

COURSE REVISION FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Curriculum Proposal
COURSE REVISION

1. Name of Department: Speech, Communication, and Theatre Arts.
2. Name and Number of course: COM100 Introduction to Communication Studies

3. _____ This course is being withdrawn. (Go to 5)

4. _____ Course revised. Check appropriate items.

_____ Change course number from _____ to _____

_____ Change course title from _____ to _____

_____ Change course hours from _____ to _____

_____ Change course credit from _____ to _____

_____ Change basic skills requirements from _____ to _____

_____ Change prerequisites from _____ to _____

_____ Change co-requisites from _____ to _____

_____ Change course description. Attach a copy of old and new description.

_____ Pathways Common Core Category: _____

Other (Specify) submission for Pathways approval (Individual & Society)

5. Reason(s) for change(s): _____

6. Date effective: Spring 2020

7. Attach justification that the course revision reflects the goals for all curricula passed by Faculty Council in May, 1988

8. Attach justification that the course revision reflects the General Education goals for all curricula passed by Faculty Council in May, 2006.

9. Attach department(s) minutes approving this proposal.

Signatures

1. Eva Velben-Rojas 6/14/18
Department Chairperson or Program Director Date

2. Alan 9/27/18
Scheduling Officer (Advised as to Course Code) Date

3. [Signature] 9/27/18
Dean of Academic Affairs (Advised as to format) Date

4. [Signature] 9/4/19
Chairperson of Curriculum Committee Date
(After the approval of the Curriculum Committee)

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core and must be 3 credits. STEM waiver courses do not need to be approved by the Common Core Course Review Committee. The form should not be used for STEM waiver courses.

College	Borough of Manhattan Community College	
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	COM 100	
Course Title	Introduction to Communication Studies	
Department(s)	Speech, Communications, and Theatre Arts	
Discipline	Communication Studies	
Credits	3	
Contact Hours	3	
Pre-requisites (if none, enter N/A)	ACR 095 and ESL/ENG 095	
Co-requisites (if none, enter N/A)	N/A	
Catalogue Description	<p>Introduction to Communication Studies is a survey course that examines major research areas, perspectives, and theories within the field of communication studies. The course will in produce and review key approaches to the study of human interaction, rhetoric, language, persuasion, and cultural processes across diverse contexts.</p> <p>Specifically, the course provides the interdisciplinary framework from which students will think seriously about how culture and society are constructed in our communicative practices, explore how language and meaning structure our reality, as well as examine the social, cultural, and political impacts of human communication as it unfolds in varied fields including interpersonal communication and conflict resolution, intercultural communication, rhetoric, media studies, as well as organizational and small-group communication.</p>	
Special Features (e.g., linked courses)		
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended	
Indicate the status of this course being nominated:		
<input checked="" type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> a new course being proposed		
CUNY COMMON CORE Location		
Please check below the area of the Common Core for which the course is being submitted. (Select only one.)		
Required English Composition Mathematical and Quantitative Reasoning Life and Physical Sciences	Flexible World Cultures and Global Issues US Experience in its Diversity Creative Expression	<input checked="" type="checkbox"/> Individual and Society Scientific World

	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or disciplinary field exploring creative expression, including, but not limited to communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> Analyze how arts from diverse cultures of the past serve as a foundation for the present, and describe the significance of works of art in the societies created them.
	<ul style="list-style-type: none"> Articulate how meaning is created in the arts or communications and how meaning is interpreted and conveyed.
	<ul style="list-style-type: none"> Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

<p>Students will write research, response and/or final papers and deliver presentations focusing on particular communication theories or processes. This will require them to <i>gather</i> information about the ways different theorists have written about these concepts from different points of view, and to <i>interpret</i> that information in light of observations from everyday communications encounters to <i>assess</i> its value.</p>	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
<p>Students will write response and final papers, engage in class discussion and exercises, and take quizzes and exams that explore communication concepts, asking students to <i>break them down</i> into their parts, and <i>evaluate</i> them at the interpersonal and organizational level.</p>	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
<p>Students will produce response and final papers and deliver classroom presentations requiring them to <i>organize</i> their thoughts logically and to <i>support</i> their thoughts with evidence and critical thinking about communication theories and concepts.</p>	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

<p>Through the assignment of response and final papers, presentations, and class participation students will <i>identify and define</i> basic communication concepts regarding the way in which social and cultural communication processes affect the individual, their perspective, and their place in the world.</p>	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or disciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, journalism, philosophy, political science, psychology, public affairs, religious studies, and sociology.
<p>Through class participation, and the assignment of response and final papers and/or examinations students will <i>examine</i> the relationship between the individual and mass media, the individual and others, and how their relationships are socially constructed through their experiences, values, and choices.</p>	<ul style="list-style-type: none"> Examine how an individual's place in society affects experiences, values, and choices.

<p>Through the assignment of final papers and class discussion students will <i>articulate</i> a wide variety of ethical issues that arise in interpersonal and mass communication. In this work students will <i>articulate</i> the views of theorists they study and <i>evaluate</i> them in light of other theories to assess their ethical implications.</p>	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and their impact on individual or collective decision-making.

E. Scientific World

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and perspectives.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or disciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal logic can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or technological theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
 The City University of New York
 Department of Speech, Communications, and Theatre Arts

Title of Course: Introduction to Communication
COM 100 XXX
Semester XXXXX
Instructor Information (Phone#, Office#, email) XXXXXXXXXXXXX

Class Hours: 3

Credits: 3

Course Description

Introduction to Communication Studies is a survey course that examines major research areas, perspectives, and theories within the field of communication studies. The course will in produce and review key approaches to the study of human interaction, rhetoric, language, persuasion, and cultural processes across diverse contexts.

Specifically, the course provides the interdisciplinary framework from which students will think seriously about how culture and society are constructed in our communicative practices, explore how language and meaning structure our reality, as well as examine the social, cultural, and political impacts of human communication as it unfolds in varied fields including interpersonal communication and conflict resolution, intercultural communication, rhetoric, media studies, as well as organizational and small-group communication.

Basic Skills Requirements: ACR 095 and ENG or ESL 095

Course Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in first column)
1. Identify major research areas, perspectives, and theories related to the field of communication studies as well as apply and connect these research areas, perspectives, and theories to real-life experiences.	1. Quizzes, Final Exam, Response Papers, Final Paper, Individual Oral Presentation, Group Oral Presentation, In-Class Participation
2. Evaluate evidence and arguments critically and analytically as well as produce well-reasoned written and oral arguments.	2. Quizzes, Final Exam, Response Papers, Final Paper, Individual Oral Presentation, Group Oral Presentation, In-Class Participation
3. Gather, interpret, and assess information from a variety of sources and points of view.	3. Quizzes, Final Exam, Response Papers, Final Paper, Individual Oral Presentation, Group Oral Presentation, In-Class Participation

Below are the college's general education learning outcomes, the outcomes that are checked in the left-hand column indicate goals that will be covered and assessed in this course. (Check at least one.)

