Call to Order: The meeting was called to order by F. Moore at 12:25 p.m.

Seating of Alternates: K. Lee, A. McInerney, J. Zeigler, and A. Ortuno were seated.

Approval of the Agenda: Agenda was approved with amendments (Y- 48, N- 0, A- 4). F. Moore announced that the May Senate meeting will be held on May 3, 2018. Only actions will be presented during the one-hour meeting.

Approval of Minutes: The minutes of December 7th, 2017 passed with amendments (Y-45, N- 0, A- 6). The minutes of March 22, 2018 passed with amendments (Y- 44, N- 0, A- 9).

SGA: M. Martinez reported the following items (see report).
a. The SGA will be offering scholarships for 50 BCC students. Scholarships are $500 each and need-based. All students (international students included) are welcome to apply.

b. Textbook drive: Students can donate their books or come to the SGA to get books.

c. Clothing drive: The SGA will be collecting clothes to donate to homeless students.

d. The SGA will be giving out 100 cap and gowns for students who cannot afford to rent them. They will be distributed at the BBQ rehearsal.

e. Science fair presentation: Students are participating in research to get experience.

f. SGA has given $509 to support students attending BEYA conference.

g. SGA elections ended yesterday. On Tuesday, SGA held a debate for the nominees.

h. Resolution regarding student government fees was redrafted.

D. Ibrahim (treasurer) addressed the way in which the SGA library resolution was handled at the last Senate meeting. F. Moore apologized for rushing the discussion and announced that the SGA will have a separate place in the agenda permanently. Motion to extend 5 minutes carried unanimously by voice vote. B. Igbinigun asked that the Senate be a safe place for future SGA members and that all members be treated with mutual respect. M. Pita noted that faculty also voiced concern at faculty council and agreed that students should be spoken to with the utmost respect.

6. Action Items and Items Requiring Presentation for Action in May

a. Dedication of Rm ME 816 Honoring Professor Herman Stein: A. Durante spoke in support of establishing a tutoring room to honor Professor Stein. A. Durante asked the Senate to dedicate ME 816 and to create a plaque to recognize Stein’s work to BCC and to the university. T. Isekenegbe noted that the Board of Trustees is currently reviewing the process of naming rooms. The outcome at the university level is unclear. The vote passed with more than the required ⅔ of the body voting in favor (Y- 47, N- 0, A-5).

b. Academic Standing: S. Powers reported on the codification changes. A. Ott reported that irrelevant procedures and processes were removed. He asked the Senate to refer to the two-page memo that was circulated.

c. Curriculum: H. Clampan proposed and reported on the following items.
A motion to approve items 1a through 1h passed (Y- 47, N- 2, A-3).
The following new items were brought to the floor: MTH 23, ENG XX, EDU 40, CHM 21, BIO 34/CHM 34, Liberal Arts AS Degree Program - Chemistry option, and NMT 79 (see report).
Concerns over the 8-hour ENG XX course were voiced. Students who should be in developmental courses will not be prepared to take the course. A motion to extend the discussion five minutes passed through a voice vote with one abstention. D. Blot shared that 23 faculty members from the English Department wrote a letter stating that the ALP model was not appropriate for ENG 01 students. He asked that the Senate vote down the proposal.

d. Governance and Elections: S. Davis reported on the following items.

1) Voting for UFS closed yesterday. S. Davis offered thanks to David Ling (IT) whose efforts to make the process run as smoothly as possible were indispensable.

2) S. Davis presented on behalf of R. Ben-Nun’s proposal for a taskforce to review all of the governance processes. The goal would be to submit the document in Spring 2019.

3) Changes to the governance plan: Edited items are noted in red in the electronic copy and mostly represent codifications of language to make sure there is consistency in terms of membership in the constituencies.

L. Broughton asked if the language (“six members elected by and from the Faculty Council”) diversifies the membership. Motion to extend 5 minutes passed unanimously by voice vote. S. Davis emphasized that the last section, in which the term “vacancies” is defined, passed with seven votes and one abstention.

e. Instruction and Professional Development: No report.

7. Election of members of the CCCRC: A. Ott explained that the Common Core Course Review Committee is being developed to review the pathways courses. Three seats are available for each of the two subcommittees. Nominees must have 30 votes to be elected.

Subcommittee one: Kate Culkin (34 votes), Giulia Guarnieri (31 votes), and Ben Yarmolinksy (31 votes) were elected. There were 12 abstentions.

Subcommittee 2: Vicki Flaris (35 votes), and Soosairaj Therese (33 votes) were elected. Robert Lupo (28 votes) was not elected. There were 11 abstentions.

8. President’s Report: T. Isekenegbe apologized to the SGA on behalf of the administration.

a. The library will be open until 10 p.m. beginning in the fall and until 11 p.m. during exams. This semester, the library will be open until 11 p.m. during exam period.

b. Middle States: The need to recognize why self-study is important was emphasized. The timeline is noted in the circulated document. The strategic plan is important to refer to and should be tied to the self-study document and the mission statement. T. Isekenegbe asked the Senate to review the
document and the standards. Documents should be submitted to the chair of the committee by November.

c. Run the Bronx (May 5th): T. Isekenegbe encouraged everyone to participate.

d. Auxiliary and Inc: At the last meeting, the Board agreed to spend $250 thousand dollars to support the nursing department (lighting, electrical, and flooring system).

9. Adjournment: Meeting adjourned at 1:56 p.m. by F. Moore.

Attachments:
- April 26, 2018 Senate Agenda
- May 3, 2018 Senate Agenda
- SGA Report
- Professor Herman Stein Dedication
- Academic Standing Codification Update Summary
- Academic Standing Codification Changes
- Curriculum Committee Report
- Governance and Elections Revisions to Governance Plan
- BCC Governance Self-Study Description
- CCCRC Nominees
- Middle States Self-Study Update
- Run the Bronx Registration Form
- Run the Bronx Sponsorship Form
- Faculty Council Diversity Task Force Nominees
- Faculty Council Report
- Space, Facilities, and Physical Plant Annual Report
1. Call to Order
2. Seating of Alternates
3. Approval of the Agenda
4. Announcement: May Senate Meeting – May 3, 2018
5. Approval of Minutes of March 22, 2018
6. Action Items and Items Requiring Presentation for Action in May
   a. Dedication of Rm ME816 Honoring Professor Herman Stein (7 minutes)
   b. Academic Standing (7 Minutes)
   c. Curriculum (7minutes)
   d. Governance and Elections (7 minutes)
   e. Instruction and Professional Development (7 minutes)
   f. Any other Committee needing Action in May (7 minutes)
7. Election of members of the CCCRC (10 minutes)
8. President’s Report (15 minutes)
9. SGA (15 minutes)
10. Faculty Council (5 Minutes)
11. COACHE Update (10 minutes)
12. Committee Reports (2 minutes each unless otherwise noted)
   a. Space, Facilities, and Physical Plant
   b. Student Activities
   c. University Faculty Senate
   d. University Student Senate
   e. Vice-Presidents and Deans
   f. Community Relations and Special Events
   g. Academic Freedom
13. Announcements and Reports (2 minutes each)
   a. Chairperson, Vice-Chairperson
   b. Vice Presidents and Deans
14. Auxiliary Enterprises (2 minutes)
15. BCC, Inc. (2 minutes)
16. New Business (time remaining)
17. Adjournment
AGENDA OF THE MEETING OF THE
BRONX COMMUNITY COLLEGE SENATE
May 3, 2018 12:15 - 1:00 P.M.
Nichols Hall 104

1. Call to Order

2. Seating of Alternates

3. Approval of the Agenda

4. Approval of Minutes of April 26, 2018

5. Action Items:
   a. Academic Standing (7 Minutes)
   b. Curriculum (7 minutes)
   c. Governance and Elections (7 minutes)
   d. Instruction and Professional Development (7 minutes)
   e. Any other Committee needing Action (7 minutes)

6. Old and New Business (time remaining)

7. Adjournment
Student Government Association

College Senate Report

April 26, 2018

1. SGA conducted a textbook drive this semester that started the 1st day of Spring Semester and received donated textbooks to give to students in need.

2. SGA Scholarship Applications are now open, 50 students will awarded $500 towards their tuition. The deadline is Friday, May 25th, 2018 11:59 PM. Students need to go to the Scholarship section on the BCC website and login with BCC credentials.

3. SGA conducted a winter clothing drive and collected over 50lbs of clothing to Susan for Homeless Care.

4. SGA will be giving out 100 cap and gowns to the student body on a first come first served basis.

5. SGA has given $900 and 25 $25 gift cards in support of the Science Fair Awards

6. SGA has given $509 to support students attending BEYA Conference

7. During spring break SGA met with Provost Schrader on the issue of extending the library hours. The Provost had agreed to extend the library hours and will be contacting the SGA with the confirmed hours this week.

8. Candidates for the 2018-2019 SGA had a debate in Meister hall lobby on Tuesday to introduce themselves and present their views to the student body. SGA elections have officially concluded, thank you to all departments for encouraging students to vote.

9. After countless testimonies by CUNY students, including our own BCC Senators Ullah, Abdul & Quamina the proposed changes to the SAF have been redrafted in a step in the right direction, but there are still some changes that must be addressed i.e. the elimination of NYPIRG.
Prof. Herman Stein was a Professor in the Department of Chemistry and Chemical Technology at Bronx Community College (BCC) of the City University of New York for 55 yrs. Prof. Stein was the recipient of the BCC Presidential Medal in 2014. Prof. Stein is the author of three books, two of which are currently still used at BCC. Prof. Stein was first hired as an instructor by President Morris Meister in 1959 and was promoted to Assistant Professor at the completion of his first year. Prof. Stein developed many of the Chemistry Department courses including CHM02, CHM11, CHM12, CHM17, CHM18, CHM22, SCI 11, SCI 12 and other chemistry courses that had applications to industry. CHM02 is and has been the department’s highest enrolled course. Just in the last 12 years 8494 students have taken CHM02. Prof. Stein was also instrumental in the development of the BCC Liberal Arts and Science options in Chemistry, Biology and Physics. Prof. Stein served as the department chairperson from 1985-1988 and as the deputy chairperson responsible for evening classes for 10 years. Prof. Stein served as an Assistant Dean for Evening Summer classes from 1961-1975. Prof. Stein has served the department and the college as a mentor to many of the department’s junior faculty members, including the current chairperson. Prior to coming to BCC, Professor Stein was an instructor at Brooklyn College of the City University of New York from 1955-1959. Prof. Stein held a Master’s degree in Chemistry from Brooklyn College/CUNY and a Bachelor’s Degree in Chemistry from City College of New York/CUNY.
Committee on Academic Standing
Report to the Senate Regarding Proposed Changes to Codification
April 2, 2018

Context:
The BCC Committee on Academic Standing (CAS) has engaged in the past eight months in an overhaul of the BCC Academic Rules and Regulations—aka, the “Codification”. The intention of this overhaul is to bring the Codification up to date with current rules and practices and to eliminate older, irrelevant items.

The Codification is a compilation of the academic rules and regulations that have passed the BCC governing process (Committee on Academic Standing and College Senate) and the CUNY Board of Trustees. It also reflects CUNY Regulations, such as the uniform grade policies. The Codification serves as an essential resource for students, faculty, and staff.

Process of Proposed Changes to Codification and Communication to College Community:
After full discussion at CAS in September 2017, a CAS “Codification” subcommittee was formed to review the document and propose updates. In this process, where it became clear that substantive changes were warranted to some items in the Codification, the CAS subcommittee communicated and coordinated closely with the relevant academic and administrative departments.

The full CAS has been updated regularly on the progress of the Codification Subcommittee and the changes being proposed to the Codification. CAS departmental representatives have brought the updated Codification to their departments for review and feedback to CAS. A Broadcast email (3/7/18) went to the full college community regarding the effort and requesting feedback. The chair of CAS, Dr. Stephen Powers, has discussed the changes at the Academic Advisement Committee and Faculty Council. Finally, the draft Codification revisions and a draft version of this summary document were sent to the full College Senate prior to the 3/22/18 Senate meeting.

Governance Approval:
The Committee on Academic Standing voted unanimously on 3/28/18 to approve the revised Codification. These revisions, summarized on the following page, are now offered for the formal consideration of the College Senate at the April and May meetings. If approved by the College Senate, the substantive changes / voting items will be included in the June Chancellor’s report for consideration by the CUNY Board of Trustees.
Summary of Proposed Changes to the Codification of the BCC Academic Rules and Regulation (Effective Fall 2018):

A. **Information Items:** Proposed changes to the Codification in red text is considered by the Committee on Academic Standing to be nonsubstantive in nature. These changes are based on a variety of sources (as noted in the “rationales”) that include previous approval by CAS/Senate/CUNY, changes in CUNY rules (e.g., CUNY Uniform Grade Glossary), changes in practice due to system changes (e.g., CUNY First), irrelevance of the item, or correction to clerical/administrative errors.

B. **Voting Items:** In the process of updating the Codification, it became clear that some substantive changes were warranted due to any variety of factors, including changing practices and norms. Therefore, the below changes are proposed as voting items.

<table>
<thead>
<tr>
<th>Item:</th>
<th>Item #</th>
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<tbody>
<tr>
<td>1. Change in Rad Tech admission criteria regarding remediation</td>
<td>4.2.2.b</td>
</tr>
<tr>
<td>2. Change in admission standards for transfer students dismissed from another institution</td>
<td>4.5.1</td>
</tr>
<tr>
<td>3. Updating policy on waiver of academic dismissal</td>
<td>4.5.3</td>
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<td>4. Updating policy on return from dismissal status</td>
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<tr>
<td>5. Updating course withdrawal process</td>
<td>7.1.2</td>
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<td>6. Change in policy on repeating course with passing grade depending on student’s intended major.</td>
<td>8.1.5</td>
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<td>7. Change in minimum GPA on MLT courses</td>
<td>8.2.3.a.vii</td>
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<tr>
<td>8. Clarification on role of R grades to account for workshops</td>
<td>8.4.1.a</td>
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<td>9. Deletion of ambiguous limitations on transfer credit in certain curricula and referral to departments instead.</td>
<td>10.1.6</td>
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<tr>
<td>10. Clarification of how/when transfer evaluation occurs</td>
<td>10.2.1</td>
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<tr>
<td>11. Clarification of minimum grade and accreditation for transfer credit</td>
<td>10.2.4</td>
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<td>12. Formalization of Prior Learning and clarification of items that can be included in this area to conform with existing practice.</td>
<td>10.5</td>
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<td>13. Formally allowing granting of an embedded certificate after AAS has been earned.</td>
<td>11.6.7</td>
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<tr>
<td>14. Clarification that students may earn course equivalent credit for applicable military training in addition to elective credit. Total elective credit allowed from military training in proposed to be increased from 4 to 6.</td>
<td>12.2.2</td>
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</table>
4. Academic Status

4.2 Matriculation Requirements for admission or re-admission to certain curricula

4.2.2 Admission to Radiologic Technology (RAD)

a. To be eligible for admission to the Radiologic Technology course curriculum include: work (RAD and CLE designated courses) students must:
   i. Achieve a minimum grade of C+ in BIO 23 and MTH 13 or MTH 30 by the conclusion of spring semester prior to entry. The Radiologic Technology Program only admits students in the fall.
   ii. Complete all required remediation.
   iii. Possess a pre-clinical course sequence average of 2.77-2.8 or higher in ENG110/111, HIS 10/11, COMM 11, PSY 11 and PEA. Students who have completed these courses at another college will have to submit their transcripts. It is recommended that ENG110/111, HIS 10/11, COMM 11, PSY11, BIO 24 and PEA be completed prior to entry to the Radiologic Technology course work (RAD and CLE designated courses).
   iv. Pre-radiologic technology students are allowed two attempts to achieve a C+ in BIO 23 (Human Anatomy and Physiology) and MTH 13 (Trigonometry and College Algebra/MTH 30 (Pre-Calculus Mathematics). A grade of "W" will not count as an attempt in these two courses. A minimum grade of C+ is a requirement for admission into the Radiologic Technology Program. The Radiologic Technology Program’s Committee on Admissions and Waivers has the right to allow the student an additional attempt when there is evidence of extenuating circumstances. Extenuating circumstances need to have legal and/or official documentation and must be presented to the Committee on Admissions and Waivers before a waiver will be granted.

b. Students eligible to enter the first radiologic technology course will be admitted as follows:
   i. A student who entered prior to Spring 06 would have to pass the reading ACT with a minimum score of 69 and from Spring 2006 to present the minimum score is 75. A student must be exempt, have passed the tests, or have completed writing and reading remediation.
   ii. A minimum GPA of 2.77-2.8
   iii. Students will be ranked according to their pre-clinical sequence index
      1) All students who have a 3.5 to a 4.0 pre-clinical GPA will be admitted to the program first with no ranking based on credits on campus.
      2) Students with a 3.01 to a 3.49 pre-clinical GPA will be ranked according to their pre-sequence average. If two students have the same average, a student who has completed more credits at BCC will be given preference.
      3) Students with a 2.77-2.8 to a 3.00 GPA will be ranked according to the number of credits on campus.
   iv. Students transferring from another college must submit an official transcript. For Anatomy & Physiology I & II, students must transfer in a complete course, i.e., the equivalent of BIO 23 and BIO 24, or repeat the whole course at BCC. Any exceptions to this must be approved by the Biology department.

c. Reinstatement into RAD courses:
   i. The Nursing and Allied Health Sciences Department will set up guidelines for the method of reinstating students into Radiologic Technology, based upon criteria approved by the CAS.
      1) Note: Students who received grades of less than C+ in more than one Radiologic Technology course or less than C+ in CLE 11 through CLE 51 and a B+ in CLE 61 will not be eligible for re-admission to this program
   ii. Guidelines for re-admission shall be:
      1) Students with a W in a Radiologic Technology course during the previous semester, who were earning a C+ or better in the Radiologic Technology program but withdrew because of illness or personal reasons. The Committee on Admissions and Waivers will look at any documentation supplied by the student.
2) **Students returning after an absence of one or more semesters from the Radiologic Technology Program with a C+ or better in each Radiologic Technology course and C+ or better in CLE 11 through CLE 51 and a B+ in CLE 61.**

3) **Students who did not achieve at least a C+ in any one Radiologic Technology course (or Nuclear Medicine Technology 84) will be placed on a waiting list. Students will be able to re-register according to the following priorities:**
   a) Availability of space
   b) Written notification to the Committee on Admissions and Waivers at least 9 months in advance stating their intention to return to the program. Students will be readmitted based on when their letter is received.

**Rationale:** This reflects updated policy/practice, as per the Department and previous resolutions approved by CAS, the Senate, and CUNY. The change to admission criteria (replacing the reading ACT with completion of reading/writing remediation) is due to the elimination of the ACT reading exam.

4.5 **Academic Suspension Dismissal (S1)**

4.5.1 **Time Limit Separation from College due to Academic Suspension Dismissal (S1)**
   a. A BCC student who has been academically dismissed must wait one traditional (fall/spring) semester before being eligible to register for courses at BCC.
   b. A student wishing to transfer to BCC who has been academically dismissed from his/her previous community college must wait one traditional (fall/spring) semester before being eligible for admission to BCC. This policy does not apply to students transferring from a 4-year college or university. A student under academic suspension dismissal (S1) from any College of the City University for due to grade point average (GPA) shall be separated from the University and shall not be admitted as a matriculated student to Bronx Community College for one semester. (Summer sessions do not qualify the student as being separated from the College for one-semester.)

**Rationale:** The previous language focused only on students dismissed from CUNY colleges, which doesn’t make sense. Additionally, the new policy distinguishes between students dismissed from community colleges and those dismissed from senior college. This distinction is appropriate because students dismissed from senior colleges are often advised to go to a community college to improve grades and return—this is consistent with the access mission of community colleges. In contrast, students dismissed from another community college are likely better off waiting a semester before attempting another community college (and in order to avoid using up financial aid).

4.5.3. **Waiver of Academic Suspension Dismissal (S1)**

There will be only a limited number of circumstances under which a student may apply for a waiver of academic suspension dismissal (S1).

   a. **4.5.3.1.** A student may appeal to the **CAS Academic** Appeals Agent or his/her designee for a waiver under the following circumstances:
      i. The student has on his/her record FIN or FAB grades for which the student has been granted extensions to finish.
      ii. The student has on his/her record F grades that could be repeated and removed under the F grade policy.

      In these cases, the **CAS Academic** Appeals Agent or designee must determine whether removing or repeating the grades would sufficiently raise the GPA to make the student's graduation possible.

   b. **4.5.3.2.** In two additional circumstances, a student may appeal to the Committee on Academic Standing (or the Executive Committee of the CAS if the CAS is not in session) for a waiver of **suspension dismissal**. The student must communicate his or her appeal through the **Academic CAS** Appeals Agent.
i. The student has on his or her record WU grades that could be changed to W grades, and the conversion of these WU grades to W grades would move the student off suspension dismissal. The student must present legal and/or official documentation to support the appeal.

ii. The student provides legal and/or official documentation of extenuating circumstances and has a record that shows it is feasible for that student to move off probation within twelve academic credits.

For each of these circumstances, the CAS Appeals Agent will make a recommendation to the CAS, who will vote on the appeal. If a student is may be given a waiver of academic suspension dismissal (S1) by providing supporting documentation of extenuating circumstances, the CAS Appeals agent or designee must provide the student with a statement of the GPA required over the next twelve credits to allow the student to move off probation (see section 4.6.4.3).

c. A student readmitted under these circumstances is limited to a program of seven academic and/or equated credits and must maintain a semester GPA of 2.0 or greater.

Rationale: To reflect and to clarify current policy and practice.

4.5.4. Readmission to the College after Academic Suspension Dismissal (S1)

4.5.4.1 Application for re-admission following academic suspension dismissal (S1): A student under academic suspension dismissal from the College (S1) and having been separated from the College or University for one semester, shall be entitled to re-admission by applying to the Registrar's Office. The student will be advised that although he/she may return to school after one semester that based on Federal and State Government guidelines, financial aid is not available for one year to any student who has been on academic suspension (S1) from the College.

i. 4.5.4.2 Academic standing of students who return after academic suspension dismissal (SR): A student who returns from academic suspension dismissal is placed on return from dismissal academic standing category “6” and cannot take more than seven academic and/or equated credits. A student who has been separated for one semester shall return in category MC59 (probationary, non-degree, no financial aid). After attending BCC for one semester in MC59 status, the student will be eligible for financial aid. A student who has been separated for one year shall return in category MC19 (probationary, matriculated, eligible for financial aid).

ii. 4.5.4.3 Minimum GPA standards for students readmitted after academic suspension dismissal (SR): A student returning from academic suspension dismissal (SR) will be given two semesters of enrollment (or twelve credits if the student is taking less than six credits per semester) to move off probationary status. If the student is still on probation after that period of time, he/she will be suspended again and put in S2 status (see section 4.6). The student can return from dismissal status as long as they make progress (semester GPA of 2.0 or higher) towards their degree. Failure to do so will result in permanent dismissal.

Rationale: To reflect and to clarify current policy and practice.

Withdrawal and Reinstatement

7.1 Withdrawal from a course

7.1.2 Procedures for withdrawal

a. The procedures for withdrawal shall be determined by the Registrar. To initiate an official withdrawal from a course, students must receive written approval from the instructor and from a counselor in the Department of Student Development. The form used will contain copies for the instructor, chair of the department, student, registrar, VP of students, and financial aid. The VP of students will be responsible for distributing the copies to the appropriate departments with the exception of the instructor's copy. The instructor will detach and retain his/her copy at the time of signing the form. The student who chooses to
withdraw from a course should consult with the instructor, should speak to an academic advisor and should consult with Financial Aid prior to course withdrawal.

**Rationale:** To clarify practice.

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**Grades**

### 8.1 Academic Grades.

8.1.5 Grade improvement and repetition of courses

- Courses passed with grades of D- or higher may not be repeated for purposes of grade improvement. **The only exceptions to this rule are as follows:**
  - **i.** When a student is enrolled in a degree program that requires a minimum grade in a specific course (e.g. see Nursing, Radiologic Technology, etc.). In this case, a student wishing to repeat a passed course may do so pursuant to the published rules of the program. *(For regulations governing the Nursing curriculum see below)*
  - **ii.** When a student is pursuing admission into a degree program with a minimum grade requirement in a specific course. In this case, a student wishing to repeat a passed course must receive the approval of the department chairperson offering the course.

**Rationale:** To clarify practice.

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Students may audit courses for increased facility with the subject.

**Rationale:** To clarify practice and to allow students who are in specific degree programs or those attempting to enter specific degree programs the opportunity to correct a grade deficit. Note that students in this latter situation currently can and sometimes do take the class at another institution to achieve the needed grade, or they find ways to enroll in the course at BCC, despite policy prohibiting this.

