1. **Call to Order:** 12:28 P.M., A. McInerney

2. **Greetings:** A. McInerney announced that there a number of important items on the agenda that could be actionable in the May meeting. A. McInerney announced that both C. Williams and M. Coleman are travelling to a conference. A. McInerney noted that the February meeting minutes have been edited to correctly reflect the guest attendees. Secretary Broughton requested that all members and guests always sign the attendance sheet.

3. **Approval of the Agenda:** Approved by unanimous voice vote.

4. **Approval of Minutes of March 3, 2011:** Approved by unanimous voice vote.

5. **President’s Report:** No Report

6. **Announcements and Reports**
   a. **Chairperson, Vice-Chairperson, and Faculty Council Chairperson**
      i. A. McInerney reported that he had the chance to meet with incoming president Berrotte-Joseph and it was a good introductory meeting.
      ii. D. Peters reported that through the Senate Executive Committee, they formed a committee to study the pay-for-print system. As a result of those discussions, M. Coleman has agreed to raise the allocated funds by $5 for part-time students and $10 for full-time students for this semester.
      iii. H. Skinner noted that the last faculty council meeting included a discussion of the CUNY Transfer Initiative by G. Sanchez, a presentation about classroom management by A. Quinones and P. Barbatis, a presentation about the new building by T. McManus, and distribution of the results of the 2008-2010 faculty surveys.

   b. **Vice-Presidents and Deans**
i. G. Sanchez encourages the body to read about the Transfer Initiative on their website and consider participating in the process (www.cuny.edu/pathways).

ii. P. Barbatis: Mrs. Halimatou Bah was chosen as the 2011 Coca-Cola Community College Academic Team Bronze scholar from over 1600 applicants in the All-USA Community College Academic Team competition. Ms. Bah will receive $1000 and recognition in the April 11th issue of USA Today. Of the 19 students on New York’s first Academic Team, two are BCC students: Mrs. Halimatou Bah and Ms Carmela Perez. On April 1-8, eleven students participated in the Somos El Futuro Conference in Albany, five of whom were in Model Senate (Joel Cabrera, Joel Altieri, Kenneth Brown, Willy Familia, and Rosswill Lyons). Other students who attended included: Eric Sutton, Mabel Opoku, Beatriz Ramirez, Nneamaka Okorie, Lee Ann Moses, and Sibabi Akpo Isirikoufoulou. Policy changes: The federal government will be paying closer attention to the number of students who are receiving Pell grants and the amount of progress they are making. This will affect BCC, as we have many students who do not have the minimum 2.0 grade to receive grant funding. BCC will try to attract students who perform better by courting those students and perhaps having a BCC Showcase. BCC will start advertising on subway platforms and the sides of buses. Please complete your cap & gown orders for commencement prior to spring break. Please encourage students to vote in the SGA election; elections will be online.

iii. D. Taylor: We are on target for opening the new building in June 2012. The website will have a “2-week look ahead” (an interactive map reflecting construction and renovation) about what to expect for traffic and pedestrian flow. Emergency Preparedness: BCC has taken a lead by participating in a FEMA funding grant to allow for training on the campus in the case of a major emergency. Homeland Security has expressed an interest the training. The Early Childhood Center will be opening April 15th.

iv. B. Gantt: Students who might lose financial aid because of new attention to federally-provided financial aid include those on probation. They are taking a closer look at the students who may be affected. Our academic standards may need to be changed as they are not in line with the rest of CUNY or the federal guidelines. BCC is already communicating with our first choice students about registration and BCC is providing more testing dates to accommodate students. In addition, they are administering a survey of the students to provide feedback about the registration process. BCC’s major competitor for students is BMCC.


8. BCC, Inc.: No report.

9. Committee Reports
   a. Academic Standing (see attached document): S. Powers introduced D. Morris from Nursing to discuss a document (see attached) that was passed by the Senate in 2008. The existing policy has a loophole which prevents a student with a C- from entering a program, but still allows a student with an F but repeats and earns a C+ or higher to enter the program. The proposal will close the loophole.
R. Shane, who coordinates PSY 11 (1500 students/semester), voiced her support for the proposal. D. Morris noted that most students receive a grade of C or higher in these courses: in Fall 2010, 500 out of 547 CMS 11 students, 475 out of 479 PSY 11 students, and 293 out of 308 ENG 11 students received a grade of C or higher.

b. Curriculum: (see attached report): Proposed changes in an existing degree program: Community/School Health Education A.S. Degree Program.
   i. Revision of Specialization Requirements
      1. Change of HLT 97 – Field Work in Community Health Resources – 3 credits from a required course to a health elective course
      2. Increase of health elective requirement from 3 credits to 6 credits
   ii. Addition of one newly created health elective course
      1. HLT 89 – HIV/AIDS – 3 rec, 3 credits

c. Governance and Elections: S. Davis announced the upcoming elections using VoteNet. The system will become ready for activation on Friday, April 8th. On Sunday, faculty and staff will receive an email through the BCC email system with the information on how to vote. Voting will be open until April 17th. S. Davis noted that he welcomes any feedback on the process. There are 26 full-time candidates for the 15 positions and 3 part-time candidates for the 2 positions. There is 1 candidate for the CLT position. There are 3 candidates for the 1 HEO position and 1 candidate for the registrar HEO position. There are no provisions for tie votes and there is no minimum vote requirement. The committee will meet to approve the results of the elections.
   i. S. Davis thanked M. Rogan, M. Kirk, S. Gupta, and E. Ruiz for their help with the process. The Senate applauded their efforts.

d. Instruction and Professional Development: No Report.

e. Space, Facilities, and Physical Plant: L. Montenegro announced they met last Wednesday and they discussed the resolution on Pedestrian Safety. One recommendation was to repost the 5 MPH maximum speed for vehicles and to post new signs for pedestrians with rules for pedestrians.

f. Student Activities: M. Kirk noted that they will meet after spring break.

g. Student Government Association: They thanked the administration and the Senate Executive Committee for their openness and willingness for discussion about the pay-for-print system.

h. University Faculty Senate: H. Skinner noted that they will meet next week and the Transfer Initiative will be the main topic of discussion.

i. University Student Senate: D. Peters noted that the USS will also be discussing the Transfer Initiative and working on passing a related resolution.

j. Vice-Presidents and Deans (see attached report): A. McInerney noted that the two charges are 1) making recommendations to the president on the selection of new VPs and deans and 2) making recommendations to the president about the evaluation of the performance of VPs and dean. The committee is recommending that the committee be given input on the selection of members for the hiring committees. For evaluation of VPs and deans, the process at BCC is the same as at the rest of CUNY. The main recommendation of the committee is that certain elements of assessment (in addition to PMP) be taken into account for the evaluation. Please read through the details prior to the next Senate meeting.

