1. Call to Order: 12:24 P.M., A. McInerney

2. Greetings: A. McInerney

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

4. Approval of Minutes of October 6, 2011: Approved as amended by unanimous voice vote.

5. Action Items:
   a. CAS Item: Proposed Change to Admission and Progression in Medical Laboratory Technology Courses: S. Powers asked to table this item until the December 2011 session.

6. President’s Report: C. Berotte Joseph announced that BCC submitted our input to CUNY on the CUNY Master Plan. Now the work we need to do is focused on the Pathways Initiative. President Berotte Joseph thanked those who provided their input to the Master Plan and those who are providing input to the Freshman Year Initiative.

7. Announcements and Reports
   a. Chairperson, Vice-Chairperson, and Faculty Council Chairperson
      i. A. McInerney mentioned a discussion in the Senate Executive Committee about the reports of covert surveillance on CUNY campuses. In that meeting, VP Coleman assured us that this is not happening and will not happen on the BCC campus.
      ii. T. Warren announced that the SGA will be hosting a café hour for the evening students both in November and December. T. Warren brought the amendments to the SGA constitution to the floor (see attachment).
These amendments have been passed once by the Senate already, but did not pass the student body with sufficient representation. Therefore, the amendments are returning to the Senate prior to another vote by the student body.

1. Motion to waive the two meeting rule passed unanimously by voice vote.
2. Motion to accept the SGA Constitution as amended passed unanimously by voice vote.

iii. M. Pita announced that the Academic Integrity Officer, the Faculty Panel for the Faculty Student Disciplinary Committee and two representatives to the Student Complaint Appeals Committee were elected during that meeting. There was a visit by Barbara Bowen as well. The Faculty Council meeting on November 10 will be devoted entirely to discussing the Pathways Initiative.

b. Vice-Presidents and Deans
   i. H. Wach introduced the Pathways Initiative Draft Recommendations (see attachment). The “coordinated campus response” will come from the College President. H. Wach reviewed the Pathways Initiative Timeline (see attachment) and noted that he will be appointing a BCC Steering Committee made predominantly of department chairpersons. A. McInerney led a discussion of the recommendations, asking for both questions and comments.
   ii. M. Coleman discussed the 2011-2012 COMPACT Budget Request (see attachment). This year most of the COMPACT monies were proscribed by CUNY. All of the money that BCC raises through philanthropy efforts (both through the BCC Foundation and grant-based funding) will be invested in Student Support and student scholarships. The majority of the regular college budget (see attachment) is allocated to salaries. M. Coleman pointed out the Capital Budget Request and Borough President and City Council Requests (see attachment), which is in addition to the regular budget and covers infrastructure improvements on campus. M. Coleman asked that we be particularly careful around the construction areas and the construction equipment; please use the back gate for entering and exiting campus by car.
   iii. The body voted unanimously by voice vote to move ahead to the Committee Reports.


10. Committee Reports
    a. Academic Standing (see attachment): S. Powers introduced changes to the Dean’s List. The committee raised the GPA required from 3.2 to 3.3 for the Dean’s List and made some minor changes to the language. It was unanimously approved by the committee.
    b. Curriculum (see attachment): H. Clampman distributed a 2 page summary of the most recent meeting and introduced the following:
       i. Proposed Changes in Existing Degree Programs
          1. Digital Arts AAS Degree – Interactive Multimedia Option
          2. Digital Arts AAS Degree – Graphic Design Option
Proposed Letter of Intent

1. Dual Admission/Jointly Registered Program with Lehman College – Association in Applied Science in Nursing (AAS) and Bachelor of Science in Nursing (BS)

c. Governance and Elections: F. Moore noted that the online election for representatives to Space, Facilities, and Management will begin next week.

d. Instruction and Professional Development: B. Yarmolinsky distributed the results of the Annual Survey of Faculty and Staff Results, spring 2011 (see attachment). The survey can also be found on OSSES under other indicators.


f. Student Activities: M. Kirk noted there are 35 clubs pending charter and they will meet next week to finalize them.

g. Student Government Association: No Report.

h. University Faculty Senate: H. Skinner noted that the UFS passed a resolution on priorities for the 2012-13 State Budget Request (see attachment).

i. University Student Senate: E. Sutton noted that the USS is planning to amend CUNY bylaws and they are creating a position of vice-chair for LGBT affairs, for which he plans to run.

j. Vice-Presidents and Deans: No Report.

11. New Business: M. Refling announced that there is a rally on campus for the adjunct faculty members who need to have their health care fully funded. Please show your support for the initiative to fully fund adjunct health care by wearing a button November 17.

12. Adjournment: 1:52 P.M., A. McInerney

Respectfully Submitted,

Laura C. Broughton, Secretary

Handouts:

- Amendments to SGA Constitution (17 pages)
- CUNY Pathways Initiative Timeline (1 page)
- Draft Common Core Structure November 1, 2011 (2 pages)
- Pathways Task Force Releases Draft Recommendations and Invites Comment by Michelle J. Anderson (4 pages)
- BCC Budget Request 2011-2012 COMPACT (5 pages)
- BCC F.Y. 2012 Operating Budget (2 pages)
- Five-Year Capital Request FY 2012-13 through FY 2016-17 (1 page)
- Borough President and City Council Capital Funding Requests FY 2013 (1 page)
- Codification of Academic Rule & Regulations Dean’s List (2 pages)
- Report of Actions by the Curriculum Committee through 10/25/2011 (33 pages)
- BCC Annual Survey of Faculty and Staff (4 pages)
• Resolution on Priorities for the 2012-13 State Budget Request from UFS Chairperson Sandi E. Cooper (1 page)
• BCC Freshman Year Initiative Update – Fall 2011 (1 page)
• BCC Senate Survey How to Be a Successful Student at BCC (1 page)
• Email: A message from CUNY Central regarding E-Mail Phishing Attempts (1 page)
To: Student Government Association  
From:  
Re: Proposed amendments to the SGA Constitution  
Date:  

This memo is to accompany the proposed amendments to the Bronx Community College Student Government Association Constitution. Following is a summary of the proposed amendments and rationale. All changes to the current constitution are noted by underlining or brackets. Language that is underlined is to be added. Language that is bracketed is to be removed.

AMENDMENT 1: This amendment clarifies that the Student Government Association is a part of Bronx Community College of The City University of New York.

ARTICLE I----NAME

The name of this organization shall be the Student Government Association of Bronx Community College of The City University of New York, herein after known as SGA (presently known in the Board of Trustees Bylaws, Article XV as the Student Association).

AMENDMENT 2: These two amendments clarify the budget oversight role of the SGA. The first provides SGA approval of student club and organization budgets. The second states that the SGA president must approve all student monies that are spent.

ARTICLE II----PURPOSE

Section 4: To review [and approve all charters, constitutions, and] budgets presented to the BCC, Inc. Budget Committee for the student clubs and organizations, in accordance with the Inter-Organization Council (herein after known as the I.O.C.) constitution and procedures governing college-wide organizations before presentation to the committee on Student Activities, the Budget Committee of BCC, Inc. and the Auxiliary Enterprise Board in accordance with section 15.2 (B.O.T. Bylaws).

ARTICLE IV----OFFICERS ELIGIBILITY DUTIES

Section 5: Duties of the President

5.13 Review and sign all vouchers for expenditures of the SGA.
AMENDMENT 3: The following amendments are needed to update the SGA Constitution and bring it in line with University and College requirements, including the University Student Senate, the College Governance Plan, current College organization and the Open Meetings Law.

ARTICLE II – PURPOSE

Section 5: To elect one of the [four (4)] student members of the Budget Committee of BCC, Inc. To elect one of the [three (3)] student members of the Rules and Procedures Committee of BCC, Inc.

ARTICLE IV----OFFICERS ELIGIBILITY DUTIES

Section 3: Qualifications of Senators

3.1 All senators shall be matriculated students, registered for at least one (1) three credit course, and possessing a 2.00 cumulative index at the time of filing for candidacy, which must be maintained. All executive officers must have a 2.5 cumulative grade point average or higher at the time of candidacy and shall be maintained during his/her tenure.

Section 4: Duties of the Executive Board

4.3 The Executive Board plus [two (2)] senators elected by and chosen from the SGA senators shall serve as directors on BCC, Inc.

4.4 The SGA President, Vice President for I.O.C. clubs and college-wide organizations, Executive Officer for Legal and Legislative Affairs, the Treasurer plus one or more senators elected by and from the SGA shall serve as directors on the Auxiliary Enterprise Board.

Section 5: Duties of the President

5.9 Be one of the [three (3)] student members of the Senate Committee on Governance and Elections.

5.10 Be one of the [three (3)] student members of the Senate Committee on Student Activities.

5.11 Be one of the [four (4)] student members of the Budget Committee and one of [three (3)] the student members on the Rules and Procedures Committee of BCC, Inc.”

5.12 Be one of the [two (2)] delegates to the University Student Senate and appoint [two (2)] alternate delegates from the SGA or the student body at large.
Section 6: Duties and Qualifications of the Vice President for I.O.C. Clubs and College-wide Organizations

6.6 Be one of the [three (3)] student members of the Senate Committee on Governance and Elections.

6.7 Be one of the [three (3)] student members of the Senate Committee on Student Activities.

6.8 Be one of the [four (4)] student members of the Budget Committee, of BCC, Inc.

6.9 Be one of the [five (5)] student members of the Auxiliary Enterprise Board.

6.10: Be one of the student members of the Executive Committee of the Senate.

6.11: Be the primary alternate delegate for the SGA President to the University Student Senate. This role shall be opened to all SGA Senators should the SGA Vice-President decline to fulfill the requirements of 6.11.

Section 7: Duties of the Executive Officer for Legal and Legislative Affairs

7.4 Be one of the [three (3)] student members of the Executive Committee of the Senate.

7.5 Be one of the [three (3)] student members of the Senate Committee on Governance and Elections.

7.6 Be one of the [three (3)] student members of the Senate Committee on Student Activities.

7.7 Be one of the [three (3)] student members of the Rules and Procedures Committee of BCC, Inc.

7.8 Be one of the [two (2)] delegates to the University Student Senate.

7.9 Be one of the [five (5)] student members of the Auxiliary Enterprise Board.
Section 8: Duties of the Treasurer

8.4 Be one of the [four (4)] student members of the Budget Committee of BCC, Inc.”

ARTICLE V---ELECTIONS

Section 1:

1.2 The [Dean of Students] Vice President of Student Development and Enrollment Management, or designee, shall solicit from each club and college-wide organization the name of two (2) student nominees that may serve on SERC.

1.3 The [Dean of Students] Vice President of Student Development and Enrollment Management shall appoint seven (7) students to serve on SERC, at least 2 weeks before an election.

1.5 Any candidate adversely affected by a determination of SERC shall, within seven (7) school days after the annual elections, send a written appeal to the [Dean of Students] Vice President of Student Development and Enrollment Management stating any alleged procedural impropriety. The [Dean of Students] Vice President of Student Development and Enrollment Management shall thereafter consider the appeal and present his/her findings as soon as possible.

ARTICLE VI---IMPEACHMENT AND REMOVAL FROM OFFICE

Section 1:

PROCEDURES

1.6 The [Dean of Students] Vice President of Student Development and Enrollment Management shall chair all meetings of the Judiciary committees of the SGA, but have no voting privileges.

1.7 The role of the [Dean of Students] Vice President of Student Development and Enrollment Management is intended to be limited to the sole purpose of upholding and ensuring the legal rights of any person(s) charged with violations of the B.O.T. Bylaws or policies, or any policy regulations or order of the College in accordance with the Bylaws of SGA.
ARTICLE VII---MEETINGS

Section 5: Robert’s Rules of Order (Revised) shall be the governing procedures of the SGA except when superseded by the Open Meetings Law, this constitution and/or by the B.O.T. Bylaws.

Section 6: The SGA President shall appoint a parliamentarian. The appointment can be overridden by a positive vote of two-thirds (2/3s) of the total SGA membership.

AMENDMENT 4: Amendments to the SGA Constitution must now pass with a minimum of 10% student participation in the referendum. There have been many elections where the 10% student participation was not achieved. While maintaining the required student participation, this amendment also provides that, if the participation is not sufficient, the Student Government Association may ratify amendments with a two thirds (2/3s) vote.

ARTICLE IX – AMENDMENTS

Section 6: Should the referendum fail to obtain the required student participation, the amendment will be ratified when the following requirement has been satisfied: A positive vote of two thirds (2/3s) of the total SGA membership.
DRAFT REVISION

BRONX COMMUNITY COLLEGE
Of the City University of New York

CONSTITUTION
OF THE
STUDENT GOVERNMENT ASSOCIATION OF
BRONX COMMUNITY COLLEGE

ARTICLE I – NAME
The name of this organization shall be the Student Government Association, of Bronx Community College of The City University of New York, herein after known as SGA (presently known in the Board of Trustees Bylaws, Article XV as the Student Association).

ARTICLE II – PURPOSE

Section 1: To represent the student body.
To expand and coordinate a program of student activities to stimulate student interest.
To support the development, assessment, and execution of curricular, social, cultural and recreational programs.
To ensure, uphold and protect the rights of students on campus, and all benefits that the Bronx Community College Association, Inc. (hereinafter known as BCC, Inc.) provides regardless of race, sex, creed, color, religion, and/or nationality.

Section 2: To direct and control student activities by regulations. To set policy and budgeting as guided by BCC, Inc.

Section 3: To govern the activities that are funded through the student activities fees, in accordance with the Board of Trustees (herein after known as B.O.T.) Bylaws and all Bylaws established by BCC, Inc., the Auxiliary Enterprise Board and the Governance Plan of the College. To develop communication among students, administrators, faculty, and the community, in order to further the goals of this educational institution.
Section 4: To review [and approve all charters, constitutions, and] budgets presented to the BCC, Inc. Budget Committee for the student clubs and organizations, in accordance with the Inter-Organization Council (herein after known as the I.O.C.) constitution and procedures governing college-wide organizations before presentation to the committee on Student Activities, the Budget Committee of BCC, Inc. and the Auxiliary Enterprise Board in accordance with section 15.2 (B.O.T. Bylaws).

Section 5: To elect one of the [four (4)] student members of the Budget Committee of BCC, Inc. To elect one of the [three (3)] student members of the Rules and Procedures Committee of BCC, Inc.

ARTICLE III – MEMBERSHIP

Section 1: Membership is open to all students registered at Bronx Community College.

ARTICLE IV – OFFICERS ELIGIBILITY DUTIES

Section 1: Officers

The SGA shall consist of fifteen (15) senators elected by the student body, who will then elect from its membership the Executive Board.

Section 2: Student Government Association Executive Board

The Executive Board shall consist of a President, a Vice President for I.O.C. clubs and college-wide organizations, an Executive Officer for Legal and Legislative Affairs, a Treasurer, and a Secretary.

Section 3: Qualifications of Senators

3.1 All senators shall be matriculated students, registered for at least one (1) three credit course, and possessing a 2.00 cumulative index at the time of filing for candidacy, which must be maintained. All executive officers must have a 2.5 cumulative grade point average or higher at the time of candidacy and shall be maintained during his/her tenure.

3.2 Candidates for office shall not have more than 56 degree credits, in any particular curriculum.

3.3 A senator shall serve for a one (1) year term and shall serve no more than two (2) consecutive terms.
3.4 Candidates who have filled vacancies on the SGA for a term that exceeds 6 months shall be considered to have served a full term.

3.5 No senator of the SGA may be an officer of a club, component or organization on campus.

3.6 A student who has received an Associate Degree from BCC cannot be an officer of SGA, the College Association Board, Auxiliary Enterprise Board, or serve on any committee of the College Senate.

Section 4: Duties of the Executive Board

4.1 Through majority vote, act on behalf of the SGA in any matter when the SGA is not in session and must report its actions at the next regular or special meeting.

4.2 Recommend for appointment employees needed to conduct the business of SGA in accordance with the personnel practices of BCC, Inc.

4.3 The Executive Board plus [two (2)] senators elected by and chosen from the SGA senators shall serve as directors on BCC, Inc.

4.4 The SGA President, Vice President for I.O.C. clubs and college-wide organizations, Executive Officer for Legal and Legislative Affairs, the Treasurer plus one or more senators elected by and from the SGA shall serve as directors on the Auxiliary Enterprise Board.

4.5 At the request of three (3) members of the Executive Board, the SGA President must convene an emergency meeting of the Executive Board.

4.6 Prepare an agenda for all meetings of the SGA.

4.7 Review and approve the annual SGA Budget before submission to the Budget Committee of BCC, Inc.
Section 5:  **Duties of the President**

5.1  Be the chief executive officer of the SGA and its Executive Board being responsible for implementing the policies and the decisions of the SGA and its Executive Board.

5.2  Convene and preside at all meetings of the SGA and its Executive Board.

5.3  Report to the SGA all actions taken to implement the resolutions of the Executive Board, committees of the College Senate, BCC, Inc., and the Auxiliary Enterprise Board.

5.4  Be the principal spokesperson for the SGA in its dealings with the College Senate, BCC, Inc., the Auxiliary Enterprise Board, the Office of the College President, the University Student Senate, the B.O.T., and all administrative units of the city, state, and federal governments, and all other organizations.

5.5  Forward to the appropriate bodies all appointments made by the SGA to committees of the College Senate and BCC, Inc.

5.6  In conjunction with the Executive Board, shall conduct research, and other functions necessary to formulate proposals pertaining to the overall policies of the SGA with regard to the Auxiliary Enterprise Board, the College Senate, BCC, Inc., the University Student Senate, the B.O.T., and all other city, state, and federal agencies that formulate policies affecting the wellbeing of the student body.

5.7  Have the authority, after consultation with the Executive Board, to appoint the chairpersons of the standing committees that meet the needs of the student body.

5.8  Have the power to call emergency meetings of the Executive Board.

5.9  Be one of the [three (3)] student members of the Senate Committee on Governance and Elections.

5.10 Be one of the [three (3)] student members of the Senate Committee on Student Activities.

5.11 Be one of the [four (4)] student members on the Budget Committee and one of [three (3)] the student members on the Rules and Procedures Committee of BCC, Inc.
5.12 Be one of the [two (2)] delegates to the University Student Senate and appoint [two (2)] alternate delegates from the SGA or the student body at large.

