1. **Call to Order**: 12:25 PM meeting was called to order by F. Moore.

2. **Seating of alternates**: J. Athanasourelis (English), A. McInerney (at-large), J. Ziegler (at-large), and J. Lee (at-large) were seated.

3. **Approval of the Agenda**: Motion to approve the agenda passed. (Y-45, N-1, A-3)

4. **Approval of Minutes (September 28, 2017 meeting)**: Motion to approve the amendment passed (Y-46, N-1, A-4).

5. **Elections**
   a. Two faculty for Slate of Faculty members of Auxiliary Enterprise Board: J. Nawabi and N. Apostolakis were elected by electronic vote.
b. Student Ombudsman
A discussion was held on the topic of the 6-hour reassign time that was withdrawn for the position. A motion to postpone the election to the next meeting was made by B. Igbinigun and passed by the senate. (Y-49, N-2, A-0).

6. Action Items
a. Report of the Curriculum Committee: H. Clampman reported on 1) changes in existing degree programs, and 2) changes in curriculum committee procedures. McInerney proposed a motion to separate the two items. A motion to approve 1A (changes in existing degree programs) passed (Y-43, N-0, A-8).

A discussion was held regarding item 1B (changes in the curriculum committee procedures). The discussion revolved around the senate’s oversight and role in the new procedures concerning experimental courses and whether an amendment was needed. A motion made by N. Apostolakis to postpone the vote passed (Y-46, N-2, A-2).


c. Report of Governance and Elections: S. Davis spoke about action item 1 in the amendments to the governance plan, which detailed changes to the functions on the committee on instruction and professional development. The motion did not pass (Y-43, N-2, A-7). S. Davis spoke about action item 2, on the new definition of “vacancies” concerning occupancy in the senate. The senate approved the amendment to the governance plan regarding the definition of “vacancies” (Y-41, N-1, A-6).


8. Committee Reports (2 minutes for each report)
a. Academic Standing: S. Powers reported on the new grading memo (see report).
b. Curriculum: (see report).
c. Governance and Elections: (see report).
d. Instruction and Professional Development: R. Lupo introduced himself. R. Lupo reminded the senate about the President’s Grant deadline (see report).
e. Space, Facilities, and Physical Plant: No report.
f. Student Activities: M. Lopez reported that the committee will review charters of student organizations.

g. Student Government Association: B. Igbinigun announced the upcoming Halloween party. B. Igbinigun reported that the SGA is trying to fill in student positions on committees. Surveys are circulating among students in an effort to extend library hours. W. Ullah reported on USS meeting.

h. University Faculty Senate: Stewart-Titus reported on the upcoming UFS meeting at the Graduate Center on 11/3 from 9am-1pm.

i. University Student Senate: No reports.

j. Vice-Presidents and Deans: F. Moore reported that the seats were filled by K. Alton and S. Bhaskaran.

k. Community Relations: R. Ben-Nun: reported that two members have yet to be elected.

l. Academic Freedom: R. Ben-Nun reported that the committee will be meeting.

9. Announcements and Reports
   a. Chairperson and Faculty Council Chairperson (2 minutes): see report.
   b. Vice Chairperson (2 minutes): no report
   c. Vice Presidents and Deans (Collectively 10 minutes): no report.
   d. BCC, Inc. (1 minute): no report.
   e. Auxiliary Enterprises (1 minute): no report.

10. Adjournment 1:49PM

Respectfully submitted,

Minkyung Choi
AGENDA OF THE MEETING OF THE
BRONX COMMUNITY COLLEGE SENATE
October 26, 2017 12:15 - 1:45 P.M.
Nichols Hall 104

1. Call to Order

2. Seating of alternates

3. Approval of the Agenda

4. Approval of Minutes of 9/28/17

5. Elections
   a. Two faculty for Slate of Faculty members of Auxiliary Enterprise Board
   b. Student Ombudsman

6. Action Items
   a. Report of the Curriculum Committee
   b. Report of CAS
   c. Report of Governance and Elections

7. President’s Report (15 minutes)

8. Committee Reports (2 minutes for each report)
   a. Academic Standing
   b. Curriculum
   c. Governance and Elections
   d. Instruction and Professional Development
   e. Space, Facilities, and Physical Plant
   f. Student Activities
   g. Student Government Association
   h. University Faculty Senate
   i. University Student Senate
   j. Vice-Presidents and Deans
   k. Community Relations
   l. Academic Freedom

