEGE HAVING DETERMINED THAT THE ACADEMIC SENATE, BASED UPON THE WORK OF ITS DEVELOPMENTAL EDUCATION COMMITTEE, HAS BEEN PROVIDED ADEQUATE TIME TO FORMULATE A RECOMMENDATION TO THE BOARD RESPECTING THE BOARD'S CHARGE TO IT TO CONSIDER THE UTILIZATION OF MULTIPLE MEASURES FOR ADMISSION TO THE COLLEGE, AND INDEED SINCE THE ACADEMIC SENATE WILL CONSIDER ITS DEVELOPMENTAL EDUCATION COMMITTEE'S RECOMMENDATION AT ITS APRIL 21, 2015 MEETING AND THEREUPON IT IS ANTICIPATED WILL TRANSMIT ITS RECOMMENDATIONS TO THE BOARD OF TRUSTEES FOR ACTION, THE BOARD HERewith EXTENDS ITS APPRECIATION TO THE ACADEMIC SENATE AND THE BOARD WILL PROMPTLY REVIEW THE RECOMMENDATION OF THE ACADEMIC SENATE RESPECTING THE UTILIZATION OF MULTIPLE MEASURES FOR ADMISSION TO THE COLLEGE AT ITS MEETING TO BE HELD IN MAY 2015.

Motion carried 9-0.

Speakers

Dawn Smith, Student Personnel Services: Read the following statement for Patricia Halcrow:

“My name is Patricia Halcrow, and I'm here to represent the Sociology, Anthropology, and Social Work Department and to speak on class size limits. First, I'd like to state that we agree with our colleagues. The board's role is to oversee the general administration of the college, not to micromanage academic issues and classroom concerns, which are a matter appropriately addressed to the Academic Senate and the NCCFT contract. The issue of class size is one example of why this is important. Class size is initially set by the college-wide curriculum committee based on pedagogical needs, and if they are to be adjusted, those needs must be taken into account. Let me give you an example. In our Human Services AA program, our HMS 205 Internship course has recently been increased by four students from 12 to 16. Without going into detail about how many ways this course would be negatively influenced by this change, here is one small illustration of why class size matters. In class, students may bring a problem they encountered in the field placement, and these issues can take time resolving. If a student experiences an ethical dilemma, we want the student to work through with the help of the instructor. One such instance was when a student found two clients having sex in the closet. Since she saw one of them as a predator - there was a significant age difference - she was reluctant to inform her superior, since the perceived victim might be penalized as well. After much discussion of the pros and cons of one action or another with guidance from myself, the group suggested, that the student agree to tell the supervisor and let her decide what the correct course of action should be. She did so, and the agency terminated all services for the older participant, and gave the other participant a severe warning. With 16 students in the

class, how could we possibly address all the students' concerns? Speaking on behalf of my entire department, I hope the board will direct the administration to roll back its unilateral increase in class size, and bring their concerns before the appropriate shared governance bodies. Thank you for your time.

Chair Gardyn: If you cannot stay here to speak, going forward, hand in the statement; it's not fair for everyone else who's waiting to speak. So if Andrew DeJoseph is not here, please hand in his statement; we will read it as a board.

Lynn Bergin, Professor of Administrative Business Technology: As a representative from the Administrative Business Technology Department, I would like to express the department's feelings on the recent resolutions that have been put forth by the Board of Trustees. With all due respect, the Administrative Business Technology Department would like to request that the Board of Trustees let the faculty and staff at NCC complete our responsibilities to the students and the community, as we have been. We are specialists, and we're doing what is best interest for the students. There are well-proven procedures in place - please allow us to follow this process and maintain our reputation as an outstanding Nassau Community College that works hard for our students and ensures a successful outcome.

Richard Delbango, Professor of Library: I'm representing the Library Department. We the members of the Library Department are seriously concerned about the erosion of shared governance at the college, a partnership embedded in contractual agreement among the Board of Trustees, Nassau County, and the NCCFT. The rights, responsibilities and duties of the faculty are clearly delineated in the contract regarding manners of governance, including curriculum, promotion and tenure, sabbatical leave, and departmental spending on educational resources. Yet, contractual processes that address these matters are being frequently disregarded by the administration and Board of Trustees. These issues, if not resolved quickly, threaten to impact the quality of education we provide for our students, the quality that has long been the pride of Nassau Community College. We especially ask the Board of Trustees to re-engage with the faculty in a manner that respects the NCCFT contract and returns the institution to a collegial atmosphere of mutual respect and understanding, with the education and retention of our students as the top priority. Thank you.

Richard Cohen, Professor of Physical Sciences. The department of Physical Sciences are opposed to the recent Board of Trustees resolutions, as we believe them to be in violation of shared governance in the CBA between the NCCFT and administration. We ask the Board of Trustees to reaffirm our faculty's rights to shared governance, and to withdraw the resolutions in question. From this point forward, I am no longer speaking as a member of the Department of Physical Sciences. I'm just speaking in terms of my own experiences. I serve on two separate college-wide committees of the academic segment. I chair the Student Enrollment Management Committee, and I'm a member of the Assessment Committee. Additionally, I serve on the Retention Committee, as well as two working groups of the middle states self-study team. To say I know about shared governance, I'm an example of shared governance here on this campus. It's what I do. As part of my work on these committees, I collaborate with numerous members of the administration. I can honestly say that I consider these people true colleagues whose opinions I value. I would like to think that they would say the same thing about me, but you would have to ask them personally to know for sure. We had many fruitful discussions that resulted in work that I believe have truly benefited the college. The existence of shared governance in the academic setting is what allowed these discussions to occur. To put it simply, shared governance works. Each of us - the faculty, the administration, and the Board of Trustees - has something positive to contribute to the college. We each have an expertise that the other lacks. As for the NCCFT contract, we each have an important role to play in the functioning and success of the college. It is by working together in true collaboration that we can meet and surpass the obstacles that lay before us. I feel that collegiality and collaboration has been lost in recent years. It is time to get that back. Resolutions create a feeling of opposition and divisiveness. No one

wins under these conditions. If we end up in a legal battle over these resolutions, we lose no matter who wins. Countless time and money will be wasted and can be better-used and better serve our students, which is why we're here, after all. At the end of it, all you've made is an enemy out of the people you still have to work with instead of a partner. Partners work together for the benefit of all, not enemies. The structures are already in place to make decisions together to address the issues facing us all, and that structure is shared governance and the Academic Senate. Shared governance made NCC the amazing institution that it is today, and it is through shared governance and true collaboration between the faculty, the administration, and the Board of Trustees that will keep NCC a top institution in the future. I again ask that you repeal the resolutions in question, and restore shared governance for the betterment of the college and the students. Now that I have a 6:30 a.m. class tomorrow, I think I might go home so I can get some sleep, so I can be awake for my students tomorrow. Thank you very much.

Cathy Jensen, Professor of Nursing. The Nursing Department is unanimously in support of our practice and belief in shared governance, and we urge the Board of Trustees to continue the active utilization of this mandate, going forward. Whether contributing to the educational success and goals of the students, or whether we're contributing to the health and wellbeing of the members of our local community, we in Nursing see tremendous parallels between both of these endeavors. Healthcare standards, for example, are not decided by individuals, or by those whose expertise comes from non-health-related fields. Likewise, decisions regarding educational choices and programs for our students would have the best outcomes when collaborated upon by experienced educators. Neither health nor education is viable if functioning in a vacuum void of consultation and collaboration between the experts. Positive results are really the goal and everything that we do here. When a Nassau Community College graduate nurse, for example, observes a flat line on a patient's cardiac monitor, they know through their education at Nassau to call on a team of experts to intervene and provide required, tested standards of care in order to maximize the outcome. Historically here at Nassau, decisions have been made through the use of collaboration, aka shared governance. We've always collaborated and shared ideas between faculty and administration. The result of this is an excellent reputation for our programs, and a positive impact on the community and through the continuation of this sharing that the educators and administration can prevent our reputation from flat lining. Thank you.

Dean Nataro, Professor of Math Computer Science Integration Technology. Here's a short statement on shared governance. First, a quote from the Standards of the Middle States Association for Standard IV. "The Commission on Higher Education expects a climate of shared collegial governance in which all constituencies, such as faculty, administration, staff, students, and governing board members involved in carrying out the institution's mission and goals participate in the governance function in a manner appropriate to that institution." Now for a short story. A few months ago, an administrator came to our department meeting. A wily discussion ensued about resolutions emanating from the Board of Trustees and the possibility of more of them. Towards the end, I asked him the following elementary question. Does the Board of Trustees believe that it has the power and the authority to impose anything it wants? His answer; yes. That was a one word answer, simple, straightforward, no equivocation, no weasel words. In my opinion, I think you'll want to ask the same question, if the administrator is right to say so, if not, just say so. Then we'll have a better idea of the field we're playing on. Recent resolutions by the Board of Trustees, in my opinion, are top-down commands, which dictate final results and require the production of data to back them up, whether or not it exists. They also contain threats. This is not what Middle States envisions, and it certainly isn't the NCC that I have known for nearly 19 years.