	General Education Learning Outcomes	Measurements (means of assessment for general education goals listed in first column)
x	Communication Skills- Students will be able to write, read, listen and speak critically and effectively.	Response Papers, Final Paper, Oral Presentations, In-Class Participation
	Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.	
	Scientific Reasoning- Students will be able to apply the concepts and methods of the natural sciences.	

x	Social and Behavioral Sciences- Students will be able to apply the concepts and methods of the social sciences.	Quizzes, Final Exam, Papers, Presentations
	Arts & Humanities- Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.	
	Information & Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies.	
x	Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	Papers, Final Paper, Oral Presentations, Class Participation

Sample Required Text

Griffin, Em, Andrew Ledbetter and Glenn Sparks. *A First Look at Communication Theory*. New York: McGraw Hill. 10th Edition. ISBN10: 1259913783 ISBN13: 9781259913785

Sample Evaluation and Requirements of Students

Participation	20% of final grade
Response Papers	15% of final grade
Quizzes	10% of final grade
Final Paper	15% of final grade
Final Exam	15% of final grade
Individual Oral Presentation	10% of final grade
Group Oral Presentation	15% of final grade

Participation

This is a thinking- and discussion-intensive course; you will be expected to be present and actively engage with the course material in a regular and meaningful way during class time. In class, participation includes how prepared you are for the class (how carefully you have read and thought about the readings) and how often you ask and answer questions and make relevant comments.

Response papers

There will be three short papers in response to the reading assignments, in-class discussion and exercises. You can choose any topic that interests you and expand on it; alternatively, you can build upon the discussion questions posted in each chapter of our textbook. Papers should be 750 to 1000 words. They should demonstrate your ability to use vocabulary and terminology related to communication studies; quote and/or connect the concepts and theories discussed in our textbook and assigned articles; as well as reflect your “original” thought by incorporating personal observations, opinions/arguments, and experiences into your analysis. For example: The Symbolic Interactionism of George Herbert Mead and Meaning in *Black Panther* or The Narrative Paradigm and Trump’s Tweets. **(See Rubric)**

Individual oral presentation

You have the opportunity to orally present issues explored in your response paper(s). Presentations should be extemporaneous and 4 to 5 minutes long. Be creative with your presentation format and style, and to incorporate visual aids. Presentations will be scheduled during the semester. **(See Rubric)**

Quizzes

There will be 10 take-home quizzes. Each quiz will consist of multiple-choice questions and true-or-false questions taken from the assigned readings. They will not be announced in advance.

Final exam

The final examination will be a written test consisting of multiple-choice questions, true-or-false questions, and essay questions taken from our main textbook.

Group oral presentation and final paper

Each group will be assigned one of 5 case studies in communication research methods. Each member of the group will be asked to individually locate a second case study that exemplifies the described research method and write an analysis (2000 words) addressing both case studies using the evaluative criteria and relevant communication perspectives reviewed in class. Each group will orally present the given research method and sample case study to the class; each individual member will describe the second case study they located. Papers are due on the day of scheduled presentation. Group assignment and more detailed guidelines on this project will be provided during the semester. For Example: Analyzing and evaluating the ways social media is used in crisis communication by comparing *Fight Viral with Viral: A Case Study of Domino's Pizza's Crisis Communication Strategies* contrasted with *The Pepsi Advertising Fail Featuring Kendall Jenner*. (See Rubric)

RUBRIC

An A paper/presentation (Far Exceeds Standard):

- Writing shows high degree of attention to organization, logic, and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic
- Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic.
- Course terms are defined clearly and correctly with both reference to the readings and explanations in your own words. Their application is clear and reveals high degree of critical thinking.
- Chosen case study uses the same method as assigned case study. Both are described clearly with creative incorporation of communication perspectives.
- Essay and presentation are free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.
- Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination
- Meets all formal and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; essay is neat and correctly assembled with professional look.

A B paper/presentation (exceeds standard)

- Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.
- Content indicates original thinking and develops ideas with sufficient and firm evidence.
- Course terms are defined clearly and correctly from the readings. Their application is clear and critical thinking is woven into points.
- Chosen case study uses the same method as assigned case study. Both are described clearly and incorporate communication perspectives.
- Essay and presentation have few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.
- Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively
- Meets format and assignment requirements; margins, spacing, and indentations are correct; essay is neat and correctly assembled.

A C Essay (Meets Standard)

- Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.
- Content indicates thinking and reasoning applied with original thought on a few ideas.
- Course terms are present with limited detail and development. Some critical thinking is present in their application.
- Chosen case study uses a similar method as assigned case study. Both are described clearly with reference to communication perspectives.
- Most spelling, punctuation, and grammar correct allowing audience to follow. Some errors remain.
- Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices.
- Meets format and assignment requirements; generally correct margins, spacing, and indentations; essay is neat but may have some assembly errors.

A D Essay (Below Standard)

- Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.
- Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.
- Course terms are not defined or are defined incorrectly. Applications of ideas are vague with little evidence of critical thinking.
- Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent. Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis.
- Fails to follow format and assignment requirements; incorrect margins, spacing and indentation; neatness of essay needs attention.

Sample Outline of Topics

Week One

CHAPTER 2: Talk About Theory

Week Two

CHAPTER 3: Weighing the Words

CHAPTER 4: Mapping the Territory (Seven Traditions in the Field of Communication Theory)

Week Three

CHAPTER 5: Symbolic Interactionism of George Herbert Mead

CHAPTER 6: Coordinated Management of Meaning (CMM) of Pearce & Cronen

Week Four - RESPONSE PAPER 1 DUE

CHAPTER 7: Expectancy Violations Theory of Judee Burgoon

CHAPTER 8: Social Penetration Theory of Irwin Altman & Dalmás Taylor

Week Five

CHAPTER 9: Uncertainty Reduction Theory of Charles Berger

CHAPTER 10: Social Information Processing Theory of Joseph Walther

Week Six

CHAPTER 11: Relational Dialectics of Leslie Baxter & Barbara Montgomery

CHAPTER 14: Social Judgment Theory of Muzafer Sherif

Week Seven

CHAPTER 16: Cognitive Dissonance Theory of Leon Festinger

CHAPTER 17: Functional Perspective on Group Decision Making of Hirokawa & Gouran

Week Eight - RESPONSE PAPER 2 DUE

CHAPTER 19: Cultural Approach to Organizations of Clifford Geertz & Michael Pacanowsky

CHAPTER 20: Communicative Constitution of Organizations of Robert McPhee

Week Nine

CHAPTER 21: Critical Theory of Communication in Organizations of Stanley Deetz

CHAPTER 22: The Rhetoric of Aristotle

Week Ten

CHAPTER 23: Dramatism of Kenneth Burke

CHAPTER 24: Narrative Paradigm of Walter Fisher

Week Eleven

CHAPTER 25: Media Ecology of Marshall McLuhan

CHAPTER 26: Semiotics of Roland Barthes

Week Twelve - RESPONSE PAPER 3 DUE

CHAPTER 27: Cultural Studies of Stuart Hall

CHAPTER 30: Agenda-Setting Theory of Maxwell McCombs & Donald Shaw

Week Thirteen

CHAPTER 32: Standpoint Theory of Sandra Harding & Julia Wood

CHAPTER 33: Muted Group Theory of Cheris Kramarac

Week Fourteen

CHAPTER 34: Communication Accommodation Theory of Howard Giles

CHAPTER 35: Face-Negotiation Theory of Stella Ting-Toomey

Week Fifteen

GROUP PRESENTATIONS & FINAL EXAM

Class Participation

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may in-

clude, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course.