5.13 Be one of the [three (3)] student members of the Executive Committee of the Senate.

5.13 Review and sign all vouchers for expenditures of the SGA.

Section 6: Duties and Qualifications of the Vice President for I.O.C. Clubs and College-wide Organizations

6.1 (a) Be elected from among the fifteen (15) senators by the I.O.C. General Assembly.

(b) For purposes of this election, the electorate shall consist of the I.O.C. General Assembly plus one (1) representative from each chartered college-wide media organization and athletic team within the Athletic Association.

6.2 Be the chairperson of the Inter-Organization Council, which shall consist of one (1) representative from each club and college-wide organization, and which shall create rules and procedures governing college-wide clubs.

6.3 Review and implement recommendation for all charters and constitutions, annual budgets, and college-wide organizations before presentation to the SGA or its Executive Board.

6.4 Review and approve all vouchers for expenditures of I.O.C. clubs and college-wide organizations, before submission to BCC, Inc.

6.5 In the absence of the SGA President, assume those duties and powers delegated to the President.

6.6 Be one of the [three (3)] student members of the Senate Committee on Governance and Elections.

6.7 Be one of the [three (3)] student members of the Senate Committee on Student Activities.

6.8 Be one of the [four (4)] student members of the Budget Committee, of BCC, Inc.
6.9 Be one of the [five (5)] student members of the Auxiliary Enterprise Board.

6.10 Be one of the student members of the Executive Committee of the Senate.

6.11 Be the primary alternate delegate for the SGA President to the University Student Senate. This role shall be opened to all SGA Senators should the SGA Vice-President decline to fulfill the requirements of 6.11.

Section 7: Duties of the Executive Officer for Legal and Legislative Affairs

7.1 Keep the SGA informed of legislative and legal proceedings, and actions implemented by the College Senate, the Auxiliary Enterprise Board, BCC, Inc., and the B.O.T., the University Student Senate, or any city, state, or federal agencies, which may affect the College and the well-being of students.

7.2 Coordinate the activities of all student senators on all College Senate, and BCC, Inc. committees.

7.3 Be the principal spokesperson for the SGA before the legislative bodies, as directed by the President and in accordance with policies made by the SGA and the decisions of its Executive Board, and receive and review monthly reports from SGA senators, of all actions, policies, and procedures enacted by BCC, Inc., the College Senate and its committees.

7.4 Be one of the [three (3)] student members of the Executive Committee of the Senate.

7.5 Be one of the [three (3)] student members of the Senate Committee on Governance and Elections.

7.6 Be one of the [three (3)] student members of the Senate Committee on Student Activities.

7.7 Be one of the [three (3)] student members of the Rules and Procedures Committee of BCC, Inc.

7.8 Be one of the [two (2)] delegates to the University Student Senate.

7.9 Shall be one of the [five (5)] student members of the Auxiliary Enterprise Board.
Section 8: *Duties of the Treasurer*

8.1 Maintain the financial records, and keep an accurate account of all expenditures and receipts of the SGA, college clubs and organizations.

8.2 Make a full financial report to the SGA of the financial affairs of BCC, Inc., and the Auxiliary Enterprise Board, upon request.

8.3 Prepare the SGA budget for presentation to the SGA Executive Board and in conjunction with the Executive Board, review all budget requests for clubs and college-wide organizations before presentation to the SGA, BCC, Inc., and the Auxiliary Enterprise Board.

8.4 Be one of the [four (4)] student members of the Budget Committee of BCC, Inc.

8.5 Sign all vouchers for expenditures of the SGA.

8.6 Develop and administer fund raising projects for the SGA.

8.7 Distribute the monthly budget reports of BCC, Inc. and the Auxiliary Enterprise Board to all senators of the SGA.

8.8 Assume such other duties as the SGA President or the Executive Board may direct.

Section 9: *Duties of the Secretary*

9.1 Receive, conduct, and direct all the necessary correspondence as directed by the SGA.

9.2 Distribute the agenda after its approval by the Executive Board, to the members of the SGA.

9.3 Notify all members of the SGA of the time and place of each meeting and post such information in designated areas of the campus.

9.4 Record the minutes of all meetings.

9.5 Keep an accurate roster of members and their attendance at meetings of the SGA.

9.6 Keep on file all official records of the SGA including the constitutions of all clubs and organizations chartered by the SGA.
9.7 Be responsible for the coordination and daily operation of the office and its staff in accordance with the Executive Board’s decisions.

ARTICLE V – ELECTIONS

Section 1: Election of members for the SGA shall be conducted under the direct supervision of the Senate Committee on Governance and Elections.

1.1 A Student Election Review Committee (herein after know as SERC) shall be established. The SERC in consultation with the Committee on Governance and Elections, shall approve the election procedures as specified in the B.O.T. Bylaws, Article 15, Section 15.2.

1.2 The [Dean of Students] Vice President of Student Development and Enrollment Management, or designee, shall solicit from each club and college-wide organization the name of two (2) student nominees that may serve on SERC.

1.3 The [Dean of Students] Vice President of Student Development and Enrollment Management shall appoint seven (7) students to serve on SERC, at least 2 weeks before an election.

1.4 A chairperson shall be elected by and from the membership of SERC.

1.5 Any candidate adversely affected by a determination of SERC shall, within seven (7) school days after the annual elections, send a written appeal to the [Dean of Students] Vice President of Student Development and Enrollment Management stating any alleged procedural impropriety. The [Dean of Students] Vice President of Student Development and Enrollment Management shall thereafter consider the appeal and present his/her findings as soon as possible.

1.6 SERC in consultation with the Senate Committee on Governance and Elections shall establish timetables, requirements, and recommendations for the yearly elections, which should not extend beyond May 15. This information must be presented to the Committee on Student Activities for ratification.

1.7 SERC shall collect declaration of candidacy statements, and ensure that each candidate meets the requirements of Article IV-Section 3 of this document.
1.8 Each candidate shall be given the opportunity to make a declaration statement. It shall be the responsibility of SERC to mail these statements to all student clubs and organizations.

1.9 SERC shall mail to every student club and organization the approved list of candidates eligible for election to the SGA.

1.10 The certification of elections shall be under the direct supervision of the Senate Committee on Governance and Elections.

1.11 Elections of the Executive Board and other officers within the SGA shall be the first order of business at the first meeting of the newly elected SGA. This meeting must take place before May 31 of each year.

1.12 Vacancies of the SGA will be filled from the certified list of candidates.

1.13 If this list is exhausted, all student organizations shall be informed and solicited to nominate qualified candidates to fill vacancies. The SGA Executive Board shall then screen all candidates and submit its recommendations to the SGA and Executive Committee of the College Senate, for final ratification.

ARTICLE VI – IMPEACHMENT AND REMOVAL FROM OFFICE

Section 1: Grounds for impeachment and removal from office shall be misfeasance, and nonfeasance.

Misfeasance: The performance of an otherwise lawful act in an unlawful or culpably negligent manner.

Nonfeasance: The non-performance of some act which one is bound by legal or official duty to perform.

PROCEDURES

1.1 Upon written notifications signed by at least ten (10) senators or at least one hundred (100) members of the BCC student body, charging a SGA officer with dereliction of his/her duties or misfeasance in office, the SGA Executive Board shall be responsible for determining the validity of the charges.

1.2 Any SGA officer or senator charged with an impeachable offense shall automatically forfeit his/her voting privileges on the judiciary committees.
during the times when those committees are deliberating. They are the: (a) SGA Executive Board, (b) SGA.

1.3 Upon the determination, the Executive Board shall send to the full SGA a report of the charges and its recommendations for action.

1.4 The SGA upon receipt of such recommendation from the Executive Boards, shall, at a special meeting, carefully and fully examine all evidence and testimony with the various parties directly involved.

1.5 After considering all testimony, the SGA shall reach a decision by secret ballot. Impeachment requires a vote by two-thirds of the entire SGA.

1.6 The [Dean of Students] Vice President of Student Development and Enrollment Management shall chair all meetings of the Judiciary committees of the SGA, but have no voting privileges.

1.7 The role of the [Dean of Students] Vice President of Student Development and Enrollment Management is intended to be limited to the sole purpose of upholding and ensuring the legal rights of any person(s) charged with violations of the B.O.T. Bylaws or policies, or any policy regulations or order of the College in accordance with the Bylaws of SGA.

ARTICLE VII – MEETINGS

Section 1: Regular meetings of the SGA shall be held biweekly; a quorum shall be a majority of the SGA.

Section 2: All regular meetings shall be open to the entire student body. Non-members of the SGA may speak only with permission of the President.

Section 3: In the event that any member is absent from three (3) consecutive meetings and fails to provide a letter of resignation, the SGA will temporarily suspend his/her membership.

(a) Notification will be made in writing to the suspended member by certified mail to his/her residence.

(b) At the next regularly scheduled meeting a two-thirds vote is required to permanently suspend this member.

Section 4: A special meeting of the SGA may be cancelled by the President or at least four (4) senators of the SGA.
Section 5: Robert’s Rules of Order (Revised) shall be the governing procedures of the SGA except when superseded by the Open Meetings Law, this constitution and/or by the B.O.T. Bylaws.

Section 6: The SGA President shall appoint a parliamentarian. The appointment can be overridden by a positive vote of two-thirds (2/3s) of the total SGA membership.

ARTICLE VIII – COMMITTEES OF THE SGA

Section 1: Standing Committees and Special (ad hoc) Committees shall be appointed as prescribed in this constitution.

1.1 The President shall have the authority after meeting with the Executive Board members to establish and appoint special (ad hoc) committees in accordance with these bylaws and the needs of the SGA.

1.2 All senators must take at least one committee assignment. Failure to attend two consecutive assigned committee meetings may be grounds for impeachment by virtue of nonfeasance in accordance with Article VI.

1.3 Standing Committees will serve for one year, June 1 through May 31.

1.4 Annual reports of Standing Committees must be prepared and circulated to SGA members no later than May 15.

1.5 A quorum for the transaction of business in a committee will be the majority of its membership.

1.6 Committee designations and appointments by the President can be disapproved by a two-thirds vote of the entire SGA.

Section 2: Standing Committees

2.1 Special Programming and Cultural Affairs
Shall be established within the framework of the Executive Board of the SGA, whose sole purpose is to plan, coordinate, and administer a full social, cultural and recreational programs, and support any projects or activities which will serve the general interests of students, college and/or community. This committee shall consist of at least three (3) senators.

2.2 Constitution and Bylaws Review Committee
Shall maintain continual check on the use of and adherence to the bylaws, their practicality, and possible areas which may need examinations, revisions and/or amendments. This committee shall meet periodically to review the bylaws, report to the SGA when errors, violations, or problems
occur, and make necessary recommendations for amendments or revisions. This committee shall consist of at least three (3) senators.

**ARTICLE IX – AMENDMENTS**

Section 1: An amendment to this constitution must be proposed by at least two (2) senators of the SGA and must be submitted in writing to the secretary at least two (2) weeks prior to the meeting at which it will be considered.

Section 2: The secretary shall prepare copies of the proposed amendment and distribute them to all members prior to the next meeting.

Section 3: A two-thirds vote of the entire SGA is required to approve an amendment to the constitution.

Section 4: After the amendment is approved by SGA it shall be forwarded to the Committee on Student Activities and subsequently to the College Senate for approval.

Section 5: Final ratification shall occur by a simple majority of those students voting on the amendment in a college-wide referendum, provided that a minimum of (10%) of all the students participate in the referendum.

Section 6: Should the referendum fail to obtain the required student participation, the amendment will be ratified when the following requirement has been satisfied: A positive vote of two thirds (2/3s) of the total SGA membership.
CUNY Pathways Initiative Timeline

November 1, 2011
Draft Report and Recommendations on the Common Core Distributed to the University Community and Posted Online. Comments invited.

November 1-15
Campus Community Feedback. Agenda Item for Senate, Faculty Council, Curriculum Committee. Coordinated campus response to be submitted to CUNY Central Office by November 16, 6pm.

November 15, 2011
Comment period closes. Steering Committee meets this week to review comments and consider resulting modifications.

December 1, 2011
Steering Committee submits revised report and recommendations to Chancellor Goldstein.

December 1, 2011—April 1, 2012
Campus-based Pathways Steering Committee (appointed and charged by BCC OAA) develops BCC’s implementation plan. Plan will include recommendations for course inclusion, credit changes, proposal of new courses, and will be vetted by academic stakeholders.

April 1, 2012
Each college will submit for the Chancellor’s approval its plan for implementation of the General Education Framework.

May 1, 2012
Disciplinary committees will recommend for approval no fewer than three and no more than six courses that will be accepted as entry-level courses for beginning the major, or as prerequisites for such courses, by all colleges offering those majors.

Fall 2012
Colleges begin submitting courses for approval for the Common Core.

Note: Items in boldface are campus-based activities.
I. Required Common Core

A. English Composition: 7 credits
English composition courses must meet all of the following learning outcomes. A student will be able to:

- Demonstrate critical reading, listening, and analytical skills, including identifying an argument’s major assertions and assumptions, and evaluating its supporting evidence.
- Produce coherent texts (such as formal essays, research papers, and reports) using appropriate technology, critique one’s own and others’ texts, and improve them using standard English, grammar, mechanics, and clear prose.
- Demonstrate research skills using appropriate technology, including finding, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with a well-reasoned argument and communicate persuasively across a variety of contexts, purposes, audiences, and media, using appropriate rhetorical modes and technology.
- Formulate original ideas and integrate them with the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: 4 credits
Mathematical and quantitative reasoning courses must meet all of the following learning outcomes. A student will be able to:

- Interpret and draw appropriate inferences from mathematical models, such as formulas, graphs, and tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate inferences 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.
- Identify and apply logically valid arguments.
- Apply mathematics in a real world context.

C. Life and Physical Sciences: 4 credits
Life and physical science courses must meet all of the following learning outcomes. A student will be able to:

- Identify and apply the fundamental concepts and research methods of a scientific discipline.
- Apply the scientific method to explore natural phenomena, including observation, hypothesis development, experimentation, measurement,
data collection, evaluation of evidence, quantitative analysis, and presentation of data.

- Use the tools of a scientific discipline to carry out collaborative investigations in appropriate laboratory settings.
- Obtain, analyze, and interpret data and present it in an effective written laboratory report.
- Apply scientific ethics and unbiased assessment in the reporting of scientific data.
- Retrieve, evaluate, and interpret information from a variety of sources.

II. Flexible Common Core: five 3-credit liberal arts courses, with at least one course from each of the four areas and no more than one course in any discipline. All Flexible Common Core courses must meet the following three learning outcomes. A student will be able to:

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

A. World Cultures
A course in this area must meet at least three of the following additional learning outcomes. A student will be able to:

- Identify and apply the fundamental concepts and research methods of a discipline or interdisciplinary field exploring world cultures, including, but not limited to, anthropology, economics, foreign languages (non-duplicative of previous language acquisition), history, political science, and world literature.
- Analyze the concept of culture and global cultural diversity and describe any given event or process from more than one cultural viewpoint.
- Analyze the historical development of a non-U.S. society.
- Analyze the significance of a major movement that has shaped the world’s societies.
- Identify and discuss the role that race, ethnicity, class, gender, or belief plays in cultural systems.
- Speak, read, and write a language and use the conceptual skills to appreciate and respond to cultures other than one’s own.

B. U.S. Experience in its Diversity
A course in this area must meet at least three of the following additional learning outcomes. A student will be able to:

- Identify and apply the fundamental concepts and research methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, economics, history, political science, sociology, and U.S. literature.
• Analyze the major themes of U.S. history from different social, economic, demographic, cultural, or political perspectives.
• Evaluate how immigration and slavery have shaped the development of the United States.
• Explain the role of the United States in international relations and how this role has influenced the country and the rest of the world.
• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
• Analyze 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, or other forms of social differentiation.

C. Creative Expression
A course in this area must meet at least three of the following additional learning outcomes. A student will be able to:
• Identify and apply the fundamental concepts and research methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, 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 course in this area must meet at least three of the following additional learning outcomes. A student will be able to:
• Identify and apply the fundamental concepts and research methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, computer science, philosophy, psychology, religion, and sociology.
• Examine how an individual’s place in society affects experiences, values, and 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.
• Analyze the transformational impact of science or technology on the individual and society.
• Identify, analyze, and engage with local, national, or global trends and analyze their impact on individual or collective decision-making.
October 31, 2011

Dear CUNY colleagues,

On June 27, 2011, the CUNY Board of Trustees passed the Resolution on Creating an Efficient Transfer System, which specified that general education at CUNY would consist of a 30-credit Common Core for all campuses across the University and a 12-credit College Option for senior colleges. The Chancellor charged the Pathways Task Force with making a recommendation on the contours of the 30-credit Common Core structure.

Attached is a draft structure for the Common Core. Although the Resolution did not require the Task Force to do so, the Task Force is now engaging in formal campus consultation so that it can reflect carefully on coordinated campus feedback. The Task Force hopes to incorporate the best ideas from across the University in revising the structure before submitting it to the Chancellor.

The college president’s office should submit the coordinated campus response via email to pathways@mail.cuny.edu by 5 p.m. on November 15, 2011. The Resolution mandates that the Pathways Task Force submit its final recommendation to the Chancellor by December 1, 2011.

There are two parts to the Common Core structure developed by the Pathways Task Force: 1) the Required Core, and 2) the Flexible Core. The Required Core consists of 15 credits, which include seven credits in English Composition, four credits in Mathematical and Quantitative Reasoning, and four credits in Life and Physical Sciences. The Flexible Core, also with 15 credits, includes four thematic areas: World Cultures, U.S. Experience in its Diversity, Creative Expression, and the Individual and Society.

As required in the Board Resolution, each area of the Common Core includes specific learning outcomes that a course must meet in order to fulfill that area. Each area, including those in the Required Core, is defined by the learning outcomes it requires, not by its title. For example, “World Cultures” is not limited to those courses with the words “World” or “Cultures” in their names. It is restricted to those courses that satisfy the applicable learning outcomes in that area.

This Common Core structure, with specific learning outcomes defining each area, is designed to do several things:

1. **Bolster the basics.** CUNY students must achieve excellence in the fundamental areas of English, math, and science, so the structure places each of these areas in the Required Core and grants them slightly weightier credits. Effective written and oral communication are given special prominence throughout the Common Core. In the Required Core, English composition obviously expects students to learn how to produce coherent texts and support well-reasoned arguments. Math also requires students to effectively communicate solutions to mathematical problems in written or oral form, and science requires students to produce...
effective written laboratory reports. In the Flexible Core, every course requires students to produce well-reasoned written or oral arguments using evidence to support conclusions.

