



Bmcc BOROUGH OF MANHATTAN
COMMUNITY COLLEGE



2017–2018 Bulletin

2017–2018 Bulletin



Accreditation

Borough of Manhattan Community College is an accredited member of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, Telephone: (267) 284-5000. It is also accredited by the Board of Regents of the University of the State of New York and is a member of the American Association of Community Colleges. Its health programs are accredited by the appropriate agencies, including the National League of Nursing, the American Health Information Management Association, and the Commission on Accreditation of Allied Health Educational Programs.

Statement of Nondiscrimination

Borough of Manhattan Community College is an Equal Opportunity and Affirmative Action institution. The College does not discriminate on the basis of race, color, religion, national or ethnic origin, age, gender, sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, status as victim of domestic violence, or marital, military, or veteran status, in its student admissions, employment, access to programs, and administration of educational policies.

Odelia Levy is the College's Affirmative Action and Compliance Officer, Coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs, Coordinator for the Age Discrimination Act, which prohibits age discrimination in federally assisted education programs, and Coordinator for the Americans with Disabilities Act and Section 504/ADA, which prohibit discrimination on the basis of disability. Ms. Levy's office is located in Room S-701K and her telephone number is (212) 220-1236. Complaints, comments and/or questions regarding applicable policies, procedures or the College's affirmative action program, or discrimination generally, should be directed to Ms. Levy.

The programs, requirements, tuition, and fees set forth in this catalog are subject to change without notice at any time at the discretion of the administration and the Board of Trustees of The City University of New York.

President's Letter



Dear Student:

Welcome to Borough of Manhattan Community College (BMCC) of The City University of New York (CUNY)—one of the nation's premier urban community colleges. At BMCC, you have the opportunity to receive a quality education from outstanding faculty in a supportive and nurturing environment.

You can pursue a wide variety of educational goals in any one of BMCC's academic programs. The College's proximity to the commercial opportunities of the greater New York City area also enables you to explore exciting internships and externships in conjunction with your education.

In keeping with our mission, BMCC is committed to giving you a solid educational foundation, and to helping you develop a flexible and creative mind. These are the tools you will need to succeed, both professionally and personally, in a rapidly changing world.

In the College's general education curriculum you will be able to explore some of life's timeless questions. You will also find new languages and world views here that can expand your understanding of the rich diversity which is the human race.

At BMCC you will be challenged intellectually—I know that you will accept the challenge. When you leave BMCC, you will have the resources you need to succeed in whatever course of life you choose.

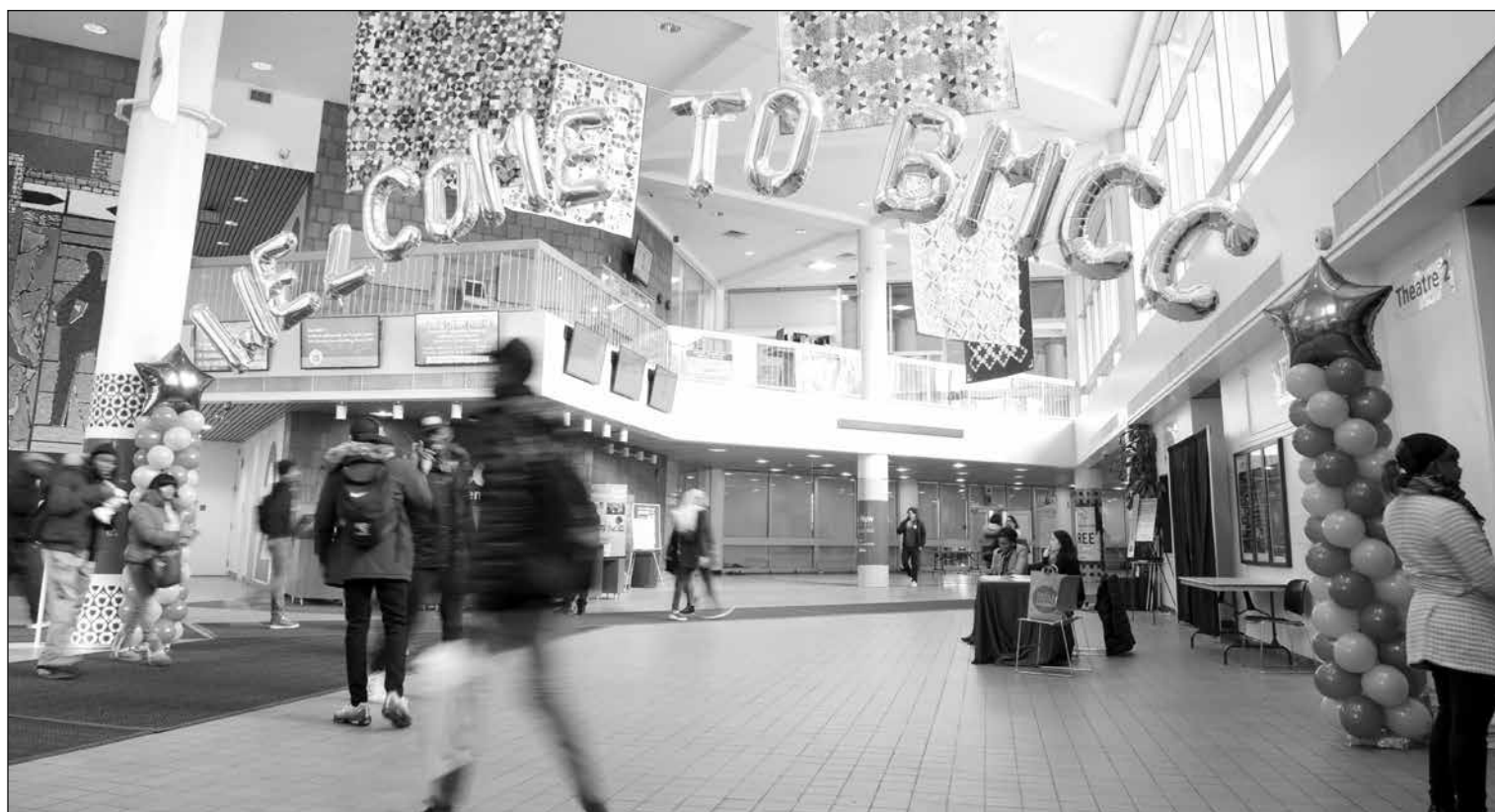
Sincerely,

A handwritten signature in cursive script that reads "Antonio Pérez".

Antonio Pérez, President
Borough of Manhattan Community College

Contents

Profile	1
Admissions	2
Tuition and Fees	5
Financial Aid	7
Student Affairs	12
Student Services	14
Degree Programs	17
Course Descriptions	39
Special Programs	108
Continuing Education	109
Academic Grading	110
Honors and Awards	112
Rules and Regulations	113
BMCC Administration	123
BMCC Foundation, Inc.	123
The City University of New York/CUNY	124
Faculty and Staff	125
Inventory of Registered Programs	141



OUR MISSION

The City University of New York defines its mission in terms of two basic themes: maintaining and expanding its commitment to academic excellence, and providing access to higher education for all who seek it as “an avenue to economic advancement and personal fulfillment to the citizens of New York City, and in particular to the economically and socially disadvantaged among them.”

Borough of Manhattan Community College (BMCC) was founded in 1963 and opened in 1964 as a small, primarily business-oriented, community college offering programs aimed at the midtown business community. During the next two decades, the mission of the College changed in response to the advent of the City University’s open admissions policy in 1970 and in response to the emergence of new technologies and changes in business and industry. Open admissions

significantly extended higher educational opportunities to thousands of students, many of them non-traditional. After BMCC relocated in 1983 to its new building at 199 Chambers Street, the programs of the College became more diversified and reflected many of the emerging new technologies. BMCC now offers a wide range of degree programs, including Accounting, Art Foundations, Accounting for Forensic Accounting, Animation and Motion Graphics, Biotechnology Science, Business Administration, Business Management, Childhood and Bilingual Childhood Education, Communication Studies, Community Health Education, Computer Information Systems, Computer Network Technology, Computer Science, Criminal Justice, Early Childhood Education, Economics, Engineering Science, Gender and Women’s Studies, Geographic Information Science, Gerontology, Health Information Technology, History, Human

Services, Liberal Arts, Mathematics, Modern Languages, Multimedia Programming and Design, Music, Nursing, Paramedic, Psychology, Public Health, Respiratory Therapy, School Health Education, Science, Science for Forensics, Science for Health Professions, Secondary Education, Small Business Entrepreneurship, Sociology, Theatre, Video Arts and Technology, and Writing and Literature as well as many non-degree programs in Adult and Continuing Education.

Borough of Manhattan Community College is a vibrant, pluralistic learning community committed to the intellectual and personal growth of students. Working closely with organizations across New York City and beyond, we prepare students from around the globe for degree completion, successful transfer, career achievement, lifelong learning, and civic participation.

OUR HISTORY

BMCC opened in 1964 as a small, primarily business-oriented community college whose educational focus was to prepare students for business careers and to provide a general liberal arts education for those who wished to transfer to 4-year colleges. At that time, the College occupied rental space in midtown Manhattan.

By 1974, enrollment had expanded from 467 students in 1964 to over 6,000 day and evening students. It became clear that renting classroom and office space was too expensive for a long-term solution, so the City of New York began plans to build a new campus for BMCC downtown on Chambers Street.

The fiscal crisis of 1976 intervened and brought building to a halt with only a steel frame erected. After a five-year hiatus, construction on the new campus resumed, and the College was able to

occupy its new home at 199 Chambers Street in 1983. The new campus is home to the BMCC Tribeca Performing Arts Center, which houses three theaters, including the largest theater in lower Manhattan. Athletic facilities include an intercollegiate-size swimming pool and a gymnasium, which can be divided into three regulation-size basketball courts.

Ten years later, in 1993, BMCC received the largest gift made to a community college, a 15-story office building at 30 West Broadway donated by Miles and Shirley Fiterman. That building, irreparably damaged on 9/11 when World Trade 7 fell against it, was razed and the new Fiterman Hall, built in its place, opened in Fall 2012.

Funds for the deconstruction and rebuilding of Fiterman Hall were made possible by a public/private

partnership involving Community Board 1 in Lower Manhattan, the Dormitory Authority of the State of New York, the Office of NYC Mayor Michael Bloomberg, The City University of New York and others. The new Miles and Shirley Fiterman Hall, a 14-story building designed by the architectural firm of Pei Cobb Freed and Partners and built by Hunter Roberts Construction, increased BMCC’s classroom capacity by about a third.

It also houses the Shirley Fiterman Art Center, which in partnership with the BMCC Foundation Board, showcases local and national artists in large, light-filled galleries that are free and open to the public. Situated next door to the World Trade Center site and 9/11 Memorial Museum, it has emerged as a cultural destination for visitors to New York City from all five boroughs and beyond.

OUR FACILITY

The campus, situated on 4.28 acres, became occupied in January 1983. The modern structure, spanning four blocks from Chambers Street to North Moore Street, is equivalent to the Empire State Building lying on its side (minus the tower). The College has 71 classrooms, eight seminar rooms, numerous laboratories, and three lecture halls. The campus library, named after the African-American labor leader and social activist A. Philip Randolph (1889–1979), contains about 120,000 volumes of books and reference titles, 350 print magazine/journal subscriptions, over 28,000 electronic journals, magazines and newspapers; 10,000 electronic books and 18,000 reels of microfilm.

BMCC also boasts an intercollegiate-size swimming pool and a gymnasium that can be divided into three regulation basketball courts.

OTHER FEATURES OF BMCC

- A day-care center
- A state-of-the-art conference center
- An art gallery
- A Media Center containing HDTV television and audio studios, multi-media labs and networked post-production facilities
- A comprehensive college bookstore
- A performing arts center featuring three theatres

- Three dining facilities
- Production facilities for television programs
- Human Patient Simulation Lab

THE MEDIA CENTER

Since its inception, the BMCC Media Center has been among the finest and most technically current in the country. Its mission is to serve the students, faculty, and staff of BMCC—and the community at large—by providing high quality media production and distribution services.

This multi-million dollar resource supports the academic and professional training programs of the College. It serves as the laboratory for the activities of BMCC’s Video Arts and Technology Program. It also provides media support for conferences, public hearings, teleconferencing and community and civic activities. The BMCC Media Center produces original video and television programming for the College, the University and outside clients. The Center also provides video and audio connectivity via satellite and fiber-optic cable to locations throughout the United States and the world. The Media Center facilities consist of two television studios, a suite of digital video-editing systems, an on-line editing room, an audio studio, and a master control center. The campus is wired for closed circuit television distribution, including the capability to originate,

record, and transmit HDTV programming from the Tribeca Performing Arts Center, the gymnasium, and a number of other spaces on campus.

The Center’s staff is comprised of accomplished media and educational professionals who are dedicated to bringing to the students, faculty, and community a high level of media services in support of the mission of the College and the University.

OFF-SITE PROGRAMS

The purpose of BMCC’s Off-Site Programs is to bring the College to the community. BMCC wants to expand possibilities and serve the needs of students who want access to higher education. The Off-Site Programs provide students with more options and greater convenience by offering classes at a variety of locations throughout the city during day, evening and weekend hours. Currently off-site classes are offered at six locations: Inwood/Washington Heights, Harlem (7th Avenue and 125th Street) State Office Building, Brooklyn College, Lehman College, John Jay College, St. John’s University - Manhattan Campus and Long Island University - Brooklyn Campus. Students can take one course or a full schedule of classes at our off-site locations. This is an ideal opportunity for busy people juggling work and family responsibilities. BMCC also maintains an administrative presence at all sites.

Admissions

Admissions

Anyone who has a high school diploma, an accredited state high school equivalency diploma, or international secondary education credentials equivalent to a U.S. high school diploma is eligible to apply to Borough of Manhattan Community College.

TO APPLY

Fill out an online application only. There is a \$65 non-refundable application fee for Freshman applications or \$70 application fee for Transfer applications. Applications are available online at www.cuny.edu/admissions/apply.html.

You may also visit our web site at www.bmcc.cuny.edu

Note: You should apply as early as possible (Note: CUNY application priority dates; for Fall, February 1; and Spring, September 15). Check www.cuny.edu for updated application deadlines, however, your application will be considered whenever you apply. Freshman applications allow students to apply to six programs. Transfer applications allow students to apply to four programs.

There are five types of applications:

1. Undergraduate Freshman Application for Admission

At CUNY, a freshman is defined as an applicant who has never attended a college, university, and/or proprietary school since graduating high school. This includes post-secondary institutions in any country, including those outside the United States.

This application is for students who are applying for regular City University programs, for students who wish to apply for the College Discovery Program, and for students who have been educated abroad. Please note the Freshman application deadline. Students should complete a City University Undergraduate Freshman application online at www.cuny.edu/apply. Use this application if:

- you are currently in high school;
- you are a high school graduate and have never attended college;
- you have a General Equivalency Diploma (GED) and never attended college;
- you are a permanent resident, an immigrant, or a refugee;
- you have international secondary education credentials equivalent to a U.S. high school diploma;
- you have a temporary visa for study in the United States; or
- you have applied for a temporary visa for stay in the United States.

2. Undergraduate Transfer Application for Admission

At CUNY, a transfer is defined as an applicant who has attended a college, university and/or

APPLICATION DEADLINES

	Fall Semester	Spring Semester
High School Seniors and Graduates with No Previous College Credits	February 1	September 15
Students with Previous College Credits (Advanced Standing and Transfers)	February 1	September 15
Readmission Applications	www.bmcc.cuny.edu/registrar	

Note: Admissions decisions are made on a rolling basis once applications become complete. A completed application includes the application form and all supporting documentation. Applications received after the deadline will be based on space availability.

proprietary school since graduating high school/secondary school. This applies to whether or not you are seeking transfer credit and/or program of study.

This application is for students who have previously attended college and have a 2.0 ("C") or above cumulative grade-point average (GPA). Please note the Advanced Standing application deadline. Students should complete a CUNY Undergraduate Transfer Application for Admission online at www.cuny.edu/apply. Use this application if:

- you have previously attended college and plan to pursue a degree;
- you have international post-secondary educational credentials;
- you are a permanent resident, an immigrant, or a refugee;
- you have a temporary visa for study in the United States; or
- you have applied for temporary visa for stay in the United States

3. Application for Non-Degree Status

This application is for students who will take college courses but do not wish to obtain a degree. Those interested in non-degree status should apply directly to the Admissions Office at Borough of Manhattan Community College, 199 Chambers Street, Room S-310, New York, NY 10007.

4. Second Degree Application

Students who have earned an associate degree at BMCC and who wish to apply for a second degree must contact the Admissions Office, Room S-310, and request a *Second Degree Application*. In order to receive the second associate degree from BMCC, students must complete a minimum of 30 credits at BMCC.

5. Readmission Application

Students whose attendance has been interrupted at BMCC and who have left the College in good academic standing may be readmitted by filing an online readmission application at <http://www.bmcc.cuny.edu/registrar/page.jsp?pid=1280&n=Readmission>. A \$20 non-refundable readmit fee will be included on your bill by the Bursar's Office (Room S-330). Readmission is automatically granted to students in good academic standing.

Note: Readmission may be offered to students who are academically dismissed. Said students will be required to obtain an appeal form from the Registrar's Office (Room S-315). Students so approved will be on special probation and subject to special probation rules. Regardless of how many semesters the student sat out, he/she must submit an application to the Committee on Academic Standing. For further explanation or clarification, students should see a counselor in the Counseling Center (Room S-343).

TRANSFER CREDIT EVALUATION AND ADVANCED STANDING POLICY

All transfer courses receive a "CR" grade. Transfer credits do not affect your cumulative average at BMCC.

Note: The Nursing Department's grade point average calculations do not affect a student's cumulative grade point average.

BMCC accepts a maximum of thirty (30) transfer credits to be applied towards degree completion.

- If you have recently completed courses or have any outstanding transfer credits at another college, it is necessary for you to arrange to have the official transcript(s) forwarded to BMCC's Admissions Office as soon as possible. All transcripts must be sent prior to registration. This also applies to students who are seeking to be readmitted to BMCC.
- Departmental approval must be obtained for science courses taken more than ten (10) years ago.
- All technical courses need departmental approval.
- Clinical nursing courses are not transferable.
- Students who receive transfer credit in one or more of the pre-clinical nursing courses (ENG 101, PSY 100, BIO 425) have the option to request one time only during the first semester of enrollment the removal of transfer credit in one or more of the pre-clinical nursing courses. Students must see the pre-clinical academic advisor in the Nursing Department, Room S-730.
- BMCC strives to help all Veterans transition to BMCC. Veterans who are matriculating students may earn up to 18 credits in United States Armed Forces Institute courses, in which they have passed final exams, and for other military education and

training. The decision regarding the granting of credit is at the discretion of individual academic departments.

Only college level courses, from an accredited college(s), are evaluated for transfer credits. Non-CUNY remedial, developmental, and English as a Second Language (ESL) courses are not transferable. In addition, Freshman Studies and/or College Prep courses are not transferable.

Students transferring credits from City University of New York (CUNY) colleges can receive transfer credit for some "D" grades depending on their BMCC major. Students transferring credits from colleges outside of CUNY must have earned a grade of "C" or above in order for courses to be accepted. Students should not repeat transfer courses unless advised by an academic advisor.

Courses must be comparable in content to the BMCC curriculum. If the courses from your former college(s) are not a requirement for your major at BMCC, it may be accepted as an elective.

The College-Level Examination Program (CLEP) and Advanced Placement (AP) is a way of earning college credit by examination. BMCC does award credit for some subject examinations. Check with the Admissions Office for detailed information.

BMCC awards credit, waives prerequisites and allows advanced placement with departmental approval for life experience knowledge in limited academic areas. The following departments will grant credit for life experience knowledge (C-FLEK) for specific courses:

Business Management
Modern Languages
Science
Social Sciences, Human Services
and Criminal Justice
Speech, Communications and Theatre Arts
Teacher Education

Transfer credits will only be evaluated from accredited institutions* listed on the student's admission application. The submission of documents in support of applications for admission such as transcripts, diplomas, test scores, references, or the applications themselves, that are forged, fraudulent, altered from the original, obtained under false pretenses, or otherwise deceptive (collectively referred to as fraudulent documents) is prohibited by The City University of New York and may be punishable by: a bar to applying for admission, suspension and expulsion. The term applications for admission include transfer applications.

*BMCC considers the transfer credits from institutions that are accredited by one of the following associations:

MS Middle States Association of Colleges and Schools

NC North Central Association of Colleges and Schools

NE New England Association of Schools and Colleges

NW Northwest Association of Schools and Colleges

NY New York Association of the New York Board of Regents

SA Southern Association of College and Schools

WA Western Association of Schools and Colleges

Credits from schools for candidacy status are not considered.

Transfer credits will only be evaluated from institutions listed on the student's admission application. Submission of false records or omission of previous college attendance may result in denial of admission. *There will be no exception.*

Non-Degree

Students who do not wish to pursue a degree-granting program have non-degree status.

Students who wish to change from a non-degree to a matriculated status may do so in the Admissions Office (S-310) after at least one semester of college work has been completed. In addition, students must be in good academic standing. Students who did not take the CUNY Skills Assessment tests will be required to do so in order to change their status from non-degree to matriculated. To become matriculated, students must submit a completed Advanced Standing Transfer application to the Admissions Office by the first day of classes for the semester that the students are changing their status from non-degree to matriculated.

Matriculation

To become matriculated, students must select a program and agree to take all courses required for the Associate Degree.

Note: Matriculated students cannot become non-degree students.

International Student Services

If you are an international student, the International Student Services Office (ISSO) will provide you with valuable information and assistance about immigration matters and F-1 (student) status. It also collects SEVIS (Student Exchange Visitor Information System) information as mandated by Department of Homeland Security. Students on the F-1 status are encouraged to attend the various workshops during the academic semester to become familiar with the federal regulations. Consequences for an F-1 student who fails to maintain legal status can be serious. The ISSO also offers information about health insurance and employment options for F-1 students. The ISSO staff will see students on a walk-in basis and by appointment.

All international BMCC students are urged to contact ISSO located

in the Admissions Office (Room S-115N) for assistance. Ms. Lily Yi-Elkin is the Assistant Director of International and Transfer Services.

CUNY Assessment Tests (CAT)

The CUNY Skills Assessment Tests are required of all entering freshmen. The tests measure skills of reading, writing, and mathematics, and are administered after admission to the College. In each of these areas CUNY and BMCC have established minimum standards defining readiness to do college work. As a result of the assessment process, students may be declared exempt from remedial courses in any or all skills areas or they may be assigned to appropriate developmental courses in those areas deemed weak. (Please note that developmental courses do not offer credit at BMCC.) In order to transfer from a CUNY community college to a CUNY senior college, students must have passed the tests in reading and writing. Students should consult the appropriate CUNY campus for the required passing scores.

Transfer students should consult the Testing web site: <http://www.bmcc.cuny.edu/testing/> to determine whether or not they need to take the CUNY assessment tests.

CUNY Assessment Tests in Math, Reading, and Writing

The CUNY Assessment Test in Math measures competency in numerical skills/pre-algebra, algebra, college algebra, and trigonometry. All students are required to test on both the pre-algebra and algebra components of the CUNY Assessment Test in Math. The CUNY Assessment Tests in Reading and Writing are used for initial placement and for exit from the top-level course in Reading, English and ESL.

New students admitted to the University may be waived from taking one or more of the CUNY Assessment Tests based on Regents, SAT or ACT scores; a Bachelor's Degree from an accredited domestic institution; or:

1. transfer of a 3-credit freshman composition course (or a higher-level English course for Freshman Composition is a prerequisite) from an accredited college with a grade of "C" or higher for Reading/Writing exemption;*
2. transfer of a 3-credit college-level Math course from an accredited college with a passing grade for Math Exemption.*

Documentation for waivers must be submitted to the Admissions Office (Room S-310) prior to registration.

At BMCC, all academic departments have designated minimum reading, writing, and/or mathematics levels necessary for enrollment in academic courses. These levels or prerequisites can be found on the BMCC Testing Office website: <http://www.bmcc.cuny.edu/testing/>. Students should consult

Admissions

AFTER YOU ARE ADMITTED

the website or speak to an academic advisor in planning their academic schedules.

** for students transferring to BMCC on or after October 1, 2008.*

Immunization Requirements

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

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

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

NYS Health Law 2165, in effect since July, 1989, requires that students born after 1956 submit to Health Services Room N-303, documented proof of measles, mumps, and rubella immunization or immunity. Please refer to the information you received in your

admissions packet or visit <http://www.bmcc.cuny.edu/health-services/immunization.html> for detailed options that will allow you to select which one completes your requirements.

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

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

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

<http://www.bmcc.cuny.edu/health-services/immunization.html> for details.

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

No Meningitis vaccines are offered by our office.

You are welcome to print the forms from the web site and are also welcome to fax your completed forms to Health Services at (212) 220-2367. If you choose to fax, please follow up with a phone call to ensure receipt and that all is complete. Our number is (212) 220-8255.

New Student Orientation

All new students are required to attend a special pre-registration orientation session. Orientation sessions are specifically designed to help students successfully adjust to college life and to utilize the various college resources.