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

Single Stop www.bmcc.cuny.edu/singlestop, room S230, 212-220-8195. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220- 8130.

Counseling Center www.bmcc.cuny.edu/counseling, room S343, 212-220-8140. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

Office of Compliance and Diversity www.bmcc.cuny.edu/aac, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Office of Accessibility www.bmcc.cuny.edu/accessibility, room N360 (accessible entrance: 77 Harrison Street), 212-220-8180. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

Speech, Theatre and Communications Department Meeting

Wednesday February 14, 2018

Called to order at 2:16PM

Attendance: S. Poster, B. Waychoff, A. Putman, K. Williams, F. Harrelson, K. Ruff, L. Ritchey, J. Douglas-Pryce, L. Kee, K. S. Engle, Antrobus, E. Kolbusz, S. Schick, F. Chaney, D. Dowling, J. Noble, K. Kavanagh, E. Whitney, V. Cheng, N. Zukic, J. Strauss, D. Sicre, C. Hutchison, II, Glaser, C. Jackson, Nadia Zukic, G. Bonanno, M. Brisbon, S. Engle, B. Hass, M. Cramer, B. Ferdman, L. Kee, F. Harrelson, M. Christian, C. Burks, M. Cramer

Review of December 2017 Minutes accepted at 2:16PM

- I. Minutes Voted and Approved at 2:16PM
- II. Visitor was announced Dr. Cicely Horsham Brathwaite from room S343 ext 8143.
 - a. Gave updates about the counseling center.
 - i. Top issues reported by students were anxiety and depression.
 - ii. Now experiencing symptoms of psychosis relating to themselves and family members.
 - iii. Faculty has been consulting with the office to gain tools to support and work with students.
 - b. They are partnering with Guvenare Health Center to assist students.
 - c. Currently referring students to office of accessibility to receive academic support.
 - d. New Initiatives-announcement about Mental Health First Aid spring trainings coming up.
 - e. ASIST- 2 day training to help those contemplating suicide will be given to increase the level of comfort to respond to students with suicidal tendencies.
 - f. The office now have clinicians that speak: Cantonese, Hindi, Punjabi, Spanish and Mandarin.
 - g. They have hired two new counselors to increase their diversity of their staff.
 - h. Assessments can be done over the phone.
- III. Visitor Jennifer Cachola from the Academic Advisement and Transfer Center CCTOP Liaison 2:29PM
 - a. The office deals with advisement for those who miss early advisement.
 - b. Major Fair happening 2/15/18 in Richard Harris Terrace 11AM-4PM
 - i. Done by Meta Major Grouping majors that have similar skill sets
 - c. Working on articulation agreements with theatre program at Brooklyn College.
 - d. End of March transfer fair event will be occurring for students with 30 or more credits.
 - e. They handle workshops on CUNY APPS and COMMON APPS
 - f. Questions were asked and answered re: NC Grade and being asked to change grades.

- g. Contact email is [jcatchola@bmcc.cuny.edu](mailto:jcachola@bmcc.cuny.edu).
- IV. Prof. Cheng Communications Studies Program at 2:41PM.
 - a. Update on Courses:
 - i. Spring 2018 COM Majors: 433 students
 - ii. COM240 Interpersonal Communication: 3 Winter sections and 21 Spring sections (6 FO, 1 H, and 2 WI)
 - iii. COM245 The Mass Media: 6 Spring sections (2 FO and 2 WI)
 - iv. COM250 Conflict Resolution: 4 Spring sections
 - v. COM255 Intercultural Communication: 6 Spring sections (2 FO, 1 H, and 2 WI)
 - vi. COM260 Small Group Communication: 3 Spring sections (1 H)
 - vii. COM265 Gender and Communication: 2 Spring sections (2 WI) To access the program go to BMCC portal and there is a tile available.
 - b. Communications Studies Club Room TBA Wednesdays 2-4 PM.
 - c. Upcoming save the dates:
 - i. Feb 28 - Soft Opening
 - ii. Mar 07 - Community Studies Major Orientation
 - iii. Mar 14 - Workshop with Profs Brienne Waychoff and Benjamin Powell
 - iv. Mar 21 - Transfer Workshop with Jennifer Cachola
 - v. Mar 28 - Asian Heritage Month Film Festival Preview and Launch Party
 - vi. Apr 18 - Workshop with Davisha Davis of Project V
 - vii. Apr 21 - Earth Day Community Service (TBC)
 - viii. Apr 25 - Workshop with Profs Lee Ritchey and Vincent Cheng (TBC)
 - ix. Apr 28 - NBC Universal Studio Tour (TBC)
 - x. May 02 - Escape Room Team-Building Event (TBC)
 - xi. May 09 - Workshop with Prof Hollis Glaser (TBC)
 - xii. May 12 - New York City Walking Tour (TBC)
 - xiii. May 16 - Career Explorer with Center for Career Development (TBC)

2018 Asian Heritage Month Film Festival

Dis/Harmony:

Recent Eco Films from/about Asia

FREE Screenings
in ROOM N451

www.greenpeace.org/india/getinvolved

- 4/9 Monday 10:30AM-12:30PM *Plastic China* (China)
- 4/13 Friday 5:30-7:30PM *The True Cost* (Multiple South Asian Countries)
- 4/17 Tuesday 2-4PM *The Mermaid* (China)
- 4/19 Thursday 4-6:15PM *Princess Mononoke* (Japan)
- 4/21 Saturday 1-3PM *Pandora* (Korea)
- 4/25 Wednesday 12-2PM *Behemoth* (China)



Presented by Professor Vincent (Tzu-Wen) Cheng
with the assistance of
Professor Eva Kolbusz, Professor Phyllis Niles,
and BMCC Communication Studies Club

- d.
- e. Discussion of revising the assessments putting COM 100 into Individual and Society thus meeting requirements for Common Core Requirements that will make it available as a bucket course. Vote was had on moving forward with the course
 - i. 20 Yes Votes 0 Objections 1 Abstension at 2:52PM
- f. Introduction of Communications Club Officers at 2:54PM