Evelyn Deluty, Professor of Philosophy: I'm representing the views of the Philosophy Department. Recently, the President of SUNY Albany, Dr. Robert Jones asserted that the most significant financial threat to that institution is declining enrollment. Over the past eight years, he said, the total annual enrollment of SUNY Albany has decreased by more than 1,000 students. While Dr. Jones lauded SUNY Albany's many initiatives in technology as job generators, he failed to mention that in that same period, SUNY Albany radically slashed its

liberal arts offerings. Ignoring these facts, he called for improvement in the perceptions of SUNY Albany's academic excellence and efforts to advance its institutional reputation. What lesson can we draw here at Nassau Community College from SUNY Albany's trajectory? SUNY Albany cut the liberal arts and wedded its fortune to the corporate model of higher education, but failed to see that the long-term consequence is reduction in enrollment. Members of the board - do not succumb to a mirage by pairing a college education with the short-term needs of industry. Students are not customers, and faculty do not sell commodities. SUNY Albany's experience demonstrates that higher education is not a handmaiden to industry. NCC's proven success over decades is rooted in our tradition of shared governance, not in board ordered mandates. Your failure to entrust the formulation of academic policy to professional educators - the faculty - threatens the future academic standing of our college. Would you allow an administrator from an insurance board to perform open-heart surgery, or would you seek out a top surgeon? Would you consult with your family physician in matters regarding financial investments, or would you rely on the advice of an investment planner? Your disregard for the role of faculty in formulating academic policy challenges New York State law, the CBA, and the Middle States Standards of Excellence number four regarding shared governance, for which we have been lauded in the past. You, the members of the Board of Trustees, are charged with maintaining our wellbeing. In the long run, if you follow SUNY Albany's path, you will share Dr. Jones' lament, and our most significant threat here at NCC will be declining enrollment and a watering down of the academic excellence that has been the hallmark of Nassau Community College. The students who sit in my philosophy classroom have the same right to academic excellence as their economically privileged peers at four-year institutions. We, the faculty, are professionals dedicated to guaranteeing this right. Do not trample on it.

Jason Gorman, Professor of Art: I want to personally thank all the board members for their service on this late evening, and for the opportunity to speak. I'm speaking on behalf of my department. The Art Department unequivocally supports the faculty as having the primary control over curriculum. This precept finds support in the Academic Senate bylaws, the NCCFT collective bargaining agreement Article 19; the AAUP statement on governments of colleges and universities, section five; applicable New York State educational statutes and regulations; Middle States Standards four and ten; SUNY regulations citing the equivocal New York State educational statutes and regulations; and the FCC's statement on the role of faculty and shared governance. This, by the way - a little sidebar - was a statement that we read at the recent Academic Senate meeting. We hereby request that the Academic Senate pass a resolution affirmatively stating that the faculty has the primary responsibility for curricular matters and opposes any Board of Trustees resolutions that eliminate in whole or part, reduce, or circumnavigate faculty control over curriculum. We also request that the Academic Senate pass a resolution to call on the NCCFT and the administration to each act in their own varying capacities, both individually and in unison, to protect these faculty prerogatives.

Marianne Kildare, Lecture of LINCC: The Department of LINCC would like to express our concern regarding the Board of Trustees recent attempts to redefine our system of shared governance in a manner that's inconsistent with our collective bargaining agreement, Middle State Standards, and state education law. We are highly trained professional educators and academics who know best how to formulate a curriculum that will serve the needs of each student and maintain our high academic standards our students and the community have come to expect from an NCC education. LINCC is an academic ESL program serving immigrants and international students from over 40 countries. We are uniquely trained to deal with this population, incorporating all language skills in our lessons on a daily basis. The preparation they get from us allows a previously underserved population achieve college success. We respectfully request that the Board of Trustees allows us to continue to use our expertise in the best interest of our students.

Thomas Sands, Professor of Marketing, Retail, and Fashion: I represent the Marketing, Retail, and Fashion Department. I don't know the current members on the board - I just want to give you a quick background of me so you know where I'm coming from. I've been an academic senator for over 25 years. I served two terms as

First Vice Chair on the Executive Committee. I served two terms as Chair of the committee. I also was co-chair of one of our Middle State committees that helped prepare this school for a visit and review by the Middle States Committee of our standards of excellence. This college has always had, for many years, a very positive national reputation for developing a model shared governance system. Because of this positive reputation, and the position I held on the senate, I was invited to talk and conduct workshops at the AAUP annual conference of the American Association of University Professor in Washington D.C., the Annual Conference of Community Colleges in Nevada, and Philadelphia, by Middle States to conduct a workshop there for the colleges preparing for the Middle States visit on shared governance. I'd like to think that I had a fair amount of experience discussing shared governance with many faculty members and administrators throughout the country. I have learned that it is essential, that it's important in the shared governance system, that the Board of Trustees, the administration, the faculty, the students, the staff - we must all work together to achieve our common goals. I implore this Board of Trustees, in your leadership role, to foster, encourage, an environment where all constituencies here at Nassau Community College respect each other, trust each other, and are willing to utilize the experience and knowledge of each other to achieve our common goals. Please lead us. Help us.

Bruce Urquhart, Chair of the English Department: I am also chair of the Developmental Education Committee, and I hope that this board will honor the fact that I've been given an additional three minutes by Jim Hoyt of the NCCFT. First, let me underscore that there are good administrators and trustees, as well as bad, and I must constantly remind myself of that truth. But for those trustees and administrators that have encouraged or even coerced the administration to meddle recklessly and irresponsibly in the shared governance process, I consider your behavior destructive to the centrality of the academic role placed upon experts within the structural well-framed academic setting committees. To create collaboratively academic policies born of informed decisions, ones that promote persistence and retention, and indeed protect the wellbeing of our students as learners. The divisive fracturing of the Academic Senate accomplished by board-framed resolutions, underwritten by members of the administration, ones that bypass the Academic Senate as they were directives - in translation, or else mandates sent to developmental education committee and the college wide curriculum committee this most obvious insidious manifestation, one that destroys the board, administration, faculty balance crucial so that academic decisions do not promote a skewed agenda. One, for example, that advances the balancing of a budget over the academic health of students. Our reinforcing molestation as the board's insertion of a shadow developmental education committee, a Frankenstein creation made up of members of the administration whose goal was to address the same resolution on multiple measures. Not so parenthetically, Shelley's monster had a few redeeming qualities - a notable difference. Visualize how members of the Developmental Education Committee, once it concluded its work in late March, felt when they read the administrative committee's final report that outlined its recommendations on multiple measures to the board. I and my colleagues were stunned. Busy work for us; activities to keep us occupied. I did, in early childhood, enjoy playing in that Dick and Jane sandbox. Yet of course, not capable of envisioning then the playtime in the sandbox would continue through my late adulthood. You place us in a specially constructed sandbox - D243 - gave us pails, shovels, colored pens, paper, and construction materials, and said, "Now boys and girls, play nicely. No fighting. Big daddy and mama want you to be creative, and build together something special, something useful. Make us proud. And we finished and came to you with an idea that's been borne of joy and enthusiasm - Look, look what we have made for you. See, see what we did. Please look now. You patted us on the heads and said, Soon you will be adults and learn how to play in the real world." How many crushed myths, child and adult, does it take to break our spirit and humanness, to dampen our joy and our communion with others as we bond in concert to help those in need? I've been a professor at Nassau Community College for 45 years; the chair of the English department for 28 years, and chair of the Academic Senate's Developmental Education Committee for ten years. Most proud of what this college has accomplished. The exception? The dark ages, the last five years. In the 1970s, the college served the privileged, the wealthy, and the feeder schools from high-performing districts. It certainly was not reflective of Nassau County as a more global community. In spite of the good news - that is, that the student population is more diverse - today there is another skewing. Many of our students are poorer,

are contrastively from low-performing high schools, are challenged, are at high risk for a multitude of reasons, and are seriously skills-deficient. Balancing a budget by increasing class size, by removing science and math requirements, and by administering as dictatorship to bypassing the shared governance process disenfranchises the students most at risk; the ones that need a nurturing academic environment, as well as support services in order to persist and retain. Moreover, easier, if in your translation, means a diluted curriculum and pathways to avoid needed developmental work encourages failure before and after graduation. Indeed, a failure to thrive. The college ends up cashing the students' checks and taking their financial aid, thus balancing its budget. Inversely, the retention persistent rates, transfer and workplace success rates exponentially decline. To conclude, civil discourse and cogent data-driven recommendations framed within the embrace of a shared governance process, alas, appear to be bootless exercises for quixotic dreams. And thus I must ask the question, albeit rhetorical, what will you listen to?