Tuition and Fees

ESTABLISH NEW YORK RESIDENCY TUITION RATE

To qualify for the New York City tuition rate, you must have completed one year of residency in New York City prior to the first day of classes. Please contact the Admissions Office, Room S-310 for further information.

Federal regulations require that you provide proof that you have earned a high school diploma or a GED before you can receive Federal aid. This policy has no effect on your eligibility for New York State financial aid (TAP, APTS), or on your status as a matriculated student.

Full-Time

For a description of full-time status, see the first column on the next page.

Part-Time

For a description of part-time status, see the first column on the next page.

STUDENT ACTIVITIES FEES

- | | |
|-----------------------|----------|
| 1. Full-time Students | \$44.45* |
| 2. Part-time Students | \$22.45* |

* Includes \$1.45 University Senate fee

CHANGE OF PROGRAM FEE

When you wish to change your program, you are charged \$18.00 for each Change of Program Form processed, even if you are a financial aid recipient. For example, if you drop two courses and add a course at the same time, you pay \$18.00, even though three transactions were made. However, if you decide at a later date to make additional program changes, you must complete another Change of Program Form and pay an additional \$18.00 fee. The following actions initiated by a student require a program change fee.

- Addition of a course or courses
- Changing from one course to another
- Changing from one section of a course to another section of the same course
- Dropping a course and adding another course

PAYMENT OF TUITION AND FEES

Tuition and fees may be paid by cash, check, or money order. When you pay your tuition and fees by cash, please be sure that you receive a computerized receipt. It is your only proof that you have made payment.

Checks and money orders should be made payable to "BMCC". Students whose checks are returned by their bank will be subject to a \$15 reprocessing fee and will be required to make all subsequent payments by cash or certified check. Students settling a prior semester balance to obtain clearance for registration, transcripts or readmission must make payment via cash or certified check.

Online payments may be made with Mastercard,

TUITION PER SEMESTER

	Full-Time	Part-Time
1. Residents of New York City ¹ who are		
a. Matriculated Students	\$2,400/semester	\$210/credit
b. Non-matriculated Students	\$265/credit	\$265/credit
2. Non-Residents of New York City who are:		
a. Residents of New York State with B-81 form on file ²	\$2,400/semester	\$210/credit
b. Residents of New York State without B-81 form on file	\$320/credit	\$320/credit
c. Out-of-State Residents	\$320/credit	\$320/credit
d. International Students ³	\$320/credit	\$320/credit
e. Non-Resident, Non-Matriculated Students	\$420/credit	\$420/credit

Footnotes

¹ To be eligible to pay New York City tuition rates, students must have completed one year of residency in New York State with six months in New York City prior to the first day of classes, and must be a U.S. Citizen, permanent resident, or in qualifying immigration status.

² B-81 Form: Any student who lives in New York State but does not live in New York City may be eligible to pay the same tuition as a New York City resident. To pay New York City tuition, you must submit a B-81 Form to the Bursar's Office. A B-81 form can be obtained from the County Clerk's office in the county in which you reside. Return the B-81 Form to the Bursar's Office no later than two weeks prior to registration. Failure to do so will result in your being billed at the non-resident rate. You may be required to secure a new form each semester.

³ The college issues I-20 forms only to full-time matriculated foreign students who owe no money to the school.

Senior Citizens: New York City residents who are 60 years or older are granted a tuition waiver but must pay a \$65.00 administrative fee per semester. Senior citizens also pay the consolidated services fee and any penalty fee they incur; senior citizens do not pay Student Activities fees or application fees.

Note: All tuition and fees are subject to change without notice, regardless of the tuition and fees in effect at the time of application as mandated by the Board of Trustees, CUNY. All tuition must be paid at the time of registration.

NON-INSTRUCTIONAL FEES (NON-REFUNDABLE)

1. Consolidated Services Fee (all students per semester)	\$15.00
2. Application for Admission	
New Students	\$65.00
Transfer Students	\$70.00
Non-degree Students	\$65.00
3. Application for Readmission	\$20.00
4. Late Registration fee	\$25.00
5. Change of Program fee (adding or changing sections of a course)	\$18.00
<i>There is no charge for dropping a course</i>	
6. CUNY Card replacement fee	\$10.00
7. Transcripts*	\$7.00
8. Senior Citizens—semester charge (no tuition)	\$65.00
9. Late Payment	\$15.00
10. Payment Reprocessing (bad checks)	\$20.00
11. Special Examinations (each additional exam \$5.00)	\$25.00
12. Duplicate Bill	\$5.00
13. Duplicate Diploma	\$30.00
14. Reinstatement fee	\$15.00
15. Technology Fee (Full time per semester)	\$125.00
16. Technology Fee (Part time per semester)	\$62.50

*Students paying by cash or money order will have their transcripts of academic record sent within one week. Those paying by personal check will have their transcript requests held for ten business days in order for the check to clear.

Discover, American Express or e-check. Credit cards are not accepted at the Bursar Office. A non-refundable convenience fee is charged by the vendor for online credit/debit card payments. There is no fee to pay by e-check.

If you do not make full payment on your tuition and fees and other college bills and your account is sent to a collection agency, you will be responsible for all collection costs, including agency fees, attorney fees and court costs, in addition to whatever amounts you owe the College. In addition, non-payment or a default judgment against your account may be reported to a credit bureau and reflected in your credit report.

It is important that you complete the bill payment process during registration even if financial aid or any other outside agency is covering your bill. If you do not complete this process by the due date indicated, your course selection will be cancelled. Even if your bill indicates a "0" balance, you must go to the Office of the Bursar, Room S-330.

TUITION PAY PLAN

The City University of New York makes college more affordable by allowing you to better manage your payments over time. The earlier you enroll, the lower your monthly payments. The total amount financed will be divided over more scheduled payments. Establish your payment plan based upon your anticipated tuition and fee costs and your anticipated financial aid. Note that any change in your obligation due to CUNY will change the

Tuition and Fees

total payment plan balance and remaining monthly installments. There is a \$40 enrollment fee each semester to participate in the plan. To enroll, log into CUNYfirst Self-Service and go to your Student Center. Go to Finances and select Enroll/Manage Payment Plan.

STUDENT STATUS

Full-Time Status

To be considered a full-time student, you must be enrolled for at least twelve credits or equated credits/hours each semester. Contact hours for the courses below may be used to satisfy the full-time enrollment requirement. For these courses, tuition is charged on the basis of contact/equated hours.

ESL	(all courses)
MAT	8, 12, 14, 41, 51, 56, 56.5
ACR	94, 95, 96
ENG	88, 95

Tuition Assistance for Full-Time Students

To qualify for tuition assistance from the two financial aid programs listed below, you must meet certain enrollment and academic requirements for each payment you receive.

New York State Tuition Assistance Program (TAP)

- You must be a full-time student according to the TAP definition for full-time enrollment. This means that you must be enrolled for at least twelve credits or equated credits. In the first semester you receive TAP, you must be enrolled for at least three degree credits as part of your full-time course load. After your first semester of receiving TAP, you must be enrolled for at least six degree credits as part of your full-time course load.
- All credits must be directly applicable to your current degree program in order to count as part of your minimum full-time course load for TAP purposes.
- You must remain in good academic standing for New York State award programs by meeting academic progress and program pursuit requirements every semester you receive TAP (see the section "Academic Progress Standards" which follows on p. 8).
- You are eligible for up to six semesters of TAP as an associate degree student. This limit holds even if you transfer from one 2-year school to another or change majors.
- Note:* If you repeat a course that you previously passed, you may not count the repeated course toward full-time enrollment for TAP purposes.
- If you are a College Discovery student, you may be eligible for up to ten semesters of TAP as an undergraduate.

Part-time Status

To be considered a part-time student, you must enroll in fewer than twelve credits or equated credits/hours. Part-time tuition is calculated on a per credit basis except when remedial or developmental courses are taken. For remedial or developmental courses, contact hours rather than credits are used to calculate tuition.

Aid for Part-time Study (APTS)

To receive APTS, you must:

- File an application by the established deadline and meet the basic eligibility requirements for the program.
- Be enrolled in at least six but fewer than twelve credits or equated hours. At least three of these must be degree credits.
- Remain in good academic standing for New York State award programs.
- Not have used up eligibility for TAP.

WAIVERS AND TUITION REFUND

Change of Program Fee Waiver

The change of program fee is not applicable when:

- The College cancels or withdraws a course, whether or not the student substitutes another course.
- The College changes the hours of the course after the Schedule of Classes and the Addendum are posted or makes other substantive changes that provide the student justification for a change.
- The College requests the student to transfer from one section to another section of the same course.
- The College cancels the registration of the student for academic or disciplinary reasons.

Veterans

Tuition Deferrals—Students wishing to secure a veteran's deferral must bring proof of eligibility and file an application for Veterans Administration benefits in the Registrar's Office, Room S-315. The deferral does not apply to fees.

Benefits—Applications for Veterans Administration benefits must be made in the Registrar's Office, Room S-315. Students eligible to receive V.A. educational assistance must file a certificate of eligibility with the Registrar's Office at their initial registration and must inform that office of the V.A. standing each subsequent semester for which they wish to use their educational benefits.

Questions pertaining to eligibility to receive veterans educational entitlement should be referred to the New York Regional Office of the V.A., 245 W. Houston Street, New York, NY 10014.

Tuition Refund Policy

Students who find it necessary to drop classes must do so by the deadline dates.

Failure to attend class, giving notice to an instructor or stopping payment on a check is not considered an official withdrawal.

For the Fall and Spring semesters, tuition refunds will be made in accordance with the following schedule:

Tuition	Refund	Obligation
Drop prior to the first day of class	100%	-0-
Drop during the first calendar week of classes	75%	25%

Drop during the second calendar week of classes	50%	50%
Drop during the third calendar week of classes	25%	75%
Drop after the third calendar week of classes	-0-	100%

Students who pay their tuition bill in full and subsequently withdraw will have their refund calculated according to the above schedule. Refund checks are mailed directly to the students' home by the Bursar. Refunds for payments made online will be processed on the credit card that was used to pay tuition; for e-check payments, the refund will be deposited directly into the checking account that was used to pay the tuition. There is no refund of credit card convenience fees.

Students who made a partial payment on their bill will have their tuition liability calculated according to the above schedule. A reduction in tuition charges may not necessarily result in a refund and, in some instances, a tuition balance may still be due. Student activities fees, consolidated services fees and technology fees are not refundable.

Note that the liability period starts the first day of the semester and applies to all students whether or not they had classes on that day.

Tuition will be refunded 100 percent for those courses which, at anytime, are cancelled by the College.

COURSE CANCELLATION POLICY

Courses may be subject to cancellation for a number of reasons, such as under-enrollment. If you are in a class which has been cancelled, you will be notified by the registrar's office by letter and email. If you wish to replace the course, please log on to the online registration system to choose another course.

Students who must change their program due to canceled courses will not be charged a change of program fee.

Financial Aid

There are many costs associated with attending BMCC. Tuition, fees, books, supplies, and travel to and from school are just some of these school-related expenses. Financial aid is money that comes from the federal, state and city governments to help you meet these costs.

The most common sources of financial aid for BMCC students are:

Grants—money that does not have to be repaid

Loans—money that you borrow and agree to pay back with interest

Work-Study—money that you earn from a job obtained through the Financial Aid Office

To be eligible for most federal and state student aid, you must be a U.S. citizen, permanent resident or other eligible classification of non-citizen, and enrolled in a program leading to a degree. You cannot be in default on a student loan or owe a repayment of a federal grant received at any other school. Most federal and state financial aid programs also require that you make satisfactory progress toward the completion of your degree to qualify for continued funding. (Refer to the section “Academic Progress Standards,” on p. 8)

We suggest that you apply for financial aid as soon as you have made your decision to attend BMCC. Don't wait until after you have been admitted to the College to apply. It can take from 4 to 6 weeks to process your applications. The College can credit financial aid toward your tuition bill only if you have allowed sufficient time for your applications to be processed.

SOURCES OF FINANCIAL AID

Tuition Assistance Program (TAP) is a New York State grant program that helps pay the tuition of eligible full-time and part-time students. TAP is money that comes directly to the College for payment of your tuition. You must have lived in New York State at least one year prior to your first term of enrollment and meet certain income and enrollment criteria to qualify for TAP.

Aid for Part-Time Study (APTS) is a New York State grant program for students pursuing a degree on a part-time basis. It is money paid to the school for tuition only. To receive APTS, you must be a New York State resident, meet certain income limits and not have exhausted your eligibility for TAP. Award amounts vary based on availability of program funds.

Federal Pell Grant can be used to pay your tuition, or, if your tuition is covered by other means, help you buy your books and supplies, or pay your transportation costs. PELL is

available to full-time or part-time students who have not earned a first bachelor's degree or professional certificate.

Federal Supplemental Educational Opportunity Grant (FSEOG) is an award given to undergraduate students who show exceptional financial need. FSEOG awards are made to supplement other forms of financial aid. This award is available only to students who have not earned a first bachelor's degree or professional certificate.

Federal Work-Study (FWS) provides part-time jobs to students who need additional financial aid. FWS students work both on and off campus and are paid at least NYS minimum wage. You must be enrolled in at least six credits or the equivalent to participate in FWS.

Federal Perkins Loan is a low interest (5%) loan awarded by CUNY to help you meet your educational expenses. A Federal Perkins Loan is money that is borrowed and must be repaid. You must remain enrolled in at least six credits or the equivalent to receive this loan and must begin to repay it nine months after graduation or termination of attendance. Freshmen (entering or first-year) are not eligible to receive this loan.

Subsidized Federal Direct Stafford Loan allows you to borrow money at low interest to help you pay for college. The federal government subsidizes or supports these loans by paying interest charges while you are attending school. You must remain enrolled in at least six credits or the equivalent to receive this loan and must begin to repay it six months after graduation or termination of attendance. You must demonstrate financial need to qualify for this loan.

Unsubsidized Federal Direct Stafford Loan allows you to borrow money for your education in addition to the amounts allowed under the subsidized loan program. These loans are not subsidized by the federal government which means that you, the borrower, are responsible for all interest charges while you are attending school. You must remain enrolled in at least six credits or the equivalent to receive this loan.

Federal Direct PLUS Loan allows your parents to borrow money to help you supplement the amounts you may be receiving under other grant or loan programs. All Direct PLUS loans require a credit check and will be approved based on your parents' credit history. Repayment of PLUS loans begins within 60 days of disbursement.

College Discovery (CD) is a special program for financially and educationally disadvantaged students. Students in the CD program may receive money for books, fees and a small stipend. To be considered for CD, you must complete the special programs section of the

CUNY admissions application. The Admissions Office chooses the students for this program by a lottery system. You must maintain full-time enrollment to remain eligible for CD.

To learn how to apply for these financial aid programs, visit the College's online financial aid office at <http://www.bmcc.edu/finaid/>. Here you will find eligibility requirements, application filing procedures, office contact information and a schedule of available application labs and workshops.

SCHOLARSHIPS

BMCC makes available for its student population a list of various scholarships, for which they may be eligible to apply. Some of these scholarships are administered by the College, and are for either continuing or graduating students.

*Sussie Gyamfi,
Coordinator Scholarships and Special Services, (212) 220-8133, Room N-365*

Scholarships for Continuing Students

Borough of Manhattan Community College Fund Inc. Scholarship (Full-Time) The BMCC Fund, Inc. Scholarship is a general scholarship made available annually by the Board of Trustees of the BMCC Fund, for continuing BMCC students who demonstrate high academic performance and financial need. The scholarship amount varies and may cover up to \$2800.00 per year. Eligible applicants must earn a minimum 3.0 GPA; maintain a full course load; have completed at least one semester with at least 12 content credits prior to application, and demonstrate financial need.

Borough of Manhattan Community College Fund Inc.: Scholarship (Part-Time)

This competitive scholarship is awarded to part-time BMCC students who have completed at least 24 BMCC credits and have attended part-time in the previous or current semester. Eligible applicants must have 3.3 minimum G.P.A. and maintained a minimum of at least 6 credits each semester. The scholarship amount varies and may cover up to \$1,440 per year.

Borough of Manhattan Community College Fund Inc.: Presidential Pathway to Success

This competitive scholarship is made available to incoming freshmen who demonstrate high academic performance and financial need. Eligible applicants must have an 80 or better high school average and show evidence of community or volunteer service. The scholarship amount varies and may cover up to \$2,800 per year.

Borough of Manhattan Community College Fund Inc.: MoneyWorks Scholarship

The MoneyWorks competitive scholarship is made available by the Borough of Manhattan Community College (BMCC) and The Financial Planning Association of New York (FPANY), and is sponsored by Merrill Lynch to provide

Financial Aid

continuing BMCC full-time and part-time students with an exciting financial learning experience and scholarship opportunity. Students selected for the program will receive an award up to \$2,800.00 towards the cost of their education at BMCC for one academic year. In addition, students will have the opportunity to participate in financial awareness seminars and be paired with mentors from the business community.

Dennis Bonner Scholarship This memorial scholarship is awarded to continuing full-time African-American students, who demonstrate high academic performance and financial need. This scholarship is awarded to honor our late Admissions Director, Dennis Bonner. To be eligible, students must have 12 or more credits completed at BMCC with a minimum GPA of 3.0.

Simon Peskoff Memorial Scholarship This scholarship is awarded in memory of Simon Peskoff, the father of Professor Fred Peskoff of the Mathematics Department. The eligible candidate must be a full-time BMCC mathematics or nursing major, who has completed at least one semester at BMCC with a minimum GPA of 3.0.

BMCC Out-in-Two Scholarship This scholarship began as a Presidential Initiative to help students complete their associate degree within two years or less. First-time college freshmen are eligible to apply if they accumulated at least 12 real degree credits prior to the beginning of their second regular semester (fall or spring) with a minimum 3.0 GPA. Students enrolled in Nursing, Undeclared Health, Respiratory Therapy, Health Information Technology, and Paramedic are not eligible to apply for this scholarship. Scholarship recipients will receive a minimum of \$1600 for three consecutive semesters.

BMCC/Pearson Scholarship This scholarship is awarded to students who are enrolled in the Nursing, Respiratory Therapy, Health Information Technology or Paramedic program. Eligibility requirements for this scholarship are a minimum of twelve degree credits earned with at least a 2.5 GPA. Applicant must be a U.S citizen or permanent resident, who has taken courses in his or her declared major in the fall. Students must graduate within five semesters from the time of first award.

Houghton Mifflin/BMCC Scholarship Awarded to Business Management majors. Interested applicants must contact the Business Management Department, Room F-730 for additional information.

National Science Foundation (CSEM) Scholarship This scholarship is awarded to full-time students who intend to pursue a baccalaureate degree in computer science, engineering or mathematics. Applicants must be a U.S. citizen or permanent resident, must file

for financial aid, have a minimum GPA of 2.8; and be willing to work on a research project as determined by the scholarship committee.

Salzburg Seminar Award

This is a seven-day intensive seminar for BMCC students to explore issues of global concerns. The seminar takes place during spring break in Salzburg, Austria. Travel and housing costs are covered by the College. Eligible applicants must be matriculated, have completed 24 BMCC credits and have an overall BMCC GPA of 3.3 or better.

ACADEMIC PROGRESS STANDARDS

The federal and state financial aid programs require that you register for and maintain enrollment in your classes in order to receive financial aid awards. You are expected to make satisfactory academic progress toward your degree in order to keep receiving your awards. Please note that the academic performance standards for the federal and state financial aid programs exist separately from the College's own retention requirements.

Remedial Course Work and Federal Aid Eligibility

You may receive federal financial aid payments for no more than 30 hours of non-credit remedial course work. If you have attempted and received payment for a total of thirty or more remedial or developmental hours, you cannot receive federal financial aid for any additional remedial or developmental course work you attempt. This restriction does not apply to English as a Second Language (ESL) courses.

You will still be eligible to receive federal financial aid payments for credit bearing course work, subject to your ability to meet the federal satisfactory academic progress standard outlined below.

Satisfactory Academic Progress Standard for Federal Financial Aid Programs

In order to remain eligible for federal financial aid at BMCC, you must be making satisfactory academic progress towards the completion of your associate degree in order to remain eligible for federal financial aid at BMCC. There are 3 components to the college's federal satisfactory academic progress standard:

1. Minimum GPA: You must achieve the GPA required to meet the college's minimum retention standard (that is, you cannot be on academic probation, special probation or academic dismissal).
2. Maximum Timeframe: You may attempt not more than 150% of the credits normally required for completion of the degree (that is, you may attempt no more than 90 credits to earn 60).
3. Pace of Progression: You must successfully complete a certain percentage of the total

number of credits that you attempt. For more information, visit: http://www.bmcc.cuny.edu/finaid/upload/SAP_Requirements.pdf.

Financial Aid Suspension

If you exceed the maximum timeframe, or fall beneath the pace of progression standard, you will be placed on financial aid suspension and lose your eligibility to participate in federal student aid programs. Students on financial aid suspension will remain ineligible for federal student aid until they take actions that once again bring them into compliance with the appropriate progress standard.

Your Right to Appeal

If you have been placed on financial aid suspension, you may appeal to the Committee on Academic Standing to regain eligibility to receive federal student aid.

Your appeal must be based on mitigating circumstances resulting from events such as personal illness or injury, illness or death of a family member, loss of employment, or changes in your academic program. Your appeal must include an explanation of why you failed to make satisfactory progress and what has changed in your situation to allow you to meet the appropriate progress standard in a future evaluation.

Your appeal must also include a reasonable and attainable academic plan that, if followed, will ensure that you will achieve completion of your program or make substantive progress towards program completion for the terms you wish to receive financial assistance.

Financial Aid Probation

If your appeal is granted, you will be placed on financial aid probation and have your federal student aid eligibility reinstated for one semester. At the end of the probationary semester, your record will be reviewed to determine if you have fulfilled the requirements specified in your academic plan.

If you meet all the conditions of your academic plan in your probationary semester, you will continue to receive federal student aid on a monitored, semester-by-semester basis until the next scheduled progress evaluation.

There is no limit on the number of times you may follow the financial aid appeals procedure. Additional appeals to extend financial aid probation are allowed, but, as in the original appeal, you would have to indicate mitigating circumstances, the reasons why you did not meet satisfactory progress requirements, the reasons why the objectives of your academic plan were not achieved, and what has changed to ensure you will be able to meet the progress standard at the next evaluation.

Re-establishing Eligibility

Other than having eligibility restored through filing a successful appeal, you may have your financial aid suspension removed only by taking actions that bring you into compliance with the appropriate progress standard. The mere passage of time, by itself, is insufficient to restore your aid eligibility. One such action would be to continue attendance without using federal financial aid funds.

If you remain enrolled without receiving federal financial aid, you may request a review of your academic record after any term you were on financial aid suspension to determine whether you are meeting the standard of satisfactory progress. If the standard is met, you will regain eligibility for federal aid in the subsequent terms of the academic year.

DETERMINATION OF CREDITS ATTEMPTED AND CREDITS EARNED

Credits attempted reflect the courses maintained in your permanent enrollment record at the College. Credits earned are those credits you have actually earned toward your degree.

In measuring satisfactory academic progress, certain courses and situations will be treated in the following ways:

Basic Skills Courses

Remedial or basic skills courses do not carry degree credit and are not included in the cumulative record of credits earned or attempted for determining your pace of progression. The credit-bearing portion of courses classified in prior years as developmental or compensatory are included as part of the cumulative record of earned or attempted credits.

Withdrawals

Withdrawals recorded on your permanent record will be counted in your cumulative record of credits attempted and will adversely affect your ability to meet the pace of progression standard.

Note: Changes to your enrollment record caused by retroactive “non-punitive” administrative withdrawal activity can result in your having to repay the assistance that you received that term.

Incomplete Grades

Your cumulative record of credits attempted must include any course in which you receive an incomplete grade. This course cannot be counted in your earned credits until you have received a completion grade. If you fail to meet the pace of progression standard due to an incomplete grade for a course, the recording of a successful completion grade within a term which brings your accumulated credits up to the appropriate standard will restore eligibility for this and subsequent terms within the academic year.

Repeated Courses

Successfully completed courses can generally be accepted toward degree requirements only once. However, each time you attempt a course, it is included as part of your cumulative record of credits attempted. Therefore, repeating a course, regardless of prior grade, reduces your ability to meet the pace of progression standard.

TREATMENT OF NON-STANDARD SITUATIONS

Readmitted Students

Upon readmission after any period of non re-enrollment, your satisfactory progress standing will be re-evaluated as it stood at the end of your last semester of attendance. If you have taken any action during your period of non re-enrollment that would bring you into compliance with the progress standard (such as successfully completing transferable courses at another institution) this will also be factored into the assessment. If you have taken no such action, or if the action you took is not sufficient to bring you into compliance with the progress standard, you would remain on financial aid suspension and would have to file a successful appeal to re-establish eligibility.

Transfer Students

As a transfer student, you will have your status initialized for measuring pace of progression by counting the transfer credits accepted toward the degree as both credits attempted and credits earned.

Second Degree Students

If you are enrolled for a second degree, you shall have your status initialized for measuring pace of progression by counting the credits accepted toward the second degree as both credits attempted and credits earned.