- j. Samantha President, Hannah Vice President and Romario Secretary membership is open to all students you do not have to be a communications major.
- V. Adjustment in Agenda was made due to absences of presenters
- VI. Prof. Jackson Speech Courses Report at 3:00PM
 - a. Update on the syllabi
 - i. Biggest mistakes were either incorrect or no course description also missing grading scheme was prevalent.
 - b. Announcement that courses are assigned based on the needs of the department and not based on seniority.
 - c. A request for feedback about allowing adjuncts to teach online courses..
- VII. Prof. Karl Williams Theatre Program at 3:10PM
 - a. Updates were given on the productions SWIPE, EVERYTHING WILL BE ALRIGHT.
 - b. 4 BMCC play writes are appearing at the CUNY THEATRE FESTIVAL.
 - c. Improv Club first meeting is Feb 28th
 - d. Costume storage room is being organized.
 - e. Center for Career Development is requesting Faculty to give workshops in the field of Arts and Education Job Fair in April.
- VIII. Prof. Dr. Sicre CLASP/ CETLS/ OER at 3:15PM
 - a. CLASP competition May 23rd for Informative and Persuasive categories
 - b. CETLS started a blog and wants contributions this will count as service.
 - c. March 22- March 29 is Open Teach Week. Certain Professors are opening their classes to be observed.
 - d. OER Open Education Resources are offering trainings you get paid for.
 - e. Open Education Week is March 5-9th
 - i. Creating a proposal that any OER material created should count towards scholarship.
 - f. Survey for APR must be filled out. Must be done by anyone who teaches speech or communications. There are two surveys.
- IX. Scott Tulloch APR Update at 3:25PM
 - a. Suggested to formulate a mission statement for each program.
 - b. Feb 28, 2018 from 2-4PM SWOT Session occurring
 - c. March 21 APR Meeting to write objective and goals for all programs.
 - d. April 25 APR Meeting to write objective and goals for all programs.
- X. Lee Ritchey Defner Center at 3:30PM
 - a. New program called Sounds of Speech Software is available at www.soundsofspeech.com.
 - b. APR Meets in February and March of 2018 dates to be emailed.
- XI. Chair handed out an article about Academic Assessment at 3:35PM.
- XII. Meeting Adjourned at 3:36PM
- XIII. Meeting Adjourned at 3:40PM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

CURRICULUM REVISION - *Add Distance Learning Format to Registered Program*

Attach a copy of the new and old curricula to this sheet as well as any new course or course revisions required as part of this curriculum revision. Use a two column format comparing the old and new curricula.

1. Name of Department: Business Management
2. Name of old curriculum: Business Management (General Management) BEC
3. Name of new curriculum: Other - Distance Learning Format (Application Attached)
4. Degree to be granted: A.A.S.
5. Semester curriculum revision will first be effective: Fall 2020
6. Estimated enrollment in curriculum (number of students estimated to begin this curriculum per academic year): 50
7. Will this curriculum revision require special materials, equipment or space that were not required for the old curriculum? None Yes No If yes, attach an explanation.
8. Number of new courses: None
9. Number of old courses being dropped: None
10. Number of course revisions required as part of this revision: None

Signatures

1. M. Paet 6/4/19.
Department Chairperson or Program Director Date
2. [Signature] 6/5/19
Scheduling Officer (Advised as to Course Code) Date
3. [Signature] 6/6/19
Dean of Academic Affairs (Advised as to format) Date
4. [Signature] 9/4/19
Chairperson of Curriculum Committee Date

Business Management Department

Departmental Meeting, May 1, 2019

Full-time Members Present (P), Absent (A), Excused (E) or on Leave (L). College Laboratory Technicians are designated by (CLT); Adjunct Faculty members are designated by (Adj.) and Substitute Members of the Faculty are designated (S). Those eligible to vote are marked by an asterisk (*).

Attendance

Nikolaos Adamou (A)*	Kenneth F. Anderson (A)*	Francisca Campos (P)*
Guadalupe Campos (E)*	Hung Chu (P)*	Ronald Clare Jr. (P)*
Katherine Conway (P)*	Christian De Rojas (P)*	Joel Evans (P)*
Andrea Garraway (L)*	Chaim Ginsberg (P)*	Shawn Grant (A)*
William Guttenplan (Sr. CLT, A)*	Jeff Hong (P)*	Peter Hoontis (A)*
Orlando Justo (P)*	Percy Lambert (P)*	Shamira Malekar (P)*
Peter Mayer(P)*	Mary Padula (A)*	Mahatapa Palit (Chair, P)*
Jocelyn Samuel (CLT, P)*	Iona Samuels (Sr. CLT, A)*	Sahana Sen (P)*
Roderick Snipes (P)*	Ioannis Tournas (P)*	Michelle Wang (P)*
Antonette Barton (Adj.) P	Brian Berg (Adj.) P	Brett Whysel (Adj.)P
Stephen Larrington (Adj.) A	Eugene Skovodinsky (Adj.) A	Nashon Woods (Adj) P*
GUESTS- Interim President Karrin E. Wilks, Acting Provost Erwin J. Wong		

The meeting was called to order by Dept. Chair, Dr. Mahatapa Palit at 2:00 pm.

The minutes of the April 10 meeting were reviewed and unanimously approved.

Agenda Items / Discussions

- Proposals for Online degrees for general business management and small business entrepreneurship programs were presented.
- Prof. F. Campos presented materials for BEC (General Business Management) & Small Business Entrepreneurship (SBE) online degree option for these programs. A comparison was presented between the existing programs and new delivery format. There were no changes in the curriculum itself. Only the delivery method would change. More than 80% of the courses were available in the online format. The expectation is that for the first year there would be about 50 new students per online format. Prof. Campos indicated that the new format offers students another alternative means of study.

- The department unanimously approved the offering of BEC (General Management) and SBE as an online delivery format.
- Congratulations were offered for R. Shane Snipes for the successful defense of his dissertation at Prescott College.
- Int. President visited the meeting and asked what BMCC is doing well and what can be improved
 - ✓ We are in the first phase of the strategic plan and growth. Exploring the first experience with the college 30+ steps. Scaling the cohort experience. Improving the first-year experience. Integrating careers into the studies here at BMCC. Strengthening the culture of care.
 - ✓ Question – There are certain careers that students cannot pursue if they are pursuing immigration. Is there a better way of coordinating advisement between departments? The strategic plan will review the advisement issues. How do we improve it?
- Congratulations were offered as BMCC was one of five community colleges from across the country recognized as a College of Excellence by the National Association for Community College Entrepreneurship (NACCE) – the nation’s leading organization focused on promoting entrepreneurship through community colleges – at the 2019 American Association of Community College convention in April.
- Photos were taken for the award.