9. Announcements and Reports
   a. Chairperson and Faculty Council Chairperson (2 minutes)
   b. Vice Chairperson (2 minutes)
   c. Vice Presidents and Deans (Collectively 10 minutes)
   d. BCC, Inc. (1 minute)
   e. Auxiliary Enterprises (1 minute)

10. New Business

11. Adjournment
LaRoi Lawton, BCC Senator- Attended
Marian Stewart-Titus, BCC Senator (Adjunct) - Attended

401st Plenary Session of the University Faculty Senate
Graduate Center – Room 9204-6
Tuesday, October 24th, 2017

1. Chair Conway called the meeting to order at 6:30pm; Asked approval of the Agenda and approval of the Minutes of September 26, 2017. Approved by the entire body.

Kathleen Barker, Vice chair, UFS updated the body on the upcoming UFS Conference scheduled for Friday, November 3rd at the Graduate Center from 9am to 1pm. To date 132 people are registered to attend. The conference titled “Innovations and Disruptions in American Higher Education: Views from the Professoriate” will have 4 guest panelists who will examine/discuss with Q&A’s from the body issues pertaining the evidence of “change” as a combination of both progressive and questionable practices occurring within higher education in the United States. The diminished role of the professoriate in decision-making processes regarding curriculum, and the rise of “non-shared” governance on campuses, present us with a convergence of crises that require immediate attention and resolution. How will these changes affect the professoriate’s role as partners in shared governance, especially regarding the curriculum? Should we acknowledge that all change is necessarily innovative? Alternatively, disruptive? or both?

http://www1.cuny.edu/sites/cunyufs/events/conferences/disruptions-innovations/

A)

UFS Chair Katherine Conway then introduced newly hired Loretta Martinez, General Counsel and Vice Chancellor of Legal Affairs to the UFS body. Key topics she will address going forward will be:

- More interaction with the Board of Trustees. (BoT)
- Reviewing the current Student Activity Fees policy as BoT passed a resolution on Monday to review student activity fees practices across CUNY.
- Title IX: Enhancing more in-depth understanding and compliance in light of the current local/national focus on ‘sexual harassment.’
- Procurement: How CUNY interacts with vendors.
- Board of Trustees review of their ‘bylaws’ to update. Input from UFS Executive committee
- Q&A’s from the UFS body.
B)

Matthew Sapienza, Senior Vice Chancellor and Chief Financial Officer introduced and spoke on the following topics:

- There is a lack of ‘coordination among the campuses across CUNY’ on fund raising. There needs to be a more cohesive method of pooling resources. Private fund raising?
- The Strategic Plan was delved into but too dense to mention here. [www.cuny.edu/21stCenturyCUNY](http://www.cuny.edu/21stCenturyCUNY)
- Looking into “air rights.”
- Looking into better efficiencies across many administrative levels at CUNY Central and the campuses. More detail fleshed out in the actual minutes that should be up on the UFS site sometime next week.

2. New Business

Prof. Conway spoke of the distinguished professor issue currently being looked at by UFS on the subject of their responsibilities under that title. Questions on why some is being given ‘administrative’ rather than ‘teaching roles” has been the topic of discussion. Several colleges were named.

Meeting adjourned at 8:47pm
From the CUNY Grading Policy Memo, section XI:

The grade of “P” or “NC” may be given as part of a ‘Pass/No Pass’ agreement between a student and instructor. In order to receive this grade, a student needs to continue attending the class, complete all assignments, and take the final exam. If a passing grade is earned (A+ through D-), the student will receive a grade of ‘P’ and credit for the course with no impact on GPA. If a failing grade is earned (F), the student will receive a grade of NC which does not affect the GPA. This option must be requested prior to the last day a student can withdraw and receive a grade of “W” via an agreement with the Office of the Registrar. Students must remain in compliance with Federal and State Satisfactory Academic Progress guidelines. Colleges may place additional restrictions on the use of this option which must be clearly stated in their bulletin and on their website.

Passed by CAS on 10/25/17 (Vote of 18-1-0)

The grade of “P” or “NC” may be given as part of a ‘Pass/No Pass’ agreement between a student and instructor. The instructor is not obligated to grant this request. In order to receive this grade, a student needs to continue attending the class, complete all assignments, and take the final exam.