Change of Major/Change of Degree

If you change majors within the same degree or certificate program, or if you change your educational objective and begin pursuing a different degree without having earned the first degree, you must complete your academic program within the maximum timeframe allowed or file a successful appeal to extend the maximum timeframe.

GOOD ACADEMIC STANDING REQUIREMENTS FOR NEW YORK STATE FINANCIAL AID PROGRAMS

To receive New York State Tuition Assistance Program (TAP) payments, you must maintain good academic standing as defined by the state for these programs. The good academic standing requirement consists of both an “academic progress” and a “program pursuit” component. Please refer to the Academic Progress Chart at www.bmcc.cuny.edu/finaid/.

If you do not meet the NYS academic standing requirements in any semester you receive a state award, you lose your eligibility

for TAP, APTS, and other NYS award programs. Further payments of these awards to you will be stopped.

You may regain good academic standing by any one of the following procedures:

1. Combine two or more semesters' work, provided that only one of those semesters is paid for through New York State support.
2. Be readmitted to BMCC after a leave of absence of at least one calendar year.
3. Transfer to another college. There, you will be eligible to receive New York State awards your first semester.
4. Apply to the Committee on Academic Standing for a one-time TAP/APTS waiver. If the waiver is approved, you may continue your studies without interruption of New York State program assistance.

How to Get a TAP/APTS Waiver

If you feel you may be eligible for a TAP/APTS waiver, you must follow these instructions:

1. Obtain a TAP/APTS Waiver Request Form from the Bursar's Office.
2. Provide an explanation of your circumstances on the request form. You should attempt to document all pertinent facts related to your case. The final decision will be based on the documentation received.
3. See a Student Life Counselor to help you fill out the form and advise you on what documentation you may need. Make sure your counselor signs and dates the form.
4. Obtain faculty statements, if necessary, and attach them to the request. Faculty statements should be submitted by persons whom you feel will help the Committee on Academic Standing better understand your case.
5. Sign, date, and return your request, with all supporting documentation, to the Registrar's Office.
6. After your request has been acted upon by the committee, you will be notified of the action taken on your case by means of a letter to your home address.

Possible Reasons for a Waiver

A. Personal Criteria

1. Personal illness involving either hospitalization or extended home confinement under a physician's supervision.
2. Illness in the immediate family (of origin or of generation) forcing you to be absent from class for an extended period.
3. Emotionally disabling conditions which force you to miss class for an extended period.

Financial Aid

4. Changing work conditions beyond your control and upon which you or your family must depend forcing you to leave classes.

5. Inability to attend classes because of military duty orders, temporary incarceration, or other involvement with agencies of government (local, state or federal).

B. Academic Criteria

1. A change in major causes you to fall behind in the pursuit of program requirement

although prior to this your academic performance was sound.

2. You have consistently met the minimum academic performance standards but, for one semester, do not meet them. An assessment of your academic record indicates that granting you a waiver will be to your benefit.

If you are granted a TAP/APTS waiver, you can continue to be eligible for New York State tuition assistance for that semester only. In

order to continue to be eligible in any following semester, you must again begin to meet the Academic Progress and Program Pursuit requirements as stated in the TAP Progress Chart (www.bmcc.cuny.edu/finaid/) for the payment indicated. Remember: you may be granted a waiver from the New York State academic standing requirements only once.



Enrollment Management

Diane K. Walleser
Vice President of Enrollment Management
Room S-707

Lisa Kasper
Director of Admissions and Outreach
Room S-707

Mohammad K. Alam
Enrollment Registrar Director
Room S-315

Ralph Buxton
Director of Financial Aid
Room N-365

Maketa Barber
Interim Director of Testing
Room S-103

Kristin Waters
Director of Enrollment Management Services
Room S-707

Admissions

The Admissions Office is usually the first contact a student has with BMCC, and the entrance point for all new students into the CUNYfirst enrollment system. The office staff admits, matriculates and term activates students into the CUNYfirst system. The office also evaluates transfer credits for all entering transfer students. If you wish to continue your studies at the College after you graduate, you must file a second degree or non-degree application with the Admissions Office. You are welcomed to visit the Admissions Office at any time for assistance with questions you may have.

Ms. Lisa Kasper, Director of Admissions and Outreach
(212) 220-1265, Room S-310
admissions@bmcc.cuny.edu
www.bmcc.cuny.edu/admissions

Financial Aid

Part of the mission of the Office of Financial Aid is to insure that every eligible BMCC student has access to the financial aid resources they need to attain a college education. Some of the services we provide are to:

- Assist you and your family in planning for and meeting the expenses associated with attending BMCC.
- Furnish information about a range of federal, state, city and college sources of financial assistance.
- Provide the counseling and other services that you and your family need to establish and maintain eligibility for federal, state, city and institutional award programs.

Mr. Ralph Buxton, Director
(212) 220-1430, Room N-365
finaid@bmcc.cuny.edu,
www.bmcc.cuny.edu/finaid

International Student Services

If you are an international student, the International Student Services Office (ISSO) will provide you with valuable information and assistance about immigration matters and F-1 (student) status. It also collects SEVIS (Student Exchange Visitor Information System) information as mandated by Department of Homeland Security. Students on the F-1 status are encouraged to attend the various workshops during the academic semester to become familiar with the federal regulations. Consequences for an F-1 student who fails to maintain legal status can be serious. The ISSO also offers information about health insurance and employment options for F-1 students. The ISSO staff will see students on a walk-in basis and by appointment.

All international BMCC students are urged to contact ISSO located in the Admissions Office (Room S-115N) for assistance. Ms. Lily Yi-Elkin is the Assistant Director of International and Transfer Services.

Registrar

The Registrar's Office maintains your academic records, schedule of classes, registers you for courses, and certifies you for certain benefits, such as veteran's benefits. The Registrar's Office also issues transcripts to colleges and prospective employers. Transcripts may be requested on the web, in-person, or by mail. The Registrar's Office encourages you to register and change your program by using CUNYfirst. The office website has many forms, such as request for graduation, the name/address change form, and curriculum change, etc. Click on the Records and Registration link from Offices and Services option found on BMCC main page to see the forms. You can also pick up the forms in person from the Registrar's Office. If you are admitted to BMCC and your attendance at the College is interrupted, you should file a "readmit application" directly with the Registrar's Office.

Mr. Mohammad K. Alam, Enrollment Registrar Director
(212) 220-1290, Room S-315

Registrar@bmcc.cuny.edu
www.bmcc.cuny.edu/registrar

Testing Office

BMCC Office of Instructional Testing supports student enrollment, retention, and success by maintaining exemplary testing standards and practices, protecting the confidentiality of student data, and creating an optimal testing environment that meet the needs of students, faculty, administration, and all other stakeholders.

Ms. Maketa Barber, Interim Director
(212) 220-8085, Room S-103
testing@bmcc.cuny.edu,
www.bmcc.cuny.edu/testing

Student Affairs

ROOM S350, PHONE (212) 220-8130

Student Affairs

Marva Craig
Vice President of Student Affairs
Room S-350

Michael Hutmaker
Dean of Student Affairs
Room S-350

Stephen Kelly
Director of Athletics
Room N-255

Pedro Perez
Director of College Discovery
Room S-335

Cicely Horsham-Brathwaite
Director of Counseling
Room S-343

Cecilia Scott-Croff
Director of Early Childhood Center
Room N-375

Penelope S. Jordan, R.N.
Director of Health Services
Room N-380

Harry Mars
Director of Student Activities
Room S-234

Deborah Parker
Director of Women's Resource Center
Room S-340

Marcos A. Gonzalez
Director of Office of Accessibility
Room N-360

Driada Rivas
Associate Director of Center for Career Development
Room S-342

STUDENT SUPPORT SERVICES

Counseling Center

The staff of the Counseling Center will become an integral part of helping you achieve your personal, academic, and career goals. The Center is staffed by professional psychologists and social workers who work in strictest confidence to address academic and personal concerns, while the Center's academic advisor monitors academic progress, and provides support. Counselors are available for individual and group sessions, both by appointment and on a walk-in basis.

The staff of the Counseling Center are integral members of each student's "success team" and are committed to assisting each student achieve his or her personal, academic, and career goals.

Counselors are available for individual or group sessions, both by appointment (212) 220-8140 or on a walk-in basis at Room S-343. Visit our website at www.bmcc.cuny.edu/counseling for updated notices and events.

Center for Career Development

The Center for Career Development provides comprehensive career planning and employment counseling services that motivate students to develop a career plan and prepare for their timely graduation.

Students learn how to select an academic major and develop a career plan that matches their personal interests, abilities, and occupational goals. In addition, students are taught job interviewing, how to develop and write an effective resume, and job search skills essential to seeking meaningful experiential and employment opportunities. Students establish relationships with employers through on-campus networking events. Networking opportunities include on-campus interviews and Career Fairs.

Ms. Driada Rivas, Associate Director,
(212) 220-8170, Room S-342

College Discovery Program

The College Discovery Program is a developmental program, which provides support services such as counseling, academic and career advisement, tutorial services and financial assistance to students who are admitted into the program. Students are identified for acceptance into the program, on the basis of their high school average and family/household income. The support services include a variety of outreach and enrichment activities provided on an individual and group basis to enhance the students' growth and development, both academically and personally. The College Discovery staff consists of professionally trained counselors, tutorial support, and administrative personnel who are dedicated and committed to assisting the students in their pursuit of a college education and a fulfilling career.

Pedro Perez, Director,
(212) 220-8152, Room S-335

Office of Accessibility

Any BMCC student with a documented disability is encouraged to meet with the staff in the Office of Accessibility (OA) to discuss potential reasonable accommodations and academic adjustments. Accommodations are determined on an individual basis according to documented need and must follow "CUNY Documentation Guidelines" endorsed by COSDI (CUNY Committee of Students Disability Issues). Students are required to submit disability documentation and complete an Application for Accommodations to the OA. Examples of the more typical accommodations granted include: extended time testing, readers, sign-language interpreters, note-taking services, and textbooks on tape. In addition, a state-of-the-art Assistive Technology (AT) computer lab is available for student use. This lab is equipped with AT solutions for students who are blind or low-vision, students with learning disabilities, and students with physical disabilities. The office also offers assistance with registration and serves as a liaison to academic departments, administrative offices, and various community resources. The Office of Accessibility fosters independence and self-advocacy.

Mr. Marcos A. Gonzalez, Director
(212) 220-8152, Room N-360

Student Activities

The Office of Student Activities provides consultation and administrative support to student government, student organizations and student media groups. We also conduct an annual weekend student leadership retreat; trips to Broadway plays and sporting events; and workshops on dining etiquette, networking, and customer service, etc.

Mr. Harry Mars, Director,
(212) 220-8160, Room S-234

Student Clubs and Organizations

Students with similar interests may join or start a student club. All clubs require four executive officers, fifteen members, a club advisor and a constitution. There are more than fifty clubs on campus in the following areas: academic, cultural, media, professional, religious, social, social service and special interests. Students who participate in club activities develop skills in budget management, event planning, leadership, networking, organizing, responsibility, service and team work. Clubs meet during club hours on Wednesdays 2:00PM-4:00PM.

Student Government Association (SGA)

Members of the SGA are the elected representatives of the BMCC student body. The SGA seeks to secure meaningful participation in the decision making organs of the College. Registered student clubs and organizations are chartered and funded by the SGA. Members of the SGA serve on the BMCC Association, the BMCC Auxiliary Enterprise Corporation, the BMCC Media Board, and committees of the Academic Senate and College Council.

(212) 220-8208, Room S-242

New Student Orientation

A first-term student registered at BMCC is required to attend a special pre-registration orientation session. The program is specifically designed to help students successfully adjust to college life, and to utilize the various college resources for maximum personal development and benefit.

Health Services Office

The Health Services Office provides first aid, assessment or treatment of medical emergencies, counseling and information on health-related issues. We offer free measles, mumps and rubella vaccines throughout the year as well as during registration to ensure meeting the requirements set forth by NYS Public Health Law 2165. Throughout the academic year look for workshops covering different health issues as well as our yearly Health Fair held in May. We also provide workshops for those classes or clubs that wish to address specific health issues.

*Ms. Penelope S. Jordan, R.N., Director,
(212) 220-8255, Room N-380*

BMCC Early Childhood Center and Family Child Care Network

BMCC offers two quality childcare programs, the BMCC Early Childhood Center and Family Child Care Network. Each program provides quality day care and early childhood education for the children of BMCC students. The Early Childhood Center offers several service options for children between the ages of 2 and 6 during the day and evening, and on Saturdays and Sundays. The Center most recently embarked upon a new initiative and is now offering a weekend school age program. This program operates between the hours of 9:00AM to 5:00PM on

Saturdays and Sundays for children ages 6 to 12. The Family Child Care Network, supervised by the BMCC Childhood Center, consists of a group of licensed day care homes serving children between two months and 12 years of age.

In keeping with appropriate early childhood practice and the Center's commitment to learning and safety, each child must be enrolled according to a planned schedule. Mindful of parent's course schedules and other college activities, the Center's staff works with parents to develop a schedule that closely meets the needs of both parent and child.

The Early Childhood Center is accredited by the National Academy of Early Childhood Education Programs and licensed by the New York City Department of Health. The NYC Department of Education has selected our center as a Universal Pre-kindergarten site. The Center's teachers are certified by the New York State Department of Education. Providers in the Family Childcare Network are registered by the NYC Department of Health and have completed an extensive training course, and the Center's staff visits their homes regularly.

*Ms. Cecilia Scott-Croff, Director,
(212) 220-8250, Room N-375*

The Women's Resource Center

The Women's Resource Center (WRC) provides support services for the growth and development of women students at BMCC as they pursue both their academic and their lifelong goals. The WRC sponsors activities designed to educate and provide information related to women, the family and community concerns. Special programs, seminars and workshops, as well as individualized sessions

are designed to address such concerns as wellness, domestic violence, substance abuse, stress management, parenting, relationships, and academics. In addition, the WRC has weekly support groups facilitated by the WRC staff and a peer mentoring program. The WRC also provides referral services to external social service agencies and acts as a network for resources within the College.

*Ms. Deborah Parker, Director,
(212) 220-8165, Room S-340*

Athletics, Recreation and Intramurals Intercollegiate Athletics

BMCC's intercollegiate athletic program consists of baseball, men and women's basketball, men and women's soccer, men and women's swimming, and women's volleyball. The College is a member of both Region XV of the National Junior College Athletic Association and The City University of New York Athletic Conference. Since 1998, BMCC has won the CUNY Athletic Conference Commissioner's Cup for the outstanding intercollegiate athletic program among the community colleges nine of the last thirteen years.

Recreation and Intramurals

BMCC students, faculty, and staff may participate in intramural volleyball, soccer, cricket, table tennis, and badminton. Yoga and Zumba are offered as wellness activities.

A modern fitness center in the BMCC gym has weight training equipment and aerobic machines. Students may also use the modern, Olympic-style swimming pool.

*Mr. Stephen Kelly, Director,
(212) 220-8261, Room N-255*



Student Services

Academic Affairs Student Support Services

Academic Advisement

Each semester, students are required to meet with an advisor to make certain that they are following the correct course of study. The advisors help students create an academic plan and provide information regarding curriculum choice. Students are not allowed to register until academic advisement has been completed. For information concerning academic advisement, contact the Academic Advisement and Transfer Center, (212) 220-8315, Room S-108.

Academic Advisement and Transfer Center

The Academic Advisement and Transfer Center's initiatives are designed to assist students in making a successful transition from a 2-year college to a 4-year college in pursuit of their bachelor's degree.

The Center offers a variety of resources and support services for students that can help them in the transfer and selection process, such as: individualized and group academic and transfer advising; CUNY course equivalency information; college information fairs and visits; articulation information between BMCC and 4-year institutions; academic audits for students approaching graduation; transfer information regarding admissions and scholarships; transfer workshops; and transfer instructions specifically for CUNY colleges.

*Ms. Carei Thomas, Director,
(212) 220-8315, Room S-108*

Accelerated Study in Associate Programs (ASAP)

Accelerated Study in Associate Programs (ASAP) is a special program at The City University of New York's community colleges. ASAP at BMCC emphasizes enriched academic support, a modified block schedule of classes, skill building workshops, personal academic advisement and employment services to prepare students to graduate with their associate degree in two to three years, and either transfer to a 4-year college or university or enter the workforce with full-time employment.

*Ms. Deanne Southwell, Executive Director,
(212) 346-8509, Room M-1412*

BMCC Learning Academy Program

The BMCC Learning Academy offers first-time, full-time, liberal arts students a seamless transition from high school to college. As members of the BMCC Learning Academy program, students are assigned to a designated advisor throughout their time at BMCC. The BMCC Learning Academy advisor helps each student navigate the transition to college, including providing academic advisement, registration, offering academic

success workshops, career and major exploration, tutoring and learning resources, and referrals to other campus resources.

*Ms. Sara Crosby, Director
(212) 346-8640, Room M-1413*

Immersion Program

This program is designed for newly admitted and returning freshmen. The program provides an opportunity for students to acquire basic skills, complete their basic skills obligations, and get a head-start on their college experience. The program will (1) offer basic skills courses to improve students' proficiency in areas such as English (writing), English as a Second Language, Reading, and Mathematics; (2) provide students with an opportunity to enroll in one or more courses to reduce or eliminate the number of basic skills courses they will be required to take in the fall or spring semester; (3) provide counseling, tutoring and other support services; and (4) offer students an opportunity to work with concerned and committed faculty in small class settings.

*Dean Janice Zummo,
(212) 220-8320, Room S-715*

Freshman Year Experience (FYE)

All incoming, first-time freshmen are expected and encouraged to participate in the FYE workshops offered before and/or during the initial weeks of each semester. In these workshops, students receive important information to orient them to life at the College: academic protocol, college services, academic success, and note-taking and test-taking skills. Additionally, several workshops are scheduled throughout the semester to build students' basic and advanced computer skills.

E-Learning Center

The E-Learning Center focuses on quality design and delivery of online courses. The center supports faculty in the creation of dynamic student-centered learning environments through informed research-based course design.

E-Learning courses offer an exciting way to learn for self-motivated students who enjoy reading and writing online. E-Learning courses are limited to 25 students, so faculty are able to provide personalized instruction. Fully online, online, and hybrid courses give students flexibility in scheduling academic work with personal commitments. Fully online courses are delivered via the Internet and 100% online, with no face-to-face meetings. Online courses are between 80%–99% online, allowing students to attend 2–3 face-to-face meetings for orientations, presentations, and/or exams. Hybrid courses are between 33%–80% online, many requiring one weekly face-to-face meeting.

*Mr. Christopher Medellin, Director,
(212) 220-8144, Room S-510A*

Evening/Weekend Programs

BMCC currently offers six Evening/Weekend Associate Degree Programs: Liberal Arts (A.A.), Business Administration (A.A.), Accounting (A.A.S.), Computer Network Technology (A.A.S.), Childcare/Early Childhood Education-Preschool/Elementary (A.S.) and Nursing (A.A.S.). In all six programs, students may complete their degree requirements by attending classes exclusively on Friday evenings, Saturdays, and Sundays. This is an ideal opportunity for busy people juggling work and family responsibilities.

Students attending classes on the weekend receive the same support services as those attending classes during the week and in the daytime. These include: library, academic advisement, counseling, career services, childcare, tutoring/supplemental instruction, and open access computer labs. In addition, support areas such as the Registrar's Office, Bursar, and Admissions are also open on some Saturdays each semester. The Evening/Weekend Program Office provides administrative coverage at night and on the weekend.

*Ms. Antonette McKain, Director,
(212) 220-8325, Room S-715*

CUNY EDGE

(EDUCATE, DEVELOP, GRADUATE and EMPOWER) Program formerly known as COPE, is an initiative implemented by The City University of New York and the Human Resources Administration (commonly referred to as HRA.) The goal is to support the specific needs of students who are receiving government assistance and are pursuing an undergraduate degree.

*Mr. Argenis Rodriguez, Director,
(212) 346-8486, Room M-1216B*

Learning Resource Center (LRC)

The Learning Resource Center (LRC) provides students with services designed to strengthen academic skills and meet learning needs. The LRC coordinates a tutorial program, instructional computer labs, tutor-conducted study skills workshops and non-print instructional materials to supplement tutoring and study skills improvement. All LRC services are available free of charge to registered BMCC students, faculty and staff.

*Mr. Gregory Farrell, Director,
(212) 220-1383, Room S-510*

Tutoring

BMCC has several academic support services programs that are designed to help students succeed in their course work and to become independent learners. For additional information, please contact the appropriate program coordinator. All academic support services are free of charge. Refer to the chart on the previous page for the programs and their locations and contact information.

Student Services

The A. Philip Randolph Memorial Library

The A. Philip Randolph Memorial Library (S-410) and the Quiet Study Area (S-430) offer seating, individual carrels, electrified worktables and group study rooms for over 600 students. The Library has a collection of over 115,000 volumes of books and reference titles, 350 periodicals, over 60,000 electronic journals, magazines, and newspapers, 183,000 electronic books, and 21,473 reels of microfilm. The Library is open 80 hours each week during the fall and spring semesters and shorter hours during the summer and inter-sessions.

There are three main service points in the Library, namely Circulation and Reserve, Reference, and Periodicals. Library faculty members are always available to assist students in locating and using appropriate materials. A 24/7 chat reference service is available through the library website (<http://lib1.bmcc.cuny.edu/>).

The entire Library is WiFi-enabled and laptops and digital dictionaries are loaned to students for onsite use. In addition, the Library has an active instructional program to teach information literacy.

Library Hours

Monday–Thursday 8:00 AM–10:00 PM
 Friday 8:00 AM–7:00 PM
 Saturday 10:00 AM–6:00 PM
 Sunday 12:00 NOON–5:00 PM

Chief Librarian: Kathleen Dreyer

The Writing Center

The BMCC Writing Center (Room S-500) is intended to support students and faculty in courses from all disciplines on campus. The Center helps students develop the critical thinking skills and revision habits necessary for success in college level writing. It offers assistance to faculty with assignment design and student feedback.

The Center works with students in small group conferences. Writing assistants assess the individual needs of student writers in order to coach them through the relevant aspects of the writing process. The Writing Center offers help with writing assignments from all disciplines, along with assistance on resumes, job application letters, and fellowship or college transfer essays. Tutoring is offered on a drop-in and appointment basis, or through E-Tutoring.

Program Hours

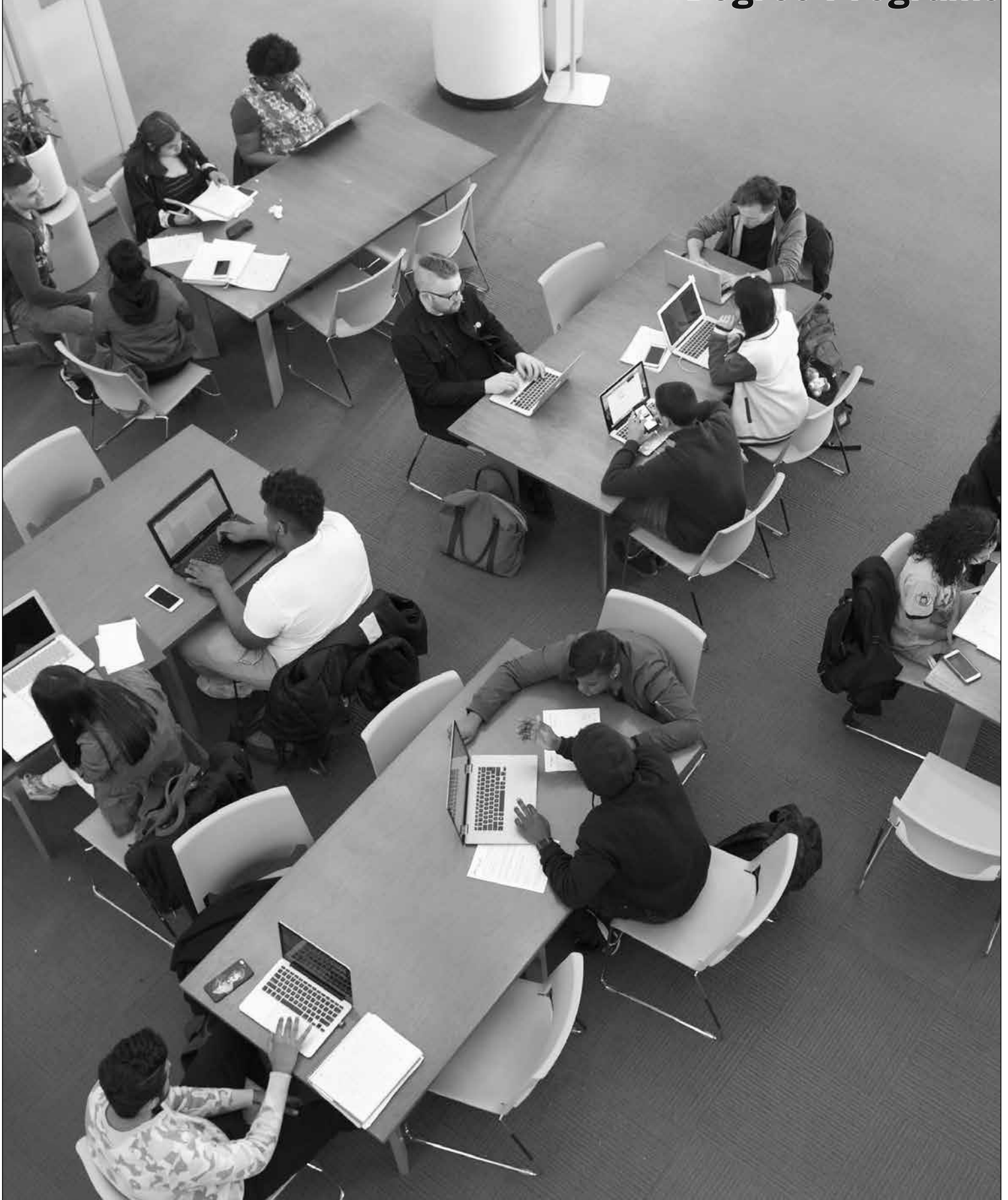
Monday–Thursday 10:00 AM–8:00 PM
 Friday 10:00 AM–5:00 PM
 Saturday 10:00 AM–3:00 PM

Mr. Franklin Winslow, Director,
 (212) 220-1384, Room S-510

Program	Room	Supervisor	Telephone	Email
Basic Skills English Lab	S-500	John Short, Director	(212) 220-8295	jshort@bmcc.cuny.edu
College Discovery Tutoring	S-335	Bryce Tolbert, Coordinator	(212) 220-8173	btolbert@bmcc.cuny.edu
ESL Lab	S-500	Joshua Belknap, Coordinator	(212) 220-1422	jbelknap@bmcc.cuny.edu
Learning Resource Center	S-500	Nandrani Algu, Coordinator	(212) 220-1376	nalgu@bmcc.cuny.edu
Math Lab	S-535	David Lorde, Senior College Lab Technician	(212) 220-1366/67	dlorde@bmcc.cuny.edu
Nursing Tutorial Lab	S-744	Heather Evans-Tracey, Coordinator	(212) 220-8390	hevanstracey@bmcc.cuny.edu
Reading Lab	S-500	Joseph Johnson, Coordinator	(212) 220-1410	jjohnson@bmcc.cuny.edu
Writing Center	S-500W	Franklin Winslow, Director	(212) 220-1384	fwinslow@bmcc.cuny.edu



Degree Programs



Degree Programs

ACADEMIC PROGRAMS AND GENERAL EDUCATION

ACADEMIC PROGRAMS

BMCC offers a choice of many programs of study. The College awards the Associate in Arts (A.A.) degree; the Associate in Science (A.S.) degree; and the Associate in Applied Science (A.A.S.) degree. A student must have completed at least thirty credit hours in residence to be certified for a degree. For information concerning credits earned prior to attendance at BMCC, see p. 2.