10. New Business:
a. S. Davis would like to propose that the following resolution be voted on at the next Senate meeting: Draft Resolution Regarding the Senate’s Patronage of the New Cafeteria Vendor (see attached resolution and Healthy Choice/Au Bon Pain at Bronx Community College fact sheet). There was discussion of the resolution with speakers both for and against the resolution.

b. G. Sanchez announced that Academic Affairs will be holding a reception for C. Williams on May 19th from 4 to 6 PM. Please RSVP.

c. C. Savage announced that the Gala will be held May 12th 6 to 10 PM at the New York Botanical Garden.

d. R. Bass announced an exhibition of African photographs in the Bliss Gallery.

e. H. Skinner announced the 10K run on May 7th from 10AM to noon, which supports the Michael Steuerman scholarship for international students.

11. Adjournment: 1:47 P.M., A. McInerney

Respectfully Submitted,

Laura C. Broughton, Secretary

Handouts:
Nursing: Changes in Degree Programs (from CAS)
Draft Resolution Regarding the Senate’s Patronage of the New Cafeteria Vendor
Healthy Choice/Au Bon Pain at BCC Fact Sheet
Report of the Committee on Vice-Presidents and Deans of Bronx Community College Senate
Curriculum Committee Report
Section AIII: Changes in Degree Programs

AIII.1 The following revisions are proposed for the Nursing A.A.S. Program
Program: RN Program
Program Code: 00388
Hegis Code: 5208.10
Effective: Fall 2011

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<tr>
<td>Admission and Progression in NUR Courses</td>
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<tr>
<td>To be eligible for admission into nursing course work (NUR designated courses) students must achieve a minimum GPA of 2.5 in the pre-nursing sequence, (BIO 23, CMS 11, ENG 10 or 11, PHM 10, PSY 11).</td>
<td>To be eligible for admission into nursing course work (NUR designated courses) students must achieve a minimum GPA of 2.5 in the pre-nursing sequence, (BIO 23, CMS 11, ENG 10 or 11, PHM 10, PSY 11).</td>
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<tr>
<td>A student has received a passing grade in CMS 11, ENG 10 or 11 or PSY 11 and retakes the course, the repeat grade will not be counted for admission into the Nursing Program.</td>
<td>If a student has earned a passing grade of C-, D+, D, D- or a failing grade of F or WU in CMS 11, ENG 10 or 11 or PSY 11, the student will not be eligible for admission into the nursing program even if she/he retakes the course. A C+ or better is required in BIO 23 and PHM 10.</td>
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Rationale: To improve the advisement process by clarifying the expected grade requirements for admission into the Registered Nursing Curriculum.

AIII.2 The following revisions are proposed for the Licensed Practical Nurse Certificate Program
Program: Licensed Practical Nurse Certificate Program
Program Code: 91041
Hegis Code: 5209.02
Effective: Fall 2011

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<tr>
<td>Admission and Progression in PNR Courses</td>
<td>Admission and Progression in PNR Courses</td>
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<tr>
<td>To be eligible for admission into practical nursing course work (PNR designated courses) students must meet the following criteria:</td>
<td>To be eligible for admission into practical nursing course work (PNR designated courses) students must meet the following criteria:</td>
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<tr>
<td>A cumulative GPA of 2.5 must be obtained, with a minimum grade of C or better in the pre-clinical sequence (CMS 11, ENG 10 or 11, PSY 11), except a grade of C+ or better for BIO 23. BIO 23 may be repeated once to achieve a grade of C+ or better. Grades of C- or below in (CMS 11, ENG 10 or 11, PSY 11) will not be accepted. If a student has earned a failing or passing grade in CMS 11, ENG 10 or 11, or PSY 11 and retakes the course, the repeat grade will not be counted for admission into the Licensed Practical Nursing Program.</td>
<td>A cumulative GPA of 2.5 must be obtained, with a minimum grade of C or better in the pre-clinical sequence (CMS 11, ENG 10 or 11, PSY 11). If a student has earned a passing grade of C-, D+, D, D- or a failing grade of F or WU in CMS 11, ENG 10 or 11 or PSY 11, the student will not be eligible for admission into the Licensed Practical Nursing Program (LPNP) even if she/he retakes the course. A C+ or better is required in BIO 23. BIO 23 may be repeated once to achieve a grade of C+ or better. This policy also applies to students who transfer into BCC’s LPNP from other institutions.</td>
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</table>

Rationale: To improve the advisement process by clarifying the expected grade requirements for admission into the Licensed Practical Nurse Certificate program.
DRAFT RESOLUTION REGARDING
THE SENATE’S PATRONAGE OF THE NEW CAFETERIA VENDOR
7 April 2011

WHEREAS, the Bronx Community College Auxiliary Enterprises, using proper procedure, has secured a new food service vendor for the BCC community, one which promises to offer a greater variety of healthier food options for the college community, and;

WHEREAS, the BCC mission statement pledges that the college will provide “upward social mobility to the widely diverse population of the Bronx,” and BCC has a long tradition of positive involvement in the surrounding community and;

WHEREAS, unemployment and underemployment are serious crises affecting the BCC community and;

WHEREAS, the new cafeteria vendor, Healthy Choice, has thus far refused to hire the nine prior employees, nor has it agreed to recognize their union;

BE IT SO RESOLVED that the BCC Senate will recognize the boycott of Healthy Choice until these valued members of the community are restored to their positions at their former pay and with union representation, or until the boycott has been terminated.
HEALTHY CHOICE/AU BON PAIN at BRONX COMMUNITY COLLEGE
FACT SHEET
Unite Here, a union representing food service employees, is engaged in a campaign to unionize Healthy Choice/Au Bon Pain, the current food service vendor at BCC. This campaign is based on the fact that the employees of CulinArt, the prior food service vendor, were represented by Unite Here.