If a passing grade is earned (A+ through D-), the student will receive a grade of ‘P’ and credit for the course with no impact on GPA. If a failing grade is earned (F), the student will receive a grade of NC which does not affect the GPA. The required form is available from the Office of the Registrar.

a) This option must be requested prior to the last day a student can withdraw and receive a grade of “W” via an agreement with the Office of the Registrar.

b) Students must remain in compliance with Federal and State Satisfactory Academic Progress guidelines. A student will be eligible for a maximum of two P/NC grades while attending BCC.

c) P/NC is not an option for courses for students in a major that require a specific minimum grade and/or have specific requirements due to programmatic accreditation or licensure regulations.
To: Members of the College Senate  
From: Professor Howard A. Clampman, Chairperson Curriculum Committee  
Date: October 26, 2017  
Subject: Report of Actions by the Curriculum Committee through 10/24/2017

1. Actions previously reported to the Senate  
   (a) Proposed change in existing degree program  

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Date approved by Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mathematics AS Degree Program – Change in program requirements</td>
<td></td>
</tr>
<tr>
<td>(Unanimous show of hands)</td>
<td>5-16-17</td>
</tr>
</tbody>
</table>

   (b) Proposed change to the Curriculum Committee Procedures  

<table>
<thead>
<tr>
<th>Description</th>
<th>Date approved by Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Procedures for creating Experimental Courses (Unanimous show of hands)</td>
<td>9-26-17</td>
</tr>
</tbody>
</table>

2. Actions reported to the Senate for the first time  
   (a) Proposed new experimental course - For Senate Information Purposes only  

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date approved by Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CSN 100 – Introduction to Cybersecurity (Unanimous show of hands)</td>
<td>10-3-17</td>
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</table>

   (b) Proposed change to the existing course  

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date approved by Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BUS 54 – Entrepreneurship – Change in course prerequisites (Unanimous show of hands)</td>
<td>10-24-17</td>
</tr>
</tbody>
</table>
Section AIII: Changes in Degree Programs

AIII.1 The following revisions are proposed for the Department of Mathematics and Computer Science Program: A.S. – Mathematics

Program Code: 19875

Proposed Changes: Add MTH 35 to major elective courses, add a footnote to CSI 35 in the major elective courses, and change wording about the free electives.

Effective: Fall 2017

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
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<tbody>
<tr>
<td>Required Core</td>
<td>Required Core</td>
</tr>
<tr>
<td>A. English Composition</td>
<td>A. English Composition</td>
</tr>
<tr>
<td>B. Mathematical and Quantitative Reasoning - MTH 31 Calculus and Analytic Geometry I</td>
<td>B. Mathematical and Quantitative Reasoning - MTH 31 Calculus and Analytic Geometry I</td>
</tr>
<tr>
<td>C. Life and Physical Sciences - SCIENCE BIO 11 or CHM 11 or PHY 11 or PHY 31</td>
<td>C. Life and Physical Sciences - SCIENCE BIO 11 or CHM 11 or PHY 11 or PHY 31</td>
</tr>
<tr>
<td>Flexible Core</td>
<td>Flexible Core</td>
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<tr>
<td>A. World Cultures and Global Issues</td>
<td>A. World Cultures and Global Issues</td>
</tr>
<tr>
<td>B. U.S. Experience in its Diversity</td>
<td>B. U.S. Experience in its Diversity</td>
</tr>
<tr>
<td>C. Creative Expression</td>
<td>C. Creative Expression</td>
</tr>
<tr>
<td>D. Individual and Society</td>
<td>D. Individual and Society</td>
</tr>
<tr>
<td>E. Scientific World - SCIENCE II BIO 12 or CHM 12 or PHY 12 or PHY 32</td>
<td>E. Scientific World - SCIENCE II BIO 12 or CHM 12 or PHY 12 or PHY 32</td>
</tr>
<tr>
<td>Restricted Elective</td>
<td>Restricted Elective</td>
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<tr>
<td>Select one course from Area A-E.</td>
<td>Select one course from Area A-E.</td>
</tr>
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</table>