DEGREE PROGRAMS*

A degree is granted upon satisfactory completion of required credits in the following approved programs:

Associate in Arts degree (A.A.)

Art Foundations: Art History
Business Administration
Childhood Education and Bilingual Childhood Education (First through Sixth Grades)
Communication Studies
Criminal Justice
Economics
Gender and Women's Studies
History
Liberal Arts
Modern Languages
Psychology
Sociology
Writing and Literature

Associate in Science degree (A.S.)

Accounting for Forensic Accounting
Animation and Motion Graphics
Art Foundations: Art History
Biotechnology Science
Child Care/Early Childhood Education
Community Health Education
Computer Science
Engineering Science
Geographic Information Science
Gerontology
Human Services
Mathematics
Multimedia Programming and Design
Music
Public Health
School Health Education
Science
Science for Forensics
Science for Health Professions
Secondary Education
Theatre
Video Arts and Technology

Associate in Applied Science degree (A.A.S.)

Accounting
Business Management
Computer Information Systems
Computer Network Technology
Health Information Technology
Nursing
Paramedic
Respiratory Therapy
Small Business/Entrepreneurship

In addition, the College awards *certificates* in the following programs: Accounting and Health Informatics

* Effective Spring 2008, all entering students will be required to pass a writing intensive course beyond ENG 201 in order to graduate.

General Education Outcome Goals

A General Education is designed to help you achieve your academic, career, and life-long goals through participation in courses that foster the acquisition of knowledge, critical thinking, and use of methodologies in various disciplines, including the humanities and the social and natural sciences. The knowledge and skills you gain will help you succeed in all areas of your academic, professional, and social life. Regardless of which associate degree program you decide to pursue, you will receive a foundation in General Education.

1. Communication Skills

Students will learn to write, read, listen and speak critically and effectively.

Communication skills are vital for success in attaining both your academic and career goals. As a student, having effective communication skills will be crucial in written reports and in being able to successfully articulate points in oral presentations. In the workforce, employers expect you to be able to fluently get your message across in oral and written forms. You will acquire and reinforce these skills by taking courses in English and Speech, through enrolling in writing intensive courses, and through a variety of workshops offered by the College.

2. Quantitative Reasoning

Students will acquire quantitative skills and the concepts and methods of mathematics to solve problems.

Quantitative reasoning will teach you how to think logically and solve difficult problems. These skills are crucial for almost every academic and career task you will be asked to complete throughout your college life and in whatever career you choose to enter. You will acquire these skills by enrolling in courses such as mathematics and science and be reinforced through other major courses and college activities.

3. Scientific Reasoning

Students will develop an understanding of, and be able to apply the concepts and methods of, the natural sciences.

We live in a world where new developments in science are everyday occurrences that directly impact our personal, professional, and academic lives. To understand these developments and live in such a world you will need to understand concepts and methods used in the natural sciences. You will learn these concepts and methods by taking a set of science courses. These courses will ask you to study real-world situations and actively engage in scientific data collection, create explanations, design experiments and evaluate theories, which will help you to comprehend the methods of scientific reasoning. In addition, you may also be asked to use your scientific knowledge for work in other courses for your major.

4. Social and Behavioral Sciences

Students will develop an understanding of, and be able to apply the concepts and methods of, the social sciences.

The social and behavioral sciences enable you to analyze the world in which you live, understand human behavior, develop sensitivity to various cultures, and appreciate how societies change—skills that are particularly crucial as you are preparing for a career in education, business, or law. The concepts, methods, and theories learned in this area of study can be applied to your every day work and personal life. The Social Sciences Department and The Center for Ethnic Studies offer a wide range of courses and opportunities, including study abroad programs, that will help you acquire important knowledge and strengthen your perception of the world around you.

5. Arts and Humanities

Students will acquire a knowledge and understanding of languages, arts and cultures.

In any society, culture and the arts enable people to understand who they are while giving meaning to the world around them. In a city like New York, with such a diverse population, contributing to a rich cultural life, the ability to interpret the world through arts and languages is very important. At BMCC, you will have many opportunities to expand your knowledge of the arts and humanities by exploring classes in art and music, language, theatre or literature. These skills may also be enforced through participation in school exhibits, plays, and attendance of events that showcase the arts and humanities.

6. Information and Technology Literacy

Students will collect, evaluate and interpret information and effectively use information technologies.

Information technology, the ability to find, understand, and use information, is a foundational skill you will use throughout your entire academic career and it is in increasing demand in the workforce. You will be able to acquire the skills you will need through courses and learning experiences offered by every academic department at BMCC. In addition, workshops, tutors, as well as the latest technology found in the Library and the Learning Resource Center (LRC) will help you achieve this goal.

7. Values

Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.

Your personal values and the choices you make define who you are as a person and how you will live your life. As a BMCC student, you will learn to appreciate diversity, work collaboratively, and reflect on ethical issues. These skills will be sharpened in almost every course offered by all the academic departments at BMCC and in every social and athletic activity to experience at the College.

Degree Programs

ACCOUNTING • ACCOUNTING CERTIFICATE • ACCOUNTING FOR FORENSIC ACCOUNTING

Pathways

In fall 2013, CUNY implemented the Pathways initiative across its undergraduate colleges. Pathways has established a new system of general education requirements and new transfer guidelines across the University that reinforces CUNY's educational excellence while easing student transfer between CUNY colleges. The centerpiece of this initiative is a 30-credit general education Common Core. Importantly, once fulfilled at one CUNY college, these general education credits will carry over seamlessly if a student transfers to another CUNY college. Pathways has also aligned gateway courses for a number of popular majors.

Note: The course requirements that follow are NOT necessarily listed in the order in which they should be taken. Many courses have either prerequisites or corequisites. In planning programs, students must consult the appropriate departmental advisor.

Note: At BMCC, all academic departments have designated minimum reading, writing and/or mathematics levels necessary for enrollment in academic courses. These levels, or basic skills prerequisites, can be found in the Basic Skills Guide, on the Academic Advisement and Transfer Center website at bmcc.cuny.edu/advisement. Students should consult the Guide in planning their academic schedules.

Accounting (ACC)

The Accounting Program is designed to provide students with a strong preparation in accounting, business and liberal arts. The Accounting Program prepares students for entry-level positions in the accounting field. In addition, a large percentage of students choose to continue their education at 4-year colleges in order to become certified public accountants (CPA). CPAs can start private practices specializing in tax, audit and consulting services. CPAs can often find employment in the public, private, government and not-for-profit sectors with opportunities in the financial, banking, insurance and health-related industries. BMCC has established transfer agreements with a number of 4-year colleges and universities. Upon completion of the requirements listed below, the Associate of Applied Science (A.A.S.) degree is awarded.

Evening/Weekend Accounting Program

In addition, BMCC offers an Associate in Applied Science (A.A.S.) degree in Accounting in an evening/weekend format. Students may complete their degree requirements by attending classes exclusively on Friday evenings and on the weekends.

Required Common Core

<i>English Composition</i>	
ENG 101	English Composition3
ENG 201	Introduction to Literature.....3
<i>Mathematical and Quantitative Reasoning</i>	
MAT 150	Introduction to Statistics4
	OR
MAT 2xx	Pathways-Approved
	MAT 2xx or higher4
<i>Life and Physical Sciences</i>	

AST 110	General Astronomy.....4
	OR
PHY 110	General Physics.....4
<u>Total Required Common Core.....14</u>	

Flexible Core

<i>Creative Expression</i>	
SPE 100	Fundamentals of Speech ¹3
MUS/ART Pathways-Approved	
	MUS/ART course.....3
<u>Total Flexible Core6</u>	
<u>Total Common Core 20</u>	

Curriculum Requirements

ACC 122	Accounting Principles I 3
ACC 222	Accounting Principles II 3
ACC 231	Accounting Applications on
	Microcomputers 3
ACC 241	Taxation: Federal..... 3
ACC 330	Intermediate Accounting I 3
ACC 150	Personal Accounting and
	Financial Literacy 3
	OR
ACC 242	Taxation of Business Entities..... 3
	OR
ACC 331	Accounting Information Systems 3
	OR
ACC 360	Government and Not-For-Profit
	Accounting 3
	OR
ACC 370	Forensic Accounting 3
ACC 350	Cost Accounting I..... 3
ACC 430	Intermediate Accounting II 3
HED XXX	Health Education Elective 3
BUS 110	Business Law..... 3
CED 201	Career Planning..... 2
CED 301	Accounting Internship I..... 2
CIS 100	Introduction to Computer
	Applications..... 3
	OR
CIS 200	Introduction Systems and
	Technologies 3
ECO 201	Macroeconomics 3
	OR
ECO 202	Microeconomics 3
<u>Total Curriculum Credits..... 40</u>	
<u>Total Program Credits..... 60</u>	

FOOTNOTES

¹ For students whose first language is not English, SPE 102 will also satisfy this requirement.

Accounting Certificate Program (ACP)

The Accounting Department at BMCC offers a 30-credit non-degree certificate in accounting (ACP) that will allow students to earn accounting credits on an accelerated basis. This certificate program is designed for students who have earned baccalaureate degrees in disciplines other than accounting and would like to transition to a career in accounting without having to bear the cost of

enrolling in a graduate program. Depending upon the student's undergraduate degree/discipline, the ACP can be completed in three semesters. The credits earned in this program can be applied toward the required accounting courses needed for the Uniform CPA Exam.* In addition, depending upon the student's undergraduate discipline/degree, these credits can be applied toward the 150-credit rule. Please note, an accredited course in Auditing is required to sit for the CPA Exam and must be taken at a 4-year-institution.

Curriculum Requirements

ACC 122	Accounting Principles I 3
ACC 222	Accounting Principles II 3
ACC 241	Taxation: Federal..... 3
ACC 330	Intermediate Accounting I 3
ACC 331	Accounting Information Systems 3
ACC 350	Cost Accounting I..... 3
ACC 360	Government and Not-For-Profit
	Accounting 3
ACC 430	Intermediate Accounting II 3
ACC XXX	Accounting Electives..... 6
<u>Total Curriculum Credits..... 30</u>	

Accounting for Forensic Accounting (FAC)

The Associate in Science degree in Accounting for Forensic Accounting consists of courses that allow students to pursue further education and careers in forensic accounting, auditing, and the financial operations and management fields. Upon successful completion of the lower division at BMCC, the program allows students to make a seamless transition into the upper division baccalaureate program in Economics with specialization in Forensic Financial Analysis at John Jay College of Criminal Justice. The curriculum emphasizes basic accounting principles and provides a foundation in business organization and management. The collegial nature of the program will facilitate the transition to the professional portion of the curriculum.

Required Common Core

English Composition.....6
Mathematical and Quantitative Reasoning ^{1,2}3
Life and Physical Sciences ^{1,2}3
<u>Total Required Common Core.....12</u>

Flexible Core³

Creative Expression ¹6
World Cultures and Global Issues ¹3
U.S. Experience in Its Diversity ¹3
Individual and Society ¹3
Scientific World ^{1,2}3
<u>Total Flexible Core18</u>
<u>Total Common Core 30</u>

Curriculum Requirements

Degree Programs

ANIMATION AND MOTION GRAPHICS • ART FOUNDATIONS

ACC 122	Accounting Principles I	3
ACC 222	Accounting Principles II	3
ACC 241	Taxation: Federal	3
ACC 330	Intermediate Accounting I	3
ACC 360	Government and Not-For-Profit Accounting	3
ACC 430	Intermediate Accounting II	3
HED XXX	Health Education Elective	3
BUS 110	Business Law	3
ECO 201	Macroeconomics	3
FNB 100	Introduction to Finance	3
Total Curriculum Credits		30
Total Program Credits		60

FOOTNOTES

1 Consult with an advisor on which courses to take to satisfy these areas.

2 These areas can be satisfied by a STEM variant.

3 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

Animation and Motion Graphics (ANI)

The Animation and Motion Graphics program provides students with the fundamentals of two- and three-dimensional (2D and 3D) animation, motion graphics, and special effects. Once necessarily hand-made, expensive and rare, animation has undergone a technical transformation and is now a ubiquitous part of special effect, advertising campaigns, video games, movies, and television.

Upon completion of the program requirements, the Associate of Science degree in Animation and Motion Graphics is awarded. Graduates of this program can enter a growing profession or transfer to bachelor-level programs in Animation at Lehman College or other media related programs at senior colleges.

Required Common Core

English Composition	6
Mathematical and Quantitative Reasoning ¹	3
Life and Physical Sciences ²	3
Total Required Common Core	12

Flexible Core

Creative Expression	6
World Cultures and Global Issues	3
U.S. Experience in Its Diversity	3
Individual and Society	3
Scientific World ²	3
Total Flexible Core	18
Total Common Core	30

Curriculum Requirements

MMA 100	Foundations of Digital Graphic Design	3
ART 166	Drawing Studio I	3
MMP 250	Digital Film Fundamentals	3
MMP 260	Introduction to 2D Animation	3

ANI 401	Introduction to 3D Animation	3
ANI 402	3D Animation Projects	3
MEA 201	Professional Development and Career Planning	2
OR		
MEA 371	Media Arts and Technology Internship	2
MES 153	Scriptwriting	3
XXX xxx	Animation Program Elective ³	4
ART 168	Life Drawing Studio I	3
OR		
ART 176	Introduction to Visual Storytelling	3
Total Curriculum Credits		30
Total Program Credits		60

FOOTNOTES

1 Students must take PHY 110 or PHY 400.

2 Students must take MMP 100.

3 Choose from MMA 215, MMA 225, MMA 235, MMP 210, VAT 301, COM 240, COM 245, MEA 371, MEA 300, HED 250, BUS 200. These credits can also be satisfied by a STEM variant.

Art Foundations: Art History (AFH)

The department of Music and Art offers the Associate of Arts (A.A.) degree program in Art Foundations: Art History. The Art Foundations program seeks to educate students in the fundamentals of studio practice and art historical scholarship. Progressing through a broad and rigorous curriculum that encompasses the basics of fine and applied arts and art history, students will be better prepared to enter a variety of majors in a 4-year college and pursue occupations in the arts.

Required Common Core

English Composition	6
Mathematical and Quantitative Reasoning ¹	3
Life and Physical Sciences ²	3
Total Required Common Core	12

Flexible Core³

Creative Expression	6
World Cultures and Global Issues	3
U.S. Experience in Its Diversity	3
Individual and Society	3
Scientific World	3
Total Flexible Core	18
Total Common Core	30

Curriculum Requirements

ART 104	Survey of Art History II	3
ART 106	Modern and Contemporary Art	3
ART 450	Final Thesis Lab	3
XXX xxx	General Electives	6
XXX xxx	Program Electives ⁴	9
Choose 1 from:		
ART 251	Asian Art History	3
OR		
ART 255	Pre-Colombian Art of	

Mesoamerica and the Andes		3
OR		
ART 801	African Art	2
Choose 1 from:		
ART 290	Medieval Art	3
OR		
ART 291	18th and 19th Century Art: The Age of Enlightenment and Industry	3
OR		
ART 292	Renaissance and Baroque Art	3
OR		
ART 293	Ancient Greece and Rome: Classical Art	3
Total Curriculum Credits		30
Total Program Credits		60

FOOTNOTES

1 Consult with an advisor on which courses to take to satisfy these areas.

2 These areas can be satisfied by a STEM variant.

3 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

4 Select 9 credits from any 3-credit art history 200-level and above, studio art, anthropology, sociology, history, ethnic studies or 300-level English courses.

Art Foundations: Studio Art (AFS)

The department of Music and Art offers the Associate of Science (A.S.) degree program in Art Foundations: Studio Art. The Art Foundations program seeks to educate students in the fundamentals of studio practice and art historical scholarship. Progressing through a broad and rigorous curriculum that encompasses the basics of fine and applied arts and art history, students will be better prepared to enter a variety of majors in a 4-year college and pursue occupations in the arts.

Required Common Core

English Composition	6
Mathematical and Quantitative Reasoning ¹	3
Life and Physical Sciences ²	3
Total Required Common Core	12

Flexible Core³

Creative Expression	6
World Cultures and Global Issues	3
U.S. Experience in Its Diversity	3
Individual and Society	3
Scientific World	3
Total Flexible Core	18
Total Common Core	30

Curriculum Requirements

ART 101	Digital Imaging Studio I	3
ART 104	Survey of Art History II	3
ART 107	Color and Design I	3
ART 166	Drawing Studio I	3
XXX xxx	General Electives	6
XXX xxx	Studio Art Program Electives	6
XXX xxx	Art Electives ⁴	6
Total Curriculum Credits		30

Degree Programs

BIOTECHNOLOGY • BUSINESS ADMINISTRATION • BUSINESS MANAGEMENT

Total Program Credits..... 60

Art Studio Program Electives

In consultation with a faculty advisor, students pursuing the A.S. degree in Art Foundations: Studio Art will select program electives:

Drawing Electives

ART 168 Life Drawing I.....3
ART 266 Drawing II.....3
Total Elective Credits 6

Digital Imaging Electives

ART 215 Typography and Layout.....3
ART 235 Visual Communication and Design.....3
Total Elective Credits 6

Painting Electives

ART 174 Painting Studio I.....3
ART 274 Painting Studio II.....3
Total Elective Credits 6

Photography Electives

ART 236 Introduction to Photography.....3
ART 338 Digital Darkroom.....3
Total Elective Credits 6

Sculpture Electives

ART 183 Sculpture Studio I.....3
ART 243 3D Design: Materials and Methods.....3
Total Elective Credits 6

FOOTNOTES

- 1 Consult with an advisor on which courses to take to satisfy these areas.
- 2 These areas can be satisfied by a STEM variant.
- 3 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 4 Choose 2 from: ART 106, ART 113, ART 168, ART 174, ART 176, ART 183, ART 201, ART 203, ART 221, ART 225, ART 236, ART 243, ART 251, ART 266, ART 268, ART 274, ART 276, ART 283, ART 290, ART 292, ART 293, ART 294, ART 300, ART 303, ART 315, ART 336, ART 337, ART 338, ART 374, ART 383, ART 420.

Biotechnology Science (BTE)

The Department of Science offers an Associate in Science (A.S.) degree in Biotechnology Science. Biotechnology requires an understanding of the life and physical sciences, and the A.S. in Biotechnology Science curriculum includes lower division courses in biology, chemistry, arts and humanities that will enable students to transfer to upper division bachelor degree programs in Biotechnology, or in the Biological Sciences.

Required Common Core

English Composition.....6
Mathematical and Quantitative Reasoning¹.....3
Life and Physical Sciences².....3
Total Required Common Core.....12

Flexible Core³

Creative Expression.....3
World Cultures and Global Issues.....3
U.S. Experience in Its Diversity.....3
Individual and Society.....3
Scientific World⁴.....6
Total Flexible Core18
Total Common Core 30

Curriculum Requirements

BIO 210 Biology I..... 4
BIO 220 Biology II..... 4
BIO 240 Genetics..... 4
CHE 201 College Chemistry I 4
CHE 202 College Chemistry II 4
XXX xxx General Electives⁵.....10
Total Curriculum Credits..... 30
Total Program Credits..... 60

FOOTNOTES

- 1 Students are required to take MAT 206.
- 2 Students are required to take CHE 230.
- 3 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 4 Students are required to take CHE 240 and BTE 201.
- 5 Some of these credits can be satisfied by taking STEM variants in the Common Core.

Business Administration (BAN)

The Business Administration Program, administered by the Business Management Department, provides students with a general education background and 12 credits in basic business. After completion of the program, students may transfer to a senior college or university to attain the baccalaureate degree in business.

Many students have inquired into the difference between the Business Administration and the Business Management Programs. The Business Administration Program is suggested for those who want a strong liberal arts background, and who intend to continue their undergraduate education in business. The Business Management Program is designed primarily for students who desire a career-oriented education. Both programs prepare students to enter 4-year colleges for the continuation of their baccalaureate studies.

The Business Administration program awards the Associate in Arts (A.A.) degree.

Evening/Weekend Business Administration Program

In addition, BMCC offers an Associate in Arts (A.A.) degree in Business Administration in an evening/weekend format. Students may complete their degree requirements by attending classes exclusively on Friday evenings and on the weekends.

Required Common Core

English Composition.....3
Mathematical and Quantitative Reasoning¹.....3

Life and Physical Sciences².....3
Total Required Common Core.....12

Flexible Core³

Creative Expression.....6
World Cultures and Global Issues.....3
U.S. Experience in Its Diversity.....3
Individual and Society.....3
Scientific World⁴.....3
Total Flexible Core18
Total Common Core 30

Curriculum Requirements

BUS 104 Introduction to Business 3
BUS 110 Business Law 3
ACC xxx Accounting Elective⁵..... 3
CIS 200 Introduction Systems and Technologies 3
MAR 100 Introduction to Marketing..... 3
ECO 201 Macroeconomics 3
ECO 202 Microeconomics 3
MAT 301 Analytic Geometry and Calculus I 4
MAT 209 Statistics..... 4
XXX xxx Liberal Arts Elective⁶..... 1
Total Curriculum Credits..... 30
Total Program Credits..... 60

FOOTNOTES

- 1 Students are recommended to take MAT 206.
- 2 Consult with an advisor on which courses to take to satisfy these areas.
- 3 These areas can be satisfied by taking a STEM variant.
- 4 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 5 Students must have a minimum grade of "C" to take accelerated Accounting course. If minimum grade of "C" is not earned, students must take ACC 122 and ACC 222.
- 6 This credit may be satisfied if a student takes a STEM variant in the Common Core.

Business Management (BEC)

The Business Management Department awards an Associate in Applied Science degree (A.A.S.). After completion of the first semester of work, which includes basic courses in business and the liberal arts, students may prepare for employment or continued study in a specific area of business management. Upon completion of the requirements, students are granted the Associate in Applied Science (A.A.S.) degree and are also eligible to transfer to a senior college.