The authorization to provide vending and food services on campus is the responsibility of BCC Auxiliary Enterprises, Inc., a nonprofit corporation. The Auxiliary Enterprises Board is composed of five (5) students, two (2) faculty and three (3) administrators. Among the purposes of the Auxiliary Enterprises Corp. are:

1. To provide auxiliary enterprises to service the students, faculty, administrative staff, alumni, and others in the college community of Bronx Community College. Such auxiliary enterprises may include food services, book stores, vending and games machines,

2. Through the provision of auxiliary enterprises services and the use and allocation of revenues, assist in developing, improving and increasing the programs, resources and facilities of Bronx Community College.

WHO APPROVED THE CONTRACT WITH HEALTHY CHOICE/AU BON PAIN?

The Auxiliary Enterprise Board, after receiving recommendations from a subcommittee with representation from faculty, staff and students.

WHAT FACTORS WERE CONSIDERED IN GRANTING THE CONTRACT TO HEALTHY CHOICE/AU BON PAIN?

1. The provision of healthy food choices to the students, faculty and staff of the College;

2. The increased commission that the vendor would pay, which is far above what was being paid by CulinArt;

3. The agreement to invest between $800,000 and one million dollars in cafeteria renovations;

4. The environmentally sound, sustainable nature of the operation.

DID CULINART, THE FORMER FOOD SERVICES VENDOR, SUBMIT A BID? NO

DOES CULINART HAVE OTHER FOOD SERVICE SITES, INCLUDING COLLEGE AND UNIVERSITY SITES? YES

HAS CULINART TRANSFERRED SOME OF ITS EMPLOYEES FROM BCC TO OTHER WORK SITE? YES

IS HEALTHY CHOICE/AU BON PAIN CURRENTLY HIRING STAFF TO WORK AT BCC? NO

HAS HEALTHY CHOICE/AU BON PAIN AGREED TO INTERVIEW THE FORMER CULINART EMPLOYEES WHEN HIRING OPENS UP? YES

Submitted by: Mary Rogan, Board Member, BCC Auxiliary Enterprises Corp.
Report of the Committee on Vice Presidents and Deans Of the Bronx Community College Senate

April 7, 2011

Respectfully submitted:

Prof. Andrew McInerney, Chair

Prof. Thomas Brennan

Prof. Geraldine Burghardt

Prof. Simon Davis

Ms. Julissa Lora

Mr. William Murray

Prof. Don Read (retired)
1. ON THE APPOINTMENT OF NEW VICE PRESIDENTS

Whereas, the Governance Plan of the Bronx Community College of CUNY charges the Committee on Vice Presidents and Deans to, “Consult with and advise the President on the appointment of persons holding Vice President’s and Dean’s titles;”

Whereas, the President of the college has in the past, in conformity with procedures well-established in the City of New York, convened search committees of faculty, staff, administrators and students to conduct interviews of candidates for vacant positions in titles at the executive level and issue recommendations on the basis of their deliberations;

Whereas, the President has many times in the past included among these search committees elected faculty governance leaders whose views may be considered representative of a broader layer of the faculty;

Whereas, in the composition of the boards of several college bodies not specifically governed by the Governance Plan, the President has requested from the Senate lists of nominees to sit on such boards, from which the President has chosen to appoint;

The Committee, after discussion and deliberation, recommends to the President:

1. That, upon announcing a vacancy at the Vice President level, the President shall announce the numerical composition of the search committee for the new appointment, including the number of faculty, staff and student members who will ultimately be asked to serve;
2. That the Committee be charged with presenting to the president a slate of names to serve on the search committee, in consultation with appropriate campus bodies. For each faculty seat, two faculty names shall be submitted.
3. That the president shall charge the committee with sufficient time to present the slate of names with due diligence and appropriate consultation.
4. That the president select from this slate the members of the search committee to fill the vacancy at the vice presidential level.
2. ON REVIEWING THE PERFORMANCE OF VICE PRESIDENTS

One of the two charges of the Senate’s Committee on Vice Presidents and Deans is to “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.”

Beginning in Spring 2010, the Committee undertook a comprehensive study of the means by which the President currently performs such reviews. This study necessarily included an examination of the CUNY-wide executive review procedures, which provides the context for the president’s performance reviews.

A recurrent theme in the deliberations of the committee was the need for multiple measures of performance. Students are reviewed in class on the basis of homework, in-class examinations, final examinations, participation, portfolios, etc. Faculty are reviewed by their peers as they proceed through the reappointment process, both in a peer teaching observation report each semester and an annual report by the departmental chairperson. Faculty are also reviewed at least once per academic year by their students in student evaluations of faculty. Such multiple measures of performance review were taken by the committee as most conducive to a healthy review process.

Performance review has received an extraordinary amount of attention and discussion in the past decade in a variety of different contexts, falling under the general rubric of “assessment.” A theme that has emerged out of that nationwide discussion is the principle that good assessment involves a feedback process where effective performance review is factored into forward strategic planning. The committee affirms that principle.

This report consists of the following sections:

- Performance review practices at BCC and CUNY;
- The practice elsewhere;
- Recommendations

The committee received input from the following people: Dean Nancy Ritze (Institutional Research) who provided very useful documentation and a conceptual overview; Prof. Sandi Cooper, Chair of the University Faculty Senate; and Dean Panayotis Meleties (York College).

1. Performance review practices at BCC and CUNY

The Bronx Community College administration is organized into four divisions: Academic Affairs, Administration and Finance, Institutional Advancement, and Student Development. Each of these divisions is led by a Vice President. In addition, the Office of the President maintains a separate structure reporting directly to the president.
The current review process for BCC Vice Presidents involves the annual completion of a self-rating survey tool (See Appendices A and B) in which the VP sets his/her behavioral goals for executive competencies related to his/her office such as leadership, management/team building, communication, and adaptability skills. Each office-holder self-rates (exceeds expectations, meets expectations, needs improvement, or does not meet expectations) in each category, makes comments for each, and submits the completed survey to his/her supervisor.

