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Isaac Oppong, who used to work as a fire safety director for a Hilton Hotel, also wants to get his radiological technology degree.

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Letters to The Communicator
Editorial Policy and Disclaimer

The Communicator urges students to respond to articles and editorials found in this newspaper. We also urge you speak out on issues that matter to the college community, as well as your neighborhood, the city, state, nation and world-at-large.

The views expressed in published letters are solely those of the writer and do not necessarily represent the views of The Communicator.

• We reserve the right to shorten any letter submitted due to space considerations.
• We reserve the right to refuse publication to any letter due to space considerations, as well as those letters deemed inappropriate because of profane language, non-verification problems and/or slander.
• No letter will be published unless the author submits his or her name, and telephone number.

Submissions should be emailed to The Communicator at bcc.communicator@gmail.com.

BRONX COMMUNITY COLLEGE SECONDHAND SMOKE PROGRAM EFFECTIVE: SEPTEMBER 1, 2009

PROGRAM INFORMATION SHEET

BACKGROUND
Effective September 1, 2009, Bronx Community College will start a new program on the prevention of the exposure to secondhand smoke (SHS) throughout the campus. This new program is based upon many years of science proving that major health problems are caused by secondhand smoke. Bronx Community College is responsible for providing a healthy environment for its entire community, which includes visitors as well. The program will promote the health of both our college community not challenged by health problems and our special needs members with asthma, diabetes, emphysema, cancer, cardiovascular conditions, etc., as well as children and seniors whose systems are not functioning efficiently. Precedence for this program has been established with the implementation at many colleges throughout New York State.

PROGRAM
Smoking will not be permitted within 40 feet of all building entrances and air intake vents. Signs will be posted at all entrances and air intake vents. Designated comfortable smoking areas, with outdoor ashtrays and tables, will be located at specific areas throughout the campus. Smoking area signs will be posted at these areas. Individuals should smoke within these areas and be sure that they extinguish and dispose their cigarettes into the ashtrays.

PROCEDURES
This program will be implemented with a friendly reminder procedure that will rely on the thoughtfulness, consideration, cooperation, and positive interaction of both smokers and nonsmokers. All members of the college community will be requested to remind individuals (including visitors) to please smoke within the designated areas. The Campus Public Safety Officers will remind the smokers of the new program by showing them the signs and indicating where they can smoke within the designated smoking areas.

EDUCATION, SUPPORT AND CESSATION PROGRAMS
This new program will periodically be publicized through all campus media to remind the entire college community of its purpose. The education, prevention and cessation programs of smoking will be included in courses within various Departments such as the Department of Health, Physical Education and Wellness in conjunction with special programs implemented by the College Health Services. Individuals who wish to stop smoking will benefit from these courses and special programs. These individuals will also be referred to off-campus resources such as the American Cancer Society and the American Lung Association, as well as encouraged to contact 866-NY-QUITS (697-8487) or visit www.nysmokefree.com.

EVALUATION
Emerging scientific research will be reviewed periodically to determine if new program recommendations will be needed and the goal of promoting a healthy environment is fulfilled.

Co-Sponsored by the Department of Health, Physical Education, and Wellness, BCC Health Services, and BCC Student Government

The Communicator Submission Insertion Dates Fall 2009

If you are interested in having an article, editorial, or announcement included in The Communicator, it must be received by the following dates:

Deadlines
October
Friday, September 18, 2009
November
Tuesday, October 13, 2009
December
Tuesday, November 17, 2009

Please email all submissions to: rowanandrewdavid@aol.com

Contributors
Jerdene Allen
Raya Bayor
Muhammad Jalloh
Chris Minaya
Omar Murray
Margie Y. Rodriguez

Faculty Advisor
Andrew Rowan

HOURS OF SERVICE
MON-THURS 5PM-10PM
PICK UP THE SHUTTLE IN FRONT OF MEISTER HALL
* FALL 2009 SERVICE BEGINS ON SEPTEMBER 21ST.

SERVICE TO & FROM CAMPUS EVERY 20 MINUTES
STOPS INCLUDE #4 SUBWAY STATIONS: BURNSIDE, 183RD ST. & FORDHAM RD.

THIS PROGRAM IS FUNDED BY STUDENT FEES
FOR MORE INFORMATION, PLEASE CONTACT:
THE OFFICE OF STUDENT LIFE @ 718.289.5194

Co-Sponsored by the Department of Health, Physical Education, and Wellness, BCC Health Services, and BCC Student Government
A married couple, 44 and 46 years old, who both had enrolled at the same time, said they wanted to earn their paralegal associate degrees. They selected BCC based on the sincerity of the verbal and written communications of BCC’s enrollment administration staff. The husband recalled that he had dropped out of Penn State University in 1982. After working in construction, he said that he had always intended to come back to college but the years had passed quickly. Now he and his wife are focused on earning their paralegal degrees so that they can specialize in writing construction contracts. The students preferred to remain anonymous at the start of the semester so they could concentrate on their studies.

At the end of the opening orientation, Manny Lopez, assistant director of Student Life and chairperson of the New Student Orientation Committee, told students they would travel to departments to meet with professors for four information sessions:
• How to choose a major that can lead to a rewarding career
• Strategies for college success
• Campus services available to students
• Co-curricular programs that include honor societies, social activities and student government.

Five professors presented the highlights of the information sessions: Dr. Luis Montenegro, chair of Physics and Technology; Professor Diane D’Alessio, Education and Reading; Professor Jeffrey Wisotsky, Media Technology; Professor Lois Augustus, Nursing and Allied Health Sciences; and Jeannine Kelley-Williams, the Art and Music Department.

The most important thing that Lopez urged students to do was to make the most of their college opportunity by being committed to doing their best in their studies.

President Carolyn G. Williams welcomed new students and said, “Enrolling in college in these tough economic times is a hard decision to make but a very smart decision. In a global world that is rapidly changing, your education and skills are your investment in the future and we are here to see your investment grow and prosper. That is our commitment to you. We will provide you with every opportunity – and it is our hope that you will grab those opportunities and make them work for you. As I said before, we are a family and we have to work together.

“Be confident of the choice you have made,” added Dr. Williams. “At Bronx Community College, you will find dedicated and professional faculty, counselors and support staff. They are all experts in their respective areas and are there to provide you with the support that you need. Know that you are in the right place.

“Use the services that BCC provides,” she added.

“We continue to make improvements in the classrooms and in public areas, including providing technology for your benefit. Student support services run the gamut from tutoring to psychological counseling. We are here to help you.”

DID YOU KNOW?

• Every year, elections are held in order for BCC students to choose fifteen students that will be their voice for a whole year? The fifteen students go through training sessions during the summer and they are prepared to work with the administration in order for them to have students’ perspectives on the issues dealt with on campus. The group of the fifteen people you vote for is your Student Government Association. We sit on committees, plan events that every student on campus can attend and we represent BCC students whenever and wherever we get the chance. Our meetings are open to the public and to you guys. You can come and hear about what we do at the meetings. If you have a suggestion or a presentation that you would like to make, you can contact the secretary and ask her to put you on the agenda for our meetings. Remember, we are fifteen and we all have different perspectives on issues but we still need your presence and participation.

• You can get leadership training and get involved in every event we have in the Student Government. Join our support team and show your leadership skills. We meet often and plan for events together. Being a SWAT (STUDENTS WITH ACTION TODAY) team member, you will experience some wonderful times and you will help us achieve a lot of things. For more information, stop by our office in Meister 212 or 214 or the Student Life Office in Meister 202.

• You can sit on committees and contribute to making important decisions for students. If your GPA is above 2.0 and you are a student at Bronx Community College, you can have your input in the decisions made for the students. Hurry and come grab and application in the Office of Student Life or in our office. You will get a great leadership experience, it will look good on your resume and if you are planning on bringing some change on campus, it will be a great place to start.

Have a successful and pleasant year,

Raya Bayor
WELCOME BACK

THURSDAY - SEPT. 10TH - 2009

FEAT.
GIVEAWAYS • MUSIC • FOOD

MEET & GREET STUDENTS, FACULTY, & STAFF!!

GOULD RESIDENCE HALL
LAWN & PATIO
12PM - 2PM & 5PM - 7PM

FOR MORE INFORMATION CONTACT:
THE STUDENT GOVERNMENT ASSOCIATION @ 718.289.5597
THE OFFICE OF STUDENT LIFE @ 718.289.5794

JOIN A CLUB
If you had asked music manager Emily Rosenblum, back when she was attending Southwestern University, about the music industry, she would have replied with curiosity: “There is a music industry?”

“I had this idea that if someone made good music that it somehow reached the right people,” says Emily as she breaks into a laugh. “Of course, now I realize that it does not quite happen that way.”

In Café Grumpy, the 28-year-old manager of artists drinks tea while dressed in calm gray jeans and a traffic-light-green sweater, which is the type of attire you can catch Emily sporting in her office.

Being a young music manager in New York City, Emily loves that, “There’s always some fun event happening and interesting people to meet.”

Furthermore, she also enjoys that, “Managers interact with just about everyone in the industry, from the person working the door at the club to lawyers and record executives,” says Emily.

She notes that, “Out of any the jobs in the industry, I would argue that it is the most personal [and the most one-on-one].” Her reasoning is based on the close-ness, she feels, that must be maintained between an artist and manager.

The Southwestern alumna discusses everything with her artists, from the album cover to how was their week.

As a result of the industry’s fast pace, Emily is always planning her next move, which you can see based on how often she checks her blackberry cell phone. While majoring in biology with a minor in chemistry, she realized she wanted a career that involved music because it was something she had a passion for since her youth and was something that would give her mobility.

“The idea of having to be in one city [attending medical school] for several years, or not being able to travel, which is a huge deal to me, or not having time to go see that new show, just seems like a life sentence,” says the petite Texas native.

Emily, who gets excited by [established] indie artists and also loves listening to [long-established] country artists, graduated without changing her major, as she tried to determine a way to get her foot in the door of the music industry.

