

Bronx Community College
The City University of New York
Committee on Instruction and Professional Development
**NEW LOCATION: THURGOOD MARSHALL LAW LIBRARY (NL 314), 3rd floor of
NORTH HALL LIBRARY**

AGENDA

December 4, 2018

- I. Call to order (2 minutes) ✓
- II. Approval of the Minutes (5 minutes) ✓
- III. Update on BCC policy on academic integrity changes (Alex Ott) ✓
- IV. Update on Pilot Student Survey (Chris Efthimiou) ✓
- V. Update on Faculty (COACHE) Survey (Nancy Ritze) ✓
- VI. Update on Presidential Grant Rubric for 2019-2020 (Rebeca Araya) ✓
- VII. Faculty Day Spring 2019 Updates (Mara Lazda) ✓
- VIII. Department Announcements (5 minutes)
- IX. New Business

Next meeting in 2019: TBA

12-4

CIPD

Reg.
Mtg

Attendance List

<u>NAME</u>	<u>DEPT</u>	<u>Signature</u> <u>date</u>
ANGEL FALCÓN ✓	Library	[Signature]
John Ziegler	English	[Signature]
MIVIAN RODRIGUEZ.	NURSING/Rad Tech	[Signature]
Yunehum Hu. ✓	Math & CS	Yunehum Hu.
Sunej Kani.	Chemistry	[Signature]
Kelvin Cooper.	HPER	Kelvin Cooper
Zaida Gadey-Naveira ✓	Mod. L	[Signature]
Elise Langran ✓	Ed	Elise Langran
REBECA ARAYA ✓	BIO	Rebecca Araya
Joël Mayhore	CAS	Comm Arts & Sci
Jamir el Nannubi	SOC SCI	[Signature]
Crystal Rodriguez	Social Science (alt)	[Signature]
Katherine Acevedo-Coppa	Academic Affairs	Katherine Acevedo
Lisa Ishomayo	SGA	[Signature]
Clarence Hodge	Nursing	[Signature]
MARA CAZDA		

(15)

2019 BCC Presidential Grant Program Scoring Rubric
In evaluating the grant proposal, pick an integer from 0
to 5 that best fits the category.

Category	Excellent (5-4 pts)	Good (3-2 pts)	Insufficient (1-0 pt)
<p>Project Design Description of what is being proposed, who will participate and when activities will occur</p>	<ul style="list-style-type: none"> Activities are very clearly articulated and realistic. Participants are clearly identified and/or assured to participate. Timeframe/accountabilities are clear/realistic. 	<ul style="list-style-type: none"> Activities are documented Participants identified may participate Timeframe/accountabilities are provided/possibly can be accomplished 	<ul style="list-style-type: none"> Activities not clearly identified and/or not realistic Unlikely that participants will engage Timeframe/accountabilities are not clear/realistic
<p>Project Relevance/ Student Need How project relates to themes such as addressing student need, improving student success, academic progress, and completion rates</p>	<ul style="list-style-type: none"> All project goals directly address student need, support improved student success, academic progress, and completion rates. 	<ul style="list-style-type: none"> Some project goals may address student need, support student success, academic progress, and completion rates 	<ul style="list-style-type: none"> Project goals have no substantial relationship to student need, student success, academic progress, and completion rates
<p>Project Rationale Why project design is expected to yield anticipated results</p>	<ul style="list-style-type: none"> Project rationale based on solid theory and/or credible evidence. 	<ul style="list-style-type: none"> Project rationale based on some theory and/or some evidence. 	<ul style="list-style-type: none"> No theoretical or empirical basis for project rationale
<p>Impact/Scope What are the expected measurable outcomes; who and how many people will be impacted? Over what timeframe?</p>	<ul style="list-style-type: none"> Anticipated outcomes are clearly identified; realistic; and significant (either in numbers impacted or in the quality of the impact). 	<ul style="list-style-type: none"> Outcomes are identified and reasonable; Anticipated impact is considerable (in numbers or in quality). 	<ul style="list-style-type: none"> Outcomes are not specific; are not reasonable to expect; or are not significant (either in quantity or quality of impact).
<p>Budget Specific projected itemized costs</p>	<ul style="list-style-type: none"> Clear articulation of what budget will support, why it is needed for project and how it realistically supports project activities/outcomes 	<ul style="list-style-type: none"> Budget presented clearly and should support project activities 	<ul style="list-style-type: none"> Budget is not clear/itemized/justified.
<p>Overall Evaluation Overall importance of project and quality of concept, implementation strategy and anticipated results. Quality of Writing.</p>	<ul style="list-style-type: none"> Overall excellent quality of concept, implementation strategy and anticipated results. Excellent quality of writing 	<ul style="list-style-type: none"> Overall good quality of concept, implementation strategy and anticipated results. Good quality of writing 	<ul style="list-style-type: none"> Overall average or fair quality of concept, implementation strategy and anticipated results. Insufficient quality of writing.