Required Common Core

English Composition
ENG 101 English Composition3
ENG 201 Introduction to Literature.....3
Mathematical and Quantitative Reasoning
MAT 150 Introduction to Statistics4
OR
MAT 2xx Pathways-Approved
MAT 2xx or higher4
Life and Physical Sciences

Degree Programs

CHILD CARE/EARLY CHILDHOOD EDUCATION • CHILDHOOD/BILINGUAL CHILDHOOD EDUCATION

AST 110	General Astronomy.....	4
	OR	
PHY 110	General Physics.....	4
Total Required Common Core.....		14

Flexible Core

Creative Expression

SPE 100	Fundamentals of Speech ¹	3
Total Flexible Core.....		3
Total Common Core.....		17

Curriculum Requirements

BUS 104	Introduction to Business.....	3
BUS 110	Business Law.....	3
BUS 150	Business Communication.....	3
BUS 210	Business Methods.....	3
BUS 220	Managerial Decision Making.....	3
ACC 122	Accounting Principles I.....	3
CED 361	Business Management Internship I.....	2
CIS 100	Introduction to Computer Applications..	3
	OR	
CIS 200	Introduction Systems and Technologies.....	3
FNB 100	Introduction to Finance.....	3
MAR 100	Introduction to Marketing.....	3
ECO 201	Macroeconomics.....	3
	OR	
ECO 202	Microeconomics.....	3
XXX xxx	General Elective.....	2
XXX xxx	Business Management Electives.....	9
Total Curriculum Credits.....		43
Total Program Credits.....		60

Business Management Electives

In consultation with a faculty advisor, students pursuing the A.A.S. degree in Business Management may prepare for employment or continued study in one of the subject areas listed below:

General Management Electives

BUS 200	Business Organization and Management.....	3
BUS 311	Human Resource Management.....	3
SBE 100	Product and Service Creation.....	3
Total Elective Credits.....		9

Finance and Banking Electives

FNB 230	Financial Management.....	3
FNB 250	Money and Banking.....	3
FNB 300	Investments.....	3
Total Elective Credits.....		9

Marketing Electives

MAR 210	Consumer Motivation.....	3
MAR 220	Essentials of Advertising.....	3
MAR 300	Sales Principles and Practices.....	3
Total Elective Credits.....		9

Hotels, Travel and Tourism Electives

HTT 200	Introduction to Hotels, Travel and Tourism.....	3
HTT 201	Hotels, Travel and Tourism Technology... <td>3</td>	3
HTT 301	World Markets.....	3
Total Elective Credits.....		9

FOOTNOTES

¹ For students whose first language is not English, SPE 102 will also satisfy this requirement.

Child Care/Early Childhood Education (ECE)

The Child Care/Early Childhood Education Program provides a core of Liberal Arts courses as well as specialized courses in child care and early childhood education. The program offers two career areas of study: Infant Toddler and Pre-School/Early Elementary.

Students will find many career choices in the Child Care curriculum. These include working directly with children in early childhood education settings such as child care centers, Head Start programs, pre-kindergarten, kindergarten, and first and second grade classrooms. Upon satisfactory completion of program requirements, the Associate in Science (A.S.) degree is awarded. Students are advised to visit the department to discuss their plans for transferring to a 4-year college before choosing their courses.

Evening/Weekend Child Care/Early Childhood Education

In addition, BMCC offers an Associate in Science (A.S.) degree in Child Care/Early Childhood Education with a focus on Preschool and Early Elementary School in an evening/weekend format. Students may complete their degree requirements by attending classes exclusively on Friday evenings and on the weekends.

Required Common Core

English Composition.....	6
Mathematical and Quantitative Reasoning ^{1,2}	3
Life and Physical Sciences ^{1,2}	3
Total Required Common Core.....	12

Flexible Core³

Creative Expression ¹	6
World Cultures and Global Issues ¹	3
U.S. Experience in Its Diversity ¹	3
Individual and Society ¹	3
Scientific World ^{1,2}	3
Total Flexible Core.....	18
Total Common Core.....	30

Curriculum Requirements

ECE 110	Psychology Foundations of Early Development and Education.....	3
ECE 210	Social Foundations of Early Care and Education.....	3
ENG 334	Children's Literature.....	3
XXX xxx	Modern Language Course ⁴	3

Specialization Requirements

Infant/Toddler Specialization Requirements

ECE 209	Infant Care and Curriculum.....	3
ECE 308	Infants and Toddlers Practicum I:	

	Observing and Recording.....	4
ECE 309	Toddler Care and Care Curriculum.....	3
ECE 409	Infants and Toddlers Practicum II: Pedagogy for Infants and Toddlers.....	5
ECE 410	Educational Foundations and Pedagogy for the Exceptional Child.....	3

Pre-School Specialization Requirements

ECE 211	Curriculum for Young Children I.....	3
ECE 311	Early Childhood Practicum I: Observing and Recording.....	4
ECE 312	Curriculum for Young Children II.....	3
ECE 410	Educational Foundations and Pedagogy for the Exceptional Child.....	3
ECE 411	Early Childhood Practicum II: Pedagogy for Young Children.....	5
Total Curriculum Credits.....		30
Total Program Credits.....		60

FOOTNOTES

¹ Consult with an advisor on which courses to take to satisfy these areas.

² These areas can be satisfied by taking a STEM variant.

³ No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

⁴ Students are required to take two semesters of the same Modern Foreign Language to graduate. One semester can be satisfied by taking a Modern Foreign Language in the World Cultures and Global Issues category in the Common Core. Please note: IFL 170 does not satisfy the Modern Foreign Language requirement.

Childhood Education (EDU) and Bilingual Childhood Education (EDB) (FIRST THROUGH SIXTH GRADE)

The Childhood Education Program offers a liberal arts degree that prepares students to continue in a teacher education program at a senior college in order to become certified in Childhood Education or Bilingual Childhood Education (first through sixth grades). The program is designed for a seamless transfer to the teacher education program at City College. After meeting BMCC/CCNY requirements (minimum of 2.5 GPA, completion of all courses in the curriculum with grades of "C" or above, an interview with City College School of Education faculty, and a passing score on the LAST or City College SEAT), students in this jointly registered program are accepted at the School of Education at City College where they can complete the Bachelors of Science in Education and apply for initial teaching certification for first through sixth grades. In addition to meeting general education requirements for education majors at the four year college level, the EDU and EDB programs offer transferable courses in education. Students will participate in classrooms for elementary school age children as part of their coursework.

Degree Programs

COMMUNICATION STUDIES • COMMUNITY HEALTH EDUCATION

Upon satisfactory completion of 60–62 credits, the Associate in Arts (A.A.) degree is awarded.

Required Common Core

English Composition.....	6
Mathematical and Quantitative Reasoning ¹	3
Life and Physical Sciences.....	3
Total Required Common Core.....	12

Flexible Core²

Creative Expression ³	6
World Cultures and Global Issues.....	3
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World ⁴	3
Total Flexible Core.....	18
Total Common Core.....	30

Curriculum Requirements

EDU 201 Observing Children and their Development.....	4
EDU 203 Art in Education I.....	3
ENG 391 World Literature I: From Homer to Dante.....	3
OR	
ENG 392 World Literature II: From the Renaissance to Contemporary Times.....	3
MAT 216 Mathematics for Elementary Education II.....	4
HIS 102 Western Civilization: The Emergence of the Modern World.....	3
BIO 110 General Biology I.....	4
XXX xxx Modern Language Course ⁵	3
XXX xxx General Elective ⁶	2

Childhood Education

EDU 202 Urban Schools in a Diverse American Society.....	4
--	---

Bilingual Childhood Education

EDB 202 Schools in a Linguistically Diverse American Society: Bilingual Education.....	4
--	---

Total Curriculum Credits.....	30
Total Program Credits.....	60

FOOTNOTES

- ¹ Students are advised to take MAT 214.
- ² No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- ³ Students are advised to take SPE 100 (or SPE 102) and another appropriate Creative Expression course.
- ⁴ Students are advised to take PSY 100.
- ⁵ Students are required to take two semesters of the same Modern Foreign Language to graduate. One semester can be satisfied by taking a Modern Foreign Language in the World Cultures and Global Issues category in the Common Core. Please note: ITL 170 does not satisfy the Modern Foreign Language requirement.
- ⁶ These credits can be satisfied by taking STEM variants in the Common Core.

Communication Studies (COM)

The Communication Studies program builds students' understanding and skills in communicating with others across many contexts: one-on-one, small groups, mass audiences, electronic, and across cultures. It prepares them for careers in such areas as advertising, corporate communications, counseling, event planning, human resources, marketing, media planning, political campaign management, public relations, teaching, as well as being a self-employed entrepreneur. The program is articulated with the Communication Studies program at Brooklyn College and the CUNY online BA Program in Culture and Communication. It is transferable to other CUNY schools as well as colleges and universities both public and private.

Required Common Core

English Composition ¹	6
Mathematical and Quantitative Reasoning ^{1,2}	3
Life and Physical Sciences ^{1,2}	3
Total Required Common Core.....	12

Flexible Core³

Creative Expression ¹	6
World Cultures and Global Issues ¹	3
U.S. Experience in Its Diversity ¹	3
Individual and Society ¹	3
Scientific World ^{1,2}	3
Total Flexible Core.....	18
Total Common Core.....	30

Curriculum Requirements

COM 240 Interpersonal Communication.....	3
COM 245 The Mass Media.....	3
COM 250 Conflict Resolution.....	3
COM 255 Intercultural Communication.....	3
COM 260 Small Group Communications.....	3

Choose 5 from the following for a total of 15 credits:

COM 265 Gender and Communication.....	3
COM XXX Communication Studies Course... ..	3
SPE 210 Oral Interpretation.....	3
SPE 103 Voice and Articulation.....	3
SPE 220 Advanced Public Speaking.....	3
THE 141 Theatre Management.....	3
MES 152 Introduction to Contemporary Media.....	3
ENG XXX English Elective Course.....	3
MAR 100 Introduction to Marketing.....	3
BUS 150 Business Communication.....	3
BUS 200 Business Organization and Management.....	3
CIS 100 Introduction to Computer Applications.....	3
XXX xxx Social Science Course.....	2
CED 201 Career Planning (Classroom Course).....	2
AND	

COM 361 Communication Studies Internship.....	2
Total Curriculum Credits.....	30
Total Program Credits.....	60

FOOTNOTES

- ¹ Consult with an advisor on which courses to take to satisfy these areas.
- ² These areas can be satisfied by a STEM variant.
- ³ No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

Community Health Education (COH)

Community Health Education is an exciting and growing profession that can lead to jobs all over the world in public health agencies, voluntary nonprofit organizations, schools, colleges, universities, medical care settings, business/industry and more!

Community Health Education majors develop practical skills and a sound knowledge of public health and health promotion theories. They learn to positively influence the health behavior of individuals, groups, and communities while addressing the lifestyle factors (i.e., nutrition, physical activity, sexual behavior and drug use) and living and working conditions that influence health.

Required Common Core

English Composition ¹	6
Mathematical and Quantitative Reasoning ^{1,2}	3
Life and Physical Sciences ^{1,2}	3
Total Required Common Core.....	12

Flexible Core³

Creative Expression ¹	6
World Cultures and Global Issues ¹	3
U.S. Experience in Its Diversity ¹	3
Individual and Society ¹	3
Scientific World ^{1,2}	3
Total Flexible Core.....	18
Total Common Core.....	24

Curriculum Requirements

HED 110 Comprehensive Health Education.....	3
HED 202 Drug Use in American Society.....	3
HED 220 Human Sexuality.....	3
HED 235 Nutrition for Health.....	3
HED 240 First Aid, Safety and Cardiopulmonary Resuscitation.....	3
HED 250 Stress: Awareness, Understanding and Management.....	3
HED 301 Introduction to Community Health Education.....	3
HED 302 Health Counseling.....	3

Electives—Choose 2 courses (6 credits) from:
 HED 201 Health Education and Wellness.... 3
 HED 211 Critical Health Topics and Issues.... 2
 HED 225 Health Concerns of Women..... 3
 HED 230 Consumer Health Survey..... 3
 HED 255 Communication Strategies

Degree Programs

COMPUTER INFORMATION SYSTEMS • COMPUTER NETWORK TECHNOLOGY • COMPUTER SCIENCE • CRIMINAL JUSTICE

	in Health Literacy, Promotion and Programming.....	3
HED 260	Fitness and Cardiovascular Health...	3
HED 270	Health Perspectives of Death and Dying.....	3
SOC 161	Health Problems in Urban Communities.....	3
HED 195	Food, Culture, and Society	
Total Curriculum Credits.....		30
Total Program Credits.....		60

FOOTNOTES

¹ Consult with an advisor on which courses to take to satisfy these areas.

² These areas can be satisfied by taking a STEM variant.

³ No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

Computer Information Systems (CIS)

Computer Information Systems focuses on the application of computers in a business environment with an emphasis on the analysis and design of business information systems. Upon completion of program requirements, students are awarded the Associate in Applied Science (A.A.S.) degree.

Required Common Core

<i>English Composition</i>	
ENG 101	English Composition.....3
ENG 201	Introduction to Literature.....3
<i>Mathematical and Quantitative Reasoning</i>	
MAT 150	Introduction to Statistics.....4
	OR
MAT 200	Introduction to Discrete Mathematics .4
	OR
MAT 206	Precalculus.....4
	OR
MAT 301	Analytic Geometry and Calculus I.....4
<i>Life and Physical Sciences</i>	
AST 110	General Astronomy.....4
	OR
PHY 110	General Physics.....4
Total Required Common Core.....14	

Flexible Core

<i>Scientific World</i>	
CSC 110	Computer Programming I.....4
Choose 6 credits from the 1 and 2 of the following areas:	
	Creative Expression.....3
	World Cultures and Global Issues.....3
	U.S. Experience in Its Diversity.....3
	Individual and Society.....3
Total Flexible Core.....10	
Total Common Core.....24	

Curriculum Requirements

CSC 210	Computer Programming II.....4
CIS 345	Telecommunication Network I.....4
CIS 440	UNIX.....3

CIS 395	Database Systems I.....4
CIS 495	Database Systems II.....3
CIS 385	Web Programming I.....3
CIS 485	Web Programming II.....3
ACC 122	Accounting Principles I.....3
BUS 104	Introduction to Business.....3
	OR
BUS 200	Business Organization and Management.....3
Electives—Choose from ACC, BUS, CIS, CSC or MMP course.....6	
Total Curriculum Credits.....36	
Total Program Credits.....60	

Computer Network Technology (CNT)

Computer Network Technology prepares students to operate sophisticated, state-of-the-art computer equipment. Students are also given in-depth instruction in JCL, telecommunications networks, and operating systems concepts. Upon completion of program requirements, students are awarded the Associate in Applied Science (A.A.S.) degree.

Required Common Core

<i>English Composition</i>	
ENG 101	English Composition.....3
ENG 201	Introduction to Literature.....3
<i>Mathematical and Quantitative Reasoning</i>	
MAT 150	Introduction to Statistics.....4
	OR
MAT 200	Introduction to Discrete Mathematics .4
	OR
MAT 206	Precalculus.....4
	OR
MAT 301	Analytic Geometry and Calculus I.....4
<i>Life and Physical Sciences</i>	
AST 110	General Astronomy.....4
	OR
PHY 110	General Physics.....4
Total Required Common Core.....14	

Flexible Core

<i>Scientific World</i>	
CSC 110	Computer Programming I.....4
Choose 6 credits from the 1 or 2 of the following areas:	
	Creative Expression.....3
	World Cultures and Global Issues.....3
	U.S. Experience in Its Diversity.....3
	Individual and Society.....3
Total Flexible Core.....10	
Total Common Core.....24	

Curriculum Requirements

CIS 155	Computer Hardware.....4
CIS 255	Computer Software.....4
CIS 345	Telecommunications Networks I.....4
CIS 445	Telecommunications Networks II/LAN..4
CIS 440	UNIX.....3
CIS 455	Network Security.....4
ACC 122	Accounting Principles I.....3
BUS 104	Introduction to Business.....3

	OR
BUS 200	Business Organization and Management...3
Electives—Choose courses from ACC, BUS, CIS CSC or MMP course.....7	
Total Curriculum Credits.....36	
Total Program Credits.....60	

Computer Science (CSC)

Computer Science provides students with an understanding of the theory that underlies the existence, organization and applications of computers. Upon completion of program requirements, students are awarded the Associate in Science (A.S.) degree.

Required Common Core

English Composition.....	6
Mathematical and Quantitative Reasoning ¹	3
Life and Physical Sciences ²	3
Total Required Common Core.....	12

Flexible Core³

Creative Expression ⁴	3
World Cultures and Global Issues.....	3
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World ⁵	6
Total Flexible Core.....	18
Total Common Core.....	30

Curriculum Requirements

CSC 111	Introduction Programming.....4
CSC 211	Advanced Programming Techniques....3
CSC 215	Fundamentals of Computer Systems...3
CSC 231	Discrete Structures and Applications to Computer Science.....4
CSC 331	Data Structures.....3
CSC 350	Software Development.....3
MAT 302	Analytic Geometry and Calculus II.....4
XXX xxx	General Electives ⁶6
Total Curriculum Credits.....30	
Total Program Credits.....60	

FOOTNOTES

¹ Students are required to take MAT 206 or 301.

² Students are required to take PHY 215.

³ No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

⁴ Students are advised to take SPE 100 or 102.

⁵ Students are required to take CSC 101 as three of the six Scientific World credits.

⁶ These credits can be satisfied by taking STEM variants in the Common Core.

Criminal Justice (CRJ)

The Criminal Justice program consists of 60 credits and is a joint degree program with John Jay College of Criminal Justice. Its purpose is to offer a comprehensive general education preparation and to provide a solid foundation necessary to continue pursuit of a Bachelor's Degree in Criminal Justice. To accomplish these goals, the curriculum has been divided into two sections: (a) Required Common Core and (b)

Program Requirements. The Required Common Core are composed of courses in English, Speech, Mathematics, Science, Health Education and Music or Art. The program requirements contain the foundation courses in Criminal Justice such as, but not limited to, Criminology, Policing and Corrections. The scope of courses in the general and program requirements are in line with BMCC's mission to provide its students with a firm foundation of knowledge and skill that will enable them to graduate, continue their education, and pursue the career of their choice and/or seamlessly transfer to John Jay's Bachelor's Degree program in Criminal Justice. The curriculum addresses all areas that BMCC identifies as needed to obtain an integral General Education. Upon completion of the Associate's Degree, BMCC students will have achieved the following student learning outcomes: Communication Skills, Quantitative Reasoning, Scientific Reasoning, Social and Behavioral Science, Art and Humanities, Information and Technological Literacy and Values.

Required Common Core

English Composition ¹	6
Mathematical and Quantitative Reasoning ^{1,2}	3
Life and Physical Sciences ^{1,2}	3
Total Required Common Core	12

Flexible Core³

Creative Expression ¹	6
World Cultures and Global Issues ¹	3
U.S. Experience in Its Diversity ¹	3
Individual and Society ¹	3
Scientific World ^{1,2}	3
Total Flexible Core	18
Total Common Core	30

Curriculum Requirements

CRJ 101 Introduction to Criminal Justice	3
CRJ 102 Criminology	3
CRJ 200 Constitutional Law	3
CRJ 201 Policing	3
CRJ 202 Corrections	3
CRJ 204 Crime and Justice in the Urban Community	3
XXX xxx Modern Language Course ⁴	3
ENG 3xx English Elective	3
OR	
LIN 250 Forensic Linguistics	3
ECO 201 Macroeconomics	3
XXX xxx General Elective	3
Total Curriculum Credits	30
Total Program Credits	60

FOOTNOTES

- ¹ Consult with an advisor on which courses to take to satisfy these areas.
- ² These areas can be satisfied by taking a STEM variant.
- ³ No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- ⁴ Students are required to take two semesters of the same Modern Foreign Language to graduate. One semester can be satisfied by taking a Modern Foreign Language in the World Cultures and Global Issues category in the Common Core. Please note: ITL 170 does not satisfy the Modern

Foreign Language requirement.

⁵ Choose 1 from ENG 371, ENG 372, ENG 381, ENG 382, ENG 383, ENG 391 or ENG 392.

Economics (ECO)

The Department of Social Sciences, Human Services, and Criminal Justice offers a major in Economics for its students leading to an Associate in Arts degree. The program reinforces BMCC's general education outcomes and prepares students for transfer into Economics programs at senior colleges. This program has articulation agreements with Brooklyn College, City College and Hunter College.

Required Common Core

English Composition	6
Mathematical and Quantitative Reasoning	3
Life and Physical Sciences	3
Total Required Common Core	12

Flexible Core¹

Creative Expression	3
World Cultures and Global Issues	3
U.S. Experience in Its Diversity	6
Individual and Society	3
Scientific World	3
Total Flexible Core	18
Total Common Core	30

Curriculum Requirements

ECO 201 Macroeconomics ²	3
ECO 202 Microeconomics ²	3
MAT 209 Statistics	4
MAT 301 Calculus I ³	4
XXX xxx Social Science Electives ⁴	3
XXX xxx General Electives ⁵	4
<i>Choose 9 credits from the following:</i>	
ECO 215 Environmental Economics	3
ECO 221 International Economics	3
ECO 223 Economic History	3
ECO 225 Public Economics	3
ECO 226 Development Economics	3
ECO 229 Economics of Antitrust and Regulation	3
ECO 230 Feminist and Gender Economics	3
ECO 235 Labor Economics	3
ECO 240 Behavioral Economics	3
ECO 245 Competition and Strategy	3
ECO 250 Money and Banking	3
Total Curriculum Credits	30
Total Program Credits	65

Choose 9 credits from the following:

ECO 215 Environmental Economics	3
ECO 221 International Economics	3
ECO 223 Economic History	3
ECO 225 Public Economics	3
ECO 226 Development Economics	3
ECO 229 Economics of Antitrust and Regulation	3
ECO 230 Feminist and Gender Economics	3
ECO 235 Labor Economics	3
ECO 240 Behavioral Economics	3
ECO 245 Competition and Strategy	3
ECO 250 Money and Banking	3
Total Curriculum Credits	30
Total Program Credits	65

FOOTNOTES

- ¹ No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- ² Students who take ECO 201 and/or ECO 202 to satisfy a Flexible Core requirement will be able to substitute a general elective to satisfy this requirement.
- ³ If students take MAT 301 to satisfy their Mathematical and Quantitative Reasoning requirement, they are advised to take MAT 302.
- ⁴ Choose any anthropology, geography, history, philosophy, political science, psychology, sociology, or any Ethnic Studies social science course
- ⁵ These credits can be satisfied by taking STEM variants in the Common Core.

Engineering Science (ESC)

The Department of Science offers an A.S. degree program in Engineering Science. The program provides students with the basic education necessary to enter the third year of an engineering major. Its objectives are to offer a curriculum that meets the needs and interests of engineering oriented students enrolled at the College; to include in this curriculum the basic science and mathematics of the first years of an engineering education; and to prepare students to successfully pursue their education in the upper division of engineering programs which lead to careers for chemical, mechanical, civil, electrical, computer and other engineering specializations. The curriculum includes courses in the physical sciences, computer methods and mathematics, as well as the liberal arts courses required in engineering programs.

Required Common Core

English Composition	6
Mathematical and Quantitative Reasoning ¹	3
Life and Physical Sciences ²	3
Total Required Common Core	12

Flexible Core³

Creative Expression	3
World Cultures and Global Issues	3
U.S. Experience in Its Diversity	3
Individual and Society	3
Scientific World ⁴	6
Total Flexible Core	18
Total Common Core	30

Curriculum Requirements

ESC 111 Elements of Engineering Design	1
ESC 113 Computer Aided Analysis for Engineering	2
MAT 302 Analytic Geometry and Calculus II	4
MAT 303 Analytic Geometry and Calculus III	4
MAT 501 Ordinary Differential Equations	3
PHY 215 University Physics I	4
PHY 225 University Physics II	4
XXX xxx General Elective ⁵	4

Curriculum Electives

Choose 9 credits from the following:

CHE 230 Organic Chemistry I	5
CHE 240 Organic Chemistry II	5
ESC 130 Engineering Graphics	2
ESC 131 Engineering Graphics: AutoCAD	2
ESC 201 Engineering Mechanics I	3
ESC 202 Engineering Mechanics II	3
ESC 211 Thermodynamics I	3
ESC 221 Circuits and Systems I	4
ESC 223 Switching Systems and Logic Design	4
GLY 210 Geology I	4
MAT 315 Linear Algebra	4
PHY 240 Modern Physics	3

Degree Programs

GENDER AND WOMEN'S STUDIES • GEOGRAPHIC INFORMATION SCIENCE • GERONTOLOGY

Total Curriculum Elective Credits.....	35
Total Program Credits.....	65

FOOTNOTES

- ¹ Students are required to take MAT 301.
- ² Students are required to take CHE 201.
- ³ No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- ⁴ Students are required to take CHE 202 AND SCI 120 or SCI 121.
- ⁵ These credits can be satisfied by taking STEM variants in the Common Core.

Gender and Women's Studies (GWS)

The Departments of Social Sciences, Human Services and Criminal Justice and Speech, Communications, and Theatre Arts offer an interdisciplinary major in Gender and Women's Studies leading to an Associate in Arts degree. This major focuses on gender as the object of analysis and addresses the many issues, inequalities, social constructions, and realities that gender presents in our contemporary society and throughout history. It draws on theories and methods from the humanities and social sciences to place women and other marginalized groups at the center of learning and to critically analyze the ways in which gender intersects with race, ethnicity, nationality, class, sexuality, sexual identity, disability, and other social categories. This program has articulation agreements with Brooklyn College and John Jay College of Criminal Justice.