After being enticed by a family friend, Emily decided to try to become a promoter while living in London and gave her resume to one of the top promoters in Austin, Texas, when she moved back. She called the promoter every day after she submitted her resume to see if an intern position had opened up: one day, a current intern answered her phone call and told her that no other intern positions would be available for months.

“I was so frustrated at that point that I asked him if I could ask him some questions about his experience as an intern, and he said, ‘sure’, says Emily. “He turned out to be a singer/songwriter… and he ended up being my first management client. It was really random, so I never did end up going down the promoter route … I probably would not like it very much actually.”

Trying her hand at management was, at first, supposed to help find a role in the industry that appealed to her, yet, after joining forces with her first client out of his frustration of not being able to set himself apart in the competitive industry, Emily found out that the role most appealing to her was the one she had.

“I love management because you get to do a little bit of everything… It’s never boring,” says Emily. Since falling in love with the versatility of a career in management, Emily, at the moment, is trying to come up with ways to get her artists recognized while working as part of the team at Tony Margherita Management in New York.

An acquaintance forwarded her resume to Margherita a few years ago, and Emily is still there. The thought of venturing off to start her own management company does not cross her mind. “I have absolutely no desire to do that at this point in my life,” says Emily while laughing. Having said that, she does have one desire. “I would love to be someone who thought of an idea that helped a lot of different artists, that kind changed the landscape,” she says.

Emily loves music as much as she did when she was 4 years old and listening to Julian Lennon’s Valotte album on her Fisher Price cassette player.

“I’m really lucky because since live music has always been the thing that I love, love, love, whenever I see a band live that just blows me away”, says Emily… “it makes me really excited again.”

*Reprinted from Baruch College blog (March 26, 2009) with author’s permission.

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**Beyond the Quad**

**A Rose in Texas and Bloomed in New York**

By Baruch Obama

The Hunts Point Economic Development Corporation (HPEDC), the Hunts Point Chamber of Industry and Commerce, the NYC Economic Development Corporation and the Bronx Chamber of Commerce recently hosted a South Bronx Greenway Information Session on June 18th at The BankNote.

Community leaders, construction companies and contractors gathered at the pre-bid conference to gather information and prepare for the Greenway RFP, which will be distributed this summer. Construction is scheduled to begin through to fruition.

“The South Bronx Greenway plans are a key component of economic development efforts in the South Bronx, and will bring much-desired amenities for workers and community alike. The BankNote was the perfect site for this meeting, as it is very much part of a new wave of development in Hunts Point,” said Josephine Infante, HPEDC President. “After raising the initial $2.1 million with the help of NY State Assembly Members Arroyo and Diaz Jr. and with federal transportation funds, the HPEDC is proud to start the bidding process and see this project to making the South Bronx a desirable destination to live and work.”

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**$40 Million South Bronx Greenway Project Moves Forward**

The South Bronx Greenway is a key component of the Hunts Point Vision Plan that will vastly improve transportation safety and enhanced bike and pedestrian paths. The $40-million, multi-year, multi-phase construction project will create 1.5 acres of public open space, 2.3 miles of green streets and encompass 1.5 miles of new waterfront greenway. Construction areas will include the streetscapes of Hunts Point Avenue, Lafayette Avenue and Spofford Avenue; Hunts Point Landing, a mini-park near the fish market on the waterfront; and greenway along the Brucker Expressway and down a pedestrian bridge to Randall’s Island.

“It is an exciting time to have a project like The BankNote at the onset of such an incredible city greenway project,” said Jonathan Denham, principal of Denham Wolf Real Estate Service and co-developer of The BankNote. “The South Bronx Greenway project is just further evidence of the city and community commitment to making the South Bronx a desirable destination to live and work.”

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*The Communicator – September 18, 2009*
Student/Professor Team Venture to Chicago Conference
By Ada Diallo-Bolly

Our trip to Chicago for the ANTEC® NPE (National Plastics Exhibition) annual plastic conference event was one of the nicest college experiences I have had at Bronx Community College. The adventure started when I took a chemistry class. The unexpected benefit of being a member of the Society of Plastic Engineers was I get to attend SPE conferences.

This time I went to Chicago to attend the planned student activities at ANTEC, the world’s largest plastics event. I was the only participant from BCC, so I traveled by myself from New York. When I got to the hotel, there were different presentations, but I was not signed in for any presentation that morning so I took a bus tour of downtown Chicago.

On Monday I went to several presentations and to the exposition with my professor, Dr. Vicki Flaris.

One of the presentations I attended was chemistry based on corn sugar (Iowa corn). The research was done by a professor and Ph.D. students from the New Jersey Institute of Technology, and it focused on corn-derived chemicals. Corn-based chemicals are attractive because they are generally regarded as safe, are renewable resources, and can be made readily available at competitive pricing. Interest is focused on isosorbide which offers molecular geometry and chemical functionality compatible with many existing commercial chemistries.

But, as a non-expert, I found the exposition to be more exciting and colorful than the presentations. It was the biggest exposition I had ever seen that began with my first stop at the Bottenfeld booth and continued throughout many exciting and informative booths.

This trip was possible thank to the generous support of Mr. Russell Broom from Polyone and Mrs. Barbara Genet from SPE’s New York section.

Ada Diallo-Bolly and Dr. Vicki Flaris.
Dedicated to everyone that can relate to this story, especially the person I am talking about in this story. You know the sun will shine very soon; be strong girl…

She was just a teenager, fragile and innocent. She believed in a charming prince; she was convinced that parents always loved their kids, no matter what. Even though hers did nothing to convince her of that, she still wanted to believe that they were doing it on purpose. They wanted to get her ready for the real life out there.

Doesn’t she want to be a doctor or a director of a field? Well, she is not going to be loved and cherished by her employees. So she better submit herself to the training that her parents – her father – was giving her.

A responsible person, ready to rule should not expect people to hug her and congratulate her. She needed them to watch her show on TV,bugging their children and dancing with them; those mothers that kissed their teenagers and tell them they love them are nothing but actors. Those kind of parents never existed but in the imaginations of those who write the scenarios.

She was upstairs that afternoon, reading her books though her mind was wandering; she was trying hard to concentrate; the exam was around the corner, and she could not afford a bad report.

She was thinking on what other argument could explain the fact that her parents could not breathe the same air she breathed without taking it away from her. A tear was coming out of her left eye when she heard her father call her.

As usual, she could hear her heart beat. It was so loud that she could hardly see the stairs she was walking on. She was going through coming her way and at an indecipherable speed. It has always been true that made her parents call her.

When she got in the living room, there was a heavy and noisy silence.

She knew it was something bad. But they are not going to tell her what it is. They are just going to call her names. Beat her up and if she is not lucky at all, they will burn her.

Her father stood up and looked at her; then he started coming her way and looked at her in the eyes with his usual scary face. The next minute she found herself kneeling down, her face full of tears. Her father just slapped her. She did not see it coming, and she did not have her balance so her head went straight to the wall.

Her mother was sitting there, looking at her. She could read disaster did not show on her face but also an immense sadness. She walked toward her. The little girl could not take any other pain. There was nothing more painful than crying for something she knew nothing about. So she covered her head with her arms and waited to feel the pain. But nothing touched her so she stood up and got ready to leave. Her mother, standing few distance away from her finally said something:

“...You want to show us that you are growing up. I used to cry over you because you were my only child. Now you have siblings. Let me warn you: if you mess around I will let you down, I am serious and mark my words: if you mess around I will let you down. Stupid girl!”

The housekeeper was passing by; she stopped until her mother left the room and asked her what was going on. She said she did not know and wiped her tears. But then she looked at the housekeeper and she who witnessed everything in that house. She: she who always took her to a safe place to give her comfort with her wise words. She broke down that day and cried her eyes out.

The next thing she heard from that lady was “don’t worry, you will be ok.”

That teenager girl grew up. She is twenty today.

She has never been so proud global citizen and she has never believed in a brighter future as hard as she does right now.

But there are some things that cannot be erased from her life. One of those things is what happened that day. Though she is always smiling and trying hard to see life at the bright side, sometimes she just can’t help it. She lies down on her bed, in the night and cries all those tears that she forced herself to cry those days. She doesn’t believe in the faithfulness of the human race. She does not trust any man that tells her about love. And she does not rely on anyone: “It is me or no one else… nobody can understand me and make me happy…”

She cherishes the most hurt she so tolerates whoever hurts her. She does not blame them because humiliation is her lifestyle. She laughs, she obeys, she loves but not with all her heart because most of it has been damaged. She believes true love, success in her life and the time will heal her but still she is scared of the future. What if she never gets over her tragic childhood? What if once she got her own children she is tempted to make them go through the same things she has been through? What if her disappointment and her frustration against her father are transferred on the man she will choose to spend the rest of her life with? What if? What if? That is all she has in mind when her eyes are away...

She believes she owes her mother all the pain she made her go through. She believes she has to save her as much as she did with her and that is going to take a lifetime.

As for her father, he never changed. He certainly does not stop her anymore or insult her as much as he would love to do but he is still that unpleasant man you could never trust, never like and never laugh with. But she believes she will take her time and choose a father for her kids. She will choose a father that is going to put food on the table for her kids, wait until they finish before he eats his own. She will marry a man that is going to carry her children and cover them with an unconditional love. She believes in a man that will make children jump with excitement when he comes back from work and scream “I will miss you” when he leaves for work. She ambitions a man that will make her forget her past.