2. **Strengthen critical thinking skills.** High-level critical thinking skills are required in every Common Core course. In English, students must demonstrate critical reading, listening, and analytical skills. In math, students must identify and apply logically valid arguments. In science, students must apply the scientific method to explore natural phenomena, including observation, hypothesis development, and the evaluation of evidence. Every course in the Flexible Core requires the critical evaluation of evidence and arguments from a variety of sources and points of view.

3. **Provide broad curricular exposure.** The Pathways Task Force takes as a given that the first 30 credits of general education at any University should require the study of a wide range of disciplines. Courses in the Flexible Core are limited to three credits to allow students to take five courses. These five courses must be taken in four different thematic areas and five different disciplines. The requirement that students take no more than one course in any particular discipline is designed to mandate the study of different fields and thereby broaden curricular exposure.

4. **Maximize flexibility for the campuses.** The Common Core allows campuses to submit courses across a variety of disciplines in many areas of study. None of the thematic areas in the Flexible Core is defined by discipline, and courses in any discipline or interdisciplinary field may fit in a range of areas. Where disciplines are identified in thematic areas, they are provided only as examples, and are not meant to constitute exhaustive lists. The Flexible Core is designed to grant campuses the maximum opportunity to fit their current general education courses into the Common Core.

At the end of this letter we have included a set of Frequently Asked Questions to help the CUNY community understand the Common Core structure developed here. Although not required by the Board Resolution, the Pathways Task Force has also developed a set of overarching Learning Goals to help guide its own work and the work of the campuses as they implement the Common Core. That document, and much more information on the history and work of the Pathways Project, may be accessed on the Pathways website: www.cuny.edu/pathways.

While we welcome all your feedback, in order for a campus response to be most useful, and to increase its likelihood of influencing the final recommendation to the Chancellor, we ask colleges to make concrete and specific suggestions for revision if they seek changes in the Common Core structure. For example, if a college believes that a particular discipline should be placed in the Required Core, we hope that it would not simply describe the importance of learning in that discipline. We request that the college suggest specifically how to alter the structure to include it. Alternatively, if a college
believes there are too many learning outcomes listed in a certain area, we hope that it would not simply describe the burden of numerous outcomes. We request that the college suggest which specific learning outcomes to delete.

The Pathways Task Force looks forward to receiving the coordinated campus feedback by 5 p.m. on November 15, 2011. Please submit campus responses as Microsoft Word documents to facilitate their prompt transmission to the members of the Pathways Task Force for expeditious review and consideration.

Other individuals or groups are also encouraged to submit feedback via email to pathways@mail.cuny.edu.

Sincerely,

Michelle J. Anderson
Dean and Professor of Law, CUNY School of Law

CUNY Pathways Common Core FAQs

Do remedial courses count for the Common Core?
No. Common Core courses must be credit bearing. Remedial courses are not credit bearing. All courses in the Common Core must also be at the college level. The New York State Education Department regulations require: “Credit toward an undergraduate degree shall be earned only for college level work.” The CUNY-wide committee tasked with evaluating courses submitted for the Common Core will ensure that all courses approved for the Common Core are college-level courses.

Do all courses in the Common Core have to be at the lowest level?
No. Within each area of the Common Core, colleges must offer at least one course that has no prerequisites. Colleges will also offer higher-level courses. Colleges should submit courses of different levels and students should be encouraged to take courses at levels compatible with their knowledge and skills.

What are College Option credits?
Each senior college will develop its own 12 College Option, general education credits. In addition to the 30 credits of general education in the Common Core, senior colleges will require all students who begin at their colleges to complete 12 College Option credits. Students who transfer in to the senior college with 30 or fewer credits must similarly complete 12 College Option credits. Students who transfer in with more than 30 credits but without an Associate Degree must complete 9 College Option credits. Students who transfer with a completed Associate Degree must complete 6 College Option credits.

Do AAS degree programs have to implement the full Common Core?
No. AAS programs are not required to implement the full Common Core. The Board Resolution states: “liberal arts requirements for AAS degrees will be drawn from the
courses approved for the Common Core such that AAS students will receive partial certification for completion of the Core.” Moreover, CUNY will ensure that all licensing and accreditation standards for AAS and other degree programs are met.

**What about programs that cannot fit the Core?**
It is possible that some high-credit majors with very specific course demands will not be able to accommodate the requirements of the Common Core. At a later stage in the Pathways process, the CUNY Office of Academic Affairs (OAA) will review such cases. In situations where licensing or other requirements preclude program changes, OAA will ensure that students are not required to enroll for additional semesters to complete general education requirements.

**What is the relationship between the Common Core and requirements for the major?**
The Pathways Majors Committees in nine areas (accounting, biology, business, criminal justice, English, finance, nursing, psychology, and teacher education) are working to recommend the first three to six lower-division courses that will serve as entries into the majors. These committees may also recommend courses for beginning the major that could be taken as part of the Common Core. For example, a student majoring in sociology might be required to complete Sociology 101 as part of the major and also have the option of completing an area of the Common Core by taking Sociology 101. A student could count that course for both the Common Core and the major.

**How will the Common Core affect articulation agreements between community colleges and senior colleges?**
With respect to the transfer of general education credits, the Common Core will supersede existing articulation agreements. Courses taken as part of the Common Core will transfer as general education credits. Articulation agreements that cover courses in the major might continue to apply, although the work of the Pathways Majors Committees will supersede many articulation agreements in the major.

**Will the Common Core also benefit students transferring from a senior college to a community college?**
Yes. Common Core courses will transfer for general education credit whether students are transferring from a community college to a senior college, from one senior college to another, from a senior college to a community college, or from one community college to another. If students transferring from a senior college to a community college have taken some or all of the senior college’s 12 College Option credits, those credits will transfer for elective credit or for the major, as appropriate.
Bronx Community College

Budget Request 2011-2012 (COMPACT)

October 2011

Bronx Community College provides a strong academic foundation for the widely diverse and upwardly mobile population of the Bronx. Located on a 53-acre landmark campus featuring the Stanford White masterpiece Hall of Fame for Great Americans, the College serves approximately 11,000 degree students in more than thirty degree and certificate programs by providing them with an education that is both broad in scope and rigorous in its standards. Our mission is to give students the foundation and tools for success, whether they choose to continue their education or enter a profession immediately upon graduation, and to instill in them the value of informed and engaged citizenship and service to their communities.

Creating a Flagship Environment

Bronx Community College has experienced increasing student enrollment throughout the past decade, a circumstance that continues to challenge our ability to provide full-time faculty instruction to the broadest undergraduate college population. Despite this challenge, the College leads the University in having the highest full-time instructor to student ratios. We are committed to sustaining our high level of full-time faculty instruction and will direct Compact resources to establish eight (8) additional faculty lines.

We will support a range of efforts which all have a common purpose: increasing retention (especially among first-year students), speeding progress through developmental coursework, and increasing the rate of students’ completion of academic programs through to graduation. Some of these are already in place, and others are now being planned and will commence in Spring 2012.

College Priority Needs

A. Academic Programmatic Initiatives (Academic Support)

New efforts are centered around implementation of a comprehensive First-Year Plan. A central element of this will be a new First-Year Seminar. The Seminar will include traditional orientation elements—introductions to college resources and basic study skills—as well as orientation to the psychological, emotional, cognitive, and social adjustments needed to make the transition from secondary to post-secondary environments. Moreover, many sections of the Seminar will be taught by academic faculty who will integrate academic content, perspectives, activities, and materials into the process of bringing first-semester students successfully into their college experience. Compact funds will support key areas of this project leading up to and including its Spring 2012 pilot phase, primarily in faculty development and intensive tutorial support.
Examples of ongoing efforts include targeted support for students in all three developmental education areas, with special focus on MTH 05, ENG 02 and 09, and RDL 02. These measures include intensive tutorial assistance, supplementary workshops, and the purposeful integration of technology-based study tools. Similar initiatives in key “gateway” courses, such as HIS 10/11 and ACC 11, are also ongoing with Compact support.

B. Upgrading Facilities Infrastructure

BCC is housed on a beautiful and historic campus with landmark buildings, including the Stanford White complex that includes the Hall of Fame for Great Americans and three landmark buildings. While these add character to the campus, the aging infrastructure presents many challenges for the College. These challenges include: technology and facility accessibility; inadequate bandwidth; compliance with workplace violence requirements; maintaining safety and security on campus; and remediation of aging infrastructure across campus buildings.

The College will utilize Compact funds to support improving campus facilities, including: upgrading campus security cameras and addressing any deficiencies that are identified as part of the survey of all worksites on campus with respect to workplace violence requirements (such as improving campus and workplace safety which will involve improvements in lighting, elimination of tripping hazards, and utilization of additional security cameras, emergency call systems and dealing with emergency repairs).

Student Services

This year’s Compact proposal promotes our continued focus to provide opportunities for our students to take advantage of the College’s resources and enhance their ability to succeed in their educational endeavors. This has proved to be an effective strategy for the last few years of Compact funding. As we look to continue enhancing our competitive edge on the local and national level, we must remain steadfast in our desire to promote continuous improvement. As such, we have planned expenditures in the following ways:

A. Student Support Services - Financial Aid

This past semester, the College experienced its highest enrollment growth in more than a decade. As a result, our financial aid counselors were required to review/process the applications of and/or provide counseling services to more than 11,500 students seeking financial assistance. The College uses a caseload model which translates into a potential caseload of approximately 2,000 students for each of the College’s 6 available financial aid counselors. According to our enrollment projections from now to 2013, we expect to maintain a modest enrollment growth. As such, the continuance of a caseload of this size or greater will prove to be a burden upon the existing staff and possibly result in inefficiencies. In addition, the recent challenges of enhancing the implementation of our SAP guidelines with a focused effort on reviewing students’ records during the appeals process, the recent challenges associated with the PPA and the Gainful Employment requirements, and the recent challenges of the anticipated implementation of CUNYfirst has stretched the College’s staff to its limit.

Therefore, the College seeks to invest in the personnel infrastructure of the financial aid office
by providing 3 additional full-time counselors to support the efforts of this office. We are proposing the addition of two (2) staff who will provide counseling support and be responsible for a programmatic function. We are also proposing the hiring of up to three (3) part-time staff to assist students with the filing of the FAFSA online as well as provide support for our financial planning efforts.

B. Veteran Affairs/Services
The Division of Student Affairs seeks to continue its investment in the support of its Veteran Affairs Program by providing full-time counseling support to veterans enrolled at the College. According to the University, veteran enrollment has increased by about ten percent every year, and with an increase in the number of veterans returning to the New York area, this enrollment growth pattern for veterans will continue. In addition, the recent decision of President Barack Obama to send our troops home from Iraq by the end of the year will prove to be very challenging for colleges seeking to absorb the potential enrollment growth of veterans desiring to continue their education. Our ability to provide appropriate counseling services/support to our veterans is warranted. They have sacrificed to serve our country and we should be prepared to do our part by effectively serving them. We are proposing the hiring of one (1) staff who will provide counseling support to veterans by coordinating their admissions/registration processes and serving as a liaison between the Office of Veteran Affairs/Services and the sister offices within the academic and student development areas.

CUNYfirst Implementation

Implementation of CUNYfirst has already, and will no doubt continue to, impact every CUNY college over the next several years. CUNYfirst implementation started with the General Ledger (GL) followed by Human Capital Management (HCM) and the continuum involved with its implementation which was followed by TAM (Talent Acquisition Management) which is currently focused on making the hiring process more accessible and efficient.

BCC will be involved in the next cohort of CUNYfirst implementation, Campus Solutions, which involve student service components (admissions, registrar, student financial, and financial aid). We have already experienced challenges with this implementation, which arise as we are faced with requirements to adopt workflow and business processes without the ability to modify them to meet our particular circumstances or needs. BCC has been actively involved in the creation and development of electronic tools designed to improve effectiveness and gain efficiencies. We anticipate, in the short term, the potential loss of some functionality in order to implement CUNYfirst as it is currently configured. However, we fully expect to re-create and develop new effective tools to continue promoting analytically-driven academic and business processes.

With the implementation of Campus Solutions, engagement of faculty, staff and students will increase exponentially. We will use Compact Funds to hire two (2) positions for the IT Help Desk to assist students, faculty and staff with challenges in the implementation of new business
processes relating to the new system. Temporary staff will also be made available for data cleansing efforts required for the system transition.

**Student Financial Aid Initiative**

The recent and anticipated tuition increases have proven to be a burden for some of the students we serve. For those students receiving financial aid, the tuition increase was completely or partially absorbed. This is not true for our cash paying students or students whom financial aid grants do not fully cover the costs of tuition. Our ability to set aside funds to provide a college-based grant to incoming academically-sound students whom we wish to recruit or current students who are in need of additional assistance to cover book and/or personal costs will help with our retention and graduation initiative. It is a known fact that many times students withdraw from college for financial reasons. Establishing college grant opportunities will hopefully prevent students from leaving the College for this reason.

**Philanthropy and Productivity Projects**

Last year (2010-11), the College participated in the John Gardner Foundations of Excellence in the First Year guided self-study process as a first step towards addressing the challenge of increasing rates of student success at the College, which has been a persistent problem for several years. The most important priority for BCC over the next four years will be to improve student academic progress and success, resulting in increased graduation rates. To this end, we have embarked on a major effort to significantly improve the first year experiences and outcomes for all BCC students. To that end, the College will provide increased support from fundraising, grant acquisition and continuing productivity initiatives in the form of student scholarships and academic support to contribute to retention and academic progress for students.
### Programmatic Initiatives

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### Philanthropy / Productivity

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- Student Scholarships: 457.8
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**Notes:**
- Total pending items: 2,970
- Budget Surplus/Deficit: (2,970)

**Prepared by:** M. Matos
BCC Budget Office
10/24/2011
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<td>Financial Aid Matching</td>
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<td>Black Male Initiative</td>
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<td>1,462,816</td>
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<td>1,490,116</td>
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<td>1,462,816</td>
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<td>Total Inst. Adv.</td>
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<td>1,462,816</td>
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<td>College Totals</td>
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*Includes ENI payments
### Five-Year Capital Request
**FY 2012-13 through FY 2016-17**
**Bronx Community College**
(Costs in thousands)

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Estimated Project Cost</th>
<th>Funding Received as of FY 11-12</th>
<th>FY 12-13 Phase Req.</th>
<th>FY 13-14 Phase Req.</th>
<th>FY 14-15 Phase Req.</th>
<th>FY 15-16 Phase Req.</th>
<th>FY 16-17 Phase Req.</th>
<th>Five-Year Request Total</th>
<th>Funds to Complete</th>
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<tbody>
<tr>
<td>(B) Campus-wide Utility Upgrades, Ph. III</td>
<td>$30,000</td>
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<td>C $30,000</td>
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<td>(B) Comprehensive Student Services Center</td>
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<td>(B) Window and Door Replacement</td>
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<tr>
<td>(B) Building Interior Electrical Upgrades</td>
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<td>(B) Perimeter Retaining Walls</td>
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<tr>
<td>(B) Campus Security Upgrade</td>
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<td>$7,000</td>
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</tbody>
</table>

**Subtotal** $223,400
**Grand Total** $217,400

(B) = Major Bonded Project, (R) = Minor Rehabilitation Project, C.A. = Condition Assessment, A = Acquisition, D = Design, C = Construction, E = Equipment
# Borough President and City Council
## Capital Funding Requests
### FY 2013
( amounts in $ thousands)

<table>
<thead>
<tr>
<th>Bronx Community College</th>
<th>CIP Number</th>
<th>Phase*</th>
<th>Request $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus-wide Utility Upgrades</td>
<td>BX-1006081449</td>
<td>C</td>
<td>$4,000</td>
</tr>
<tr>
<td>A/C for Main I.T. Distribution Facility</td>
<td>BX-0617091011</td>
<td>C</td>
<td>$300</td>
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<tr>
<td>Nichols Hall ADA Ramp</td>
<td>BX-0910101500</td>
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<tr>
<td>Ohio Field and Track Restoration</td>
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<td>RBSC Exterior Envelope Renovation</td>
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<td>Loew Hall Accessibility/Elevator</td>
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<td>Elevator Upgrades Colston Hall</td>
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<td>Gould Hall Entrance Ramp</td>
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<td><strong>Total</strong></td>
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<td><strong>$7,825</strong></td>
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</table>

*A = Acquisition, D = Design, C = Construction, E = Equipment*
The following revisions are proposed.
Program:  Codification of Academic Rule and Regulations
Program Code:  
Hegis Code:  
Effective:  

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
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</thead>
<tbody>
<tr>
<td><strong>5. Dean's List</strong> <em>(Passed by the Senate - Spring 2001)</em></td>
<td></td>
</tr>
<tr>
<td><strong>5.1 Eligibility for Dean's List</strong></td>
<td><strong>5.1 Eligibility for Dean's List</strong></td>
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<tr>
<td>Students shall be eligible for inclusion on the Dean's List when they have completed a minimum of twelve (12) college-level credits (a band) with a band average of 3.2 or higher and a Cumulative Grade Point Average (GPA) of 3.0 or higher.</td>
<td>Students shall be eligible for inclusion on the Dean's List if they have been assigned academic grades for a minimum of twelve (12) college-level credits in a semester with an average of 3.3 or higher.</td>
</tr>
<tr>
<td><strong>5.2 Evaluation for Dean's List</strong></td>
<td><strong>5.2 Evaluation for Dean's List</strong></td>
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</tbody>
</table>
| Students shall be evaluated for the Dean's List upon successful completion of:  
12 - 23 college-level credits---------Band #1  
24 - 35 college-level credits---------Band #2  
36 - 47 college-level credits---------Band #3  
48 - 59 college-level credits--------Band #4  
60 - 71 college-level credits--------Band #5  
72 or more college-level credits----Band #6 | Students shall be evaluated for the Dean's List upon successful completion of:  
12 or more college credits in a semester |
| **5.3 Limitations governing Dean's List** | **5.3 Limitations Governing Dean's List** |
| No student shall be included on the Dean's List more than once for each of the twelve (12) credit bands defined | No student may be included on the Dean's List more than |
As a consequence of this rule, no student may be included on the Dean's List more than six (6) times during his or her stay at the college.