The meeting adjourned at 3:40 PM

Submitted By,



R. Shane Snipes

ONLINE COURSES ALREADY OFFERED – GENERAL MANAGEMENT ONLINE MAJOR

BEC – General Management Curriculum

**BEC – General Management –
Curriculum On-Line Format**

<i>Common Core</i>	
Required Common Core	
English Composition ENG 101 ENG 201	6
Mathematical & Quantitative Reasoning (MAT 150)	4
Life & Physical Sciences (AST 110 or PHY 110)	4
<i>Total Required Common Core</i>	14
Flexible Core	
Creative Expression	3
<i>Total Flexible Core</i>	3
<i>Total Pathways</i>	17
Curriculum Requirements	
BUS 104 – Introduction to Business	3
BUS 110 – Business Law	3
BUS 150 – Business Communication	3
BUS 210 – Business Methods	3
BUS 220 – Managerial Decision Making	3
ACC 122 – Accounting Principles I	3
CIS 100 – Intro to Comp. Apps OR CIS 200 – Intro to Info Systems & Technologies	3
FNB 100 – Intro to Finance	3
MAR 100 – Introduction to Marketing	3
ECO 201 – Macroeconomics	3
CED 361 – Business Management Internship	2
Area of Study – General Management	
BUS 200 – Organizational Management	3
BUS 311 – Human Resource Management	3
SBE 100 – Product & Service Creation	3
General Elective	2
<i>Total Curriculum Credits</i>	43
<i>Total Program Credits</i>	60

<i>Common Core</i>	
Required Common Core	
ENG 101 - English Composition –offered online	3
ENG 201 – Introduction to Literature –offered online	3
Mathematical & Quantitative Reasoning (MAT 150) – offered online	4
Life & Physical Sciences (AST 110 or PHY 110) –offered hybrid	4
<i>Total Required Common Core</i>	14
Flexible Core	
Creative Expression (SPE 100) –offered online	3
<i>Total Flexible Core</i>	3
<i>Total Pathways</i>	17
Curriculum Requirements	
BUS 104 – Introduction to Business –offered online & hybrid	3
BUS 110 – Business Law –offered online	3
BUS 150 – Business Communication –offered online & hybrid	3
BUS 210 – Business Methods	3
BUS 220 – Managerial Decision Making	3
ACC 122 – Accounting Principles I	3
CIS 100 – Intro to Comp. Apps –offered online OR CIS 200 – Intro to Info Systems & Technologies	3
FNB 100 – Intro to Finance	3
MAR 100 – Introduction to Marketing –offered online	3
ECO 201 – Macroeconomics –offered online	3
CED 361 – Business Management Internship	2
General Elective –offered online	2
Area of Study – General Management	
BUS 200 – Organizational Management –offered online	3
BUS 311 – Human Resource Management –offered hybrid	3
SBE 100 – Product & Service Creation –offered online	3
<i>Total Curriculum Credits</i>	43
<i>Total Program Credits</i>	60

NOTE:

According to New York State Education Department, format change requires:

Distance Education: 50% or more of the course requirements for the degree or other award can be completed through study delivered by distance education. (<http://www.nysed.gov/college-university-evaluation/format-definitions>)

BEC – General Management Degree:	BEC – General Management Curriculum Requirements
# of Courses in Degree: 19	# of Courses in Curriculum: 14
# of courses on-line: 12	# of Courses On-Line: 9
% of degree on-line: 63.15%	% of curriculum on-line: 64.28%



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

OFFICE OF HIGHER EDUCATION
Office of College and University Evaluation
5 North Mezzanine, Education Building
89 Washington Avenue
Albany, New York 12234
Tel. (518) 474-2593
Fax (518) 486-2779

Application for Addition of the Distance Education Format to a Registered Program

Name of Institution: Borough of Manhattan Community College

CEO or Designee: Erwin J. Wong, Acting Provost & Senior Vice President

Signature:

Date:

The signature of the institutional representative indicates the institution's commitment to support the proposed distance education program.

Distance Education Contact Person: Christopher Medellin, E-Learning Director

Telephone: (212) 220-8144

Fax:

E-mail: cmedellin@bmcc.cuny.edu

Program Title: Business Management

Program Code: 79416

Degree or Certificate Awarded: Associates in Applied
Science (A.A.S.)

HEGIS Code: 5004.00

Anticipated enrollment in distance program: 50-200

Initial: 50

Maximum by year 3: 150

Term length (in weeks) for the distance program: 15 weeks

(Is this the same as term length for classroom program?) Yes No

How much "instructional time" is required per week per credit for a distance course in this program?
(Do not include time spent on activities that would be done outside "class time", such as research, writing assignments, or chat rooms.)

Answer: 3 to 4 hours a week for 3 credit class (depending on whether there are lab or recitation hours)

What proportion or percentage of the program will be offered in Distance Education format? 51 - 80%

What is the maximum number of students who will be enrolled in an online course section?

Answer: 25

Part A: Institution-wide Issues: Submit this part for the first Distance Education program proposed by your institution. This will be kept in a master file and will not need to be resubmitted for each new proposed online program, unless there are changes.

I. ORGANIZATIONAL COMMITMENT - Answer: On-File

1. Describe your institution's planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences.
2. Describe your institution's resources for distance learning programs and its support services to ensure their effectiveness. What course management system does your institution use?
3. Describe how faculty are trained and supported in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train faculty or are otherwise in charge of online education.
4. If your institution uses courses or academic support services from **another provider**, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.
5. Does your institution have a clear **policy on ownership of course materials** developed for its distance education courses? How is this policy shared with faculty and staff?

II. LEARNER SUPPORT - Answer: On-File

1. Describe how your institution provides distance students with **clear information** on:
 - Program completion requirements
 - The nature of the learning experience
 - Any specific student background, knowledge, or technical skills needed
 - Expectations of student participation and learning
 - The nature of interaction in the courses.
 - Any technical equipment or software required or recommended.
2. Describe how your institution provides distance learners with adequate **academic and administrative support**, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?
3. Describe how **administrative processes** such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.
4. What **orientation** opportunities and resources are available for students of distance learning?

Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.

III. LEARNING DESIGN

1. How does your institution ensure that the **same academic standards and requirements** are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

Each online course developed for the program must utilize the same course description, syllabus, and student learning outcomes. Comparable assessment, peer observation, and student evaluation as those approved by the faculty governance body at BMCC for the on-ground version of the course are used. Online courses are taught by full-time faculty, part-time faculty who were previously full-time faculty, or part-time faculty who have participated in E-Learning course development workshops. Development of on-line courses adhere to a process of design review/training, technology training, course design discussion, and review by Chairperson for final approval/adoption. Faculty participating in development of on-line courses have good student and peer evaluations; faculty members are committed to upholding the same standards that are met in on-ground courses.

III. LEARNING DESIGN - Continued

2. Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?

Each semester, a variety of 30-40 courses in the Liberal Arts and between 10-12 in the Business Management (General Management) major requirements are offered online. In addition, there are hybrid and on-ground courses offered during the evening, and on the weekends, so that students who choose to take a course 'on ground' can find a section that could accommodate their needs.

3. How do faculty ensure that the technological tools used in the program are appropriate for the content and intended learning outcomes?