Mary Ardise, Professor Reading and Basic Education: The Department of Reading and Basic Education unanimously supports the NCCFT collective bargaining agreement. We believe it provides the foundation of the efforts of our department and all of the college's full-time faculty in our collaboration with all areas of the college in fulfilling the NCC mission. This collaboration is grounded in the shared governance process, which has long been the practice and policy of the college. In fact, the shared governance process, in conjunction with our contract provides the framework and guidelines for all our work on behalf of our students and the entire NCC community. Section 19 of our collective bargaining agreement states, "It is the Academic Senate that shall provide the college community with a voice in general education goals and policies." This section details the process specifically, noting that the senate shall have responsibility and powers to formulate and propose policies and those aspects of the student's life which relate to the education process. We believe that this process has been undermined by the recent actions of the NCC Board of Trustees in proposing and passing resolutions regarding academic policies which are, in fact, in the purview of the faculty in collaboration with the administration of the college. As faculty members, we uphold our right and responsibility to bring our collective experiences, insights, and expertise to our work with NCC students, each other, and the college administration. We will do our utmost to defend our rights and responsibilities as delineated in our contract. We urge the Board of Trustees to respect and honor our contract and the shared governance process as well.

Juliana Dijkstra, Student: Currently, I'm a full-time student and freshman senator for the Student Government Association, a member of the Honors Club, and next Wednesday and Thursday, I'll be running as a candidate in the campus-wide Student Government Association elections, seeking to hold the next presidential position. I would like to speak to you briefly from a student's perspective in regards to class sizes here at Nassau Community College. Coincidentally, the small class sizes here at Nassau were an additional incentive when I considered attending this institution of higher education. The small class sizes give students a chance to connect with their professors and really grasp the material. They also allow us to have a comfortable environment to learn in. Over the past few semesters I've developed a love for Nassau Community College and everything this institution has to offer. An increase in class sizes would not only negatively affect my personal experience, but also have an adverse effect on the learning environment of the student body as a whole. As student senators and voting members of the Academic Senate, and also from the perspectives of the students who have sat on several BOT meetings, the Student Government Association would like for there to be more communication and collaboration from both the senate and the BOT, and all efforts in ensuring shared governance will not go without recognition and appreciation.

Ed Boyden, Professor of History: I thank you all for coming out tonight; we do appreciate the time you dedicate to the college and its students. I want to make absolutely clear, before I say anything, that tonight I'm speaking on behalf of the History Department, not the Academic Senate, so please make sure - I don't want to cause any confusion. I'm not speaking for the senate tonight, I'm speaking for my department, the Department of History, Political Science, and Geography. I just wanted to make sure that everybody gets that. So, the History

Department would like to call your attention to their recent increase in class size mandated by the college administration. We, that is the History Department, believe that if this increase and the way it was carried through violated Section 19 of the NCCFT contract, which gives the Academic Senate the power, and here I'm quoting our contract, "To formulate and propose academic policies, including policies on class size," close quotes. Now we recognize, that is, the History Department recognizes, that there are many factors at play in determining class sizes; licensing and accreditation, for example, when you're talking areas such as Allied Health and Nursing, and also pedagogical, or workload, considerations. The senate, the Academic Senate and its committees are the forum for discussing and making decisions on class size, and the senate is the body which establishes the procedures for making such determinations. And class sizes may only be changed by the procedures established by the senate. So, to conclude, the History, Political Science, and Geography Department urges you to instruct the college administration to adhere to the NCCFT contract and the Academic Senate bylaws, and rescind the increase in class sizes. So, thank you very much. And is this clean enough?

Tom Bruckner, Professor of Physical Sciences: I agree with everything that's said, but while I agree with everything said, I'm going to argue on a different basis, and by doing so, I'm going to plea with you to rescind your resolution concerning the math and science and Physical Ed requirements. Well, I heard that you saw my report about the community colleges but decided not to accept it as a Senate Report; I do understand that that's your prerogative. However, after reading the administrative response, I want to inform you that my data was backed up and further verified through phone calls to the colleges themselves. In addition, I had no less than a dozen people look at it and verify the data I listed. I worked long and hard on that report, and I invite you to look it over again. When I looked at the administrative response, I saw sentences like, "Although a thorough cross checking of data is yet to be completed," and "Consider the hypothetical." And of course there are no references, no appendix, no printouts, all of which I had. So according to another administrative report, where we stand by the numbers, I read that 21% of our students transfer to SUNY; 38% to CUNY - if you're keeping track, it's only 60% - 4% to Hofstra, 4% to Adelphi, three to LIU, 2% to NYIT, 1% to St. John, and less than 1% to all the other local colleges. So I want to look at the CUNY's general education degree. The core curriculum for all CUNY's require one math and one lab science. Then there's another one - so they have it in three sections - the Flex Core. And that includes a class called Scientific World. And then there's a college option that allows each individual college to pick four subjects. Queens College, a popular destination for NCC students, actually requires a third science class, another lab science. Yet, on page three of the administrative response, it says that Queens College only requires one math and one science. Let's go to two popular SUNY's, Farmingdale and Stonybrook. Page three of the administrative report states that Farmingdale requires only one math and one science, and Stonybrook was listed as not updated. It didn't take much effort to find a 2013 to 2015 Transfer Guide listing the Stonybrook Gen Ed requirements on page five, by the way, that states basic math, statistical reasoning - that's two math classes - and two courses in natural science. For Farmingdale, their Gen Ed requires two courses in math and two courses in laboratory science. Let's move to LIU - C.W. Post; page three of the administrative report states one math and one science. So it is one math - I don't know what the level was, but it's one laboratory sequence requiring two classes in one discipline. LIU Brooklyn requires not one, not two, but three science classes. Go Brooklyn. On the administrative table, it says Adelphi; one math, one science, and a choice or math or science. Not even close. Adelphi is two courses in math and two in science. Again, the facts are not straight. NYIT is listed as having one science course on the administrative report. However, the 2010 Discovery Core requires two science. I will give the administration credit, though; I think Hofstra was right. I do have data for all the colleges - they're all printed out up here. And it contradicts almost everything the administrative report says, which I would gladly share with anyone interested. Can I submit to the minutes?

Chair Gardyn: Absolutely.

Tom Bruckner: Okay. So let me ask you this; is the administrative report factual? Therefore, is the BOT resolution factual, where it says most area colleges and four year SUNY colleges do not require two courses of math, two courses of science to graduate with a general liberal arts degree? Please, for the sake of facts, academic integrity, and shared governance, repeal your resolution. (Data documents are attached)

Trustee Cornachio: Tom no one rejected your report out of hand; what we said is the process requires something from the Academic Senate. Get those people over there who you deal with, you work with, and put it in the report, and we'll accept that as something. We can't get documents from everybody because we don't have - it's not within the process. Alright? We're trying to develop a good record, and we will pay attention to the honest labors of the Academic Senate. That's all we're saying. So whatever you have to say give it to them let them put in a response to us and the administration, and we'll deal with it.

Frank Frisenda, Vice President of the NCCFT: While your resolution on Developmental Ed sounds good, how you arrived at it is problematic. I think the fact that it took the board over four hours of executive session discussions to arrive at it is interesting. As you can see tonight, representatives from just about every department are concerned about the recent actions of the board, interfering with shared governance on this campus. Hopefully, the board understands the gravity of these sentiments. In addition, you've heard faculty and students express their concerns with the administration's unilateral increase in class size, which is a violation of senate policy and the CBA. This new paradigm of Board of Trustees' interference with shared governance, administration's violation of senate policy, and an administration's interference with our own P and T process - that's promotion and tenure process - is resulting in a host of grievances, which never had to be filed before. Then to top it off, faculty who have worked their entire careers and submitted their promotion applications to Associate and Full Professor - these applications have been vetted by the Promotion and Tenure Committee, then were sent to the administration, and for some reason have not shown up on your agenda tonight, and so these faculty, for whatever reason, are still left waiting to see what your decision is on this issue. And that concerns us - it's a real kick in the teeth, so have a good night.

Trustees Cornachio: No slight was meant. We had other urgent business that just did not give us time to deal with that. It will be dealt with in a subsequent meeting, though.