A student with a grade of F, WU, WF, ABS, or R shall not be eligible for that band. An INC grade must be completed before the start of the following semester for a student to be considered for Dean's List. A student with a Z grade shall not be considered until the Z grade is resolved.

5.4 Regulations for Part-Time Students

All of the aforementioned criteria for full-time matriculated students shall be applicable to part-time matriculated students. A part-time matriculated student shall be eligible for the Dean's List upon completion of a band of twelve (12) college-level credits during an "accumulation period."

A "accumulation period" will consist of two consecutive semesters completing twelve (12) college-level credits.

NOTE: THE SECTION REFERRING TO "SEMESTER HONORS LIST" WAS ELIMINATED BY THE SENATE IN FALL 2002.

To be considered for the Dean's List at the time of graduation a student must have a cumulative Grade-Point Average (GPA) of 3.3, with no PEN or INC grades.

Rationale: The original motivation for the changes to Dean's List were brought about due to a pending change to the CUNY FIRST system. The Committee on Academic Standing, after several months of deliberation and discussion, has concluded that the recommended changes are in the best interests of the students and the college.
To: Members of the College Senate  
From: Professor Howard A. Clampman, Chairperson Curriculum Committee  
Date: November 3, 2011  
Subject: Report of Actions by the Curriculum Committee through 10/25/2011

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

2. Actions reported to the Senate for the first time:  
(a) Proposed Changes in Existing Degree Program  
1. Digital Arts AAS Degree – Interactive Multimedia Option  
i. Renaming of Option to Web Design Option  
ii. Revision of Core Requirements:  
   1. Change in ENG requirement  
   iii. Revision of Required Areas of Study:  
      1. Removal of CMS 60 or MKT 43 or Humanities elective, 3 credits  
      2. Removal of ART 97 or Free elective, 2 credits  
      3. Addition of Free elective, 1-2 credits  
   iv. Revision of Specialization Requirements:  
      1. Removal of ART 95 (2 credits)  
      2. Addition of ART 22 (2 credits), ART 82 (2 credits) and choice of one course from ART 97 or ART 32 or ART 41 or ART 95 (2 credits)  
   v. Changes in Existing Courses within Degree Program:  
      1. ART 88 – Introduction to Multimedia and Animation  
      Change in course title, description and prerequisites  
      2. ART 93 – Interactive Multimedia Design  
      Change in course title, description and prerequisites  
      3. ART 97 – Multimedia Portfolio  
      Change in course title, description and prerequisites  
      4. MUS 13 – Sound Design  
      Change in course title and description

Department of Art and Music  
Approved 10-11-2011 16-0-1-1 (spoiled)
(b) Proposed Changes in Existing Degree Program
   1. Digital Arts AAS Degree – Graphic Design Option
      i. Revision of Core Requirements:
         1. Change in ENG requirement
      ii. Revision of Required Areas of Study:
         1. Removal of CMS 60 or MKT 43 or Humanities elective, 3-4 credits
         2. Removal of ART 88 or ART 91 or Free elective, 1-2 credits
         3. Addition of Free elective, 1-2 credits
      iii. Revision of Specialization Requirements:
         1. Addition of new course ART 89 – Publication Design (2 credits)
         2. Addition of choice of one course from ART 91 or ART 32 or ART 41 or ART 95 (2 credits)

Department of Art and Music
Approved 10-11-2011 16-0-1-1 (spoiled)

(c) Proposed Letter of Intent
   1. Dual Admission/Jointly Registered Program with Lehman College - Associate in Applied in Nursing (A.A.S.) and Bachelor of Science in Nursing (B.S.)

Department of Nursing and Allied Health Sciences
Approved 10-25-2011 22-1-0
Digital Arts Curriculum Revision: Q & A

General Program Questions

1- How many students are in the program?
Based on preliminary enrollment figures for Fall 2011, there are 228 students in the Graphic Design Option (program code 017) and 33 in the Multimedia Option (program code 117).

2- What is the difference between the two options?
Both options draw upon and require the same fundamental grounding in traditional fine art, design, and art history (courses such as drawing, painting, design basics, digital imaging, history of graphic design, etc.)
Whereas the Graphic Design Option focuses primarily on page layout and typography, the Web Design Option focuses on interactivity and interface design. The upper level course content is narrowly specialized to the needs and concerns of each option.
There is a four-course difference between the two options:

<table>
<thead>
<tr>
<th>Graphic Design Option</th>
<th>Web Design Option</th>
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</thead>
<tbody>
<tr>
<td>Art 81 Typography &amp; Layout</td>
<td>Art 88 Web Animation</td>
</tr>
<tr>
<td>Art 89 Publication Design</td>
<td>Art 93 Web Design Project</td>
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<td>Art 90 Graphic Design Project</td>
<td>Art 97 Web Design Portfolio</td>
</tr>
<tr>
<td>Art 91 Graphic Design Portfolio</td>
<td>Mus 13 Sound for the Web</td>
</tr>
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</table>

3- Why are so many of the classes 2 credits only?
The education of a graphic designer is highly specialized and complex, requiring the mastery of many different computer programs, along with traditional art skills. Our program walks students through this process in small steps, building the required knowledge and expertise one course at a time.
All of the art courses function as studio classes, where most of the coursework is completed in a specialized environment, like the drawing and painting room or computer lab. The digitally based classes require software, which is out of the reach of most students, while the traditional classes need special equipment, which can only be found in class (like easels, lighting, kilns, etc.) In addition, there are no formal written tests or papers expected, which would add to the class load. QCC, City Tech, BMCC and others have similar 2-credit art studio courses.

4- Will City Tech accept all 60 credits? Will it require only 60 more credits to graduate?
City tech is currently undergoing a similar program revision, adding Web Design to their degree tracks. We have been in contact with their Art Dept. Chairperson regarding our proposed changes to assure a smooth transition. We renewed our articulation agreement last semester.
City Tech will accept all 60 credits and will only require 60 credits more to graduate in the same track/option in their program. Students who change track may be required to take some additional courses.

5- **How many students transfer to City Tech?**
According to Institutional Research & Testing, 22 art students transferred to City Tech in the past three years. Most of these students pursue the B.Tech program in Communication Design, with which we have an articulation agreement.

6- **What is the qualitative effect of reducing the humanities elective credits?**
Though many of our students do transfer to four-year institutions, the Digital Arts Program is essentially an AAS degree program. This proposed reduction is necessary to ensure the preparedness of our students for the work force as mandated by an AAS degree. The decision was made after a self-study conducted last year pointed to the need of more professional training. This conclusion was confirmed at our annual portfolio review in June.

At present we have well above the number of humanities credits required for an AAS, and more than most other AAS degree programs on campus. Along with the core and elective humanities, our program requires students to take three Art History courses. Art History is a rigorous field of scholarly study, which touches on many other aspects of human endeavor and is closely tied to knowledge of general history.

Even with the proposed reduction in humanities credits, we will retain eight courses of humanities (24 credits).

7- **Should we expect EXPERT USE in our learning outcomes in any of our courses?**
Wording has been changed to *Advanced Use.*
**Course Related Questions**

1- **Why is the Portfolio class an art elective instead of a required course?**
   Being that our program is an AAS Degree, the portfolio courses are intended for the development of a professional, rather than transfer, portfolio to either gain an entry level position, freelance work or internship. The class, given its difficult and challenging nature, requires a deep commitment to excellence and a readiness to enter the labor force. Since a large portion of our students choose to transfer directly to a four-year program, they are either not ready or not interested in developing a portfolio of this kind and would be better served by taking an extra art course which they can transfer toward their four-year degree.

2- **Why are Art 32 – Printmaking and Art 41 – Ceramics part of the program electives?**
   Since not all students choose to take portfolio, we feel they will benefit from the opportunity to expand their artistic horizons by taking an extra art course. Printmaking is an excellent enrichment for the education of a graphic designer, being the first graphic reproduction technique in human history. Ceramics provides a wonderful, hands-on experience in thinking and designing in three dimensions. Since the facilities for these courses already exist, we feel it is not only proper but also fiscally responsible to offer these courses as part of our program.

3- **What is the difference between CMT 31 and MUS 13? How does MUS 13 relate to web design?**
   MUS 13 teaches sound design as an artistic discipline and is meant to introduce students to the principles of digital sound for use in web design (animations, interface design, etc.) MUS 13 deals exclusively with sound for web design; it is not concerned with the technical aspects of TV, radio, and film sound. Granted the two courses use the same software and thus require some of the same training, MUS 13 is a project-oriented course, emphasizing artistic and creative principles as well as technical skills. Our course is grooming designers whereas CMT 31 is grooming technicians. In addition, CMT 31 has a prerequisite lecture course, CMT 10, which is irrelevant to our program.

   BCC Catalog Description:
   **CMT 31** 3 rec 3 cr
   **Sound Recording and Editing**
   *Theory and practical hands-on experience in all phases of sound recording and editing as they apply to the production and post-production of sound creation and design for television, radio, film, music production and the web.*
   *Prerequisite: CMT 10.*
4- What are the Art History courses in our program? What is the scope?

**ART 11 3 rec 3 cr - Introduction to Art**
Survey of our artistic heritage from the classical period of Western civilization to Modern Art. Discussion of social and philosophical influences. Art museum visits.
*Corequisite: ENG 02 or RDL 02 if required.*

**ART 55 3 rec 3 cr - Modern Art**
Important movements in Modern Art, including Impressionism, Post-Impressionism, Expressionism, Cubism, Dada, Surrealism, Abstract Expressionism, Pop Art, Minimal Art, Conceptual Art and Modern Architecture. Lectures, films and visits to museums, art galleries, and architectural monuments.
*Prerequisite: ART 11 or by departmental permission.*

**ART 56 3 rec 3 cr - Graphic and Digital Design History**
This course will cover the development of graphic design from the Industrial Revolution to the 21st Century. New digital art forms such as web design, computer animation, motion graphics design, interactive multimedia and 3-D graphics will also be examined. Coursework will include exams, written reports, online research, and museum visits.
*Prerequisite: ART 11 or by departmental permission.*

5- How many courses are WI?
Currently, we offer eight sections of Art 11 WI, two sections of Art 55 WI, and one section of Art 56 WI. While ART 56 is always offered as WI, we sometimes offer 55 as a regular course. The number of ART 11 WI is usually the same every semester.

6- Why any Eng instead rather than Eng 12, 14, 15, or 16?
Although most students may choose to take ENG 12, 14, 15, or 16, we feel there is no need to restrict the selection. We believe students could benefit from a greater selection of their second English course, in terms of scheduling and interest in writing. We have discussed this with the chairperson of the English department, who had no objection.

7- What is the difference between Drawing and Painting?
Painting and Drawing are two of the most ancient art disciplines in human history. While the two share certain aspects, painting deals primarily with color, while drawing does not. The two have been taught as separate disciplines for centuries, being that they require different ways of rendering the world around us. Paintings and drawings are collected, sold, and displayed in separate categories throughout the world.
We do not feel it is right or proper to break this tradition, which is upheld in every art program, gallery, and museum the world over.

8- Can we move PEA/HLT to an earlier semester?
We do not have an objection to students taking PEA/HLT early in their careers. Our semester-by-semester pattern sheet serves only as a recommended sequence. Students are free to take courses out of order (excluding prerequisite limitations) according to their availability and preference. The sequence tries to balance the amount of credits in each semester; moving PEA would upset this balance creating an uneven load.
**Assessment for revised courses**

1. **Which learning outcome will be assessed the first time revised courses are offered?**
   - Art 88: Demonstrate proficiency in industry-standard animation software in the creation of short animations using frame-by-frame and tweening techniques.
   - Art 89: Apply expressive typography effectively to communicate emotion and to present information clearly.
   - Art 93: Use Action Script effectively in building Interactivity and navigation systems for the Web.
   - Art 97: Use advanced skills in interactivity and design to create effective and professional self-promotional materials.
   - Mus 13: Create sound for video, animation, podcast, and other contemporary media and post it on the Web.

2. **Which learning outcome will be assessed the second time revised courses are offered?**
   - Art 88: Demonstrate basic understanding of Interactivity, usability, and user-driven design in the creation of interactive interfaces for the web.
   - Art 89: Apply the use of grid systems to create dynamic and well-balanced page layouts, integrating graphics and text.
   - Art 93: Demonstrate proper file, task and project management skills in the creation of web sites and animations.
   - Art 97: Demonstrate advanced understanding of interactivity and usability concepts.
   - Mus 13: Demonstrate an analytical and critical understanding of issues pertaining to sound design for the Web.

3. **What is the vehicle used to assess these goals?**
   In a studio class, the primary vehicles of assessment are projects produced by the students. For the courses mentioned above, we will be using the final projects as the assessment vehicle.
   The assessment tool is the rubric developed for Digital Art courses and MUS 13 (see attached).
New Course Information
ART 89, Publication Design
Studio: 4 hours, 2 credits
Prerequisites: ART 81

Why is the new course, Publication Design, needed?
Strong typography skills are non-negotiable for most professional graphic designers, including web designers. Our current two-level typography offerings (ART 79 - Typographic Design and ART 81 - Typography and Layout) merely cover the basics. There is little space in the curriculum to focus on multiple page document design, a capability required for all working design professionals. The new course will allow students to explore the conceptual, technical and aesthetic concerns that the challenge of a multi-paged publication presents. The end product will also provide an impressive portfolio piece for either a professional work portfolio or for transfer to a four-year institution.

Which degree programs will include the course?
A.A.S. Digital Arts, Graphic Design Option.

What course(s) will be replaced by the new course?
CMS 60, MKT 43, or Humanities Elective.

What is the expected enrollment in the course?
20 students.

How frequently will it be offered?
Every semester.

How many sections will be offered when it runs?
One.

Who will teach the new course?
Professor Lisa Amowitz and Assistant Professor Jeanine Kelley-Williams.

Are there any resources needed to teach the course and any additional costs that are anticipated?
No. We will be using our existing labs and software.

What courses at other CUNY colleges appear to be equivalent?
The New York City College of Technology:
AAS in Art and Advertising: ADV 2427 - Typographic Design III.

The City College of New York:
PART A: ACADEMIC MATTERS

Section AIII: Changes in Degree Programs

AIII.1 Proposed revisions for the A.A.S. in Digital Arts, Graphic Design Option

Program Code: 87112  
Hegis Code: 5012

Revision: The number of credits in the specialization requirement is changed from 28 to 32 credits by adding a new course, ART 89: Publication Design, and a restricted elective to be chosen from: ART 32, 41, 91 and 95. The English requirement is changed from ENG 12, 14, 15, or 16, to any ENG course other than ENG 23. The humanities elective requirement is changed from 3-7 credits to 3-4 credits. The selection of either ART 91 or ART 88 or free elective is changed to a free elective.

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ENG 10 Fundamentals of Composition and Rhetoric I OR</td>
<td>ENG 10 Fundamentals of Composition and Rhetoric I OR</td>
<td>20-21</td>
</tr>
<tr>
<td>• ENG 11 Composition and Rhetoric I</td>
<td>ENG 11 Composition and Rhetoric I</td>
<td>3</td>
</tr>
<tr>
<td>• ENG 12 Composition and Rhetoric II OR</td>
<td>ENG Choose any ENG (except ENG 23)</td>
<td>3</td>
</tr>
<tr>
<td>• ENG 14 Written Composition and Prose Fiction OR</td>
<td>CMS 11 Fundamentals of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>• ENG 15 Written Composition &amp; Drama OR</td>
<td>HIS 10 History of the Modern World OR</td>
<td>3</td>
</tr>
<tr>
<td>• ENG 16 Written Composition and Poetry</td>
<td>HIS 11 Introduction to the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>• CMS 11 Fundamentals of Interpersonal Communication</td>
<td>MTH 12 Introduction to Mathematical Thought OR</td>
<td>3</td>
</tr>
<tr>
<td>• HIS 10 History of the Modern World OR</td>
<td>MTH 21 Survey of Mathematics I OR</td>
<td>3</td>
</tr>
<tr>
<td>• HIS 11 Introduction to the Modern World</td>
<td>MTH 23 Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>• MTH 12 Introduction to Mathematical Thought OR</td>
<td>PEA Physical Education activity course OR</td>
<td>1-2</td>
</tr>
<tr>
<td>• MTH 21 Survey of Mathematics I OR</td>
<td>HLT 91 Critical Issues in Health</td>
<td>1-2</td>
</tr>
<tr>
<td>• MTH 23 Probability and Statistics</td>
<td>SCI* Any laboratory science</td>
<td>4</td>
</tr>
<tr>
<td>• PEA Physical Education activity course OR</td>
<td>SCI* Any laboratory science</td>
<td></td>
</tr>
<tr>
<td>• SCI* Any laboratory science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• SCI* Critical Issues in Health</td>
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</table>

*SCI* Any laboratory science
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<tr>
<th>Required Areas of Study</th>
<th>11-12</th>
<th>Required Areas of Study</th>
<th>7-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ART 11 Introduction to Art</td>
<td>3</td>
<td>• ART 11 Introduction to Art</td>
<td>3</td>
</tr>
<tr>
<td>• CMS 60 Introduction to Mass Communication OR MKT 43 Principles of Advertising OR Humanities Elective</td>
<td>3</td>
<td>• Humanities Elective**</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Free Elective</td>
<td>0-2</td>
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<table>
<thead>
<tr>
<th>Specialization Requirements</th>
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<tr>
<td>• ART 15 Design Basics</td>
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<tr>
<td>• ART 21 Drawing</td>
<td>2</td>
</tr>
<tr>
<td>• ART 22 Painting</td>
<td>2</td>
</tr>
<tr>
<td>• ART 55 Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>• ART 56 Graphic &amp; Digital Design History</td>
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</tr>
<tr>
<td>• ART 72 Digital Photography and Motion Graphics</td>
<td>2</td>
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<tr>
<td>• ART 79 Typographic Design</td>
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<tr>
<td>• ART 81 Typography and Layout</td>
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<tr>
<td>• ART 82 Illustration</td>
<td>2</td>
</tr>
<tr>
<td>• ART 84 Digital Imaging</td>
<td>2</td>
</tr>
<tr>
<td>• ART 86 Digital Illustration</td>
<td>2</td>
</tr>
<tr>
<td>• ART 87 Web Design</td>
<td>2</td>
</tr>
<tr>
<td>• ART 89 Publication Design</td>
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<tr>
<td>• ART 90 Graphic Design Project</td>
<td>2</td>
</tr>
<tr>
<td>• ART 91 Design Portfolio OR ART 88 Intro to Multimedia OR Free Elective</td>
<td>1-2</td>
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</table>
| *Select from AST 11 or 12, BIO 11 or 21, CHM 10, 11 or 17, ENV 11, ESE 11 or 12, PHY 10 or 11. **Select from Communication, English, Geography, History, Modern Language, Music, Philosophy, or Social Science (ANT, ECO, POL, PSY, SOC).
Rationale:
The growing technical demands and the highly competitive nature of the digital design workplace, combined with the evident lack of fundamentals amongst incoming students, necessitates our change of program to provide our students with the best chances of employment. The humanities electives requirement is to be changed from 3-7 credits to 3-4 credits to allow for the inclusion of a new course to the Graphic Design option. This is partly in response to suggestions by external reviewers who participated in our departmental self-study and visited the college last year. Local and federal employment projections indicate web design as leading in job growth in the digital design industry.