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### 8.2 Grading requirements in Special Curricula

#### 8.2.3 Medical Laboratory Technician (MLT) – minimum acceptable grade in MLT courses

- The minimum acceptable grade in the MLT courses (BIO 28, BIO 44, BIO 81, BIO 82, BIO 83, BIO 85, BIO 86, & BIO 87) each semester shall be the grade of C (73-76.9). Grades of C- or lower must be repeated if the student wishes to receive a degree in MLT. Grades of C- or lower may be repeated subject to the following conditions:
  - **i.** Students may attempt a given MLT course only twice. An attempt is defined as having been registered in the course and received any grade, academic or administrative.
    1) BIO 81 is a pre-requisite for all MLT courses. BIO 82 is a pre-requisite for BIO 86. BIO 28 is a pre-requisite for BIO 44. All MLT courses are a pre-requisite for BIO 90.
    2) BIO 11/12 or BIO 23/24 are pre-requisites for BIO 28. CHM 17/18 or CHM 11/12 are pre-requisites for BIO 83. MTH 6 is a pre-requisite for MTH 13/30. CHM 02 is a pre-requisite for CHM 11/17.
  - **ii.** The course must be completed with a C or higher grade before the next higher level course may be taken.
  - **iii.** Permission to repeat is subject to the availability of space and at the review of program faculty (see 4.2.3)
  - **iv.** Both grades received in the same course will be used to calculate the student's cumulative Grade Point Average (GPA)
  - **v.** The credit for a repeated course may be applied only once toward graduation.
  - **vi.** Any two failures (grade below a C) in any of the required MLT courses will result in dismissal from the MLT program.
vii. **Students must maintain an overall GPA of 2.0 and a GPA of 2.3 in complete all MLT courses with a C or better to enroll in BIO 90 (Clinical Internship) and to graduate from BCC.**

1) **The clinical internship (BIO 90) is unpaid and is from 8am-4pm or 9am-5pm M-F excluding holidays for 15 weeks (500 hours) which totals a full semester.**

viii. **Note that repetition of courses passed may negatively impact on financial aid eligibility**

**Rationale:** This reflects updated policy/practice, as per the Department and previous resolutions approved by CAS, the Senate, and CUNY. The current policy of a 2.3 cumulative GPA in MLT courses is confusing and difficult to enforce given that C grades in all MLT courses would result in a 2.0 GPA and not a 2.3. Additionally, the original passage of a 2.3 minimum MLT course cumulative GPA was based on an error. This proposed change in policy corrects this error.

### 8.4 R Grade for Remediation Courses

#### 8.4.1 R Grade defined

<table>
<thead>
<tr>
<th>Letter</th>
<th>Quality Points</th>
<th>Definition</th>
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<tbody>
<tr>
<td>R</td>
<td>0.0</td>
<td>Course must be repeated; minimum level of proficiency not attained. (Restricted to noncredit, remedial, and to developmental courses) See 8.4.1a. Issued only in remediation courses (equated credit skill improvement course) to designate significant achievement on the part of the student. Achievement level falls short of the satisfactory minimum skill standard considered necessary for performance in degree-creditable courses requiring the particular skill involved. Students receiving the grade of R are required to repeat the course in the particular skill development area. The grade of R may not be assigned more than once in a single course. The grade of R should not be used to signify progress up to and beyond the minimum skill standard considered necessary for performance in degree-creditable courses requiring the particular skill involved. In such cases, the grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D or D- must be issued. The grade of F should be used to indicate lack of achievement or insignificant progress when evaluating student performance.</td>
</tr>
</tbody>
</table>
a. **R Grade Policy**
   i. Issued only in remediation courses (equated credit skill improvement course) to designate significant achievement on the part of the student. Achievement level falls short of the satisfactory minimum skill standard considered necessary for performance in degree-creditable courses requiring the particular skill involved.
   ii. Students receiving the grade of R are required to repeat the course or the department’s equivalent in the particular skill development area.
   iii. The grade of R may not be assigned more than once in a single course.
   iv. The grade of R should not be used to signify progress up to and beyond the minimum skill standard considered necessary for performance in degree-creditable courses requiring the particular skill involved. In such cases, the grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, or D- must be issued. The grade of F should be used to indicate lack of achievement or insignificant progress when evaluating student performance.

_Rationale:_ To make it easier to read this information, it was taken out of the table and placed here. The departmental equivalency in a.ii above was added to account for workshops.

**Exemption**

10.1 Exemption regulations

10.1.3 Exemption categories
   a. Transfer Credit (see 10.2)
   b. Advanced Placement Test
   c. College Level Examination Program (CLEP) (see 10.4)
   d. College Proficiency Examination (CPE).
   e. Departmental Examination (see 10.5)
   f. TV Courses.
   g. Action of the Ad Hoc Committee on Exemptions
   h. Prior learning assessment (see 10.6)

_Rationale:_ to reflect updated policy/practice

10.1.5 Terminal transfer limitation
   a. Students leaving BCC to attend another institution prior to graduating from BCC may apply for a maximum of 10-15 credits to be applied to their work in their BCC curriculum. These terminal credits are subject to the maximum credits by exemption listed above.

_Rationale:_ This is a proposed change from a maximum of 10 credits to 15 with 15 credits equivalent up to a semester of courses.

10.1.6 Specialization limitations on exemption
   a. In general, one half of the career specialization (exclusive of General Education courses), must be taken at Bronx Community College. Because of the nature of the curriculum, no such regulation in the Liberal Arts and Sciences Curriculum is recommended. Curricula having limitations are: include Nursing, Radiologic Technology, Nuclear Medicine Technology. For other specialized programs with limitations, check with those departments.
   i. Engineering Science - 25 credits, excluding humanities credits
   ii. Career Curriculum - one half of the credits of the Departmental Career Courses
   iii. Nursing – Only credits for Nursing courses allowed by the Nursing Department
iv. Radiologic Technology - Only credits for CLE and RAD courses allowed by the Nursing Department

Rationale: To clarify policy and clean up formatting as well as refer students to Departments for transfer limitations

10.2 Exemption by transfer credit

10.2.1 Equivalency determination for transfer credit
a. The equivalency status of courses offered by institutions other than BCC shall be determined assigned by the Registrar in consultation with the academic department. Such determination may occur prior or subsequent to completion of the course by the student. This evaluation should occur upon admission or readmission to BCC but it can be revised during attendance until graduation. When the record will be sealed, may be accomplished before, during, or after the student's attendance at BCC.

Rationale: To clarify policy already followed by BCC

10.2.4 Grade requirements
For transfer of credit purposes, all courses taken by students on permit following their admission to the College are considered in the same manner as if completed at BCC.

a. Grades in equivalent courses from colleges or universities taken prior to admission to BCC shall be considered as follows:
   i. From a CUNY school – any passing grade D or higher - Degree credit granted, not calculated in index.
   ii. From an appropriately regionally accredited or New York State Board of Regents accredited non-CUNY school – C or better – Degree credit granted, not calculated in index.
   iii. F or equivalent - No degree credit granted; not calculated in index.

Rationale: To clarify policy already followed by BCC and other CUNY community colleges.

10.5 Exemption by departmental examination
a. Students may earn degree credit through exemption by departmental examinations in those departments offering examinations designed to verify knowledge or skills gained through work experience at non-collegiate institutions, or through independent study.

Rationale: This section was folded into the section on prior learning.

10.5 Exemptions by prior learning assessment actions of the Curriculum Coordinator and Department Chair (Passed by the Senate - Fall 2002)

a. Academic departments may choose to offer an opportunity for students to earn credit via prior learning assessment of learning of an academic nature that has taken place outside the traditional college classroom. This learning may have occurred in any variety of venues, including but not limited to the following: work or training experience (e.g., police academy, military), coursework completed at post-secondary institutions from which BCC does not accept transfer credit, and independent study. An academic department may evaluate this learning for possible college credit and course equivalency.
through an appropriate method, including but not limited to the following: syllabi/documentation review, industry certification review, departmental challenge exam, or portfolio review.

Rationale: To clarify/update policy consistent with current practice.

Degree Requirements

11.6.7 Awarding of certificates after completing associate degree
a. A student may apply for the awarding of a certificate either enroute to or after the awarding of an associate degree.

Rationale: To clarify current practice/policy. It was confirmed with CUNY Central that BCC can award a certificate after an associate’s degree.

Military Service

12.2.2 Requirements and limitations
a. Students who have been discharged from military service under honorable conditions, may apply for a maximum of four six elective credits, dependent upon the electives allowed for each student’s program of study. These credits for military service are in lieu of taking four credits of free electives in their curriculum. In addition to 6 elective credits, students may receive course credit for military training if judged equivalent to a specific BCC course(s). See 10.5 Exemptions by Prior Learning Assessment. The actual number of credits permitted for military service shall depend upon the number of free elective credits permitted in the student’s curriculum.

Rationale: All information corrected in this section clarify current policies and practice and were completed in collaboration with BCC’s Veterans and Military Office. Language was added in 12.2.2a to clarify that students are not limited to 4 credits for military training. Six elective credits matches what Lehman College accepts. Additional research into this area is being conducted to determine if that number should be raised and, if so, a formal request to adjust the number of elective credits will be submitted.
To: Members of the College Senate  
From: Professor Howard A. Clampman, Chairperson Curriculum Committee  
Date: April 26, 2018  
Subject: Report of Actions by the Curriculum Committee through 04/24/2018

1. Actions previously reported to the Senate:

(a) Proposed change to an existing courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date approved by Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 2 – Developmental Writing II ¹</td>
<td>2-27-18</td>
</tr>
<tr>
<td>Change in Course Prerequisite and Description (Unanimous show of hands)</td>
<td></td>
</tr>
<tr>
<td>ENG 10 (110) – Fundamentals of Composition and Rhetoric ¹</td>
<td>2-27-18</td>
</tr>
<tr>
<td>Change in Course Prerequisite and Description (Unanimous show of hands)</td>
<td></td>
</tr>
</tbody>
</table>

(b) Proposed new course

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date approved by Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN 111 – Beginning Japanese (formerly an experimental course)</td>
<td>2-27-18</td>
</tr>
<tr>
<td>To be included in Pathways Flexible Core A ( Majority show of hands with one abstention)</td>
<td></td>
</tr>
</tbody>
</table>

(c) Proposed change to an existing course

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date approved by Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 10 – World Regional Geography (currently in Pathways Flexible Core A)</td>
<td>3-13-18</td>
</tr>
<tr>
<td>Change in Course Prerequisite and Co-requisite (Unanimous show of hands)</td>
<td></td>
</tr>
</tbody>
</table>

(d) Proposed new course

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date approved by Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACS 50 – Automotive Technology Internship (formerly an experimental course)</td>
<td>3-20-18</td>
</tr>
<tr>
<td>(Unanimous show of hands)</td>
<td></td>
</tr>
</tbody>
</table>
## Proposed change to an existing program

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date approved by Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Automotive Technology AAS Degree (Unanimous show of hands)</td>
<td>3-20-18</td>
</tr>
</tbody>
</table>

## Proposed change to an existing program

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date approved by Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Radiologic Technology AAS Degree (Unanimous show of hands)</td>
<td>3-20-18</td>
</tr>
</tbody>
</table>

## Proposed change to an existing course

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date approved by Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PHL 11 – Introduction to Philosophy (currently in Pathways Flexible Core D) Change in Course Prerequisite (Unanimous show of hands) The Committee voted unanimously to waive the customary three-meeting rule.</td>
<td>3-20-18</td>
</tr>
</tbody>
</table>

## Proposed change to an existing course

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date approved by Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MEDP 12 – Digital Studio Production Change in Course Hours (Unanimous show of hands) The Committee voted unanimously to waive the customary three-meeting rule.</td>
<td>3-20-18</td>
</tr>
<tr>
<td>2. MEDP 51 – Media and Digital Film Internship Change in Course Hours (Unanimous show of hands) The Committee voted unanimously to waive the customary three-meeting rule.</td>
<td>3-20-18</td>
</tr>
</tbody>
</table>

## Actions reported to the Senate for the first time:

### Pilot Sections of Existing Courses – Information Only

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date presented to the Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pilot 4-Hour Sections of MTH 23 (normally 3-hours)</td>
<td>4-17-18</td>
</tr>
</tbody>
</table>

### Proposed new experimental course

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date approved by Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ENG XX – Accelerated Learning Program Paper ballot vote 12-1-3 with 1 spoiled ballot</td>
<td>4-24-18</td>
</tr>
</tbody>
</table>
(c) Proposed change to an existing course

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date approved by Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. EDU 40</td>
<td>4-24-18</td>
</tr>
<tr>
<td></td>
<td>From: Field Work Seminar Birth to Grade 6</td>
</tr>
<tr>
<td></td>
<td>To: Field Work Seminar</td>
</tr>
<tr>
<td></td>
<td>Change in Course Title</td>
</tr>
<tr>
<td></td>
<td>(Unanimous show of hands)</td>
</tr>
</tbody>
</table>

(d) Proposed new courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date approved by Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CHM 21 – Introduction to Chemical Processes</td>
<td>4-24-18</td>
</tr>
<tr>
<td>2. BIO 34/CHM 34 – Biofuels and Bioproducts</td>
<td></td>
</tr>
<tr>
<td>(Unanimous show of hands)</td>
<td></td>
</tr>
</tbody>
</table>

(e) Proposed change to an existing program

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date approved by Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Liberal Arts AS Degree Program – Chemistry Option</td>
<td>4-24-18</td>
</tr>
<tr>
<td>(Unanimous show of hands)</td>
<td></td>
</tr>
</tbody>
</table>

(f) Proposed change to an existing course

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Date approved by Curriculum Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. NMT 79 – Phlebotomy</td>
<td>4-24-18</td>
</tr>
<tr>
<td></td>
<td>Change in Course Description</td>
</tr>
<tr>
<td></td>
<td>(Unanimous show of hands)</td>
</tr>
<tr>
<td></td>
<td>The Committee voted unanimously to</td>
</tr>
<tr>
<td></td>
<td>waive the customary three-meeting</td>
</tr>
<tr>
<td></td>
<td>rule.</td>
</tr>
</tbody>
</table>

Curriculum Committee Report to the College Senate
### Changes to be offered in the English Department

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Departments</strong></td>
<td><strong>Departments</strong></td>
</tr>
<tr>
<td>English</td>
<td>NC</td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>ENG 2: Developmental Writing II</td>
<td>NC</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>0</td>
<td>NC</td>
</tr>
<tr>
<td><strong>Hours</strong></td>
<td><strong>Hours</strong></td>
</tr>
<tr>
<td>4 rec</td>
<td>NC</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td><strong>Prerequisite</strong></td>
</tr>
<tr>
<td>ENG 1, if required and for students with a combined score of 48-55 on the CUNY Assessment Test in Writing.</td>
<td>ENG 1 or 9, if required. For students with a combined score of 48-55 on the CUNY Assessment Test in Writing.</td>
</tr>
<tr>
<td><strong>Co-requisite</strong></td>
<td><strong>Co-requisite</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Extensive writing practice in response to readings, with emphasis on paragraph development and unity. Students learn to develop paragraphs through styles such as narration, illustration, comparison-contrast, process, cause and effect and argumentation. Helps the student to write effective paragraphs/essays in preparation for ENG 111. Includes review of grammar and usage.</td>
<td>Extensive writing practice in response to readings, with emphasis on paragraph development and unity through styles such as narration, illustration, comparison-contrast, process, cause and effect, and argumentation. Students learn how to incorporate textual evidence into essays, are introduced to online research and MLA documentation, and learn how to write effective essays in preparation for ENG 111. Includes review of grammar and usage.</td>
</tr>
<tr>
<td><strong>Requirement Designation</strong></td>
<td><strong>Requirement Designation</strong></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [X ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, etc.)</td>
<td>Course Attribute (e.g. Writing Intensive, etc.)</td>
</tr>
<tr>
<td>General Education Component</td>
<td>General Education Component</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>English Composition</td>
<td>English Composition</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Flexible</td>
<td>Flexible</td>
</tr>
<tr>
<td>World Cultures</td>
<td>World Cultures</td>
</tr>
<tr>
<td>US Experience in its Diversity</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>Creative Expression</td>
</tr>
<tr>
<td>Individual and Society</td>
<td>Individual and Society</td>
</tr>
<tr>
<td>Scientific World</td>
<td>Scientific World</td>
</tr>
<tr>
<td>Effective Date</td>
<td>Effective Date</td>
</tr>
<tr>
<td></td>
<td>Fall 2018</td>
</tr>
</tbody>
</table>
Rationale: The CUNY-wide policy shift toward multiple measures of assessment for exit from developmental courses will result, as of Spring 2018, in the end of the CATW exam as sole determinant of exit from this, our top-level developmental writing class. We see this change as a welcome opportunity to de-emphasize exam-preparation components of ENG 2 and thus free up time for more meaningful writing instruction. Consequently, in reconfiguring the course we have stressed those elements—composing on the essay level, as opposed to paragraph level; learning the writing process; and learning to write in response to sources and to incorporate and document those sources—that most directly prefigure the work to come in ENG 111, Rhetoric and Composition I.
AV: 1 Changes to be offered in the English Department

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departments</td>
<td>Departments</td>
</tr>
<tr>
<td>ENG 10 (110): Fundamentals of Composition and Rhetoric</td>
<td>NC</td>
</tr>
<tr>
<td>Credits</td>
<td>NC</td>
</tr>
<tr>
<td>Hours</td>
<td>NC</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A combined score of 48-55 on the CUNY Assessment Test in Writing and either a passing score on the CUNY Assessment Test in Reading or successful completion of RDL 2, if required, or with Chairperson's permission.</td>
</tr>
<tr>
<td>Co-requisite</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Fundamental principles of expository organization, rhetoric, and grammar, with an emphasis on essay development, unity and clarity, and the use of various rhetorical styles. Selected readings. Approximately eight compositions required, including a research paper with MLA documentation using library resources. This course is identical in academic content and assessment to ENG 111, but it adds 2 developmental hours to allow faculty to work with students to improve college composition skills.</td>
</tr>
<tr>
<td>Requirement Designation</td>
<td>Liberal Arts [ ] Yes [X] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, etc.)</td>
<td>General Education Component</td>
</tr>
<tr>
<td>___ Required</td>
<td>___ Required</td>
</tr>
<tr>
<td>__<em>X</em> English Composition</td>
<td>__<em>X</em> English Composition</td>
</tr>
<tr>
<td>___ Mathematics</td>
<td>___ Mathematics</td>
</tr>
<tr>
<td>___ Science</td>
<td>___ Science</td>
</tr>
<tr>
<td>___ Flexible</td>
<td>___ Flexible</td>
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<tr>
<td>Scientific World</td>
<td>Scientific World</td>
</tr>
<tr>
<td>Effective Date</td>
<td>Fall 2018</td>
</tr>
</tbody>
</table>
Rationale: The CUNY-wide policy shift toward multiple measures of assessment for exit from developmental courses resulted in the removal of the CATW exam from "co-requisite" composition courses such as ENG 110, effective Fall 2017. For this reason, the language of the course description has been updated to more directly parallel that of ENG 111, with references to the CATW deleted. Further, the shift to the multiple-measures model for exit from developmental reading, which students can now accomplish either through passing the exam or through passing the top-level developmental course in reading (RDL 2), necessitated the change in prerequisite for ENG 110.
Section AIV: New Courses

AIV.1

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>Modern Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[x] Undergraduate [ ] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Japanese</td>
</tr>
<tr>
<td>Course Number</td>
<td>JPN 111</td>
</tr>
<tr>
<td>Course Title</td>
<td>Beginning Japanese I</td>
</tr>
</tbody>
</table>

**Catalogue Description**
This introductory language course is for beginners of Japanese. This course aims to develop listening, speaking, reading and writing skills in modern Japanese. The course also focuses on developing mastery of the Japanese writing system for basic reading and writing. The course will introduce the overall structure of Japanese, basic vocabulary, the two syllabaries of the phonetic system, and some characters (Kanji). Students will learn Japanese customs, traditions, and culture.

**Pre/ Co Requisites**
none

**Credits**
3

**Contact Hours**
3 rec, 1 conf/rec

**Liberal Arts**
[x] Yes [ ] No

**Course Attribute (e.g. Writing Intensive, WAC, etc.)**

<table>
<thead>
<tr>
<th>General Education Component</th>
<th>Not Applicable</th>
<th>Required</th>
<th>X Gen Ed - Flexible</th>
<th>X World Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Effective Term**
Fall 2018

**Rationale:** The increasing demand for and interest in Japanese has been expressed by our students in recent department survey. The growing popularity of Anime, Manga, food and other cultural products may be reasons for this demand. Currently, our courses are predominantly from the Western European traditions. Globalizing course offerings to include Japanese will make our curricula more inclusive and reflective of the diversity within our city. As the world’s third largest economy, Japanese is well suited for students who wish to engage in business. Finally, two sections of JPN 111 ran as experimental courses in the fall 2017 semester with a total enrollment of 30 students.
Proposal for New Course: JPN 111: Beginning Japanese I
3 credits, 3+1 hours

Syllabus

Instructor:
Class times:
Room:
Instructor Contact Information:
Office hours:

Course Description:

This introductory language course is for beginners of Japanese. This course aims to develop listening, speaking, reading and writing skills in modern Japanese. The course also focuses on developing mastery of the Japanese writing system for basic reading and writing. The course will introduce the overall structure of Japanese, basic vocabulary, the two syllabaries of the phonetic system, and some characters (Kanji). Students will learn Japanese customs, traditions, and culture.

Required Textbooks:

(Note: ISBN: 9784789014403)

(Note: ISBN: 9784789014410)

Supplementary Materials

1. Genki MP3 CD-ROM (CD players are available at the Language Lab, building #3036)
3. Supplementary Materials: Available in Blackboard

Student Learning Outcomes:

At the end of the course the student will:

- Gather information about Japanese culture from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system.
- Use critical reasoning to identify and analyze structural, semantic and cultural evidence in oral and written texts as they develop their ability to communicate in Japanese.
- Produce oral and written texts that reference the cultural, semantic, and structural elements studied and discussed.
• Explore the concept of language itself as a subject of rational inquiry.
• Analyze, compare and contrast several practices of Japanese society to those of the United States and other cultures that they may know first-hand.
• Understand, speak, read, and write appropriate level discourse in Japanese on a range of salient cultural topics.

Course Requirements:

Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>5%</td>
</tr>
<tr>
<td>Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>End-of-Lesson Test</td>
<td>17%</td>
</tr>
<tr>
<td>Oral Examination</td>
<td>7%</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>18%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Assignments:

Regular Assignments

Most regular assignments are from the Workbook. There will be additional assignments from time to time. Your completed homework should be turned in at the beginning of class on the due date to be accepted for full credit. Those submitted later but before the next class starts will earn half of the credit. Those submitted on the following class will earn only one fourth of the credit. Any assignments submitted after that will not be accepted. If you cannot submit your homework because of your absence, you may submit it at the beginning of the next class and get full credit. Be sure to check your daily schedule carefully. Papers containing many errors and/or blanks must be re-submitted to get credit. Please use a pencil and eraser, not a pen.

Reading

There will be one reading assignment. You will practice reading a Japanese passage, record your reading, and submit the best one. Details will be explained in class.
Composition
There will be one composition assignment. You will be asked to write a one-page composition.

Quizzes
There will be 9-10 quizzes. If you are late to class, you will not be given extra time to complete the quizzes.

Lesson Tests
There will be an end-of-lesson test for each lesson. If you are late to class, you will not be given extra time to complete the tests. Please be sure to come on time.

Midterm Exam & Final Exam
The midterm exam will be held in the regular class period, and the final exam will be held according to the college schedule. You must take them on the days scheduled. Details will be explained in class before each examination.

Oral Exam
An oral exam is scheduled for the last class. It will be approximately for 5 minutes per student. Details will be explained in class before the test.

Makeup Policy
You may request makeup quizzes and lesson tests; however, penalty points will be deducted. If you know that you will not be able to take them on the scheduled time, please contact the instructor as soon as possible.

Classroom Policies:
The following policies are to ensure an optimal learning experience for all students:

• Arrive on time.
• Prepare for each class meeting by completing all writing/reading assignments beforehand.
• Turn your cell phone off or silence during class. The use of cell phones in class is prohibited. There is absolutely no texting in class.
**Attendance & Participation Policy:**

Learning a new language is a complex task and it requires regular attendance. Your active participation is required for attendance. Excessive lateness will result in lowering of grade and can constitute an absence. Chronic lateness is very disruptive to the class. It also adds up to significant missed learning time for you. Coming in late (more than five minutes) three times will count as an absence. Leaving early three times will also count as an absence.

In order to participate you must be present. Attendance will be taken every day. Class participation includes your contribution, in Japanese, in regular class and in small group activities. Leaving the class when small group activities are assigned will result in you being marked LATE that day (the result is the same – you are missing part of the class). It is crucial that you learn the vocabulary and grammar points at home so that the limited class time can be spent on practicing and reinforcing the language, rather than mere lecturing.

This participation grade is based on two factors: (1) Evidence that student has prepared for class and (2) active participation in class activities and discussions.

Participation must be in the foreign language and will be evaluated according to the following criteria:

A=Excellent participation, always well prepared, virtually no English spoken  
B=Good participation, almost always prepared, very little English spoken  
C=Fair participation, generally prepared, some English spoken  
D=Irregular participation, infrequently prepared, English spoken frequently  
F=Little to no participation, infrequently prepared, English spoken consistently.

Class will be conducted in Japanese and students are expected to speak in Japanese. Nonetheless, conversation during office hours and the e-mails sent to the instructor regarding administrative matters and grammar questions can be in English.

**Note:** many professors prefer to communicate via email. Emails should always be professional, and written using correct grammar/spelling.