2019 BCC Presidential Grant Program Scoring Rubric

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<p>Impact/Scope What are the expected measurable outcomes; who and how many people will be impacted? Over what timeframe?</p>	<ul style="list-style-type: none"> Anticipated outcomes are clearly identified; realistic; and significant (either in numbers impacted or in the quality of the impact). 	<ul style="list-style-type: none"> Outcomes are identified; possible to expect; are important to some 	<ul style="list-style-type: none"> Outcomes are not specific; are not reasonable to expect; or are not significant (either in quantity or quality of impact).
<p>Budget Specific projected itemized costs</p>	<ul style="list-style-type: none"> Clear articulation of what budget will support, why it is needed for project and how it realistically supports project activities/outcomes 	<ul style="list-style-type: none"> Budget presented clearly and should support project activities 	<ul style="list-style-type: none"> Budget is not clear/itemized/justified.
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Notes from CUNY Faculty Affairs Advisory Board November 12th, 2018

The following is information that was shared at the meeting:

1. Draft CUNY-wide COACHE custom questions
 - I have opportunities for professional development at my college
 - I have opportunities for leadership at my college
 - I have access to resources at my college to support my research, scholarship and/or creative work
 - My department values my research scholarship and/or creative work
 - I have a voice in the decision-making that affects the direction of my department
2. Please see below for an invitation from the CUNY Faculty Cloud Policy Advisory Group to participate in a survey about cloud services at CUNY. Please share this invitation broadly with faculty at your colleges.
3. [www2.cuny.edu/academics/faculty-affairs/faculty-development-across-cuny/diversifying-cunys-leadership/]Diversifying CUNY's Leadership: A CUNY-Harvard Consortium: Please consider applying and let faculty and administrators at your colleges know about this opportunity – deadline for applications is December 21, 2018
4. CUNY Faculty Diversity and Inclusion Conference: Please share this opportunity with faculty at your colleges– proposals are due January 7, 2019
5. Please send me your suggestions for discussion topics for our spring 2019 meetings.

Invitation from CUNY Faculty Cloud Policy Advisory Group

Colleagues:

On August 1st, CUNY made the Microsoft Office 365 for Education available to all faculty and staff at CUNY. There is an ongoing effort to extend the range of applications and services and you will soon be learning of additional applications being made available to all. In the meantime, we are surveying how faculty currently use the Microsoft Office 365 for Education applications and others, some of which are referred to as “cloud services”. Please take approximately 6 minutes to complete this brief survey with only 12 simple items. Your input is very important and can influence decisions concerning Ed Tech support for CUNY faculty and staff.

Below are some examples of how existing Microsoft Office 365 for Education can and has been used:

- Working with colleagues on committees
- Doing research with colleagues in CUNY and beyond CUNY
- Working with students on course work
- Doing research with students
- Interviewing candidates as part of the Search Process
- For storing and moving files between workplace and home

Please just click on this link to the brief survey .

https://forms.office.com/Pages/ResponsePage.aspx?id=s_BgbwZfCU6XFZiduozH2FKI4LbxfhZAsc2g1b0IaCpUMk5NVjBRRFdBSTBOWTdRS0ITtINST1VYVC4u

We thank you for your effort and assistance.

CUNY Faculty Cloud Policy Advisory Group:

Philip Pecorino (QCC)
Greet Van Belle (York)

Scott Dexter (Brooklyn)
Christopher Stein (BMCC)

Original email 8-1-18
Dear CUNY Faculty and Staff,

CUNY is pleased to provide its active faculty and staff members an expanded “Microsoft Office 365 for Education” suite, which includes cloud solutions for storing, sharing, and synching work files with students, faculty and staff from a variety of devices. This suite offers the following new tools for business collaboration: OneDrive for Business, SharePoint, Yammer and Skype for Business. OneDrive for Business, the cloud storage solution, will allow you to update and share files from multiple devices and work collaboratively on a document at the same time. You will also receive 1 TB of free storage.