The Communicator – September 18, 2009

CUNY’s Role in the Development of Global Citizens

By Daniel Torres

The term “global citizen” is inherently oxymoronic. Where “global” means to encompass the whole world and a “citizen” is one who claims allegiance to a specific country, it at first seems virtually impossible for there to be a reconciliation of the two words. However, it is possible for one to be a global citizen. Global citizenship is not about being a literal citizen of the world, or at least, it is yet to be. Global citizenship is an ideology or a concept that defines people who seek to unify humanity. A global citizen is cognizant of the world outside his own immediate surroundings. He notes the tremendous diversity in the world and cherishes it while understanding that viewpoints which differ from his own are not necessarily wrong. Global citizens also seek to establish a peaceful coexistence among the various peoples of the world and also between the entirety of humankind and Earth’s environment. According to Oxfam, an international organization whose goal is to decrease poverty, as referenced in Coming of Age in a Globalized World: The Next Generation, global citizens also “take responsibility for their actions” (Adams and Carfagna 99).

The process of becoming a global citizen is ongoing which a person usually begins without being aware that it has taken place. This process begins with learning. A global education is not limited to the classroom, and those who seek it originally do so informally. Some environments are more susceptible to birth global citizens than others. Regions that are more culturally diverse will naturally encourage the beginning stages of what it means to be a global citizen. New York City is one such region. Post-secondary schools such as colleges and universities are also ideal places to continue informal as well as formal education pertaining to global citizenship. Many college and university brochures make it a point to advertise the diversity of the student body in their respective schools which shows the importance of a diverse student body in education. The City University of New York possesses many of the factors needed for the encouragement of global education. Global education is not just the process of learning about and understanding the variety of cultures in the world. It is a type of learning that creates a student who is fully functional in this twenty-first century globalized and interdependent world. Due to CUNY’s location, diverse student body, and curriculum, a suitable environment is in place for the development of a global citizen.

The City University of New York is comprised of twenty-three schools. There are eleven four-year colleges, six community colleges, and six honors colleges and graduate and professional schools that make up the CUNY system (CUNY). CUNY students come from many different backgrounds. “They collectively speak 131 native languages in addition to English and represent 172 countries” (CUNY). The student body itself makes for an ideal environment in the promotion of global citizenship. Simply by attending classes where dialogue is encouraged, students are exposed to the ideologies, customs, and historical backgrounds that differ from their own. The lecturers of professors alone do not account for all of the learning that takes place.

In order to understand the reasons why New York City is an ideal city for one to learn about the cultural variety in the world, it is important to briefly note the history of immigration to NYC. It is often said that New York City is the center of the world. This statement does not only stem from the economic infrastructure that, until the transpiration of recent events, has been quite successful but also from the quantity of immigrants to the United States who chose New York Harbor as their initial destination. From 1855 to 1890, Castle Garden in the Battery recorded roughly eight million new immigrants (The National Park Service). Throughout the nineteenth century, many emigrants from northern and western European countries faced political and economic hardships and the influx of immigration to New York became too great for Castle Garden to handle. The federal government completed construction of the world-famous Ellis Island in 1892 to address the large numbers of people who sought entry into the United States. Over twelve million people came to the United States for the first time through Ellis Island from 1892 to 1954. Even though this point of entry has been closed since 1954, both legal and “illegal” immigration has continued to take place in NYC as millions more have landed on its shores and airports.

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A Childhood Memory...

By Raya Bayor

The Communicator – September 18, 2009

join a club

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With immigration reaching a high point in the past decade, some people associate many problems in New York City with immigration. The Federation for American Immigration Reform claims that since the graduation rate in American secondary schools was eighty percent in the 1960’s, when immigration rates were much lower, and now that immigration rates are higher and the graduation rate is only seventy percent, then this increase in immigration cause lower graduation rates. This fallacy doesn’t take into consideration many other factors that might cause a drop in graduation rate. Two events that occur in succession of one another does not necessarily denote causality.

Unfortunately, it is a widely held belief that waves of immigrants come to the United States and over-run the city. In a study of New York City, social scientists believe that immigrants come to the United States on F-1 visas with the intent to attend school for a period of time and leave, but never go back to their home country, henceforth draining resources that could be used for “native” students. Proponents of immigration reform state, “rather than being used to improve the quality of education for current students, communities’ limited tax dollars are instead being diverted to build new schools to accommodate population growth and to meet the special needs of immigrant children. Including special programs such as bilingual education, which can cost nearly 50 percent more. The immigration contribution costs, for payers over $24 billion a year in education costs” (Federation for American Immigration Reform). The Institute of International Education takes a different approach to the fiscal factors of foreign-born students living in America who have Ph.D.s are foreign born. “International students and their families was $15,433,000,000.00” (Federation for American Immigration Reform). The Institute of International Education represents an international student, but New York City is the leading city in the United States. This is a seven-percent increase from the previous year and a total increase of ten percent from two years ago. It has been found that the leading host state for international students is California with 84,800 international students who entered New York City public high schools” (CUNY). By simply attending school in New York City, one is overweighed with the diversity represented in New York City neighborhoods throughout the five boroughs.

International students are not a hindrance to the nation chosen by international students (IIENetwork). Taking into account the history of immigration in New York City, one reason many international students choose NYC as their destination lies in the expansive human networks that have already been established. One of the many cultural nuances one finds dispersed throughout the boroughs of NYC is the conglomeration of people from a specific ethnic background in a given neighborhood. Chinatown, Little Italy, and Spanish Harlem are some of the more well-known examples of this not-unusual phenomenon. The many ethnicities represented in NYC such as Chinese, Italian, Japanese, and many other groups of people who enter the system proficient in English (Hernandez). It may take slightly longer for an immigrant to develop proficiency in advanced coursework in American schools. That is because these people must first be proficient in English to understand these subjects as taught in American schools. Even still, foreign students do graduate and often achieve high grades in school. International student identity is not a hindrance to the American education system.

Taking into account the history of immigration in New York City, one reason many international students choose NYC as their destination lies in the expansive human networks that have already been established. One of the many cultural nuances one finds dispersed throughout the boroughs of NYC is the conglomeration of people from a specific ethnic background in a given neighborhood. Chinatown, Little Italy, and Spanish Harlem are some of the more well-known examples of this not-unusual phenomenon. The many ethnicities represented in NYC such as Chinese, Italian, Japanese, and many other groups of people who enter the system proficient in English (Hernandez). It may take slightly longer for an immigrant to develop proficiency in advanced coursework in American schools. Even still, foreign students do graduate and often achieve high grades in school. International student identity is not a hindrance to the American education system.
Many classes that are offered at the colleges are applicable to global citizenship. For each college, there are a couple of areas in which that particular college is most notable for. These strong suits attract students for study in a specialized field such as engineering at City Tech or business at Baruch, or music performance at Queens College’s Aaron Copland School of Music. Any of these fields can be applied to the enrichment of a global citizen. For example, there is a student currently at City Tech who is in the process of developing a system to biologically harvest solar energy. These solar collectors will act on the principle of photosynthesis in the same way that plants create energy. Since part of being a global citizen is establishing a peaceful coexistence between humankind and Earth, this young engineering student is well on his way to heading in the direction of global citizenship, whether he is aware of it or not.

Global awareness is not the only factor that makes a global citizen. One must also strive to be active and engaged in international affairs. This yearling is amplified by traveling to foreign countries, an endeavor that can be made possible with the assistance of CUNY programs. Extensive and well-funded study-abroad and exchange programs, such as the Study/Travel Opportunities for CUNY Students (STOCS) scholarships, help foster global awareness in students. Yearly endowments from the New York Community Trust De Witt Wallace/Youth Enrichment Fund have made it possible for 1,500 CUNY students, since 1994, to spend the winter or summer in other countries for degree credit (CUNY). The Communicator – September 18, 2009

Students who take advantage of programs such as these tool students can utilize to learn about globalization and other countries for degree credit (CUNY). The International Study Program is another very significant program students can utilize to learn about globalization and other countries for degree credit (CUNY). The Communicator – September 18, 2009

The Six Dimensions of Wellness

No matter what your age or health status, you can optimize your health in each of the six following interrelated dimensions which must be developed in order to achieve overall wellness.

1. Physical Wellness includes eating well, exercising, avoiding harmful habits, making responsible decisions about sex, getting regular medical and dental checkups and taking steps to prevent injuries.

2. Emotional Wellness includes optimism, trust, self-esteem, self-acceptance, self-confidence, self-control, satisfying relationships, and the ability to share feelings are just some of the qualities and aspects of emotional wellness.

3. Intellectual Wellness includes an openness to new ideas, a capacity to question and think critically, and the motivation to master new skills, as well as a sense of humor, creativity, and curiosity. An active mind is essential to wellness; it detects problems, finds solutions, and directs behavior.

4. Spiritual Wellness is to possess a set of guiding beliefs, principles, or values that give meaning and purpose to your life, especially during difficult times. Spiritual wellness involves the capacity for love, compassion, forgiveness, altruism, joy, and fulfillment. It is the antidote to cynicism, anger, fear, anxiety, self-absorption, and pessimism.

5. Interpersonal and Social Wellness means learning good communication skills, developing the capacity for intimacy, and cultivating a support network of caring friends and/or family members. It means participating in and contributing to your community, country, and world. We need to have mutually loving, supportive people in our lives.

6. Environmental Wellness involves our personal health depending on the safety of our food, the degree of violence in society, and threats to health from radiation, air and water pollution, lead in old paint, and second hand tobacco. How about recycling?

Next month, Stress Management and Your Life

If you have any questions or comments, please email me at: Wellness4all@yahoo.com

Be well.

Dr. Wayne

Health, Physical Education and Wellness

Works Cited


Daniel Torres graduated from BCC in May. He is now attending City College. In his last year at BCC he was a Salzburg Global Seminar Student Fellow and received the Marsha Cummins Scholarship for outstanding accomplishment in his English studies.
BCC Leadership Institute

A Training Program for Collegiate Student Leaders

Free leadership training will provide students with the opportunity to develop their leadership skills and gain the tools needed to lead more effectively. The curriculum focuses on cutting-edge leadership skills and strategies needed to successfully implement both campus and community initiatives. Upon completion of the training component, students will have the opportunity to take an exam and become a Nationally Certified Student Leader!