**Academic Integrity:**

Academic integrity is an extremely important issue. Students who copy other people's assignments, quizzes, tests, or examinations will not receive any credit. You must NOT give or receive answers to/from other students. Refer to the BCC College Academic Integrity Policy in the College Catalog for further details on cheating and plagiarism.
<table>
<thead>
<tr>
<th><strong>Weekly Schedule</strong></th>
<th><strong>Topic</strong></th>
</tr>
</thead>
</table>
| **Week 1**          | Week 1  
                      Ch.1 ひらがな (hiragana) - あ～そ  
                      Ch.1 ひらがな (hiragana) - た～ほ  
                      Ch.1 ひらがな (hiragana) - ま～ん  
                      Ch.1 Useful Expressions  
                      Quiz 1: Hiragana and Greetings |
| **Week 2**          | Ch.2 New Vocabulary  
                      Ch.2 Identifying someone or something "Xは Yです" |
| **Week 3**          | Ch.1 ひらがな (hiragana) - が～ぽ (voices consonants)  
                      Ch.1 ひらがな (hiragana) - ああ～わあ (long vowels)  
                      Ch.1 ひらがな (hiragana) - つ (double consonants)  
                      Ch.1 ひらがな (hiragana) - きゃ～ぴょ (glides)  
                      Ch.2 Asking はい/いいえ (Yes/No) questions Xは Yですか  
                      Quiz 2: Hiragana (voiced sounds and double consonants)  
                      Exam 1: Chapter 1 |
| **Week 4**          | Ch.2 Identifying relationships between nouns with the particle の  
                      Ch.2 Asking for personal information, using question words (なに, なん, and どちら)  
                      Ch.2 Using も to list and describe similarities  
                      Ch.2 そうごうれんしゅう (comprehension exercises)  
                      First Presentation (self-introduction): 5% |
| Week 5    | Quiz 3  
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Exam 2: Chapter 2</td>
</tr>
<tr>
<td></td>
<td>Ch.3 New vocabulary</td>
</tr>
<tr>
<td></td>
<td>Ch.3 Talking about routines, future actions, or events using the polite present form of verbs and particles に, へ, を, or で</td>
</tr>
<tr>
<td></td>
<td>Ch.3 Presenting objects or events using 〜がありません</td>
</tr>
<tr>
<td></td>
<td>Ch.3 Telling time using the particle に</td>
</tr>
</tbody>
</table>

| Week 6    | Quiz 4  
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Ch.3 Using adverbs to express frequency of actions</td>
</tr>
<tr>
<td></td>
<td>Ch.3 Describing past actions and events using the polite past form of verbs</td>
</tr>
<tr>
<td></td>
<td>Ch.3 そうごうれんしゅう (comprehension exercises)</td>
</tr>
<tr>
<td></td>
<td>Ch.4 New vocabulary</td>
</tr>
<tr>
<td></td>
<td>Ch.4 Referring to things using これ, それ, あれ, どれ</td>
</tr>
</tbody>
</table>

| Week 7    | Quiz 5  
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Exam 4: Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Ch.4 Asking about and telling locations of items/people/events using 〜は〜にあります / います and ここ, そこ, あそこ</td>
</tr>
<tr>
<td></td>
<td>Ch.4 Describing people and things using adjectives + noun, and polite present forms of adjectives</td>
</tr>
<tr>
<td></td>
<td>Ch.4 Describing people, things, and their locations using 〜に〜がありません / います</td>
</tr>
</tbody>
</table>

| Week 8    | Review Chapters 1-3  
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Midterm exam (Chapters 1-3)</td>
</tr>
</tbody>
</table>
| Week 9 | Ch.4 そうごうれんしゅう (comprehension exercises)  
|        | Ch.5 New vocabulary  
|        | Ch.5 Referring to people, places, things using この, その, あの, どの  
|        | Quiz 6  
|        | Exam 4: Chapter 4  
| Week 10 | Ch.5 Using location nouns: なか, そと, となり, よこ, ちかく, うしろ,  
|        | まえ, うえ, した, みぎ, ひだり  
|        | Ch.5 Referring to things mentioned immediately before, using  
|        | noun/adjective + の (pronoun)  
|        | Quiz 7  
| Week 11 | Ch.5 Describing distance and duration using the particles から, まで  
|        | and で, and the suffix ～ぐらい  
|        | Ch.5 More about the topic marker は and the similarity marker も  
|        | (double particles and は vs. が)  
|        | Quiz 8  
|        | Recording due  
| Week 12 | Ch.5 そうごうれんしゅう (comprehension exercises)  
|        | Review of Ch.1-Ch.5  
|        | Quiz 9  
|        | Exam 5: Chapter 5  
| Week 13 | Introduction to Te form (Chapter 6)  
| Week 14 | Oral Presentations/Interviews  
|        | Review for Final examination  
|        | Composition due |
| Week 15 | Final Exam |
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. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<table>
<thead>
<tr>
<th>College</th>
<th>Bronx Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>JPN 111 Elementary Japanese I</td>
</tr>
<tr>
<td>Course Title</td>
<td>Elementary Japanese I</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Modern Languages</td>
</tr>
<tr>
<td>Discipline</td>
<td>Japanese</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3 (plus one conference hour)</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td></td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This introductory language course is for beginners of Japanese. This course aims to develop listening, speaking, reading and writing skills in modern Japanese. The course also focuses on developing mastery of the Japanese writing system for basic reading and writing. The course will introduce the overall structure of Japanese, basic vocabulary, the two syllabaries of the phonetic system, and some characters (Kanji). Students will learn Japanese customs, traditions, and culture.</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</td>
<td></td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Attached</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

- [ ] current course
- [ ] revision of current course
- [x] 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.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>Creative Expression</td>
</tr>
<tr>
<td></td>
<td>Individual and Society</td>
</tr>
<tr>
<td></td>
<td>Scientific World</td>
</tr>
</tbody>
</table>
### II. Flexible Core (18 credits)
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

### A. World Cultures and Global Issues

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

<table>
<thead>
<tr>
<th>Students will gather information about Japanese culture from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. By focusing attention on contemporary culture, conventional linguistic structures, and lexical items, students will assess and interpret salient features of the Japanese language and express them appropriately: kinship and social relationships and systems, linguistic variations and personal identity, dwellings and notions of home, climate and health, food and nutritional habits, social rituals or traditions and notions of time, modes of attire, modes of work and leisure, commercial practices, etc. Lexical and structural comparisons between Japanese and English provide a platform for rational inquiry on languages and their cultural underpinnings. Sources of information include print, auditory, visual, audiovisual and electronic materials in both Japanese and English; news reports, literature, articles, radio and television broadcasts, and Internet blogs are typical resources used in Japanese.</th>
<th>Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use critical reasoning to identify and analyze structural, semantic and cultural evidence in oral and written texts as they develop their ability to communicate in Japanese; with English as a foil, this critical evaluation clarifies how elements of Japanese fit specific linguistic and cultural situations. The iterative practice of evaluative and critical acts leads students to reflect on cultural stereotypes and to avoid the erroneous one-to-one correspondences between languages and cultures.</td>
<td>Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Students will produce oral and written texts that reference the cultural, semantic, and structural elements studied and discussed. Oral presentations, simulations, journal entries, blogs, descriptions, and letters are among the genres students employ to develop and express their newly acquired linguistic and cultural insights. In addition, on a meta-cognitive level, students are expected to explain their cultural and linguistic choices in specific communicative situations, based on evidence in the linguistic and cultural systems of Japanese. Thus, well-reasoned arguments are an integral and important aspect of elementary language study.</td>
<td>Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>
Students will explore the concept of language itself as a subject of rational inquiry, sometimes for the first time in their lives, in a way that is rarely achieved by study of the first language alone. The information that students gather about English and Japanese will concern phonological systems and structural and semantic distinctions which often follow principles that are not found in English. The phonological, structural, semantic, and cultural concepts learned through contrastive analysis will be applied through oral and written pieces of students’ own creation in Japanese: interactive exchanges, simulations, blogs, and a variety of culturally appropriate texts.

Students will analyze, compare and contrast several practices of Japanese society to those of the United States and other cultures that they may know first-hand. Readings, video clips, interviews and other resources from within (and sometimes from outside) Japanese cultures illustrate issues of diversity and prompt students to investigate cultural features from multiple points of view. Students will demonstrate an understanding of these multiple perspectives through a variety of oral and written assignments, such as journal entries, blogs, group projects, and oral presentations.

Students will understand, speak, read, and write appropriate level discourse in Japanese on a range of salient cultural topics. Students will demonstrate their ability to respond to situations in Japanese through interactive activities, oral presentations, and scenarios. They will also show their ability to respond to informational and literary texts through written assignments, such as descriptions, ads, journal entries, blogs, and letters. Furthermore, students will explore and respond to other cultural products, such as non-print media, music, film, and other art forms.

| | Students will explore the concept of language itself as a subject of rational inquiry, sometimes for the first time in their lives, in a way that is rarely achieved by study of the first language alone. The information that students gather about English and Japanese will concern phonological systems and structural and semantic distinctions which often follow principles that are not found in English. The phonological, structural, semantic, and cultural concepts learned through contrastive analysis will be applied through oral and written pieces of students’ own creation in Japanese: interactive exchanges, simulations, blogs, and a variety of culturally appropriate texts. | Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |
| | Students will analyze, compare and contrast several practices of Japanese society to those of the United States and other cultures that they may know first-hand. Readings, video clips, interviews and other resources from within (and sometimes from outside) Japanese cultures illustrate issues of diversity and prompt students to investigate cultural features from multiple points of view. Students will demonstrate an understanding of these multiple perspectives through a variety of oral and written assignments, such as journal entries, blogs, group projects, and oral presentations. | Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| | Analyze the historical development of one or more non-U.S. societies. | Analyze the significance of one or more major movements that have shaped the world’s societies. |
| | Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. | Speak, read, and write a language other than English, and use that language to respond to cultures other than one’s own. |
AV: 5 Changes to be offered in the History Department

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
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</thead>
<tbody>
<tr>
<td>Departments</td>
<td>History</td>
</tr>
<tr>
<td>Course</td>
<td>GEO 10 - World Regional Geography</td>
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<tr>
<td>Crosslisted</td>
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<td>Credits</td>
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<tr>
<td>Hours</td>
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</tr>
<tr>
<td>Prerequisite</td>
<td>RDL 2 or ENG 2 if required</td>
</tr>
<tr>
<td>Corequisite</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>This course introduces geographical concepts and perspectives and builds basic map skills and locational knowledge of countries, cities, physical features and regions. Issues addressed include climate change, the global economy, natural resource use, culture and geopolitics.</td>
</tr>
<tr>
<td>Requirement Designation</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ X] Yes [ ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, etc)</td>
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</tr>
<tr>
<td>General Education Component</td>
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</tr>
<tr>
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<tr>
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<td>English Composition</td>
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<td></td>
<td>Mathematics</td>
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<tr>
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<td>Science</td>
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<tr>
<td></td>
<td>Flexible</td>
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<td>World Cultures</td>
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<td>US Experience in its Diversity</td>
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<td>Creative Expression</td>
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<td>Individual and Society</td>
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<td></td>
<td>Scientific World</td>
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<tr>
<td>Effective Date</td>
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</tbody>
</table>

Rationale: This clarifies the English skill levels needed for the course and should help avoid inappropriate placement into the course. This is being addressed as part of a general review of our course requirements.
AIII.4.1 The following revisions are proposed for the Automotive Technology program

Program: A.A.S. in Automotive Technology

Program Code: 19075

Effective: Fall 2018

Proposed: Change status of ACS 50 from experimental to permanent. ACS 50 be recognized as an approved substitute for MUS 10 or ART 10 for Automotive majors.

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>Required Core</td>
<td>Required Core</td>
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<tr>
<td>A. English Composition</td>
<td>A. English Composition</td>
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<tr>
<td>ENG 10 Fundamentals of Composition and Rhetoric OR</td>
<td>ENG 10 Fundamentals of Composition and Rhetoric OR</td>
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<td>ENG 11 Composition and Rhetoric I 3</td>
<td>ENG 11 Composition and Rhetoric I 3</td>
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<tr>
<td>ENG 12 Composition and Rhetoric II 3</td>
<td>ENG 12 Composition and Rhetoric II 3</td>
</tr>
<tr>
<td>C. Life and Physical Sciences</td>
<td>C. Life and Physical Sciences</td>
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<tr>
<td>CHM 11 General Chemistry I OR</td>
<td>CHM 11 General Chemistry I OR</td>
</tr>
<tr>
<td>CHM 17 Fundamentals of General Chemistry I 4</td>
<td>CHM 17 Fundamentals of General Chemistry I 4</td>
</tr>
<tr>
<td>Flexible Core</td>
<td>Flexible Core</td>
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<tr>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td><strong>A. World Cultures and Global Issues</strong></td>
<td><strong>A. World Cultures and Global Issues</strong></td>
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<td>HIS 10 History of the Modern World OR</td>
<td>HIS 10 History of the Modern World OR</td>
</tr>
<tr>
<td>HIS 11 Introduction to the Modern World 3</td>
<td>HIS 11 Introduction to the Modern World 3</td>
</tr>
<tr>
<td><strong>B. US Experience in its Diversity or C. Creative Expression</strong></td>
<td><strong>B. US Experience in its Diversity or C. Creative Expression</strong></td>
</tr>
<tr>
<td>Humanities electives¹ 3</td>
<td>Humanities electives¹ 3</td>
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<tr>
<td><strong>D. Individual and Society</strong></td>
<td><strong>D. Individual and Society</strong></td>
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<td>COMM 11 Fundamentals of Interpersonal Communications 3</td>
<td>COMM 11 Fundamentals of Interpersonal Communications 3</td>
</tr>
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<td><strong>E. Scientific World</strong></td>
<td><strong>E. Scientific World</strong></td>
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<tr>
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<td>PHY 11 College Physics I 4</td>
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<td><strong>Major Requirements</strong></td>
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<tr>
<td>ACS 10 Introduction to Automotive Technology 1</td>
<td>ACS 10 Introduction to Automotive Technology 1</td>
</tr>
<tr>
<td>ACS 11 Engine Repair 4</td>
<td>ACS 11 Engine Repair 4</td>
</tr>
<tr>
<td>ACS 12 Brake Systems 3</td>
<td>ACS 12 Brake Systems 3</td>
</tr>
<tr>
<td>ACS 22 Automatic Transmission and Transaxle OR</td>
<td>ACS 22 Automatic Transmission and Transaxle OR</td>
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</tbody>
</table>
ACS 38 Advanced Vehicle Diagnostics 4
ACS 23 Heating and Air-Conditioning 3
ACS 24 Electrical Systems 3
ACS 35 Alternate Fuel Systems OR
ACS 36 Hybrid/Electric Vehicles 3
MTH 13 Trigonometry and College Algebra 3
PEA Physical Education activity course OR
WFA 10 Workplace First Aid 1
ART 10 Art Survey OR
MUS 10 Music Survey 1
ELC 15 Computer Applications in Technology 2
Option I: Automotive Technology
ACS 13 Engine Performance 3
ACS 14 Manual Drive Tran and Axles OR ACS 45 Diesel Technology 3
ACS 21 Steering and Suspension Systems 3
Option II: Diesel Technology

ACS 38 Advanced Vehicle Diagnostics 4
ACS 23 Heating and Air-Conditioning 3
ACS 24 Electrical Systems 3
ACS 35 Alternate Fuel Systems OR
ACS 36 Hybrid/Electric Vehicles 3
MTH 13 Trigonometry and College Algebra 3
PEA Physical Education activity course OR
WFA 10 Workplace First Aid 1
ART 10 Art Survey OR
MUS 10 Music Survey OR ACS 50 Automotive Technology Internship 1
ELC 15 Computer Applications in Technology 2
Option I: Automotive Technology
ACS 13 Engine Performance 3
ACS 14 Manual Drive Tran and Axles OR ACS 45 Diesel Technology 3
ACS 21 Steering and Suspension Systems 3
Option II: Diesel Technology
ACS 45 Diesel Technology 3
ACS 46 Diesel Engine Performance 3
ACS 47 Air Brakes and Suspension 3
Subtotal 37

Total credits required 60

1 3 credits of Humanities Restricted Electives must be selected to fulfill Pathways Flexible Core Areas B or C. In order to get the broadest college experience, it is advised that the Humanities elective be chosen from disciplines OTHER THAN COMM, MEST, or HIS.

Rationale: This course will allow automotive students to benefit from practical, real world, hands-on experience in their chosen career in the automotive or transportation service industry. Automotive Technology will offer one internship course per semester with a cap of 20 students.
COURSE TITLE: ACS 50: AUTOMOTIVE TECHNOLOGY INTERNSHIP

Professor: TBA

DESCRIPTION:
This course is designed to allow qualifying students to apply the skills they have learned in the classroom by interning at a dealership service center or at a local repair shop in the community. The first three weeks of the course will take place on campus and will address shop safety, setting expectations for placement in internship sites and scheduling. Students will then report to their host repair facilities to perform tasks typically done in a real automotive shop environment, which include, but are not limited to, interpreting and writing repair orders, use of service information systems, general automotive repairs and customer service. Periodic evaluations for student progress will take place on site by a designated faculty or staff member, and those evaluations will be factored into the mid-term and final evaluations of the course. This internship is considered to be an excellent practical experience for preparation for the Automotive Service Excellence (ASE) G1 exam. The internship will consist of 50 hours of in-shop work, spread over a 12 week period. (This one credit course can replace either the Music or Art requirement for the Automotive Program.)

FORMAT AND CREDITS: 1 credit; 7.5 total hours in classroom; 50 hours in internship
PREREQUISITE: ACS 10, ACS 12, ACS 11, ACS21, ACS 24, and valid driver’s license
COREQUISITE: None

TEXT:
Title: The Auto Tech’s Handbook
Author: David J Ellingsen
Publisher: Auto Tech Works Publishing
ISBN: 978-0-9820097-0-3

REQUIREMENTS AND GRADING:
Lab & Class Participation 70%
Mid Term Evaluation 15%
Final Evaluation 15%

Student Learning Outcomes:
1) Gather, interpret and assess information from a variety of sources and points of view. This includes learning to properly access, use and interpret service information systems and technical manuals.
2) Evaluate daily shop tasks both critically and analytically. The student intern will demonstrate a proper diagnostic approach to vehicle repair, and perform all tasks in accordance with the host shop’s policies and procedures.
3) Produce well written repair orders upon completion of any services performed and be able to justify the actions of the repair in a logical manner.
4) Identify and apply the fundamental concepts and methods of automotive repair and diagnostics, including (a) technical knowledge in the operation of modern automobiles, (b) the usage of common technology within the automotive industry (DVOM, Scan tools, Service Information Systems, etc.,) and demonstrate shop safety at all times.
5) Complete all tasks, use all resources, interact with employees and customers, and respect the privacy of the host garage in an ethical and honest manner.
Course Outline:

WEEK 1: Introduction to Course
- Introduce the course content, personal portfolio, and student expectation.
- Introduction to safety as it relates to heavy equipment, common hand tools, and highly compressed air.

WEEK 2: Fundamentals
- Introduce the notion of working with others in a live environment and on customer’s vehicles.
- Students will learn about communication, ethics and customer awareness and satisfaction.

WEEK 3: Beginning of placement
- Coordinating facility and student schedules.

WEEK 4: Placement
- Coordinate interviews and place students with participating shops.

WEEK 5: In Shop
- Verify student attendance.

WEEK 6: In Shop
- Schedule midterm conferences with supervisors.

WEEK 7: Midterm Evaluation
- Conduct conferences with student supervisors and assess progress.

WEEK 8: In Shop *

WEEK 9: In Shop *

WEEK 10: In Shop *

WEEK 11: In Shop *

WEEK 12: In Shop *

WEEK 13: In Shop *

WEEK 14: Debriefing of shop activity:
- Bring student back to classroom to discuss shop experience and fine-tune personal portfolio

WEEK 15: Final Evaluation and class participation

Note: All students will start as a mechanics helper. The hands-on can be working with another mechanic on the Express Lube, mechanical service work or service writer. All repair shops supply tools for the student to use. Each location determines the student schedule based on their college schedule.
Section AIV: New Course

AIV.1

<table>
<thead>
<tr>
<th>CUNYfirst Course ID</th>
<th>Engineering, Physics &amp; Technology</th>
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<tbody>
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<td>Course Prefix &amp; Number</td>
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<tr>
<td>Course Title</td>
<td>Automotive Technology Internship Program</td>
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**Catalogue Description**

This course is designed to allow qualifying students to apply the skills they have learned in the classroom by interning at a dealership service center or at a local repair shop in the community. The first three weeks of the course will take place on campus and will address shop safety, setting expectations for placement in internship sites and scheduling. Students will then report to their host repair facilities to perform tasks typically done in a real automotive shop environment, which include, but are not limited to, interpreting and writing repair orders, use of service information systems, general automotive repairs and customer service. Periodic evaluations for student progress will take place on site by a designated faculty or staff member, and those evaluations will be factored into the mid-term and final evaluations of the course. This internship is considered to be an excellent practical experience for preparation for the Automotive Service Excellence (ASE) G1 exam. The internship will consist of 50 hours of in-shop work, spread over a 12 week period. (This one credit course can replace either the Music or Art requirement for the Automotive Program.)

**Prerequisites**

ACS 10, ACS11, ACS 12, ACS21, ACS24, Driver’s License

**Co-Requisites**

None

**Credits**

1

**Contact Hours**

Recitation: 7.5 hours, Internship: 50 hours (These are total semester hours); 3 contact hours

**Liberal Arts**

[ ] Yes [ x ] No

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

[ ] Yes [ x ] No

**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**

Fall 2018

**Rationale:** This course will allow automotive students to benefit from practical, real world, hands-on experience in their chosen career in the automotive or transportation service industry. Automotive Technology will offer one internship course per semester with a cap of 20 students.
AIII.3: The following revisions are proposed for the Radiologic Technology program
Program: A.A.S. in Radiologic Technology
Program Code: 91331
HEGIS Code: 5207
Effective: Fall 2018
Revisions: Elimination of the CLE/RAD program schedule in the footnote of the degree requirements.

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<td>CLE 61</td>
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**Subtotal 45**

**Total credits 65**

*MTH 30 should be considered for transfer to a senior college.

†Note that the sequence of the academic and clinical curriculum of the program is scheduled Monday-Thursday between 8 a.m. and 4 p.m. (the exception is CLE 11, 8 a.m. to 2 p.m. on Friday).

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**Rationale:** The purpose of eliminating the footnote is to allow more flexibility in Radiologic Technology course offerings. The new Joint Review Commission on Education in Radiologic Technology (JRCERT) standards allow for evening and weekend courses to be offered, providing the students do not complete more than 40 hours a week of study (didactic and clinical).
Section AIV: New Courses

AIV.1 Experimental

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<tr>
<td>Course Title</td>
<td>Computer Science for Everyone</td>
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</tbody>
</table>

**Catalogue Description**

This course presents an introduction to computer science (CS) with an emphasis on problem-solving and computational and algorithmic thinking through "coding". It aims to present computers as a tool for modeling and solving real-world problems. It will offer an introduction to programming, and students will be exposed to more advanced topics selected from the following partial list: artificial intelligence, robotics, cybersecurity, data science, networking, and neuroscience, conferring an advantage for students considering a CS major. Students majoring in any other discipline will learn how computers can be used to help solve problems in one's area of expertise.

**Prerequisites**

MTH 5 or CUNY Elementary Algebra Proficiency, and ENG 2 and RDL 2, if required

**Co-Requisites**

**Credits**

3 credits; 2 rec; 2 lab

**Contact Hours**

4

**Liberal Arts**

[x] Yes [ ] No

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

<table>
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<td>[ ] Science</td>
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<td></td>
<td></td>
<td>[x] Scientific World</td>
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</table>

**Effective Term**

Fall 2018

**Rationale:** This course will teach students general computer literacy and basic problem-solving skills through algorithmic and computational thinking and will give students a better understanding of what Computer Science is and what can (and cannot) be done with computers. By offering a general education introductory programming course, we will address the increasing demand from prospective employers to provide substantial exposure to basic computational and algorithmic thinking to all students and not only to those majoring in STEM related disciplines.
CSI 11 Computer Science for Everyone

Course Description: This course presents an introduction to computer science (CS) with an emphasis on problem-solving and computational and algorithmic thinking through “coding”. It aims to present computers as a tool for modeling and solving real-world problems. It will offer an introduction to programming, and students will be exposed to more advanced topics selected from the following partial list: artificial intelligence, robotics, cybersecurity, data science, networking, and neuroscience, conferring an advantage for students considering a CS major. Students majoring in any other discipline will learn how computers can be used to help solve problems in one’s area of expertise.

Prerequisites: MTH 5 or CUNY Elementary Algebra Proficiency, and ENG 2 and RDL 2, if required

Course Goals/Objectives:
CSI 11 helps to answer questions like “What computer science is?”, “What is computational thinking?”, and “How they can be used to help solve problems?” by introducing students to basic principles of computational thinking.

In this course students will see the basic design of a computer system, how the information is represented and processed. Students will learn to analyze a given problem, design clear, step-by-step solution to the problem; translate this solution into a program; then test and debug it. By the end of the course students will understand the difference between an algorithm and a computer program, and will be able to use, where appropriate, functions; data structures; file and user input/output; decision structures; and loops.

Course Credits: 4 hours, 3 credits

Student Learning Outcomes (SLO’s):

- Students will be required to gather information from a variety of sources: the textbook, the internet, and discussion group. Through class discussions students will learn to interpret the collected data as it pertains to presented topic and will be guided to assess the applicability and quality of the data being acquired.
- Students will analyze problems, design an algorithmic solution, and implement that solution into a functioning program via the assigned coding exercises. Throughout the process, students will need to analyze and critique different proposed solutions to the given problems, and they will analyze anomalies (“bugs”) in the process of generating correct code.
- Students will be required to design algorithms and write the programs that implement them. A well written program contains detailed comments to document and justify the choices that students made in their algorithm. In addition, group projects are structured specifically so that students state and justify why a chosen algorithm solves the stated problem via a report or an in-class discussion.
- Students will explore and apply the fundamental concepts in computer science (principles of coding, information theory, artificial intelligence, robotics, data science, and cybersecurity), via coding exercises, group projects, and class discussions. Students will gather information, represent it meaningfully, and use it to solve a posed problem.
- Students will complete weekly group projects in which they will model and solve real-world problems from a variety of fields. They will analyze them using mathematical and formal techniques in order to find an algorithmic solution that can be implemented into a program.
- Students will participate in class discussions on topics from cybersecurity and cryptography, including the impact of digital technologies in issues of privacy, security, and the nature of social structures.
Grading Policy and Assessment:
Students will be given in-class quizzes or will be asked to submit in-class work (once a week); homework assignments and group project assignments will be given once a week each. All group projects are programming assignments with grading rubric provided for each of them and will be submitted as a program along with the accompanying documentation answering the posed question. All homeworks and group projects have a due date and must be submitted by the due date. In addition, there will be a Midterm Exam and a Final Exam.