You can now access Microsoft Office 365 for Education applications through various channels, either by clicking on the links below or entering them manually:

- The Microsoft Office 365 for Education icon on the Technology Service pages for [faculty](#) or for [staff](#);
- www.cuny.edu/office365ed (the web page devoted to Microsoft Office 365 for Faculty and Staff, which provides links to Microsoft video tutorials on setting up and using the applications as well as FAQs);
- login.microsoftonline.com; or
- portal.office.com

You will then be directed to a login page, which will prompt you to use your CUNY Login (your username, e.g., **Jane.Doe## @login.cuny.edu** and CUNY first password).

In order to protect data from unauthorized access, please review [the new policy for the Acceptable Use of Microsoft Office 365 for Education](#). This policy was drafted by CUNY’s Cloud Advisory Group, which includes representatives from the University’s faculty, legal, technology communities, to help ensure that usage is consistent with University policies on privacy, intellectual property and computing resources acceptable use. I hope that you find these new applications useful to your work at CUNY.

Brian Cohen
Vice Chancellor and University CIO

Respectfully submitted for BCC CIPD MEETING 12/4/2018
Rebeca V. Araya
BCC CIPD Chair

Bronx Community College

done

The City University of New York

Committee on Instruction and Professional Development

Minutes

October 3rd, 2018

Present: Rebeca Araya; Frank Blanchard; Kelvin Cooper; Angel Falcon; Zaida Godoy-Navarro; Yunchun Hu; Howard Irby, Jr.; Hamad Khan; Elise Langan; Mara Lazda; Joël Magloire; Jawied Nawabi; Vivian Rodriguez; John Ziegler; Carl Andrews; Katherine Acevedo-Coppa; Sunej Hans; Crystal Rodriguez; Alexander Ott (invited guest).

- I. Call to Order—R. Araya—4:01pm
- II. Introductions—CIPD Members
 - a. New members were welcomed to the committee with introductions all around
- III. Minutes—R. Araya
 - a. Members approved the minutes for September 4, 2018 with 1 abstention.
- IV. Update on Academic Integrity Changes—Dean Alexander Ott
 - a. A. Ott spoke on the replacement of the dated CUNY and BCC Policies on Academic Integrity that took place over the summer. The new BCC course catalog for 2018-2019 reflects the currently in force CUNY Academic Integrity Policy. A. Ott advised the committee that the body may want to add an addendum to the policy in the form of a preamble or a statement of principles. A. Ott noted that he needed to do recon to make a comparison with what other CUNY campuses do with regards to the Academic Integrity Policy---do they have a preamble or standalone policy as well?
 - b. The body agreed to discuss whether or not a preamble was needed at the next meeting.
- V. Writing Intensive Classes—K. Cooper
 - a. K. Cooper requested that the body have a larger conversation about the Writing Intensive requirement and it's role in our curriculum. There is some confusion among faculty and students about what exactly counts as Writing Intensive, can a student retain a waiver to change a class to Writing Intensive, and related questions. The Chair acknowledged the matter and stated she will invite Swan Kim to address the committee to help with some questions.
- VI. History Department Event—M. Lazda
 - a. The History Department is hosting an annual lecture at GML with guest Harriet Senie, a public art historian, who will speak on "who we remember" which dovetails with the conversations around the busts at the Hall of Fame. It will be on Oct. 17th from 2pm to 3:30pm at GML.
- VII. Possible change in meeting time—A. Falcon
 - a. Angel reported that the current time from 4pm-5pm on Tuesdays took the poll. The body consensus was another poll needed to be taken in order to have 2 hour blocks

especially as faculty secure their Spring 2019 teaching obligations. It was agreed to have a short poll that closes on Tuesday 10/9.