PROGRAM QUALIFICATIONS

In order to be considered for the program, students must:

• Be registered for at least six credits the semester the application is filed
• Have a minimum cumulative G.P.A. of 2.5
• Have completed at least 12 degree credits, but have no more than 35 prior to submitting the required application
• Submit a recommendation from a member of the BCC faculty
  • Provide a brief statement of at least 250, but no more than 300 words, detailing campus and community leadership plans
• Please Note: In certain cases, the program qualifications may be waived if the student is already involved in a campus leadership program.

Applications are available now and can be picked up in the Student Life office, RBSC 102. Upon request, an application can also be sent to you via the mail or by email. If you need additional information, please stop by our office in RBSC 102 or call us at 718-289-5194.
SGA President’s Letter

Good day, my fellow students. My name is Margie Y. Rodriguez, and I am honored to say that I am your new Student Government Association President. I’ve been attending BCC for a year now and currently hold a grade point average of 3.4. My major is Early Childhood Education. I am also a proud call-mother to a handsome 10-year-old boy and a god-mother to three beautiful girls and an amazing baby boy.

This year, my goal is to uplift the school spirit on our campus by hosting various events throughout the school year such as the Go Green Project (which will help our environment), a Breast Cancer Awareness event, holiday festivities, and much more.

SGA is comprised of 18 members representing diverse cultures. As a body, we come together in unison to support campus life here at BCC. As one, we hope for a prosperous 2009/2010 school year. With the help and devotion of our diligent, fellow student body, we can restore school spirit for a better tomorrow. If you have any further questions, comments or concerns, please feel free to stop by my office in Meister 212 or give me a call at 718-289-5452. You can also email me anytime at Margaret.Rodriguez@stu.bcc.cuny.edu.

Lastly, I would love to hear what you, the students, want us, the SGA body, to do to better serve you. What changes do you all feel we could use? What events or workshops would you like to see at BCC? We are open for suggestions and will do our best to meet all your needs.

Thank you all and have a great school year!

Sincerely,
Margie Y. Rodriguez
SGA President

Welcome from President
Carolyn G. Williams

It is a great pleasure to welcome our new students and congratulate you on your choice of Bronx Community College to pursue your college education. I am sure you made this decision with careful thought, and the reason you chose to come to BCC is because you hope to fulfill the first steps towards your success on this campus. Be assured that we are committed to helping make your dreams come true. I am also pleased to welcome back our continuing students. You have made the choice to return and to continue your educational pursuits. We are sure that the skills, knowledge and training you acquire in the classroom will give you the support and help you need to move to the next level, whether it be higher education or a productive career.

As you walk on to the campus this year, you will see the construction for the North Instructional Building and Library. While construction brings a modicum of chaos, know that this building symbolizes our commitment to providing an excellent academic and work environment for our students, faculty and staff. We are also renovating the Bookstore and the Cafeteria to provide services to our students in a modern, aesthetically pleasing environment. We continue to equip our classrooms with cutting-edge technology and increase the number of computer labs for your benefit.

Our faculty, counselors and staff are dedicated professionals who bring expertise to the classroom and campus. They are continuously engaged in assessment and evaluation of academic programs, curricula and academic and student support services and committed to your success. I encourage you to get to know them. Your interaction with them will enrich your journey through our campus.

Our campus community is diverse. Our faculty, staff and students represent countries of the world and we all work and learn in an environment that is respectful of differences. We are here together. As I reiterate each semester and especially, at Commencement – “We measure our success with your success.”

I look forward to the days ahead when, as I walk around the campus, I will have an opportunity to greet you personally. (Team), sit on committees and express yourself. We have so many opportunities offered to us every year to speak our mind and draw attention to our issues; we should not sit back and let it pass us by.

To the faculty, the staff, and all my fellow students, welcome back. Hope you had a refreshing break and you are ready to start the battle that will lead us to a successful semester and higher GPA’s.

Sincerely,
Raya

An Open Letter to the Student Body

Hello fellow students,

I am Raya Bayor, the treasurer of the Student Government Association. I am from Togo, a little country in West Africa. I have been in the United States for three years and my major is biology. I am sure many of you will agree with me when I say that it is very challenging to be in this country, especially in this time of recession.

Jobs are hard to get, especially for students. Having to take classes at different times of the day and different days of the week, we can’t have a flexible schedule. It is a big challenge every semester to find a job that will allow us to work only when we don’t have class. Not being able to work full time makes us financially limited, and it is not always pleasant. We will face a lot of challenges, we will have to make a lot of sacrifices and we will need to be patient. I keep repeating to myself that, “Ce qui ne me tue pas me rend plus fort” (whatever does not kill me will make me stronger), so keep in mind that it will pay off at the end.

Being a student at BCC, I realized that we hesitate to ask for help but I don’t think it would be that easy. I, as the chairperson of this council, will seek to do my utmost to help our environment), a Breast Cancer Awareness event, holiday festivities, and much more.

The administration is here for us. The departments are there to address any academic issues that we have. The Office of Student Life is working hard to help us have fun while we are studying so check the Update (left in every building every week), the College Calendar (on the school website) and the College newspaper (The Communicator). Stay informed and do research. Read any flyer that is posted on the board, check your email account often and don’t just open it to delete your emails, read them, you will be surprised how many questions will be answered through those emails. Don’t keep questions for yourself, ask them.

Don’t be discouraged if you keep knocking at the wrong door, the school website has a lot of information, refer to it if you are lost and you don’t know who to talk to. We are also there to assist you as much as we can. Please feel free to come see us in Meister 212 and 214 and talk to us around campus because we need to hear from you.

The SGA would not function without students paying their college fees. You understand that you always have a say on what we do. Visit us in the office, communicate with us via Facebook, or use any tool that you and we can have access to. Get involved in our activities via the Students With Action Today (SWAT) Calendar (on the school website) and the College newsletter. While construction brings a modicum of chaos, know that this building symbolizes our commitment to providing an excellent academic and work environment for our students, faculty and staff. We are also renovating the Bookstore and the Cafeteria to provide services to our students in a modern, aesthetically pleasing environment. We continue to equip our classrooms with cutting-edge technology and increase the number of computer labs for your benefit.

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Sincerely,
Raya

Looking Ahead

Since 1984, the Bronx Community College Student Government Association in conjunction with the Inter-Organization Council (I.O.C.) has been the cornerstone for ensuring that students are treated fairly and just according to the laws that govern the democratic society that we all reside in. Today, our college represents nearly 10,000 students, ranging from over one hundred different nations. The dream of achieving a college degree has become more precious than ever before due to the over- whelming financial burdens of our students in need.

The enrollment rate within our college has increased; therefore, it is projected that an estimated 3,000 students will not qualify for financial aid due to their immigration status or income level (www.future.state.gov). The college tuition has increased especially the out of state rate which is now $210 compared to $190 in previous years. I pledge to work with the SGA and various student and college committees to ease the financial burdens of our students in need.

Our campus is comprised of nearly 30 student clubs, honors societies and college-wide organizations filled with students who have dedicated their time to increasing greater campus involvement and ensuring that students embrace co-curricular programs. The Inter- Organization Council was formed in 1981 to govern and support the chartered clubs and college wide organizations. I, as the chairperson of this council, will seek to pursue numerous policies that will help to build greater alliances with each and every club, honor societies and college wide organizations.

The overall goal of the Inter Organization Council is to preserve and protect the best interest of the students involved in clubs. Many students, especially freshmen, come on campus and just leave after classes abound without participating or getting involved in campus life. I am proud to say that I, too, am guilty of doing that. I will work closely with the Inter- Organization Council to expand greater knowledge and information so students may be informed of the various programs and support services available on campus.

I am also pleased to welcome back our continuing students. You have made the choice to return and to continue your educational pursuits. We are sure that the skills, knowledge and training you acquire in the classroom will give you the support and help you need to move to the next level, whether it be higher education or a productive career.

As you walk on to the campus this year, you will see the construction for the North Instructional Building and Library. While construction brings a modicum of chaos, know that this building symbolizes our commitment to providing an excellent academic and work environment for our students, faculty and staff. We are also renovating the Bookstore and the Cafeteria to provide services to our students in a modern, aesthetically pleasing environment. We continue to equip our classrooms with cutting-edge technology and increase the number of computer labs for your benefit.

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Raya

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It was the perfect getaway after a long semester and the stressful tolls that the finals would have taken on the students. The CUNY Leadership Academy (the flagship university-wide leadership training program) and the CUNY Council of Student Life Directors successfully organized their 5th annual Leadership Challenge Conference at Brooklyn College’s Student Center on June 12, 2009. Themed, “Responsible Service for a New Era,” it was just what the newly elected and soon-to-be elected members of the Student Government Association (SGA) of the various colleges needed to prepare them for the yearlong challenge of serving their student bodies and local communities.

After an hour-long drive from the college campus to Brooklyn College, SGA delegates from Bronx Community College showed up in their green “BCC Leadership Institute” t-shirts, were signed by Ms. Regina Smith of the BCC Office of Student Life (who had served as their caretaker for the day) and submitted their SGA poster to officially enter the “CUNY Rocks” contest. After a quick break, they dispersed to the different workshops in their ones and twos.

And there was a lot in stock for the new student leaders this year. Composed of three sessions, twelve workshops, a powerful keynote speech and other leadership talks and take-home study materials, it was clear the organizers had not left anything to chance. Workshop topics covered spanning such critical areas of leadership as finance, advocacy, time management, integrity and teamwork, diversity and proper event planning.

These were reflective of both the basic skills and know-how that the attendees have to master to become effective representatives as well as the requirements and preparations to be capable contributors in an increasingly globalized and fast-shrinking world where diversity plays a major role more than any other. But, of course, there were still workshops on college classes, some were more engaging and lively than others, while some gave the students that coveted “ah-ha!” moment—moment their own moment of realization.

In one of the seminars, Ms. Ellen Zitani (a student at the Graduate Center and adjunct professor of European history) advised student leaders to “understand the map of the network you are working in.” She also noted, that, like any SGA, “the UN, governments and corporations also need strategic planning.”