David Stern, Vice Chair of Academic Senate: I want to first thank every board member for devoting the time from your busy schedule to serve our institution. I also want to give special thanks to members Drucker and Jackson for your devotion to the presidential search. You made sure that at least one board member was present at each of the forums, and that's greatly appreciated. I'm sure you'll join me equally in thanking the students here and the faculty that are also volunteering their time to serve the college tonight. Tonight I'm speaking as a leader of the Academic Senate. We ask that you restore the collegial cooperation on our campus. Such cooperation is not a nice idea, but is required as part of our Middle States accreditation. There's also an integral part of state laws governing community colleges, and the college's contract with its faculty and staff. As you're aware, at NCC we have an Academic Senate, not a faculty senate. Our senate includes students and administrators, as well as faculty. For decades, the senate has provided a forum for faculty, administrators, and students to work together to evaluate issues - especially academic issues - and find solutions that best fit our unique institution. The yearly rhythm of this process started with new charges to our over 25 committees at the beginning of the academic year in September, vigorous analyses, discussion, debate throughout the year, and ending with actions through the senate resolutions and reports in May. Remember that students and administrators participate throughout this process. To insure the efficiency of this process, the senate's Executive Committee and the college president and his executive would meet, sometimes even weekly. During these meetings, effective strategies would be developed to address the most pressing issues in a timely fashion. While there often were disagreements, there is a mutual desire to reach compromise. This long established shared governance process at NCC has now been challenged by an unprecedented process that replaces open discussions with dueling

reports. One report from the vetted discussions as part of the Academic Senate process charges, and one reports from administration. Case in point; the most recent administration report on Developmental Education is written by unnamed participants who may or may not have been part of the Senate Committee. They formed their own opinions outside the collective, never advanced them to the committee, but instead advanced them directly to you. This process is a gross misuse of administrative authority, and lacks integrity. It belittles all parties involved, and frankly, puts you, our trustees, in an awkward position, trying to manage fractious groups who are wasting, basically, resources. Now, when the Senate Executive Committee meets with the president, very little, if any business takes place. In fact, we have not received one piece of correspondence from the administration regarding direction on how we should address the concerns of the board. To make matters worse, we only learn about these administrative reports after they've been already submitted to the board. More times than not, we've received reports after they've been submitted to the board, and after you've discussed it and voted on it. We don't understand why this has to be a surprise. We also don't understand why the administration refuses to work with us collaboratively. On behalf - thank you - on behalf of the faculty, the students, and yes, administrators that are on the Academic Senate, I ask that you restore shared governance on our campus.

Anissa Moore, Professor of communications: First I'd like to read a statement on behalf of the Communications Department with respect to class size. Yes, I want to read. Yes, it's very brief. The full-time faculty from the Department of Communications wishes to respectfully support the authority of the Academic Senate and its critical role in the implementation of shared governance.

Anissa Moore read the statement of Harry Marenstein of the Music Department: We, the full-time faculty of the Music Department recognize the necessity for each division of the college, the faculty, the administration and the Board of Trustees to fulfill its responsibilities in order for the college to function properly. These responsibilities must be carried out in full cooperation with one another for shared governance to be present and truly effective. We also recognize that there will be disagreements among the parties as to the true meaning of shared governance, particularly when faced with tough issues such as those that the college has had to contend with in recent years. Recent actions and statements by all groups involved can cause contention and resulted in a confrontational stance that benefits no one, least of whom the students, who are and must remain our highest priority. Therefore the faculty of the Music Department respectfully request that all parties begin today to work in a collaborative fashion for the sake of the future of Nassau Community College. In order to accomplish this, we must return to the model that worked effectively for so much of the five-plus decades of the college's existence. A governance process that is consistent with the history, culture, and contractual bylaws of our collective bargaining agreement; one that recognizes our faculty as professional educators with the expertise and experience to oversee academic design and issues within the larger running of the college. We request the return to civility and respect for one another, and respect for the established governance process on our campus. Thank you for your time.

Marilyn Gotkin, Professor of Biology: I've been teaching at Nassau Community College since 1985 as an adjunct, and since 1993 as a full-time professor. I'm currently a full professor. I'm not going to speak tonight about shared governance, although I agree with everything that's been said, especially Dr. Bergin and Dr. Deluty, so whatever they say, add a ditto for me. I have some issues that I have observed through the years, and I want to speak to them. In a democratic republic, it's absolutely necessary that we have an educated electorate. The people who elect our officers of the country, the people who make the decisions regarding what goes on in the world are going to be voting citizens, and voting citizens must be educated. In order to be an educated person, you must study arts, you must study sciences. You can't have one without the other. These are important things that our students must have. Eliminating any of this is not a good education for our students. We're always very concerned about graduation rates, of all things. I am a Nassau Community College dropout. How could that be? I took courses at Nassau Community between my bachelor's and my master's degree. I was required to take 16 credits. I took two courses in the Math Department, and I took two courses in Physics. But,

because I did not graduate with a degree, I'm listed as a dropout. I'm listed as a failure instead of a success story, and that's a problem. Because we rate education by graduation rates - that's the wrong way to do it - and since it's done from the outside world, it's up to us, the faculty, the administrators, the Board of Trustees to help to develop an understanding that graduation rates is not the only way to judge a college. Our school serves our community in many, many ways. We have a very big mission. I'd like to speak about retention. Our enrollment is extremely heterogeneous. We have students from all economic backgrounds, all educational backgrounds, all social backgrounds. They have great opportunity here to be the best they can be, and we can do it for them, because we, in small classes, can address their strengths and weaknesses. If you ever came into a classroom, you would see that there are students who cannot write; they cannot read; they cannot compute. And as a teacher, you can walk around in a relatively small classroom and help them develop so they can be the best they can be. Our students don't know what studying means, many of them, don't know what the word study means. They don't realize if they're doing homework, they're studying. They don't realize anything about time management. Some of them are working 30, 40 hours a week; I respect that - they need to, many of them. But they're taking 15, 16 and 17 credits just because their college catalog says they can. There is no good advisement for these students. We have a wonderful advisement center; we have very busy advisers, but we have self-serve advisement where the students advise themselves, and they make a lot of mistakes. A person, an adviser, can say to a student, "Do you have children at home? Do you have other responsibilities? Do you work on the outside? What are your future goals? This is a good course; you can take this course, but a course that would be more useful to your goals is in a different place in the catalog which they don't read. I'm going to the end. The end; the most important thing I think we need to think about is class size and printing a college catalog. Printing a college catalog will save us more money in the end, because students will not drop out, because they'll understand what's out there.

Cathy Fagan, Professor of English: I am also a member of the Developmental Education Committee, chair of the Placement Committee of the English Department, Placement Coordinator for Composition, and architect of English 100, a course that embeds developmental work with an accredit-bearing course that has earned high praise from our students who have said, "I finally know how to write," and I quote, "I never had 50 minutes in front of a computer to write and with a teacher to help me." Our past rate with transferable grades of C or better was 91% for Fall '14, reaching 507 students in 29 sections. In Fall '15, we will offer 51 sections of this course, reaching over 1,000 students. One thing I am not - a politician. Most teachers are bad politicians; we have never learned the art of sacrificing quality for expediency. Therefore, when the Developmental Education Committee was given an ultimatum in November by this board, review the exemption policies for English, math, and reading, and present your findings by March 31st or we will take further action, we got to work. Even though we knew that the NCC board already had the recommendations they wanted clearly in mind, causing one trustee to quip, "It's not rocket science; they can do that in a month." We did what was asked. Led by our chair, the committee formulated a data supported exquisitely vetted series of recommendations for placement test exemption, to which the administration on our committees agreed. Imagine our shock and disillusion when those recommendations were subverted by a set of egregiously low exemption benchmarks supported by a committee of NCC administrators - unnamed - who asked the advice of select superintendents of high schools of Nassau County. That was an interesting approach to the data-driven recommendations we were instructed to present; ask the high school superintendents to tell the college what they deem to be competency among the students they want us to accept into credit-bearing courses. Do doctors ask patient's families what prognosis to give? Do lawyers ask their clients' friends how to create a defense? Do accountants ask the individuals they represent how to go about creating the best tax shelters? Yet everyone knows how to place students into college course; everyone except the faculty who teach those courses. The composition program that we have built in the English Department launches our students into discourse that is very often their first experience with words beyond texting, tweeting, and writing from tablets. And it does so from the first moment that students begin learning with us in Developmental and credit-bearing courses. Correctly placing students into that composition program is crucial, not only for our developmental students who are otherwise doomed to failure in courses they

cannot handle, but also for our non-developmental students whose classes will be stunted by more and more students unprepared and underprepared, being placed into courses with larger and larger caps. I applaud you for observing that the Developmental Education Exemption Resolution must go through the NCC Academic Senate according to our mutually established processes. Now, I hope that this body, through the administration of our college, will discuss the provisions of that resolution on the senate floor, working to understand the basis of an honestly formed set of exemption benchmarks that we can use to help our incoming students.