- VIII. Holistic Fitness Seminar—K. Cooper
 - a. The Department of Health, Physical Education and Recreation will be hosting a weekend long workshop in the future at Alumni Gym. Details forthcoming!
- IX. Domestic Violence Awareness Walk—C. Rodriguez
 - a. The Department of Social Sciences along with Public Safety is hosting a walk and lecture to raise awareness about domestic violence. It will take place on October 11th with a lecture starting at 12:15pm at Roscoe Brown that ends at 12:45pm. Then there will be a walk in the local area until 2pm. Afterwards, there will be a seminar on self-defense.
- X. Faculty Day Spring 2019 Updates—M. Lazda
 - a. There was discussion of the theme. There were themes the subcommittee recently discussed such as diversity, immigrant education, undergraduate research and experiential learning, and best practices for non-traditional students. No theme was picked out at the meeting.
 - b. There was discussion of Keynote speakers. The Subcommittee is soliciting a keynote speaker—it is important to note that travel is not covered and the honorarium available is \$500.
- XI. Faculty Showcase—M. Lazda
 - a. M. Lazda discussed having a survey to gauge the committee's interest on whether to have a faculty showcase and, if so, how to present it with options such as a brown bag series, a lecture series or a post-Faculty Day off campus event.
- XII. First Year Seminar Program—M. Lazda
 - a. There is a call for faculty applications. If a faculty member is interested, the application deadline is swiftly approaching. Contact M. Lazda.
- XIII. Committee on Academic Freedom—J. Ziegler
 - a. J. Ziegler reported on the Committee on Academic Freedom requesting to have some data collected in the BCC annual faculty survey on the topic of Academic Freedom. J. Ziegler provided some examples of survey questions as implemented at Lehman College. The Committee on Academic Freedom requested—in particular—that questions 12-16 be implemented in the upcoming 2019 BCC Faculty and Staff Survey. It was noted that academic freedom may not resonate as a strong concern for many who take the survey and that the body take that into consideration as it deliberates whether or not to include it here or in another instrument such as the COACHE survey.
 - b. The body decided to revisit this issue and discuss the matter at the next meeting and over email. Also Dean Ritze will be invited to the next meeting to discuss the logistics of adding questions to the survey.
- XIV. CUNY Faculty Affairs Advisory Board Information—R. Araya
 - a. R. Araya reported on the CUNY Faculty Affairs Advisory Board meeting of September 28th. Highlights are listed below; for details, contact Prof. Araya or your Department Liaison.
 - i. There are CUNY Grants available for Assistant and Associate Professors applying for promotion.

- ii. There is a CUNY Leadership Program to diversify the ranks of administrative leadership.
- iii. Ethics matters on accepting textbook gifts and the like from publishers were mentioned.
- iv. There is a new COACHE survey to be administered in Spring 2019.
- v. There is a training module on Accessibility Training in Blackboard to help faculty make their blackboard content more ADA-compliant.
- vi. CUNY is in the process of updating its Intellectual Property Policy. Information will be provided as it comes available.
- vii. There is a Tech Accessibility Workshop being offered at CUNY Central on Oct. 29th from 2:30pm to 5pm.

XV. Meeting adjourned at 5:21pm.

Bronx Community College
The City University of New York
Committee on Instruction and Professional Development
Minutes

done

November 6th, 2018

Present: Rebeca Araya; Swan Kim; Kelvin Cooper; Angel Falcon; Zaida Godoy-Navarro; Yunchun Hu; Hamad Khan; Elise Langan; Mara Lazda; Joël Magloire; John Ziegler; Carl Andrews; Katherine Acevedo-Coppa; Sunej Hans; Alexander Ott; Jeffrey Ewell; Quiana Berry; Lisa Ighomuaye; Chris Efthimiou; Nancy Ritze; Chris Moseley; Betty Doyle; Jan Robertson; Clarence Hodge.