But her 45-minute seminar was not all talk and no action. Students were organized into four different groups at the end of the session and challenged to brainstorm and come up with strategies to help all students and their school manage an Executive Committee, come up with alternative finance means, organize learning-oriented events or come up with possible and plausible curriculum solutions for college students. These impromptu challenges saw students both learning to collaborate on a short notice as well as learning to proffer effective ways out for potentially realistic problems while gaining valuable feedback and pointers from the facilitator of the seminar.

Another issue of critical importance that was touched upon was that of effective advocacy. During the course of their “Advocating for Your CUNY” seminar, Ms. Julie Agosto and Ms. Christina Joseph, both of the CUNY Leadership Academy, stressed that “passion drives advocacy.” They were also able to demonstrate (by organizing students to dramatize) the critical importance that following proper protocols and understanding of the workings of the college administrative hierarchy and systems play in helping to make student voices heard on campus.

But while the various seminars were quite extensive in their coverage of the role of student leaders all across CUNY, nothing beats listening to one who has actually been in the forefront of the fight for equality, diversity and quality leadership. When Mr. Kevin Powell was called upon to give the Keynote Address of the day-long conference, it was clear that he was not a man who draws his ideas from theory alone, but also from the years of struggle in the trenches of advocacy. A resident of Brooklyn, and having authored 10 books-covering the history of struggle in the trenches of politics, hip hop, poetry and African-American literature—he was just the right person to address the upcoming student (and global) leaders present on “Responsible Service for a New Era.” He noted that spirituality, love of the people, physical fitness and mental wellness were among the most important steps to being a good leader. “Great leaders are ferocious readers,” he said.

On the subject of changing society and reducing crime, he observed that the lack of a good standard of living for a lot of people also drives the crime rate up. “Most of the crimes by convicts are economic offenses,” he noted, referring to such social maladies as robbery, burglary, and the likes of them. He summed the essence of leadership when he said, “Do something for the rest of your life that’s gonna help someone.”

And even though the conference was primarily about leadership, service and training for the new cohort of student leaders, there was also an opportunity to showcase their creative skills, team spirit and compete for prizes (and a little fame). Each SGA was required to create a very informative poster about their college and SGA goals. This and the performances of each school’s team to showcase their creativity and reinforce their team spirits were the highlights of the “CUNY Rocks” contest. It was also a welcome (and much anticipated) relief from the hours of rigorous training in the science and art of effective leadership. Seeing the performance of the various colleges, it would become obvious to anyone present that this was definitely very tightly contested. But at the end of the day, three schools took the prizes home, with BCC snatching the third-place prize.

As much as the Leadership Conference was a training in the art of advocacy, finance, proper planning and the other vital facets of a winning leadership, it also afforded the participants the opportunity to bond with each other to help them share ideas, support one another, but most importantly, to create a solid network of well-rounded, diverse and capable leaders of their various colleges today and of the global world that they would be a part of running a few years from now.

Are You an Ambitious Student Who Has Questions about Scholarships?

Yvonne Erazo is the person you need to talk to. She’s in Lowe Hall, Room 428. You can call her at (718) 289-5003. She can help you thread the needle that may result in a scholarship. “I love working with ambitious students who are seriously interested in seeking a scholarship but don’t have the know-how,” says Erazo, coordinator at the Bronx Center for Scholarship Information. “I believe that all students should have the opportunity to attend college. They shouldn’t have to pay too much, or at all, out of their own pockets.”

According to Erazo, there are many scholarships available at various times of the year. Scholarships are usually offered at the end of the fall semester with deadlines in early spring. “Unfortunately,” Erazo adds, “a large majority of the student population is unaware of these opportunities. There is a strange belief that I hear when I speak to students in their classes. It’s like you can’t get something for nothing. I don’t know why they think that way. This is not the right belief to have if you are a truly ambitious student seeking a scholarship.”

Scholarships are time-consuming and require a lot of focus on the part of students and, sometimes, their parents. Too often many students do not want to go through the efforts of applying for scholarships because they have concluded that they will never get rejected for their efforts,” adds Erazo.

Another category of students, Erazo says, are those students who are simply oblivious to the fact that there are many scholarships available. They are probably too often distracted by several things going on at the same time in their lives. They don’t have much time to research or even ask about scholarships.

Yvonne Erazo’s Advice for Ambitious Students Seeking Scholarships

Be prepared to:
· Bring up your GPA if it is below 3.0.
· Work with her from the day you first meet with her.
· Write essays and a resume.
· Discuss obstacles faced in obtaining an education.
· Research, read, write and gather information.
· Talk to professors with regard to recommendation letters.

Yvonne Erazo is CUNY born and bred. She received her AAS from BMCC in Business Management, continued her education at Baruch’s Weissman School in Business Journalism, and earned her master’s in Education from Baruch College’s School of Public Affairs. Currently she is studying for your doctorate in School Psychology at Fordham University. She grew up in Spanish Harlem and now lives in Yonkers.
The BCC Faculty Council has initiated an exciting new scholarship. Funded primarily by faculty, the Faculty-for-Students Scholarship is designed to recognize and foster academic achievement of BCC students by the people who proudly teach, advise, and otherwise interact with them. The purpose of the scholarship is to remove financial obstacles to graduation for full-time students who have completed 24 credits with a minimum GPA of 3.0. More specifically, the scholarship has been created to assist students who are not eligible for traditional sources of financial aid.

The first recipient of the Faculty-for-Students Scholarship is Mohamed N. Rinaz Ahamed. The following faculty and staff members contributed to this scholarship. Fundraising will begin in the 2009-10 academic year so that this worthwhile scholarship can continue.

John P. Athanasourelis
David R. Blot
Celeste Bullock
Nan Clark
Grace Cukras
Diane D’Alessio
Patricia Favale
Monte Gray ’62
Mary Healey
Joseph Hollander
Leslie Hurley
Howard Irby
Jean Keizs
Doreen La Blanc

Carolyn Liston
John R. Morales
Stephen P. O’Neill
Georgene Osborne
Stephen Powers
Donald Read
Phyllis Read
Julia Rodas
Jean Shaddai ’94
Sylvia Simon
Montrose Spencer-Bushrod
Jacqueline Swainson-Thompson
Joseph Todaro
Gerard Weber
Joan E. Wilson

Please email all submissions to: rowanandrewdavid@aol.com
The very thought of visiting the continent of my ancestors ignited an excitement in me that is unmatched. One can only imagine how excited we were by the news that I was chosen by to visit the continent for an educational/cultural experience. The project was sponsored by the Men2 Male Initiative which is affiliated with Black Male Initiative (BMI). Weeks of planning almost went in vain when a minor mishap almost erased my chances, but through persistence and optimism I was able to make my journey to the motherland. Armed with pre-conceived Western ideologies of Africa eight hours after departing JFK Airport in New York I was in Dakar, Senegal, it was about 5:30 am. I didn’t see wild animals running in sauris, nor so called “primitive” tribes living in dirt huts. I saw shops, stores, banks, hotels and beautiful beaches, just to answer the recurring question, “is it like what we see on NAT-GEO?”

A mixture of fear and excitement lingered as I held my breath to absorb the very culture from which my origins began. To my surprise the fear suddenly subsided as I was greeted with welcoming smiles, and suddenly I felt at home minus the fact that I didn’t speak French. I met up with Timothy Rouhac (fellow BCC student) who was the second person to be chosen to make the trip, but had gone a week earlier, and Eugene Adams, who was the organizer and our chaperone for the trip. I was introduced to Stephanie Kane, who was the host while staying in Dakar. My first day was mostly filled with introductions as I met and greeted the staff of the Senegalese American Bilingual School with whom we would be working with to share our experiences. Also that night Tim, our host, told me had an opportunity to attend a concert where local teens and young people performed. The energy at the concert was electrically, and, although a lot of the music was in a different language, the art of music has the ability to reach across language barriers and captivate anyone. Not only was the music great, but the food enjoyed in Senegal was delectable. Traditional Senegalese dishes plus those with slight French influences create dishes that are tantalizing. I do recommend the pastry to anyone visiting Senegal.

Persistent Economic Problems

However, with all its stories, Senegal, like many African nations, suffers from high unemployment rate and poverty. Senegal has a total population of estimated 13 million people, and about 3 million people live in the capital Dakar; but about 3 or 4 of the population live below the poverty line. Senegal battles an unflattering 48% unemployment rate. With about 100,000 young people entering the tight job market each year, this gives Senegal’s President Abdoulaye Wade a daunting challenge to ease the burden faced by the expanding young population. Currently, Senegal is capitalizing on the global market expansion with exports and invitations to foreign investors. Some problems that jeopardize the economic and social expansion of this country are pollution, over populated cities, exploitation by foreigners and none the less internal corruption amongst government officials. They say progress is painful and harsh, and Senegal, like most developing and developed countries, is paying the price for this “progress.” However, the Senegalese people are passionate about advancing their country and are committed to preserving their culture.

Making Discoveries

There were three things that stood out the most about my trip, besides the food, the music and the social experience. Firstly, I was to work with the students of the Senegalese American Bilingual School on an environmentally friendly project. The students at the school had a project called “SABS GO GREEN” which interested me because here at BCC we are making tremendous strides in our sustainability efforts, from the “GO GREEN BCC” project, to the recycling efforts that were been executed on campus. Hence, Gene, Tim and I decided it would be great to help the students develop their project. I had an opportunity to work with the eleventh graders to develop research and practical projects in order to educate them about the steps they can take in making Senegal a “GREEN” country. I will be following up with them over the upcoming school year to see how they are progressing with the assigned projects. Secondly, I had an opportunity to visit a local vendor that sold electronics powered by sustainable energy, and equipment such as solar panel to harvest the energy. Remarkably, the entire building was powered by wind and solar energy. The water supply was supplied by an underground well. This was fascinating because it showed how Senegal is already making efforts in reducing their combined carbon footprints.