The change in the second English requirement is to allow as much choice as possible for students in the selection of a second English course.

The new Publication Design course will focus on a large-scale publication project, an important component currently missing from our curriculum. This new course will hone students’ typography skills and instruct students on how to produce multiple page layouts, both essential skills for employment. It will also give students the opportunity to visually conceptualize a narrative, enhancing both artistic and problem solving skills. Last but certainly not least, it will provide students with a comprehensive and high-end portfolio piece, necessary for landing an internship or entry-level position.

The Digital Arts A.A.S. degree program seeks to prepare students for the ever-changing demands of the digital arts industry by providing a career-oriented education. Intensive training in foundation visual arts, and in current design applications, prepare students and help them gain aesthetic awareness and problem solving skills along with the technical proficiencies necessary to pursue an entry-level position in the field. Strengthening the amount of career-focused credits in our degree will benefit both options and better prepare our students for the current job market.

An articulation agreement being updated between Bronx Community College and New York City College of Technology ensures that students who complete Bronx Community College’s A.A.S in Digital Arts will be able to enter the B.A. program at NYCCT with advanced standing, and further, all of their credits will be transferred to the Bachelor of Arts degree.
PART A: ACADEMIC MATTERS

Section AllII: Changes in Degree Programs

AllII.2 Proposed revisions for the A.A.S. in Digital Arts, Interactive Multimedia Option

Program Code: 87112
Hegis Code: 5012
Revision: The option is renamed Web Design Option. ART 88, 93, 97 and MUS 13 are revised to focus on web design. The number of credits in the specialization requirement is changed from 28 to 32 credits by adding ART 22 and 82 and dropping ART 95 in favor of a restricted elective to be chosen from: ART 32, 41, 91 and 95. The English requirement is changed from ENG 12, 14, 15, or 16, to any ENG course other than ENG 23. The humanities elective requirement is changed from 3-7 credits to 3-4 credits. The selection of either ART 97 or free elective is changed to a free elective.

<table>
<thead>
<tr>
<th>From: Digital Arts Multimedia Option</th>
<th>Course</th>
<th>Credits</th>
<th>To: Digital Arts Web Design Option</th>
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<th>Credits</th>
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<td>• ENG 10 Fundamentals of Composition and Rhetoric I <strong>OR</strong></td>
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<td>HLT 91 Critical Issues in Health</td>
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</table>
## Required Areas of Study 11-12

- ART 11 Introduction to Art 3
- CMS 60 Introduction to Mass Communication OR MKT 43 Principles of Advertising OR Humanities Elective 3
- Humanities Elective** 3-4
- ART 97 Multimedia Portfolio OR Free Elective 1-2

## Specialization Requirements 28

- ART 15 Design Basics 2
- ART 21 Drawing 2
- ART 22 Painting 2
- ART 55 Modern Art 3
- ART 56 Graphic & Digital Design History 3
- ART 72 Digital Photography and Motion Graphics 2
- ART 79 Typographic Design 2
- ART 84 Digital Imaging 2
- ART 82 Illustration 2
- ART 86 Digital Illustration 2
- ART 87 Web Design 2
- ART 88 Web Animation 2
- ART 93 Web Design Project 2
- ART 97 Web Portfolio OR ART 88 Intro to Multimedia and Animation 2
- ART 93 Interactive Multimedia Design 2
- ART 95 Intro to 3D Graphics and Animation 2
- MUS 13 Sound Design for Multimedia 2

**Total credits required:** 60

## Required Areas of Study 7-8

- ART 11 Introduction to Art 3
- Humanities Elective** 3-4
- Free Elective 0-2

## Specialization Requirements 32

- ART 15 Design Basics 2
- ART 21 Drawing 2
- ART 22 Painting 2
- ART 55 Modern Art 3
- ART 56 Graphic and Digital Design History 3
- ART 72 Digital Photography 2
- ART 79 Typographic Design 2
- ART 84 Digital Imaging 2
- ART 82 Illustration 2
- ART 86 Digital Illustration 2
- ART 87 Web Design 2
- ART 88 Web Animation 2
- ART 93 Web Design Project 2
- ART 97 Web Portfolio OR ART 32 Printmaking OR ART 41 Ceramics OR ART 95 Intro to 3D Graphics and Animation 2
- MUS 13 Sound Design for the Web 2

**Total credits required:** 60

*Select from AST 11 or 12, BIO 11 or 21, CHM 10, 11 or 17, ENV 11, ESE 11 or 12, PHY 10 or 11.

**Select from Communication, English, Geography, History, Modern Language, Music, Philosophy, or Social Science (ANT, ECO, POL, PSY, SOC).
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PART A: ACADEMIC MATTERS

Section AIV: New Courses

AIV.1: New course in A.A.S. Degree in Digital Arts, Graphic Design Option - Art 89 Publication Design

Course Number:  ART 89
Title:  Publication Design
Studio:  4 hours
Credits:  2 credits
Prerequisites:  ART 81 or departmental permission

Course Description:
This course explores the application of typographic design to a multiple page format. The challenges presented by designing for an extended publication will foster the development of greater typographic and conceptual skills. Working with narrative, students will create a book that combines personal artistic expression and hands on skills with advanced digital layout techniques, thereby strengthening their ability to analyze and interpret raw information and place it into a meaningful context.

Rationale:
Strong typography skills are essential for professional graphic designers, including web designers. Our current two-level typography offerings (ART 79 - Typographic Design and ART 81 - Typography and Layout) merely cover the basics. There is little space in the curriculum to focus on multiple page document design, a capability required for all working design professionals. The new course will allow students to explore the conceptual, technical and aesthetic concerns that the challenge of a multi-paged publication presents. The end product will also provide an impressive portfolio piece for either a professional work portfolio or for transfer to a four-year institution.
### PART A: ACADEMIC MATTERS

#### Section AV: Changes in Existing Courses

**AV.1: Change in title, description, and pre/corequisites of ART 97 Multimedia Portfolio**

<table>
<thead>
<tr>
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<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>Multimedia Portfolio</td>
<td>Web Portfolio</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>This is an advanced class in interactive multimedia design, offering supervised career planning, and a chance for students to explore their individual artistic directions. Aesthetic input and training in appropriate technical skills will be provided to help individual students improve their existing artworks and construct an effective and artistic interactive multimedia presentation.</td>
<td>This is an advanced class in interactive web design, offering supervised career planning, and a chance for students to explore different web design approaches. Aesthetic input and training in appropriate technical skills will be provided to help individual students improve their existing artworks and construct an effective, artistic web portfolio.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td><strong>Prerequisites</strong></td>
</tr>
<tr>
<td>ART 87 or by departmental permission ART 93 or by departmental permission</td>
<td>ART 87 and ART 88, or by departmental permission</td>
</tr>
</tbody>
</table>

**Rationale:**
To better fit a web design option, we propose to revise this course to prepare an online portfolio. We feel students will benefit from the creation of a personal web site to help with self-promotion. The basics of job-finding skills and resume writing will remain part of the course. The change in prerequisites will help students navigate the curriculum in the correct order, having to take ART 87 and ART 88 prior to ART 93 and ART 97. This will assure that students reach the capstone courses well prepared.
PART A: ACADEMIC MATTERS

Section AV: Changes in Existing Courses

AV.2: Change in corequisites of ART 95 Introduction to 3D Graphics and Animation

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<tr>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Introduction to 3D Graphics and Animation</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>This course provides introductory studio experience in 3D computer graphics and animation. Topics include 3D modeling, texture mapping, virtual lighting, virtual lens, virtual camera, and 3D animation. Through lectures, viewings, tutorials, and projects, students develop a multipurpose skill set that can be used for innovative content creation, product visualization, space planning, virtual object animation, and multimedia integration.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>ART 86 or by departmental permission. ART 88 or by departmental permission.</td>
</tr>
<tr>
<td><strong>Corequisites</strong></td>
<td>ART 86 or by departmental permission.</td>
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<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
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<tbody>
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</tr>
</tbody>
</table>

Rationale:
3D Graphics is a popular course, but it will no longer be obligatory in the revised Web Design Option, formerly known as the Interactive Multimedia Option. Instead, we are proposing to offer the course as a choice within a restricted group of art electives, which students in both options could choose from. In the Graphic Design Option the courses will be: ART 32, 41, 95, and 91 – Design Portfolio; in the Web Design Option the courses will be: ART 32, 41, 95, and 97 – Web Portfolio.
## PART A: ACADEMIC MATTERS

### Section AV: Changes in Existing Courses

**AV.3: Change in title, description, and pre/corequisites of ART 93 Interactive Multimedia Design**

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
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</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Interactive Multimedia Design</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>This course develops the understanding of how people interact with computers, and how to design multimedia presentation systems or structures that are meaningful, easy, quick, and productive. The technical tools of this digital art form will be introduced, with an emphasis on non-linear structures, usability conventions, information architecture, and interface and interaction design. Students will design and develop interactive multimedia presentations that creatively integrate text, images, animation, audio and programming, and construct interactive learning objects that simulate complex objects and information systems.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>ART 88 or by departmental permission. MUS 13 or by departmental permission.</td>
</tr>
</tbody>
</table>

**Rationale:** To better fit a web design option, we propose to revise this course to focus on the integration of digital animation and web design. We will continue to utilize the same software and equipment, but the projects will be oriented to an online environment. Rather than concentrate on interactive animation, as it is now, we will reiterate what is learned in ART 87 and ART 88 and take it to a more advanced level in web design, bringing interactivity to the design of buttons, menus, and web pages. The change in prereqs and coreqs will help students navigate the curriculum in the correct order, having to take ART 87 and ART 88 prior to ART 93 and ART 97, while providing more flexibility.
PART A: ACADEMIC MATTERS

Section AV: Changes in Existing Courses

AV.4: Change in title, description, and prerequisites of ART 88 Intro to Multimedia and Animation

<table>
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<tr>
<th>From:</th>
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</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Intro to Multimedia and Animation</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>This course introduces the principles and aesthetics of multimedia design. It explores fundamental multimedia elements such as text, image, animation, sound, etc. within the context of time-based visual presentation. Focus will be on developing the understanding of 2D computer animation. Topics include storyboarding, rotoscoping, key-frame animation and morphing. Students in this class will create short animations for the Internet.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>ART 79 and ART 86, or by departmental permission.</td>
</tr>
</tbody>
</table>

Rationale:

To better fit a web design option, we propose to revise this course to focus on the online applications of digital animation. We will continue to utilize the same animation software, but the projects will be oriented to an online delivery. The software instruction will now include button design and other interactive aspects that better suit web design and may have been overlooked in the prior version of this course. The change in the prerequisites by removing the ART 79 restriction will allow more students to take the course.
PART A: ACADEMIC MATTERS

Section AV: Changes in Existing Courses

AV.5: Change in title and description of MUS 13 Sound for Multimedia

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<th>To:</th>
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</thead>
<tbody>
<tr>
<td>Title</td>
<td>Sound for Multimedia</td>
</tr>
<tr>
<td>Description</td>
<td>This course will introduce students to the techniques and procedures of composing digital music. The artistic focus will be on theories applied to music production such as the principles of time, memory, invariance, rhythm, and forms. Students will work on individual projects creating original music or audio tracks for multimedia design.</td>
</tr>
<tr>
<td>Prerequisites</td>
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</tbody>
</table>

Rationale:

To better fit a web design option, we propose to revise this course to focus on the online applications of digital sound editing. We will continue to utilize the same software and equipment, but the projects will be oriented to an online delivery. The fundamentals of digital sound design will remain the core of the course since they apply to any field related to digital music.
### Digital Arts (A.A.S. Degree)

**WEB DESIGN OPTION**

2012 - 2013 Catalog

Major Code: 117

#### REMEDIAL SEQUENCE (if Required)

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<td>ENG 01</td>
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<td>RDL 01</td>
<td>5</td>
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<td>MTH 01</td>
<td>4</td>
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<tr>
<td>CHM 02</td>
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<tr>
<td>ESL 03</td>
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<td>ENG 02</td>
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<td>MTH 05</td>
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2.0 GPA or higher

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#### GRADUATION REQUIREMENTS

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<td>ENG 11</td>
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**FRESHMAN REQUIREMENT**

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<tbody>
<tr>
<td>OCD 01</td>
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</tbody>
</table>

It is recommended that by the completion of 25 credits, students choose an option: either Graphic Design (017) or Web Design (117). Students choosing the Graphic Design Option need not take any further action. Students choosing the Web Design Option MUST SUBMIT A CHANGE OF MAJOR FORM to code 117 at the registrar's office.

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6 Select from AST 11 or 12, BIO 11 or 21, CHM 10, 11 or 17, ENV 11, ESE 11 or 12, PHY 10 or 11.

---

### SEMESTER I

<table>
<thead>
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<td>ART 15</td>
<td>Design Basics</td>
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<tr>
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<td>Fundamentals of Interpersonal Communication</td>
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<tr>
<td>ENG 10&lt;sup&gt;1&lt;/sup&gt;</td>
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<td>ENG 11</td>
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**Subtotal:** 15

### SEMESTER II

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<td>Modern Art (prereq ART 11)</td>
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<tr>
<td>ART 22</td>
<td>Painting</td>
<td>2</td>
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<tr>
<td>ART 79</td>
<td>Typographic Design (coreq ART 15)</td>
<td>2</td>
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<tr>
<td>ART 86</td>
<td>Digital Illustration</td>
<td>2</td>
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<tr>
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**Subtotal:** 15-16

### SEMESTER III

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<tbody>
<tr>
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<td>Graphic and Digital Design History (prereq ART 11)</td>
<td>3</td>
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<td>ART 82</td>
<td>Illustration (prereq ART 21)</td>
<td>2</td>
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<td>ART 87</td>
<td>Web Design (prereq ART 84)</td>
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<td>ART 88</td>
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<td>HIS 10</td>
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<td>Introduction to the Modern World</td>
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<td>MTH 21&lt;sup&gt;4&lt;/sup&gt;</td>
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<td>MTH 23&lt;sup&gt;4&lt;/sup&gt;</td>
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**Subtotal:** 15

### SEMESTER IV

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<tbody>
<tr>
<td>MUS 13</td>
<td>Sound for the Web</td>
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<tr>
<td>ART 72</td>
<td>Digital Photography</td>
<td>2</td>
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<tr>
<td>ART 93</td>
<td>Web Design Project (prereq ART 87, 88)</td>
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<td>ART</td>
<td>ART 97 Web Portfolio OR ART 32, 41, 95</td>
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**Subtotal:** 14-15

**Total credits:** 60

---

Form Updated: 09/11
**Digital Arts (A.A.S. Degree)**

**GRAPHIC DESIGN OPTION**

2012 - 2013 Catalog

Major Code: 017

**REMEDIAL SEQUENCE** (if Required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>RDL 01 (5)</td>
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<td>MTH 05 (6)</td>
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<td>CHM 02 (4)</td>
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**ENG 09 (4)**

**GRADUATION REQUIREMENTS**

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<td>CAT - W</td>
<td>Writing Intensive Course II</td>
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<tr>
<td>CAT - M</td>
<td>2.0 GPA or higher</td>
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**FRESHMAN REQUIREMENT**

**OCD 01**

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<tr>
<td>ART 81</td>
<td>Typography and Layout (coreq ART 79)</td>
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<td>ART 82</td>
<td>Illustration (prereq ART 21)</td>
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<td>ART 89</td>
<td>Publication Design (prereq ART 81)</td>
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<td>ART 90</td>
<td>Graphic Design Project (coreq ART 86)</td>
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<td>ART</td>
<td>ART 91 Design Portfolio <strong>OR</strong> ART 32, 41, 95</td>
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**Subtotal:** 14-15

**Total credits:** 60
ART 88  Web Animation
2 credits / 4 hours
revised: 08/11

Course Description & Objectives
This course introduces the principles of digital animation for the web. It focuses on developing a basic understanding of animation and time-based design, exploring concepts of interactivity, and designing projects for Internet delivery. Projects range from the development of buttons and simple key-frame animations to web ads and splash page animations, incorporating text, sound, and visuals.
Prerequisites: ART 86 or departmental permission
Corequisite: none

Course Learning Outcomes
- Demonstrate proficiency in industry-standard animation software in the creation of short animations using frame-by-frame and tweening techniques.
- Demonstrate basic understanding of Interactivity, usability, and user-driven design in the creation of interactive interfaces for the web.
- Demonstrate basic understanding of the theory and practice of digital animation and time-based design.
- Demonstrate proper file, task and project management skills in the creation of web sites and animations.
- Use fundamental composition, color, and typographic principles effectively to present information clearly.
- Apply critical thinking skills through in-depth analysis of problems along with attention to the creative process; i.e. sketching and research to develop effective solutions to problems.

Course Topics
- Introduction to Digital Animation and Adobe Flash CS 5
- Frame by Frame Animation vs. Tweening
  First Mini-Project – Create an animation of Bouncing Balls
- Button Design and Programming
  Second Mini-Project – Design a Working Button
- Introduction to Action Script
- Navigation and Interactivity in Flash
  Third Mini-Project – Create an animation with play, stop & pause controls
- Review of Principles of Composition, Color and Principles of Typography
- Review of Principles of Time-Based Design, Interactivity and Usability
  Project One – Design a Splash Page for a Website
  Project Two – Design a Functioning Interface for an Information Kiosk
  Project Three – Design a Web Ad
  Project Four – Design a Flash based website
Course Materials

Flash Professional CS5 for Windows and Macintosh: Visual QuickStart Guide
Blackboard Class Site
Online Tutorials

Course Grade and Attendance Policy

It is crucial that you attend every class. Three unexcused absences will result in failing the course. Excessive lateness will result in lowering of grade and can constitute an absence. Students must complete all class work and meet all assignment deadlines.