Required Common Core

English Composition.....	6
Mathematical and Quantitative Reasoning ¹	3
Life and Physical Sciences ¹	3
Total Required Common Core.....	12

Flexible Core²

Creative Expression.....	6
World Cultures and Global Issues.....	3
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World ¹	3
Total Flexible Core.....	18
Total Common Core.....	30

Curriculum Requirements

GWS 100 Introduction to Gender and Women's Studies.....	3
GWS 300 Capstone in Gender and Women's Studies.....	3
COM 265 Gender and Communication.....	3
SOC 210 Gender and Society.....	3
XXX xxx Liberal Arts Electives.....	3
XXX xxx General Electives ¹	6
<i>Choose 9 credits from the following:</i>	
AFN 128 Black Women in the Americas and the Caribbean.....	3
AFN 129 The Black Man in Contemporary Society.....	3
ANT 210 The Roles of Women in	

a Changing World.....	3
COM 245 The Mass Media ³	3
COM 255 Intercultural Communication ³	3
ECO 230 Feminist Economics.....	3
ENG 346 Queer Literature.....	3
ENG 353 Women in Literature.....	3
GWS xxx Gender and Women's Studies Electives.....	3
HED 225 Health Concerns of Women.....	3
HIS 225 History of Women.....	3
POL 120 Gender and Politics.....	3
PSY 245 Psychology of Women.....	3
SPN 400 Latin American Women Writers.....	3
THE 305 Women in US-American Theatre.....	3
Total Curriculum Credits.....	30
Total Program Credits.....	60

FOOTNOTES

- ¹ These credits can be satisfied by taking STEM variants in the Common Core.
- ² No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- ³ Students must select specific sections of this course.

Geographic Information Science (GIS)

The Associate of Science (A.S.) degree in Geographic Information Science (GIS) program teaches students the theory and applications of Geographic Information Systems (GIS). GIS is used to capture, manage, analyze, and display spatial information. For example, GIS is used to identify the direction and location for traveling, such as Google Maps, Google Earth and global positioning systems (GPS).

The program will prepare BMCC graduates to obtain entry-level positions in this field. Many businesses, local governments, and scientific organizations currently utilize GIS to enhance their productivity and increase their ability to compete in the marketplace. The curriculum also facilitates transfer to a senior college, such as Hunter College, with 60 credits towards the Bachelors of Arts (B.A.) degree in Geography with a concentration in GIS. The program offers internship opportunities in a variety of sectors utilizing GIS and prepares them for the careers.

Required Common Core

English Composition.....	6
Mathematical and Quantitative Reasoning ¹	3
Life and Physical Sciences ²	3
Total Required Common Core.....	12

Flexible Core³

Creative Expression.....	6
World Cultures and Global Issues.....	3
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World ⁴	3

Total Flexible Core.....	18
Total Common Core.....	30

Curriculum Requirements

CIS 395 Database Systems I.....	4
GIS 201 Introduction to Geographic Methods...4	
GIS 261 Introduction to Geographic Information Science.....	3
GIS 361 Advanced Geographic Information Science.....	3
SOC 161 Health Problems in Urban Communities.....	3
MAT 209 Statistics.....	4
GEO 226 Environmental Conversation-Resource Management.....	3
XXX xxx Internship or GEO Elective ⁵	3-4
XXX xxx General Elective ⁶	2-3
Total Curriculum Credits.....	30
Total Program Credits.....	60

FOOTNOTES

- ¹ Students are required to take MAT 206.
- ² Students are required to take GLY 210.
- ³ No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- ⁴ Students are required to take CSC 110.
- ⁵ Choose from CED 201 and CED 325 or GEO 241
- ⁶ These credits can be satisfied by taking STEM variants in the Common Core.

Gerontology (GER)

The departments of Health Education and Social Sciences, Human Services and Criminal Justice offer the Associate of Science (A.S.) degree program in Gerontology. The curriculum includes lower division courses in health education, social sciences, humanities, biology and mathematics. This interdisciplinary program introduces students to career fields in aging; prepares students to enter the workforce to care for, treat and serve an increasingly needy aging population; and to ready students for transfer to senior colleges in academically rigorous disciplines such as gerontology, community health, public health, geriatric care management and health services administration. Students completing the A.S. degree in Gerontology can transfer seamlessly into the bachelor degree program at York College/CUNY without the loss of credits.

Required Common Core

English Composition ¹	6
Mathematical and Quantitative Reasoning ^{1,2}	3
Life and Physical Sciences ^{1,2}	3
Total Required Common Core.....	12

Flexible Core³

Creative Expression ¹	6
World Cultures and Global Issues ¹	3
U.S. Experience in Its Diversity ¹	3
Individual and Society ¹	3
Scientific World ^{1,2}	3
Total Flexible Core.....	18
Total Common Core.....	30

Degree Programs

HEALTH INFORMATICS • HEALTH INFORMATION TECHNOLOGY • HISTORY

Curriculum Requirements

HUM 101	Introduction to Human Services and Social Work.....	3
HUM 211	Introduction to Gerontology.....	3
HED 110	Comprehensive Health Education.....	3
HED 310	Aging, Health and Culture: Global Perspectives.....	3
HED 302	Health Counseling.....	3
	OR	
HUM 301	Field Experience in Human Services I.....	3
HUM 411	Social Welfare Programs and Policies.....	3
HED 270	Death and Dying.....	3
	OR	
PSY 210	Psychology of Death and Dying.....	3
<i>Choose 9 credits from:</i>		
BIO 283	Biology of Aging.....	3
HED 202	Drugs in American Society.....	3
HED 220	Human Sexuality.....	3
HED 225	Health Concerns of Women.....	3
HED 230	Consumer Health Survey.....	3
HED 235	Nutrition for Health.....	3
HED 240	First Aid, Safety and Cardiopulmonary Resuscitation.....	3
HED 250	Stress: Awareness, Understanding and Management.....	3
HUM 212	Introduction to Disabilities and Behavior Change.....	3
HUM 401	Human Services Field Works II.....	3
PSY 240	Developmental Psychology.....	3
PSY 260	Abnormal Psychology.....	3
SOC 161	Health Problems in the Urban Community.....	3
Total Curriculum Credits.....		30
Total Program Credits.....		60

FOOTNOTES

- 1 Consult with an advisor on which courses to take to satisfy these areas.
- 2 These areas can be satisfied by a STEM variant.
- 3 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

Health Informatics (HIC)

The Health Informatics Certificate Program, administered by the Allied Health Sciences Department, equips students with the competencies to use manual or computerized health information systems that collect data for analyzation, interpretation and dissemination to physicians, patients, public/private agencies, and other health care facilities. Upon successful completion of the requirements listed, students receive a certificate in Health Informatics.

Curriculum Requirements

HIT 110	Medical Terminology.....	3
HIT 111	Introduction to Health Information Management.....	3
HIT 209	ICD-CM/PCS Coding.....	4
HIT 215	HIM Medical/Legal Applications.....	3

CSC 110	Computer Programing I.....	4
CIS 115	Introduction to Computer and Information Security.....	3
CIS 155	Computer Hardware.....	4
CIS 345	Telecommunication Networks I.....	4
CIS 395	Database Systems I.....	4
CIS 325	Systems Analysis.....	3
	OR	
CIS 385	Web Programming.....	3
Total Curriculum Credits.....		35

Health Information Technology (HIT)

The Health Information Technology Program, administered by the Allied Health Sciences Department, equips students with the competencies to use manual or computerized health information systems that collect data for analyzation, interpretation and dissemination to physicians, patients, public/private agencies, and other health care facilities. Health information maintained within the manual or electronic files can be used for quality assurance, subsequent patient care, medical research, financial reimbursement and legal purposes. Upon successful completion of the requirements listed, students receive the Associate in Applied Science (A.A.S.) degree and are eligible for the certification examination offered by the American Health Information Management Association.

Program Policies: In order to maintain eligibility in the program, students must attain an average of "C" or better in all HIT courses, including CIS 106 and CIS 206. Students who fail any Health Information Technology course, including CIS 106 and CIS 206, may repeat such course only once. Students who have been academically dismissed must attain a Grade Point Average (GPA) of 2.0 or above in order to re-enter the Health Information Technology program. BMCC students wishing to transfer into Health Information Technology must also have attained a GPA of 2.0 or above.

Note: Admission to the HIT sequence occurs in Fall only. HIT courses are offered only during the day, Mondays through Fridays. All students must complete any remedial requirements prior to admission to the HIT sequence. All students are required to show proof of physical examination, per New York State Department of Health requirements for hospital personnel.

Required Common Core

<i>English Composition</i>		
ENG 101	English Composition I.....	3
ENG 201	Introduction to Literature.....	3
<i>Mathematical and Quantitative Reasoning</i>		
MAT 150	Introduction to Statistics.....	4
<i>Life and Physical Sciences</i>		
BIO 425	Anatomy and Physiology ¹	4
Total Required Common Core.....		14

Flexible Core

<i>Creative Expression</i>		
SPE 100	Fundamentals of Speech ²	3

Scientific World

BIO 426	Anatomy and Physiology II ¹	4
PSY 100	General Psychology.....	3
Total Flexible Core.....		10
Total Common Core.....		24

Curriculum Requirements³

HIT 110	Medical Terminology.....	3
HIT 111	Introduction to Health Information Management.....	3
HIT 112	Principles of Healthcare Reimbursement.....	3
HIT 206	Pathology and Pharmacology.....	3
HIT 209	ICD-CM/PCS Coding.....	4
HIT 210	Professional Practice Experience I.....	3
HIT 215	HIM Medical/Legal Applications.....	3
HIT 332	Performance Improvement and Data Analysis.....	3
HIT 334	CPT/HCPCS Coding.....	4
HIT 423	Management in the HIM Department.....	3
HIT 430	Professional Practice Experience II.....	4
CIS 100	Introduction to Computer Applications.....	3
CIS 207	Healthcare Information Technologies and Management Systems.....	4
Total Curriculum Credits.....		43
Total Program Credits.....		67

FOOTNOTES

- 1 If students do not take the BIO 425/426 specific HIT sections they will be required to take CHE 118 or CHE 121.
- 2 For students whose first language is not English, SPE 102 will also satisfy this requirement.
- 3 Students enrolled in PPE courses are required to obtain a physical exam and liability insurance. Moderate rates for the insurance are available. Students are responsible for their own transportation expenses when fulfilling PPE requirements. Students receive no monetary compensation when fulfilling PPE requirements. All students are required to show proof of physical examination, per New York State Department of Health requirements for hospital personnel.

History (HIS)

The History program provides students with the knowledge and tools vital for thriving in an increasingly competitive global world. History is an ongoing engagement with individuals across a range of cultures, traditions, and ways of seeing. In addition, the study of History reveals to students that the questions and concerns of the past are often strikingly similar to those with which we wrestle today. Upon successful completion of the requirements listed below, students earn an Associate in Arts (A.A.) degree. The program also facilitates transfer to a senior college, such as John Jay College of Criminal Justice, with 60 credits towards the Bachelor of Arts (B.A.) degree in Global History.

Required Common Core

English Composition ¹	6
Mathematical and Quantitative Reasoning ^{1,2}	3
Life and Physical Sciences ^{1,2}	3
Total Required Common Core.....	12

Flexible Core³

Degree Programs

HUMAN SERVICES • LIBERAL ARTS • MATHEMATICS

Creative Expression ¹	6
World Cultures and Global Issues ¹	3
U.S. Experience in Its Diversity ¹	3
Individual and Society ¹	3
Scientific World ^{1,2}	3
Total Flexible Core	18
Total Common Core	30

Curriculum Requirements

HIS xxx Program Electives	9
HIS 275 History Research and Writing Methods	6
XXX xxx Social Science or Ethnic Studies Electives	6
XXX xxx General Electives	3

Choose 1 of the following History sequences:

HIS 101 Western Civilization: From Ancient to Early Modern Times	3
AND	
HIS 102 Western Civilization: The Emergence of the Modern World	3
HIS 115 World History I	3
AND	
HIS 116 World History II	3
HIS 120 Early American History: Colonial Period to Civil War	3
AND	
HIS 125 Modern American History: Civil War to Present	3
Total Curriculum Credits	30
Total Program Credits	60

FOOTNOTES

- 1 Consult with an advisor on which courses to take to satisfy these areas.
- 2 These areas can be satisfied by a STEM variant.
- 3 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

Human Services (HUM)

The Human Services program is designed for students who wish to prepare themselves for careers that focus on helping people solve problems and live more satisfying lives. These careers may encompass jobs in the following general areas: social work, counseling, rehabilitation, recreation, child welfare, public welfare, social security, developmental and physical disabilities, substance abuse, and services for older adults and others.

Students receive an Associate in Science (A.S.) degree upon successful completion of the program.

Required Common Core

English Composition ¹	6
Mathematical and Quantitative Reasoning ^{1,2}	3
Life and Physical Sciences ^{1,2}	3
Total Required Common Core	12

Flexible Core³

Creative Expression ¹	6
World Cultures and Global Issues ¹	3
U.S. Experience in Its Diversity ¹	3
Individual and Society ¹	3
Scientific World ^{1,2}	3
Total Flexible Core	18
Total Common Core	30

Curriculum Requirements

HUM 101 Introduction to Human Services and Social Work	3
HUM 201 Human Services Skills	3
HUM 211 Introduction to Gerontology	3
OR	
HUM 212 Introduction to Disabilities and Rehabilitation	3
OR	
HUM 213 Child Welfare	3
HUM 301 Field Experience in Human Services I	3
HUM 401 Field Experience in Human Services II	3
HUM 411 Social Welfare Programs and Policies	3
POL 100 American Government	3
XXX xxx Modern Language Course ⁴	3
XXX xxx Social Science Course ⁵	3
XXX xxx General Elective	3
Total Curriculum Credits	30
Total Program Credits	60

FOOTNOTES

- 1 Consult with an advisor on which courses to take to satisfy these areas.
- 2 These areas can be satisfied by taking a STEM variant.
- 3 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 4 Students are required to take two semesters of the same Modern Foreign Language to graduate. One semester can be satisfied by taking a Modern Foreign Language in the World Cultures and Global Issues category in the Common Core. Please note: ITL 170 does not satisfy the Modern Foreign Language requirement.
- 5 Choose from PSY 210, PSY 240, PSY 250, PSY 260, SOC 230 or SOC 250.

Liberal Arts (LIB)

The Liberal Arts Program at Borough of Manhattan Community College provides each student with a well-rounded background in the sciences, humanities, mathematics, and languages. The Liberal Arts Program awards the Associate in Arts (A.A.) degree.

This program provides a variety of courses in many different areas. Students who choose the Liberal Arts program are usually interested in preparing for careers in teaching, law, medicine, the humanities, the social sciences, counseling, journalism, or other broad areas.

Evening/Weekend Liberal Arts Program

In addition, BMCC offers an Associate Arts (A.A.) degree in Liberal Arts in an evening/weekend format. Students may complete their degree requirements by attending classes exclusively on Friday evenings and on the weekends.

Distance Learning Liberal Arts Degree

BMCC also offers an Associate in Arts (A.A.)

degree in Liberal Arts in a distance learning format. Under State Education guidelines, students may earn a degree through distance learning if at least 50% of the curriculum is earned through successful completion of online courses in the degree. Students may complete 50 to 80% of the Liberal Arts degree by successfully passing appropriate BMCC online courses.

Note: Liberal Arts students may take a maximum of six elective credits in the career departments. Any additional credits will not be accepted toward the Liberal Arts degree.

Required Common Core

English Composition ¹	6
Mathematical and Quantitative Reasoning ^{1,2}	3
Life and Physical Sciences ^{1,2}	3
Total Required Common Core	12

Flexible Core³

Creative Expression ¹	6
World Cultures and Global Issues ¹	3
U.S. Experience in Its Diversity ¹	3
Individual and Society ¹	3
Scientific World ^{1,2}	3
Total Flexible Core	18
Total Common Core	30

Curriculum Requirements

Health Education Elective	2-3
Modern Language Course ⁴	3-6
ENG 3xx English Elective ⁵	3
XXX xxx Social Science Electives ⁶	6
XXX xxx Liberal Arts Electives ⁷	9-16
Total Curriculum Credits	30
Total Programs Credits	60

FOOTNOTES

- 1 Consult with an advisor on which courses to take to satisfy these areas.
- 2 These areas can be satisfied by taking a STEM variant.
- 3 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 4 Students are required to take two semesters of the same Modern Foreign Language to graduate. One semester can be satisfied by taking a Modern Foreign Language in the World Cultures and Global Issues category in the Common Core. Please note: ITL 170 does not satisfy the Modern Foreign Language requirement.
- 5 Choose from any English (ENG) 300-level course, or any ASN, AFN or LAT 300-level literature course.
- 6 Choose two from anthropology, economics, geography, history, philosophy, political science, psychology or sociology. Two different disciplines must be taken and cannot be from the same disciplines as satisfied in the Common Core.
- 7 No more than 6 credits from career department courses can be taken.

Mathematics (MAT)

The Department of Mathematics offers an A.S. degree in Mathematics. The program is designed to provide students with the first two years of study required to major in mathematics at the senior college level and is also suitable for students who wish to minor in mathematics at the senior college level. In addition the program provides the foundation for specialization along any of the following career paths: graduate studies

Degree Programs

MATHEMATICS FOR SECONDARY EDUCATION

in mathematics leading to the masters or doctoral degrees; professional in the field of mathematics education; professions requiring substantial mathematics preparation (e.g., statistician, actuary, engineering, medical or physical sciences, economics, etc.)

In addition to certain prescribed courses in liberal arts and required coursework in elementary calculus and linear algebra, the curriculum offers additional selections from among the following: ordinary differential equations, advanced calculus, abstract algebra, history of mathematics, statistics, and computer programming.

Required Common Core

English Composition.....	6
Mathematical and Quantitative Reasoning ¹	3
Life and Physical Sciences ²	3
Total Required Common Core.....	12

Flexible Core³

Creative Expression.....	6
World Cultures and Global Issues.....	3
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World ⁴	3
Total Flexible Core.....	18
Total Common Core.....	30

Curriculum Requirements

MAT 301 Analytic Geometry and Calculus I.....	4
MAT 302 Analytic Geometry and Calculus II.....	4
MAT 303 Analytic Geometry and Calculus III.....	4
MAT 315 Linear Algebra.....	3
XXX xxx Program Electives ⁵	9
XXX xxx Modern Language Course ⁶	3
XXX xxx General Elective ⁷	3
Total Curriculum Credits.....	30
Total Program Credits.....	60

FOOTNOTES

¹ Students are required to take MAT 206.

² Students are required to take BIO 210, CHE 201, PHY 210, or PHY 215.

³ No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

⁴ Students are required to take BIO 220, CHE 202, PHY 220, or PHY 225.

⁵ Choose three or more courses for a total of nine credits from: MAT 200, MAT 209, MAT 310, MAT 320, MAT 501, MAT 505, MAT 601, CSC 210.

⁶ Students are required to take two semesters of the same Modern Foreign Language to graduate. One semester can be satisfied by taking a Modern Foreign Language in the World Cultures and Global Issues category in the Common Core. Please note: ITL 170 does not satisfy the Modern Foreign Language requirement.

⁷ These credits can be satisfied by taking STEM variants in the Common Core.

Mathematics and Sciences for Secondary Education (SED)

The Secondary Education Program offers students a solid foundation in the liberal arts and sciences, as well as educational foundations and subject concentration courses. The Secondary Education Program offers students the choice of a major focusing in four teaching subject areas: Secondary Mathematics Education (SEM Major), Secondary Biology Education (SEB Major), Secondary Chemistry Education (SEC Major) and Secondary Physics Education (SEP). The courses in all four secondary education majors provide beginning preparation for later studies at a senior college, with the ultimate goal of obtaining initial New York State certification for secondary school teachers (in the specific subject concentration of Mathematics, Biology, Chemistry or Physics). Students in the Secondary Education Program will need to continue their academic work at a senior college after completing their degree at BMCC and to obtain a BA degree, along with other state requirements, to become a certified teacher. Our Secondary Education Program has an articulation agreement with Lehman College within CUNY. Upon completion of the program requirements in either SEM, SEB, SEC or the SEP major, an Associate of Science (A.S.) in Secondary Education degree is awarded.

Required Common Core

English Composition.....	6
Mathematical and Quantitative Reasoning ¹	3
Life and Physical Sciences ¹	3
Total Required Common Core.....	12

Flexible Core²

Creative Expression.....	3
World Cultures and Global Issues.....	3
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World ¹	6
Total Flexible Core.....	18
Total Common Core.....	30

Curriculum Requirements-Biology Concentration

CHE 201 College Chemistry I.....	4
CHE 202 College Chemistry II.....	4
BIO 210 Biology I.....	4
BIO 220 Biology II.....	4
EDU 202 Urban Schools in a Diverse American Society.....	4
OR	
EDS 202 Special Topics in Secondary School Education.....	3
EDS 201 Adolescent Learning and Development.....	3

and Development.....	3
ENG 391 World Literature I: From Homer to Dante.....	3
OR	
ENG 392 World Literature II: From the Renaissance to Contemporary Times.....	3
OR	
SPE 100 Fundamentals of Speech.....	3
XXX xxx General Elective ³	4-5
Total Curriculum Credits.....	30
Total Program Credits.....	60

Curriculum Requirements-Chemistry Concentration

CHE 201 College Chemistry I.....	4
CHE 202 College Chemistry II.....	4
PHY 210 Physics I.....	4
OR	
PHY 215 University Physics I.....	4
EDU 202 Urban Schools in a Diverse American Society.....	4
OR	
EDS 202 Special Topics in Secondary School Education.....	3
EDS 201 Adolescent Learning and Development.....	3
ART 103 Introduction to the History of Western Art.....	3
OR	
ENG 391 World Literature I: From Homer to Dante.....	3
OR	
ENG 392 World Literature II: From the Renaissance to Contemporary Times.....	3
OR	
MUS 103 Music and Western Civilization.....	3
HIS 120 Early American History: Colonial Period to Civil War.....	3
OR	
HIS 125 Modern American History: Civil War to Present.....	3
PHI 100 Philosophy.....	3
XXX XXX General Elective ³	2-3
Total Curriculum Credits.....	30
Total Program Credits.....	60

Curriculum Requirements-Math Concentration

MAT 301 Analytic Geometry and Calculus I.....	4
MAT 302 Analytic Geometry and Calculus II.....	4
MAT 303 Analytic Geometry and Calculus III.....	4
MAT 315 Linear Algebra.....	3
EDU 202 Urban Schools in a Diverse American Society.....	4
OR	
EDS 202 Special Topics in Secondary School Education.....	3
EDS 201 Adolescent Learning and Development.....	3
ART 103 Introduction to the History of Western Art.....	3
OR	
ENG 391 World Literature I: From Homer to Dante.....	3
OR	
ENG 392 World Literature II: From the	

Degree Programs

MODERN LANGUAGES • MULTIMEDIA PROGRAMMING AND DESIGN

	Renaissance to Contemporary Times ... 3	
	OR	
MUS 103	Music and Western Civilization..... 3	
HIS 101	Western Civilization: From Ancient to Early Modern Times ... 3	
XXX XXX	General Elective ³ 2-3	
	Total Curriculum Credits 30	
	Total Program Credits..... 60	

Curriculum Requirements-Physics Concentration

PHY 215	University Physics I 4	
PHY 225	University Physics II 4	
MAT 302	Analytic Geometry and Calculus II..... 4	
EDU 202	Urban Schools in a Diverse American Society 4	
	OR	
EDS 202	Special Topics in Secondary School Education 3	
EDS 201	Adolescent Learning and Development..... 3	
ENG 391	World Literature I: From Homer to Dante 3	
	OR	
ENG 392	World Literature II: From the Renaissance to Contemporary Times . 3	
	OR	
SPE 100	Fundamentals of Speech 3	
PHY 240	Modern Physics..... 3	
XXX XXX	General Elective ³ 5-6	
	Total Curriculum Credits 30	
	Total Program Credits..... 60	

FOOTNOTES

- 1 Consult with an advisor on which courses to take to satisfy these areas.
- 2 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 3 These areas can be satisfied by a STEM variant.

Modern Languages (MLD)

The Department of Modern Languages offers the Associate of Art (A.A.) degree program in Modern Languages with specializations in French, Italian, and Spanish. This interdisciplinary major will provide students with the necessary foundation in language skills and cultural literacy to engage in a professional career. In addition, this program fully articulates with Hunter College's modern language bachelor degree programs.