Thirdly, and perhaps the most riveting part of my trip was my trip to Goree Island. This is a tiny island about 2 miles from Dakar. Goree Island is significant in the transatlantic slave trade because it is said that slaves were sent from here to the Americas. The slave house which serves as the main attraction is said to have housed thousands of slaves. With rooms partitioned for men, women, boys and girls; Slaves were fed, and held here. The stories told there is enough to break one’s heart, to think that our fore parents endured such conditions. Most African American or people from the West Indies are unsure of where their exact origins are from in Africa. However, standing there I couldn’t help but wonder if any of my direct ancestors were held in the rooms. Leaving Goree Island emotional and full of thoughts, I suddenly realized that I wasn’t in a strange land, I was in the land of my beginnings. I was urged to connect with my past and sort out the truth behind my culture.

My trip to Senegal was an eye-opening and an educational one. The connections I made will last for a lifetime, and I know Senegal hasn’t seen the last of me. The Senegalese people are very warm and friendly. Dakar is a beautiful city that is home to many different groups of people within the Senegalese culture. I saw a people committed to life, and an improved standard of living. From a business perspective I saw a booming city that will join the global market with inconceivable business opportunities. But most of all, I saw the brothers we left behind.

By Jerdene Allen

BCC Students in Senegal: The Brothers We Left Behind

The Communicator – September 18, 2009

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Bronx Community College Administrator Helps Education Collaboration in Senegal

Bronx Community College’s Director of Collaborative Education Programs Eugene Adams has higher education in his blood. Whenever he can, he’s figuring out how to strengthen education models that expand learning opportunities. As the director of Collaborative Education Programs at Bronx Community College, Adams oversees partnerships with over 25 schools and serves 2,000 students annually. He is a specialist in educational partnership building and curriculum design.

Soon after BCC completed the semester with our graduation, he took off for another graduation almost 4,000 miles away with two Bronx Community College students -- Jerdene Allen and Timothy Rouhac.

This graduation was for the Senegalese-American Bilingual School (SABS), a small pre-K through twelfth grade school in Dakar that serves 700 students. The school is headed by Stephanie Nails-Kane, an African-American living in Senegal with her Senegalese husband and four daughters.

“I met Ms. Nails-Kane 10 years ago when I was on vacation with my daughter who was seven-years-old. Nails-Kane had just started SABS. She was enthusiastic about building her curriculum. We had a few discussions initially. The discussions soon became an informal collaborative partnership. I suggested some educational ideas that she might explore,” says Adams.

“Now, 10 years later, when I went back I saw that she had implemented some of those ideas and others to build an intellectually engaging curriculum,” he continues.

Adams became a supporter of SABS and an adopted member of the Nails-Kane family. In collaborating with Nails-Kane and her predominately Senegalese teaching staff, Adams shared many of his Bronx strategies -- learned while managing very successful academic enrichment models such as Upward Bound, Liberty Partnership, College Now, and GEAR UP -- to assist in the development of SABS’s middle and high school curriculums.

Over the years, BCC has brought SABS and the University of Cheikh Anta Diop (UCAD) faculty to visit the Bronx campus. Cheikh Anta Diop is Senegal’s most well-known university. According to Adams, many U.S. colleges and universities actively recruit Senegalese math students who demonstrate an aptitude and mastery of mathematical skills.

Today, SABS has more than 700 students from over 25 countries. The school has graduated six senior classes. SABS is the premier international school in Senegal with a dual Senegalese and American academic curriculum that meets the learning standards of both countries.

What started out as a design for a private international school is now being considered by high level government officials as the trend for future education in Senegal. SABS graduates are currently attending U.S. universities that include Howard University, Towson University, Morgan State, Florida Memorial University, and The City University of New York. Of the 30, 2009 SABS graduates continuing on with their higher education studies, 22 have been accepted in U.S. universities.

On June 24, SABS held its annual graduation for pre-K, sixth grade, and high school. Over 400 family members and friends attended the well-known and unusual celebration, which was held at the UCAD. Adams says the occasion was a mix of traditional graduation ceremonial speeches augmented by spontaneous performances by contemporary Senegalese hip-hop artists. As the featured speaker, Adams urged graduating students, family and friends to continue to build strong African and American educational partnerships. He emphasized the importance of Senegalese students who attend American universities to apply their skills and knowledge to further developing Senegal and other African countries. Before concluding, he added that “Bronx Community College is hoping to strengthen its educational collaboration with SABS and the University of Cheikh Anta Diop.”

Jerdene Allen, Rouhac, and Dara Adams, Adams’ daughter and a student at Howard University, volunteered at the SABS graduation, participated in a workshop for eleventh and twelfth graders on education at U.S. universities, chaperoned the SABS high school prom, and took part in some of the SABS teacher professional development sessions on environmental education at the Ngare Mangrove Biodiversity Center.

“The audience was literally singing and dancing in the aisles. I’ve attended scores of graduations in New York, but I’ve never seen one as colorful and community interactive as this,” states Adams. He and the two BCC students agreed that their trip has changed how they look at Africa. Because of their experiences in Senegal, they say, their perspectives on education development have changed.

Mary Kate Pappas: The Go-to Person for BCC Study and Volunteer Abroad Information

While an undergraduate at Salisbury University in Maryland, I was given the opportunity to study abroad in Europe. That semester was the best six months of my life. I traveled all over Europe, emerged myself in other cultures, and even managed to learn a thing or two. After I graduated, I got a job working in television. After a few years, I realized that my dreams had changed and that TV no longer excited me. I started thinking back to a few years, I realized that my dreams had changed and that TV no longer excited me. I started thinking back to the happiest time of my life, and suddenly an idea struck. Which brings me here …

In 2008, I entered the Master’s program in Higher and Postsecondary Education at Teachers College, Columbia University. I intend to use this degree to become a Study Abroad Coordinator at an undergraduate university somewhere in the US, helping other students gain the amazing experience that I myself had. While in the program, graduate students are given the opportunity to work at a college or university in the area to gain work experience.

This opportunity has brought me to BCC, where I am privileged to be working in the National Center for Educational Alliances, in GML, room A1. I am here to help any and all BCC students, should they want to learn more about studying or volunteering abroad. If you are interested, I will work with you to look at different programs, scholarship opportunities, or grants to get you an experience abroad. Some programs last less than three weeks-perfect for those of you who may not be able to get away for long.

Mary Kate Pappas tours Eilean Doman Castle while studying abroad in Scotland.

I am passionate about traveling abroad and experiencing other cultures. If you would like to learn more about the opportunities that BCC has to offer, please come by the National Center for Educational Alliances (GML A1), or call me directly at 718-289-3139.

Continued from cover

The School Age Program is staffed by Georgia Alexatos, who holds a Master’s degree in Education and Mr. Akshit Kumar, who is currently attending Queens College. The Administrative Assistant, Shauna Harper, comes with solid experience in office management, and is responsible for making sure the overall operation runs smoothly and efficiently.

At present, the hours of operation are Monday through Friday 7:30 a.m. to 5:30 p.m. for children between the ages of 2 to 5. The After School Program is open between the hours of 2:00 p.m. and 9:45 p.m. for children ages 6 to 12.

Looking to the future, one of the Center’s many goals is to provide full service for student/parents on campus while they attend class and participate in campus life with the ultimate aim of achieving a higher education. The Center is exploring options to expand services including increased hours and children served.

The director, staff and many support staff from the College worked diligently over the summer to ensure that the Center was open to welcome children at the start of classes. Bronx Community College Early Childhood Center staff is looking forward to becoming a vital part of the campus community. Student/parents are invited to visit the facility, meet the staff, and learn about the educational program and services of the Center.

Please do stop by to tour the facility. You will find it vibrating with the sounds of children laughing and learning.

The Center may be contacted at bcckids@bcc.cuny.edu or 718-563-KIDS (5437).
With the assistance of a renewal grant from the New York Community Trust DeWitt Wallace/Youth Travel Enrichment Fund, the City University of New York is offering Study/Travel Opportunities for CUNY Students (STOS). STOS is an acronym for Study/Travel Opportunities for CUNY Students. This program is designed to provide opportunities for CUNY students participating in short-term CUNY study abroad programs by awarding scholarships ranging from $750 to $1,500.

To be eligible for a Winter 2009-10 STOS scholarship, CUNY students must meet the following criteria and submit or have post-marked a complete STOS application by Monday, October 12, 2009:

1. Scholarships are only available for STOS-eligible CUNY study abroad programs. The list of STOS-eligible programs is attached and is also available online at www.cuny.edu/studyabroad.
2. Students must apply to a STOS-eligible study abroad program before the STOS application deadline.
3. All applicants must file a 2009-10 Free Application for Federal Student Aid (FAFSA) form by October 5, 2009. Students are encouraged to fill out the application through the U.S. Department of Education FAFSA website at www.fafsa.ed.gov (529-C-1 of application).
4. Students must be enrolled undergraduates at the time of studying abroad.
5. Students must be U.S. citizens or permanent residents of the U.S.
6. Students must be residents of New York City.
7. Students with a household income of more than $75,000 are not eligible (as stipulated by the New York Community Trust).
8. Previous STOS scholarship recipients are not eligible.

Additional Information:
- The STOS Project Award Committee, a group of CUNY faculty and administrators, will review and evaluate all applications based on the information provided in your Application Form, Personal Statement, Letter of Recommendation, Official Student Transcript, and FAFSA.
- Award winners will be notified on or after November 13, 2009.
- Award winners must complete an online survey following their study abroad experience.