The technology and technological tools used in the program are appropriate for the content and intended learning outcomes. The E-Learning Center works together with the Business Management Department, Online Committee, Instructional Technology Services, the College Computer Center, the Media Center, the Library, the Learning Resource Center, the Registrar, and the Academic Advisement and Transfer Center to ensure that the technology available for course development, deployment and management are up-to-date, available 24/7, and user-friendly. Instructional designers as well as faculty within the online teaching community share best practices and test new technologies that can help achieve learning objectives. Blackboard, which is managed by the City University of New York, is the primary course management system used for online courses and is available to students in both desktop and mobile formats. Blackboard allows for substantive faculty-student and student-student interaction, as well as user-friendly, ready-access to updated, multi-media, course content, and offers secure assessment tools. The library offers e-reserve services and works with Distance Learning faculty and students to ensure access. E-Advisors and E-tutoring is available to students remotely and throughout the day and evening so that students are supported in their academic endeavors. Faculty also provides on-line office hours and E-advisement to increase interaction with students. Thus, the same learning opportunities and support services are offered to on-line students as are available to students on campus.

4. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

The program provides for appropriate and flexible interaction between faculty and students and among students. Effective on-line pedagogy is founded on the concept that students-to-faculty and student-to-student interaction is central to building a collaborative community of learners. Substantive discussion and collaborative opportunities are required in all BMCC on-line courses. In addition to the discussion board, faculty members also utilize other collaborative tools such as wikis, blogs, digital portfolios, group tools, and VoiceThread. Faculty are also trained and encouraged to make use of the virtual classroom functions in Blackboard for remote real-time office hours and small-group learning opportunities. As the vast majority of online students are members of the BMCC community and routinely take courses on-site as well as on-line, faculty often meet on ground (face-to-face) with distance learners and students can meet that way as well. The Media Center can and does provide video and audio equipment to faculty to enable students and faculty to be in communication through a variety of modalities such as video streaming, teleconferencing, production services, projector and laptop loaners.

5. How do faculty teaching online courses verify that students are doing their own work?

Blackboard provides testing functions and paper submission functions that enable faculty to verify student work. In addition, since BMCC's online learners are, for the most part, members of the BMCC community, faculty has the option of bringing students on-site for testing and assessment.

IV. OUTCOMES AND ASSESSMENT

1. Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. These learning outcomes are clearly identified -- in terms of knowledge, skills, or credentials -- in course and program materials.

At BMCC learning outcomes for each course are clearly stated in the course syllabus. These objectives serve as the basis for college, departmental, program, course and section-level assessment of student learning. Assessment of student learning in distance learning courses is conducted in the same manner as "on-ground" course assessment. The Business Management Curriculum/Assessment Committee in collaboration with course coordinators design assessment tools, timetables, and organize assessment sessions to assess students' learning of the course-specific learning outcomes. In addition to course learning outcomes, assessment also incorporates program learning outcomes and relevant General Education learning outcomes. As such, assessment in distance learning courses occurs on a regular basis.

2. Describe how the means chosen for assessing student learning in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Assessment tools used vary to include traditional testing, informal/formal writing assignments, research and report writing, Distance Learning faculty routinely assess student learning utilizing different functions of Blackboard. Discussion board posts are used to create an atmosphere for both student-to-student and student-to-faculty interaction. Forums are created where students discuss topic and writing is reviewed, some are formally graded for 'substantive' content, but all are reviewed as a method for assessing student learning. Faculty read posts regularly, and then, either clarifies points, and answer questions on the discussion board, or e-mail students privately to discuss areas of concern. Thus, summative evaluative process is ongoing and helps alert students and faculty to weaknesses as well as strengths in course content delivery and comprehension. Faculty also use a variety of techniques to assess student learning that are facilitated by the medium, such as peer evaluations via paper exchange functions, and virtual classroom features in Blackboard that allow faculty to query students in real time about questions or areas of concern.

V. PROGRAM EVALUATION

1. There is a process in place in order to monitor and to evaluate the effectiveness of the distance learning program on a regular basis.
2. The evaluation results will be used for continuous program improvement.
3. How will the evaluation process will assure that the program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded?

Direct and indirect assessments of student learning provide important indicators of program effectiveness, but other procedures and indicators will be used as well. Like all other academic programs, the Business Management Major undergoes self-study and external evaluation via the college's Academic Program Review process. In addition, the college distributes annual reports containing indicators of program effectiveness to departmental chairs that include two-year graduation/transfer, program persistence, and college attrition rates; as well as facts pertaining to graduation rates by gender, race/ethnicity; enrollment by gender and race/ethnicity. The above process and reports will ensure adequate assessment of student learning and evaluation of the effectiveness of the Business Management Major.

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal

CURRICULUM REVISION

Attach a copy of the new and old curricula to this sheet as well as any new course or course revisions required as part of this curriculum revision. Use a two column format comparing the old and new curricula.

1. Name of Department: Business Management
2. Name of old curriculum: Small Business Entrepreneurship
3. Name of new curriculum: Other - Distance Learning Format (Application Attached)
4. Degree to be granted: A.A.S.
5. Semester curriculum revision will first be effective: Fall 2020
6. Estimated enrollment in curriculum (number of students estimated to begin this curriculum per academic year): 50
7. Will this curriculum revision require special materials, equipment or space that were not required for the old curriculum? _____ Yes No If yes, attach an explanation.
8. Number of new courses: None
9. Number of old courses being dropped: None
10. Number of course revisions required as part of this revision: None

Signatures

1. M. Palit 6/4/19
Department Chairperson or Program Director Date
2. [Signature] 6/4/19
Scheduling Officer (Advised as to Course Code) Date
3. [Signature] 6/6/19
Dean of Academic Affairs (Advised as to format) Date
4. [Signature] 9/4/19
Chairperson of Curriculum Committee Date

Business Management Department

Departmental Meeting, May 1, 2019

Full-time Members Present (P), Absent (A), Excused (E) or on Leave (L). College Laboratory Technicians are designated by (CLT); Adjunct Faculty members are designated by (Adj.) and Substitute Members of the Faculty are designated (S). Those eligible to vote are marked by an asterisk (*).

Attendance

Nikolaos Adamou (A)*	Kenneth F. Anderson (A)*	Francisca Campos (P)*
Guadalupe Campos (E)*	Hung Chu (P)*	Ronald Clare Jr. (P)*
Katherine Conway (P)*	Christian De Rojas (P)*	Joel Evans (P)*
Andrea Garraway (L)*	Chaim Ginsberg (P)*	Shawn Grant (A)*
William Guttenplan (Sr. CLT, A)*	Jeff Hong (P)*	Peter Hoontis (A)*
Orlando Justo (P)*	Percy Lambert (P)*	Shamira Malekar (P)*
Peter Mayer(P)*	Mary Padula (A)*	Mahatapa Palit (Chair, P)*
Jocelyn Samuel (CLT, P)*	Iona Samuels (Sr. CLT, A)*	Sahana Sen (P)*
Roderick Snipes (P)*	Ioannis Tournas (P)*	Michelle Wang (P)*
Antonette Barton (Adj.) P	Brian Berg (Adj.) P	Brett Whysel (Adj.)P
Stephen Larrington (Adj.) A	Eugene Skovodinsky (Adj.) A	Nashon Woods (Adj) P*
GUESTS- Interim President Karrin E. Wilks, Acting Provost Erwin J. Wong		

The meeting was called to order by Dept. Chair, Dr. Mahatapa Palit at 2:00 pm.