Attendance 10 %
Class participation 10 %
Timely completion of assignments 10 %
Mini Projects 10 %
Projects 15 % each
(See attached rubric used for grading)

General Education Goal

Communication: Use reading, writing, listening and speaking to find, interpret, and communicate information in various modes, including aesthetic, symbolic and graphic.
ART 89 Publication Design
2 credits / 4 hours
revised: 08/11

Course Description & Objectives
This course explores the application of typographic design to a multiple page format. The challenges presented by designing for an extended publication will foster the development of greater typographic and conceptual skills. Working with narrative, students will create a book that combines personal artistic expression and hands on skills with advanced digital layout techniques, thereby strengthening their ability to analyze and interpret raw information and place it into a meaningful context.
Prerequisite: ART 81 or departmental permission
Corequisite: None

Course Learning Outcomes
• Demonstrate advanced use of industry-standard page layout program to create well-constructed layouts such as editorial layouts, poster designs, book covers and multi-page documents.
• Demonstrate advanced understanding of digital typography, such as measurement, optical adjustment, hierarchy, legibility, historic references.
• Apply expressive typography effectively to communicate emotion and to present information clearly.
• Apply critical thinking skills through in-depth analysis of problem along with attention to the creative process; i.e. sketching and research to develop effective solutions to problem.
• Apply the use of grid systems to create dynamic and well-balanced page layouts, integrating graphics and text.
• Use precise typographic formatting skills to produce legible and well-designed body text.

Course Topics
• Introduction to the history of book binding, book arts, and the current state of electronic publishing
• Choice of book topic, assignation of topic research, including written, illustrated and photographic material
  First Mini-Project – Research topics—compilation of written, illustrative and photographic materials for chosen book segment
• Establishment of database for class use of researched topics
• Exploration and experimentation with book design arts, including digital, traditional and recycled materials.
• Review of hand assembled, self-expressive bookmaking
  Second Mini Project – Develop a mockup of an “artist’s book”
• Review of e-book design and production
  Third Mini Project – Create an electronic layout of an “artist’s book”
  Fourth Mini Project – Develop an e-book based on “artist’s book”
  Final Project – Assembly of finished “artist’s book”
Course Materials

- InDesign CS5 for Macintosh and Windows: Visual QuickStart Guide
- ePortfolio Class Site
- Online Tutorials

Course Grade and Attendance Policy

It is crucial that you attend every class. Three unexcused absences will result in failing the course. Excessive lateness will result in lowering of grade and can constitute an absence. Students must complete all class work and meet all assignment deadlines.

- Attendance 10 %
- Class participation 10 %
- Timely completion of assignments 10 %
- Mini Projects and e-Book 20%
- Final Book 50 %

General Education Goal

Communication: Use reading, writing, listening and speaking to find, interpret, and communicate information in various modes, including aesthetic, symbolic and graphic.
Course Description & Objectives

This course explores the creative and technical process involved in the development of a web design project, including information architecture, interactivity, and menu design. It is conceptual in nature and employs a disciplined and systematic approach to the development of web sites and other Internet related projects. The course takes a comprehensive look at how web sites are developed and deployed and looks into common technologies used for web design. Students will develop fully functional web sites from the ground up.

Prerequisites: ART 87 and ART 88 or departmental permission

Corequisite: none

Course Learning Outcomes

• Demonstrate proficiency in industry-standard software in the creation of web content.
• Use Action Script effectively in building Interactivity and navigation systems for the Web.
• Demonstrate advanced understanding of Interactivity and usability concepts.
• Demonstrate the ability to prepare different file formats for Web deployment.
• Demonstrate proper file, task and project management skills in the creation of web sites and animations.
• Use fundamental composition, color, and typographic principles effectively to present information clearly.
• Apply critical thinking skills through in-depth analysis of problems along with attention to the creative process; i.e. sketching and research to develop effective solutions to problems.

Course Topics

• Review of Digital Animation and Adobe Flash CS 5
• Review of Web Design and Adobe Dreamweaver CS 5
• Review of Information Architecture and Usability Principals

  First Mini-Project – Create a flowchart for a company web site
• Review of Action Script

• Review of Navigation and Interactivity in Flash

  Second Mini-Project – Create an animated navigation menu
• Review of Principles of Composition, Color and Principles of Typography
• Review of Principles of Time-Based Design, Interactivity and Usability

  Third Mini-Project – Create a splash page for a company web site
• Introduction to Web Hosting

  Final Project – Design and build an advanced commercial web site
Course Materials

- Flash Professional CS5 Advanced for Windows and Macintosh: Visual QuickPro Guide
- Dreamweaver CS5 for Windows and Macintosh: Visual QuickStart Guide
- Blackboard Class Site
- Online Tutorials

Course Grade and Attendance Policy

It is crucial that you attend every class. Three unexcused absences will result in failing the course. Excessive lateness will result in lowering of grade and can constitute an absence. Students must complete all class work and meet all assignment deadlines.

- Attendance: 10 %
- Class participation: 10 %
- Timely completion of assignments: 10 %
- Mini Projects: 20 %
- Final Project: 50 %

(See attached rubric used for grading)

General Education Goal

Communication: Use reading, writing, listening and speaking to find, interpret, and communicate information in various modes, including aesthetic, symbolic and graphic.
Course Description & Objectives

This is an advanced class in interactive web design, offering supervised career planning, and a chance for students to explore different web design approaches. Aesthetic input and training in appropriate technical skills will be provided to help individual students improve their existing artworks and construct an effective, artistic web portfolio.

Prerequisites: ART 87 and ART 88 or departmental permission
Corequisite: none

Course Learning Outcomes

- Use advanced skills in interactivity and design to create effective and professional self-promotional materials
- Demonstrate advanced use in industry-standard software to create a web site and publish it on the Web.
- Demonstrate advanced understanding of interactivity and usability concepts.
- Demonstrate advanced understanding of file preparation for Web deployment.
- Use fundamental composition, color, and typographic principles effectively to present information clearly.
- Apply critical thinking skills through in-depth analysis of problems along with attention to the creative process; i.e. sketching and research to develop effective solutions to problems.

Course Topics

- Review of Digital Animation and Adobe Flash CS 5
- Review of Web Design and Adobe Dreamweaver CS 5
- Review of Information Architecture and Usability Principals
  First Mini-Project – Create a self promotional logo
- Introduction to resume and cover letter writing
  Second Mini-Project – Prepare a Resume and Cover Letter
- Review of Principles of Composition, Color and Principles of Typography
- Review of Principles of Time-Based Design, Interactivity and Usability
  Third Mini-Project – Design a self-promotional identity package (business card, letterhead, envelope)
  Final Project – Design an advanced, self-promotional web site using the identity developed earlier
Course Materials

- Flash Professional CS5 Advanced for Windows and Macintosh: Visual QuickPro Guide
- Dreamweaver CS5 for Windows and Macintosh: Visual QuickStart Guide
- Blackboard Class Site
- Online Tutorials

Course Grade and Attendance Policy

It is crucial that you attend every class. Three unexcused absences will result in failing the course. Excessive lateness will result in lowering of grade and can constitute an absence. Students must complete all class work and meet all assignment deadlines.

- Attendance 10%
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- Timely completion of assignments 10%
- Mini Projects 20%
- Final Project 50%
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General Education Goal

Communication: Use reading, writing, listening and speaking to find, interpret, and communicate information in various modes, including aesthetic, symbolic and graphic.
## Assessment Rubric: Digital Arts Learning Outcomes

**Revised 09/11**

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<th><strong>Met Criteria</strong></th>
<th><strong>Approached Criteria</strong></th>
<th><strong>Did Not Meet Criteria</strong></th>
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<tr>
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<td>2</td>
<td>1</td>
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<tr>
<td><strong>Design Development</strong></td>
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</tr>
<tr>
<td>Student completes all phases</td>
<td>Student completes</td>
<td>Student completes some phases of the assignment.</td>
<td>Limited understanding of assignment is apparent.</td>
<td></td>
</tr>
<tr>
<td>of assignment, and goes beyond what is asked for, pushing the limits of the assignment.</td>
<td>all phases of assignment demonstrating an understanding of the assignment.</td>
<td>of the assignment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td>Strong, unexpected choice of images, and exciting composition that attracts the viewer and presents the information in a coherent way.</td>
<td>All design elements support the hierarchy and overall composition.</td>
<td>Basic understanding and application of a hierarchy and composition.</td>
<td>Limited understanding of hierarchy as part of visual communication.</td>
</tr>
<tr>
<td><strong>Typography</strong></td>
<td>Unexpected and original type choices and design. Attention to detail exceeds that of a student.</td>
<td>Type choice and design support the overall concept; all elements relate to each other.</td>
<td>Type choice was given consideration, however does not relate to other elements within the design concept.</td>
<td>Text appears word-processed.</td>
</tr>
<tr>
<td><strong>Color</strong></td>
<td>Color choice supports overall concept; and creates visual impact beyond the level of graduating AAS students.</td>
<td>Color choice supports overall concept; shows understanding of color theory.</td>
<td>Color choices were made, however there is only a limited understanding of the impact of color on design.</td>
<td>Limited color choices are apparent.</td>
</tr>
<tr>
<td><strong>Technical Skill</strong></td>
<td>Execution is flawless. Understanding of software is evident and shows versatility.</td>
<td>Execution is good. Understanding of software is evident.</td>
<td>Execution needs improvement. Understanding of software needs some improvement.</td>
<td>Execution is sloppy and unprofessional. Understanding of software is limited.</td>
</tr>
</tbody>
</table>
MUSIC 13 Sound for the Web

2 credits / 3 hours
revised: 08/11

Course Description & Objectives

This course will introduce students to the techniques and procedures of creating digital sound for the web. The focus will be on various audio techniques, including voice recordings, digital signal processing, video scoring, and the creation of sonic backgrounds. Students will work on individual projects creating original music or audio tracks for web delivery. The class will cover the use of sound in various web-based media, the creation of sound for Flash animation, and the conversion of various sound formats for use with video.

Prerequisites: none
Corequisite: none

Course Learning Outcomes

- Demonstrate advanced use of several software applications: recording, editing, digital signal processing, mixing and mastering.
- Demonstrate correct use of software applications, adhering to generally accepted professional standards.
- Solve problems of audio design, including synchronization to image.
- Demonstrate an analytical and critical understanding of issues pertaining to sound design for the Web.
- Create sound for video, animation, podcast, and other contemporary media and post it on the Web.

Course Topics

- Introduction to sound recording and editing using Pro Tools software
- Introduction to Digital Signal Processing
  Project 1: sound collage utilizing a short recorded snippet subjected to DSP manipulations
- Introduction to multi-track recording
  Project 2: scripted interview of an imaginary character
- Introduction to the time line, grid and spot mode
- Introduction to the downloading, importation and manipulation of sound effects
  Project 3: Audio diary coordinating narration, music and sound effects in a telescoped format in which each day is condensed into 24 seconds
- Introduction to multi-track mixing and automation.
- Introduction to mastering and burning a finished audio CD
- Introduction to fading, cross-fading, and volume line manipulations
  Project 4: Imaginary soundscape (2-3 minutes) of mixed and cross-faded disparate sonic elements
- Introduction to the synchronization of image and sound
  Project 5: A short YouTube video (under 3 minutes), stripped of its soundtrack and scored twice: once to create a “tragic” mood, and once to create a “comic” mood.
- Introduction to Garageband software, loops, auto-tuning, quantization.
  Project 6: A final project of the students’ choice to be posted on the Web. Written proposals must be submitted in advance describing the project. All final project proposals must be approved by the instructor.
Course Materials

- Class Handouts
- Online Tutorials

Course Grade and Attendance Policy

As Music 13 is a studio class, attendance is extremely important. Three or more unexcused absences will result in a failing grade. Students must complete all assignments in order to pass. Grading will depend upon attendance, the timely and careful completion of all assignments, class participation, and the quality of work submitted. Projects revised in response to class critiques will receive higher grades than those left unrevised.

- Attendance: 10%
- Class participation: 10%
- Timely completion of assignments: 10%
- Projects 1-5: 40%
- Final Project: 30%

(See attached rubric used for grading)

General Education Goal

Communication: Use reading, writing, listening and speaking to find, interpret, and communicate information in various modes, including aesthetic, symbolic and graphic.
# Assessment Rubric  
**Music 13 Learning Outcomes**

Revised 09/11

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeded Criteria 4</th>
<th>Met Criteria 3</th>
<th>Approached Criteria 2</th>
<th>Did not meet Criteria 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Description</strong></td>
<td>Project description shows mastery of concepts learned. Means selected are appropriate and efficient.</td>
<td>Project description shows application of concepts learned. Detailed explanation of process.</td>
<td>Adequate description of project. Limited description of means.</td>
<td>Unclear statement of project. Project description is incomplete.</td>
</tr>
<tr>
<td><strong>Technical Skill</strong></td>
<td>Work demonstrates mastery of technical skills, and ease and fluency in dealing with techniques and concepts taught.</td>
<td>Work is advanced in quality, showing overall familiarity with techniques taught.</td>
<td>Work shows control of some aspects of the software, but not others.</td>
<td>Work shows that student has not learned the necessary skills to achieve his/her stated goals.</td>
</tr>
<tr>
<td><strong>Assignment Goals</strong></td>
<td>Assignment exceeds its goals and showcases student's control of the medium.</td>
<td>Assignment fulfills goals, and demonstrates assimilation of concepts taught.</td>
<td>Assignment is completed as described, but does not demonstrate assimilation of concepts taught.</td>
<td>Assignment is poorly executed, and does not fulfill the student's own stated goals.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Presentation is clear, well-mixed and mastered. Work shows mastery of post-production skills.</td>
<td>Presentation is clear and well-mixed and mastered. Student responds well to critiques and revises work.</td>
<td>Presentation is adequate, but sound levels are uneven. Student accepts critiques and revises work.</td>
<td>Presentation is shoddy. Sound levels are distorted or inaudible. Student is unable or unwilling to respond to critiques.</td>
</tr>
</tbody>
</table>
Letter of Intent for a Dual Admission/Jointly Registered Program

Associate in Applied in Nursing (A.A.S.)

and

Bachelor of Science in Nursing (B.S.)

The Department of Nursing and Allied Health Sciences

The Nursing RN Program

Professor Deborah Morris, Chairperson

The Department of Nursing

Lehman College

Dr. Catherine Alicia Georges, Chairperson

BCC Curriculum Committee Approval: October 25, 2011

BCC Senate Approval:
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Abstract

This Letter of Intent proposes a dual admission/jointly registered program by the New York State Education Department degree program between Lehman College’s Department of Nursing and the Department of Nursing and Allied Health Sciences of Bronx Community College. The goal of the initiative is to increase the number of students graduating from the City University of New York who are educated at the baccalaureate level in nursing. With a baccalaureate degree in hand, students will be in a position to pursue the graduate level credentials needed to assume leadership positions in health care and nursing education, across the metropolitan area and beyond.

Dual degree students will be admitted to Bronx Community College’s associate degree nursing (ADN) program under its established criteria. Students will be eligible to apply for admission to the proposed program after they have completed the first clinical semester, if they meet the agreed upon entrance requirements. Their acceptance admits them to dual/joint enrollment at Bronx Community College and at Lehman College, where they will complete their baccalaureate degree in nursing. The curricula at both schools will incorporate an agreed upon set of student competencies (outcomes) and organizing concepts, which will lead to collaborative pedagogical initiatives aimed at meeting and evaluating these concepts and competencies. The collaborative efforts of our Bronx-based, dual/joint degree consortium have been informed by the Oregon Consortium for Nursing Education (OCNE; www.ocne.org) model, and by the dual/joint degree work already completed by Hunter College School of Nursing (HBSON) and Queensborough Community College (QCC) Department of Nursing.
Purpose and Goals

The dual/joint degree initiative is a curricular collaboration that will result in a higher rate of seamless progression from the ADN program at Bronx Community College to the upper division baccalaureate completion program at Lehman College. This initiative also seeks to diversify the pipeline of students pursuing graduate education in nursing. Recruitment and retention of a culturally diverse cadre of graduate level nursing students is crucial to meeting the needs of the evolving healthcare environment. In an area such as New York City, which is already diverse and becoming more diverse at a rapid pace, a diverse nursing workforce is needed to ensure culturally and linguistically competent healthcare for all residents. Despite this evident need, the local nursing workforce does not reflect New York City’s diversity. Currently, for example, approximately 4% of New York City’s nurses are Hispanic. While that is greater than the national average of 1.8%, it is woefully inadequate for a city whose population is 27% Hispanic (New York Academy of Medicine & Jonas Center for Nursing Excellence, 2006). CUNY is an obvious part of the solution to this discrepancy. The enrollment of culturally diverse nursing students on both campuses involved in this initiative averages over 80% (Office of University Dean for Health Care Services, CUNY, 2010). Further, the Hispanic student nursing population of CUNY’s Bronx campuses is approximately 21%, making them an excellent multicultural source of graduates.

Nursing, the largest single sector in the healthcare workforce, is positioned to have the greatest impact on current and anticipated healthcare reform. Therefore, the inception of a dual/joint degree program in nursing is timely. Several other states (e.g.,
Oregon, Hawaii, and California) already have, or are currently pursuing, statewide jointly registered ADN/BSN programs. Internationally, Australia and Canada are also exploring this initiative. Prominent health policy agencies and funding agencies are also zeroing in on nursing as a key component of the emerging healthcare arena. In October 2010, the Institute of Medicine (IOM) and the Robert Wood Johnson Foundation (RWJF) released their highly anticipated report entitled *The Future of Nursing: Leading Change, Advancing Health*. This report, which will shape future health policy in our nation, recommends increasing the percentage of nurses with baccalaureate degrees from 50% to 80% by 2020 (p. 51). In accordance with nursing education’s leading accreditation bodies (the Commission on Collegiate Nursing Education and the National League of Nursing Accrediting Commission), IOM and RWJF are also calling for all nursing programs to offer defined academic pathways (which go beyond articulation agreements) by creating seamless access to higher education (p. 37).