Subtotal 19 | Subtotal 19

Major Requirements | Major Requirements |
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<th></th>
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<tbody>
<tr>
<td>MTH 32 Analytic Geometry and Calculus II</td>
<td>MTH 32 Analytic Geometry and Calculus II</td>
</tr>
<tr>
<td>MTH 33 Analytic Geometry and Calculus III</td>
<td>MTH 33 Analytic Geometry and Calculus III</td>
</tr>
<tr>
<td>MTH 42 Linear Algebra</td>
<td>MTH 42 Linear Algebra</td>
</tr>
<tr>
<td>MTH 34, 44, 46, 48, CSI 35</td>
<td>MTH 34, 35, 44, 46, 48, CSI 35</td>
</tr>
<tr>
<td>MTH 34 Selected Topics in Advanced Calculus and Linear Algebra</td>
<td>MTH 34 Differential Equations</td>
</tr>
<tr>
<td>MTH 44 Vector Analysis</td>
<td>MTH 44 Vector Analysis</td>
</tr>
<tr>
<td>MTH 46 Abstract Algebra</td>
<td>MTH 46 Abstract Algebra</td>
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<tr>
<td>MTH 48 Advanced Calculus</td>
<td>MTH 48 Advanced Calculus</td>
</tr>
<tr>
<td>CSI 35 Discrete Mathematics II</td>
<td>CSI 35 Discrete Mathematics II</td>
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</table>

Subtotal 7-8 | Subtotal 7-8
### Required Courses

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>MTH 31</td>
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<tr>
<td>MTH 44</td>
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</tr>
<tr>
<td>MTH 46</td>
<td>3</td>
</tr>
<tr>
<td>MTH 48</td>
<td>3</td>
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</table>

### Notes

1. **MTH 30** is a pre-requisite for MTH 31. Students requiring MTH 30 must use free elective credits for this purpose.
2. **SCI I and II** must form a sequence, e.g., BIO 11 and 12.
3. **CSI 30** has a prerequisite of CSI 30 that is not clearly stated in the current program description. The addition of this footnote clarifies that CSI 30 is a prerequisite, and how a student could potentially take this course while not exceeding the 60 credits of the A.S. in Mathematics. We wish to change the wording from “MTH 30 and/or Free Electives” to just “Free Electives” as some students do not need to take MTH 30.

### Total Credits

<table>
<thead>
<tr>
<th>Subtotal</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>60</td>
</tr>
</tbody>
</table>

### Notes

- The program has been given a waiver to require its students to take MTH 31 to fulfill Required Area B, BIO 11 or CHM 11 or PHY 11 or PHY 31 to fulfill Required Area C and BIO 12 or CHM 12 or PHY 12 or PHY 32 to fulfill Flexible Area E. If students transferring into this program complete different courses in these areas, they will be certified as having completed the Common Core requirements, but it may not be possible for them to finish their degree within the regular number (60) of credits. Students who plan to transfer from this program should consult the requirements of the senior college of their choice, including any language requirements. All BCC associate degree students must take two courses designated as “writing intensive.”

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1. **MTH 30** is a pre-requisite for MTH 31. Students requiring MTH 30 must use free elective credits for this purpose.
2. **SCI I and II** must form a sequence, e.g., BIO 11 and 12.
3. **CSI 35** has as prerequisite CSI 30, for which a student will need to use free elective credits or sixth Flexible Core course (Area E). If a student chooses to take a different course for his/her sixth Flexible Core course, then this option is only available if the student does not need to take MTH 30 (Precalculus).

### Rationale

The courses MTH 44, MTH 46, and MTH 48 are not usually run and several of our majors are currently fulfilling one of their major electives with MTH 35, while the department provides waivers to allow a student to do so. Adding MTH 35 to this list would eliminate the need for the waivers. CSI 35 has a prerequisite of CSI 30 that is not clearly stated in the current program description. The addition of this footnote clarifies that CSI 30 is a prerequisite, and how a student could potentially take this course while not exceeding the 60 credits of the A.S. in Mathematics. We wish to change the wording from “MTH 30 and/or Free Electives” to just “Free Electives” as some students do not need to take MTH 30.
Curriculum Committee Questions from 5/2/17 for the Meeting on 5/16/17 on Math AS Program

Questions (paraphrased as we understood them) and Answers:

1. [H. Clampman] **Q:** How many of your math majors take CSI 35? If there are many, you may wish to make CSI 30 stated more prominently as an Area E course.
   **A:** We do not believe that the number of math majors taking CSI 35 necessitates such a change at this time. See the table below for the numbers.