Kathleen Gallagher, Professor of engineering, Physics & technology: I'm a faculty member in the Engineering, Physics, and Technology Department. I'm speaking for myself this evening. I fully support procedures and processes in place in the Academic Senate. I view the senate as a collaboration - a partnership between faculty, administration, other college personnel and students in making key decisions here at the college. I trust in the process. My teammates agree, and I hope you do too.

Debra DeSanto, President of NCCFT: I was originally told I was going to be the last speaker, and I was hoping to be able to say, we're all exhausted and good night. I think at this point it is very limited things that I need to say - I don't have anything written down. You can see by the amount of individuals that are in this room that there's issues here. There's concerns here. You're hearing that the Senate Executive Committee goes in and they speak to the administration, and they come out without answers. The same thing happens to the NCCFT; we meet on a monthly basis with the administration. I basically beg them to bring the correct information to the BOT, because I'm seeing a disconnect. We have never had these resolutions that are being brought forward - not that they're necessarily a bad thing, but the language that's within them and the committee's already moving forward with them - there's just information that's not coming to you in the correct manner. I offered to speak directly to you; I've asked who in the administration speaks to you to get the information to you so that you have a clear understanding of what's happening on the committee levels. And we're basically not getting a response to those questions. So I hope what you're seeing tonight is that - I know you get tired of seeing me up here month after month. You've had so many people come up from almost every department on campus here expressing concern. We feel that we know what we're doing. And that doesn't mean that there's not room for improvement; we want to work with you. I stress this - I've said to Ken, we need to move forward. We need to figure out a way to work together again. But with these grievances - I mean, today, the amount of grievances - departments calling us up, "File a grievance on this, file a grievance on that, file a grievance on this." And we're sitting there, and we're looking at all these different things. And I'm saying, this is not what I think we should be doing. We should be working together. So I just ask you when you're driving home tonight - I know you're exhausted, but maybe reflect on what went on here, and realize that there's concerns on the part of the faculty. My colleagues and the students that are here represent issues we have on campus, and please just give them some thought. I make myself available to you; I represent the 700 full-time faculty, and I would be more than happy to speak to you, either individually or as a group so that you can get information from us, so that I can provide you with what goes on in the committee, and also at the NCCFT office. I thank you very much for your time.

Candace Lopez, President of the Student Government Association: I know everyone's exhausted and we've been here for hours, but I guess I'm the one that gets to say that we're almost done. So, in addition to remarks previously made by the faculty and Juliana, one of our Freshman Senators, I would also like to add that the procedures and policies that have been proposed regarding an increase in class size have not been in compliance with the ideals of shared governance. I know that much of what this institution is dependent on is due to funding, and that tends to be unfortunate. However, as a student who'd lobbied endlessly with Chuck Cutolo to increase our FTE funding, it's difficult to believe that because of an increase in class size without properly adhering to procedures which are clearly depicted in the CBA and the Middle States guidelines that Nassau Community College has the potential to lose its prerogatives in providing and maintaining the integrity of an institution of higher education. I suppose I can sum this up by stating that while sitting here, I've counted nine

students, over 80 faculty have come in and stayed and waited for hours on end just to speak with you. And I've never seen a member of the Board of Trustees attend the Academic Senate meetings as a visitor, except for Patrick. And this is not an example of collaboration from you, but it is from the students. And I'm graduating this spring, so I suppose that maybe I'm just asking that for future SGA's and for future faculty and for the future student rep that sits on your board, take that into consideration. And with that said, have a good night, guys.

David Stern: The next Senate meeting is next Tuesday if any of you - you're invited to come.

Statements submitted by Speakers who left:

Andrew DeJoseph, Professor of Accounting & Business Administration. I am here representing the faculty in our department. We the faculty of the accounting and business department, support without reservation the shared governance process at Nassau Community College as outlined in the Academic Senate Bylaws and the NCCFT contract, including that development of curriculum is in the purview of the faculty and not the board of Trustees. We ask that the members of the Board of Trustees endorse the process of shared governance, the rights of the faculty and work with us to move forward to making Nassau Community College the great institution that it once was and can be again.

Sharon Feder, Professor of Legal Studies. The Legal Studies Department reiterates the importance and integrity of the shared governance decision making process for NCC. It is our joint respected tradition that has made NCC the College that it is today and one that should long endure. It is through shared governance that all of us here, from all strata, student governing boards, administrators, faculty and staff demonstrate both joint recognition and respect for each other as well as being best able to reflect on the needs of both our students and NCC as an institution. The shared progress conveys empowerment for all creating a critical partnership with one paramount goal: meaningful improvement, progress and excellence for our students at NCC. Partnerships and joint ventures require continuous communication and joint effort. The legal Studies Department supports this goal and stresses that nothing should be permitted to impede, circumvent or hinder the process.

Statement by Marilyn Gotkin, Ph.D. Professor of Biology submitted for the record:

I am Doctor Marilyn Gotkin of the Biology Department. I have been teaching at NCC since 1985 as an adjunct and since 1993 as a fulltime professor. In 1995 I received a Faculty Distinguished Achievement Award. I have achieved the rank of full professor.

Graduation Rates and Success:

In the early 1980's I attended Nassau taking four courses that were required for my MS. Those courses were taught by very excellent professors including Dr. Michael Steuer [calculus] and Dr. Tom Fernandez [physics]. [It is because of those great professors that I set as a goal to teach at NCC.] Interestingly, I am counted as a "drop out" because I never graduated from Nassau. Actually, NCC was of great service in helping me complete my education. It has always been part of Nassau's mission to give our students the educational support they need to reach their goals. Thomas Jefferson envisioned the University of Virginia as a place where students could come to get what they need, and then go off into the world ...not solely as a degree granting institution. Jefferson opposed the granting of degrees on the grounds that they were 'artificial embellishments'. We at Nassau can be a launching pad for our students. Let us try not to get trapped into believing that the only measure of a community college's success is graduation rates! It is the job of us all, faculty and administration to educate the others of our real successes.

Our students and an Arts and Sciences Degree:

I believe ALL students, even those pursuing a career track, should partake of a rigorous study of BOTH the arts and sciences. All citizens in a democratic republic must be educated: whether a person chooses to educate himself or herself for a professional career or chooses a vocational career. Career training does NOT provide sufficient education for our complex world. Students need more. As a voting citizen, each will have to evaluate whether to support scientific claims such as global warming and whether to pay the enormous financial and sociological burden that will result from those decisions. Students need to know how to evaluate scientific ideas, therefore they need to understand the scientific method. All students need hands-on laboratory experience in order to prepare themselves for the future. And what about the humanities? Art, music, theatre, literature, foreign language; all of these endeavors help to bridge conflict between individuals, as well as bringing great joy to us as individuals. If a student is not exposed to arts and humanities, how will they know the value? Will they be willing to vote financial support for artistic institutions?

Retention, Heterogeneity, Class Size

We have an extremely heterogeneous students body! They exhibit extremes of different strengths and weaknesses. They are at NCC for many reasons. Many students are totally unprepared. Very few understand time management. They are often taking full loads of 15 -17 credit hours and are working 20 hours or more a week at gainful employment. No one has told them about their responsibilities regarding attendance and studying outside of school. They have problems reading, writing, computing and they do not even understand what it means to study, what homework is or what the value of it is. Some do not have the social skills to succeed. We may retain them with poor grades, but we cannot make them successful, for which they are responsible. I do not want to hear that I am not making the course interesting or entertaining enough. I invite anyone to come and observe my class. My colleagues and I are always reinventing our courses, adding new methodology, videos, animations, games, discussions; even toys and appliances are used to demonstrate scientific topics. [A simple mousetrap is a great demonstration of chemical bonding and energy. A Mr. Coffee pot demonstrates kidney function.] It is for these and many other reasons that small classes are essential to their success. It is in small class that faculty can address a student's needs more appropriately than in large classes. And yes, just few added students make have a negative impact on what a professor can do to encourage a student. When I took Physics with Dr. Tom Fernandez in 1983, there were only 12 students in the class. Don't you think that the students of today deserve the same opportunity to learn under such great conditions? Those attending only because of their parents' wishes generally do not participate fully. Yet, these students usually do quite well when they return to school in a few years.

Retention, Advisement, Placement and the College Catalogue [or lack thereof]:

To address retention we must address advisement. The advisement center performs an important function for our students. But, with our new self-serve system, only a small fraction of students are advised. Students are taking more credits than they can handle. An adviser could personally address that issue. An advisor can ask: "How many hours are your working outside of school? Are you responsible for the care of children or other loved ones? "etc. Proper placement is vital for success and, therefore, retention. Improper placement sabotages a student's success. A student who has trouble with basic skills needs more than one or two remedial classes. If we aim to remediate, it must be done completely if students are to succeed and remain in school.