Absent

- I. Call to Order—R. Araya—4:01pm
- II. Update on Academic Integrity Changes—Dean Alexander Ott
 - a. A. Ott presented a sample of Academic Integrity policies other CUNY campuses have included in their college catalogs. He asked that we read the policies, share with out departments so that the body may vote on how we wish to proceed. He also mentioned we could present the CUNY Academic Policy in the BCC catalog and provide more detail on the BCC website.
- III. Student Survey Pilot—Chris Efthimiou
 - a. C. Efthimiou discussed the student survey pilot and first noted that it is on paper. We have full time professors that have volunteered to pilot the survey instead of the previous BCC student survey. The Fall 2018 student survey pilot will be on paper and the student responses will be included on the same form. The BCC Pilot Survey student handwritten responses will not be scanned. SGA reps asked about incentives for filling out the student survey in order to make sure there is a high response rate.
- IV. Faculty Academic Freedom Survey—John Zeigler and Nancy Ritze
 - a. J. Ziegler submitted a draft of two questions to be included on the annual Faculty and Staff survey.
 - b. The body voted to include the two questions along with a comments section to allow Faculty and Staff to indicate whether they have witnessed or experienced violations of their academic freedom.
- V. Presentation on Writing Intensive/Writing Center—Swan Kim and Jan Robertson
 - a. S. Kim gave a presentation on the Writing Intensive program on campus and the support network in place to support Writing Intensive classes.
 - i. The Writing Intensive program in many cases is meant to reward low stakes writing for the purpose of promote more writing as a general matter.
 - ii. It was noted that Writing Intensive waivers normally are given to students who have already taken ONE Writing Intensive class.
 - b. J. Robertson spoke on the Writing Center.
 - i. The Writing Center is open to the whole campus and is located in Sage 100. They offer people help at point of service. Students should be able to come and

drop in for help. Furthermore, there are many handouts at the Writing Center that will help not only students, but faculty who want to focus on one or two writing topics in their classes.

VI. Faculty Day Update—Mara Lazda

- a. The committee selected Councilman Ritchie Torres to invite as the keynote speaker on April 12th. They will be reaching out to invite him. The topic of faculty day will be “Social Justice and Community Colleges”.
- b. There will be a Call for Presentations put out on December 18th.

VII. Presidential Grants—Rebeca Araya

- a. The Presidential Grants will be made available to the committee in the coming weeks and we will work on evaluating them ^{using} on the rubrics in the interim between now and the next meeting.

VIII. Adjournment.

- a. 5:58pm.

Submitted,

Angel Falcon

Secretary.

Bronx Community College
The City University of New York
Committee on Instruction and Professional Development
Special Meeting to Review the 2018 President Grant Proposals

done

Minutes

November 27th, 2018

Present: Rebeca Araya; Kelvin Cooper; Angel Falcon; Zaida Godoy-Navarro; Yunchun Hu; Hamad Khan; Elise Langan; Mara Lazda; Joël Magloire; John Ziegler; Katherine Acevedo-Coppa; Sunej Hans; Howard Irby; Frank Blanchard; Vivian Rodriguez; Mark Lennerton; Jawied Nawabi

- I. Call to Order—R. Araya—4:04pm
- II. Discussion of the online voting
 - a. An excel spreadsheet array was presented to the body prepared by M. Lennerton and R. Araya. The body accepted the results as accurate and the body affirmed the sheet by a vote to forward along to the President's Office as is.
- III. Discussion of Proposals generally
 - a. With regards to future considerations:
 - i. M. Lazda made the point that proposals should be reviewed according to the rubric and to allow the President's Office to make decisions on the appropriateness of budgetary items such as release time etc. The role of the Committee is advisory here.
 - ii. The body affirmed adding a place for comments on the proposals as there are aspects of a proposal that can evade quantitative analysis.
- IV. Discussion of the Rubric
 - a. The body worked on improving the rubric to provide clarity ^{9/27/18} ~~to future applicants to be voted on in the future~~
- V. Adjourned—4:53pm

Submitted,

Angel Falcon

Secretary

Rules and Regulations

Damage to College Equipment

Any student who damages any school equipment is required to pay the costs of repair or replacement.

BMCC Policy on Plagiarism

Plagiarism is the presentation of someone else's words, ideas, or artistic/scientific/musical/technical work as one's own creation. A student who copies or paraphrases published or online material, or another person's research, without properly identifying the source(s) is committing plagiarism.

Plagiarism violates the ethical and academic standards of our college. Students will be held responsible for such violations, even when unintentional. To avoid unintended plagiarism, students should consult with their instructors about when and how to document their sources. The library also has both print and digital guides designed to help students cite sources correctly.

Plagiarism carries a range of penalties commensurate with the severity of the infraction. The instructor may, for example, require the work to be redone, reduce the course grade, fail the student in the course, or refer the case to the Faculty-Student Disciplinary Committee (see Article 15.4 of the Bylaws of the Board of Trustees). Cases referred to that committee could result in suspension or expulsion from the College.