Grading for the course will be based on:
- In-class work or in-class quizzes: 10%
- Homeworks: 20%
- Group projects: 20%
- Midterm Exam: 25%
- Final Exam: 25%

Attendance Policy: Attendance in class is essential to success in this course. If a student misses a class, it is the student’s responsibility to get the material covered in class and all the assignments. There are no make-ups for in-class work nor for in-class quizzes. A student may receive a failing grade for the course if absent more than 6 times (6 times are equivalent to 12 hours).

Textbook/Resources:
1) How to think like a computer scientist (Python 3) (free online textbook)
http://interactivepython.org/runestone/static/thinkcspy/index.html

2) ZyBooks: Computer Science for Everyone (online book)
https://learn.zybooks.com/

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<th>Reading</th>
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<td><em>ZyBooks: Computer Science for Everyone</em>&lt;br&gt;Chapter 1 History and Basics&lt;br&gt;1.1 Brief history&lt;br&gt;1.2 Historical figures in computing&lt;br&gt;1.3 Computer programs&lt;br&gt;1.4 Computers all around us&lt;br&gt;1.5 Computing and careers</td>
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<td>Hardware and Software</td>
<td><em>ZyBooks: Computer Science for Everyone</em>&lt;br&gt;Chapter 2 Hardware and Software&lt;br&gt;2.1 Basic hardware&lt;br&gt;2.2 Cache, memory, drive&lt;br&gt;2.3 Types of computers&lt;br&gt;2.4 Common input devices&lt;br&gt;2.5 Common output devices</td>
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<td>Operating Systems</td>
<td><em>ZyBooks: Computer Science for Everyone</em>&lt;br&gt;Chapter 3 Operating Systems&lt;br&gt;3.1 OS basics&lt;br&gt;3.2 Common operating systems</td>
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<td>2.9</td>
<td>Programming: Assembly language</td>
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<td>Programming: High-level language</td>
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<td>Variables and Expressions in Python</td>
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<td>9.7</td>
<td>Conditional expressions</td>
<td></td>
</tr>
<tr>
<td>9.8</td>
<td>Additional practice: Tweet decoder</td>
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</tr>
<tr>
<td>8</td>
<td>Loops</td>
<td>ZyBooks: <em>Computer Science for Everyone</em></td>
</tr>
<tr>
<td>Chapter 10 <em>Loops</em></td>
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<tr>
<td>10.1</td>
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<tr>
<td>10.2</td>
<td>While loops</td>
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<td>10.3</td>
<td>More while examples</td>
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<tr>
<td>10.4</td>
<td>Counting</td>
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<tr>
<td>10.5</td>
<td>For loops</td>
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<td>10.6</td>
<td>Counting using the range() function</td>
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<tr>
<td>10.7</td>
<td>While vs. for loops</td>
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<td>10.8</td>
<td>Nested loops</td>
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<tr>
<td>Midterm Exam</td>
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<tr>
<td>9</td>
<td>Functions</td>
<td>ZyBooks: <em>Computer Science for Everyone</em></td>
</tr>
<tr>
<td>Chapter 11 <em>Functions</em></td>
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<td>11.1</td>
<td>User-defined function basics</td>
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<tr>
<td>11.2</td>
<td>Function parameters</td>
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<td>11.3</td>
<td>Returning values from functions</td>
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<tr>
<td>11.4 Dynamic typing</td>
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<tr>
<td>11.5 Reasons for defining functions</td>
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<tr>
<td>11.6 Function with branches/loops</td>
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<td></td>
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<tr>
<td>11.7 Function stubs</td>
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<td></td>
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<td>11.8 Functions are objects</td>
<td></td>
<td></td>
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<tr>
<td>11.9 Functions: Common errors</td>
<td></td>
<td></td>
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<td>11.10 Scope of variables and functions</td>
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<td>11.11 Namespaces and scope resolution</td>
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<tr>
<td>11.12 Function arguments</td>
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<td>11.13 Keyword arguments and default parameter values</td>
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<tr>
<td>11.14 Arbitrary argument lists</td>
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<td>11.15 Multiple function outputs</td>
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<td>11.16 Help! Using docstrings to document functions</td>
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<tr>
<td>11.17 Engineering examples</td>
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</table>

| 12.1 Lists |
| 12.2 List methods |
| 12.3 Iterating over a list |
| 12.4 List games |
| 12.5 List nesting |
| 12.6 List slicing |
| 12.7 Loops modifying lists |
| 12.8 List comprehensions |
| 12.9 Sorting lists |
| 12.10 Command-line arguments |
| 12.11 Additional practice: Engineering examples |

| 13.1 Reading files |
| 13.2 Writing files |

| 14.1 Introduction to plotting and visualizing data |
14.2 Styling plots
14.3 Text and annotations
14.4 Numpy
14.5 Multiple plots
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. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Submission of this form to the Course Review Committee is unrelated to college governance procedures for course approvals.

<table>
<thead>
<tr>
<th>College</th>
<th>Bronx Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td>Computer Science for Everyone</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Mathematics and Computer Science</td>
</tr>
<tr>
<td>Discipline</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Credits</td>
<td>3 credits; 2 rec; 2 lab</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>4</td>
</tr>
<tr>
<td>Pre-requisites/</td>
<td>MTH 5 or CUNY Elementary Algebra Proficiency, and ENG 2 and RDL 2, if required</td>
</tr>
<tr>
<td>Co-requisites</td>
<td></td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course presents an introduction to computer science (CS) with an emphasis on problem-solving and computational and algorithmic thinking through “coding”. It aims to present computers as a tool for modeling and solving real-world problems. It will offer an introduction to programming, and students will be exposed to more advanced topics selected from the following partial list: artificial intelligence, robotics, cybersecurity, data science, networking, and neuroscience, conferring an advantage for students considering a CS major. Students majoring in any other discipline will learn how computers can be used to help solve problems in one’s area of expertise.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>attached</td>
</tr>
</tbody>
</table>

**Waivers for Math and Science Courses with more than 3 credits and 3 contact hours**

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of “Mathematical and Quantitative Reasoning” and “Life and Physical Sciences.” Such waivers will only be approved if students also have 3-credit/3-contact hour courses available in these areas.

**If you would like to request a waiver please check here:**

☑ Waiver requested

**If waiver requested:**

The course is aimed at general audience who do not have prior experience with computer programming. Therefore, students taking this course will need a good portion of the class time to do the in-class practice with instructor present in the classroom. Making it two hours lecture and two hours laboratory class works very well in this situation. It is also a long standing tradition of computer programming courses at Mathematics and Computer Science department, and over the years it proved to be the most efficient in terms of passing rates.

**If waiver requested:**

This course will not satisfy a major requirement, but it will be in the Flexible Core E. Scientific World and can be taken as an elective course.

**Indicate the status of this course being nominated:**

☐ current course ☐ revision of current course ☑ 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.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>Individual and Society</td>
</tr>
<tr>
<td></td>
<td>Creative Expression</td>
</tr>
</tbody>
</table>
# Learning Outcomes

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

## I. Required Core (12 credits)

### A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.

- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.

- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.

- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.

- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

### B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.

- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.

- Represent quantitative problems expressed in natural language in a suitable mathematical format.

- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.

- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.

- Apply mathematical methods to problems in other fields of study.

### C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify and apply the fundamental concepts and methods of a life or physical science.</td>
</tr>
<tr>
<td></td>
<td>Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</td>
</tr>
<tr>
<td></td>
<td>Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</td>
</tr>
<tr>
<td></td>
<td>Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</td>
</tr>
<tr>
<td></td>
<td>Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</td>
</tr>
</tbody>
</table>
II. Flexible Core (18 credits)
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</td>
</tr>
<tr>
<td>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</td>
</tr>
<tr>
<td>Analyze the historical development of one or more non-U.S. societies.</td>
</tr>
<tr>
<td>Analyze the significance of one or more major movements that have shaped the world's societies.</td>
</tr>
<tr>
<td>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</td>
</tr>
<tr>
<td>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</td>
</tr>
</tbody>
</table>

B. U.S. Experience in its Diversity

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>
A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

C. Creative Expression

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- 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.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- 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:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
- Examine how an individual's place in society affects experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.
- Articulate ethical uses of data and other information resources to respond to problems and questions.
- Identify and engage with local, national, or global trends or ideologies, and analyze 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.

<table>
<thead>
<tr>
<th>The course draws on written, video, and coding exercises to explore the nature of information. Students will gather information from a variety of sources: the textbook, the internet, and the discussion group. Through class discussions students will learn to interpret the collected data as it pertains to the presented topic and will be guided to assess the applicability and quality of the data being acquired.</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will analyze problems, design an algorithmic solution, and implement that solution into a functioning program via the assigned coding exercises. Throughout the process, students will need to analyze and critique different proposed solutions to the given problems, and they will analyze anomalies (“bugs”) in the process of generating correct code.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>A well written program contains detailed comments to document and justify the choices that students made in their algorithm. In addition, group projects are structured specifically so that students state and justify why a chosen algorithm solves the stated problem via a report or an in-class discussion.</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students will explore and apply the fundamental concepts in computer science (principles of coding, information theory, artificial intelligence, robotics, data science, and cybersecurity), via coding exercises, group projects, and class discussions. Students will gather information, represent it meaningfully, and use it to solve a posed problem.</th>
<th>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will complete weekly group projects in which they will model and solve real-world problems from a variety of fields. They will analyze them using mathematical and formal techniques in order to find an algorithmic solution that can be implemented into a program.</td>
<td>• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</td>
</tr>
<tr>
<td>Students will participate in class discussions on topics from cybersecurity and cryptography, including the impact of digital technologies in issues of privacy, security, and the nature of social structures.</td>
<td>• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</td>
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<tr>
<td></td>
<td>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</td>
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<td></td>
<td>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</td>
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</table>
### AV: 5 Changes to be offered in the History Department

<table>
<thead>
<tr>
<th>FROM</th>
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</thead>
<tbody>
<tr>
<td>Departments</td>
<td>History</td>
</tr>
<tr>
<td>Course</td>
<td>PHL 11 – Introduction to Philosophy</td>
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<tr>
<td>Hours</td>
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<tr>
<td>Prerequisite</td>
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</tr>
<tr>
<td>Corequisite</td>
<td>ENG 2 or ENG 110 or RDL 2, if required</td>
</tr>
<tr>
<td>Description</td>
<td>Fundamental questions of human experience and basic problems of philosophy; survey of major philosophers (classical and modern).</td>
</tr>
<tr>
<td>Requirement Designation</td>
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<tr>
<td>Liberal Arts</td>
<td>[ X] Yes [ ] No</td>
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<td>Course Attribute (e.g. Writing Intensive, etc)</td>
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<tr>
<td>General Education Component</td>
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<td>___ English Composition</td>
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<td>___ Science</td>
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<tr>
<td>___ Scientific World</td>
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<tr>
<td>Effective Date</td>
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</table>

**Rationale:** This clarifies the English skill levels needed for the course and should help avoid inappropriate placement into it. This is being addressed as part of a general review of our course requirements.
AV: Changes to be offered in the Department of Communication Arts and Sciences

<table>
<thead>
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<th>FROM</th>
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</thead>
<tbody>
<tr>
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<td>Communication Arts and Sciences</td>
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<td><strong>Course</strong></td>
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<td><strong>Hours</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Description</strong></th>
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<td>Students will be introduced to the theory and practice of an HD digital television studio, including camera operation, switching and other control systems, lighting and in-camera editing. Students will manage, operate and work in the customary roles in a digital television production studio.</td>
</tr>
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<tr>
<th><strong>Requirement Designation</strong></th>
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<tbody>
<tr>
<td>None</td>
</tr>
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</table>

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</table>

<table>
<thead>
<tr>
<th><strong>Effective Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
</tr>
</tbody>
</table>

**Rationale:** An additional hour is being added to provide students with the appropriate in-studio class time required for this class. This change brings MEDP 12 line with the department’s other studio courses such as MEDP 14, MEDP 33, and MEDP 35.
MEDP 12 Digital Studio Production

Studio Productions take place in Meister Room S01 • Lectures in Meister Room S07

**Hours and Credits:** 2 lec 2 lab 3 credits  
**Prerequisite:** MEDP 10  
**Course Times:**  
**Instructor Name:**  
**Office:** Colston _____ (718-289-____)  
**Office Hour(s):** DAY hour am/pm; DAY hour am/pm  
**Email:** first.last@bcc.cuny.edu

Course Description: Students will be introduced to the theory and practice of an HD digital television studio, including camera operation, switching and other control systems, lighting and in-camera editing. Students will manage, operate and work in the customary roles in a digital television production studio. Prerequisites: MEDP 10

**COURSE OBJECTIVES**
This course focuses on production techniques for the multimedia studio. We will examine the techniques and master the skills involved in production, both traditional and cutting edge, through hands-on operation of essential equipment and associated expendables. We will also study, manage, operate and work in the customary roles in a television production studio. Additionally, we will look at how the techniques employed in the studio are applied to other locations and environments. We will emphasize “live” or “recorded live” production, but will also incorporate prerecorded elements in the creation of a program.

**REQUIRED TEXTBOOKS AND COURSE MATERIALS**

**SUPPLEMENTAL READINGS**

*A Flash Drive that has a 4GB or greater capacity (or external hard drive) is required to upload your skills evaluation and video projects for posting to your ePortfolio accounts. You will also need to purchase a pair of studio work gloves and a pocket flashlight.*

**ATTENDANCE**
Attendance at all class sessions is required. Class attendance is considered both a privilege and a responsibility. There are no provisions for excused absences or "free cuts." Students are allowed six hours of absence for this course. Please note: The attendance policy is based on hours of absence not class sessions. Every additional hour of absence beyond the stated allowance will result in a reduction of the final course grade by one full letter grade. (B becomes a C, C becomes a D, etc.)
LATENESS
Attendance will be taken at the beginning of class. If you are not present at that time, you will be considered late. If you are late more than **three times**, you will receive **1 hour of absence**.

HOMEWORK & ASSIGNMENTS
Absence or lateness does not exempt you from turning in your assignments at the beginning of class or by the due date on blackboard.
**Late assignments will not receive full credit.**

Please come to each class session prepared and ready to learn. I will expect that everyone has done the assigned reading. In class, I will ask questions and I will randomly call on students.

**Do not turn in handwritten scripts and treatments.**

Homework is taken directly from the textbooks.

**Please test your teleprompter script and setup lights before your scheduled production.**

VIDEO ASSIGNMENTS
Students are responsible for uploading their assignments to the appropriate online course management software for evaluation. You will be recorded in this course during class and in skills evaluations. Any uploaded video will be private.

**ePORTFOLIO ACCESS**
This online academic networking and portfolio tool allows you to post blogs, participate in online discussions, submit academic work. In this course, the ePortfolio will be used as an online space where you will be required to Upload skills & exercise video and as a creative environment for you to post material related to our work in MEDP12. This course will utilize the ePortfolio course management systems. Students will be required to post videos, access production materials, and stay updated on all course related content via BCC ePortfolio.

**BCC BLACKBOARD ACCESS**
This is an online course management tool which students will be required to access in order to take homework quizzes and stay up to date on class announcements, documents and other course related content.

**TEXTBOOK eRESERVE**
The textbook is on reserve at the library. The first four chapters of the textbook are available online at: [http://bcc-libweb.bcc.cuny.edu/bcclib/e-resources/medp12.xml](http://bcc-libweb.bcc.cuny.edu/bcclib/e-resources/medp12.xml)

Not being able to purchase the textbook at the start of the semester, therefore, is not an acceptable excuse for being unprepared. Please contact me privately if you are having a problem purchasing the textbook for this class.

**PLAGIARISM AND CHEATING**
According to the College, plagiarism is a form of academic dishonesty, which occurs when
individuals attempt to present as their own, ideas, or statements that have come from another source.

Cheating is defined as a) taking or giving help on a test; b) using unauthorized books, papers, notes or unauthorized pre-prepared materials during an examination; c) passing off another person’s work as one’s own in the case of projects, papers, portfolios, lab reports; or d) falsifying reports that clinical procedures were completed, and fabricating data such as vitals signs, lab reports, etc. Please refer to the College Catalog for further information.

Academic dishonesty is taken extremely seriously. If I suspect someone of cheating or plagiarizing I will immediately approach them to discuss the matter. Please don’t put either of us in that position.

TUTOR RESOURCES
Perkins tutors are available to demonstrate and assist you to record your practical skills. A Perkins tutor schedule will be given out during the first week of the semester. Please meet with a tutor if you need to review the operation of studio equipment, prepare b-roll for your PSA, or edit graphics into your final PSA project.

OUTSIDE WORK
During this class, outside work is not permitted. The equipment is to be used for only work related to MEDP 12 assignments and productions.

FINAL PROJECT - Public Service Announcement
For your final studio production, each student in class is required to produce and direct a one (1) minute Public Service Announcement (PSA) live in the studio. You must select one of the topics for a PSA from the ten listed below. If you would like to choose another topic, please consult instructor for written approval.

DON’T TEXT AND DRIVE • VOTING: YOUR CIVIC RESPONSIBILITY •
• DON’T DO DRUGS • STAY IN SCHOOL • DISABILITY AWARENESS • GOOD NUTRITION • RECYCLE •
TEEN DATING VIOLENCE • CYBER BULLYING
GRADE DESCRIPTION, BREAKDOWN & EXPECTATIONS

Each student will be evaluated on a combination of television studio projects, written assignments, quizzes, pop quizzes, ePortfolio studio assessments, a written mid-term exam, and a written final.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>Studio Crewing</td>
<td>15%</td>
<td>Performance in crew rotations (Technical Director, Audio Console, CG, Teleprompter, Video Operator, Studio Camera, Lighting Board, Studio Floor Lighting, Audio / Microphone Placement.)</td>
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<tr>
<td>Midterm Exam</td>
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<td>Written Midterm Exam</td>
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<tr>
<td>Homework</td>
<td>10%</td>
<td>Workbook Assignments &amp; synopsis, facilities request etc.</td>
</tr>
<tr>
<td>Skills</td>
<td>20%</td>
<td>Timed skill exercises recorded and uploaded to ePortfolio.</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
<td>Participating in class discussion, script workshops and studio productions.</td>
</tr>
<tr>
<td>Final Project</td>
<td>25%</td>
<td>Your Final PSA PROJECT screened in class and uploaded to ePortfolio.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
<td>Written Final Exam</td>
</tr>
</tbody>
</table>

TOTAL  100%

EVALUATION

Student work will be evaluated and graded for professionalism and for the demonstration of specific skills. Studio production assignments and tests are designed to improve your skills in a professional television studio. As in the professional world, timeliness will always be taken into account in evaluating your work.

Mid-term Exam and Final Exam

Students will have fifty minutes for the written mid-term exam and one hour-fourty-five minutes for the written final exam. Arrive on time for all written exams -- no extra time will be given. (Example: If an exam is scheduled from 2:00-2:50pm and a student arrives late at 2:30pm, the exam will still end at 2:50pm so the student would only have :20 minutes to complete the exam.)

NOTE: No breaks for restroom or otherwise allowed once the exam begins -- please come prepared to stay until your written exam is completed and turned in. Desk must be clear during exam, no phones, notes, books, computers, etc., allowed.
STUDENT LEARNING OUTCOMES
Upon successful completion of this course the student should have learned how to:
a) Appraise, analyze and distinguish the function and operation of key production equipment.
b) Examine and apply cinematic principles of multi-camera production.
c) Apply correct procedures as determined by the broadcast and industrial industries when operating studio equipment.
d) Effectively perform the skills associated with various crew positions during productions.

ELECTRONIC DEVICES
Please turn off all electronic devices during class. Use of cell phones, electronic games or organizers is not permitted during class. Please do not record video of the skills on your cellphone, pay attention to the steps on the handout. Students are not allowed to listen to any electronic device during class, quiz or a written exam. Students are not allowed to use a cell phone, laptop or PDA during a quiz or written exam. If it is discovered that a student is doing any of these things, his/her grade will be negatively impacted.

SAFETY & ATTIRE
This class has a practical component where you will interact with production equipment, some of which may be heavy. Please communicate audibly and effectively when in the studio and speak up if you see something dangerous. Closed-toe shoes such as sneakers, dress shoes or boots required when working in the Studio (No Sandals, flip flops). Wear clothing that is comfortable enough to allow you to climb ladders or crouch as required by the production. Camera operators will stand for most of the production in class so please wear shoes that are comfortable for this task.

TV STUDIO SKILLS (10 total)
The studio skills below will be demonstrated and a handout will be provided that explains the steps as well as the time the student is expected to complete each skill. Tutors are available to explain and/or demonstrate each skill outside of class. When the student has practiced, and is ready a college assistant will record the student performing the skill. Once you begin recording, you will not have a second chance so practice first. Once completed, the student will be emailed a private link to each YouTube video. The student is responsible for creating an ePortfolio page to upload and exhibits each skill.

1. SETUP AND BREAKDOWN AND SECURING CABLE PROCEDURES
2. SETUP AND BREAKDOWN OF A LAV MICROPHONE
3. SETUP AND BREAKDOWN SHOTGUN MIC AND BOOM POLE
4. CENTURY STAND & GOBO ARM
5. 2K LIGHT SET-UP & BREAKDOWN
6. HANG 1K LIGHT IN STUDIO GRID
7. CAMERA DOLLY IN & OUT
8. SETUP OF LOWEL OMNI-LIGHT WITH TOTA-BRELLA
9. CHIMERA LIGHT BANK SETUP
10. TV STUDIO CAMERA CABLE FIGURE-8 SKILL
**CLASS SCHEDULE**

**Week 1**

Syllabus review, discuss PSA project, student intros; Studio/control room tour. Demo: Skills 1-5.

Homework Assignments:

- Reading/Quiz #1 – READ Chapter: “The Television Production Process.”
- Reading/Quiz #2 - READ Chapter: “The Producer in Preproduction.”

**Week 2**

Screen Sample PSAs; Discuss PSA pitch & script; Intro ePortfolio site; Ladder safety demo; Demo Skills 5-10.

Homework Assignments:

- Reading/Quiz #3 -- READ Chapter: “The Script”
- Reading/Quiz #4 -- READ Chapter title: “The Director in Pre-Production”

**Week 3**

Studio Exercise/Practice: *Basics of camera, switcher, audio console, dimmer console, prompter AND “Start and stop” practice shoot using sample PSA script to learn studio production procedures/protocols.*

Homework Assignments:

- Work on PSA pitch (due next class – bring pitch worksheet and all attachments!).
  
  Reading/Quiz #5 – READ Chapter: “The Director in Production: Directing”

**Week 4**

Screening & discussion: *Director in action and role of the Director; Discuss PSA shooting schedule; Official PSA Pitches in class*

Homework Assignment:

- Reading/Quiz #6 – READ Chapter: “The Television Camera”
- Ongoing: Work on Skills 1-5
**Week 5**

Studio Exercise/Practice: *Shoot sample PSA script(s), students rotate thru each crew position*

Homework Assignments:

- Study for mid-term exam (review notes from class and all homework readings and quizzes from prior weeks).
- Ongoing: Work on Skills 1-5

**Week 6**

Studio Exercise/Practice: “Dry run” practice - setup lights, props, set, load prompter, CG, record rehearsals; *IN-CLASS REVIEW FOR THE MID-TERM EXAM.*

Homework Assignments:

- Reading/Quiz #7--READ Chapter: “Camera Operation and Picture
- Ongoing: Work on Skills 1-5

**Week 7**

*MID-TERM EXAM; PSA PRODUCTION DAY 1*

Homework Assignments:

- Reading/Quiz #8 -- READ Chapter: “Audio: Sound Pickup”
- Ongoing: Work on Skills 1-5

**Week 8**

PSA PRODUCTION DAY 2

Homework Assignments:

- Reading/Quiz #9 -- READ Chapter: “Audio: Sound Control”
- DUE BY NEXT CLASS: Skills 1-5 uploaded to ePortfolio

**Week 9**

PSA PRODUCTION DAY 3

Homework Assignments:
• Reading/Quiz #10 -- READ Chapter: “Lighting”

• Ongoing: Work on Skills 6-10.

**Week 10**

PSA PRODUCTION DAY 4

Homework Assignments:

• Reading/Quiz #11-- READ Chapter: “Techniques of Television Lighting”

• Ongoing: Work on Skills 6-10.

**Week 11**

PSA PRODUCTION DAY 5

Homework Assignments:

• Reading/Quiz #12 -- READ Chapter: “Switching or Instantaneous Editing”

• *Ongoing: Work on Skills 6-10*

**Week 12**

PSA PRODUCTION DAY 6

Homework Assignment:

DUE BY NEXT CLASS: Skills 6-10 uploaded to ePortfolio

**Week 13**

PSA PRODUCTION DAY 7

Homework Assignment:

• DUE BY NEXT CLASS: Upload your finished PSA to ePortfolio.

**Week 14**

Screen PSAs!

**Final Exam Period *Date of Final Exam TBA**

*NOTE: THIS SCHEDULE IS SUBJECT TO CHANGE – LATEST UPDATES WILL BE FOUND IN ELECTRONIC FORMAT ON CLASS BLACKBOARD*
### Changes to be offered in the Department of Communication Arts and Sciences

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
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<td>The Media and Digital Film Internship is designed to give students on the job experience and a chance to network with professionals involved in Digital Media: television, film, web, gaming, public access, governmental agency or corporate. The Media and Digital Film Internship introduces students to the application of skills obtained in the program and prepares students for the professional expectations of the field. Note: The internship requires a commitment of 90 hours. Students are required to submit a resume one semester prior to the internship.</td>
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<td>[ ] Yes [x ] No</td>
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<td><strong>Effective Date</strong></td>
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<td>Fall 2018</td>
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**Rationale:** This change corrects the historical anomaly for hours listed in the catalog for this internship course.
Information item from the Department of Mathematics and Computer Science.