Retention and the College Catalogue:

The most immediate, though partial, solution to many of the problems that I have presented above can be addressed by simply publishing a paper copy of the college catalogue. All of the faculty that I have polled, including those in the Advisement Center, agree that this would be extremely helpful to the students, especially those who self-serve. We argue that the on-line version is not as user friendly as holding a copy in your hand. Students would have the opportunity to peruse the pages and see all of their choices. Students are

not aware that taking a science course such as biology does not mean Bio 101. There are many more choices for non-science majors. Science majors are not aware that Bio 101, although called General Biology is not acceptable for most science or health careers. All this may be explained in on-line the catalogue, but students to not realize that they must navigate to find the question as well as the answer. Holding a paper version stimulates such inquiry. A paper catalogue would encourage students to consider other courses, to join a club, and consider other careers.

How a student was retained because of the paper college catalogue.

In the late 1990s, I had a student in Bio 101 who did not want to go to school anymore because she did not know what she wanted to do. I always contend that staying at home is not the way to figure that problem out. I know that educational experiences of all kinds is what leads an individual toward such career decisions. So, I suggested to her that she does not completely drop out, but instead pick one course, any course and stay in school. To choose that course she should take the college catalogue and read the description of every course, not just the title, even courses she never though she would like. A week or two later she came to me to say she had followed my advice. What had she chosen?, I asked, expecting her to have picked a less academic course? POETRY. Why poetry? She said that she always liked poems.

Budget, Budget, Budget

I would like to assume that you are all in agreement with all that I have suggested. And you would like to make all of these things happen. Budget constraints are enormous. Yet you must weigh the competing interests? Please maintain small class size and print the college catalogue!

Chair Gardyn announced the next Capital and Finance BOT Committee meeting is scheduled for Tuesday, May 12, 2015 at 5:00 p.m. followed by the Full Board meeting. The Board will open the public session between 6:15 and 6:30 p.m. and resume the public session approximately 7:30 p.m.

Chair Gardyn requested a motion to adjourn the meeting. Trustee Weiss moved the motion; seconded by Trustee Jackson. Motion carried 9-0.

Meeting adjourned at 11:05 p.m.

Respectfully submitted,



Arnold Drucker
Secretary

Selected Transfer Destinations
SUNY, CUNY and Local Colleges
Fall 2009 to 2012

Name of Transfer Institution	# Colleges within the System	Percent of all Transfers	CUMULATIVE %
CUNY	19	20.67%	20.67%
SUNY	53	38.34%	59.00%
HOFSTRA UNIVERSITY	1	3.94%	62.94%
MOLLOY COLLEGE	1	3.88%	66.82%
ADELPHI UNIVERSITY	1	3.78%	70.61%
LONG ISLAND UNIVERSITY	1	2.72%	73.32%
NEW YORK INSTITUTE OF TECHNOLOGY- OLD WESTBURY	1	2.12%	75.44%
ST. JOHNS UNIVERSITY	1	1.39%	76.83%
ST. JOSEPH'S COLLEGE - SUFFOLK	1	0.59%	77.42%
FIVE TOWNS COLLEGE	1	0.54%	77.96%
NEW YORK UNIVERSITY	1	0.50%	78.46%
DOWLING COLLEGE	1	0.49%	78.95%
	82	78.95%	
ALL OTHER COLLEGES	599	21.05%	100.00%

Core requirements by choosing courses from approved lists. Students are also required to complete two *Writing Intensive* ("W") courses, which may be taken within the QC Core, a major, or electives.

I. Required Core (4 courses)

- College Writing 1: English 110 (EC1)
- College Writing 2 (EC2)
- Mathematical and Quantitative Reasoning (MQR)
- Life and Physical Sciences (LPS)

II. Flexible Core (6 courses*)

- World Cultures and Global Issues (WCGI)
- U.S. Experience in its Diversity (USED)
- Creative Expression (CE)
- Individual and Society (IS)
- Scientific World (SW)
- An additional Flexible Core Course.

*No more than two courses in any discipline (department) or interdisciplinary field.

III. College Core (4 courses*)

- Literature
- Language
- Science
- An additional Core course (Excluding College Writing and MQR courses)

*Transfer Students

As a transfer student, the number of courses required to complete the College Core, which corresponds to the Pathways "College Option", depends on how many transfer credits you have and whether or not you have taken courses from the College Option of another senior college.

Number of Transfer Credits

College Core Courses

Students with 30 or fewer transfer credits

12 credits/4 courses:-One Literature course
-One Language course
-One Science course
-One additional Core course

Students with more than 30 transfer credits or 3 credits of the College Option at another senior college

9 credits/3 courses:-One Literature course-
One Language course-
One Science course

Students with an associate's degree (A.A., A.S., A.A.S) or 6 credits of the College Option at another senior college

6 credits/2 courses:-One Literature course-
One Language course

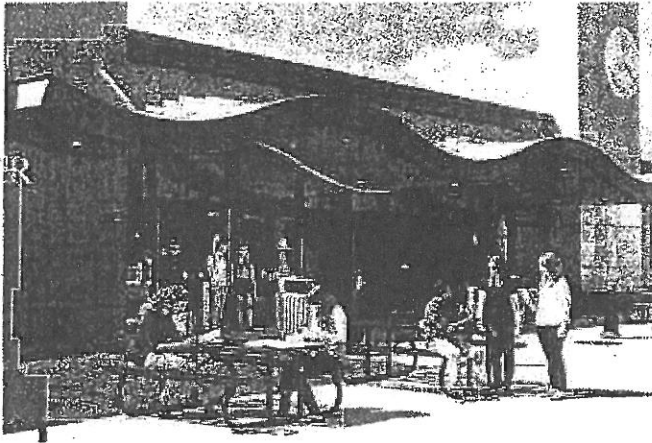
Students who have completed 9 credits of the College Option at another senior college.

3 credits/1 courses:-One Literature course

Students who have fully completed the College Option at another senior college

None

Liberal Arts and Sciences - AA



What is the Associate in Arts in Liberal Arts and Sciences?

The Liberal Arts and Sciences Department provides its students with a broad-based liberal arts education which prepares them for junior level study in a variety of majors in the Liberal Arts and Sciences such as communications, education, English, history, law, psychology, sociology, social work, medicine, the applied health professions, biology, and all the physical sciences. Liberal Arts and Sciences students are required to fulfill all ten General Education requirements.

A broad range of elective courses in the Liberal Arts and Sciences allows students who are undecided about their majors to experiment with possible choices. Moreover, students who have majors or careers in mind may test those choices by taking elective courses that are prerequisites for their chosen majors.

Each student's schedule of courses is arranged after careful consultation with a program advisor every semester.

Joint admissions agreements have been developed with other schools in the SUNY system. Admission as a junior is guaranteed upon completion of the AA degree at Farmingdale and fulfillment of other specific requirements.

Liberal Arts and Sciences (AA) Program Objectives:

- Graduates will develop the broad-based knowledge and skills necessary for upper division study and success in a variety of career choices.
- Graduates will develop a firm appreciation of culture, ethics, esthetics, cultural awareness, and lifelong learning

Curriculum Summary

Degree Type: AA
 Total Required Credits: 62

For additional information:
 Dr. Marlene Groner, Acting Chair
 Liberal Arts and Sciences Department
 marlene.groner@farmingdale.edu
 631-420-2656

School of Arts & Sciences
 Dean's Office: 631-420-2198
 Office of Admissions: 631-420-2200

Admission to Farmingdale State College - State University of New York is based on the qualifications of the applicant without regard to age, sex, marital or military status, race, color, creed, religion, national origin, disability or sexual orientation.

Program of Study

General Education Requirements (31 credits)*

EGL 101 Composition I: College Writing (GE)	3
Humanities (GE).....	3
The Arts (GE)	3
American/Other World/Western	
Civilization History (GE).....	6
Mathematics (GE).....	6
Foreign Language - Level II (GE).....	3
Social and Behavioral Science (GE)	3
*Natural Science (GE).....	4
Consult with your advisor to ensure that the general education graduation requirements are satisfied and are appropriate to your goals.	

Program Required Courses (31 credits)

EGL 102 Composition II:	
Writing About Literature	3
SPE 130 Public Speaking.....	3
*Lab Science elective.....	4
**Arts or Humanities elective.....	3
Social Science elective	3
***Arts and Sciences electives	9
***General electives	6
*Students must complete 6 credits of lab sciences and may choose a three credit lecture course in the physical sciences as long as they also complete a 1 credit physical science laboratory.	
**Courses in this category must be from the School of Arts and Sciences only.	
***Courses chosen in consultation with faculty advisors and are based on student interests and needs.	
Total Credits.....	62

Farmingdale
State College
 State University of New York

Updated 10/2014. Please check the website for the most up-to-date information. www.farmingdale.edu

Farmingdale, cont.