The minutes of the April 10 meeting were reviewed and unanimously approved.


Agenda Items / Discussions

- Proposals for Online degrees for general business management and small business entrepreneurship programs were presented.
- Prof. F. Campos presented materials for BEC (General Business Management) & Small Business Entrepreneurship (SBE) online degree option for these programs. A comparison was presented between the existing programs and new delivery format. There were no changes in the curriculum itself. Only the delivery method would change. More than 80% of the courses were available in the online format. The expectation is that for the first year there would be about 50 new students per online format. Prof. Campos indicated that the new format offers students another alternative means of study.

- The department unanimously approved the offering of BEC (General Management) and SBE as an online delivery format.
- Congratulations were offered for R. Shane Snipes for the successful defense of his dissertation at Prescott College.
- Int. President visited the meeting and asked what BMCC is doing well and what can be improved
 - ✓ We are in the first phase of the strategic plan and growth. Exploring the first experience with the college 30+ steps. Scaling the cohort experience. Improving the first-year experience. Integrating careers into the studies here at BMCC. Strengthening the culture of care.
 - ✓ Question – There are certain careers that students cannot pursue if they are pursuing immigration. Is there a better way of coordinating advisement between departments? The strategic plan will review the advisement issues. How do we improve it?
- Congratulations were offered as BMCC was one of five community colleges from across the country recognized as a College of Excellence by the National Association for Community College Entrepreneurship (NACCE)— the nation’s leading organization focused on promoting entrepreneurship through community colleges— at the 2019 American Association of Community College convention in April.
- Photos were taken for the award.

The meeting adjourned at 3:40 PM

Submitted By


R. Shane Snipes

**ONLINE COURSES OFFERED –
SMALL BUSINESS ENTREPRENEURSHIP ONLINE MAJOR**

SBE - Curriculum

<i>Common Core</i>	
Required Common Core	
ENG 101 - English Composition	3
ENG 201 – Introduction to Literature	3
Mathematical & Quantitative Reasoning (MAT 150)	4
Life & Physical Sciences (AST 110 or PHY 110)	4
<i>Total Required Common Core</i>	14
Flexible Core	
Creative Expression (SPE 100)	3
<i>Total Flexible Core</i>	3
<i>Total Pathways</i>	17
Curriculum Requirements	
BUS 104 – Introduction to Business	3
BUS 110 – Business Law	3
BUS 150 – Business Communication	3
BUS 210 – Business Methods	3
ACC 122 – Accounting Principles I	3
CED 365 – Small Business Entrepreneurship Internship	2
CIS 100 – Intro to Comp. Apps OR CIS 200 – Intro to Info Systems & Technologies	3
ECO 201 – Macroeconomics	3
FNB 100 – Introduction to Finance	3
MAR 100 – Introduction to Marketing	3
MAR 320 – Retail Organization, Operation & Buying	3
SBE 100 – Product & Service Creation	3
SBE 201 – International Business	3
SBE 400 – Small Business Management	3
General Elective	2
<i>Total Curriculum Credits</i>	43
<i>Total Program Credits</i>	60

SBE – Curriculum (On-Line Format)

<i>Common Core</i>	
Required Common Core	
ENG 101 - English Composition –offered online	3
ENG 201 – Introduction to Literature –offered online	3
Mathematical & Quantitative Reasoning (MAT 150) – offered online	4
Life & Physical Sciences (AST 110 or PHY 110) – offered hybrid	4
<i>Total Required Common Core</i>	14
Flexible Core	
Creative Expression (SPE 100) –offered online	3
<i>Total Flexible Core</i>	3
<i>Total Pathways</i>	17
Curriculum Requirements	
BUS 104 – Introduction to Business –offered online and hybrid	3
BUS 110 – Business Law –offered online	3
BUS 150 – Business Communication –offered online and hybrid	3
BUS 210 – Business Methods	3
ACC 122 – Accounting Principles I	3
CED 365 – Small Business Entrepreneurship Internship	2
CIS 100 – Intro to Comp. Apps –offered online OR CIS 200 – Intro to Info Systems & Technologies	3
ECO 201 – Macroeconomics –offered online	3
FNB 100 – Introduction to Finance	3
MAR 100 – Introduction to Marketing –offered online	3
MAR 320 – Retail Organization, Operation & Buying – offered hybrid	3
SBE 100 – Product & Service Creation –offered online and hybrid	3
SBE 201 – International Business	3
SBE 400 – Small Business Management –offered online and hybrid	3
General Elective – potentially offered online	2
<i>Total Curriculum Credits</i>	43
<i>Total Program Credits</i>	60

NOTE:

According to New York State Education Department, format change requires:

Distance Education: 50% or more of the course requirements for the degree or other award can be completed through study delivered by distance education. (<http://www.nysed.gov/college-university-evaluation/format-definitions>)

SBE – Small Business / Entr. Degree:	SBE – Small Business / Entr. Curriculum Requirements
# of Courses in Degree: 19	# of Courses in Curriculum: 14
# of courses on-line: 15	# of Courses On-Line: 10
% of degree on-line: 79%	% of curriculum on-line: 71%



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

OFFICE OF HIGHER EDUCATION
Office of College and University Evaluation
5 North Mezzanine, Education Building
89 Washington Avenue
Albany, New York 12234
Tel. (518) 474-2593
Fax (518) 486-2779

Application for Addition of the Distance Education Format to a Registered Program

Name of Institution: Borough of Manhattan Community College

CEO or Designee: Erwin Wong, Acting Provost & Senior Vice President

Signature:

Date:

The signature of the institutional representative indicates the institution's commitment to support the proposed distance education program.

Distance Education Contact Person: Christopher Medellin, E-Learning Director

Telephone: (212) 220-8144

Fax:

E-mail: cmedellin@bmcc.cuny.edu

Program Title: Small Business Entrepreneurship

Program Code: 92039

Degree or Certificate Awarded: Associates in Applied
Science (A.A.S.)

HEGIS Code: 5004.00

Anticipated enrollment in distance program: 50-200

Initial: 50

Maximum by year 3: 150

Term length (in weeks) for the distance program: 15 weeks

(Is this the same as term length for classroom program?) Yes No

How much "instructional time" is required per week per credit for a distance course in this program?
(Do not include time spent on activities that would be done outside "class time", such as research, writing assignments, or chat rooms.)

Answer: 3 to 4 hours a week for 3 credit class.

What proportion or percentage of the program will be offered in Distance Education format? 50 - 60%

What is the maximum number of students who will be enrolled in an online course section?

Answer: 25

Part A: Institution-wide Issues: Submit this part for the first Distance Education program proposed by your institution. This will be kept in a master file and will not need to be resubmitted for each new proposed online program, unless there are changes.