In the fall 2018 semester, the Department of Mathematics and Computer Science, with the support of and in consultation with the Office of Academic Affairs, will pilot 6 sections of a 4-hour Probability and Statistics (MTH 23, currently 3 hours) for incoming freshmen.

MTH 23 is the terminal math course for liberal arts majors and is required by several other majors e.g. nursing. The syllabus of the course is dense, and there is usually little-to-no time for students to try problems on their own in class. This stressful pace of the course is exacerbated by the fact that recent changes in placement (e.g. Accuplacer superseding Compass) and changes in exemption policies have resulted in more students in MTH 23 without being required to take MTH 5. As a result, the overall population of students in MTH 23 are less well-prepared for this course than in the past.

Half of the additional hour will be apportioned to each meeting of the class, scheduled as a workshop that would be linked with each one of these six MTH 23 course sections.

A 4-hour MTH 23 would be in alignment with most community colleges in CUNY, who have at least 4 hours allotted to their introductory statistics courses. If the outcomes of this one year, two semester pilot are positive and the resources are available, a formal change to the hours of the course may be proposed through governance.
Section AIV: New Courses

AIV.1

<table>
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<tr>
<th>CUNYfirst Course ID</th>
<th>ENG XX: Accelerated Learning Program</th>
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<td>Career</td>
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<td>Academic Level</td>
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<td>Course Prefix &amp; Number</td>
<td>ENG XX</td>
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<td>Course Title</td>
<td>ENG XX: Accelerated Learning Program</td>
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**Catalogue Description**
The Accelerated Learning Program (ALP) is a four-hour companion course to ENG 111 for Native-English-Speaking students who pass the CUNY Assessment Test in Reading, but fail with a score between 38 and 47 on the CUNY Assessment Test in Writing. ALP provides small-group, workshop-style instruction that supports the reading and writing activities of ENG 111.

**Prerequisites**
A passing score on the CUNY Assessment Test in Reading or successful completion of RDL 2, if required, and a score of 38-47 on the CUNY Assessment Test in Writing.

**Co-Requisites**
ENG 111 (ALP-designated section)

**Contact Hours**
4

**Liberal Arts**
[ X ] Yes [ ] No

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

**Course Applicability**

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<th>Gen Ed Required</th>
<th>English Composition</th>
<th>Gen Ed - Flexible</th>
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<th>US Experience in its Diversity</th>
<th>Creative Expression</th>
<th>Individual and Society</th>
<th>Scientific World</th>
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**Effective Term**
Fall 2018

**Rationale:**
This experimental course is offered in response to the call by CUNY for more co-requisite course offerings that blend developmental and credit-bearing instruction. Accelerated Learning Program (ALP) classes at BCC will enable students with a developmental need in writing to get the support they need to succeed in their English 111 class as they develop their writing and reading skills. The goal is to give students the opportunity to complete in one semester what normally takes two. This ALP companion course, paired with a co-requisite, ALP-designated section of ENG 111, will serve as a small-group workshop to provide the support its cohort of developmental writers needs to succeed in ENG 111.
English XX:

ACCELERATED LEARNING PROGRAM

Fall 2018

Credits: 0
Hours: 4

Meeting Times: Monday & Wednesday
1:00 pm – 2:50 pm
Room: Colston ___

Office Hours: Monday & Wednesday
3 pm – 4 pm
Colston 638
(and by appointment)

Dr. Scott’s Phone:
(646) 573-1871

e-mail: Jonathan.Scott@bcc.cuny.edu

ENG XX Catalog Description

The Accelerated Learning Program (ALP) is a four-hour companion course to ENG 111 for Native-English-Speaking students who pass the CUNY Assessment Test in Reading, but fail with a score between 38 and 47 on the CUNY Assessment Test in Writing. ALP provides small-group, workshop-style instruction that supports the reading and writing activities of ENG 111.

Prerequisites: A passing score on the CUNY Assessment Test in Reading or successful completion of RDL 2, if required, and a score of 38-47 on the CUNY Assessment Test in Writing.
Co-Requisite: ENG 111 (ALP-designated section)

Student Learning Outcomes:
By the end of the course, students should be able to:

- Know how to use a dictionary, and apply this knowledge to the enlargement of their academic vocabulary.
- Write thesis-centered essays.
- Identify and correct grammatical and mechanical errors, such as sentence fragments, subject-verb agreement mistakes, and misspellings.
- Read and discuss several exemplary literary texts, interpreting them to identify and understand main ideas and supporting evidence.
The Structure of ENG XX

The Accelerated Learning Program (ALP) is offered by the English Department. ALP allows students still in need of completing their developmental writing work to take English 111, a credit-bearing course that applies to Required Core Area A. ALP classes are smaller than other classes, creating a strong class community that enables students to spend several hours a week working one-on-one with their instructor.

In this ALP model at BCC, students with a developmental need in writing enroll concurrently in an upper-level developmental writing workshop, called ENG XX, and a linked English 111 course. If you are in ALP, your ENG XX course will consist of all ALP students, and your English 111 course will consist of the same ALP students in your ENG XX class as well as other English 111 students. Both of these classes are taught by the same instructor.

Because the English 111 course that ALP students take is directly connected to the developmental writing workshop (ENG XX), ALP students will get the support they need to succeed in their English 111 class as they develop their writing and reading skills. The goal is to give students the opportunity to complete in one semester what normally takes two. In order to succeed in the program, students who enroll must be highly motivated and willing to complete demanding and complex assignments.

ALP Student Eligibility

Eligible Students for ALP are Native-English-Speakers who:

- Have a pass (55+) on the ACCUPLACER Reading Test or have otherwise demonstrated reading proficiency.
- Scored between 38 and 47 on the CATW exam.

ALP Registration Requirements

Students must register for both ENG XX and the connected ALP-designated English 111 taught by the same instructor.

ENG XX is 0 credits and ENG 111 is 4 hours and 3 credits. The enrollment cap for ENG XX is 14 students. The cap for the ALP-designated English 111 is 25: 14 ALP students (who are also enrolled in the linked ENG XX course) and 11 mainstream English 111 students.

The Link Between ENG XX and ENG 111

Because all ALP students register for a section of English 111, they will receive two syllabi: one for ENG XX (this one, here), and another for English 111 (not here, as it is an already existing course). For ALP students, these two syllabi are necessarily interconnected, with the ENG XX syllabus providing detailed information about the schedule of assignments and instructional support for the required projects of English 111.
ENG XX Evaluation and Requirements of Students
Students receive a letter grade, A through F:

- 40% – Body of written work (3 formal, revised essays, typed and double-spaced, which includes drafts; 3 in-class essays)
- 20% – Individualized student-teacher tutorial project
- 20% – Quizzes on readings
- 20% – Attendance

Required Text
- ENG XX Coursepack (given to students by their instructor on the first day of class)

The Individualized Student-Teacher Tutorial Project
Because ENG XX is structured as a small-group writing workshop, many hours during the semester will be spent in one-on-one tutoring with the instructor. At the end of the semester, students will produce a written narrative of their progress throughout the course, focused on grammar and mechanics.

Accessibility
Any student who feels that s/he may need an accommodation based on the impact of a permanent or temporary disability should contact me privately. I am committed to ensuring the full participation of all students in this class. The Office of Disability Services (ODS) serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices. They work with students confidentially. The ODS is located in Loew Hall, Room 213. You can stop by, or call (718) 289-5874 for more information. Ask for Poonam Sharma.

Attendance Policy
Three unexcused absences will be permitted. But on your fourth unexcused absence, your final course grade will be lowered by a half grade, and another half grade for your fifth unexcused absence, and so on and so forth. For example, if you had a B before your fourth unexcused absence, after your fourth, your final course grade will be lowered to a B-. Excused absences are medical notes, or other professional letters of explanation accounting for your absence.

Policy on Smartphones and Tablets
Digital devices, such as smartphones and tablets, will not be used in the classroom. Each time that a student uses their smartphone or tablet during class, it will count as an absence.

Policy on Plagiarism
Plagiarism is the presentation of someone else’s ideas, words, or artistic/scientific/technical work as one’s own creation. A student who copies or paraphrases published or on-line 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.

Students should consult the BCC catalog section that contains the CUNY and College policies on academic integrity.

Schedule

*Week One (8/28, 8/30)*

- Introductions
- Pick up ENG XX Coursepack
- The connection between grammar and critical thinking
- First ENG 111 reading assignment (on “How American Awfulness Stacks Up,” by Doug Henwood)

*Week Two (9/6, 9/7)*

(No class on Monday, Sept. 4: Labor Day)

- How to use a dictionary
- Vocabulary assignment
- Quiz #1 (vocabulary from reading #1)
- Review of ENG 111 essay #1
- Second ENG 111 reading assignment (on “Flight,” by Sherman Alexie, chapters 1 -5)

*Week Three (9/11, 9/13)*

- Clauses: main clauses, and subordinate clauses
- Basic structure of the thesis-centered essay
- In-class essay #1
- Vocabulary assignment
- Quiz #2 (vocabulary from reading #2)
- Third ENG 111 reading assignment (on “Flight,” chapters 6 - 13)

*Week Four (9/18, 9/20)*

- Terms for interpretive writing
- Review of ENG 111 essay #2
- Vocabulary assignment
• Quiz #3 (vocabulary from reading #3)
• Fourth ENG 111 reading assignment (on “Flight,” chapters 14 - end)

Week Five (9/25, 9/27)
• Grammar review
• Vocabulary assignment
• Quiz #4 (vocabulary from reading #4)
• Review of ENG 111 essay #3

Week Six (10/2, 10/4)
• Principles of logic and organization
• Fifth ENG 111 reading assignment (on “Tired,” by Langston Hughes)
• Vocabulary assignment
• Quiz #5 (vocabulary from reading #5)

Week Seven (10/9, 10/11)
• Phrases: prepositional, and gerund
• Review of ENG 111 essay #4
• Sixth ENG 111 reading (“Bloodchild,” by Octavia Butler)

Week Eight (10/16, 10/18)
• Analyzing the text
• Vocabulary assignment
• Quiz #6 (vocabulary from reading #6)
• Review of Essay #5

Week Nine (10/23, 10/25)
• In-class essay #2
• Grammar review
• Linking texts and ideas

Week Ten (10/30, 11/1)
• Seventh ENG 111 reading (“The Washing Machine Has Changed the World More Than the Internet Has,” by Ha-Joon Chang)
• Review of ENG 111 essay #6

Week Eleven (11/6, 11/8)
• MLA documentation style
• Vocabulary assignment
• Quiz #7 (vocabulary from reading #7)
• What is empirical data?
• How to substantiate your thesis

Week Twelve (11/13, 11/15)

• Online academic research techniques
• Review of ENG 111 essay #7
• Eighth ENG 111 reading (the English Department Final Exam Text)

Week Thirteen (11/20, 11/22)

• In-class essay #3
• Annotated bibliography workshop
• Vocabulary assignment
• Quiz #8 (vocabulary from reading #8)

Week Fourteen (11/27, 11/29)

• Research paper revisions
• Individualized student-teacher tutorial project due

Week Fifteen (12/4, 12/6)

• Body of written work due
• English Department Final Exam: Thursday, Dec. 14
<table>
<thead>
<tr>
<th>FROM</th>
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<tbody>
<tr>
<td>Departments</td>
<td>Education &amp; Academic Literacy</td>
</tr>
<tr>
<td>Course</td>
<td>EDU 40 Field Work Seminar Birth to Grade 6</td>
</tr>
<tr>
<td>Credits</td>
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<tr>
<td>Hours</td>
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<tr>
<td>Prerequisite</td>
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<tr>
<td>Co-requisite</td>
<td>All other education courses and permission of the department</td>
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<td>Description</td>
<td>Individual and small group teaching experiences under professional supervision in an accredited school or agency. Periodic meetings with BCC faculty supervisor. Students must demonstrate competencies pertaining to general knowledge expected of those who completed the education sequence; and be able to plan educational activities for culturally diverse populations and children with special needs. Students’ dispositions and instructional strategies will be assessed. The use of technology is introduced as appropriate. Students will make contributions to their academic portfolio.</td>
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<td>___ Mathematics</td>
<td>___ Science</td>
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Effective Date | Fall 2018
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**Rationale:**
To broaden the course’s appeal to students interested in eventually becoming certified in middle and secondary education, i.e., 7-12 New York state certification. At present, BCC’s Department of Education & Academic Literacy is building its middle and secondary cohorts. By not restricting this course to the parameters of “Birth to Grade 6” the course will have a broader reach and therefore serve more students.
Course Description: Individual and small group teaching experiences under professional supervision in an accredited school or agency. Periodic meetings with BCC faculty supervisor. Students must demonstrate competencies pertaining to general knowledge expected of those who completed the education sequence; and be able to plan educational activities for culturally diverse populations and children with special needs. Students’ dispositions and instructional strategies will be assessed. The use of technology is introduced as appropriate. Students will make contributions to their academic portfolio.

Student Learning Outcomes:

- Students will be able explain various pedagogical techniques used for effective teaching.
- Students will be able to explain how differentiated instruction helps to meet the needs of all learners.
- Students will be able to identify the key elements of effective classroom management.
- Students will be able to plan activities to support higher-level thinking strategies.

Students will be able to develop lesson plans aligned with Common Core & NY State Standards.

I will post several education articles and videos on our class Blackboard site throughout the semester. Some of the information is required while others are optional. You are responsible for any required material which will be indicated in the subject line, e.g., “Required.” Please check our Blackboard site often. In addition, you should stay current with the New York Time’s coverage of Education.

For links to NY standards and the Common Core State Standards: [www.engageNy.org](http://www.engageNy.org)

For help with grammar and punctuation, please consult: [https://owl.english.purdue.edu/owl/section/1/](https://owl.english.purdue.edu/owl/section/1/) You may also contact Dr. Redpath at: alice.redpath@bcc.cuny.edu (Colston Hall, Room 407).


Assignments and Due Dates:

All assignments must be typed, double-spaced, and edited before submission to me. Any work that is not handed in on time will result in a lowered grade of 10 points for each day that it is late.

Student Professional Dispositions: Professional dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities, and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

- Arriving for class on time
- Reading the assigned materials before class
- Participating in class discussions
Turning in assignments on due dates
Interacting in a professional manner with other students and the professor
Contacting the professor via email or phone in an emergency (You can leave a message at: 718-289-5679)
Getting class notes/materials from peers if you are absent.

**Civility in the Classroom:** If students do not arrive on time for class or do not attend class, the instructor is not responsible for any material (such as quizzes, assignments, handouts, notes) that students may miss due to late arrivals or lack of attendance. **Students are expected to remain in class for the entire class period.** Any student who leaves early will forfeit any points he/she may have earned on quizzes, class activities, etc. during that class period. Students behaving in a manner considered disruptive or threatening to the instructor or class will be removed and appropriate disciplinary action will be initiated.

**Students cannot** have phones out during class, answer calls or text during class, **nor are they allowed to leave class to perform such activities. Cell phones are ONLY permitted for classroom activities.** Laptop computers can ONLY be used for note taking and/or classroom assignments.

**Participation & Attendance:** In order to succeed, you must be in class, prepared to take part in discussions and group activities. Participation means you must be involved in the discussions and presentations by the instructor and your classmates. Since this class meets only once a week, you must make every effort to attend.

**Reading assignments:** This is a reading intensive class. You are required to read sections in your texts and/or required articles. In addition, I will post articles (required and not required) on Blackboard throughout the semester. It is in your best interest to read any additional articles I post. You are expected to share your views about the readings in class and in groups.

**Staying in Contact with the Professor:** Please know that I am here to help you succeed. If you need help with anything, **please do not hesitate to contact me about your concerns.**

**ASSIGNMENTS:**

1. **Participation (10 points)**

2. **One Reflection Paper of a school observation (10 points)**
   The Reflection Paper is a three to four-page assignment. Students should relate their school visits to the material covered in class. **Students are required to use correct forms of English grammar and punctuation in all written assignments.** Please ask me for help or contact Dr. Redpath at: alice.redpath@bcc.cuny.edu (Colston Hall, Room 407) in addition to utilizing this site: https://owl.english.purdue.edu/owl/section/1/

3. **Mid-term Quiz (10 points): fill-in-the-blank based on assigned readings**

4. **One Oral Summary of a school observation (10 points)**

5. **One formal Lesson Plan based on NYS or Common Core standards (10 points)**
   See: www.engageNy.org

6. **One in-class teaching demonstration of a Lesson Plan using primary sources (10 points)**

7. **One Sample Teach (10 points)**

8. **One Field Observation of you by me (10 points)**

9. **Final Exam (20 points); short-essay format based on assigned readings**
In addition to the above assignments, I will come to your field placement to observe you once during the semester. You are also required to do **thirty-six hours** of school field placement in order to pass this course.

**Course Calendar:**

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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions &amp; Syllabus Overview; Fieldwork; Nadia Lopez at TED</td>
<td>Read “Teach Your Teachers Well” by Susan Engel &amp; answer questions</td>
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<tr>
<td>Week 2</td>
<td>Teaching Strategies</td>
<td>Read “What Makes a Great Teacher” by Amanda Ripley &amp; answer questions</td>
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<tr>
<td>Week 3</td>
<td>Teaching Strategies, cont.; John Hunter at TED</td>
<td>Read “Building a Better Teacher” &amp; answer questions</td>
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<td>Week 4</td>
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<tr>
<td>Week 5</td>
<td>Introduction &amp; Backward Design</td>
<td>Read Intro &amp; Ch. 1, UbD; Sample Teach #1</td>
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<tr>
<td>Week 6</td>
<td>Breaking Down Teaching Strategies; Mid-Term Quiz</td>
<td>Sample Teach # 1 cont. Read Ch. 1, “Teach Like a Champion” by Doug Lemov</td>
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<td>Week 7</td>
<td>Teaching with Primary Sources; Mid-term quiz</td>
<td>Students learn how to incorporate primary sources into their lesson plans</td>
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<td>Week 8</td>
<td>Gaining Clarity on our Goals</td>
<td>Read Ch. 2, UbD, pp. 35-44; Ch. 3, UbD, pp. 56-75</td>
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<td>Week 9</td>
<td>Classroom Questioning</td>
<td>Ch. 8 (10th ed.) pp. 223-228; pp. 232-237</td>
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<td>Week 10</td>
<td>Effective Planning</td>
<td>Ch. 2 “Teach Like a Champion” by Doug Lemov</td>
</tr>
<tr>
<td>Week 11</td>
<td>BREAK!</td>
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<tr>
<td>Week 12</td>
<td>Video: The Ron Clark Story</td>
<td><a href="https://www.youtube.com/watch?v=xVsl1Wls10">https://www.youtube.com/watch?v=xVsl1Wls10</a></td>
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<td></td>
<td></td>
<td>Answer Questions from Ron Clark’s, 55 Rules</td>
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<td>Week 13</td>
<td>Teaching with Primary Sources</td>
<td>TPS Demos</td>
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<td>Week 14</td>
<td>Review for Final, etc.</td>
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<td>Week 15</td>
<td>Final Exam</td>
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BCC Grading System:

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<tr>
<td>A</td>
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<tr>
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<tr>
<td>F</td>
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Suggested Questions to Be Used for Classroom Observations

Guiding Question 1: What are the content frameworks that guide teachers as they prepare instruction? Locate and write two (2) common core standards that your cooperating teacher addressed in the classroom. How did the teacher introduce the standard?

Guiding Question 2: Why is it important for teachers to understand the demographics of their students? What is the ethnicity of the students in your classroom? How many English Language Learners are in your classroom? What is the gender make-up of the student population in your classroom? What percentage of students in your cooperating school receives free and reduced Lunch?

Guiding Question 3: Why should teachers incorporate technology into their instruction? Make a list of the types of technologies and/or technology resources that are available to your cooperating teacher at the cooperating school.

Guiding Question 4: Why is it important to teach students how to work well in a group? Design a meaningful activity that would help students develop positive behaviors that would encourage productive group work with students. Describe a strategy that you observed your cooperating teacher use in the classroom to redirect students who were off task.

Guiding Question 5: Why should teachers understand and address the different modalities of the students in their classroom? List 3 strategies that help teachers address different learning styles, i.e., visual, auditory, kinesthetic, multiple.

Guiding Question 6: Why is it important for teachers to understand and incorporate similarities and differences in culture, family structure, and learning styles in their instruction?
Bronx Community College

Department of Chemistry & Chemical Technology

Proposal for two New Courses in
Liberal Arts and Sciences Program Chemistry Option

1. CHM 21 – Introduction to Chemical Processes
2. BIO 34 /CHM 34 - Biofuels and Bioproducts

Laura Broughton Ph.D. (Biology Department)
Soosairaj Therese Ph.D. (Chemistry Department)
I. Rationale:

Energy is a central societal issue, impacting our way of life, economy, national security, environment, and health. The world’s energy consumption is projected to triple in 2100 (based on moderate population and economic growth). Current energy production cannot keep up with our rising energy needs. In 2010, there were about 250 million registered vehicles on U.S. highways and nearly one-third of the total energy consumption is by the transportation sector, which is also a major source of air pollution emitting Greenhouse Gases. Most of these vehicles have engines that use oil-based fuel, such as gasoline or diesel and the price of oil increased about 170% between 2002 and 2012. These growing demands for fossil-based fuels should be addressed to enhance and safeguard energy and environment. So the government is focusing on alternative and sustainable energy and providing funding for research and development of green energies. In 2005, the Renewable Fuel Standard (RFS) mandate was passed to include cellulosic biofuels as an alternative energy. The Military and the Department of Defense are aiming to replace 25% of their energy need from alternative energy sources by 2025.

We were awarded an NSF ATE grant in 2016 mainly to develop courses for students across the disciplines of biomass process engineering, analytical chemistry and scientific entrepreneurship. Chemistry department then partnered with the Biological Science Department developed two new courses CHM 21 and BIO 34 /CHM 34 that encompass the curricular materials necessary to provide our students with the knowledge base and skills needed for a successful career in sustainable chemical manufacturing. The addition of the two new courses as an option to the current offerings of the Liberal Arts & Sciences, Chemistry Option, would expand the degree’s current offerings, and provide the necessary background to either transfer into a Chemistry or Chemical Engineering Degree or pursue a career in green chemical manufacturing. The credit amount for the Degree remains at 60 credits.

II. Courses Proposed:
The two courses are developed based on the need in the current sustainable and green energy market. These two courses will expose our students to high quality science through the lens of industrially relevant chemical engineering and entrepreneurial education by making biofuels. The course content is academically demanding for the community college level and relevant to the needs of an emerging industry.

CHM 21, “Introduction to Chemical Processes” will teach analytical chemistry skills, problem solving skills, and laboratory skills related to chemical processes at the industrial scale. Students will learn these skills by performing common laboratory techniques such as basic reactor set-up, instrument calibration, solution preparation and dilution. This course will also focus on biorefining for the production of fuels and chemicals, specifically industrial methods for cellulosic feedstock pretreatment, QA/QC analysis. It also teaches basic data processing skills, including graphing, error analysis and linear regression analysis.

BIO 34 /CHM 34, “Biofuels and Bioproducts” will be cross listed in both the Biological Sciences and Chemistry Departments. Work load will be shared between both the department faculties and technicians. This course covers the chemistry behind the production of sugars from plants and converting sugar to biofuels and other bioproducts. Students will be introduced to hands-on experience through the laboratory featuring chemical and biological reactors, fermentation, microbial metabolism, and detection of biological products like biofuels.

III. Skill sets developed to meet the industrial needs:
The Industrial Advisory Board comprising members of biofuel and biomanufacturing companies as well as university professors and scientists from National Laboratories were consulted before developing the
curriculum. Listed below are skill sets recommended to incorporate in to the new courses to ensure that these courses are relevant to modern industrial demands, analytical instruments and software. The two new courses encompass most of the skill sets both in the lecture and laboratory sessions.

**Technical Skills Summary - NSF ATE IAB 2016**

**Mechanical & Process Engineering:**

- Pumps/drives/valves/piping
- Milling systems
- Oven/dryer
- Heat exchangers/thermocouples
- Sieves/centrifuges
- Evaporator/rotary evaporation/distillation
- Digital control systems
- Develop, follow and optimize a workflow/SOP (including diagrams)
- Quality control of feedstocks and products

**Measurement, Calibration/Instrumentation & Wet Lab Skills:**

- Balances/unit conversion/pipetting
- pH/titration
- NMR/IR/near IR/MS/UV
- Bioreactor/Chemical Reactor
- TLC/GC/HPLC
- Sterile culture techniques
- Media and buffer preparation

**Safety and Risk Management:**

- Signage and nomenclature
- Acid/base spill protocol
- Hazardous waste disposal/chemical hygiene plan/PPE
- Work in chemical safety hood and laminar flow hood
- Work with pressurized gasses

**Data Management:**

- Maintain accurate written and digital lab notebook
- Understand data reporting (graphs, charts, diagrams, tables)
- Create Excel scatter plots with error analyses
- Perform regression analysis
- Demonstrate accurate written communication and presentation skills (technical and non-technical)

**IV. Articulation Agreement:**

1. City Tech. Brooklyn- Showed interest in articulation (Work on progress)
2. York College- Working with the Provost of York College, Work on Progress)
3. Lehman College- Work on progress
V. Infrastructure:

Biofuel courses require analytical instruments. Through CUNY 2020 funds, major equipment were purchased to run the laboratory courses. For example, the following equipment has already been purchased or is scheduled to be purchased and placed in the new CUNY 2020 laboratory space on the second floor of Meister Hall: pressure reactors, analytical balances, pH meters for CHM 21 course, bioreactors, centrifuge for cells, -80 °C freezer, laminar flow hoods, HPLC, and autoclave for BIO 34 /CHM 34 course. Trained faculty members and technicians are available both in the Chemistry department and the Biological Sciences Department to operate the instruments. Full time faculty members will teach these courses. A modified version of CHM 21 course was piloted to high school students through the College Now program in the summer of 2017. The lecture and the laboratory components are well received by the students. The same course with little modification in the syllabus will be offered this summer again through the College Now program.