RECOMMENDED PROGRAM
GENERAL EDUCATION REQUIREMENTS

<u>1. COMMUNICATIONS (3 credits)</u>	
EGL101	English Composition: Rhetoric
<u>2. HUMANITIES (3 credits)</u>	
EGL 201	English Literature Survey
EGL 202	English Literature Survey (Modern)
EGL 203	American Literature Survey (to 1865)
EGL 204	American Literature Survey (1865-present)
EGL 206	World Literature Survey (Classics)
EGL 207	World Literature Survey (Modern)
EGL 212	Introduction to Fiction
EGL 307	Special Topics in Literature
EGL 314	Major Authors in World Literature
EGL 322	Leadership in Fact, Fiction & Film
EGL 323	Major Authors in British Literature
MLG 304	French Culture and Civilization
MLG 306	Italian Culture and Civilization
MLG 310	Latin American Women Writers
MLG 311	Italian American Experiences
MLG 312	Contemporary Latin American Short Stories
MLG 316	French Fables and Folktales
MLG 320	Latino Writers in the United States
MLG 322	The Latin American Novel
Art 200	History of Graphic Design
Art 201	Survey of Art History Prehistoric Times through the Middle Ages
Art 202	Survey of Art History Early Renaissance to Present
MUS 108	Survey of Western Music
PHI 205	Ethics
<u>3. ARTS (3 credits)</u>	
EGL 200	Introduction to Shakespeare
EGL 210	Introduction to Drama
EGL 214	Introduction to Poetry
EGL 216	Creative Writing
EGL 225	Images of Women in Drama
EGL 228	Classics and Mythology in Popular Culture
EGL 240	Themes in Science Fiction in Film and Literature
EGL 242	Fiction to Film
EGL 244	Classics of Supernatural Film and Literature
EGL 266	Fantasy in Literature and Film
EGL 269	The Romantic Arts Art, Dance, Literature & Music
EGL 308	The City in Literature, Art, Film and Theatre

EGL 309	Voices of Black America in Poetry, Prose & Song
EGL 319	Modern Drama
EGL 330	Classical Greek Tragedy Aeschylus, Sophocles, and Euripides
EGL 331	Death, Madness and Sex The Victorians
MLG 300	International Cinema
MLG 301	Italian Cinema
MLG 302	Spanish-Latin American Cinema
MLG 303	French Cinema
MLG 307	French and Francophone Fiction and Film
MLG 309	Arabic Cinema
MLG 314	Hispanic Fiction to Film
THE	Introduction to Theater

4. HISTORY - American and/or Other World and/or Western Civ. (6 credits)

HIS 114	Western Civilization I
HIS 115	Western Civilization II
HIS 117	World Civilization I
HIS 118	World Civilization II
HIS 121	US History to Reconstruction
HIS 122	US History Since Reconstruction
HIS 211	The World and Its Peoples
HIS 213	Peoples and Cultures of Asia
HIS 215	The World of Islam
HIS 216	History of Central Asia
HIS 222	
HIS 233	Comparative Religions and Cultures
HIS 351	The Ottoman Empire and Modern Turkey
HIS 217	From Constantine to Columbus
HIS 231	Europe and Its Peoples
ANT 130	North American Indians
ANT 211	Caribbean Cultures
MLG 305	Hispanic and Latin American Culture and Civilization
MLG 308	Arabic Culture and Civilization
POL 273	Italian Politics and Society

5. MATHEMATICS (6 credits)

MTH 102	Elementary Discrete Mathematical Models
MTH 103	Sets, Probability and Logic
MTH 107	Introduction to Mathematical Ideas
MTH 110	Statistics
MTH 116	College Algebra & Trigonometry
MTH 117	Precalculus Modeling for Life and Social Sciences
MTH 129	Precalculus with Applications
MTH 130	Calculus I with Applications
MTH 236	Calculus II with Applications
MTH 150	Calculus I
MTH 151	Calculus II

6. MODERN LANGUAGES (3 credits)

Arabic 132	Arabic II (Elementary)
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Arabic 233	Arabic III (Intermediate)
Arabic 234	Arabic IV (Intermediate)
Chinese 152	Chinese II (Elementary)
French 102	French II (Elementary)
French 203	French III (Intermediate)
French 204	French IV (Intermediate)
German 112	German II (Elementary)
German 213	German III (Intermediate)
German 214	German IV (Intermediate)
Italian 122	Italian II (Elementary)
Italian 125	Italian for Business
Italian 223	Italian III (Intermediate)
Italian 224	Italian IV (Intermediate)
Spanish 142	Spanish II (Elementary)
Spanish 145	Spanish for Medical Personnel
Spanish 243	Spanish III (Intermediate)
Spanish 244	Spanish IV (Intermediate)
Spanish 250	Spanish for Native Speakers
Spanish 251	Spanish Composition and Conversation

7. SOC & BEHAVIORAL SCIENCE (3 credits)

PSY101	Introduction to Psychology
PSY232	Child Development
PSY234	Social Psychology
PSY235	Abnormal Psychology
PSY238	Psych. of Human Sexuality
SOC122	Introductory Sociology
SOC200	Introduction to Women's Studies
SOC225	Sociology of the Family
SOC226	Contemporary Marriage
SOC228	Society and Health
SOC229	Minorities in Am. Society
SOC231	The Promise & Challenge of Multiculturalism
SOC238	Youth Culture
SOC263	Immigration Past and Present
ANT100	Intro to Anthropology
ANT110	Socio-cultural Anthropology
ANT210	Modern Anthropology & Globalization
ECO156	Prin. of Economics (Macro)
ECO157	Prin. of Economics (Micro)
ECO321	Engineering Economics
POL105	Introduction to Politics
POL250	American National Government
POL251	State and Local Government
POL262	Global Politics
POL277	Politics of the Muslim World

8. NATURAL SCIENCES (4 credits)

BIO 120	General Biology
BIO 123	Human Body in Health and Disease
BIO 125	Principles of Nutrition
BIO 130	Biological Principles I
BIO 131	Biological Principles II

BIO 135	Marine Science
BIO 166	Principles of Human Anatomy and Physiology
BIO 170	Human Anatomy and Physiology I
BIO 171	Human Anatomy and Physiology II
CHM 111	Chemistry and Public Interest
CHM 112	*Chemistry and Public Interest Lab
CHM 124	Principles of Chemistry
CHM 140	Introduction to General, Organic and Biochemistry
CHM 152	General Chemistry Principles I
CHM 153	General Chemistry Principles II
CHM 260	Fundamentals of Organic Chemistry
PHY110	Physical Science-Physical Geology
PHY111	Physical Science-Historical Geology
PHY112	Physical Science Survey
PHY113	Physical Science-Physics
PHY114	Physical Science-The Environment
PHY115	Physical Science-Energy
PHY116	Physical Science-Meteorology
PHY117	Physical Science-Solar System Astronomy
PHY118	Physical Science-Stellar Astronomy
PHY119	Physical Science-Technology
PHY120	Physical Science-Extraterrestrial Phenomena
PHY121	General Physics-Classical
PHY122	General Physics-Modern
PHY125	**PHY Science Lab I
PHY126	**PHY Science Lab II
PHY123	The Theory of Everything
PHY135	College Physics I
PHY136	College Physics II
PHY143	Physics I (calculus based)
PHY144	Physics II (calculus based)
PHY151	University Physics I
PHY152	University Physics II
PHY161	University Physics Laboratory I
PHY262	University Physics Laboratory II
PHY253	University Physics III
PHY333	Modern Physics with Algebra

9. HUMANITIES

EGL102 English Composition: Literature

10. COMMUNICATIONS (3 credits)

SPE130 Public Speaking

11. HUMANITIES/ARTS (3 credits)

SELECT ANY COURSE FROM CATEGORY 2 OR 3 THAT HAS NOT BEEN TAKEN YET

12. SOC & BEHAVIORAL SCIENCE (3 credits)

SELECT ANY COURSE FROM CATEGORY 7 THAT HAS NOT

BEEN TAKEN YET

13. NATURAL SCIENCES (4 credits)

SELECT ANY COURSE FROM CATEGORY 8 THAT HAS NOT BEEN TAKEN YET

A. ARTS & SCIENCES ELECTIVES (9 Credits)

All elective courses must be at the 100 level or higher

ENGLISH

PHILOSOPHY

THEATER

SPEECH

MODERN LANGUAGES

HISTORY

SOCIOLOGY

PSYCHOLOGY

ANTHROPOLOGY

POLITICAL SCIENCE

ECONOMICS

MATH

BIOLOGY

CHEMISTRY

PHYSICS

B. OTHER ELECTIVES (6 Credits)

BUSINESS

CRIMINAL JUSTICE

VISUAL COMMUNICATIONS

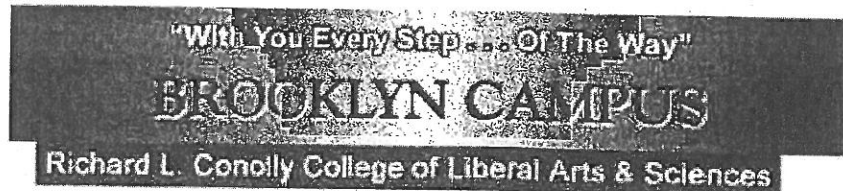
SPORTS MANAGEMENT

COMPUTER SCIENCES

ANY OF THE TECHNOLOGIES

OR ANY FROM SECTION A

Additional courses may be available to take. Please check with your advisor to determine if a course that you wish to take will fulfill a Program Requirement