### CSI 35 Enrollment, Mathematics AS Enrollees

<table>
<thead>
<tr>
<th>description</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
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<tr>
<td>Spring 2011</td>
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<td>Fall 2011</td>
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<td>Spring 2012</td>
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<tr>
<td>Fall 2012</td>
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</tr>
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<td>Spring 2013</td>
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<td>Fall 2013</td>
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<td>Spring 2014</td>
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<tr>
<td>Fall 2014</td>
<td>2</td>
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<tr>
<td>Spring 2015</td>
<td>4</td>
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<tr>
<td>Fall 2015</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>5</td>
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<td>Fall 2016</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>1</td>
</tr>
</tbody>
</table>
Procedures for creating Experimental Courses (this policy supersedes all previous Bronx Community College Curriculum Committee procedures for experimental courses including the Codification dated June 2001, page 24, 4E)

Departments may propose to create new courses on an experimental basis. A department interested in proposing an experimental course should consult with the Bronx Community College (BCC) Office of Academic Affairs (OAA) before fully developing the course. The process at the BCC Curriculum Committee for consideration of an experimental course is the same as for a regular course: Departments must submit a course syllabus, Chancellor’s University Report New Course Form, and any other supporting documentation needed to substantiate the new course. A proposed experimental course will receive full consideration of the Curriculum Committee and complete the same review process as all other proposals. Upon completion of the review, the Curriculum Committee shall take a vote, on an advisory basis, reported to the BCC President for approval and to the College Senate for information purposes. Once an experimental course receives Presidential approval, the new experimental course is included with other BCC curricula items and submitted to CUNY Board of Trustees as an information item. An approved experimental course may be offered for no more than two semesters. The two semesters do not need to be sequential but must occur within two years of approval.

This procedure is in conformity with the CUNY Manual of Policy BTM.1969.06-23.002._G.
### Catalogue Description
This course is an introduction to the concepts and applications of cybersecurity. It presents an overall picture of the cybersecurity principles. It also introduces basic networking, assessing and handling of security risks, hardware components, and basic computer troubleshooting used in computer systems.

### Prerequisites
MTH 1

### Co-Requisites
ENG 2 or RDL 2

### Credits
3

### Contact Hours
2 rec 3 lab

### Liberal Arts
[ ] Yes [X] No

### Course Attribute (e.g. Writing Intensive, Honors, etc.)

### Course Applicability
- [X] Major
- [ ] Gen Ed Required
- [ ] English Composition
- [ ] Mathematics
- [ ] Science
- [ ] Gen Ed - Flexible
- [ ] World Cultures
- [ ] US Experience in its Diversity
- [ ] Creative Expression
- [ ] Individual and Society
- [ ] Scientific World

### Effective Term
Spring 2018

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**Rationale:** This course is designed to introduce students to the field of cybersecurity and networking. It is intended to appeal to both the student considering a career in Cybersecurity and Networking as well as a student who just wants to learn more about the field. This course is a requirement for proposed certificate and A.A.S. in Cybersecurity and Networking. It is proposed as an experimental course for spring 2018 in part to allow the department to pilot the course and refine it before anticipated full approval by CUNY and NYS of the certificate/AAS in Cybersecurity and Networking Technology.
Course required textbook:
Author: Michael Goodrich, Roberto Tamassia
Publisher: Pearson

Author: William Stallings, Lawrie Brown
Publisher: Pearson

Course Description:
This course is an introduction to the concepts and applications of cybersecurity. It presents an overall picture of the cybersecurity principles. It also introduces basic networking, assessing and handling of security risks, hardware components, and basic computer troubleshooting used in computer systems.

Course Learning Objectives:
After completing this course, students will be able to:
- Identify the basic cybersecurity concepts.
- Demonstrate the basic computer and network security threats.
- Identify various authentication technologies.
- Identify the fundamentals of computer forensics concepts.
- Demonstrate the basic operating system concepts.
- Demonstrate the fundamentals of Secure Storage.

Class Participation/Attendance:
Class attendance and participation are significant components of the learning process and play a major role in determining overall student academic achievement. Therefore, students are strongly encouraged to attend and participate in all class sessions of the course in which they are registered. The maximum number of excused absence hours is limited to one more class hour than the contact hours. For example, a student enrolled in a class that meets five hours per week is allowed six hours of absence (not six days). Final grades will be lowered ½ grade for each class hour absence thereafter (e.g., if a student’s original grade is an A, then it will be
lowered to an A-). Late arrivals (10-30 minutes) to class will be considered ½ class hours absence. Arrivals after 30 minutes may, at the discretion of instructor, be marked absent for the entire class.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab</td>
<td>30%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Project</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Laboratories:**

Labs are designed to strengthen the cybersecurity concepts. They include introduction to the networking components (e.g., hardware, software, protocols and connection medium) as well as cybersecurity elements (e.g., application security, information security and network security). This is achieved as students are introduced to the network switches, routers, firewalls and security devices. Students reinforce operating systems concepts by managing memory and file system security and virtual machines. Students also install and configure virus protection software and firewalls to enable application and web security.