VPs report to the President. The office-holder meets privately with the President to discuss their performance and effectiveness surveys. In the review meeting, office-holders often refer to their annual division report in which each VP summarizes the activities and performance outcomes within their division. There are no specific criteria or proposed outcomes by which the office-holder’s effectiveness is measured. The evaluation is done in private with the President.

The University scores each college on the basis of their annual College-wide Goals and Assessment Report. Each college may be given a certain amount of funds for executive pay raises. Reward/remuneration for individual effectiveness in meeting or exceeding performance objectives is assigned by the President. There was no CUNY-wide allotment for executives pay raises for 2010 but there was one for 2009.

The main criteria for performance review are determined by the Chancellor in a Performance Management Process (PMP)\(^1\). There are University-wide PMP Goals, as well as College-specific goals. Presidents are reviewed by the Chancellor in terms of these goals, and it is expected that the Presidents will review their executives largely in light of these criteria. The 2010-11 BCC PMP Goals are exhibited in Appendix C.

The committee could identify little to no “bottom up” input. There is little or no input from the “stakeholders” – employees of the office, or faculty, staff and students who may need the services of the office. There is an Annual Survey of Faculty and Staff developed by the Senate’s Committee on Instruction and Professional Development and conducted by the Office of Research, Planning and Assessment, but it does not include office-specific questions and does not appear to be directly incorporated into performance review.

2. The practices elsewhere

The performance review process seems to be relatively uniform across CUNY units. It does not seem to differ from other executive performance review processes at other major institutions of higher education, at least based on an anecdotal survey conducted by committee members.

It should be mentioned, however, that other models are under review both at BCC and CUNY. For example, the Idea Center, a nonprofit organization “to serve colleges and universities committed to improving learning, teaching and leadership performance.”\(^2\) It has created a series of tools including a

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1. [http://www.cuny.edu/about/administration/chancellor/performance-goals.html](http://www.cuny.edu/about/administration/chancellor/performance-goals.html)
survey of core constituents that incorporates anonymous feedback from employees in a direct position to evaluate the administrator’s performance.³

In an inquiry about other CUNY unit’s experiences with faculty input into assessment of administrators, Prof. Sandi Cooper, Chair of the University Faculty Senate, related her experience at the College of Staten Island. Their College Council, the faculty governance body, has an “Administrative Review and Evaluation” committee. That committee developed a survey of “stakeholders” who are questioned about the office—Prof. Cooper emphasizes the importance of evaluating the office rather than the occupant. “A draft report is presented to the Executive Committee of your governance body and to the president and office holder for comments,” she described. “The report is not publicized widely,” she added.

3. Recommendations

Based on the above findings, the committee recommends the following:

- That the president, in consultation with the committee, develop other tools to supplement the University PMP process in providing helpful and meaningful assessment of vice presidents;
- That department chairs, student executives, members of the Senate Executive Committee and other department heads be given defined roles in providing input into the assessment process of the senior executives, as appropriate;
- That each division of the College identify “stakeholders” whose input will be considered in leadership assessment (see Appendix D);
- That the Annual Survey of Faculty and Staff include division-specific questions addressing the mission of each division, where feedback from the faculty and staff at large can be solicited;
- That the results of the redesigned Survey be incorporated into the president’s review and assessment process.

³ [http://www.theideacenter.org/sites/default/files/AdminSurveySample.pdf](http://www.theideacenter.org/sites/default/files/AdminSurveySample.pdf)
Appendices
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<th>Performance Assessment/Outcome</th>
<th>Goal and Target</th>
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<th>Other Goals</th>
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<td>Enhance Management</td>
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<th>Improve Student Success</th>
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Executive's Name: ____________________________
Office: ____________________________
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<th>COMMENTS</th>
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<td>D - Does Not Meet Expectations</td>
<td>N - Meets Expectations</td>
<td>E - Exceeds Expectations</td>
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**Executive Competencies**

2009-2010
GOAL 1: RAISE ACADEMIC QUALITY

1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix

1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies

   a. First progress report on the Medical Laboratory Technology program will be submitted to the National Accrediting Agency for Clinical Laboratory Sciences as evidence of progress in compliance with standards.

   b. Interim report on the Electronic Engineering Technology program will be submitted to the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology and will be accepted as evidence of compliance with addressing issues.

   c. Quality assurance report on all business programs will be submitted to the Association of Collegiate Business Schools and Programs (ACBSP) and will represent good progress in improving student learning and stakeholder results.

1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community

   a. Center for Sustainable Energy (CSE) – will play a leading role in Bronx coalitions involved with Green Jobs, Economic Development and Environmental Justice, and develop community-focused small business support mechanisms. The CSE will lead CUNY-wide training as well as community based training in the Bronx. This training will include: Green Energy Training to increase the number served within CUNY by 1500; expansion of Building Performance Institute offerings, adding multi-family size and Pre BPI offerings; and increased community programming presentations.

   b. National Center for Educational Alliances (NCEA) – will build upon ongoing work with the Ford Foundation and USAID support to pilot grants promoting articulation of FET colleges with higher education institutions in South Africa; commence development of a Global Scholars Program; and seek additional funding for student study abroad in Salzburg and other study/volunteer abroad activities.

   c. The Bronx Educational Opportunity Center (EOC) - will provide education and training programs for Bronx residents, including ESL, basic education, high school equivalency preparation, job training and placement, and college preparation and placement (including programming for students who intend to matriculate at the College, but have applied beyond the admissions cut-off date).
1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation

a. Telecommunication Technology Verizon program site visit scheduled in Fall 2010.

b. Action plan for Digital Arts program due in Fall 2010 based upon Spring 2010 program review and external visitors report.

c. Outcomes analysis based upon collection of assessed student work to be reported in 2010-2011 for Automotive Technology, Biology, Human Services, Paralegal Studies, Nursing (PHM 10).