Required Common Core

English Composition.....	6
Mathematical and Quantitative Reasoning.....	3
Life and Physical Sciences.....	3
Total Required Common Core.....	12

Flexible Core¹

Creative Expression.....	3
World Cultures and Global Issues.....	6
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World.....	3

Total Flexible Core.....	18
Total Common Core.....	30

Curriculum Requirements-French Specialization

XXX xxx	French Language Requirement ²	15
XXX xxx	Program Electives ³	9
XXX xxx	General Elective.....	6
	Total Curriculum Credits.....	30
	Total Program Credits.....	60

Curriculum Requirements-Italian Specialization

XXX xxx	Italian Language Requirement ⁴	15
XXX xxx	Program Electives ⁵	9
XXX xxx	General Elective.....	6
	Total Curriculum Credits.....	30
	Total Program Credits.....	60

Curriculum Requirements-Spanish Specialization

XXX xxx	Spanish Language Requirement ⁶	15
XXX xxx	Program Electives ⁷	9
XXX xxx	General Elective.....	6
	Total Curriculum Credits.....	30
	Total Program Credits.....	60

FOOTNOTES

- 1 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 2 Choose 15 credits from FRN 200, FRN 204, FRN 210, FRN 455, FRN 430 or FRN 435, FRN 470, FRN 400, FRN 440, FRN 446, FRN 460, FRN 461, FRN 462, FRN 476 or AFN 128.
- 3 Choose 9 credits from AFN 122, AFN 127, AFN 128, ENG 394, FRN 400, FRN 440, FRN 446, FRN 460, FRN 461, FRN 462, FRN 476, or LIN 110.
- 4 Choose 15 credits from ITL 170, ITL 200, ITL 204, ITL 210, ITL 250, ITL 260, or ITL 430.
- 5 Choose 9 credits from ART 103, ENG 360, ENG 391, LIN 110, HIS 115, or SSC 150.
- 6 Choose 15 credits from SPN 200, SPN 204, SPN 210, SPN 470, (SPN 455 or SPN 456), (SPN 430 or SPN 435 or SPN 440 or SPN 445), or SPN 4xx (Spanish or Latin American Literature).
- 7 Choose 9 credits from ENG 338, HIS 130, LAT 124, LAT 150, LAT 200, LIN 110, or Caribbean Studies elective course.

Multimedia Programming and Design (MMD)

The Multimedia Programming and Design pProgram prepares students for careers in a variety of industries, companies and institutions that develop, produce or market multimedia products, programs or services. The program instructs students in the design and programming of computer-based interactive products that incorporate text, graphics, sound, animation and video. It also develops different types of talent, both creative and technical, with the imperative that each understands the work of the other so that they can collaborate effectively. Upon successful completion of the curriculum, students are awarded an Associate in Associate of Science degree (A.S.).

Required Common Core

English Composition.....	6
Mathematical and Quantitative Reasoning.....	3
Life and Physical Sciences.....	3
Total Required Common Core.....	12

Flexible Core¹

Creative Expression.....	3
World Culture and Global Issues.....	3
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World ²	6
Total Flexible Core.....	18
Total Common Core.....	30

Curriculum Requirements

MMA 100	Foundations of Digital Graphic Design.....	3
MMP 200	Multimedia Design.....	3
MMP 460	Multimedia Project Lab.....	4
MEA 201	Professional Development and Career Planning.....	2
	OR	
MEA 371	Media Arts and Technology Internship.....	2
XXX xxx	Program Electives ³	6
XXX xxx	Advised Elective ⁴	3
XXX xxx	General Electives ⁵	3
	Choose one sequence from the following sequences:	
MMP 210	Multimedia Programming I.....	3
MMP 310	Multimedia Programming II.....	3
	OR	
MMP 240	Web Design.....	3
MMP 350	Advanced Web Design.....	3
	OR	
MMA 215	Typography and Layout.....	3
MMA 235	Visual Communication and Design.....	3
	Total Curriculum Credits.....	30
	Total Program Credits.....	60

FOOTNOTES

- 1 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 2 Students are required to take MMP 100.
- 3 Choose two courses from MMP 2xx or higher, MMA 2xx or higher, ANI 401, MEA 300, or VAT/MMP 301. Classes can not count both as a MMD Program Elective and for another program requirement
- 4 Choose three credits from: ART 101, ART 166, ART 168, ART 174, ART 176, ART 183, ART 236, MUS 225, BUS 200, CIS 155, CSC 101, CSC 110, CSC 111, COM 240, or COM 245.
- 5 These credits can be satisfied by taking STEM variants in the Common Core

Music (MUS)

The department of Music and Art offers the Associate of Science (A.S.) degree program in Music with specializations in Music Studies, Music Education or Music Performance.

The Music program seeks to educate students in the fundamentals of music, as well as more specialized topics in music education and music performance. Progressing through a broad and rigorous curriculum that encompasses the basics of music theory, keyboard skills, ear-training and sight-singing, students will be prepared to enter a variety of majors at senior colleges and pursue a range of occupations in music. Students interested in pursuing the Music Education and Music Performance specializations will be required to do an audition to gain admissions.

This program articulates with Lehman College's Music program. Please note, Music majors who elect to take the concentration in Music Education should be aware that completion of the AS in music education does not guarantee admission into a music education program at CUNY's senior colleges, nor does it ensure New York State certification. However, all the core courses in education do have articulation agreements within the CUNY system and transfer for equivalent credit. Courses within the music education concentration were developed following the guidelines of New York's State Office of College and University Education with the intention of fulfilling some of the requirements for eventual certification.

Required Common Core

English Composition.....	6
Mathematical and Quantitative Reasoning.....	3
Life and Physical Sciences.....	3
Total Required Common Core.....	12

Flexible Core¹

Creative Expression.....	6
World Culture and Global Issues.....	3
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World ²	6
Total Flexible Core.....	18
Total Common Core.....	30

Curriculum Requirements

Music Theory ¹	8
Aural Skills I ²	4
Keyboard Workshop I ³	2
Specialization Requirements.....	16
Total Curriculum Credits.....	30
Total Curriculum Credits.....	60

Music Studies Specialization Requirements

Applied Studies ⁴	6
Performance (Ensembles) ⁵	3
General Electives.....	7

Music Education Specialization Requirements⁶

Applied Studies ⁷	4
Performance (Ensembles) ⁸	2
Instrumental and Vocal Music Methods ⁹	2
Observing Children's Development.....	4
General Electives.....	4

Music Performance Specialization Requirements⁶

Applied Studies ¹⁰	8
Performance (Ensembles) ¹⁰	4
General Electives.....	4

FOOTNOTES

¹ Students must take a two-course sequence in Music Theory (MUS 117 and MUS 217 or MUS 217 and MUS 317). The prerequisite for MUS 117 (Music Theory 1) is MUS 105 (Intro to Music Theory) or departmental placement exam. Placement in MUS 217 (Music Theory 2) or MUS 317 (Music Theory 3) is by successful completion of previous course level or by departmental placement exam.

² Placement level in Aural Skills is determined by departmental placement exam. Students must take a two-semester sequence of MUS 118 and MUS 218 or MUS 218 and MUS 318 or MUS 318 and MUS 418.

³ Placement level in Keyboard Workshop is determined by departmental placement exam. Students must take a two-semester sequence of MUS 119 and MUS 219 or MUS 219 and MUS 319 or MUS 319 and MUS 419.

⁴ Students must select a three-semester sequence for a total of 6 credits based on interest. Courses must be selected from MUS 651–654 (strings), MUS 656–659 (piano), MUS 661–664 (woodwinds), MUS 666–669 (brass), MUS 671–674 (voice), MUS 676–679 (guitar), or MUS 686–689 (percussion).

⁵ Students must select a three-semester sequence for a total of 3 credits based on interest. Courses must be selected from MUS 501–504 Wind Ensemble, MUS 301–304 Jazz Ensemble, MUS 305–308 Orchestra, MUS 265–268 Concert Choir, MUS 510–540 Instrumental Ensemble, MUS 701–704 String Ensemble, or MUS 705–708 Guitar Ensemble

⁶ Acceptance into the Music Education and Music Performance Specializations require an audition. Students entering BMCC will be automatically enrolled in the general Music Specialization and may request to change their specialization upon completion of the audition required by the Music and Art Department.

⁷ Students must select a two-semester sequence for a total of 4 credits based on interest. Courses must be selected from MUS 651–654 (strings), MUS 656–659 (piano), MUS 661–664 (woodwinds), MUS 666–669 (brass), MUS 671–674 (voice), MUS 676–679 (guitar), or MUS 686–689 (percussion).

⁸ Students must select a two-semester sequence for a total of 2 credits based on interest. Courses must be selected from MUS 501–504 Wind Ensemble, MUS 301–304 Jazz Ensemble, MUS 305–308 Orchestra, MUS 265–268 Concert Choir, MUS 510–540 Instrumental Ensemble, MUS 701–704 String Ensemble, or MUS 705–708 Guitar Ensemble.

⁹ Students must choose two 1-credit classes in instrumental and/or vocal methods from Woodwinds MUS 121; Strings: Violin/Viola MUS 126; Strings: Cello/Bass MUS 127; Brass MUS 131; Percussion MUS 136; Voice MUS 161; Guitar MUS 181.

¹⁰ Students must select a four-semester sequence for a total of 8 credits based on interest. Courses must be selected from MUS 651–654 (strings), MUS 656–659 (piano), MUS 661–664 (woodwinds), MUS 666–669 (brass), MUS 671–674 (voice), MUS 676–679 (guitar), or MUS 686–689 (percussion).

¹¹ Students must select a four-semester sequence for a total of 4 credits based on interest. Courses must be selected from MUS 501–504 Wind Ensemble, MUS 301–304 Jazz Ensemble, MUS 305–308 Orchestra, MUS 265–268 Concert Choir, MUS 510–540 Instrumental Ensemble, MUS 701–704 String Ensemble, or MUS 705–708 Guitar Ensemble.

Nursing (NUR)

The Nursing Department (Accredited by the National League for Nursing Accrediting Commission [NLNAC] and registered by the New York State Education Department [HEGIS CODE 5208.10]) offers a program that prepares students to become competent members of the healthcare team, qualified to render effective nursing care in health service agencies, hospitals, and community and long-term care facilities. The nursing program is a combination of classroom theory and practice of clinical skills in selected health care facilities and in the College nursing skills and simulator laboratories. Graduates are well prepared to be collaborative health care participants responsible for facilitating maintenance of health, improvement of health status, prevention of illness and alleviation of suffering.

Upon successful completion of 65 credits, the Associate in Applied Science (A.A.S.) degree is granted and students are eligible to take the National Council Licensure Examination for Registered Nurse (NLCEX-RN). Additionally, to qualify for a license as a registered professional nurse, applicants must be of good moral character and at least eighteen years of age. All applicants who have been found guilty of a crime and/or have pending criminal charges (felony or misdemeanor) must submit a letter to the Office of the Professions of New York State giving complete explanation. The applicant's eligibility for licensure will then be determined.

Admission Policy

As of fall 2010, incoming students seeking a nursing degree at BMCC will be admitted into the College as an Undeclared Health (UDH) major.

All student records are compiled by the Academic Advisor in the Nursing Department and reviewed by the Department's Students/Admissions Committee in order to determine eligibility into the Nursing Program.

Students must meet the following criteria:

- Pass the CUNY Assessment Tests in reading, writing and mathematics.
- Complete the four required courses (ENG 101, PSY 100, MAT 104, and BIO 425) with a minimum Grade Point Average (GPA) of 2.5; the lowest acceptable grade in any one of the required prerequisite courses is "C". The department has a limit on the number of matriculants allowed into the nursing program. While a GPA of 2.5 in the required prerequisite courses and an overall GPA of 2.5 are the minimum requirements for consideration of an application, these do not guarantee admission into the nursing program.
- The Department accepts CUNY's policy in reference to the "F" and "C-" grade (policy adopted 9/1/90) for non-nursing courses.

Degree Programs

NURSING

Effective Spring 1995, the “F” and “C-” policy does not apply to Nursing courses and the four prerequisite courses (ENG 101, PSY 100, MAT 104 and BIO 425). Source: CUNY “F” grade policy (revised 9/1/94).

- Attain an overall college cumulative average of 2.5 minimum. This average includes grades for ALL courses applicable to the Nursing Curriculum taken at or transferred into BMCC *before admission* into the Nursing Program.
- Attain a successful score on the Kaplan Admission Assessment Examination taken at the College. Kaplan exam scores from other nursing schools will not be accepted. This examination may be taken for a maximum of two times but NOT in the same semester. As of the fall 2009 semester, in order to advance into the clinical nursing sequence, students must provide documentation for one of the following categories:
 1. U.S. citizenship
 2. Permanent residency
 3. International student with F1 status
 4. Granted asylum, refugee status, temporary protected status, withholding of removal, deferred enforced departure, or deferred action status by the U.S. government

Please note that the CUNY Citizenship and Immigration Project will provide free counseling and assistance to all CUNY students who need help with their immigration status. For more information visit: <http://www.cuny.edu/about/resources/citizenship.html>

The College does not maintain a waiting list for admission into the nursing program. Some students have found it necessary to apply two or three times before being admitted to the nursing program. However, other eligible students with a lower GPA than the aforementioned students in the four required prerequisite courses, have not been admitted in successive years.

Note: Undeclared Health major (UDH) students who have not been admitted into the nursing program by the completion of the 30th credit will be required to select another major. If you receive financial aid and do not change your major by the 30th credit, there may be a disruption in your financial aid award.

Note: Twelve seats per semester are allocated to students who are sponsored and qualified members of the 1199 SEIU Training and Upgrading Fund.

Transfer Credit Policy

- a. Students who receive transfer credit in one or more of the required prerequisite courses (ENG 101, PSY 100, and BIO 425) have the option to request one time only during the first semester of enrollment the removal of transfer credits in one or more of the required prerequisite courses. Students must first see the Academic Advisor in the nursing department (Room S-730) to be advised regarding the current GPA in the required prerequisite courses for entrance into the nursing program. Students may then make the request for removal of transfer credit in the required prerequisite courses in the Admissions

Office (Room S-310). The decision to remove transfer credit in required prerequisite courses is not reversible. The New York State Tuition Assistance Program (TAP) may not cover a repeated required prerequisite course.

- b. Transfer students are held to the same criteria as all other students applying to the Nursing Program. (Thus, the inclusion of grades earned in the required prerequisite courses ensures equal standing among all students applying for admission into Nursing Program.) Transfer students must ensure that the BMCC Office of Admissions has accepted their transfer credits. Students who are requesting credit to be applied to the Nursing curriculum must also submit transcripts from former colleges to the Academic Advisor in the Department of Nursing.
- c. Transfer grades in ENG 101, PSY 100, and BIO 425 will be computed into the average of the required prerequisite courses. A transferred grade of “C” in all three courses will make the student automatically ineligible for entry into the Nursing Program.
- d. The College will grant credit for ENG 101 to students who receive a score of 4 or 5 on Advance Placement (AP) in English. However, the nursing department cannot accept ENG 101 or PSY 100 without a letter grade of “C” or better, since the department computes the letter grade into the average of the required prerequisite courses as part of the criteria for determining the eligibility for the Nursing Program.
- e. A grade of “D” is not transferable into the Nursing Program, although it is transferable into the College. Therefore, if a grade of “D” in a required prerequisite course is transferred into the College for credit, the student is automatically ineligible for entry into the Nursing Program.

Change of Curriculum Policy

The following is the current policy of the Nursing Department regarding a change of curriculum into nursing for students enrolled in another major:

- a. All remedial requirements must be completed before a change of curriculum into nursing will be considered by the Nursing Department.
- b. A change of curriculum into nursing is based on the competitive average in the in the four required prerequisite courses (ENG 101, PSY 100, MAT 104, and BIO 425) and in the overall Grade Point Average (GPA) for admission into the Day and Evening/Weekend Clinical Nursing programs, respectively.

- c. The competitive average in the four required prerequisite courses is determined by the previous academic year’s average for the four required prerequisite courses and overall GPA for admission.
- d. Students must wait one semester after completion of the four required prerequisite courses to apply for admission into the full-time Day Nursing Program.
- e. Students who work full-time during the day and want to apply to the part-time Evening/Weekend Nursing Program must complete in addition to the four required prerequisite courses: BIO 426, BIO 420, PSY 240 or SOC 100 to apply for admission into the Part-time Evening/Weekend Program.
- f. Attain a successful score on the Kaplan Admission Assessment Exam.

Please be aware that admission into the nursing program is also based on seat availability. The College does not guarantee admission into the nursing program.

Progression Policy

- a. All nursing (NUR) students must maintain a cumulative GPA of 2.0 or better in order to remain in the Nursing Program. Students who pass a nursing course, but whose overall (cumulative) GPA falls below 2.0 may not advance to the next semester. Non-nursing course grades are computed into the cumulative GPA every semester.
- b. The clinical laboratory is an integral part of the nursing program. Nursing students must pass the clinical laboratory segment and attain a minimum grade of “C” (73–76%) in departmental course examinations.
- c. Students must pass both clinical and classroom components. Failure to pass in either area constitutes a failure in the course. Students who earn an “NC” grade (excluding NUR 112) may be eligible to repeat the course the following semester depending on the student’s cumulative GPA.

Repeat/Withdrawal Policy

Clinical nursing students have ONE opportunity to WITHDRAW in NUR 112, 211, 313, 411 or 415. Clinical nursing students have ONE opportunity to REPEAT (i.e. “NC” grade) in NUR 211, 313, 411 or 415. Students repeating a nursing course are required to earn a grade of “C+” (77–79%) or higher in order to pass that repeated course. Students repeating a nursing course that receives a grade of “C” (73–76%) or less will receive the grade earned, but the student will NOT be allowed to continue in the nursing program.

Degree Programs

PARAMEDIC

Paramedic (EMC)

The Paramedic Program, administered by the Allied Health Sciences Department provides the knowledge and skills necessary for graduates to function in advanced pre-hospital care. The curriculum follows the guidelines established by the Commission on Accreditation of Allied Health Educational Programs, as well as those of the New York State Department of Health, Bureau of Emergency Medical Services.

Program Policy: In order to maintain eligibility in the program, students must attain an average of "C" or better in all EMC-courses. Students who fail any course must repeat the entire program. Students who have been academically dismissed must attain a Grade Point Average (GPA) of 2.0 or better in order to re-enter the Paramedic Program.

Upon successful completion of the 2-year curriculum, students will be awarded the Associate in Applied Science degree. Upon completion of the Paramedic portion of the program, students will be eligible to take the New York City Medical Advisory Committee (MAC) Certification Examination, the National Registry of EMT/Paramedics Certification Examination, Basic Cardiac Life Support Certification, and Advanced Cardiac Life Support Certification.

Advanced standing status will be considered. New York State Licensed Paramedics are granted advanced academic standing and have the opportunity to complete the liberal arts and sciences sequence and earn the A.A.S. degree.

Note: Admission to the Paramedic sequence occurs in Fall only. All students must complete any remedial requirements prior to admission to the Paramedic sequence. All students are required to show proof of physical examination, per New York State Department of Health requirements for hospital personnel. All students must be currently licensed New York State EMT's and have a GPA of 2.0 or better.

Required Common Core

<i>English Composition</i>	
ENG 101 English Composition	3
ENG 201 Introduction to Literature.....	3
<i>Mathematical and Quantitative Reasoning</i>	
MAT 104 Mathematics for Health Sciences.....	3
<i>Life and Physical Sciences</i>	
CHE 118 Fundamentals of Chemistry.....	4
OR	
CHE 121 Fundamentals of General, Organic and Biological Chemistry.....	4
Total Required Common Core.....	13

Flexible Core

<i>Creative Expression</i>	
SPE 100 Fundamentals of Speech ¹	3
<i>Scientific World</i>	
BIO 425 Anatomy and Physiology I.....	4
PSY 100 General Psychology.....	3
Total Flexible Core	10

Required Common Core

<i>English Composition</i>	
ENG 101 English Composition	3
ENG 201 Introduction to Literature.....	3
<i>Mathematical and Quantitative Reasoning</i>	
MAT 104 Mathematics for Health Sciences ¹	3
<i>Life and Physical Sciences</i>	
BIO 425 Anatomy and Physiology I.....	4
Total Required Common Core.....	13

Flexible Core

<i>Creative Expression</i>	
SPE 100 Fundamentals of Speech ²	3
<i>Scientific World</i>	
BIO 426 Anatomy and Physiology II.....	4
PSY 100 General Psychology.....	3
Total Flexible Core	10
Total Common Core	2

Curriculum Requirements

BIO 420 Microbiology.....	4
PSY 240 Developmental Psychology.....	3
OR	
SOC 100 Introduction to Sociology.....	3
NUR 112 Nursing Process I: Fundamentals of Patient Care	8
NUR 211 Nursing Process II: Obstetrical and Psychiatric Nursing Care	8
NUR 313 Nursing Process III: Pediatric and Basic Medical-Surgical Nursing Care ..	8
NUR 411 Nursing Process Level IV: Medical-Surgical Nursing.....	8
NUR 415 Professional Issues in Contemporary Nursing Practice.....	1
XXX xxx General Elective	2
Total Curriculum Credits.....	42
Total Program Credits.....	65

FOOTNOTES

¹ No Pharmacology course (dosage and calculation preparation and administration of medications) is equivalent to MAT 104.

² For students, whose first language is not English, SPE 102 will satisfy this requirement.

Re-Entry Policy

To be considered for re-entry, nursing (NUR) students must fill-out a Request for Re-entry form and submit it to the Nursing Department by May 1st for the fall semester and by December 1st for the spring semester. Students who have not enrolled in the Nursing Program for more than one semester must meet regular departmental requirements: (1) have a current cumulative GPA of 2.0 or better; (2) take and pass (with a grade of 73% or above) a comprehensive final examination in each nursing course previously successfully completed; and (3) take and pass the skills practicum for each nursing course previously successfully completed. Students may take these exams and skills practicums only twice. Students who have not enrolled in the Nursing Program for more than five years are ineligible for re-entry into the Program.

Student Disciplinary Policy: The Nursing Department's guidelines for student behavior are consistent with that of the College. Students are expected to adhere to the American Nurses Association (ANA) Code of Ethics for Nurses and demonstrate professional behavior. Students who do not adhere to departmental policies may be subject to formal disciplinary procedures as outlined in Articles 15.3 to 15.5 of the Board of Trustees' CUNY Bylaws.

Part-Time Evening/Weekend Nursing Program

Borough of Manhattan Community College has established an evening/weekend Associate Degree in Nursing Program for part-time students. The BMCC program is designed to be completed by the part-time student in three years.

This program is intended to fulfill goals and aspirations of a large segment of New York City residents who have been denied access into nursing degree programs in the City University due to financial and/or family obligations that require them to engage in full-time employment during the day hours.

All students in the Evening/Weekend Nursing Program must complete the four required prerequisite courses plus BIO 426, BIO 420, and PSY 240 or SOC 100 before beginning nursing program.

Note: Applicants for admission to the Nursing Program will be required to meet the physical and mental health standards set forth by the College and affiliating agencies. All students are required to show proof of physical examination for clinical placement, per New York State Department of Health requirements for hospital personnel. All students must show proof of current CPR certification for health care providers, and current malpractice insurance for one to three million dollars.

The NLNAC is located at 3343 Peachtree Road NE, Suite 500, Atlanta, Georgia 30326, Phone (404) 975.5000, Fax (404) 975.5020, www.nlnac.org.

Degree Programs

PSYCHOLOGY • PUBLIC HEALTH • RESPIRATORY THERAPY

Total Common Core	23
Curriculum Requirements^{2,3}	
EMC 101 Emergency Medical Care/ Paramedic I	6
EMC 102 Emergency Medical Care/ Paramedic II	6
EMC 201 Emergency Medical Care/ Paramedic III	6
EMC 202 Emergency Medical Care/ Paramedic IV	6
EMC 301 Emergency Medical Care/ Paramedic Clinical Internship I	1
EMC 302 Emergency Medical Care/ Paramedic Clinical Internship II	2
EMC 303 Emergency Medical Care/ Paramedic Clinical Internship III	3
BIO 426 Anatomy and Physiology II	4
XXX xxx Elective	3
OR	
EMC 100 Emergency Medical Care	4
Total Curriculum Credits	37
Total Program Credits.....	60–61

FOOTNOTES

¹ For students whose first language is not English, SPE 102 will satisfy this requirement.

² All students must be New York State Certified as Emergency Medical Technician/Ambulance prior to entering into the Emergency Medical Care/Paramedic sequence. If an applicant is not certified, he/she must satisfactorily complete EMC 100, Emergency Medical Care.

³ Students enrolled in clinical field work course are required to obtain liability insurance. Moderate group rates are available. Students are responsible for their own transportation expenses when fulfilling clinical practice requirements. Students receive no monetary compensation when fulfilling clinical practice requirements.

Psychology (PSY)

The Social Science, Human Services and Criminal Justice Department offers a major in Psychology which will lead to an Associate in Arts degree. The program will enable students to transfer into Psychology programs at senior colleges. It will also prepare students for a competitive and evolving job market. An Articulation agreement between the proposed Psychology degree at BMCC and the B.A. degree in Forensic Psychology at John Jay College has been finalized.

Required Common Core

English Composition.....	6
Mathematical and Quantitative Reasoning ¹	3
Life and Physical Sciences ¹	3
Total Required Common Core.....	12

Flexible Core²

Creative Expression.....	6
World Culture and Global Issues.....	3
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World ³	3
Total Flexible Core	18
Total Common Core	30

Curriculum Requirements

PSY 240 Developmental Psychology.....	3
---------------------------------------	---

OR	
PSY 250 Child Psychology	3
PSY 230 Psychology of Personality	3
OR	
PSY 260 Abnormal Psychology	3
PSY 265 Research in Psychology.....	3
<i>Choose 9 credits from the following:</i>	
PSY 200 Social Psychology	3
PSY 210 Psychology of Death and Dying.....	3
PSY 220 Behavioral Statistics	3
PSY 230 Psychology of Personality	3
PSY 240 Developmental Psychology.....	3
PSY 245 Psychology of Women	3
PSY 250 Child Psychology	3
PSY 255 Cognitive Psychology.....	3
PSY 260 Abnormal Psychology.....	3
PSY 271 Foundations of Black Psychology.....	3
PSY 280 Cultural Psychology.....	3
SOC 100 Introduction to Sociology.....	3
OR	
ANT 100 Introduction to Anthropology.....	3
XXX xxx Liberal Arts Elective.....	3
XXX xxx General Electives.....	6
Total Curriculum Credits.....	30
Total Program Credits.....	60

FOOTNOTES

¹ These credits can be satisfied by taking STEM variants in the Common Core.