Conolly College Home

Writing Across the Curriculum

Computer Literacy

Area-Course Description

The new core curriculum is the foundation for all undergraduate learning at the Brooklyn Campus. It provides a common educational experience that is academically challenging, enriching student's understandings of themselves and the world around them. Students will learn to appreciate different perspectives, to consider openly new and diverse thinking, to investigate ideas with careful skepticism, and to question conventional wisdom. They will develop analytical thinking and questioning skills and become thoughtful and discerning readers, writers, and speakers. The Core is designed to integrate distinct areas of learning and to develop an appreciation of the differences and commonalities among us all.

The new Core Curriculum consists of the following credit-bearing courses as well as WAC and Computer Literacy:

Subject Area	Credits
<u>CORE SEMINAR</u>	3
<u>ENGLISH COMPOSITION</u>	3
<u>ENGLISH LITERATURE</u>	6
<u>HISTORY</u>	6
<u>MATHEMATICS</u>	3
<u>PHILOSOPHY</u>	6
<u>SCIENCES</u>	10
<u>SOCIAL SCIENCES</u>	6
<u>SPEECH</u>	3

WAC (WRITING ACROSS THE CURRICULUM)

A program aimed at ensuring that all graduates develop clear and effective writing styles through attention to grammar and other elements of composition. Throughout their academic careers, students will be expected to produce a substantial body of written work in core courses as well as in upper division courses offered by all departments on campus.

Adelphi

· WORKSHEET ·

GENERAL EDUCATION REQUIREMENTS

Complete this worksheet as you begin to fulfill the General Education Requirements. It will take you several semesters to complete all of these requirements. Update this page as needed.

CHECK IF COMPLETED: _____ 0952-110 First Year Seminar (3 Credits)
_____ 0952-100 First Year Orientation Experience (1 Credit)
_____ ENG-107 Art & Craft of Writing (3 Credits)

DISTRIBUTION COURSES:

Arts (A) 2 courses

course _____ semester _____

course _____ semester _____

Humanities (H) 2 courses

course _____ semester _____

course _____ semester _____

Social Sciences (SS) 2 courses

course _____ semester _____

course _____ semester _____

Natural Science (NS) & Formal Science (FS) 2 courses, at least one in each area

Natural Science course _____ semester _____

Formal Science course _____ semester _____

UNIVERSITY LEARNING GOALS (Can be fulfilled with some Distribution Courses)

Global Awareness/Civic Engagement (G) 2 courses

course _____ semester _____

course _____ semester _____

Communication (CW or CO) One course must be a CW. One course may meet both requirements.

CW course _____ semester _____

CO or CW course _____ semester _____

Quantitative Reasoning (Q) 2 courses

course _____ semester _____

course _____ semester _____

Information Literacy (L) 1 course

course _____ semester _____

Adelphi

General Education

Associate Dean:

Location:

Telephone:

Email:

Requirements

Course	Credits	Freshman		Sophomore		Junior		Senior	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
0952-100 First Year Orientation Experience	1	√							
0952-110 First Year Seminar	3	√							
0122-107 Art & Craft of Writing	3	√	or √						
Art	2 courses	√	or √	or √	or √				
Humanities	2 courses	√	or √	or √	or √				
Social Sciences	2 courses	√	or √	or √	or √				
Natural Science	1 course	√	or √	or √	or √				
Formal Science	1 course	√	or √	or √	or √				
Global Learning/Civic Engagement (G)	2 courses	√	or √	or √	or √				
Communication (Writing [CW] or Oral [CO])	2 courses, 1 must be CW	√	or √	or √	or √				
Quantitative Reasoning (Q)	2 courses	√	or √	or √	or √				
Information Literacy (L)	1 course	√	or √	or √	or √				

Additional Information

- The total number of General Education credits required varies because some Distribution Courses may be satisfied by courses in the major area of study.
- Note: Courses often teach & assess more than one University Learning Goal; students may satisfy up to 2 learning goals in any single course.
- For more information regarding our General Education Requirements, please check our website at <http://academics.adelphi.edu/gened/index.php>

Undergraduate Core Curriculum



NYIT adopted the 21st-century **Discovery Core Curriculum** in fall 2010. During the transition period from 2010 to the present, NYIT has offered courses under both the old and new core curricula. Following is an explanation of new courses replacing old courses and the options available to incoming freshmen and current students for fulfilling their graduation requirements.

New Freshmen and Transfer Students – Summer/Fall 2010 and After

Freshmen admitted in fall 2010 comprised the first class to go through NYIT's Discovery Core Curriculum. The new core courses are designed in three stages:

1. Foundation Courses
2. Interdisciplinary Seminars
3. Mathematics and Additional Science Courses

1. Foundation Courses

With the exception of the FCWR 300 series of professional communication courses, students take most foundation courses in their first year of study. These courses begin with FC (foundations core) and include:

FCWR 101 Writing I: Foundations of College Composition

or

FCWR 111 Writing I: Foundations of College Composition for International Students

FCWR 151 Writing II: Foundations of Research Writing

or

FCWR 161 Writing II: Foundations of Research Writing for International Students

FCSP 105 Speech Communication

FCIQ 101 Foundations of Inquiry

FCSC 101 Foundations of Scientific Process

Students entering after fall 2010 take one more foundation course in their junior year. There are four options for the Foundations of Professional Communication course (FCWR 301, 302, 303, 304). Academic advisors assist students in choosing the right option.

Select one writing course (FCWR)

FCWR 301 Communication for Business

FCWR 302 Communication for Health Care

FCWR 303 Communication for Arts and Design

FCWR 304 Communication for Technical Professions

2. Interdisciplinary Seminars

Beginning in sophomore year, students who successfully completed the five first-year foundation courses take four interdisciplinary seminars from four different categories: a) literature, b) behavioral science, c) social science, and d) philosophy/ethics. These courses all begin with IC (interdisciplinary core) and are followed by LT, BS, SS and PH, respectively, to indicate course topics. There are several seminars in each area to choose from. Students select one from each category in their sophomore and junior years. Please note: new courses are created each year, so students should check the NYIT catalog and course schedules for complete listings.

a. Select one literature course (ICLT). Students should check the NYIT catalog course descriptions and course schedules for complete listings. Two examples are provided here:

ICLT 301 Contemporary American Immigrant Literature

ICLT 302 Strange Creations: Literature, Intelligent Technology, and Ethics

b. Select one behavioral science course (ICBS). Students should check the NYIT catalog course descriptions and course schedules for complete listings. Two examples are provided here:

ICBS 301 Cross Cultural Aspects of Dating, Courtship, and Mate Selection Seminar

ICBS 302 Intergroup Relations: Understanding, Prejudice, Stereotyping, and Discrimination

c. Select one social science course (ICSS). Students should check the NYIT catalog course descriptions and course schedules for complete listings. Two examples are provided here:

ICSS 301 Seminar in Global Environmental History

ICSS 303 The American Character: A Global Perspective

d. Select one philosophy course (ICPH). Students should check the NYIT catalog and course schedules for complete listings. Two examples are provided here:

ICPH 301 The Philosophy of Human Nature

ICPH 302 The Legacy of Socrates

3. Mathematics and Additional Science Courses

All students are required to complete a minimum of three credits of science beyond the Foundations of Scientific Process course (FCSC 101) and a minimum of three credits of mathematics. Students can use the following prefixes to satisfy the second science requirements: BIOL, CHEM, PHYS.

Students should discuss these courses with their academic advisor.

When searching for new FC (foundation core) or IC (interdisciplinary core) courses with the online Search for Sections at NYITConnect, use the following subject abbreviations:

FCWR Foundations of Writing	ICLT Literature Core
FCSP Foundations of Speech	ICBS Behavior Science Core
FCIQ Foundations of Inquiry	ICSS Social Science Core
FCSC Foundations of Sci Process	ICPH Philosophy Ethics Core

NYIT Students - Prior to Fall 2010