1.4 Use of technology to enrich courses and teaching will improve

a. Academic Department Curricular Projects (“Learning by Design” Program funded by Title V) include continuation of Biology and Nursing/Allied Health projects; and initiation of Mathematics and Computer Science Department Project.

b. Classroom Infrastructure Projects to include: completion of projects in Biology and Nursing Departments; initiation of new project with Math Department; continuation of campus-wide installations in selected classrooms; and planning strategies for upgrading teaching areas.

c. E-Portfolio Project will include Honors, Digital Arts, Media Technology and Education Departments; ongoing faculty development with second cohort and selection of third cohort. Continued development of assessment capacities of e-portfolio system. “Making Transfer Connections” collaborative Title V grant submitted with LCC, LC, QC, and QCC Colleges.

d. Continue developing campus standards for online instruction for: course design, good pedagogical practice, evaluation and assessment, registration and scheduling, student preparation, and technology support.

e. Teaching with Technology Faculty Development Program – the number of hybrid or asynchronous classes to be offered in Fall 2010 will increase from 45 to 53.

f. Percentage of instructional (student) FTEs offered partially or totally online will increase from 2.0 to 2.2.

2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity

2.1 Colleges will continuously upgrade the quality of their full-and part-time faculty, as scholars and teachers
a. Office of Instructional Technology faculty development program to include: weekly workshops (35-40 per semester); specialized on-demand training; online course development (CUNY Hybrid Project) to include the development of 12 new hybrid courses (which will increase the total from 53 to 65) and redesign of 8 hybrid courses.

b. Center for Teaching Excellence – Increase faculty participation to 1000 in programs, workshops and other activities. Emphasis on CTE sponsorship of General Education and Assessment faculty training with the General Education and Assessment Team. Include presentations by external experts targeted to areas related to our students’ challenges, interests, and needs (e.g., online teaching and mathematics learning; prominent authors who have written about subjects of interest to underrepresented minority and female students). Continuation of adjunct faculty development for 2010-2011.

c. Educational Opportunity Center (EOC) - Continue to increase the number of faculty achieving certification in various Microsoft applications, through in-house training and existing certification arrangement.

2.2 Increase faculty research/scholarship

a. Presidential Grant Program will provide up to $50,000 in support for research and scholarship relating to topics of sustainability and globalism and the BCC Foundation will continue the faculty Scholarship support Grant Program.

b. Increase the number of faculty scholarship and creative work submissions from 142 to 150.

2.3 Instruction by full-time faculty will increase incrementally

a. Twenty new fulltime faculty are expected in the following departments: Biology/Med Lab Tech (1), Business/Info Sys (2), Communication Arts/Sci (1), Education/Reading (2), English (1), Health/PE/Wellness (2), Math/CS (4), Physics (Auto Tech 2; Elc Tech 1, Astronomy/Phy 1), Social Sciences (Sociology 2, Political Sci 1) – with 18 hires in the Fall semester

b. Percentage of instructional FTEs delivered by full-time faculty will remain among the highest in CUNY and will increase from 60.4 to 62.0

2.4 Colleges will recruit and retain a diverse faculty and staff

a. Continue ongoing recruitment efforts for new hires and diversity training program for all campus constituencies.

b. The percentage of minority faculty will remain among the highest in CUNY at 40%.

3. Ensure that all students receive a quality general education and effective instruction
3.1 College will provide students with a cohesive and coherent general education

a. Planning for the Freshmen Year has been identified as a major strategic institutional priority, and will include: participation in John Gardner Foundations of Excellence in the First College Year self study and planning effort; identification of freshmen year objectives and learning outcomes; review and revision of freshmen seminar course from an interdisciplinary approach; refinement of e-tools for advisement, tracking and referrals; providing analytically developed course program tracks for incoming students; and conducting a comprehensive review of freshmen year courses (remedial and gateway) with respect to learning objectives, student performance, prerequisites and sequencing.

b. Comprehensive Plan for General Education and Assessment - With guidance from the team that participated in the General Education and Assessment Institute sponsored by the American Association of Colleges and Universities (AACU) in June 2010, and with support from the new Academic Assessment Manager, we will implement a prospectus for faculty development to translate the college’s institutional-level General Education student-learning outcomes into program and course specific outcomes, and to create a process to assess them with direct evidence based upon student work. Faculty cohorts will be degree program coordinators who will be responsible for the planning and implementation of General Education and program-specific outcomes assessment.

c. General Education and assessment will also be featured as a main focal point for new faculty orientation by transitioning Integrated Skills Reinforcement into the New Faculty Seminars.

d. In consultation with the Center for Teaching Excellence, the General Education and Assessment Team (GEAT) will provide a faculty development program for curriculum coordinators and other faculty in support of assessment, including training in: creating learning outcomes for programs and courses, especially for alignment with institutional Gen Ed outcomes; creating program maps that indicate in which courses students have learning opportunities to master these outcomes at introductory, intermediate, and/or advanced levels; developing and implementing assessment measures and rubrics; and applying assessment findings to improve and sustain student learning.

3.2 Colleges will improve basic skills and ESL outcomes

a. Mathematics Department planning to include: beginning of 3-yr assessment of new remedial sequence MTH 01-05 fully phased-in for Fall 2010; inquiry for possible revisions of MTH 06 syllabus and Impact on Gateway courses MTH 13 and MTH 30; faculty will be assigned to provide specialized tutorials as part of regular workload in the Math Lab; Saturday workshops for MTH 13 and MTH 30 students; January and June COMPASS workshops combining PLATO software, dedicated tutor support and breakout problem sessions with instructors on key topics; MTH 01 workshops in January and
August; pre-semester development sessions with adjunct faculty focused on best practices in pedagogy and advisement, and follow-up electronic discussion groups.

b. Reading program planning to include: workshops for all fulltime faculty and adjuncts focused upon learning outcomes for RDL 01 and RDL02 and the tasks involved in accomplishing these outcomes; peer led workshops to enhance tutors’ ability in addressing specific reading skills; enhancement of model/web-enhanced course for RDL 01 and development of new departmental exam for RDL 01; assessment of comprehension questions on the RDL 02 midterm exam using Bloom’s taxonomy and development of an assessment/diagnostic tool to assess students’ skills mid-semester and direct students to tutoring services as appropriate.