VI. Job Market:

The proposed courses will address the job market skills in biomass processing and bio manufacturing to serve biofuel, green chemistry and sustainable waste utilization industries. The Bureau of Labor Statistics (BLS) have information on green jobs from its Green Goods and Services (GGS) survey. According to GGS in 2010, private sector employment in the basic chemical manufacturing industry was 11,970. The basic chemical manufacturing industry includes the manufacture of biofuels. According to the study by Renewable Fuels Association in 2012 that ethanol (bio fuel) production supported 401,600 jobs in 2011. A National Biodiesel Board study found that the production of 1 billion gallons of biodiesel supports 39,027 jobs. The Bureau of Labor Statistics (BLS) predicts steady job growth for chemical technicians (9% by 2022), stating: “Chemical technicians will continue to be in demand in scientific [R&D] and to monitor the quality of chemical products and processes. Greater interest in environmental issues, such as pollution control, clean energy, and sustainability, are expected to increase the demand for chemistry research and development”. The BLS also states that the increase in domestic energy production from sources [such as shale] will further increase the number of chemical manufacturing jobs in the next 10 years. Jobs in these emerging industries require advanced analytical skills and knowledge of nationally standardized quality assurance and quality control (QA/QC) protocols. Further, technicians are increasingly required to perform biomass feedstock analysis and pretreatment, cell culture, chromatography and mass spectrometry. Moreover, biomass pretreatment and analysis skills requirements are growing, as many high-volume chemical syntheses are replacing fossil fuels with sustainable starting materials.

References:

4. For data from the BLS Green Goods and Services Survey, see www.bls.gov/ggs/
5. John M. Urbanchuk, “Contribution of the Ethanol Industry to the Economy of the United States,” (Cardno Entrix, February 2012), http://ethanolrfa.3cdn.net/c0db7443e48926e95f_j7m6i6zi2.pdf
   http://biodiesel.org/production/production-statistics
III.8 The following revisions are proposed for the Liberal Arts and Sciences Program

Program: A.S. in Liberal Arts and Sciences

Program Code: 378

Effective: Fall 2018

Proposed Changes: Modification of the Liberal Arts & Sciences A.S. Degree Option in Chemistry.

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<td>B. Mathematical and Quantitative Reasoning</td>
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<td>MTH 30(^1) Pre-Calculus Mathematics OR MTH 31 Analytic Geometry and Calculus</td>
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<td>No more than two courses in any discipline or interdisciplinary field.</td>
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<td>B. U.S. Experience in Diversity</td>
<td>B. U.S. Experience in Diversity</td>
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<td>C. Creative Expression</td>
<td>C. Creative Expression</td>
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<td>D. Individual and Society</td>
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<tr>
<td>E. Scientific World</td>
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<td>CHM 32 Organic Chemistry II</td>
<td>CHM 32 Organic Chemistry II</td>
</tr>
<tr>
<td>Choose two of three courses below:</td>
<td>Choose two of five courses below:</td>
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</table>
Rationale: BCC was awarded a National Science Foundation ATE (Advanced Technological Education) grant (#1601635 – Chemical and Bioenergy Technology for Sustainability) which was to be used to develop materials that will provide our students with the skills necessary for a career in sustainable chemical manufacturing. Based on the input from the grant’s Industrial Advisory Board, the Chemistry Department partnered with the Biological Sciences Department developed two new courses: CHM 21 and BIO 34 /CHM 34. The addition of the two new courses to the current Chemistry Option would expand the degree’s current offerings and provide the necessary background to either transfer into a Chemistry or Chemical Engineering Degree program or pursue a career in green chemical manufacturing.

CHM 33 Quantitative Analysis AND/OR
BIO 11 Introductory General Biology I AND/OR
PHY 11 Physics I

8
Subtotal: 27
Total credits: 60

1 This program has obtained a waiver to require STEM variant courses in Required Core Area B and Area C and Flexible Core 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 credit.

2 Restricted Elective: must select one course from Flexible Core A-E. No more than two courses in any discipline or interdisciplinary field.

3 Students in this major are required to take MTH 30 or MTH 31 to fulfill required Core Area B. Note that MTH 30 is a prerequisite to MTH 31, so students who take MTH 30 to fulfill Required Core B will not have free elective credits.
### Course Information

**Section AIV: New Courses**

**AIV.1**

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<tr>
<td>Subject Area</td>
<td>Chemistry</td>
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<tr>
<td>Course Prefix &amp; Number</td>
<td>CHM 21</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Chemical Processes</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course will teach students how to solve problems and perform experiments related to chemical processes at the industrial scale. Students will learn how to measure common physical properties and how to analyze their data using Excel. Basic data processing skills will include graphing, error analysis and linear regression analysis. Students will learn these skills by performing common laboratory techniques such as basic reactor set-up, instrument calibration, solution preparation and dilution. Though most of the chemicals used in lab are non-toxic, a large emphasis will be placed on proper lab safety techniques. Students will also learn the basics of chemical processes calculations, including how to write and solve heat and mass balance problems. Lastly, students will solve these problems in the context of biotechnology and renewable energy.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>MTH 6, CHM 11</td>
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<td>Co-Requisites</td>
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<td>Contact Hours</td>
<td>6   (2 hr lecture, 1 hr recitation, 3 hr lab)</td>
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<tr>
<td>Liberal Arts</td>
<td>[x] Yes [ ] No</td>
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**Course Applicability**

<table>
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<td></td>
<td>□ Mathematics  □ US Experience in its Diversity</td>
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<tr>
<td></td>
<td>□ Science  □ Creative Expression</td>
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<tr>
<td></td>
<td>□ Individual and Society  □ Scientific World</td>
</tr>
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</table>

**Effective Term**

FALL 2018

**Rationale:** The course will cover the basic principles involved in chemical processing. This course will also serve as a primer for students who are interested in transferring into Chemical Engineering programs at four-year colleges and for students aspiring to a career in the industrial chemical, biomass conversion, green chemistry, and energy technology fields.
Bronx Community College
Department of Chemistry and Chemical Technology

Proposal New Course- CHM 21– Introduction to Chemical Processes

Syllabus

Instructor:
- Email:
- Phone:
- Office Hours:

Course Description: 4 credits/ 2hrs Lecture/ 1 hr recitation /3 hrs lab

This course will teach students how to solve problems and perform experiments related to chemical processes at the industrial scale. Students will learn how to measure common physical properties and how to analyze their data using Excel. Basic data processing skills will include graphing, error analysis and linear regression analysis. Students will learn these skills by performing common laboratory techniques such as basic reactor set-up, instrument calibration, solution preparation and dilution. Though most of the chemicals used in lab are non-toxic, a large emphasis will be placed on proper lab safety techniques. Students will also learn the basics of chemical processes calculations, including how to write and solve heat and mass balance problems. Lastly, students will solve these problems in the context of biotechnology and renewable energy.

Prerequisite: MTH 6, and CHM 11


Extra Reading:

2. NREL’s Top Value Added Chemicals from Biomass, Volume I: Results of Screening for Potential Candidates from Sugars and Synthesis Gas, US Department of Energy, August 2004 (p. 8-23 in pdf numbers)
Student Learning Outcome:

At the end of the semester, the students will

- Able to use Microsoft Excel to solve engineering problems related to engineering and chemistry
- Learn about material balances, chemical reactor, and heat transfer
- Understand how to use linear regression models to predict outcomes
- Identify physical properties and identify common units of measurement for each property
- Understand the importance of chemistry and chemical engineering in society

Course Grading:

- Quizzes 35%
- Laboratory Experiments 25%
- Homework & Participation 5%
- Final Exam 35%

Total 100

General Policy of the class:

1. Attendance is important / Absence and late coming will jeopardize your grade
2. No makeup test or lab will be given unless for valid reasons and proper documentation
3. Home work is due the next meeting after the chapter is finished. Home work will be collected before each lecture class.
4. Your class participation includes asking questions, solving problems on the board if asked, and involving in discussions.
5. Using cell phones in class is prohibited.

Your performance in this class is directly related to your attendance and participation in lecture and labs. As an indication of how you are performing in this course section, you will receive a performance evaluation after the 4th week of the semester and again at the midterm period.

Academic Integrity:

Academic integrity is an extremely important issue. Students who copy other people's lab work, homework, assignments, quizzes, and examinations will not be given any credit. Refer to the BCC College Academic Integrity Policy in the College Catalog for further details on cheating and plagiarism.
### Overview of the Topics:

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Lecture Reading</th>
<th>Lab Topic</th>
<th>Lab Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Chemical Engineering</td>
<td>pp. 1-11</td>
<td>Introduction to Lab and Safety</td>
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<tr>
<td>2</td>
<td>An introduction to measuring physical properties</td>
<td>pp. 43-46</td>
<td>Measuring Volume of a Chemical Reactor</td>
<td>pp. 35-39 (working in teams)</td>
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<tr>
<td></td>
<td>(including instrumentation)</td>
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<tr>
<td>3</td>
<td>Excel and Data plotting</td>
<td>Larsen chapter 3</td>
<td>Setting up valving and plumbing on a chemical reactor</td>
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<tr>
<td></td>
<td>and doing calibrations for physical property</td>
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<tr>
<td></td>
<td>measurements</td>
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<tr>
<td>4</td>
<td>Excel Tools: Linear Regression</td>
<td>pp. 46-51</td>
<td>Measuring Flow Rates and Changes in</td>
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<td>Pressure from the Reactor</td>
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<tr>
<td>5</td>
<td>Exam 1</td>
<td></td>
<td>Calibrations using Excel</td>
<td>pp. 86-95</td>
</tr>
<tr>
<td>6</td>
<td>Introduction to Material Balances</td>
<td>Chapter 5, pp. 61-79</td>
<td>Beers Law with Excel Analysis</td>
<td>pp. 96-98</td>
</tr>
<tr>
<td>7</td>
<td>Material Balances written in molar quantities</td>
<td>pp. 61-67</td>
<td>Setting up a flow reactor, and measuring</td>
<td>pp. 101-104</td>
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<td>height changes with time</td>
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<tr>
<td>8</td>
<td>Material Balances with Reactions</td>
<td>pp. 68-77</td>
<td>Hydrostatic pressure</td>
<td>pp. 101-104 (continued)</td>
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<td>9</td>
<td>Introduction to units of energy and power</td>
<td>pp. 116-120</td>
<td>Review</td>
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<td>10</td>
<td>Exam 2</td>
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<td>Acid-Neutralization Reaction Part I</td>
<td>pp. 78-79</td>
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<tr>
<td>11</td>
<td>Chemical Thermodynamics</td>
<td>Chapter 10; pp. 163-169</td>
<td>Acid-Neutralization Reaction Part II</td>
<td>pp. 78-79 (continued)</td>
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<tr>
<td>12</td>
<td>Energy balance for closed systems</td>
<td>Chapter 10; pp. 163-169</td>
<td>BioEnergy Lab Conservation of Energy or Pressurized Reactor Lab 1 – Safety &amp; Intro to Reactor</td>
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</tr>
<tr>
<td>Page</td>
<td>Biomass and Bioenergy</td>
<td>Pressurized Reactor Lab 2 – Soda Pulping of Switchgrass for Cellulose and Lignin Extraction</td>
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<tr>
<td>14</td>
<td>Introduction to Biotechnology – Non-Petroleum Derived Commodity Chemicals</td>
<td>NREL’s Top Value Added Chemicals from Biomass (p. 8-23 in pdf numbers)</td>
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<tr>
<td>15</td>
<td>Final Exam</td>
<td>Final Exam Review</td>
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### Section AIV: New Courses

#### AIV.1

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<td>Course Prefix &amp; Number</td>
<td>BIO 34 / CHM 34</td>
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<tr>
<td>Course Title</td>
<td>Biofuels and Bioproducts</td>
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<tr>
<td>Catalogue Description</td>
<td>This course covers the chemistry behind the production of sugars from plants, and the biology of converting these sugars into commodity molecules. Specific attention will be paid to biosynthetic pathways, plant cell wall architecture, microbial metabolism, biofuels, and valorization of by-product streams. A hands-on laboratory component for the course will introduce students to chemical and biological reactors to teach skill sets required for these transformations via microbial cell culture and modern analytical chemistry methods. Applications of biofuels and bioproducts will be examined within the context of their commercial success and viability.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>CHM 31</td>
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<tr>
<td>Co-Requisites</td>
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Curriculum Committee Report to the College Senate  
April 26, 2018
<table>
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<th>Course Applicability</th>
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<td>Science</td>
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</table>

**Effective Term**: FALL 2018

**Rationale**: This course will expand the range of topics in the revised Liberal Arts & Sciences, Chemistry Option AS Degree. Students will gain the understanding and skills necessary to operate bioreactors to produce chemical products using biological organisms. Students attending this course should gain insight into how a formal training in chemistry and biology can be leveraged into a scientific career and/or a career focused on sustainable chemical manufacturing. This course is being offered by both the Chemistry Department and the Department of Biological Sciences as it includes the following topics: biochemistry, metabolism, biohazard safety, sterile technique, culture techniques, and cell structure, function, and metabolism.
Instructor: TBD
Office Hours: TBD
Office Location: TBD
Course Meeting Times: TBD
Lecture Location: TBD
Lab Location: TBD

**Course Description:** 4 credits/ 2 lecture hours/ 1 hr recitation/ 3 lab hours

This course covers the chemistry behind the production of sugars from plants, and the biology of converting these sugars into commodity molecules. Specific attention will be paid to biosynthetic pathways, plant cell wall architecture, microbial metabolism, biofuels, and valorization of by-product streams. A hands-on laboratory component for the course will introduce students to chemical and biological reactors to teach skill sets required for these transformations via microbial cell culture and modern analytical chemistry methods. Applications of biofuels and bioproducts will be examined within the context of their commercial success and viability.

**Prerequisite:** CHM 31

**Course Objectives:**

1. Students will develop a deeper understanding of the connections between chemistry and biology with a uniting theme of bio-based chemical production.
2. Emphasis of this course is placed on the understanding of small molecule biosynthesis and hands-on, technical skills required to operate a chemical reactor and a bio-reactor. Analysis of products will be performed by modern chromatographic methods.
3. Additional emphasis is placed on the societal and economic value of bio-based fuel and non-petroleum derived chemical manufacturing.
4. Students attending this course should gain insight into how a formal training in chemistry and biology can be leveraged into a scientific career and/or a career focused on sustainable chemical manufacturing and business.

**Course Format:**

Lectures = Lectures and discussion following reading assignments from the previous week.
Lab = Instruction/demonstration and Experiment

**Course Textbooks:**


*NOTE* Page numbers in Course Schedule below for MNP and IAB refer to the page numbers on the page of the Book’s PDF, not the page numbers in Adobe Reader. *Openstax Biology* readings are listed by “chapter.section” rather than page numbers.

**Course Schedule:**

All Lecture Notes and Reading Assignments will be available through the course Blackboard site. Please complete the Reading Assignment and review your Lecture Notes before class.

**OVERVIEW OF TOPICS**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Lecture Reading</th>
<th>Lab Topic</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Primary vs. Secondary Metabolism Building Blocks of Biomolecules</td>
<td>OpenStax Biology Metabolism Chapter 6</td>
<td>Safety, Centrifuges, and Autoclaves</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reactions in Bio-Organic Chemistry Part I (nucleophilic substitution, electrophilic addition, Aldol, Claisen and Mannich Reactions, Wagner-Meerwein Rearrangements)</td>
<td>MNP 11-18</td>
<td>Preparing Calibration Curves for GC-MS and HPLC using standards that will be used in labs (sugars, ethanol, terpenes, etc.)</td>
<td>Homework due</td>
</tr>
<tr>
<td>3</td>
<td>Reactions in Bio-Organic Chemistry Part II (amino acids, decarboxylation, phenolic coupling, glycosylations, halogenations)</td>
<td>MNP 20-22, 28-31</td>
<td>Soxlet Extraction of Tall Oils from Pine and GC-MS Analysis</td>
<td>Homework due</td>
</tr>
<tr>
<td>4</td>
<td>Biosynthetic Pathways (Fatty Acid, Terpene, Shikimate, Alkaloid)</td>
<td>Selected Sections from MNP</td>
<td>Introduction to BioReactors – Software, Probes, and Safety Considerations</td>
<td>Lab Report 1 due (Soxlet Extraction)</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading/Notes</td>
<td>Assignment due</td>
<td></td>
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<tr>
<td>5</td>
<td>Biosynthetic Pathway Elucidation</td>
<td>MNP 34-38</td>
<td>Homework due</td>
<td></td>
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<tr>
<td>6</td>
<td>MID TERM EXAM</td>
<td></td>
<td>Homework due</td>
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<tr>
<td>7</td>
<td>Biological Organization, Cells, Biotechnology</td>
<td>Openstax Biology Chapters 1.2 &amp; 4</td>
<td>Homework due</td>
<td></td>
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<tr>
<td>8</td>
<td>Introduction to Industrial Biotechnology</td>
<td>IAB 1-25, 35-47</td>
<td>Lab Report 2 due (Ethanol)</td>
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<tr>
<td>9</td>
<td>Enzymes, Biological Thermodynamics and Redox Reactions</td>
<td>MNP 24-27, <em>Enzymes for Chemical Synthesis</em>, Wong, CH 2001; <em>Biosynthesis of Amino Acids</em>, Miles, B. 2003</td>
<td>Homework due</td>
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<tr>
<td>10</td>
<td>Plant Cell Walls</td>
<td>Plant Cell Wall Deconstruction <em>Gilbert</em>, HJ. <em>Plant Physiol.</em> 153, 210, 444-455</td>
<td>Monosaccharide Sample Preparation and Analysis by HPLC and/or GC-MS</td>
<td>Homework due</td>
</tr>
<tr>
<td>12</td>
<td>Feedstocks and Transformations in Industrial Biotechnology</td>
<td>IAB 67-79</td>
<td>Production of Isopentenol with Engineered <em>E. coli</em></td>
<td>Homework due</td>
</tr>
<tr>
<td>13</td>
<td>Designing Microbes for Biotechnology</td>
<td>IAB 80-95</td>
<td>Isopentenol Analysis by GC-MS</td>
<td>Homework due</td>
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<tr>
<td>14</td>
<td>The Business and Ethics of Biology</td>
<td>IAB 101-109</td>
<td>Final Project Presentations</td>
<td>Lab Report 4 due (isopentenol) Final Projects due</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
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</tbody>
</table>
Grading Policy:
Exams (2) 30%
Lab Reports (3 completed) 25%
Homework Assignments 15%
Participation and Lab Documentation 10%
Final Project Presentation 20%
Total 100%

Assessment:
“Mindful” Participation and Laboratory Documentation:
The course Participation assessment will consist of in-class discussions where students are expected to answer questions based on the assigned reading. Excessive tardiness, absence or lack of engagement will not be tolerated. During laboratory experiments a technique or calculation (e.g. calibration curves, dilutions, mass balance calculations) will be demonstrated once or twice and afterwards students will expected to be able to demonstrate the technique in variety of situations. Students will be expected to record all laboratory observations, data, calculations, and techniques in a carbonless scientific laboratory notebook. Proper documentation techniques will be taught as part of this class.

Exams and Description of Fermi-Type Questions:
Exams will consist of chemistry problems, short answers and Fermi-type calculations applied to the themes of biofuel and bioproducts. A Fermi problem is one often used in engineering education whereby dimensional analysis and approximation are used to solve the problem to a reasonable degree of accuracy. These “back of the envelope” type calculations are used routinely and often performed with little or no data. They are extremely useful in laboratory settings where the scientist is often required to use very small amounts of substances (e.g. 100 uL of liquid) containing many, many things (e.g. 3 x 10^{17} molecules). As such, Fermi estimates can used to inform where to invest (and save) time during the course of an experiment.

Lab Reports:
It is likely that not all of the course’s laboratory experiments (described in the Course Schedule) will be completed, and is it also likely that several labs will last more than one week. A total of 3 Lab Reports will be due by the end of the semester. An example of a lab report format will be available through the course Blackboard site.

Description of Final Project:
During the semester you will learn about the chemistry, biology and introductory engineering of several biofuel and bioproduct platforms. In particular we will focus on the sugar platform (e.g. fermentation of glucose), thermochemical and enzymatic reactions, and spend a significant time discussing feedstocks. Your final project will fuse these ideas to Fermi-estimated capital and operational costs for a biomanufacturing process. You will work in two teams of 3-4 and designate
roles (such as Quality Control Specialist, Chief Technology Officer, Chief Financial Officer, Marketing Manager, etc.) to each group member.

At the beginning of the semester, think how you will form and brand a startup company that will:

- Using a comprehensive literature search, select a feedstock/microbe/process that could be used to manufacture a consumer product. Determine if you will produce a commodity or specialty chemical. Design a process to manufacture, purify, analyze and package your product. You must be cognizant of potential pitfalls such as:
  - What is the rate, titer and yield of your product?
  - What are the separation steps and costs? Are there valuable by-products?
  - What are the feedstock and product transport costs?
  - How do you perform QC on feedstock and product?
  - What capital equipment will you need in your manufacturing facility?
  - What are the estimated associated energy and waste disposal costs to make 10 kg of your product? Can you benefit from an “economy of scale”?
  - Who are your customers?
- To answer the last question, conduct a series of short interviews with potential customers to see if there is a market for your product. Present the combined results of your interviews using Steve Blank’s Business Model Canvas format. If necessary, make adjustments to your value proposition using the results of your Customer Discovery process. Present a Customer Archetype for your product.

Your final project will be a 3-5 min Promotional You-Tube Video for your team, process and product’s brand. You should not spend much time making animated graphics, rather you should address the above items using diagrams/schematics/chemical structures and images from the lab and scripted testimonials (from yourself and your potential customer archetypes).

Here are is an example of a New York based company that produces renewable chemical starting materials from plants: [https://www.youtube.com/watch?v=MdDgNYyS1h0](https://www.youtube.com/watch?v=MdDgNYyS1h0)
AV: 1 Changes to be offered in the Department of Engineering, Physics and Technology

<table>
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<th>FROM</th>
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<tbody>
<tr>
<td>Departments Engineering, Physics and Technology</td>
<td>Departments nc</td>
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<tr>
<td>Course NMT 79 Phlebotomy</td>
<td>Course nc</td>
</tr>
<tr>
<td>Credits 2</td>
<td>Credits nc</td>
</tr>
<tr>
<td>Hours 3 (1 lecture/2 lab)</td>
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<td>Prerequisite BIO 24 and permission of the NMT Program Director, or BIO 21 and BIO 22 and permission of Medical Office Assistant Curriculum Coordinator</td>
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<td>Co-requisite</td>
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<tr>
<td>Description Introduction to phlebotomy. Topics include: phlebotomy principles, anatomy and physiology of the circulatory system, safety, equipment and techniques. Students completing this course qualify for the certification exam in phlebotomy.</td>
<td>Description Introduction to phlebotomy. Topics include: phlebotomy principles, anatomy and physiology of the circulatory system, safety, equipment and techniques.</td>
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<td>Requirement Designation</td>
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<td>Effective Fall 2018</td>
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**Rationale:** Students taking the NMT 79 course obtain introductory phlebotomy training and patient safety information. After completion of this course, students will have a general understanding of the basics of phlebotomy as well as training in universal precautions. In order to sit for the Phlebotomy Certification exam, students must have clinical experience and blood draws documented. Montefiore Hospital does not have an insurance agreement with Bronx Community College allowing students to perform the required amount of designated patient sticks. Instructors provide students information regarding outside programs in which they can obtain their clinical experience if they wish to sit for the certification exam.
BRONX COMMUNITY COLLEGE

GOVERNANCE PLAN

Adopted by the Board of Higher Education on June 18, 1973, Cal. No.5, Amended:
  June 22, 1981;
  February 5, 1996;
  June 25, 2001;
  April 27, 2009;
  April 26, 2010; and
I. THE BRONX COMMUNITY COLLEGE SENATE

The Bronx Community College Senate shall, subject to the authority of the Bylaws of the Board of the Trustees and the provisions of this document, be responsible for the establishment of academic policy and for legislative and advisory functions related to the programs, operations, and goals of the College.

A. Organization

1. The Senate shall be comprised of two Councils: The Faculty Council and the Student Government Association.

   a. Faculty Council

   i. Membership of the Faculty Council: Those Senators who are members of the Instructional Staff and who do not hold the title of President, Vice President or Dean, shall comprise the Faculty Council.

   ii. Functions of the Faculty Council: The Faculty Council shall have the following functions:

      (1) The authority to pass recommendations or resolutions which shall express the views of the Bronx Community College faculty and Instructional Staff.

      (2) To elect faculty and staff to college and university bodies on which elected faculty, or elected faculty and Instructional Staff, serve. Such elections shall be conducted by the entire Council.

   iii. Officers of the Faculty Council

      (1) The Council shall elect a Chairperson, a vice-Chairperson, and a secretary from its membership.

      (2) The term of office for officers of the Faculty Council shall be two years.

   iv. Meetings of the Faculty Council

      (1) The Faculty Council shall convene at least once per semester.

      (2) The Faculty Council shall be convened by the Council’s Chairperson, or by petition of at least 40 percent of the Council’s membership.

   b. The Student Government Association

   i. The Student Government Association shall consist of students who are elected by the student body to be the Student Government Association pursuant to Section 15.2.b. of the Bylaws of the Board of Trustees. It shall be empowered to:

      (1) Elect a President, Vice President for Inter-Organization Council (I.O.C.) clubs, Executive Officer for Legal and Legislative Affairs, Treasurer and Secretary.