Student Records Policy

Annually, Colleges inform students of the Family Educational Rights and Privacy Act of 1974, (FERPA) as amended. The Office of the Registrar will disclose FERPA information by publishing a notice in the College Catalog, Registrar Website and in other appropriate locations. This annual notice shall prescribe the procedures whereby a student may make a formal request for non-disclosure of directory information, exercise the right to inspect and review education records, request an amendment of education records and obtain a copy of the College's education records policy. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See Section "6" below on your right to prevent the disclosure of directory information. The FERPA rights of students are:

1. The right to inspect and review your educational records.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, you will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, you may appeal to the college's FERPA appeals officer. Additional information regarding the appeal procedures will be provided to you if a request is denied. Schools are not required to provide

copies of records unless, for reasons such as great distance, it is impossible for students to review the records. Schools may charge a fee for copies.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

You may ask the college to amend a record that you believe is inaccurate or misleading. You should write to the college official responsible for the record, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by you, the college will notify you of the decision and advise you of your right to a hearing before the college's FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of your right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests. A college official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks. A college official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional, research, administrative or other duties and responsibilities. Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

4. You may appeal the alleged denial of FERPA rights to the:

General Counsel and Vice Chancellor for Legal Affairs, The City University of New York, 535 East 80th Street, New York, NY 10021

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

For additional information: www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

6. The college will make the following "directory information" concerning current and former students available to those parties having a legitimate interest in the information: name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, photograph, e-mail address, full or part-time status, enrollment

status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree enrolled for, participation in officially recognized activities and sports, height and weight of athletic team members.

Withholding Student Record Data

"According to University policy, a student who is financially delinquent or in default of any of their financial accounts at the College, University, or other agency of the State or Federal Government for which the College is an agent, will not be permitted to complete registration, or be issued a copy of their grades, a transcript, certificate or degree, nor receive funds under any campus based student assistance program. (University Report, Fiscal Affairs, Section CIV, April 23, 1979.)"

Immunization Requirements

New York State Department of Health requires that all students must comply with specific immunization laws. Please read the following to select the criteria that you are mandated to comply with prior to registration. You are blocked from registration until these requirements are met.

For students born after 1956, both NYS Health Law 2165 and 2167 must be met and completed prior to registration.

For students born before 1957, only NYS Health Law 2167 must be met and completed prior to registration.

NYS Health Law 2165, in effect since July, 1989, requires that students born after 1956 submit to Health Services Room N-303, documented proof of measles, mumps, and rubella immunization or immunity. Please refer to the information you received in your admissions packet or visit our website at www.bmcc.cuny.edu for detailed options that will allow you to select which one completes your requirements.

Free MMR (combination measles, mumps, and rubella) vaccines are offered by Health Services throughout the semester as well as during registration.

Medical or religious exceptions may apply with proper documentation. Pregnant women must select the blood titre option only.

NYS Health Law 2167, in effect since August, 2003, requires that all students, those born after 1956 and those born prior to 1957, receive and read the information on Meningitis, specifically Meningococcal Disease. You must fill out and sign the response form by either selecting to waive your right to the Meningitis vaccine or taking the form to your doctor, receive the vaccine and sign. These response forms must be submitted to Health Services, Room N-303. Please refer to the information you received in your admissions packet or visit our website at www.bmcc.cuny.edu for details.

There are no exceptions with this law since waiving your rights to vaccine is an option.

No Meningitis vaccines are offered by our office.

You are welcome to print the forms from the website and are also welcome to fax your completed forms to Health Services at (212) 220-2367. If you choose to fax, please follow

CIPD

Sub COMMITTEE ON PlAGIARISM
Preface TO CUNY ACADEMIC
INTEGRITY Policy

NAME

DEPT

Angel Falcon

Library

John Ziegler

English

Civian Rodriguez

Nursing / Radi

~~Stacy~~

Mara Lazda

History

Rebecca Aragon

BIO

CIRA

See Committee on

Letters to (and)

Internal Policy

NAME

DATE

April 1968

Library

of the

Faculty

of the University

of the State

of New York

at

State University

of New York

at Albany