c. English Dept planning to include: January and June ESL and developmental writing workshops; and faculty training for new CUNY writing exam.

d. % of first-time freshmen who increase reading score over summer will increase from 68.8% to 72.0

e. % of first-time freshmen who increase writing score over the summer will increase from 67.2% to 71.068%.

f. % of first-time freshmen who increase math COMPASS 1 (arithmetic) score over the summer will increase from 83.1% to 85%.

g. % of first-time freshmen who increase math COMPASS 2 (algebra) score over the summer will increase from 72.7% to 75%.

h. Pass rate in reading on exit from remediation will increase from 61% to 64%.

i. Pass rate in writing on exit from remediation will increase from 62.4 to 64%.

j. Pass rate in math on exit from remediation will increase from 47.6% to 50%.

k. Percentage of associate degree students not fully skills proficient upon initial testing who have met basic skills proficiency in reading, writing and math by the 30th credit will increase from 45.5% to 48%.

3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study

a. Percentage of students passing freshmen composition and gateway mathematics courses with a C or better will increase from 73% to 75%.

b. Percentage of students passing freshmen composition will increase from 78.4% to 80%.
c. Percentage of students passing gateway mathematics courses with C or better will increase from 45.8% to 50%.

3.4 Show and pass rates on CUNY proficiency exam will increase

a. Percentage of required invitees who took the CUNY Proficiency Exam (CPE) will increase from 76.6% to 78%.

b. Percentage of required test-takers passing the CUNY Proficiency Exam (CPE) will increase from 90.1% to 92%.

3.5 Colleges will reduce performance gaps among students from underrepresented groups and/or gender

a. The performance gap (by underrepresented minority groups) in the one-year retention rate will decrease from -7.3 to -6.3.

b. The performance gap (by gender) in the one-year retention rate will decrease from -5.1 to -4.5.

c. The performance gap (by underrepresented minority groups) in the percentage of semester credit hours earned (or passed) of those attempted will decrease from -7.9 to -7.5.

d. The performance gap (by gender) in the percentage of semester credit hours earned (or passed) of those attempted will decrease from -1.8 to -1.7.

3.6 Colleges will show progress on implementing faculty-driven assessment of student learning

a. Divisional plan will be implemented for transition from project-focused, discrete course-based assessment to comprehensive, systemic program assessment with General Education mapping across the curriculum. A faculty General Education and Assessment Team is leading the planning and implementation of this. See section 3.1 for more information.

4. Increase retention and graduation rates and ensure students make timely progress toward degree completion

4.1 Colleges will facilitate students’ timely progress toward degree completion

a. Develop OSSES system component to facilitate intervention and referral for students who are in need of academic and/or support services.

b. Provide specialized academic advisement for students at the 45th credit level.
c. Development of pilot prior learning assessment program as part of a *Council for Adult and Experiential Learning (CAEL)* grant effort to accelerate degree credit progress.

d. Percentage of freshmen and transfers taking one or more courses the summer after entry will increase from 20.2% to 21.2%.

e. Ratio of FTEs to headcount will increase from 0.739 to 0.745.

4.2 Retention rates will increase progressively

a. Develop an OSSES system component to facilitate intervention and referral for students who are in need of academic and/or support services.

b. Percentage of full-time first time freshmen in associate programs still enrolled in the college of entry one year later will increase from 65.2% to 66%

4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs

a. Six semester graduation rate of Accelerated Study in Associated Program (ASAP) and Health Science Academy (HSA) students projected at 50% for original Fall 2007 cohort, and 78% for other students who joined this cohort in 2008.

b. Percentage of full-time first-time freshmen in associate programs who graduated from the college of entry within six years will increase from 20.3% to 22.3%

5. Improve post-graduate outcomes

5.1 Professional preparation programs will improve or maintain the quality of successful graduates

a. Percentage passing the NCLEX exam will increase from 81.4% to 85%

b. Percentage passing the national Radiologic Technology exam will continue to meet or exceed 85%.

c. Percentage of EOC students passing the state certifying examinations for Emergency Technician will continue to meet or exceed 90%.

5.2 Job and education rates for graduates will increase

a. Six-month job placement rate will increase from 79.1% to 80.1%
6. **Improve quality of student and academic support services**

6.1 **Colleges will improve the quality of student support services and academic support services, including academic advising, and use of technology, to augment student learning**

a. Student Development and Enrollment Management Division - will realign the services and functions of the division to address student needs, with: creation of a Welcome Center to serve as an informational focal point on campus; identification of the challenges of the student enrollment experience to inform streamlining Admissions and Registrar processes; and enhancement of disability services with hiring new staff (Student Disability Manager and Assistive Technologist), and creation of information handbooks and workshops.

b. Academic Success Center – will develop an online Academic Advising Handbook and further improvement of the electronic advisement form.

c. Tutoring – Pilot training program for tutors in using technology to assist students (Blackboard, OSSES, CUNY portal, online assignments, social networking, digital whiteboards). Pilot a mentoring program for senior (master) tutors to assist and monitor the progress of new tutors. Increase number of trained tutors in parallel with expanded student enrollment, and upgrade their tutoring skills with nationally certified workshops. Expand tutoring for new programs, such as Criminal Justice.

d. Summer Success Program - the registration schedule for new students for Fall 2010 has been front-end-load into June / July. The number of freshmen in the Summer Success Program should increase since we will be advising them in June and SSP begins in late June.

e. January / June MTH 01 Headstart Workshops will expand to include all students (not just freshmen) who have placed into MTH 01

f. Developmental Courses – improve pass rates with support in the areas of: first year student experience in remedial workshops, academic support labs, and academic advisement for allied health majors; and expansion of academic support initiatives in challenging courses (accounting, pharmacology (pre-PHM 10 certification workshop), biology, mathematics and chemistry).

g. Student focus groups will be conducted to determine how academic and student support services can be improved.