      (2) Develop a constitution for ratification by the student body.

      (3) Regulate student co-curricular activities in conformity with policies adopted by the Senate.

      (4) Represent the student body on committees of the Senate and their sub-committees as provided in this document.
(5) A term of office shall be for one year commencing June 1 and terminating May 31 of the consecutive year. No senator may serve more than two consecutive terms of office.

2. Procedures - Rules of Conduct

a. First Elections: Procedures for the first election of Senate shall be established by the previously existing Committee on Nominations and Elections.

b. Meetings, Attendance at Meetings and Quorum: The Senate shall meet at least once a month during the Fall and Spring Semesters. Meetings of the Senate shall be open to all members of the College and the public at large. A quorum shall mean a majority of the body as calculated as a percentage of the total number of seats eligible to be filled.

c. Voting: Any action taken by the Senate requires a vote of the member present at the meeting. Any matter, for which a vote is required by the College Governance Plan, must receive the requisite number of votes based upon the number of members of the body as whole.

d. Rules of Order:

i. The Senate shall adopt Rules of Order for itself, its committees, and its subcommittees consistent with its obligations under law.

ii. The SGA may adopt Rules of Order according to its own Constitution.

iii. The Faculty Council may adopt Rules of Order for Departments and other bodies provided for in the Governance Plan.

iv. The Senate, Faculty Council and the Student Government Association shall elect a parliamentarian.

e. Speaking Privileges: The privilege of addressing the Senate is reserved for members of the Senate. Non-members may address the Senate only upon the approval of the Senate.

3. Alternates

a. Provision for Alternates: When called for by this plan, Alternates are individuals elected to fill a temporary absence or vacancy by a Senator or committee member. Alternates are entitled to and expected to attend all meetings of the Senate or committee, although they shall only vote when seated for the meeting. A seated Alternate shall be counted for the purpose of quorum and may vote on any manner with no distinction between Alternate and regular seats.

b. Seating of Alternates: In the case where an absence or vacancy occurs at a meeting of the Senate or one of its committees, the Chairperson shall seat Alternates to fill the vacant seats. Alternates may only be seated from within a delegation. In the case of multiple Alternates in a delegation, such seats shall be filled by ranking as determined at the time of election in the manner specified below. After seating, Alternates shall be seated for the entirety of the meeting, without regard to the late arrival of any member.

c. Number of Alternates

i. Alternates shall be elected in a number according to the manner in which the seat they are covering is designated.

ii. Departments shall elect an Alternate for the departmental seats to the Senate. They may elect Alternates for the seats on Senate committees.
iii. There shall be at large Alternate seats to the Senate elected by and from the various Senate constituencies in the following number:

1. Full-time Faculty: Five (5) Alternate seats
2. Adjunct Faculty: One (1) Alternate seat
3. Higher Education Officers: One (1) Alternate seat
4. College Laboratory Technicians: One (1) Alternate seat

iv. Alternates for student seats shall be defined in a number set forth in the SGA Constitution.

v. There shall be no provision for Alternates for ex officio seats of the Senate or any of its committees.

d. Election of Alternates

i. Departmental Alternate Senators and committee members shall be elected at the same time and manner as that of the Departmental Senator or committee member. The name of the Alternate Senator shall be communicated to the Senate or committee at the time of the election.

ii. At-large Alternate Senators shall be elected by and from each delegation in a number provided for above in an election held at the same time and manner as the election for the regular Senate seats. In the case that more than one Alternate seat is being elected, the seats shall be ranked by the number of votes received as First Alternate, Second Alternate, etc.

iii. Student Alternate Senators shall be defined in a manner set forth in the SGA Constitution.

iv. Senate and Faculty Council Representatives to Senate Committees: The Senate or the Faculty Council may elect up to one Alternate for any committee to which it elects members to serve in the event of an absence or vacancy. Such an election shall take place at the same time and in the same manner as the election for the regular seat. The name of such Alternate shall be communicated to the committee at the same time as the result of the regular election.

B. Functions of the Senate:

1. The Senate shall have legislative power with regard to:

   a. Academic affairs, including curricula, degree requirements, admissions and grading structure.

   b. The protection of the academic freedom of students and Instructional Staff.

   c. The adoption of Rules of Procedure for itself, its committees and its sub committees.

2. The Senate shall have the following advisory responsibilities:

   a. Participate in the search for and appointment of the President of the College, as requested by the Board of Trustees.

   b. Advise on the appointment of all individuals holding Vice President and Dean titles. These recommendations are to be submitted to the President of the College for his/her consideration.

   c. Advise on long range planning to achieve the goals of the College.
d. Advise on campus life and activities, including ancillary services within the College (including, but not limited to, Auxiliary Enterprises, BCC, Inc. and the Student Election Review Committee), student organizations and community relations.

e. Advise the College's administrative officers on the formulation and allocation of the College budget, of policies relating to grants, of allocation of space and facilities, and in the making of decisions pertaining to the allocation of resources for educational programs, and for research and scholarly activities.

3. In carrying out its responsibilities, the Senate shall be fully advised of, shall routinely receive, and shall be free to seek information from the College's administrative officers on all matters germane to the programs and operations of the College and its facilities.

4. The College administration shall provide to the Senate in a timely fashion all pertinent information, including information on college resources and policies.

5. Upon the invitation of the Senate Chairperson, the President shall meet with it to discuss his/her response to its recommendations.

C. Membership of the Senate: The membership of the Senate shall consist of the following:

1. The President of the College.

2. The Vice Presidents of Academic Affairs, Administration and Student Development.

3. One representative elected by and from each department.

4. Eighteen faculty members holding full-time lines elected by and from the faculty at-large holding full-time titles as lecturer, instructor, assistant professor, associate professor or professor.

5. Two faculty members in adjunct titles elected by and from the adjunct faculty.

6. Fifteen students elected by the student body at-large.

7. Three people elected by and from the holders of titles in the Higher Education Officer series.

8. One person elected by and from holders of titles in the College Laboratory Technician Series.

9. One person elected by and from the holders of titles in the Registrar's series and Higher Education Officers' series in the Registrar’s Department.

D. Officers of the Senate

1. The Chairperson of the Senate shall be elected by and from the body. The Chairperson of the Senate shall be responsible for:

   a. Convening and presiding at Senate Meetings.

   b. Convening and presiding at Senate Executive Committee meetings.

   c. Representing the College community along with administrative officers and student officers at College and community functions.

2. If the Chairperson is a member of the Faculty Council, the Vice-Chairperson shall be a member of the Student Government Association. If the Chairperson is a member of the Student Government Association, the Vice-Chairperson shall be a member of the Faculty Council.

3. The Secretary of the Senate shall be elected by and from the Senate.
E. Qualifications For and Length of Service in the Senate and on Senate Committees

1. Student Senators and student members of committees shall serve for a one-year term and shall serve no more than two consecutive terms.

2. Student members of the Senate or Senate bodies must have and maintain a minimum cumulative average of 2.00. Students may serve in their first semester, but must achieve and maintain the required 2.00 index to continue to hold office.

3. All full-time Instructional Staff representatives shall serve two-year terms.

4. All adjunct Instructional Staff representatives shall serve two-year terms.

5. Membership on Senate Committees shall be for a term of two years, except that student membership shall be for a term of one year.

6. No person shall hold more than one standing committee membership except by approval of the Executive Committee.

7. Vacancies
   a. 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.
   b. An at-large seat which will be vacant for more than one year shall be filled by special election of the constituency represented by the vacant seat. An at-large seat which will be vacant for less than one year shall be filled by an election by the Senate. A vacant departmental seat shall be filled by special election of the department. In each case, an adequate nomination period shall be granted prior to the election. The term of such an elected seat shall be the remainder of the term of the seat vacated.

F. Committees of the Senate - General Policy

1. The membership of committees of the Senate shall consist of elected members of the Senate, except as provided in the Governance Plan. Committees shall, unless otherwise specified, elect their own officers. Recommendations and actions by all committees are subject to ratification by the Senate. Such committee recommendations or actions must be presented to the Senate one meeting prior to the one at which action may be taken.

2. Each standing committee of the Senate shall submit a written report of committee activities at the last scheduled Senate meeting of the academic year.

3. The same rules of quorum and privilege of the floor apply to the committees of the Senate as apply to Senate.

4. When a person is designated in the Governance Plan as a representative of an Office or officer, that person shall serve as a representative for a full academic year.

G. Standing Committee of the Senate

1. Executive Committee
   a. Functions of the Executive Committee:
      i. Prepare a schedule of regular meetings of the Senate by the beginning of each academic year.
      ii. Prepare and transmit agendas and notices for all meetings of the Senate.
iii. Act on behalf of the Senate when the full body cannot be called into session and the matters in question must be decided without delay.

iv. Call the Senate into special session by a vote of two-thirds of the total membership, as provided in Section I(A)(3)(c).

v. Appoint members of Standing Committees of the Senate as required by this document.

vi. Appoint members of other committees when requested by the President, the Senate, or any other administrative officer of the College.

vii. Review the College budget with the President at the beginning of each academic year.

viii. Prepare an annual evaluation of the performance and accomplishments of each standing committee of the Senate.

b. Membership of the Executive Committee:

   i. The President of the College.

   ii. The Vice President of Academic Affairs.

   iii. The Chairperson of the Senate.

   iv. The Vice Chairperson of the Senate.

   v. The Secretary of the Senate.

   vi. Six members of the Faculty Council, elected by the Faculty Council.

   vii. The Student Government Association Vice President for Inter-Organization Council (I.O.C.) clubs and Executive Officer for Legal and Legislative Affairs.

   viii. The Chairperson of the Faculty Council when the holder of that office is not the same person as the Chairperson of the College Senate.

   ix. The Vice President of Administration and Finance and the Vice President of Student Development as non-voting members.

c. Officers of the Executive Committee:

   i. The Chairperson of the Senate shall serve as the Chairperson of the Executive Committee.

   ii. The Secretary of the Senate shall serve as the Secretary of the Executive Committee.

d. A majority of the members of the Executive Committee shall constitute a quorum.

2. Committee on Governance and Elections

   a. Functions of the Committee on Governance and Elections:

   i. Review the process of governance of the College on a continuing basis.
ii. Prepare and present to the Senate a biennial evaluation of the governance of the College.

iii. Recommend changes in administrative and governance structure and practices, and amendments to this document.

iv. Consider recommendations from the administration, faculty, staff, and students for changes to this document.

v. Interpret the Governance Plan subject to Senate review and approval.

vi. Conduct nominations and elections for the offices designated in the Governance Plan as well as for outside organizations with which the College may have an official connection, including:

   (1) Determining eligibility to vote and hold office.
   (2) Establishing procedures for disseminating information about candidates to their electorates.
   (3) Presenting nominations and reporting results to the College at-large.
   (4) Establishing procedures for nominations and elections not otherwise specified in the Governance Plan.

vii. Hear complaints regarding the breach of the Governance Plan or Bylaws and make recommendations to resolve such complaints.

b. Membership of the Committee on Governance and Elections:

   i. The Chairperson of the Faculty Council.

   ii. Five faculty members: two elected by and from the Faculty Council, three elected by the Faculty Council from the Instructional Staff at-large.

   iii. Four students: the Student Government Association President, Vice President for Inter-Organization Council (I.O.C.) Clubs, the Executive Officer for Legal and Legislative Affairs, and the Executive Secretary of the SGA, or their respective designees from the SGA.

   iv. One member designated by the President from among the Vice Presidents, Deans and Directors or their assistants.

3. Committee on Academic Standing

   a. Functions of the Committee on Academic Standing:

      i. Formulate policy regarding maintenance of matriculation, grading structure, satisfaction of requirements for degrees, diplomas and certificates, attendance, and advanced standing.

      ii. Adjudicate and take final action on student appeals.

   b. Membership of the Committee on Academic Standing:

      i. The Vice President or a representative from the Office of the Vice President of Academic Affairs.

      ii. One faculty member elected by and from each department.
iii. The Registrar who shall act as Executive Secretary of the Committee.

iv. Five students: two elected by and from the Student Government Association; three who are not members of the Student Government Association to be elected by the Student Government Association from the student body.

4. Committee on Curriculum

a. Functions of the Committee on Curriculum:

i. Establish and evaluate curricular requirements for the degrees and certificates awarded by the Faculty.

ii. Evaluate and approve new courses and curricula and revisions of courses and curricula currently offered by the College.

iii. Approve and evaluate all new programs to be offered by the College.

iv. Assemble information on all courses, both non-credit (remediation) and credit, and develop procedures for the evaluation of effectiveness of these courses.

b. Membership of the Committee on Curriculum:

i. The Vice President of Academic Affairs, or a representative from that Office.

ii. One representative to be elected by each department. One faculty member elected by and from each department

iii. The Registrar, or a representative of that Office.

iv. Four students: two elected by and from the Student Government Association; two who are not members of the Student Government Association elected by the Student Government Association from the student body.

5. Committee on Student Activities

a. Functions of the Committee on Student Activities:

i. Review and make recommendation to the Senate on policies and procedures for co-curricular activities, including approval of the charters of student organizations.

ii. Serve as the agency through which the College establishes and reviews rules of conduct and regulations in conformity with general requirements of Article XV of the Board of Trustees Bylaws.

iii. Authorize the use of the name of the College by student groups.


b. Membership of the Committee on Student Activities:

i. The Vice President of Student Development, or a representative from that office.

ii. The Director of Student Activities.

iii. The Director of Athletics.

iv. The Chairperson of the Student Government Association, the Vice President for
Inter-Organization Council (I.O.C.) clubs, and the Executive Officer for Legal and Legislative Affairs, or their respective designees from the SGA

v. Two faculty members elected by and from the Faculty Council.
Two members elected by the Faculty Council from the Instructional Staff at-large

vi. Two students elected by the Student Government Association from the student body.

6. Committee on Space, Facilities, and Physical Plant

a. Functions of the Committee on Space, Facilities, and Physical Plant:

i. Serve as a resource regarding the preparation and implementation of the master plan.

ii. Consult and advise regarding the allocation of space and facilities within the College.

iii. Report to the Senate, at least once a semester, on matters pertaining to space and facilities.

b. Membership of the Committee on Space, Facilities, and Physical Plant:

i. The Campus Facilities Officer as a non-voting member.

ii. The Vice President of Administration and Finance, or designee.

iii. Three (3) At-Large Faculty Members.
Three members elected by the Faculty Council from the Instructional Staff at-large

iv. Two (2) students elected by the Student Government Association.

H. Standing Committees With Advisory Functions

1. Committee on Instruction and Professional Development

a. Functions of the Committee on Instruction and Professional Development:

i. Examine developments in the instructional process related to the improvements of instruction, and publicize such developments.

ii. 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.

iii. Canvass students to determine problem areas in the instructional process which may be explored by the committee.

iv. Distribute to the faculty information on issues relevant to college teaching, including bibliographies of materials available in the College library.

v. Organize workshops dealing with various aspects of instruction, including new developments in teaching technology.

vi. 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.
vii. 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 of the Committee on Instruction and Professional Development:

i. One faculty member elected by and from each department.

ii. Three students elected by the Student Government Association from the student body.

iii. The Vice President of Academic Affairs, or representative.

iv. The Vice President of Student Development or representative.

2. Committee on Community Events

a. Functions of the Committee on Community Events:

i. To serve as an advisory body for college events and activities.

ii. To liaison between the various college entities responsible for community relations and events.

iii. To help guide community outreach efforts and can advise faculty and staff on the creation of events.

b. Membership of the Committee on Community Events:

i. One representative from the Office of the President.

ii. Four members from the Instructional Staff: two elected by the Faculty Council; two appointed by the Executive Committee.

iii. Two student members to be elected by the Student Government Association from the student body.

iv. The Director of Administrative Services and Events Management, or designee, who shall serve without vote.

3. Committee on Vice Presidents and Deans

a. Functions of the Committee on Vice Presidents and Deans:

i. Consult with and advise the President on the appointment of persons holding Vice President’s and Dean's titles.

ii. Consult with the President concerning the criteria and the procedures to be used by the President in reviewing the performance of Vice Presidents and Deans and their offices.

b. Membership of the Committee on Vice Presidents and Deans:

i. The Chairperson of the Senate who shall serve as Chairperson of the Committee.

ii. Two members of the Faculty Council elected by the Faculty Council.
Three members of the Student Government Association, elected by the Student Government Association.

v. One member designated by the President from among the Vice Presidents, Deans and Directors or their assistants.
II. THE STUDENT OMBUDSPERSON

A. Election of the Student Ombudsperson: The Senate shall nominate and elect a Student Ombudsperson (further referred to in this section as “the Ombudsperson”) from among the full-time tenured teaching faculty for a term of two years. In this election each student vote shall be weighted as three, each non-student vote as one.

B. Responsibilities of the Student Ombudsperson:

1. Serve the College as an exceptional channel of redress for students when the normal administrative channels do not adequately respond.

2. Receive, investigate, and attempt to resolve those student complaints that have not been resolved by the appropriate College agencies; in particular, complaints alleging unfairness, discourtesy, undue delay, or other malfunctioning in the process of the College.

3. Have access to all pertinent records; have the right to make inquiries of any member of the College community, and to receive full and complete answers; and maintain confidentiality.

4. Make a report at the end of each semester on the number and nature of cases handled to the President of the College and the Chairperson of the Senate without breaching confidentiality.
III. DEPARTMENTAL ORGANIZATION AND AFFAIRS

A. All full-time members of the Instructional Staff appointed in a department, including College Laboratory Technicians, shall have the right to vote on department matters, including the election of members of elected department committees, college committee representatives, and for Department Chairperson.

B. All adjunct Instructional Staff members appointed in a department shall have the privilege of the floor, and the right to participate without vote, in all discussions at department meetings.

C. There shall be five members of the Personnel and Budget Committee of each department, including the Department Chairperson. Departments shall elect one additional committee member for each fifteen full-time members above 40. The maximum membership of such committee shall be nine. An elected Alternate shall serve with vote in the absence of a regular member.

D. At the discretion of each department, and to the extent determined by the department, there may be student participation in department committees, except the Personnel and Budget Committee. Also at the discretion of the department, and the extent determined by the department, students may participate in the department meeting without vote.

E. All practices associated to divisions, including the election of division coordinators and divisional Personnel and Budget Committee votes recommending faculty for reappointment and promotion, shall be discontinued.

F. A vacancy in the position of department chairperson, to be filled by election for the unexpired portion of any term, shall be taken to have occurred when the sitting chairperson:
   a. Resigns or retires from or otherwise ceases to be employed in the post of departmental chairperson.
   b. Takes any leave of absence, regardless of duration or contractual status, including CUNY Fellowship Leave, or other academic, scholarly or professional leave, which removes them from full active service in the department as departmental chairperson.
   c. Assumes any administrative or other executive or directorial position within CUNY outside their academic department for which any form of compensation is given, including re-assigned time. This shall not include duties in any office of the College Senate.
   d. Takes any other form of leave for more than twenty continuous working days in any semester, or within such a leave period of cumulatively more than twenty working days, has returned to work as department chairperson for fewer than five continuous working days.
IV. THE COLLEGE PERSONNEL AND BUDGET COMMITTEE AND THE ACADEMIC REVIEW COMMITTEE

A. The College Personnel and Budget Committee

1. Functions of the College Personnel and Budget Committee:
   a. Make recommendations to the President with regard to the Instructional Staff serving in
      the instructional departments of the College concerning appointments, reappointments,
      reappointments with tenure, leaves of absence, fellowship leaves, promotions, salary
      adjustments, and appeals of actions on these matters, consistent with the College’s
      appeals procedure.
   b. Make recommendations to the President with regard to the annual tentative budget
      prepared by the President.
   c. Adopt and make known to the College community its procedures and calendar.

2. Membership of the College Personnel and Budget Committee:
   a. The President of the College, who shall preside.
   b. The Vice President of Academic Affairs, who shall preside in the absence of the
      President.
   c. The Chairpersons of all instructional departments.
   d. All other Vice Presidents of the College, who shall be members without vote.
   e. The Secretary of the Committee, who shall be designated by the President and shall
      serve without vote.

B. The Academic Review Committee

1. Functions of the Academic Review Committee:
   a. Review all recommendations made by the College Personnel and Budget Committee for
      reappointments, promotions, and tenure, and make recommendations to the President.

2. Membership of the Academic Review Committee:
   a. Three tenured Full Professors who are not members of the College Personnel and
      Budget Committee, elected by the Senate from the faculty at-large, and who do not hold
      excluded titles (i.e. Vice Presidents, Deans, Directors).
   b. Two tenured Full Professors who are not members of the College Personnel and Budget
      Committee, elected by the College Personnel and Budget Committee, and who do not
      hold excluded titles.
   c. One non-voting member of the College Personnel and Budget Committee, designated by
      the President, who shall serve without vote. It shall be the responsibility of the President’s
      designee to impartially relate the deliberations and outcome of the College Personnel and
      Budget Committee for the committee’s review.
V. PLENARY MEETINGS OF THE INSTRUCTIONAL STAFF, AND PLENARY MEETINGS OF THE STUDENT BODY

A. Plenary meetings of the Instructional Staff may be convened by:
   1. The President of the College.
   2. The Chairperson of the Senate.
   3. The Chairperson of the Faculty Council.
   4. The Senate Executive Committee, by majority vote.
   5. The Senate, by majority vote.
   6. Petition of ten percent (10%) of the Instructional Staff, one-half of whom shall be the holders of full-time lines, to one of the persons or bodies named above in this section, which persons or bodies shall be obliged to act on receipt of the petition.

B. Plenary meetings of the student body may be convened by:
   1. The President of the College.
   2. The Chairperson of the Senate.
   3. The President of the Student Government Association.
   4. The Executive Committee, by majority vote.
   5. The Senate, by majority vote.

C. Plenary meetings shall be held as soon as possible after the call for the meeting or the receipt of a petition. The notice and agenda for the meeting shall be communicated to each member of the Instructional Staff, or each student, as the case may be.

D. A quorum for the Instructional Staff meetings shall consist of one-third of the Instructional Staff, provided at least two-thirds of those present shall be holders of full-time lines.

E. A quorum for student meetings shall consist of ten percent (10%) of the student body.

F. Plenary meetings of the Instructional Staff shall be chaired by the Chairperson of the Senate.

G. Plenary meetings of the students shall be chaired by the by the President of the Student Government Association.

H. Plenary meetings provided for herein shall be empowered to make recommendations to the Senate on any matter within the Senate's jurisdiction. Such recommendations shall be considered by the Senate as matters of high priority on the agenda of the meeting which follows immediately upon the receipt of the recommendations by the Chairperson of the Senate.
VI. AMENDMENT OF THE GOVERNANCE PLAN

A. Initiation of Amendments: Amendment of the Governance Plan may be initiated by the Committee on Governance and Elections or by a majority vote of the Senate:

1. When proposed by the Committee on Governance and Elections, the proposed amendment must be approved by majority vote of the Senate in order to be submitted to referendum.

2. When the proposed amendment is initiated by the Senate, it shall be submitted to the Committee on Governance and Elections for its recommendations.

   a. Within two months of submission to the Governance and Elections Committee, that committee shall provide its recommendations to the Senate in the form of a written report.

   b. Within one month of receiving the recommendations of the Governance and Elections Committee, but no later than three months from the original submission to the Governance and Elections Committee, the proposed amendment shall be resubmitted to the Senate, where it must be approved by a majority of the Senate in order to be submitted to referendum.

   c. Summer leave shall not count toward any time lines in this paragraph.

   d. The Committee review shall constitute the fulfillment of the one-meeting advance notice prior to voting by the Senate.

B. Ratification

1. In order for an amendment to be ratified, at least 30% of the full-time Instructional Staff and 10% of the student body must participate in the vote. Ratification requires a majority vote of the participating faculty, and a majority vote of the participating students. Should the referendum fail to obtain the required participation, it will be ratified when the following conditions have been satisfied: a positive vote with the required participation of either the full-time Instructional Staff or the student body; and two-thirds vote of the Senate. All amendments must be approved by the Board of Trustees in order to be valid.
VII. NAMING AND RENAMING OF BUILDINGS OR FACILITIES

A. To name or rename any of the College’s buildings, parts of buildings, facilities, chairs, deanships, departments, or other college subdivisions, a motion must be made by an elected representative of any of the following legislative bodies:

1. Senate
2. Faculty Council
3. Student Government Association

B. A reasonable effort shall be made to obtain the consent of the Nominee, the Nominee’s Family, or the Executors of the Nominee’s Estate. The naming motion shall not be opposed by the Nominee, or the Family, or the Executors of the Nominee’s Estate.

C. A naming is generally designed to enhance teaching and research and is usually based upon the desire to:

1. Honor the exemplary character, scholarly distinction or distinguished service of an individual, or
2. Recognize a significant financial contribution to the college.

Such a motion must be approved by a 2/3 vote of the Senate.
VIII. COUNCIL OF CHAIRS

A. Function of the Council of Chairs:

1. Review issues and responsibilities relevant to the administration of the academic instructional departments.

2. Make recommendations to the President, College Senate, and Faculty Council regarding issues of procedure, policy or practice relevant to the administration of the academic instructional departments.

B. Membership of the Council of Chairs:

1. The Chairpersons of all Academic Instructional Departments and the Chief Librarian.
**BCC Governance Self-Study Task Force**

Presented by Prof. Roni Ben-Nun, BCC Faculty Council Chair

7-Member task force of the G&E committee to begin work Fall 2018 with first report due start of spring 2019. Task force is to study the state of shared governance at BCC and liaison with Middle States Standard VII (Governance) committee and other interested parties as needed. Task Force will elect its own officers.