**Exams:**

The midterm exam, as conducted on the 7th week of the semester, will be a theoretical exam focusing on the topics learned by the 6th week in the lecture class. The final exam, as conducted in the final exam week, will also be theoretical and will focus primarily (approx. 70%) on the topics learned after the midterm.

**Final Project:**

Student must select a final project before or by the 12th week of the semester, as guided by the instructor. Typical projects may be managing and configuring network routers, switches or operating system; securing computer system and network devices. Students can select their own, relevant projects but they must be approved by the instructor. On completion of the project, students are expected to write a summary report. Final project summary report along with the project presentation is due by the 14th week of the semester.

**Blackboard and Email:**

All students must have access to a BCC email account and CUNY Portal Account. Students in need of assistance/troubleshooting can access support at the campus academic computer center, library and learning center. For more information about academic resources and support services, students may visit the link [http://www.bcc.cuny.edu/academic-support-services/#degTop2](http://www.bcc.cuny.edu/academic-support-services/#degTop2). Students must activate their accounts.
### Topics Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Cybersecurity concepts</td>
</tr>
<tr>
<td>Week 2</td>
<td>Understanding Security Goals</td>
</tr>
<tr>
<td>Week 3</td>
<td>Introduction to authentication techniques</td>
</tr>
<tr>
<td>Week 4</td>
<td>Introduction to Computer Forensics</td>
</tr>
<tr>
<td>Week 5,6</td>
<td>Introduction to Malicious Software: Malware</td>
</tr>
<tr>
<td>Week 7</td>
<td>Review &amp; Mid Term Exam</td>
</tr>
<tr>
<td>Week 8</td>
<td>Introduction to the Operating System</td>
</tr>
<tr>
<td>Week 9</td>
<td>Introduction to the Network Models</td>
</tr>
<tr>
<td>Week 10</td>
<td>Introduction to the Firewalls</td>
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<tr>
<td>Week 11</td>
<td>Introduction to the Web Security</td>
</tr>
<tr>
<td>Week 12</td>
<td>Introduction to Penetration Testing concepts</td>
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<td>Week 13</td>
<td>Introduction to Secure Storage</td>
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<tr>
<td>Week 14</td>
<td>Introduction to Spam and Cybercrime</td>
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<tr>
<td>Week 15</td>
<td>Final Exam</td>
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### AV: 1 Changes to be offered in the Department of Business and Information Systems

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
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<tbody>
<tr>
<td>Departments</td>
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</tr>
<tr>
<td>Business and Information Systems</td>
<td>NC</td>
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<tr>
<td>Course</td>
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<tr>
<td>BUS 54 – Entrepreneurship</td>
<td>NC</td>
</tr>
<tr>
<td>Credits</td>
<td>Credits</td>
</tr>
<tr>
<td>3</td>
<td>NC</td>
</tr>
<tr>
<td>Hours</td>
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<td>3 rec</td>
<td>NC</td>
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<tr>
<td>Prerequisite</td>
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<tr>
<td>FIN 31 and MKT 11</td>
<td>BUS 51</td>
</tr>
<tr>
<td>Co-requisite</td>
<td>Co-requisite</td>
</tr>
<tr>
<td>None</td>
<td>NC</td>
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<tr>
<td>Description</td>
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<td>This course is a practical guide to the entrepreneurial process that leads to starting a new business. It is a hands-on, team-based course that will challenge students to apply principles, concepts and frameworks to real world situations. The course activities will include evaluating commercial potential of business ideas and opportunities, researching markets and competition, understanding the importance of patents and copyrights, developing a business plan, learning the process of acquiring resources, avoiding pitfalls, and financing the start-up.</td>
<td>NC</td>
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### Requirement Designation

| Liberal Arts | Liberal Arts |
| [ ] Yes | [X] No |

| Course Attribute (e.g. Writing Intensive, etc.) | Course Attribute (e.g. Writing Intensive, etc.) |
| X | Not Applicable |
| _____ Required | _____ Required |
| _____ English Composition | _____ English Composition |
| _____ Mathematics | _____ Mathematics |
| _____ Science | _____ Science |
| ___ Flexible | ___ Flexible |
| ___ World Cultures | ___ World Cultures |
| ___ US Experience in its Diversity | ___ US Experience in its Diversity |
| ___ Creative Expression | ___ Creative Expression |
| ___ Individual and Society | ___ Individual and Society |
| ___ Scientific World | ___ Scientific World |