**Need and Justification**

Community colleges at CUNY and around the nation hold access to education as a core part of their mission. Due to the wonderful opportunities afforded by this accessibility, the number of associate degree (AD) nurses has climbed to over 60% of newly licensed nurse graduates (USDHHS, 2007b). However, AD nurses are progressing up the educational ladder in small numbers. Nationally, only 16% of AD prepared nurses continue their formal education to the baccalaureate level (USDHHS, 2007b; NYSED, 2003; Bevill et al., 2007). Further, those nurses who seek additional formal nursing education tend to return to school just once (Buerhaus, Auerbach &
Staiger, 2009). The story at CUNY is similar. The CUNY 2008 Survey of Nursing Graduates (1997-2007) revealed that while 21.6% of AAS graduates went on to earn the BS degree in nursing, only 3.2% of AAS CUNY graduates from that 10 year period ever attained the MS degree in Nursing. This single phenomenon serves to decrease the pool of nurses prepared to pursue the graduate degrees required to teach nursing and to serve in the Advanced Practice Nursing roles needed to implement the expected changes in healthcare. Therefore, the nurses needed to combat the current nursing faculty shortage and to serve as leaders in the clinical workforce are not in the pipeline.

The urgency of the shortage condition is increasingly apparent when coupled with the National League of Nursing (NLN) Faculty Census Data statistics (2006-2009) demonstrating a 7% increase in the number of full-time educators over the age of 60 (currently 16% of total) and the fact that, as of 2009, 76% of full-time faculty in nursing are over the age of 45. The faculty shortage is intertwined with the shortage of nurses in general, due to limited availability of academic placements for qualified nursing students. The dearth of nurse educators caused over 125,000 qualified applicants to be denied admission to programs in each of the last three years; over 147,000 were turned away in 2006 alone (NLN, 2006). The March 2008 report, The Future of the Nursing Workforce in the United States: Data, Trend, and Implications, released by Buerhaus and colleagues, states the shortage of nurses may climb as high as 500,000 by 2025. The current economic climate in the US has led to an apparent temporary abatement of the shortage; however, a severe nursing shortage is predicted for the next 15 years, as 45% of US nurses are currently over 50 years of age (HANYS, June, 2010). The number of retirements is expected to escalate, and outpace enrollment, as baby boomer
nurses age out of the profession. Workforce and economic trends will also weigh heavily on the nursing profession in the coming years. With respect to the nursing workforce, 448,668 nurses received their RN license from 2004 to 2008 yet the workforce grew by only 153,806 nurses during that time period, indicating the beginning of a downward trend which is anticipated to continue for at least the next decade (AACN, 2010). The economic climate has also lead hospitals to downsize and become more selective in their hiring procedures. The majority of available, hospital-based nursing positions are requiring at least enrollment in a BSN program for consideration. Some hospitals are placing a five year time limit on completion of the BSN degree. All of these factors contribute to the timeliness of the proposed dual/joint degree initiative.

Current trends for nursing enrollment at CUNY are consistent with national trends. The number of CUNY AD nursing graduates has increased from 489 in academic year 2002/2003 to 943 in academic year 2007/2008 (a 93% increase), while graduates from CUNY BS nursing programs increased from 238 to 375 (a 58% increase) during the same period (CUNY Institutional Research Database, 2008). The IOM/RWJF Future of Nursing report (2010) mandates that community colleges- the largest educator of nurses- must “…develop innovative and easily accessible programs that seamlessly connect students to schools offering the BSN and higher degrees” (pp. 4-12). Although traditional articulation agreements exist between many community colleges and surrounding baccalaureate nursing programs, including an agreement between Bronx Community College and Lehman College, these agreements have not removed all roadblocks. Continuing roadblocks include the inability to transfer all credits earned and repetition of concepts already learned at the community college.
These roadblocks increase the cost of obtaining the baccalaureate degree, by necessitating costs (e.g., finances, time) related to completing additional credits.

A bill currently pending in New York State, and gaining support, proposes that professional nurses be required to complete a baccalaureate degree in nursing within ten years of licensure, to maintain practice privileges in NYS. Several other states have similar legislation pending. With or without this legislative initiative, the face of healthcare in New York is changing at breakneck speed. Between 1984 and 2004 the proportion of nurses working in hospitals fell from 68.2% to 57.4% (Jonas Center for Nursing Excellence, 2009). The new healthcare reform legislation will move care further away from the traditional hospital-based, acute care setting and into community-based settings. It is important for CUNY to begin preparations for these changes by creating an infrastructure that will support the needs of our nursing students, and the NYC nursing community at large. The need to educate nurses for a different, more diverse and complex healthcare setting is imperative.

Student Interest and Enrollment

In light of the current job prospective of all graduates of nursing programs across the country, the need and desire to increase educational preparedness, and therefore marketability, is high among the CUNY AD nursing student body. In October 2010, a random, anonymous, sample of 123 nursing students at Bronx Community College were asked if they would be interested in enrolling in a dual degree AAS/BS program at Lehman College. Ninety-eight percent said they were in agreement that a seamless transition to the BS degree would be an advantage to them. Comments like wanting to
find out “all that I can about it”, and “wonderful opportunity” are representative of the group of responses.

Based on the current capacity of Lehman Colleges’ RN completion program and the enrollment at Bronx Community College, it is anticipated that 20 students will be accepted into this program each academic year. As the requirements for admission are stringent, it is expected that all students will be capable of completing the program as designed. Therefore, no attrition is expected in the projected enrollment of the anticipated cohort.

Table 1: Projected Enrollment for Student Cohorts in the First Five Years

<table>
<thead>
<tr>
<th></th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr3</th>
<th>Yr 4</th>
<th>Yr5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newly enrolled students in Bronx Community College</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Continuing BCC Students</td>
<td>0</td>
<td>20</td>
<td>40</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Students solely in Lehman’s upper division</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Graduates from BCC eligible for licensure</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Graduates from Lehman with BS in nursing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Total enrollment</td>
<td>20</td>
<td>40</td>
<td>60</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>
STUDENT SUPPORT AND ADVISEMENT

Megginson (2008) recommends that nurse educators take an active role in providing a supportive environment and mentoring students to promote educational mobility. For the first three years, funding from the Robert Wood Johnson (RWJ) and Jonas Center for Nursing Excellence (JCNE), Bronx Community College will be able to provide student support to help students negotiate the collaborating sites. After that period, applications will be submitted for renewal of funding, and incorporation of the program into the existing student support mechanism for advisement.

ADMISSION TO PROGRAM

This program will recruit the participants directly from students currently enrolled in the clinical nursing program at Bronx Community College. Students will be selected to participate following their first semester of clinical nursing. A grade of B or better in the Fundamental Nursing courses (NUR 41 & NUR 42) and a GPA of 3.0 or better toward the degree will be required to make application to enter the AAS/BS cohort in the second clinical semester. Those selected for the cohort will follow the same nursing curriculum as non-BS students but will interact with Lehman faculty and students through planned activities and seminars. Students will be assigned to cohort clinical groups and participate in capstone experiences which will include a mentored clinical experience being developed through clinical partnerships.
Curriculum

The curricular changes being undertaken by Lehman College and Bronx Community College are informed by the work of the Oregon Consortium for Nursing Education (OCNE; www.ocne.org), a partnership of eight community colleges with the Oregon Health Science University), the IOM (the Institute of Medicine), QSEN (Quality and Safety in Nursing) and the NLN (National League of Nursing). Conceptual changes are to be incorporated into both the Bronx Community College nursing program as well as the nursing program at Lehman, which will form a seamless RN-BSN curriculum. These changes are to include, but are not limited to:

- Increased use of case-based learning, emphasizing the most commonly occurring healthcare problems/pathologies. These cases will be spiraled through the curriculum; the complexity of the cases will be increased as the curriculum progresses.

- Increased use of simulation as a clinical learning tool. The IOM Forum on the Future of Nursing Education mandates a move away from the “additive” curriculum toward a curriculum which fosters active learning (p.9. 2010). Through simulation students are immersed in a clinical situation and are required to problem solve using clinical decision making skills. To help accomplish this goal, it is planned that CUNY on the Concourse will become the hub of the Master Case based learning experiences for all participating programs.

- An increased gerontological focus and added emphasis on chronic care to address the American aging demographic.
- Increased focus on cultural sensitivity, systems of care and quality improvement in the delivery of care.
- Development of collaborative relationships between the faculty and students of the participating colleges, including collaboration on learning projects.
- Increased emphasis on evidence-based practice and utilization of clinical research to enhance patient outcomes, by incorporating a set of core competencies into the curriculum of each program in the consortium. These competencies, which have been developed and agreed upon by the participating schools, are informed by the work of the Institute of Medicine’s (IOM) Core Competencies, Quality and Safety in Nursing Education (QSEN), and the competencies of NLN and the Baccalaureate Essentials of AACN for safe and effective patient care, therefore preparing both ADN and BS graduates for practice in the 21st century.

In addition to the courses required for the AAS degree, students will be encouraged to complete additional liberal arts humanities and science courses which can be applied to the BS degree. Students will be guided in the selection of these courses by faculty advisors at Bronx Community College to maximize the courses which meet the educational requirements of Lehman College and prevent repetition of courses.
## COURSES REQUIRED FOR A.A.S. IN NURSING AT BCC (Table 2)

**Program Content and Requirements**

<table>
<thead>
<tr>
<th>Course Number and Course Title*</th>
<th>No. of Credits</th>
<th>Is this a new course?</th>
<th>Is this a revised course?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE-CLINICAL NURSING SEQUENCE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGLISH 11  COMPOSITION &amp; Rhetoric I* OR ENG 10  (Fundamentals of composition &amp; Rhetoric I)</td>
<td>3</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>CMS 11  (Fundamentals of Interpersonal Communication)*</td>
<td>3</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>PSY 11  (Introduction to Psychology) *</td>
<td>3</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>PHM 10  (Pharmacology Computations)</td>
<td>2</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>BIOLOGY 23  (Human Anatomy and Physiology I)*</td>
<td>4</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**NOTE:** Students must complete the pre-clinical sequence with a minimum G.P.A. of 2.5 or better, and have a minimum grade of C+ or better in both BIO 23 and PHM 10. A minimum grade of a C is required in CMS 11, ENG 11/ENG 10 and PSY 11.

<table>
<thead>
<tr>
<th>REQUIRED AREAS OF STUDY</th>
<th>No. of Credits</th>
<th>Is this a new course?</th>
<th>Is this a revised course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 11  (Introduction to Art)) * or MUS 11 (Introduction to Music)*</td>
<td>3</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>CHM 17  (Fundamentals of General Chemistry)*</td>
<td>4</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>SOC 11  (Sociology)*</td>
<td>3</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>PSY 40  (Lifespan Development)*</td>
<td>3</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>PEA  (Physical Education)*</td>
<td>1</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Courses listed under Required Areas of Study**
can be taken at any time in the program.

**SPECIALIZATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Prerequisite</th>
<th>Grade Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 24 (Human Anatomy &amp; Physiology II)</td>
<td>4</td>
<td>Yes</td>
<td>C</td>
</tr>
<tr>
<td>BIO 28 (Microbiology/Infection Control)</td>
<td>4</td>
<td>Yes</td>
<td>C</td>
</tr>
</tbody>
</table>

*BIO 24 is a prerequisite to NUR 43 and NUR 44*

**BIO 28 is a prerequisite to NUR 45 and NUR 46. A minimum grade of C is required in BIO 24 and BIO 28.**
List each course required for the major (include any field experience, research, thesis, or capstone course)**

<table>
<thead>
<tr>
<th>COURSES IN NURSING MAJOR at BCC</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 41 (Nursing Process &amp; Therapeutic Communication)</td>
<td>2</td>
<td>No</td>
</tr>
<tr>
<td>NUR 42 (Fundamental Skills in Nursing)</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>NUR 43 (Mental Health Nursing)</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>NUR 44 (Nursing of the Adult I)</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>NUR 45 (Maternal, Newborn and Women’s Health)</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>NUR 46 (Nursing of the Adult II)</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>NUR 47 (Pediatric Nursing)</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>NUR 48 (Nursing of the Adult III)</td>
<td>4</td>
<td>No</td>
</tr>
</tbody>
</table>

NOTE: All NUR courses must be taken in sequence. A minimum grade of a C must be achieved in BIO 24 and Bio 28. A grade of a C+ or better is required in BIO 23. All BIO courses must be taken and passed within 7 years of entry into the nursing program. A grade of B or better is required in NUR 41 & NUR 42

| Total credits in the A.A.S. in Nursing program | 67 |

NOTE: 30 CREDITS ARE LIBERAL ARTS AND SCIENCES

*MOST UNDERGRADUATE DEGREE TITLES REQUIRE A SPECIFIED PERCENTAGE OF LIBERAL ARTS CONTENT (FOR EXAMPLE, AA, BA REQUIRE 75%; AS, BS, BSED REQUIRE 50%; AAS REQUIRES 33%). WITHIN THE TABLE, IDENTIFY WITH AN ASTERISK ALL COURSES THAT ARE CONSIDERED LIBERAL ARTS AND SCIENCES.

COURSES REQUIRED FOR GRADUATION FROM BRONX COMMUNITY COLLEGE

Course Descriptions for the Associate in Applied Science Degree

Core and Required Areas of Study (Pre-Clinical Sequence)

ENG 10 Fundamentals of Composition and Rhetoric          5 lec 1 conf/rec 3 cr
Fundamental principles of expository organization and grammar that emphasize essay
development, unity and clarity, and utilizing various rhetorical styles. Selected readings.
Approximately nine compositions required and one research paper with MLA
documentation using library resources. Students must pass the ENG 11 final exam.
Successful completion of this course is equivalent to successful completion of ENG 11.

OR

ENG 11 Composition and Rhetoric I      3 lec 3 cr
Fundamental principles of organization and rhetoric; practice in expository writing;
selected readings, mainly non-fiction; approximately eight papers required, including
one research paper with MLA documentation using library resources.
Prerequisites: Passing scores on both the CUNY Writing Skills Assessment Test and
CUNY Reading Skills Assessment Test.

CMS 11 Fundamentals of Interpersonal Communication 3 lec 3 cr
Dynamics of communication through examination of theory and discussion. Designed to
provide understanding of communicative processes; opportunities for each student to
experiment with personal communicative activity.
Prerequisites: ENG 01 and RDL 01 if required
PSY 11 Introduction to Psychology 3 lec 3 cr
Scientific method in the understanding of human behavior. Introductory study of growth and development, motivation, emotions and mental health, learning, intelligence and personality evaluation.
Corequisite: ENG 02 or RDL 02 if required.

PHM 10 Pharmacology Computations 2 lec 2 cr
This course focuses on the principles related to the calculation of dosages and medication administration. Topics include the systems of measurement, equipment used in medication administration, calculation of oral medications, injectable medications and calculations related to intravenous and pediatric dosages. Emphasis is placed upon safe medication administration. Technology is used to enhance course content.
Prerequisites: CUNY Math exemption or a minimum score of 35 in arithmetic (M1) and a minimum score of 40 in algebra (M2) on the CUNY COMPASS PLACEMENT TEST.

BIO 23 Human Anatomy and Physiology I 3 lect 3 lab 4 cr
An integrated lab-lecture method for the study of the structure and function of the human organism. Includes basic chemistry, cellular anatomy and physiology, tissues, integumentary, skeletal, muscular, nervous and endocrine systems. Required for Allied Health Career Programs.
Prerequisites: MTH 03 or MTH 05, and RDL 02 and ENG 02 if required.

NOTE: Students must complete the pre-clinical sequence with a minimum GPA of 2.5 or better, and have a minimum grade of C+ or better in both BIO 23 & PHM 10. A minimum grade of C is required in CMS 11, ENG 10 or ENG 1, and PSY 11.
ART 11 Introduction to Art 3 lec 3 cr
Survey of our artistic heritage from the classical period of Western civilization to Modern Art. Discussion of social and philosophical influences. Art museum visits.
Corequisite: ENG 02 or RDL 02 if required.

OR

MUS 11 Introduction to Music 3 rec 3 cr
Nature of music expression; elements of music, including tempo, meter, rhythm, melodic and harmonic material and structure, tone color and texture examined in instrumental and vocal forms. History of the development of musical styles and forms. Audio laboratory listening assignments. Attendance at live concerts required.
Corequisite: ENG 02 or RDL 02 if required.

PSY 40 Life Span Development 3 rec 3 cr
This course enables students to understand human growth and development, from conception through late adulthood, in varied contexts and cultures. The emphasis is on the interaction between biological, cognitive and social changes over time, within families and within communities. Research data and key ideas, not only from psychology and sociology, but also from neuroscience, genetics, economics, and anthropology are included. The goal is to provide students with a solid understanding of the causes and manifestations of human behavior.
Prerequisite: PSY 11.

SOC 11 Sociology 3 rec 3 cr
Introduction to the scientific study of human life as group life. Culture and personality; courtship, marriage and family; religious behavior; education and communication; theories of social stratification and social change.
Corequisite: ENG 02 or RDL 02 if required.
PEA Physical Education

PHYSICAL EDUCATION AND WELLNESS

Department of Health, Physical Education and Wellness

A medical examination is required every two years. A College Medical Form can be secured from the Health Service Office (Loew Hall, Room 101). Students unable to participate in any activity course for medical reasons must make an appointment to see the College nurse upon admission to the College.

Specialization Requirements

BIO 24 Human Anatomy and Physiology II  3 lect 3 lab 4 cr
An integrated lab-lecture method for the study of the structure and function of the human organism. Includes cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems.
Prerequisite: BIO 23. Required for health career students.

BIO 28 Microbiology and Infection Control  3 lect 3 lab 4 cr
Introduction to microbial structure, function and reproduction. Introduces the medical aspects of bacteriology, mycology, parasitology, virology, serology, immunology, epidemiology, and infection control.
Required for Allied Health Career Programs.
Prerequisites: BIO 23 and BIO 24 or permission of department chairperson.

CHM 17 Fundamentals of General Chemistry I  1 Rec 2 Lect 3 Lab 4 Cr
Introductory course in general chemistry, atomic theory, formulas and equations, electron configurations, periodic table, chemical bonding, molecular structure, calculations, gas, liquid and solid states, solutions. Laboratory exercises illustrate principles of course and laboratory techniques.
Prerequisites: CHM 02 or passing of placement exam, MTH 05 and RDL 02.
Required Areas of Study

**NUR 41 Nursing Process and Therapeutic Communication †**  2 lect 2 cr
This introductory course focuses on issues, concepts and the nursing process utilizing therapeutic communication techniques when dealing with clients, families and groups. Nursing 41 builds on previously acquired knowledge from the humanities and social sciences. The concepts of critical thinking and legal and ethical issues are introduced as they pertain to the discipline of nursing.