**Membership proposed:**

1. Chair of Faculty Council
2. Chair of G&E
3. President rep
4. SGA rep (elected by SGA from SGA senators)
5. Student rep (elected by SGA from the student body)
6. Instructional Staff At-large member (elected by the Faculty Council)
7. Instructional Staff At-large member (elected by the Faculty Council)
Possible Goals:

- Define Shared Governance for BCC
- Clarify roles and responsibilities of each constituency/governance entity
- Develop accessible governance information for new faculty
- Study workload and assess compensation
- Establish clear procedures for end-of-term/start-of-term
- Promote transparency and open communications
- Recommend ways to increase participation and inclusion
- Investigate diversification of the membership
- Publish and distribute governance documents online and in print

Things to consider/investigate:

- Training and workshops on governance
- Introducing governance to new faculty and students (New Faculty Seminar and FYS)
- Staggering terms of service
- Term limits / limits on multiple positions
- Publicizing BCC governance (web, broadcast, print, etc.)
- Creating a newsletter highlighting faculty service and possible vacant posts.
- Conducting periodic assessment of governance
Nominees to the CUNY Common Core Curriculum Review Committee

Nominees for Sub Committee One

Giulia Guarnieri, Professor
Italian Language and Literature
WAC Faculty Development Coordinator
Department of Modern Languages

No Written Statement

Kate Culkin
Professor of History, Bronx Community College

I have participated in the Pathways process at both the department and college level. As coordinator of History 20, the American Nation, (U.S. Experience in its Diversity), I prepared the SharePoint template with the Student Learning Outcomes, along with the Pathways syllabus, for the course in Spring 2012. I also prepared the SharePoint and syllabus for HIS 28, Women: The Historical Perspective (Individual and Society) and participated in department discussions about the SLOs for HIS 10, History of the Modern World (World Cultures and Global Issues) that semester. In the summer of 2012, I served as a History Department representative to the college-wide Pathways Committee, reviewing the paperwork for Pathways courses across the departments. In 2015, I developed HIS 29, the History of Women in the United States (U.S. Experience in its Diversity), including preparing the SharePoint, SLOs, and syllabus, and presenting them to the Curriculum Committee. The course was approved and is running this semester. These experiences have allowed me to become familiar with the Pathways process, including the articulation of Student Learning Outcomes. I would value an opportunity to use the knowledge I gained to serve the college as a representative on Subcommittee One of the Common Core Course Review Committee.

Ben Yarmolinsky, Ph.D., Dept. of Art & Music

This is to nominate myself to serve on the CUNY Common Core Course Review Committee as a representative from BCC. I feel well qualified to serve on Subcommittee One: "English Composition," "Creative Expression," World Cultures and Global Issues," and "U.S. Experience in its Diversity."

I have designed and taught a Pathways course: Music 12 World Music, described in its syllabus as
In addition, I am a published ethnomusicologist, as well as an active composer and performer. For many years I have taught writing-intensive sections of both Music 11 and Music 12. It would be an honor to serve CUNY and BCC by participating in the work of this committee.

Thank you for your consideration.

Nominees for Sub-Committee Two

Vicki Flaris, Ph.D.
Chemistry Department,

I am very interested in continuing with CCCRC Subcommittee Two: “Mathematical and Quantitative Reasoning,” “Life and Physical Sciences,” “Scientific World,” and “Individual and Society.” I have served as Chair of this committee for the last two years and would be honored to do so again. I have served the prior two years as a BCC member. It is important to see the uniformity and standards are met across all 2 year and 4 year institutions and across departments so that our students and our institutions benefit. Having well defined SLOs (student learning outcomes) that can clearly be assessed and seen clearly by students is essential. I have learned about other courses across campuses and also been involved in assessing proposals prior to submission to reduce and assist those that need revision or need to repurpose their proposals in other categories. The other duties the committee does is to review courses submitted via the student appeals process and to contribute to guiding the learning outcomes of select major or gateway courses.

Soosairaj Therese, Ph.D, Department of Chemistry &Chemical Technology

My name is Soosairaj Therese, Associate, tenured professor, teaching in the Department of Chemistry and Chemical technology. I am the department curriculum representative since 2011. I am very familiar with the Pathway Areas, Share points and Learning Outcomes, and the Syllabus of the Pathway courses especially in subcommittee two. I believe I can be very effective to serve in the CUNY-wide Common Core Course Review Committee. I also passed courses in the Pathway buckets on behalf of our Department at the curriculum committee.

Robert Lupo,
Chemistry & Chemical Technology

No Statement
BCC Middle States Self-Study Update, April 2018

BCC is engaged in a comprehensive Self-Study as part of the accreditation requirements of the Middle States Commission on Higher Education (MSCHE). The process, which was initiated in Spring 2017 will culminate in a final report submitted to MSCHE and an evaluation team visit in Spring 2019. Formal action on BCC’s accreditation status will be taken at the June 2019 Executive Meeting of Middle States Commission on Higher Education.

Purpose of MSCHE Self-Study

- demonstrates BCC’s compliance with MSCHE Standards and requirements
- evaluates progress of the current BCC Strategic Plan, “Building a Community of Excellence 2015-20”, which was designed to improve student learning outcomes and institutional effectiveness
- informs development of new plan, in support of student learning and success and institution-wide improvement and renewal

Self-Study Timeline

Spring 2017
- Self-Study Steering Committee and Working Groups formed
- More than 100 faculty, staff and students volunteered to participate
- Self-Study Design submitted and approved by MSCHE

Fall ‘17-SP ‘18
- Working groups collected data and drafted reports according to design

Fall 2018
- Draft Self-Study disseminated campus-wide for discussion, review and feedback
- Self-Study updated with feedback from campus community

Spring 2019
- Final Self-Study submitted
- Evaluation Team visit
- MSCHE Executive Committee determines BCC accreditation status

BCC Middle States Self-Study Focus and Theme – Building a Community of Excellence


Additional Information

For more information about the Self-Study and Evaluation or to volunteer to participate, please contact:

- Professor Jordi Getman-Eraso, Self-Study Co-Chair
- Vice President Irene R. Delgado, Self-Study Co-Chair
- Dean Nancy Ritze, MSCHE Accreditation Liaison Officer
Building a Community of Excellence

Mission BCC serves students of diverse backgrounds, preparations and aspirations by providing them with an education that is both broad in scope and rigorous in its standards. We offer students access to academic preparation that provides them with the foundation and tools for success in their educational and/or professional plans and instills in them the value of informed and engaged citizenship and service to their communities.

Vision BCC will effectively invest in each student’s success by engaging with them in an integrative and supportive environment that facilitates the development and achievement of their educational and career goals. Graduates will be prepared to understand, thrive in, and contribute to a 21st-century global community marked by diversity, change, and expanded opportunities for lifelong learning and growth.

Values Respect - Integrity – Engagement – Excellence - Empowerment

Goals
1. Build a Community of Excellence
2. Empower Students to Succeed
3. Deepen Student Learning
4. Develop World Citizens
5. Cultivate a 21st Century Curriculum
6. Enhance the Campus Environment
7. Promote a Reputation for Excellence

MSCHE Standards for Accreditation

Standard I: Mission and Goals The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Standard II: Ethics and Integrity Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Standard III: Design and Delivery of the Student Learning Experience An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Standard IV: Support of the Student Experience Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Standard V: Educational Effectiveness Assessment Assessment of student learning demonstrates that the institution’s students have accomplished educational goals consistent with their programs of study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education.

Standard VI: Planning, Resources and Institutional Improvement The institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges

Standard VII: Governance Leadership and Administration The institution is governed & administered in a manner that allows it to realize its stated mission & goals in a way that effectively benefits the institution, its students, & the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, & it operates as an academic institution with appropriate autonomy.
FREE t-shirt for each registered participant
Portion of proceeds to benefit Bronx Community College scholarships

- Post-race Refreshments
- Award Ceremony Following Race at Noon
- Race Starts and Finishes at the College

When:
- 10 a.m. Saturday, May 5, 2018
  Race day registration starts at 7:00 a.m. and ends promptly at 9:00 a.m.

Where:
- Bronx Community College (free parking and baggage check-in on campus)
  2155 University Avenue, Bronx, NY 10453

Fees and Deadline:
- Early registration: $25, ends Saturday, April 28, 2018
- Late registration: $40 (no special rates for registrants after April 28, 2018)
- CUNY students with valid ID and students grades K-12: FREE before April 28, 2018
- Pre-entry form and payment must be received by Saturday, April 28, 2018
- Registration fees are not refundable

10K and 5K trophies:
- 1st, 2nd and 3rd place male and female overall
- 1st, 2nd and 3rd place trophies in all age categories

Information:
- Go to www.bcc.cuny.edu/runthebronx

Contact Us:
- Call the Office of Development, 718.289.5394
  or email: bccfoundation@bcc.cuny.edu

ENTRY FORM: All entries must be signed on reverse side

Name: ___________________________ Sex: M F Age: ____________
Address: ___________________________
Phone: ___________________________ Date of Birth: _____________ Team Name: _____________
Email: ____________________________

EVENT:  □ 10K RUN  □ 5K RUN  □ 2-MILE WALK

Affiliation: □ Friend/Community member  □ Veteran  □ CUNY Student
            □ BCCAlumni  □ BCC Faculty/Staff  □ Elementary, Intermediate or High School

How did you hear about Run the Bronx?
            □ Print, Radio, TV  □ Social Media  □ Word-of-mouth  □ Other:

Scan this QR code to register online!
10K and 5K Routes

Course subject to change due to construction. Please see www.bcc.cuny.edu/runthebronx for the most up-to-date information.

TRAVEL DIRECTIONS
Subway:
- 4 & 5 trains to Burnside Avenue
- 1 train to 207th Street (then take the BX 12 Bus to University Avenue)

Bus:
- BX 3 University Avenue
- BX 40 Tremont Avenue Crosstown
- BX 36-80th Street Crosstown
- BX 12 Fordham Road Crosstown (Transfer to BX 3)

Car:
- 177th Street East of Major Deegan Expressway (NORTH ONLY)
- Fordham Road East of Major Deegan Expressway (SOUTH ONLY)

AMENITIES
- Free parking on campus
- Post-race results and awards ceremony
- Refreshments after race
- Restrooms

AGE CATEGORIES - male and female in 10K and 5K
- 4 & under; 5-9 years; 10-19 years; 20-29 years; 30-39 years
- 40-49 years; 50-59 years; 60-69 years; 70 + up

TROPHIES - male and female in 10K and 5K
- No duplication of awards
- 1st, 2nd, 3rd place, overall
- 1st, 2nd, 3rd place, in each age category

Special Trophies
- 1st place male & female
- Veteran (must register as veteran)
- BCC Alumni/a
- BCC Student
- BCC Faculty/Staff

Team Trophies
- Fastest
- Largest

THE CITY UNIVERSITY OF NEW YORK
James S. Milliken, Chancellor

BRONX COMMUNITY COLLEGE
Thomas A. Isele, President

RUN FOUNDERS
Rodolfo J. Broce
Joseph Ramos
Henry Turner

HONORARY CHAIR
Joseph Kelleher

Special Thanks to:
City of New York - Office of the Mayor
US Congressman José E. Serrano
NY State Senator José M. Serrano
Community Board #7
New York City Police Department
New York City Dept. of Sanitation
New York City Dept. of Highways
New York City Dept. of Parks & Recreation

In consideration of your acceptance of this entry, I, the undersigned, intending to be legally bound, hereby, for myself, my heirs, executors and administrators, waive and release any and all rights and claims for damages I may have against The City University of New York, Bronx Community College, the City of New York, any other co-sponsors and their representatives, successors, and assigns for any and all injuries by me in said event. I attest and verify that I will participate in this event as a footrace, assuming all risks, and that I am physically fit and have sufficiently trained for the completion of this event and my physical condition has been verified by a licensed medical doctor. Further, I hereby grant full permission to any and all of the foregoing to use any photographs, videotapes, motion pictures, recordings or any other record of this event for any legitimate purpose.

Participant Signature ___________________________ Date ____________

If under 18, signature of parent or legal guardian ___________________________ Print Name ___________________________

Mail to: Bronx Community College
2155 University Avenue
Philosophy Hall - Room 37
Bronx, NY 10453

Cash [ ] or check [ ] payable to: BCC Foundation

Register Online: www.bcc.cuny.edu/runthebronx
Bronx Community College's 40th Annual Run the Bronx
May 5, 2018

We Need You!!!

BECOME A RUN VOLUNTEER

Help Make the 2018 Run the Most Successful Ever!

Volunteers will need to be available to work on Saturday, May 5th from 6:30am – 1:00pm.

Sign up today by contacting LaToya Davis at ext. 5394 or latoya.davis@bcc.cuny.edu

Run the Bronx - Volunteers

Name: ____________________________ Dept. ____________________________
Address: ____________________________

Tel. (H): ____________________________ email: ____________________________

___ # I will volunteer for the 40th Annual Run the Bronx on Saturday, May 5th

Respond to: BCC Foundation, PH26 - For more info, please call LaToya Davis at 718.289.5394 or email latoya.davis@bcc.cuny.edu.
40th Annual Run the Bronx  
May 5, 2018

Healthy Start Sponsorship

Bronx Community College’s Run the Bronx, co-founded by former BCC President and Tuskegee airman, Roscoe Brown, Jr.; BCC alumnus and professor, Henry A. Skinner; and BCC alumnus, Joseph Ramos has become a critically important event for BCC and the Bronx community. In the county that has the highest rates of obesity, diabetes and heart disease in New York State, Run the Bronx promotes healthy living through 10k & 5k runs, a 2 mile walk and free wellness education and screenings from health partners.

Run the Bronx provides a perfect opportunity for students to start or continue on the path to physical fitness, a direction that will have a positive impact on their studies. You can support their efforts by becoming a “Healthy Start” Sponsor. Every $25 “Healthy Start” donation you make covers a Run the Bronx registration for one student. Support health and wellness in the Bronx. Become a “Healthy Start” sponsor today!

YES! I will become a “Healthy Start” sponsor (select one):

I will support _____ # of students @ $25 each for a total of $___________.

Please designate my gift of $______ to pay for student registrations.

Name: ____________________________________________

Organization (if applicable): ____________________________________________

Address: ____________________________________________

Phone: ____________________________ Email: ____________________________
1. **Grisel Y. Acosta**, Associate Professor, English

   Dr. Grisel Y. Acosta, Associate Professor in the English Department, has published her work in the American Studies Journal, Dialogo, African American Women's Language, The Handbook on Latinos and Education, Western American Literature, and many others. She is a member of MLA and The Association of Writers and Writing Programs, and presents her scholarly and creative work nationally and internationally. She is also a Geraldine Dodge Foundation Poet, a Creative Capital scholar, and a member of The Aspen Institute, a democratic think tank. Last year, she was awarded Faculty of the Year by the Association of Latino Faculty and Staff. She was a member of the previous COACHE Task Force.

2. **Iris Cortes**, M.A., R.T. (R)(CT), Assistant Professor, Interim Program Director, Rad Tech

   My name is Professor Iris Cortes and I am the Interim Program Director in the Nursing and Radiologic Technology Program. My current my rank is Assistant Professor. I started with the Radiology Program as a Clinical Adjunct in 2012. In 2016, I was granted the rank of Substitute Assistant Professor with the title of Clinical Coordinator for the Radiology Program.

   The implementation of this task force and subsequent establishment of a permanent Senate committee on diversity is a positive step in demonstrating that Bronx Community College values diversity. It is of great importance that people of diverse cultures and background are reflected in all aspects of the Bronx Community College community. Students need a reflection of themselves to believe that with hard work and perseverance they can become successful members of their communities.

3. **Racquel Diop**, Adjunct, Mathematics and Computer Science

   **Racquel Diop**

   Instructor Racquel Diop has been teaching Mathematics, Computer Science, and Physics in the CUNY since graduating from BCC 2001 with a A.S in Computer Science and earned a B.S Computer Science from Lehman college in 2004. In 2008, earning a M.S in Math Education from Fordham University. Researched on Alzheimer's as graduate student of Computational Biology at the USC, LAX. I am a mother and home-school teacher of two girls and a boy. I currently live in Yonkers with my husband and three kids. You may contact at racquel.diop@bcc.cuny.edu
4. **Raffaella Diotti**, Assistant Professor, Biological Sciences

Raffaella Diotti is an Assistant Professor in the Biological Sciences Department. She received her Doctorate degree in Molecular, Cellular, Developmental Biology from CUNY- Hunter College and her Bachelor degree in Biochemistry from Mount Holyoke College. During her PhD she worked on the interaction between the replication machinery with telomeric proteins and its function in the maintenance of telomeres in cancer cells. She is now working on testing the effects of venomous snails’ peptides in neuronal cell development.

Dr. Diotti joined Bronx Community College in August 2017 after working for three years for PERC (Peer Enabled Restructure Classroom), an NSF founded program that works with teachers and students in in STEM courses in NYC public high schools that has now been incorporated in the CUNY K-16 Initiatives program.

5. **Giulia Guarnieri**, Professor, Modern Languages

WAC Faculty Development Coordinator

I was hired at Bronx Community College 14 years ago and as a full professor of Italian Language and Literature I served on several committees over the years. In particular, I was appointed, by several BCC Presidents, for 8 consecutive years to serve on the John D. Calandra Italian American Institute. My role was to serve on the institute’s council as the Italian American liaison for affirmative actions, which at CUNY includes Italian Americans. I am interested to serve and to be engaged in topics related to diversity and inclusion and to have IA representation on this committee.

6. **Abdul Hashim**, Manager, Financial Aid Office

I am the manager in the Financial Aid Office. I oversee the scholarship programs and Federal Work-Study. Formerly, I have some teaching experience at LaGuardia Community College as an adjunct professor. Furthermore, my current role consists of working with local high schools to foster relationships and teach students financial literacy. Our team and myself also work closely with Admissions, Registrar, ASAP, College Discovery and FYS. My experiences have taught me that we are here because of our students and our students need our support to help them realize their potential. Inclusiveness and diversity has always been a key tradition of community colleges within CUNY. This task force will help us to continue our goals for this purpose. I see myself as an educator with the goal of improving the lives of all students. I believe in demonstrating the diversity of Bronx Community College and strive to create a team based approach to resolve the current issues that we face.
7. **Michael J. Miller**, Chief librarian and Chairperson, Library

I have been at CUNY since 2004 and at BCC since Feb. 2013; previously as a tenure track faculty member in the Library Dept. at Queens College. There I got tenure (on the then 5 year clock) and promotion before deciding to move up to administrative concerns within my profession of librarianship. I have a long history of service in my profession as a leader in the GLBTQ “arena.” I am proud that I Co-chaired the American Library Association LGBTQ committee when it grew its role and presence to a more prominent status in the 50K+ member organization. I have also taken scholarly forays into “understanding the other” with my successful participation in two awarded Fulbright-Hays fellowships; taking me to the Maghreb just after the Arab Spring in 2011 (topic: religious diversity) and then to Chile (topic: social impact aspects of their educational sector) last summer. I’ve enjoyed supporting and observing the social justice concerns related to the Hall of Fame expand with the hard work of our dynamic Archivist, Prof. Cynthia Tobar and her team, have been thrilled at the library team’s supportive actions in the face of the current DACA challenges, and am very proud of the education access/equity problems the Library Dept. is addressing with our championing of the Open Educational Resources efforts here on campus. I am proud to have kept the diversity aspects of the BCC Library Dept. positive/strong/supportive and would welcome sharing my/our successes and outlook to help advance our collective discussions and successes which should be shared across the whole BCC enterprise by all of our community members.

8. **Marian Stewart Titus**, Adjunct Assistant Professor, English

Dr. Marian Stewart Titus have been teaching in the BCC English Department since 2009, first as an adjunct lecturer and now as an adjunct assistant professor. I have been very involved in governance matters as part of my role as an adjunct senator on the BCC Faculty Council and Senate, and on the University faculty Senate in a similar role. I believe that the concerns of adjunct faculty should always be considered in BCC governance and I am also active on the PSC/CUNY’s committee for Adjuncts and part-timers, as part of this commitment.

9. **Cynthia Tobar**, Archivist/Assistant Professor, Library

As a librarian and archivist here at BCC for four years, I am committed to thinking critically about diversity and inclusion at Bronx Community College. My current research interests center on understanding issues of equity, inclusion, diversity and anti-racism in higher education. Looking forward to joining the taskforce with our talented faculty to monitor the implementation of the COACHE Task Force recommendations.
BCC Faculty Council
April 2018

SENATE REPORT

1) Promotion at CUNY Community Colleges, April 18th, QCC Annual Faculty Meeting
   BCC Faculty Council Chair was amongst the panelists.
   i) Could the policies, procedures and communications regarding reappointment, tenure and
      promotion, be further strengthened with regard to the integrity and transparency of all?
   ii) Should the process involve outside reviewers of the scholarly and creative work of faculty who are
       being considered for promotion to full professor?
   iii) Should the criteria for reappointment, tenure and promotion of the CUNY Community Colleges be
       restored to what had been the case at their founding? (CUNY BoT Bylaws)

   Main issues:
   - Lack of proper vehicles for assessing teaching.
   - The place of pedagogy in reappointment and promotion.
   - Review of scholarship by P&B members outside the discipline.
   - Review of scholarship from outside CUNY.

2) Plenary Round Table on BCC Governance and Diversity – BCC Faculty Day, April 20th
   Demographic data on BCC senate and senate committees shows disparity in diversity at the
   leadership/officers level. Ways to improve this situation and governance in general were discussed.

3) FC new Diversity & Inclusion Task Force members elected:
   i) Grisel Y. Acosta, Associate Professor, English
   ii) Iris Cortes, M.A., R.T. (R)(CT), Assistant Professor, Interim Program Director, Rad Tech
   iii) Racquel Diop, Adjunct Lecturer, Mathematics and Computer Science
   iv) Raffaella Diotti, Assistant Professor, Biological Sciences
   v) Giulia Guarnieri, Professor, Modern Languages
   vi) Abdul Hashim, HEO, Manager, Financial Aid Office
   vii) Michael J. Miller, Chief librarian and Chairperson, Library
   viii) Marian Stewart Titus, Adjunct Assistant Professor, English
   ix) Cynthia Tobar, Archivist/Assistant Professor, Library
   Task force will begin working Fall 2018 and expected to report back to FC at the conclusion of the
   Academic Year 18-19.

4) The Faculty Council had discussed the proceedings at senate during the student resolution discussion.
   Some members were concerned that the student senators were not treated fairly and with proper
   civility. All members of the senate have the right to bring resolutions to the floor and proper
   parliamentary proceedings must be upheld at all time.

Prof. Roni Ben-Nun
Faculty Council Chair
Committee on Space, Facilities, and Physical Plant
Annual Report to Senate 2017-2018
April 26, 2018

Committee Members (voting): Laura Broughton (Biological Sciences), Shelley Liu (Social Sciences), Tamar Rothenberg (History), David Taylor (Assistant Vice-President of Administration and Finance), Wali Ullah (SGA)

Committee Members (non-voting): Robin Auchincloss (Director of Campus Facilities and Planning)

The committee was short one member: Membership should include two student representatives from the SGA.

Meetings: The committee met 4 times during the Spring 2018 semester: January 31, March 5, March 28, and April 9, with a quorum all days except March 28.

This is the first time for several years that the committee has met consistently. The small number of voting members (6) can make it difficult to meet the quorum requirements.

Minutes: Committee minutes are being archived in the Library at https://academicworks.cuny.edu/bx_arch_minutes/

Actions:
- The committee established a standard agenda for future meetings, which includes 1) regular reporting on facilities projects by R. Auchincloss, Director of Campus Facilities and Planning, and 2) ongoing review of BCC and CUNY policies and procedures related to space, facilities, and physical plant.
- The committee approved the proposal from the Chemistry Department to rename the tutorial room (ME 816) “The Professor Herman Stein Learning Center” with the stipulation that “Professor” be spelled out on the plaque. If the Senate approved this proposal, it will then be subjected to the regular University process for naming facilities.
- The committee welcomed Dr. Sue Moss (PEA Coordinator, Department of Health, Physical Education and Wellness), Ryan McCarthy (Director of Athletics), Kelly Peloquin (Associate Director of Athletics), and Faith Thompson (Athletics Coordinator) to discuss and tour the facilities (primarily Alumni Gym) used for academics, athletics, and recreation and see the current improvements being made to the building.
- The committee raised the issue of fire drills interfering with scheduled exams. David Taylor spoke to the Director of BCC Public Safety, James Verdicchio, about providing advance notification of fire drills.
- Capital Projects in Construction:
  - Alumni Gym Pool is expected to be certified as early as June or July, with a ribbon-cutting for early Fall semester.
  - Havemeyer Lab Roof Replacement is progressing well. The project is expected to be done in June or July. Classrooms below are already in use.
  - New Hall Roof Replacement and parapet work is progressing according to plan. Completion is expected in July. Classrooms below are already in use.
  - Utility Upgrade Phase IV will include construction of the new service building on 180th street to house Con Ed equipment. February 2019 is expected completion.

L. Broughton
The Fire Alarm project encompasses ME, NH, CPH, GML. Meister has been completed. New Hall is now being worked on. CPH started 4/9/18 with an expected completion in June or July. The alarms are very loud, but they do meet code.

The Dominican Memorial dedicated to WWII veterans of Dominican descent is expected to be completed mid to late-August. The monument, seating, and new paving will be put in front of Nichols Hall.

Alumni Gym Bridge – the contractor has been vetted and approved. They are waiting for site access and site safety plans from the contractor prior to the start of construction. Completion date should be sometime late Fall.

RBSC Roof and Exterior Masonry – the roof will be completely replaced and the façade will be repaired. They plan to start in June or July 2018 and the construction project will last 14 to 16 months.

R. Auchincloss reviewed the Master Planning Process, which she will coordinate this coming year.

Respectfully submitted,

Laura C. Broughton, Ph.D.
Chairperson, Committee on Space, Facilities, and Physical Plant