| General Education Component | General Education Component |
| X | Not Applicable |

| Effective Date | Effective Date |
| Fall 2018 | |

**Rationale:** The course prerequisite of BUS 54 is being modified to align it with the prerequisite required for BUS 52 and BUS 53. The Business Administration AS Degree – Management Option was modified in Spring 2017 to require a selection of two of these three courses. This alteration of course prerequisite was erroneously omitted from the proposal to create BUS 54 as a permanent course in Spring 2017. Students can successfully complete BUS 54, with the knowledge gained in BUS 51.
Elections

Elections were conducting for committee officers. All votes were unanimous with no abstentions.

Results: Chair Robert A. Lupo, Vice-Chair Joël Magloire, Secretary Grisel Acosta

Presidential Grants Deadline

BCC’s Presidential Grants Program this year has a focus on improving student academic performance, progress, and completion rates. This year’s grants must be focused on our theme of “Mission Possible - 35 by 65”. Faculty and staff may submit proposals that seek to improve retention and graduation rates.

The period covered by the grant is January 2018 through December 2018. The proposal submission due date is Wednesday, November 1, 2017, 12:00 p.m. (Noon)

Dean Ritzi has hosted several grant-writing workshops directed at writing and developing these proposals. Please contact Dean Ritzi if you need help or information regarding the rubric.

The members of this Committee will review applications and submit recommendations to the President Isekenegbe. Awardees will be notified in December.

Faculty Day

Faculty Day is an opportunity for members of all departments to come together to share research, creative works, and pedagogical ideas to build interdisciplinary cooperation at BCC.

Date: April 27th, 2017                Location: NH, RBSC, Playhouse

Theme: Diversity Inside and Outside the Classroom

The Committee has identified several candidates for Keynote speaker and is currently finalizing the selection.

Last year’s Event:  https://bcc-cuny.digication.com/2017_bcc_faculty_day/Faculty_Day

Next meeting: November 7, 2017 4PM-6PM, President’s Conference Room PH
Policy 1.17  Experimental Courses

The Board of Trustees gives authorization to each senior and community college of The City University of New York to introduce on an experimental basis, as many as fifteen courses per semester approved by the Curriculum Committee of the Faculty Council, and by the President, with the understanding that such courses would not be offered for more than two semesters without the usual Board of Trustees review, and with the further understanding that this resolution does not permit the establishment of new programs, departments, or schools. (BTM,1969,06-23,002, G)

All courses introduced under this experimental course policy shall be sent for informational purposes only to all members of the Board of Trustees along with the subsequent departmental evaluation of such courses. (BTM,1969,06-23,002, G)
 SENATE REPORT

1) Prof. Henry Skinner, Vice Chair of the Faculty Council resigned his seat. A resolution thanking Prof. Skinner for his long service to the council and the college passed unanimously. The council will be holding elections to fill the position in our November meeting.

2) Dr. Kay Conway, Chair of the University Faculty Senate, visited the council. Topics discussed included diversity hiring, CUNY’s Strategic Frame Work, discipline councils, 12/6 schedules, and the new UFS website and blog (www1.cuny.edu/sites/cunyufs/). BCC has an open seat on the UFS that needs to be filled.

3) Elections were held for two senate committees. Results as follows:
   - Community Events: Prithi Kanakamedala (History), Joel Nagloo (Math)
   - Academic Freedom: Emakoji Ayikoye (Business) Farnaz Kaighobadi (Social Science), Sharmila Mukherjee (English), Seth Offenbach (History), John Ziegler (English)

Prof. Roni Ben-Nun
Faculty Council Chair
PROPOSED AMENDMENT TO THE
BRONX COMMUNITY COLLEGE GOVERNANCE PLAN

CHANGES TO THE DEFINITION OF VACANCIES
IN THE COLLEGE SENATE

Approved by referendum of the faculty/staff 133 yes – 17 no (31.6% participating) Spring 2017
Approved by referendum of the students 568 yes – 52 no (6.13% participating) Spring 2017

Current language:

I. THE BRONX COMMUNITY COLLEGE SENATE
E. Qualifications For and Length of Service in the Senate and on Senate Committees.