Submit applications to:
STOS Program
International Education/Office of Academic Affairs
The City University of New York
535 East 80th Street
New York, NY 10075

STUDY ABROAD PROGRAMS ELIGIBLE FOR STOS SCHOLARSHIPS
LISTED ALPHABETICALLY BY DESTINATION

ARGENTINA
Art, Literature and Politics in Argentina and Uruguay
Location: Buenos Aires, Argentina and Montevideo, Uruguay
Sponsor: Brooklyn
Credits: up to 6
Costs Included: $3145 (tuition, accommodation, activities and meals)
Costs Not Included: $1200 (airfare, insurance)

CCNY-Universidad Nacional Tres de Febrero Study Abroad Program
Location: Buenos Aires, Argentina
Sponsor: Brooklyn
Dates: Jan.-Feb. 2009
Credits: 6
Cost Included: $1700 (tuition and accommodation)
Costs Not Included: $1900 (airfare, meals, in-country transportation, insurance)
Contact: Prof. Dulce Garcia, 212-250-6731
dgarcia@comcast.net

Spanish in Argentina
Location: Mar del Plata, Argentina
Sponsor: Brooklyn
Credits: 6
Cost Included: $1700 (accommodation, activities, in-country transportation, insurance)
Costs Not Included: $3370 (tuition, airfare, meals other than breakfast)
Contact: Ms. Elizabeth Sachs, 212-772-4569 elizabeth.sachs@hunter.cuny.edu
www.hunter.cuny.edu/educationabroad

BRABUDA
Barbuda Archaeological Field School
Location: Codrington, Barbuda
Sponsor: Brooklyn
Dates: Jan. 4-24, 2010
Credits: 3
Cost Included: $430 (accommodation, meals, local transportation, and program fees)
Costs Not Included: $1210 (tuition, airfare, insurance)
Contact: Dr. Sophia Perdikaris, 718-951-4192
spophilia@brooklyn.cuny.edu
http://www.barbudaarchaeology.org/

BRASIL
Bahia: The Cultural Experience
Location: Salvador, Brazil
Sponsor: Hunter
Dates: Jan. 3-26, 2010
Credits: 6
Costs Included: $1485 (accommodation, activities, books, insurance)
Costs Not Included: $3320 (tuition, airfare, books, meals other than breakfast, visa, local transportation)
Contact: Ms. Elizabeth Sachs, 212-772-4569
elizabeth.sachs@hunter.cuny.edu
www.hunter.cuny.edu/educationabroad

CHINA
BC Study Abroad in China
Location: Nanjing, China
Sponsor: Brooklyn
Credits: 3 to 6
Costs Included: $2798 (airfare, accommodation, program fees)
Costs Not Included: $1000 approximately (tuition - based on in-state tuition rates for 3 credits, visa, meals and insurance)
Contact: Dr. Shuming Lu, 718-951-5225
CHNC: http://bc.cuny.edu

Introduction to Mandarin and Business in China
Location: Shanghai, China
Sponsor: College of Staten Island
Credits: 6
Costs Included: $1725 (tuition, accommodation, field trips, insurance, and airport ground transfer)
Costs Not Included: $1705-2733 (airfare, meals, books, visa, dorm room deposit, optional international student identity card, personal expenses)
Contact: Mr. Russell Davis, 718-982-2100
studyabroad@csi.cuny.edu
www.csi.cuny.edu/international

ECUADOR
Spanish Language and Culture
Location: Guayaquil, Ecuador
Sponsor: College of Staten Island
Dates: January 2-23, 2010
Credits: 6
Costs Included: $2835 (tuition, accommodation, insurance)
Costs Not Included: $1300 (airfare, personal expenses)
Contact: Ms. Deborah Steingle, 718-982-2100
studyabroad@csi.cuny.edu
www.csi.cuny.edu/international

Please Note: Students are strongly encouraged to confirm program costs with the program director or coordinator listed for each program under “Contact.”
ECUADOR (continued)
Overseas Honors Program: Evolution, Ecology, and Conservation in Ecuador and the Galapagos
Location: Quito, Ecuador and Galapagos
Sponsor: College of Staten Island
Dates: January 23, 2010
Credits: 3
Costs Included: $2000 (tuition, accommodation, airfare, insurance)
Costs Not Included: $1650 (airfare, insurance)
Contact: Mr. Chris Tingue, 718-982-2100
studyabroad@csi.cuny.edu
www.csi.cuny.edu/international

GREECE
Athens, Greece - Quest for Your Ilitha
Location: Athens, Greece
Sponsor: Queens
Dates: January 2 - 24, 2010
Credits: 3
Costs Included: $3500 (tuition, airfare, accommodation, meals, some cultural events, insurance)
Costs Not Included: $300 (food and personal expenses)
Contact: Mr. Gary布拉格利亚, 718-997-5521
gary.braglia@queens.edu
www.queens.edu/studyabroad

INDIA
India: Documentary Production and Cultural Studies
Location: Delhi, Chennai, Madura, and Bangalore, India
Sponsor: Brooklyn
Dates: January 1 - 22, 2010
Credits: 3
Costs Included: $3000 (tuition, accommodation, airfare, visa fees, transportation, sightseeing)
Costs Not Included: $6000 (tuition, insurance)
Contact: Dr. Annette Danto, 914-361-5900
andanto@hotmail.com
http://studyabroad.brooklyn.cuny.edu/india/Welcome.html

Performing Arts of Kerala
Location: Cheruthuruthy, India
Sponsor: Hunter
Credits: 3
Costs Included: $1030 (accommodation, meals, activities, insurance)
Costs Not Included: $1805 (tuition, airfare, books, and visa)
Contact: Ms. Elizabeth Sachs, 212-772-4569
elizabeth.sachs@hunter.cuny.edu
www.hunter.cuny.edu/educationabroad

ITALY (continued)
Winter Internship in Florence
Location: Florence, Italy
Sponsor: College of Staten Island
Dates: January 23-24, 2010
Credits: 3
Costs Included: $700 (tuition, accommodation, meals, activities, insurance)
Costs Not Included: $1650 (airfare, insurance)
Contact: Mr. Chris Tingue, 718-982-2100
studyabroad@csi.cuny.edu
www.csi.cuny.edu/international

History, Memory and Immigration in Tuscany
Location: Pistoia, Italy
Sponsor: Brooklyn
Dates: January 2-24, 2010
Credits: 6
Costs Included: $3500 (tuition, airfare, accommodation, meals, insurance)
Costs Not Included: $350 (tuition, airfare, accommodation, meals, insurance)
Contact: Mr. Ken Lewandowski, 718-484-1339
klewandowski@jar.cuny.edu
http://www.jar.cuny.edu/academics/1285.php

Winter Internship in Rome
Location: Rome, Italy
Sponsor: College of Staten Island
Credits: 3
Costs Included: $1470 (tuition, airfare, accommodation, meals, insurance)
Costs Not Included: $2270 (tuition, airfare, accommodation, meals, insurance)
Contact: Mr. Chris Tingue, 718-982-2100
studyabroad@csi.cuny.edu
www.csi.cuny.edu/international

ISRAEL
Israel: Land of Pilgrimage
Location: Jerusalem and other cities
Sponsor: Queens
Dates: January 3-26, 2010
Credits: 4
Costs Included: $4490 (tuition, airfare, housing, excursions, cultural program, welcome dinner and orientation, insurance)
Costs Not Included: $300 (personal expenses and other meals)
Contact: Mr. Gary布拉格利亚, 718-997-5521
gary.braglia@queens.edu
www.queens.edu/studyabroad

ITALY
Florence APICUS International School of Hospitality Programs
Location: Florence, Italy
Sponsor: Queens
Dates: January 1 - 24, 2009
Credits: 3 or 6
Costs Included: $3495 (3 credits); $4495 (6 credit) (tuition, airfare, accommodation, program fee, lab fee, airport transfer, insurance)
Costs Not Included: $300 (food and personal expenses)
Contact: Mr. Gary布拉格利亚, 718-997-5521
gary.braglia@queens.edu
www.queens.edu/studyabroad

Florence University of the Arts Programs
Location: Florence, Italy
Sponsor: Queens
Dates: January 31, 2010
Credits: 3
Costs Included: $3350 (accommodation, activities, insurance)
Costs Not Included: $2000 (tuition, airfare, books)
Contact: Ms. Elizabeth Sachs, 212-772-4569
elizabeth.sachs@hunter.cuny.edu
www.hunter.cuny.edu/educationabroad

Italian Renaissance
Location: Florence, Italy
Sponsor: Hunter
Dates: January 324, 2010
Credits: 1
Costs Included: $3350 (accommodation, activities, insurance)
Costs Not Included: $2000 (tuition, airfare, books)
Contact: Ms. Elizabeth Sachs, 212-772-4569
elizabeth.sachs@hunter.cuny.edu
www.hunter.cuny.edu/educationabroad

JAPAN
Japan: Business
Location: Tokyo, Japan
Sponsor: Queens
Dates: January 1 - 24, 2009
Credits: 6
Costs Included: $7830 (tuition, airfare, accommodation, program and lab fees, insurance, student fees)
Costs Not Included: $300 (food and personal expenses)
Contact: Mr. Gary布拉格利亚, 718-997-5521
gary.braglia@queens.edu
www.queens.edu/studyabroad

Japan Film and Language Programs
Location: Tokyo, Japan
Sponsor: Queens
Dates: January 1 - 24, 2009
Credits: 3
Costs Included: $4214 (tuition, airfare, accommodation, program and lab fees, insurance, student fees)
Costs Not Included: $300 (food and personal expenses)
Contact: Mr. Gary布拉格利亚, 718-997-5521
gary.braglia@queens.edu
www.queens.edu/studyabroad

MOROCCO
CCNY Study Abroad in Morocco
Location: Rabat, Morocco
Sponsor: City College
Dates: January 25-30, 2010
Credits: 3
Costs Included: $2460 (tuition, accommodation, field trips)
Costs Not Included: $780 (tuition based on in-state undergraduate senior college rate)
Contact: Dr. Marina Fernando, 212-650-5842
mferrandino@gmail.com
www.cccny.cuny.edu/studyabroad

SPAIN
Spanish Language and Civilization
Location: Salamanca, Spain
Sponsor: Hunter
Dates: January 4-29, 2010
Credits: 4
Costs Included: $2795 (3 credit homestay); $3207 (3 credit apartment); $2855 (4 credit homestay); $2357 (4 credit apartment) (airfare, tuition, books, housing, meals)
Costs Not Included: $30 (insurance)
Contact: Dr. Richard Mitter, 606-512-2076
richard.mitter@hunter.cuny.edu
http://ziecklin.hunter.cuny.edu/centers/visitman/study-abroad
CHILDREN’S
HALLOWEEN
CELEBRATION

THURSDAY, OCT. 29th, 2009
3pm - 6pm
COLSTON HALL, LOWER LEVEL

BCC STUDENTS ARE INVITED TO BRING THEIR CHILDREN.
THE PROGRAM WILL FEATURE A STORY TELLER,
MUSICAL CHAIRS, DANCE CONTEST, AND LOTS OF TREATS.