**Prerequisite:** Pre-Clinical Nursing Sequence.

**Corequisites:** NUR 42, BIO 24.

**NUR 42 Fundamental Skills In Nursing †**  2 lect 5 clin 2 lab 4 cr
This web-enhanced course introduces students to health care needs of older adults. It focuses on providing a safe effective care environment, while promoting and maintaining physiological and psychosocial integrity. In addition, this course helps students apply knowledge from the humanities, biophysical and psychosocial sciences to the science of Nursing. Students learn to apply the nursing process at a beginning level, develop critical thinking skills, perform selected psychomotor skills and use therapeutic communication.

**Prerequisite:** Pre-Nursing Sequence.

**Corequisites:** NUR 41, BIO 24.

**NUR 43 Mental Health Nursing †**  2 lect 6 clin 4 cr
This course focuses on the mental health of adults in the community and in the inpatient setting. The student will provide nursing care, utilizing the nursing process, to a variety of clients who have mental illness and various mental health needs. Emphasis will be upon the promotion, restoration and maintenance of mental health of individuals and groups of clients as they prepare to return to the community.

**Prerequisites:** NUR 41, NUR 42, B10 24.

**Corequisites:** NUR 44, BIO 28.
NUR 44 Nursing of the Adult I† 2 lect 6 clin 4 cr
This course introduces students to disease processes by focusing on the care of adult clients with selected medical-surgical problems. Nursing assessments and interventions are discussed. A planned program of supervised experiences on medical and surgical units in selected health care agencies is provided.

Prerequisites: NUR 41, NUR 42, BIO 24.
Corequisites: NUR 43, BIO 28.

NUR 45 Maternal, Newborn and Women’s Health† 2 lect 6 clin 4 cr
This course focuses on the physiological and psychosocial integrity occurring in women. Emphasis is on the childbearing process, wellness of the family and maintenance of health. Adverse outcomes of pregnancy, care of the newborn and selected women’s health issues of contraception, infertility and infections are discussed.

Prerequisites: NUR 43, NUR 44, BIO 28.
Corequisite: NUR 46.

NUR 46 Nursing of the Adult II† 2 lect 6 clin 4 cr
This intermediate nursing course builds on previously learned content and experiences. The course focuses on adult clients with selected traumatic, inflammatory and neoplastic disorders. Select problems of the aged and the chronically ill are also discussed. Emphasis is placed on the promotion, restoration and maintenance of physiological and psychosocial health. Continuation of supervised experiences on medical and surgical units in selected health care agencies is provided.

Prerequisites: NUR 43, NUR 44, BIO 24, BIO 28.
Corequisite: NUR 45.

NUR 47 Pediatric Nursing† 2 lect 6 clin 4 cr
This course focuses on the physiological and psychosocial health care needs of pediatric clients and their families receiving care in an acute care setting. The focus is on the unique needs of the pediatric population including identifying and promoting the growth and developmental needs of the infant, child and adolescent.

Prerequisites: NUR 45, NUR 46. Corequisite: NUR 48.
NUR 48 Nursing of the Adult III†  2 lect 6 clin 4 cr
This senior level course provides students with the opportunity to practice advanced medical surgical nursing skills as well as leadership and management skills where adult clients have multiple complex acute/chronic health care needs. It focuses on collaboratively restoring physiologic and psychosocial integrity in selected medical-surgical disorders and emergency conditions amidst complex technology and life support. Legal and ethical issues pertaining to the discipline of nursing continue to be explored.

Prerequisites: NUR 45, NUR 46.
Corequisite: NUR 47.
BRONX COMMUNITY COLLEGE
NURSING CURRICULUM
67 Credits required for A.A.S. Degree
Dual Admission/Joint Registered Program with Lehman College

CORE REQUIREMENTS

ENG 10 Fundamentals of Composition and Rhetoric OR
ENG 11 Composition and Rhetoric I 3
CMS 11 Fundamentals of Interpersonal Communication 3
PSY 11 Introduction to Psychology 3
PHM 10 Pharmacology Computations 2
BIO 23 Human Anatomy & Physiology I 4
Total 15

REQUIRED AREAS OF STUDY

ART 11 Introduction to Art OR
MUS 11 Introduction to Music 3
CHM 17 Fundamentals of General Chemistry I 4
PSY 40 Life Span Development 3
SOC 11 Sociology 3
PEA Physical Education (one activity course) 1
Total 14

SPECIALIZATION REQUIREMENTS

BIO 24 Human Anatomy & Physiology II 4
BIO 28 Microbiology & Infection Control 4
NUR 41 Nursing Process and Therapeutic Communication 2
NUR 42 Fundamental Skills in Nursing 4
NUR 43 Mental Health Nursing 4
NUR 44 Nursing of the Adult I 4
NUR 45 Maternal, Newborn and Women’s Health 4
NUR 46 Nursing of the Adult II 4
NUR 47 Pediatric Nursing 4
NUR 48 Nursing of the Adult III 4
Total 38
## COURSES REQUIRED FOR GRADUATION AT BCC & MEET LEHMAN’S REQUIREMENTS

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<thead>
<tr>
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<th>Lehman Course</th>
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<td>Lower division elective (2 credits)</td>
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<td>PSY 40</td>
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<td>HIN 268 (3 credits)</td>
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<td>Corequisite</td>
<td>Graduation</td>
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<td>NUR 406 Clinical Decision Making</td>
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**COURSES REQUIRED FOR GRADUATION FROM LEHMAN COLLEGE**

Course Descriptions for the Bachelor of Science Degree (Nursing)

**Core Requirements**

**CHE 120: Essentials of Organic Chemistry Lecture I.**

*3 hours, 3 credits.* Brief presentation of the essentials of organic chemistry and their application to biochemistry. PREREQ: CHE 114. COREQ: CHE 121. Note: No student may receive credit for both CHE 120 and 232. (See information for corequisite courses.)
**CHE 121: Essentials of Organic Chemistry Laboratory II.**

3 hours, 1.5 credits. Study of practical organic laboratory techniques and preparations to illustrate the lectures in CHE 120. COREQ: CHE 120. NOTE: No student may receive credit for both CHE 121 and 233 or 235. (See information for corequisite courses.)

ENG 120: Principles of Effective Writing

4 hours (3, lecture; 1, conference), 3 credits. Continues the work of ENG 110, advancing critical reading skills and essay development. Emphasis on writing analytical essays and papers based on research in various academic disciplines. Individual conferences. Note: All students, unless exempted, must pass this course in fulfillment of the College Requirement in English. Students who take but do not pass this course should repeat it the following semester.

MAT 132: Introduction to Statistics.

4 hours, 4 credits. Collection, plotting, and comparison of data sets, histograms, descriptive statistics, the frequency definition of probability, random experiments, random sampling, binomial and normal variables, confidence intervals and tests of hypotheses for binomial and normal parameters. Additional topics chosen from tests for the difference of proportions or population means, the Chi Square test, and regression analysis. Introduction to a computer statistical package. PREREQ: MAT 104 or placement by the Department of Mathematics and Computer Science.

LEH 300: Studies in the Humanities and the Social Sciences.

3 hours, 3 credits (may be repeated for credit with a different topic). Selected topics in the humanities and the social sciences studied from different disciplinary perspectives. PREREQ: Completion of at least 60 college credits.

NOTE: In general, this course will involve at least three different disciplines, and students should expect writing assignments and computer–based work along with research involving the library and the Internet.
LEH 301: The American Experience.

3 hours, 3 credits (may be repeated for credit with a different topic). An in-depth and interdisciplinary analysis of American society and culture with an emphasis on what it means to be called an American. PREREQ: Completion of at least 60 college credits.

NOTE: In general, this course will involve at least three different disciplines, and students should expect writing assignments and computer–based work along with research involving the library and the Internet.

HIN 269: Analysis and Action for Community Health.

3 hours, 3 credits. Health needs of families in the context of their community. Introduction to epidemiological method and the principles of epidemiological investigation as tools for analyzing health needs. Issues of prevention, environmental health, special risk families, planned change, the concept of health teams, and the roles of health workers in the community. PREREQ: 30 college credits.

NUR 300: Nursing as a Human Science.

3 hours, 3 credits. Historical, philosophical, and theoretical foundations of nursing and selected topics relating to the inter-subjective nature of professional nursing. PREREQ: Admission to the Nursing major.

NUR 302: Ways of Knowing in Nursing.

3 credits (3 hours, lecture). Methods of research and inquiry in nursing and their implications for clinical practice. PREREQ or COREQ: NUR 300

NUR 400: Professional Nursing Practice.

6 credits (3 hours, lecture; 9 hours, clinical laboratory). Health assessment and therapeutic intervention through communication theory and skills, interprofessional collaboration, and professional role development. PRE- or COREQ: NUR 300 and HIN 269.

3 credits (3 hours, lecture). The processes of clinical judgment and decision-making. Examination of the interaction between diagnostic and therapeutic reasoning within the context of ethical reasoning. PREREQ: NUR 302 or NUR 400.

NUR 408: Trends and Issues in Nursing and Healthcare.

3 credits (3 hours, lecture). Identification and exploration of trends and issues, with opportunity to debate and to defend a position on issues. COREQ: NUR 400 or NUR 406.

NUR 409: Therapeutic Intervention V: Nursing Synthesis.

6 credits: 3 hours, lecture; 12 hours, clinical laboratory. Synthesis of knowledge and skills required to effectively support clients, families, and groups along a trajectory from diagnosis through end of life. Population-based care, as it relates to disaster preparedness and targeted nursing response. PREREQ: NUR 400 and NUR 406. COREQ: NUR 410.

NUR 410: Professional Nursing Management.

3 credits (3 hours, lecture). Professional role of the nurse in the healthcare system. Emphasis on leadership and management theory, as related to nursing administration, organizational design, and governance. COREQ: NUR 409
### Table 4: Suggested Sequence of Courses AAS/RN at BCC to BS in Nursing at Lehman:

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<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Course Title</th>
<th>Credits</th>
<th>Credits</th>
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<td>NUR 41</td>
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References


September 26, 2011

Dr. Nadine Posner, Associate Dean  
Division of Academic Affairs  
Language Hall, Room 11  
Bronx Community College  
2155 University Avenue  
Bronx, New York 10453

Dear Dean Posner,

Please accept this letter as confirmation of Lehman's commitment to the proposed Dual-Degree Program in Nursing developed between the Nursing programs at Bronx Community College and Lehman College.

Lehman College is pleased to partner with Bronx Community College in the development of a Dual Degree program in Nursing. Members of the Lehman College Department of Nursing are committed to ensuring that the pathway into the baccalaureate program at Lehman College will be seamless for Registered Nurses who complete their program at Bronx Community College.

Our college looks forward to working with you on the next steps for the establishment of this program.

Sincerely,

[Signature]

Dr. Mary A. Papazian  
Provost and Senior Vice President for Academic Affairs

Cc: Professor Catherine Georges, Chair, Department of Nursing  
    Dr. Edward Jarroll, Dean, The School of Natural and Social Sciences
Bronx Community College Annual Survey of Faculty and Staff Results, Spring 2011

N=291
Please identify your position:

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<thead>
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<th>Answer Options</th>
<th>Response Percent</th>
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<td>18%</td>
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<tr>
<td>Instructor</td>
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<tr>
<td>Asst. Professor</td>
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<tr>
<td>Assoc. Professor</td>
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<tr>
<td>Professor</td>
<td>8%</td>
<td>24</td>
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<tr>
<td>CLT</td>
<td>3%</td>
<td>9</td>
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<tr>
<td>Asst. To HEO</td>
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<td>HEO Assoc.</td>
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<td>Other Administrative</td>
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<td>part-time</td>
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How long have you been employed at BCC?

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### Bronx Community College Annual Survey of Faculty and Staff Results, Spring 2011

**Do you have tenure (or a CCE)?**

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<tr>
<td>Female</td>
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**Campus Culture (Please leave answer choice blank if answer is "Not Applicable")**

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<th>%</th>
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**Instructional Environment (Please leave answer choice blank if answer is "Not Applicable")**

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Bronx Community College
Faculty and Staff Survey Results, Sorted by % Spring '10 "Satisfactory or Better" in Descending Order

FACULTY & STAFF SATISFACTION WITH:

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Note: Missing and "Don't Know" response are excluded from base
October 19, 2011

TO: CUNY Chancellor Matthew Goldstein & Cabinet
   CUNY Board of Trustees
   CUNY UFS Senators
   CUNY College Presidents
   CUNY Provosts
   CUNY Council of Faculty Governance Leaders

FR: Sandi E. Cooper, Chair

For your information, the UFS plenary last night passed the following resolution:

University Faculty Senate

Proposed: October 18, 2011

Adopted: unanimously, with 1 abstention

Resolution on Priorities for the 2012-13 State Budget Request

Whereas, the Budget Advisory Committee is asked each year by the CUNY Budget Office to suggest priorities to be included in CUNY’s annual Budget Request to the State of New York, and

Whereas, the cycle for such consultations ends this year in late October, and

Whereas, the Budget Advisory Committee requests support for its recommendations for the 2012-13 Request from the entire UFS,

Therefore, Be It Resolved, that the UFS supports the following priorities for the use of available investment monies in the 2012-13 Budget Request:

- Hiring of full-time faculty
- Support for faculty/student advisement and more academic counselors
- Improved maintenance of buildings
- Library funding

Proponents (both unanimously): UFS Budget Advisory Committee & UFS Executive Committee
This year, the entire campus community has been invited by President Berotte Joseph to join in our efforts to improve freshmen student experiences and outcomes. Over 80 faculty and staff members have volunteered to participate in one or more working groups charged with developing action plans with corresponding accountabilities and timelines. In addition, President Berotte Joseph has redesigned a Presidential Grant Program to support initiatives that will improve student success in, and progress through, remedial courses and sequences.

These efforts are being centrally managed to ensure a coordinated and cohesive experience for students. Some of the specific initiatives, which are theoretically and empirically based, include:

1. redesign of a new First Year seminar course, which will strengthen student engagement and prepare students for successful collegiate academic behaviors within the context of exciting academic content and use of e-portfolios;

2. implementation of an affective assessment instrument to identify a variety of 1st semester student needs— with corresponding referrals to campus services;

3. development of an academic advisement training and certification program;

4. development of materials and experiences for students to prepare for the CUNY Placement Tests prior to the first exam and prior to the first semester;

5. review and evaluation of communications with students;

6. review and evaluation of course sequencing and prerequisites; and

7. innovations in remedial pedagogy and academic supports.

Ultimately, we expect to provide a cohesive first year experience for all students that includes a redesigned First Year seminar course; an effective organizational structure for freshmen activities; clearly articulated academic pathways; meaningful assessment in all First Year efforts; and the systematic use of analytics in all academic and business processes that will ensure we monitor student progress in the first year, including progress through remedial requirements.
Bronx Community College Senate Survey
How to Be a Successful Student at Bronx Community College

As part of our BCC Freshman Year Initiative efforts, we are trying to streamline communications with students about a number of issues, including communication about what it takes to be a successful student at BCC. Please indicate below your role at the College and what you think are the most important tips for students about how to succeed at BCC.

Your Position:
[ ] student [ ] faculty [ ] administrator [ ] staff [ ] other

Tips for Student Success at Bronx Community College

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
6. ____________________________________________
7. ____________________________________________
8. ____________________________________________
9. ____________________________________________
10. ____________________________________________

BCC OIR/NR 11-3-11
To the College Community:

A message from CUNY Central regarding E-mail Phishing Attempts - Update Your CUNY Account.

Dear Colleagues,

The email below (at the end of this message) which you may have received is not legitimate. It is commonly referred to as a phishing email. It has been showing up predominantly in Proofpoint quarantine reports this morning.

Do not be curious under any circumstance and do not click on the link and do not enter the ID and password. If you disclosed your user ID and password then you must change your password immediately on any and all systems where the password is used.

Never reply to any email that asks you for your personal information regardless of how official it appears.

Please note that in this case the phishing email is very convincing which claims to from the CUNY CIS Help Desk.

General Guidance

Please read the CUNY Phishing Advisory posted at security.cuny.edu under CUNY Issued Security Advisories. In addition, we suggest you complete the 30 minute information security awareness program also located at security.cuny.edu on the home page. Click on the padlock.

In addition, please adhere to the following security practices when using the Internet:

1. Avoid clicking on any web links from within an email. These embedded links may direct your Internet browser session to illegitimate web sites asking for personal information and could also download malicious code, such as viruses or spy ware, onto your machine. Instead, start a new Internet browser session and enter the legitimate web site address into the address bar of the browser.

2. The content of many phishing e-mails can be very threatening (e.g., account closure, account verification, account updates, account is limited) and can be convincing to entice the user to follow through with the provided instructions. By far, most institutions will use non-Internet methods, such as the U.S. Postal Service, to send these types of notices and then will only send them to your official address of record. If in doubt about the legitimacy of these threatening e-mails, call the institution using the phone number on your last statement or on the back of your credit card.

3. Similarly financial institutions generally require some form of an initial setup to be completed prior to allowing electronic banking services. An online relationship is usually not established automatically or only through an exchange of e-mails. Become familiar with your financial institution's online registration process and how the electronic relationship may change from time to time. If in doubt, call the institution using the phone number on your last statement or on the back of your credit card.

4. Update your computer's operating and Internet browser software on a regular basis. These updates routinely include security enhancements.

5. Maintain anti-virus programs to the current level of protection.

6. Select and maintain passwords that are difficult to guess and change them regularly.

Kind Regards,

Carl Cammarata
From: The City University of New York <helpdesk@mail.cuny.edu>
Date: Wed, 2 Nov 2011 23:05:41 +0100
To: "<Undisclosed recipients::>
Subject: Update Your CUNY Account

Dear Member,

You are receiving this message because you have an account on CUNY.
Click here to update your DETAILS (please note: Carl Cammarata has removed the fraudulent link)

CUNY Communications
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<> If you wish to unsubscribe from the CUNY-ITSTEER List, please send an E-mail
to:"listserv@listserv.cuny.edu". Within the body of the text, only write the following:"SIGNOFF CUNY-ITSTEER".