7. **Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses**

7.1 **Colleges will meet established enrollment targets for degree programs**

a. Total Fall 2010 headcount enrollment will increase from 10,420 to 10,837.
b. Total FTE enrollment will increase from 7,529 to 7,757.

7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges

a. Collaborative work planned with recent submissions of two collaborative Title V grants, one with John Jay College of Criminal Justice for advancing baccalaureate degree completion at John Jay for students who begin the Criminal Justice degree program at BCC; and the other advancing e-portfolios as a tool for effective associate degree completion, senior college transfer and senior college degree completion – with Laguardia CC, Queensborough CC, Queens College, and Lehman College.

b. Submission of joint Biotech AS/BS Letter of Intent to CUNY.

c. Ongoing linkages with York College for Chemistry and Pharmaceutical Tech transfers and with City College for STEM student transfers.

d. Continued participation in Bronx Borough-wide initiatives, ranging from joint participation in the John Gardner Foundations of Excellence Initiative to the 2+2 program to support effective community college transfer and completion of the Bachelor of Science in Nursing degree and advising information outreach to BCC students for transfer to Lehman’s teacher certification program.

7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the # of students who participate in more than one college credit course and/or precollege activity.

a. Achieve an 81% student passing rate (grades of C- or better) in courses for college credit and 80% student passing rate in non-credit courses/workshops.

b. Retain at least 78% of enrolled students in fall 2010 and spring 2011.

c. Insure that at least 20% of all students in summer/fall 2010 semesters register for progressively more difficult courses in spring 2011 semester.

d. Offer a re-designed sequence of courses to improve student writing skills, mostly among English-as- a- Second Language (ESL) learners.

8. Increase revenues and decrease expenses

8.1 Alumni-corporate fundraising will increase or maintain current levels

a. Fundraising goal will be maintained at $1.6 million.
8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education
   a. ACE revenue target of $650,000.

8.3 Colleges will improve or maintain sound financial management and controls
   a. Administrative applications linked to risk management objectives will be developed to enhance finance management and controls.

8.4 Colleges will implement financial plans with balanced budgets
   a. Financial Plan for FY11 will be fully implemented.
   b. BCC will continue to maintain a balanced budget.

8.5 Contract/grant awards will rise
   a. Contract/grant awards projected - $7 million.

8.6 Indirect cost recovery ratios will improve
   a. The indirect cost recovery ratio will be maintained at 6.99.

9. Improve administrative services

9.1 Colleges will make progress with a declared capital campaign
   a. Develop campaign website with short list of naming opportunities and floor plans of new spaces.
   b. Inaugurate mini campaign for a Global Education Fund.
   c. Integrate Annual Fund into Campaign – brand all Annual Fund materials and solicitations with Campaign identification.
   d. Develop recognition vehicle for $100+ gifts

9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges
   a. Student focus groups will be conducted to determine how administrative services can be improved.
9.3 Colleges will improve space utilization

a. BCC will continue to improve space utilization via the reclamation of space formerly lost to the campus and the enhancement of those areas to facilitate better instruction and instructional support.

9.4 All colleges will improve Risk Management on campus

a. The BCC Risk Management Council will continue its risk management program in accordance with their implemented campus risk management plan.

b. The BCC Risk Management Council will continue to assess identified metrics by which the implemented plan will be measured.

9.5 All colleges will make timely progress on CUNYFirst implementation

a. BCC will maintain timely progress of CUNYfirst implementation while ensuring organizational readiness.

9.6 Each campus should have a functioning campus sustainability council with broad representation from the campus community, and have a recognized, multi-year campus sustainability plan.

a. BCC Campus Sustainability Council will maintain timely progress of goals and objectives in accordance with their recognized, multi-year sustainability plan.
<table>
<thead>
<tr>
<th>Services</th>
<th>Student Services</th>
<th>Student Life</th>
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<td>Center for Student Life</td>
<td>Career Services</td>
<td>Talent Acquisition</td>
<td>Health &amp; Safety</td>
<td>Transportation</td>
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<td>Disability Services</td>
<td>Counseling</td>
<td>Alumni Relations</td>
<td>Career Planning/Placement</td>
<td>Recruitments</td>
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<td>Human Resources Management</td>
<td>Diversity, Equity &amp; Inclusion</td>
<td>Development and Alumni Programs and Programs</td>
<td>Non-Credit Professional Development</td>
<td>Public Affairs</td>
<td>Emerging Technologies</td>
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<td>Animal Services</td>
<td>Student Affairs</td>
<td>Continuing and Professional Studies</td>
<td>Student Engagement</td>
<td>Student Success</td>
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<td>Victim Advocacy</td>
<td>Academic Affairs</td>
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<td>Scholarship Assistance</td>
<td>Academic Advising</td>
<td>General Counseling</td>
<td>Career and Job Counseling</td>
<td>College Discovery</td>
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</tbody>
</table>

**Student Support Services**
- Student Assistance Center
- Service for General Questions
- Health Services
- Mental Health Services
- Special Student Support

**Grants and Contacts**
- Assistant to the President
- Development Office
- External Grants Office
- Grants Office
- Research Office
- Special Projects Office

**Writing Fellows/Co-Leads**
- Writing Fellows/Co-Leads
- Writing Across the Curriculum
- Writing in the Curriculum

**Technology**
- Office of Institutional Effectiveness
- Education and Technology
- Technology Services
- Information Technology
- Career and Job Counseling
- Technology Services

**Grants and Contracts**
- Administration
- Department Services
- Human Resources

**Program (PMP)**
- Program Management
- Performance Measurement
- Institutional Effectiveness

**Special Events Coordination**
- Event Planning
- Event Coordination
- Event Planning and Coordination

**Bronx Community College - Administrative Functions By Division - January, 2010**
To: Members of the College Senate  
From: Professor Howard A. Clampman, Chairperson Curriculum Committee  
Date: April 7, 2011  
Subject: Report of Actions by the Curriculum Committee through 03/15/2011