Join A Club
Bronx Community College
is the place to be!
Get involved with campus life
JOIN A CLUB!

Club membership enhances the academic experience with:
- Opportunities to explore many academic programs & majors
- Numerous leadership opportunities
- Professional & social networking
- Documented work experience
- Opportunities to help others
- Cross-cultural competence
- Memories & friendship
- Transferable skills
- Community service
- School spirit
- And much more!

For more information about joining or starting a club, contact the Inter-Organizational Council office:
Roscoe Brown Student Center, Room 309
718-289-5201/5962
www.bcc.cuny.edu/studentlife
International initiatives represent an important component of the educational experience at Bronx Community College. Our vision is to graduate students who are prepared to live within, profit from, and contribute to a 21st century global environment marked by diversity, change, and expanded opportunities for learning and growth. Our co-curricular activities offer students and faculty unique opportunities to expand upon classroom instruction by reinforcing global learning through interdisciplinary and creative activities that will help prepare our students for an internationally complex environment.

This year, many academic centers and BCC have collaborated to help together by identifying challenges to the core material that they would like to highlight through co-curricular activities. These themes are listed to the right of the page. This 2009-2010 academic year global activities which should serve as an important resource for both students and faculty. We hope that you will support and enjoy these events throughout the year.

Friday, 10/23 SUITABILITY ACROSS THE CURRICULUM – ES Center for Teaching Excellence 1:30-4:30
Dr. Claudio Mazzotta will share his experiences from the Salzburg Global Seminar, Crossing the Minds: Universities, Climate Leadership, and Sustainable Futures. Possibilities for developing partnerships with other national and international universities will be discussed.

Dr. Claudio Mazzotta, Department of Biology and Medical Laboratory Technology

Tuesday, 10/27 MODERN DANCE UNDER THE SWASTIKA – WHO, ROSE, WHO, MELL, WHO, MELL, WHO, WHY and WHY
President’s Conference Room Language Hall 12:30-2:30
This presentation and discussion will include students presented by Dr. Susan More, Department of Health, Physical Education, and Wellness

Wednesday, 10/28 SURVIVING GENOCIDE – WIFI 10:00
Location to be determined 12:30-2:30
Meeting with Irving Roth, the author of the Holocaust memoir Bond’s Brother.

Coordinated by Dr. Timothy Woods, Department of English

Thursday, 10/29 INTERNATIONAL COFFEE HOUR – ES
Beghrich Hall, Room 212/7 12:30-2:30
Hidden children and their rescuers during World War II (03). 90 minutes.
Moderator: Dr. Vero Reczak, Department of History, and Dr. Timothy Woods, Department of English. Conference Room Language Hall 12:30-2:30
Coordinated by Dr. Timothy Woods, Department of History

Monday, 11/9 POST-WAR NEW ORDER WORLD PANEL – WIFI 1:00
Beghrich Hall, Lower Level 12:30-2:30
A discussion will address the global impact of the Second World War in the commemoration of the 20th anniversary of the fall of the Berlin Wall.
Moderated by Dr. Glenn Beers, Department of History.

- Dr. David Gordon, Department of History (“Beyond Berlin: The Anti-War Movement and the Second World War”)
- Dr. Julie Mielke Bode, Department of English (“Rahm Emanuel: The Short Road from Enthusiasm to the Holocaust”)
- Dr. Stephen Diets, Department of English (“Global Trainers, Lost Worlds: Why So Many Americans Turned to Populism Post-WWII?”)

EXHIBITION – SACHSENHAUSEN & DACHAU: THE ARREST AND INTERROGATION OF POLISH ACADEMICS DURING WORLD WAR II – WIFI 11:30
Beghrich Hall Lobby 12:30-2:30
Presentation of the archival material on the internment of Polish professors in Sachsenhausen and Dachau, as well as how their arrest fits into the broader Nazi project of exterminating the best-educated members of Polish society during the war.

Curator: Dr. William de Jong, Lombard, Department of History, and Prof. Boni and Staff in the Year, Department of Art and Music

Tuesday, 11/17 INTERNATIONAL EDUCATION WORKSHOP – WIFI 11:00
Coordinated by Dr. Martin Charles-Glenn, International Studies

GLOBAL AWARENESS WORKSHOP – WIFI 10:00
Coordinated by Dr. Martin Charles-Glenn, International Studies

FACULTY & STAFF ONLY Center for Teaching Excellence, Physicians Hall, Lower Level 12:30-2:30
The results of recent departmental surveys regarding how academically engaging students with global issues will be discussed along with the proposed global learning objectives.
Presented by Dr. Nancy Kilty, Institutional Research and Planning, and Dr. Julie Roth, Department of Health, Physical Education, and Wellness.

IMMIGRATION PANEL – WIFI 10:00
Coordinated by Dr. Martin Charles-Glenn, International Studies

CITIZENSHIP APPLICATION ASSISTANCE DAY – WIFI 10:00
Coordinated by Dr. Martin Charles-Glenn, International Studies

The International Student Office will collaborate with the CUNY Citizenship and Immigration Project to host a free Citizenship Application Day to help individuals who meet the eligibility requirements file to the N-400 naturalization application.
Coordinated by Ms. Martin Charles-Glenn, Director, International Studies

Tuesday, 11/24 INFECTIOUS DISEASE PATHOLOGY AND IMMUNITY FOR FAH – WIFI 1:00
Coordinated by Dr. Martin Charles-Glenn, International Studies

LEARN ABOUT THE PROGRAMS AND SCHOLARSHIPS AVAILABLE FOR STUDENTS WHO HAVE ALREADY PARTICIPATED IN SIMILAR INTERNATIONAL PROGRAMS.
Coordinated by Ms. Barbara Scholtes-Pirog, National Center for Educational Advocacy.

December

Tuesday, 12/1 WORLD AIDS Day – WIFI 1:00
Coordinated by Dr. Martin Charles-Glenn, International Studies

MEET THE Student from Health and Physical Education, Biology, and Nursing who will offer students information about HIV/AIDS and the global impact of this virus.
Coordinated by Professor Ch audi Amieh, Department of Health, Physical Education, and Wellness.

Tuesday, 12/8 GREAT TRIP OF THE FIREFLIES (FM) – WIFI 1:00
Coordinated by Dr. Martin Charles-Glenn, International Studies

TRAVELING OUTSIDE THE US WITH THE P-4 AND J-1 VISA – WIFI 1:00
Coordinated by Dr. Martin Charles-Glenn, International Studies

NEXT FALL 2009

ThURSDAY, OCTOBER 12
BEGHRICH HALL, ROOM 212
A FILM BY MARTIN DOBRZELEK + WIFI 1:00
Coordinated by Dr. Martin Charles-Glenn, Director, International Studies

September

THURSDAY, OCTOBER 1
BEGHRICH HALL, ROOM 212
A FILM BY MARTIN DOBRZELEK + WIFI 1:00
Coordinated by Dr. Martin Charles-Glenn, Director, International Studies

International initiatives represent an important component of the educational experience at Bronx Community College. Our vision is to graduate students who are prepared to live within, profit from, and contribute to a 21st century global environment marked by diversity, change, and expanded opportunities for learning and growth. Our co-curricular activities offer students and faculty unique opportunities to expand upon classroom instruction by reinforcing global learning through interdisciplinary and creative activities that will help prepare our students for an internationally complex environment.

This year, many academic centers and BCC have collaborated to help together by identifying challenges to the core material that they would like to highlight through co-curricular activities. These themes are listed to the right of the page. This 2009-2010 academic year global activities which should serve as an important resource for both students and faculty. We hope that you will support and enjoy these events throughout the year.

Tuesday, 9/17 COMMEMORATION – WIFI 1:00
Beghrich Hall, Room 212/7 12:30-2:30
A workshop for CUNY’s international students about the rules and regulations set forth by U.S. Citizenship and Immigration Services on maintaining legal student status.
Coordinated by Ms. Martha Charles-Glenn, Director, International Studies

Tuesday, 9/24 INTERNATIONAL COFFEE HOUR – WIFI 1:00
Beghrich Hall, Room 212/7 12:30-2:30
Please join us every Thursday of each month to make friends, get involved, and start the weekend.
The coffee is free.
Coordinated by Ms. Martha Charles-Glenn, Director, International Studies

INTERNATIONAL DAY OF PEACE – WIFI 10:00
Schwartz Auditorium 12:00-2:00
This multi-dimensional event celebrates peace with speakers, art, poetry, and a book signing for conscience objects.
Coordinated by Dr. Julie Roth and Dr. Martin Charles-Glenn, Department of English

THURSDAY, OCTOBER 12
BEGHRICH HALL, ROOM 212
A FILM BY MARTIN DOBRZELEK + WIFI 1:00
Coordinated by Dr. Martin Charles-Glenn, Director, International Studies

Tuesday, 9/7 KARL POPPYA – WIFI 1:00
Coordinated by Dr. Robert Meyers, Department of History

World War I and Its Aftermath

Global Awareness, Tolerance and Understanding

Environment and Sustainability

HIV/AIDS and World Pandemics

Society and Culture

Immigration

International Students