- I. **ORGANIZATIONAL COMMITMENT** - Answer: On-File
 1. Describe your institution's planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences.
 2. Describe your institution's resources for distance learning programs and its support services to ensure their effectiveness. What course management system does your institution use?
 3. Describe how faculty are trained and supported in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train faculty or are otherwise in charge of online education.
 4. If your institution uses courses or academic support services from **another provider**, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.
 5. Does your institution have a clear **policy on ownership of course materials** developed for its distance education courses? How is this policy shared with faculty and staff?

- II. **LEARNER SUPPORT** - Answer: On-File
 1. Describe how your institution provides distance students with **clear information** on:
 - Program completion requirements
 - The nature of the learning experience
 - Any specific student background, knowledge, or technical skills needed
 - Expectations of student participation and learning
 - The nature of interaction in the courses.
 - Any technical equipment or software required or recommended.
 2. Describe how your institution provides distance learners with adequate **academic and administrative support**, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?
 3. Describe how **administrative processes** such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.
 4. What **orientation** opportunities and resources are available for students of distance learning?

Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.

- III. **LEARNING DESIGN**
 1. How does your institution ensure that the **same academic standards and requirements** are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

Each online course developed for the program must utilize the same course description, syllabus, and student learning outcomes. Comparable assessment, peer observation, and student evaluation as those approved by the faculty governance body at BMCC for the on-ground version of the course are used. Online courses are taught by full-time faculty, part-time faculty who were previously full-time faculty, or part-time faculty who have participated in E-Learning course development workshops. Development of on-line courses adhere to a process of design review/training, technology training, course design discussion, and review by Chairperson for final approval/adoption. Faculty participating in development of on-line courses have good student and peer evaluations; faculty members are committed to upholding the same standards that are met in on-ground courses.

III. LEARNING DESIGN - Continued

2. Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?

Each semester, a variety of 30-40 courses in the Liberal Arts and between 10-12 in the Small Business Entrepreneurship major requirements are offered online. In addition, there are hybrid and on-ground courses offered during the evening, and on the weekends, so that students who choose to take a course 'on ground' can find a section that could accommodate their needs.

3. How do faculty ensure that the technological tools used in the program are appropriate for the content and intended learning outcomes?

The technology and technological tools used in the program are appropriate for the content and intended learning outcomes. The E-Learning Center works together with the Business Management Department, Online Committee, Instructional Technology Services, the College Computer Center, the Media Center, the Library, the Learning Resource Center, the Registrar, and the Academic Advisement and Transfer Center to ensure that the technology available for course development, deployment and management are up-to-date, available 24/7, and user-friendly. Instructional designers as well as faculty within the online teaching community share best practices and test new technologies that can help achieve learning objectives. Blackboard, which is managed by the City University of New York, is the primary course management system used for online courses and is available to students in both desktop and mobile formats. Blackboard allows for substantive faculty-student and student-student interaction, as well as user-friendly, ready-access to updated, multi-media, course content, and offers secure assessment tools. The library offers e-reserve services and works with Distance Learning faculty and students to ensure access. E-Advisors and E-tutoring is available to students remotely and throughout the day and evening so that students are supported in their academic endeavors. Faculty also provides on-line office hours and E-advisement to increase interaction with students. Thus, the same learning opportunities and support services are offered to on-line students as are available to students on campus.

4. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

The program provides for appropriate and flexible interaction between faculty and students and among students. Effective on-line pedagogy is founded on the concept that students-to-faculty and student-to-student interaction is central to building a collaborative community of learners. Substantive discussion and collaborative opportunities are required in all BMCC on-line courses. In addition to the discussion board, faculty members also utilize other collaborative tools such as wikis, blogs, digital portfolios, group tools, and VoiceThread. Faculty are also trained and encouraged to make use of the virtual classroom functions in Blackboard for remote real-time office hours and small-group learning opportunities. As the vast majority of online students are members of the BMCC community and routinely take courses on-site as well as on-line, faculty often meet on ground (face-to-face) with distance learners and students can meet that way as well. The Media Center can and does provide video and audio equipment to faculty to enable students and faculty to be in communication through a variety of modalities such as video streaming, teleconferencing, production services, projector and laptop loaners.

5. How do faculty teaching online courses verify that students are doing their own work?

Blackboard provides testing functions and paper submission functions that enable faculty to verify student work. In addition, since BMCC's online learners are, for the most part, members of the BMCC community, faculty has the option of bringing students on-site for testing and assessment.

IV. OUTCOMES AND ASSESSMENT

1. Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. These learning outcomes are clearly identified -- in terms of knowledge, skills, or credentials -- in course and program materials.

At BMCC learning outcomes for each course are clearly stated in the course syllabus. These objectives serve as the basis for college, departmental, program, course and section-level assessment of student learning. Assessment of student learning in distance learning courses is conducted in the same manner as "on-ground" course assessment. The Small Business Entrepreneurship Curriculum/Assessment Committee in collaboration with course coordinators design assessment tools, timetables, and organize assessment sessions to assess students' learning of the course-specific learning outcomes. In addition to course learning outcomes, assessment also incorporates program learning outcomes and relevant General Education learning outcomes. As such, assessment in distance learning courses occurs on a regular basis.

2. Describe how the means chosen for assessing student learning in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Assessment tools used vary to include traditional testing, informal/formal writing assignments, research and report writing, Distance Learning faculty routinely assess student learning utilizing different functions of Blackboard. Discussion board posts are used to create an atmosphere for both student-to-student and student-to-faculty interaction. Forums are created where students discuss topic and writing is reviewed, some are formally graded for 'substantive' content, but all are reviewed as a method for assessing student learning. Faculty read posts regularly, and then, either clarifies points, and answer questions on the discussion board, or e-mail students privately to discuss areas of concern. Thus, summative evaluative process is ongoing and helps alert students and faculty to weaknesses as well as strengths in course content delivery and comprehension. Faculty also use a variety of techniques to assess student learning that are facilitated by the medium, such as peer evaluations via paper exchange functions, and virtual classroom features in Blackboard that allow faculty to query students in real time about questions or areas of concern.

V. PROGRAM EVALUATION

1. There is a process in place in order to monitor and to evaluate the effectiveness of the distance learning program on a regular basis.
2. The evaluation results will be used for continuous program improvement.
3. How will the evaluation process will assure that the program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded?

Direct and indirect assessments of student learning provide important indicators of program effectiveness, but other procedures and indicators will be used as well. Like all other academic programs, the Small Business Entrepreneurship Major undergoes self-study and external evaluation via the college's Academic Program Review process. In addition, the college distributes annual reports containing indicators of program effectiveness to departmental chairs that include two-year graduation/transfer, program persistence, and college attrition rates; as well as facts pertaining to graduation rates by gender, race/ethnicity; enrollment by gender and race/ethnicity. The above process and reports will ensure adequate assessment of student learning and evaluation of the effectiveness of the Small Business Entrepreneurship Major.