1. Actions previously reported to the Senate  
   (a) None

2. Actions reported to the Senate for the first time:  
   (a) Proposed Changes in an Existing Degree Program  
       Community/School Health Education A.S. Degree Program  
       1) Revision of Specialization Requirements  
          i. Change of HLT 97 – Field Work in Community Health Resources – 3 credits from a required course to a health elective course  
          ii. Increase of health elective requirement from 3 credits to 6 credits  
       2) Addition of one newly created health elective course  
          i. HLT 89 – HIV/AIDS – 3 rec, 3 credits  
       Department of Health Physical Education & Wellness  
       Approved 03/15/2011  
       19-0-0
Section AIII: Changes in Degree Programs

AIII.1

The following revisions are proposed for the Community/School Health Education Program:

Program: A.S. Community/School Health Education

Program Code: 20558

Hegis Code: 5506

Proposed Changes:
Addition of new course, HLT 89, HIV/AIDS; Change from selection of one 3 credit health elective and requirement of HLT 97 - Field Work in Community Health Resources to selection of two 3 credit health electives and changing HLT 97 to one of the electives, rather than a requirement.

<table>
<thead>
<tr>
<th>CRs</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>17</td>
<td>Core Requirements</td>
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<tr>
<td>1</td>
<td>ENG 10 Fundamentals of Composition and Rhetoric OR ENG 11 Composition and Rhetoric I</td>
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<tr>
<td>3</td>
<td>CMS 11 Fundamentals of Health Education</td>
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<tr>
<td>3</td>
<td>MTH 21 Survey of Mathematics I OR MTH 23 Probability and Statistics OR MTH 26 Fundamentals of Modern Mathematics</td>
</tr>
<tr>
<td>1</td>
<td>PEA 2 Physical Education</td>
</tr>
<tr>
<td>32</td>
<td>Required Areas of Study</td>
</tr>
<tr>
<td>3</td>
<td>ART 11 Introduction to Art OR MUS 11 Introduction to Music</td>
</tr>
<tr>
<td>3</td>
<td>CHM 171 Fundamentals of General Chemistry I</td>
</tr>
<tr>
<td>3</td>
<td>PSY 11 Fundamentals of Psychology OR PSY 41 Psychology of Infancy and Childhood</td>
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<tr>
<td>3</td>
<td>SOC 11 Fundamentals of Sociology</td>
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<td>3</td>
<td>Modern Language 3</td>
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### Specialization Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CPR 10</td>
<td>Cardiopulmonary Resuscitation</td>
<td>1</td>
</tr>
<tr>
<td>OR</td>
<td>WFA 10 Workplace First Aid Training</td>
<td>1</td>
</tr>
<tr>
<td>OR</td>
<td>PEA 12 Elementary Hatha Yoga</td>
<td>1</td>
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<tr>
<td>OR</td>
<td>PEA 82 Introduction to Tai Chi Chuan</td>
<td>1</td>
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<tr>
<td>OR</td>
<td>HLT 90 Health and Aging</td>
<td>1</td>
</tr>
<tr>
<td>OR</td>
<td>HLT 92 Drugs, Society &amp; Human Behavior</td>
<td>1</td>
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<tr>
<td>OR</td>
<td>HLT 93 Human Sexuality</td>
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<tr>
<td>OR</td>
<td>HLT 96 Health Education for Parenting</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>HLT 94 Human Nutrition</td>
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</tr>
<tr>
<td>OR</td>
<td>HLT 97 Field Work in Community Health Resources</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>HLT 89 HIV/AIDS</td>
<td>3</td>
</tr>
</tbody>
</table>

**Subtotal**: 11

**Total credits required**: 60

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1. Students who are not planning to transfer to Lehman College are advised to take BIO 23 and 24 instead of BIO 11 and CHM 17.

2. Select any physical education course except PEA 12 and PEA 82.

3. The 8 credits must be in the same language. See language requirements in "The Curricula and Programs" section of this catalog.

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### Rationale:

1. New Course: HIV/AIDS. According to New York City Department of Health and Mental Hygiene (2008, Vital Statistics), HIV Disease is the 3rd leading cause of death (after cancer and heart disease) in New York City in people ages 35-54. The Bronx has the highest death rate due to HIV in any of the five boroughs. Since 2008, the New York City Department of Health and Mental Hygiene has implemented the "The Bronx Knows" campaign which is a public health initiative to increase voluntary HIV testing for every Bronx resident and provide access to quality care and prevention. This course is a vital class to offer students entering fields of community health, public health, school education and social services, so that they understand issues related to the epidemiology of HIV, prevention and treatment of HIV, social policy relating to HIV/AIDS.

2. Change in Pattern Sheet: According to BCC Graduate Survey Results (2009, N = 406), 50% of students graduating from the Community/School Health Education Program were enrolled in an additional education or training program 6 months after completing their degree. Of the students who enrolled in a degree program, 48% transferred to Lehman College, and 12% transferred to Hunter College. The articulation agreement that we currently have with Lehman College accepts all of the credits as direct transfer credits except for HLT 97 - Field Work in Community Health Resources. Elective credit is given to those students who are not planning to transfer to a 4-year college. Students who are planning to transfer to a 4-year college are recommended to take this course.

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**Subtotal**: 11

**Total credits required**: 60

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2. Select any physical education course except PEA 12 and PEA 82.

3. The 8 credits must be in the same language. See language requirements in "The Curricula and Programs" section of this catalog.

4. Students who are not planning on transferring to a 4-year program in Community Health are encouraged to take this course.
Section AIV: New Courses

AIV.1: Department Health Physical Education & Wellness

Course Number: HLT 89

Title: HIV/AIDS

Recitation: 3

Credits: 3

Prerequisite: HLT 91

Course Description:
This course is designed to teach the most current body of knowledge in the field of HIV/AIDS. Learners will explore the history, epidemiology, primary, secondary and tertiary prevention strategies as well as controversial issues from the perspective of different stakeholders, locally, nationally and globally. The purpose of this course is to empower learners with the tools to advocate for effective prevention strategies. Strategies include protecting uninfected individuals, supporting people living with HIV/AIDS and informing policy making to mitigate the social and economic impact of the disease.

Rationale: This course is designed to teach the most current body of knowledge in the field of HIV/AIDS. Learners will explore the history,