7. Vacancies

A vacancy in a Senate seat held by a member of the faculty or instructional staff shall only occur when the elected holder of the seat resigns or is no longer employed by Bronx Community College. A vacancy in a Senate seat held by a student shall be defined in accordance with the SGA constitution.

Proposed language:

I. THE BRONX COMMUNITY COLLEGE SENATE
E. Qualifications For and Length of Service in the Senate and on Senate Committees.

7. Vacancies

A vacancy in a Senate seat held by a member of the faculty or instructional staff shall only occur when the elected holder of the seat resigns, no longer works in a title which made him/her eligible for the seat held, or is no longer employed by Bronx Community College. A vacancy in a Senate seat held by a student shall be defined in accordance with the SGA constitution.

Rationale:
The proposed language clarifies an ambiguity in the current language, in which a Senator might be elected to a position “by and from” a constituent group (Section I.C), but then change or lose the title which made them eligible to be elected. Under the proposed language, such a Senator would lose their seat and new elections would be held to fill the vacancy.
PROPOSED AMPENDMENT TO THE
BRONX COMMUNITY COLLEGE GOVERNANCE PLAN

CHANGES TO THE FUNCTIONS OF THE
COMMITTEE ON INSTRUCTION AND PROFESSIONAL DEVELOPMENT

Approved by referendum of the faculty/staff 135 yes – 17 no (32% participating) Spring 2017
Approved by referendum of the students 576 yes – 42 no (6.11% participating) Spring 2017

Existing language:

I. THE BRONX COMMUNITY COLLEGE SENATE

H. Standing Committees With Advisory Functions

1. Committee on Instruction and Professional Development
   a. Functions
      (1) Examine developments in the instructional process related to the improvements of instruction and publicize such developments.
      (2) Conduct an annual survey of the faculty at the end of the Spring semester to determine areas of concern and problems that may be addressed by the committee.
      (3) Canvass students to determine problem areas in the instructional process which may be explored by the committee.
      (4) Distribute to the faculty information on issues relevant to college teaching, including bibliographies of materials available in the College library.
      (5) Organize workshops dealing with various aspects of instruction, including new developments in teaching technology.
      (6) Consult and advise the Vice President of Academic Affairs on student evaluation of instruction in accordance with the policies of the Senate and the Board of Trustees of The City University of New York.
      (7) Advise the Vice President of Academic Affairs on methods and procedures related to the improvement of instruction and the professional development of instructional staff.
   b. Membership
      (1) One faculty member elected by and from each department
      (2) Three students elected by the Student Government Association from the student body
      (3) The Vice President of Academic Affairs or representative
      (4) The Vice President of Student Development or representative
I. THE BRONX COMMUNITY COLLEGE SENATE

H. Standing Committees With Advisory Functions

1. Committee on Instruction and Professional Development
   a. Functions
      (1) Examine developments in the instructional process related to the improvements of instruction and publicize such developments.
      (2) Conduct an annual survey of the faculty at the end of the each Spring semester to determine areas of concern and problems that may be addressed by the committee.
      (3) Canvass students to determine problem areas in the instructional process which may be explored by the committee.
      (4) Collaborate in college initiatives to organize workshops dealing with various aspects of instruction, including the use of technology in instruction. Distribute to the faculty information on issues relevant to college teaching, including bibliographies of materials available in the College library.
      (5) Collaborate and advise in college initiatives to develop and promote on-campus professional development and scholarly activities to help faculty meet the requirements for tenure and promotion. Organize workshops dealing with various aspects of instruction, including new developments in teaching technology.
      (6) Consult and advise the Vice President of Academic Affairs on student evaluation of instruction in accordance with the policies of the Senate and the Board of Trustees of The City University of New York.
      (7) Advise the Vice President of Academic Affairs on methods and procedures related to the improvement of instruction and the professional development of instructional staff.
      (8) The chair of the committee shall be invited to name a representative to the advisory board of any college entity which specifically addresses instruction or professional development.
      (9) Track developments related to the improvement of the instructional process, announce professional development opportunities on- and off-campus, and publicize related events.
   b. Membership
      (1) One faculty member elected by and from each department
      (2) Three students elected by the Student Government Association from the student body
      (3) The Vice President of Academic Affairs, or her/his designee, or representative
      (4) The Vice President of Student Development, or her/his designee, or representative

Rationale:

Updates functions to correspond more closely with current practice, especially in relation to the committee's relationship with the Center for Teaching, Learning and Technology.