² No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

³ Students are strongly advised to take PSY 100.

Public Health (PHE)

The Department of Health Education offers a major in Public Health leading to an Associate in Science degree. This program aims to professionally prepare students for careers in public health and transfer to senior college programs. This program has articulation agreements with York College.

Required Common Core

English Composition.....	6
Mathematical and Quantitative Reasoning ¹	3
Life and Physical Sciences ¹	3
Total Required Common Core.....	12

Flexible Core²

Creative Expression.....	3
World Cultures and Global Issues	3
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World ¹	6
Total Flexible Core	18
Total Common Core	30

Curriculum Requirements

HED 110 Comprehensive Health Education	3
HED 275 HIV/AIDS: Public Health Implications	3
HED 280 History and Principles of Public Health	3

HED 285 Social and Behavioral Determinants of Health	3
HED 290 Principles and Practices of Behavior Change.....	3
HED 295 Epidemiology for Public Health Practice	3
HED 296 Applied Biostatistics in Public Health	3
XXX xxx General Elective ¹	3
<i>Choose 6 credits from the following:</i>	
HED 201 Health Education and Exercise.....	3
HED 202 Drug Use in American Society	3
HED 210 Contemporary Health Issues	2
HED 220 Human Sexuality	3
HED 225 Health Concerns of Women	3
HED 230 Consumer Health Survey	3
HED 235 Nutrition for Health.....	3
HED 240 First Aid, Safety and Cardiopulmonary Resuscitation	3
HED 250 Stress: Awareness, Understanding and Management.....	3
HED 260 Wellness and Cardiovascular Care.....	3
HED 270 Health Perspectives of Death and Dying.....	3
Total Curriculum Credits	30
Total Program Credits.....	60

FOOTNOTES

¹ These credits can be satisfied by taking STEM variants in the Common Core.

² No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

Respiratory Therapy (RTT)

The Respiratory Therapy Program, administered by the Allied Health Sciences Department, provides students with the necessary skills and experience to become competent respiratory therapists. Students receive specialized training in the clinical care of patients with cardio-respiratory problems. Upon completing the requirements listed below, students receive the Associate in Applied Science (A.A.S.) degree and are eligible to take the Certification and Registry Examinations given by the National Board for Respiratory Care, Inc.

Program Policies: In order to maintain eligibility in the program, students must attain an average of "C" or better in all RTT courses. Students who fail any Respiratory Therapy course may repeat such course only once. Students who have been academically dismissed must attain a Grade Point Average (GPA) of 2.0 or above in order to re-enter the Respiratory Therapy program. BMCC students wishing to transfer into Respiratory Therapy must also have attained a GPA of 2.0 or above.

Note: Admission to the RTT sequence occurs in Fall only. All students must complete any remedial requirements prior to admission to the RTT sequence. All students are required to show proof of physical examination, per New York State Department of Health requirements for hospital personnel.

Degree Programs

SCHOOL HEALTH EDUCATION • SCIENCE

Required Common Core

<i>English Composition</i>	
ENG 101 English Composition	3
ENG 201 Introduction to Literature.....	3
<i>Mathematical and Quantitative Reasoning</i>	
MAT 109 Mathematics for Respiratory Therapy ...	3
<i>Life and Physical Sciences</i>	
CHE 118 Fundamentals of Chemistry.....	4
OR	
CHE 121 Fundamentals of General, Organic and Biological Chemistry	4
Total Required Common Core.....	13

Flexible Core

<i>Scientific World</i>	
BIO 425 Anatomy and Physiology I.....	4
PSY 100 General Psychology.....	3
Total Flexible Core.....	7
Total Common Core.....	20

Curriculum Requirements¹

RTT 100 Fundamentals of Respiratory Therapy ..	4
RTT 101 Introduction to Respiratory Therapy Equipment.....	1
RTT 201 Respiratory Therapy I.....	4
RTT 202 Respiratory Therapy Clinical Practicum I.....	3
RTT 210 Respiratory Therapy Summer Clinical Practicum.....	6
RTT 301 Respiratory Therapy II.....	3
RTT 302 Respiratory Therapy Clinical Practicum II.....	4
RTT 310 Cardio-Respiratory Physiology	2
RTT 320 Pulmonary Function Testing.....	2
RTT 401 Respiratory Therapy III.....	3
RTT 403 Respiratory Therapy Clinical Practicum III.....	4
RTT 410 Fundamentals of Clinical Medicine	2
BIO 420 Microbiology.....	4
BIO 426 Anatomy and Physiology II.....	4
PHY 110 General Physics.....	4
SCI 530 Pharmacology.....	3
Total Curriculum Credits.....	53
Total Program Credits.....	73

FOOTNOTES

¹ Students enrolled in clinical field work courses are required to obtain liability insurance. Moderate group rates are available. Students are responsible for their own transportation expenses when fulfilling clinical practice requirements. Students receive no monetary compensation when fulfilling clinical practice requirements.

School Health Education (SHE)

BMCC's School Health Education (SHE) Associate in Science (A.S.) Degree Program provides students with sound knowledge and practical skills. It also prepares students to continue in a teacher education program at a senior college in order to become certified in School Health Education (Pre-K to 12th Grade). BMCC has an articulation agreement currently in place that allows students in the

School Health Education A.S. Degree Program to transfer seamlessly to York College's School Health Education Bachelor in Science (B.S.) Degree Program.

Required Common Core

English Composition.....	6
Mathematical and Quantitative Reasoning ¹	3
Life and Physical Sciences ²	3
Total Required Common Core.....	12

Flexible Core³

Creative Expression.....	6
World Culture and Global Issues.....	3
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World ²	3
Total Flexible Core.....	18
Total Common Core.....	20

Curriculum Requirements

HED 110 Comprehensive Health Education	3
HED 202 Drug Use in American Society	3
HED 220 Human Sexuality.....	3
HED 230 Consumer Health Survey	3
HED 235 Nutrition for Health.....	3
HED 302 Health Counseling.....	3
EDS 201 Adolescent Learning and Development.....	3
EDU 202 Urban Schools in a Diverse American Society	4
XXX xxx Program Elective ⁴	5
Total Curriculum Credits.....	53
Total Program Credits.....	73

FOOTNOTES

¹ Consult with an advisor on which courses to take to satisfy these areas.

² These areas can be satisfied by taking a STEM variant.

³ No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

⁴ Choose a minimum of 5 credits from: HED 210, HED 211, HED 240, HED 250, EDU 201, ECE 201.

Science (SCI)

The Department of Science offers a Science program leading to an Associate in Science (A.S.) degree. This program is appropriate for students whose education goals require a Bachelor's Degree in a basic or applied science, or students who desire a background in science for a health profession education.

Required Common Core

English Composition.....	6
Mathematical and Quantitative Reasoning ¹	3
Life and Physical Sciences ²	3
Total Required Common Core.....	12

Flexible Core³

Creative Expression.....	6
World Culture and Global Issues.....	3
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World ⁴	3
Total Flexible Core.....	18

Total Common Core	30
-------------------------	----

Curriculum Requirements

XXX xxx Modern Foreign Language ⁵	3
XXX xxx General Elective ⁶	3
<i>(Choose one sequence from the following introductory science sequences)</i>	
BIO 210 Biology I.....	4
BIO 220 Biology II.....	4
OR	
CHE 201 College Chemistry I.....	4
CHE 202 College Chemistry II.....	4
OR	
PHY 210 Physics I.....	4
PHY 220 Physics II.....	4

Choose 16 credits from the following:

BIO 210 Biology I.....	4
AND	
BIO 220 Biology II.....	4
CHE 201 College Chemistry I.....	4
AND	
CHE 202 College Chemistry II.....	4
PHY 210 Physics I.....	4
AND	
PHY 220 Physics II.....	4
BIO 230 Principles of Microbiology.....	4
BIO 240 Genetics	4
BIO 260 Cell Biology.....	4
BIO 270 Plant Biology.....	4
CHE 120 Fundamentals of Organic Chemistry....	4
CHE 205 Quantitative Analysis.....	4
CHE 230 Organic Chemistry I.....	5
AND	
CHE 240 Organic Chemistry II.....	5
ENV 250 Environmental Science.....	4
MAT 301 Analytic Geometry and Calculus I.....	4
AND	
MAT 302 Analytic Geometry and Calculus II.....	4
PHY 240 Modern Physics.....	3
SCI 120 Computer Methods in Science	4
SCI 140 Introduction to Microprocessors	4
SCI 430 Scientific Instrumentation.....	4
Total Curriculum Credits.....	30
Total Program Credits.....	60

FOOTNOTES

¹ Students are required to take MAT 206.

² Students are required to take BIO 210, CHE 201, PHY 210 or PHY 215.

³ No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

⁴ Students are required to take BIO 220, CHE 202, PHY 220 or PHY 225.

⁵ Students are required to take two semesters of the same Modern Foreign Language to graduate. One semester can be satisfied by taking a Modern Foreign Language in the World Cultures and Global Issues category in the Common Core. Please note: ITL 170 does not satisfy the Modern Foreign Language requirement.

⁶ These credits can be satisfied by taking STEM variants in the Common Core.

Degree Programs

SCIENCE FOR FORENSICS • SCIENCE FOR HEALTH PROFESSIONS • SMALL BUSINESS/ENTREPRENEURSHIP

Science for Forensics (FSC)

The Department of Science offers an A.S. Science for Forensics/B.S. Forensic Science joint degree program with John Jay College of Criminal Justice. At BMCC, students complete the A.S. Science for Forensics degree. The lower division curriculum includes the biology, chemistry, mathematics and physics courses that are prerequisites for the upper division forensic science courses. Liberal Arts courses completed in the A.S. degree meet core requirements for the B.S. at the John Jay College of Criminal Justice. Students complete the upper division courses to earn the B.S. in Forensic Science at John Jay College of Criminal Justice. The major in Forensic Science is designed to provide academic and professional training for students seeking to work in forensic science laboratories as either researchers or administrators.

Required Common Core

English Composition.....	6
Mathematical and Quantitative Reasoning ¹	3
Life and Physical Sciences ²	3
Total Required Common Core.....	12

Flexible Core³

Creative Expression.....	3
World Culture and Global Issues.....	3
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World ⁴	6
Total Flexible Core.....	18
Total Common Core.....	30

Curriculum Requirements

CHE 201 College Chemistry I.....	4
CHE 202 College Chemistry II.....	4
BIO 210 Biology I.....	4
BIO 220 Biology II.....	4
PHY 215 University Physics I.....	4
PHY 225 University Physics II.....	4
XXX xxx General Electives ⁵	6
Total Curriculum Credits.....	30
Total Program Credits.....	60

FOOTNOTES

- ¹ Students are required to take MAT 206 or MAT 301. Students who are strong in math can take the MAT 206 test and if they pass it, they can go directly into MAT 301.
- ² Students are required to take CHE 230.
- ³ No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- ⁴ Students are required to take CHE 240 and CHE 205.
- ⁵ These electives can be granted by taking STEM variants in the Common Core.

Science for Health Professions (SHP)

The Department of Science offers an A.S. degree in Science for Health Professions to prepare students to transfer to bachelor degree programs leading to careers in practitioner professions, i.e. dietitians, nutritionists, and exercise practitioners.

Required Common Core

English Composition.....	6
Mathematical and Quantitative Reasoning ¹	3
Life and Physical Sciences ²	3
Total Required Common Core.....	12

Flexible Core³

Creative Expression.....	3
World Culture and Global Issues.....	3
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World ⁴	6
Total Flexible Core.....	18
Total Common Core.....	30

Curriculum Requirements

CHE 122 Fundamentals of General, Organic, and Biological Chemistry II.....	4
PHY 110 General Physics.....	4
<i>Choose 7 credits from the following:</i>	
BIO 420 Microbiology.....	4
CHE 125 Fundamentals of Biochemistry.....	4
SCI 150 Nutrition.....	3
OR	
HED 235 Nutrition for Health ⁵	3
SCI 151 The Science of Food.....	3
SCI 510 Pathophysiology.....	3
SCI 530 Pharmacology.....	3
XXX xxx General Electives ⁵	15
Total Curriculum Credits.....	30
Total Program Credits.....	60

FOOTNOTES

- ¹ Some of these credits can be satisfied by taking STEM variants in the Common Core. Students are advised to take the MAT 150 course.
- ² Students are required to take CHE 121.
- ³ No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- ⁴ Students are required to take BIO 425 and BIO 426.
- ⁵ These credits can be satisfied by taking STEM variants in the Common Core.

Small Business/Entrepreneurship (SBE)

The Small Business/Entrepreneurship program is a 2-year program leading to the Associate in Applied Science (A.A.S.) degree. The program is designed to prepare students with the necessary skills to start their own business or to be a successful employee of a small business. The program features four courses specifically designed to help students begin their own business.

Required Common Core

English Composition.....	3
ENG 101 English Composition.....	3
ENG 201 Introduction to Literature.....	3
Mathematical and Quantitative Reasoning	
MAT 150 Introduction to Statistics.....	4
Life and Physical Sciences	
AST 110 General Astronomy.....	4
OR	
PHY 110 General Physics.....	4
Total Required Common Core.....	14

Flexible Core

Creative Expression	
SPE 100 Fundamentals of Speech ¹	3
Total Flexible Core.....	3
Total Common Core.....	17

Curriculum Requirements

BUS 104 Introduction to Business.....	3
BUS 110 Business Law.....	3
BUS 150 Business Communication.....	3
BUS 210 Business Methods.....	3
ACC 122 Accounting Principles I.....	3
CED 365 Small Business/ Entrepreneurship I... 2	
CIS 100 Introduction to Computer Applications.....	3
ECO 201 Macroeconomics.....	3
OR	
ECO 202 Macroeconomics.....	3
FNB 100 Introduction to Finance.....	3
MAR 100 Introduction to Marketing.....	3
MAR 320 Retail Organization, Operation and Buying.....	3
SBE 100 Product and Service Creation.....	3
SBE 201 International Business.....	3
SBE 400 Small Business Management.....	3
XXX xxx General Elective.....	2
Total Curriculum Credits.....	43
Total Program Credits.....	60

FOOTNOTES

- ¹ For students whose first language is not English, SPE 102 will satisfy this requirement.

Degree Programs

SOCIOLOGY • THEATRE • VIDEO ARTS AND TECHNOLOGY

Sociology (SOC)

The Social Sciences, Human Services and Criminal Justice department offers a program in Sociology leading to an Associate in Arts (A.A.) degree. This program offers a comprehensive general education preparation, as well as a solid foundation for continuing on to a 4-year institution to pursue a bachelor's degree in sociology. In addition, this program fully articulates with Brooklyn College's bachelor degree program in sociology.

Required Common Core

<i>English Composition</i>	6
<i>Mathematical and Quantitative Reasoning</i>	3
<i>Life and Physical Sciences</i>	3
Total Required Common Core	12

Flexible Core¹

Creative Expression.....	6
World Culture and Global Issues.....	3
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World.....	3
Total Flexible Core	18
Total Common Core	30

Curriculum Requirements

SOC 100 Introduction to Sociology.....	3
SOC XXX Sociology Electives ²	9
SOC 350 Sociology Capstone: Race and Ethnicity.....	4
SOC XXX Social Science Electives ³	6
XXX XXX Liberal Art Electives.....	8
Total Curriculum Credits	30
Total Program Credits	60

FOOTNOTES

- ¹ No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- ² Choose nine credits from: Any SOC course, SSC 150, SSC 253, or SSC 475.
- ³ Choose two social science courses from the following disciplines: anthropology, economics, geography, history, human services, philosophy, political science or psychology.

Theatre (THE)

The Theatre Program at BMCC offers a competitive edge to students who are considering a career in the entertainment field as well as for students who want to continue their education toward a baccalaureate degree at a 4-year college. BMCC offers the only performance-based theatre major at a community college in New York. Students study acting, technical theatre, and theatre history. Students produce a play, taking it from page through final production. In addition, they have an opportunity to intern with the Tribeca Performing Arts Center and other New York theaters. BMCC Theatre students graduate with an Associate in Science degree (A.S.) and a

solid foundation in the liberal arts and sciences, and with real life experience in the theatre.

Required Common Core

<i>English Composition</i>	6
<i>Mathematical and Quantitative Reasoning</i> ¹	3
<i>Life and Physical Sciences</i> ²	3
Total Required Common Core	12

Flexible Core³

Creative Expression.....	6
World Culture and Global Issues.....	3
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World.....	3
Total Flexible Core	18
Total Common Core	30

Curriculum Requirements

THE 100 Introduction to Theatre.....	3
THE 110 Acting I.....	3
THE 115 Voice and Movement for the Actor.....	1
THE 121 Elements of Production.....	3
THE 140 Stage Management.....	3
OR	
THE 141 Theatre Management.....	3
THE 220 Page-to-Stage.....	3
THE 300 History of Theatre.....	3
Choose 2 courses (2 credits) from:	
THE 125 Scenic Practicum.....	1
THE 126 Costume Practicum.....	1
THE 127 Performance Practicum ⁴	1
THE 128 Special Topics Practicum ⁴	1
Choose 1 course (3 credits) from:	
ENG 315 Playwriting.....	3
OR	
ENG 373 Introduction to Shakespeare.....	3
OR	
THE 124 Latin American Theatre.....	3
OR	
THE 305 Women in American Theatre.....	3
Choose 6 credits from:	
SPE 103 Voice and Diction.....	3
THE 125 Scenic Practicum.....	1
THE 126 Costume Practicum.....	1
THE 127 Performance Practicum ⁴	1
THE 128 Special Topics Practicum ⁴	1
THE 140 Stage Management.....	3
THE 141 Theatre Management.....	3
THE 210 Acting II.....	3
THE 228 Solo Performance.....	3
THE 258 Theatre Externship.....	3
THE 280 Acting for the Camera.....	3
THE 310 Advanced Theatre Workshop.....	3
Total Curriculum Credits	30
Total Program Credits	60

FOOTNOTES

- ¹ Consult with an advisor on which courses to take to satisfy these areas.
- ² These areas can be satisfied by taking a STEM variant.
- ³ No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- ⁴ THE 127 and THE 128 can be taken more than once for credit.

Video Arts and Technology (VAT)

This program, administered by the Media Arts and Technology Department, provides a dynamic education in video, audio and television production. The program prepares students for positions in entertainment, journalism, audiovisual production, broadcast and cable networks, and corporate communications departments. It combines extensive hands-on experience with theoretical coursework in a comprehensive academic program. VAT students work in a digital environment in BMCC's state of the art television studios, audio studio, and postproduction laboratories. Students learn the entire process for creating professional video and audio programs from writing a script and creating a budget, to shooting a scene and editing a final cut.

Upon successful completion of the requirements listed below, students earn an Associate in Science (A.S.) degree. Most VAT courses are restricted to students enrolled in the program.

Required Common Core

<i>English Composition</i>	6
<i>Mathematical and Quantitative Reasoning</i>	3
<i>Life and Physical Sciences</i> ¹	3
Total Required Common Core	12

Flexible Core²

Creative Expression.....	6
World Culture and Global Issues.....	3
U.S. Experience in Its Diversity.....	3
Individual and Society.....	3
Scientific World ³	3
Total Flexible Core	18
Total Common Core	30

Curriculum Requirements

VAT 100 Introduction to Video Technology.....	2
MES 152 Introduction to Contemporary Media...3	
MEA 201 Professional Development and Career Planning.....	2
OR	
MEA 371 Media Arts and Technology Internship.....	2
XXX xxx Production Courses ⁴	12
VAT xxx Program Elective ⁵	3
XXX xxx Advised Elective ⁶	3
XXX xxx General Elective ⁷	5
Total Curriculum Credits	30
Total Program Credits	60

FOOTNOTES

- ¹ Students are required to take PHY 110 or PHY 400.
- ² No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- ³ Students are required to take MMP 100.
- ⁴ Choose 4 courses from VAT 161, VAT 162, VAT 165, VAT 265, VAT 171, or VAT 271.
- ⁵ Choose 1 from VAT 300, VAT 301, VAT 302, VAT 303, or VAT 306.
- ⁶ Choose 1 from VAT MMA 100, BUS 200, HED 250, MUS 225, THE 110, ANI 401, COM 245 or MEA 300.
- ⁷ These credits can be satisfied by taking STEM variants in the Common Core.

Degree Programs

WRITING AND LITERATURE

Writing and Literature (ENG)

The English Department offers an A.A. degree in Writing and Literature. The program is designed for students who wish to major or minor in English at 4-year colleges and are considering careers demanding special proficiency in writing and reading, such as journalism, creative writing, professional writing, or teaching English. The Writing and Literature Program may also benefit students who wish to pursue majors other than English but intend to enter professions, such as law or business, in which advanced literacy and writing ability are valuable. Students in the program will receive the first two years of a broad liberal arts education with special attention to their development as writers and to their knowledge of literature.

Required Common Core

English Composition.....	6
Introduction to Literature.....	3
Mathematical and Quantitative Reasoning ¹	3
Life and Physical Sciences ¹	3
Total Required Common Core.....	12

Flexible Core²

Creative Expression.....	6
Individual and Society.....	3
Scientific World.....	3
World Culture and Global Issues.....	3
U.S. Experience in Its Diversity.....	3
Total Flexible Core.....	18
Total Common Core.....	30

Curriculum Requirements

ENG 250 Introduction to Literary Studies.....	3
---	---

Choose 1 course from 3 of the following 4 categories:

<i>Writing Courses</i>	
ENG 300 Fundamentals of Journalism.....	3
ENG 303 Journalism: News Writing.....	3
ENG 304 Journalism: Feature Writing.....	3
ENG 311 Creative Writing Workshop.....	3
ENG 314 Advanced Composition.....	3
ENG 315 Playwriting.....	3
OR	
ENG 335 Autobiography.....	3

<i>American Literature</i>	
ENG 338 Latino/a Literature in the U.S.	3
ENG 339 Asian American Literature.....	3
ENG 358 Contemporary Urban Writers.....	3
ENG 360 Italian American Literature.....	3
ENG 381 American Literature I.....	3
ENG 382 American Literature II.....	3
ENG 383 The American Novel.....	3
ENG 384 Modern American Theatre.....	3
ENG 393 Jewish Literature.....	3
AFN 321 African-American Writing 18th Century–1940.....	3

AFN 322 Contemporary Black Writers.....	3
OR	
AFN 335 History of Black Theatre.....	3
<i>British Literature</i>	
ENG 371 English Literature I.....	3
ENG 372 English Literature II.....	3
OR	
ENG 373 Introduction to Shakespeare.....	3
<i>Transnational or Multi-ethnic Literature</i>	
ENG 336 Postcolonial Literature.....	3
ENG 340 Middle Eastern Literature.....	3
ENG 391 World Literature I: From Homer to Dante.....	3
ENG 392 World Literature II: From the Renaissance to Contemporary Times ..	3
ENG 394 Modern European Novel.....	3
OR	
AFN 338 Black Literature of the Caribbean.....	3
ENG xxx English III Electives ³	6
XXX xxx Modern Foreign Language.....	3–6

Cultural Studies—Choose from: ART 103, ART 113, ART 220, ART 250, ART 801, ART 802, ENG 321, MUS 103, MUS 106, MUS 108, MUS 110, MUS 220, MUS 230, MUS 881, SPE 245 or Social Science course..... 3–4

Language, Performance and Design Connections—Choose from: BUS 150, ECE 102, LIN 100, MMA 100, MMP 100, SPE 103, SPE 210, SPE 220, SPE 240, THE 100, THE 121, VAT 153, Studio Art or Studio Music..... 3
 XXX xxx General Elective..... 0–3
Total Curriculum Credits..... 30
Total Program Credits..... 60

FOOTNOTES

¹ These areas can be satisfied by taking a STEM variant.

² No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

³ Choose two 300-level English courses.

Course Descriptions



Course Descriptions

ACADEMIC LITERACY AND LINGUISTICS

Academic Literacy and Linguistics

Room N-499 Telephone: (212) 220-1396
dev@bmcc.cuny.edu

The Academic Literacy and Linguistics offers courses in English as a Second Language (ESL), Academic and Critical Reading (ACR), Linguistics (LIN) and Critical Thinking (CRT). The courses help students in developing skills essential to continued academic progress.

In order to determine whether a student has a need for these courses, placement examinations in reading and writing are given. As a result of these examinations, students may be assigned to ESL and/or reading courses at the appropriate levels. An ESL course is required for all students whose placement examination in writing receives a non-passing score and whose core problems with writing stem from a foreign language background.

Chairperson: Kenneth Levinson

Deputy Chairpersons: Judith Resnick, Mary Sepp, Katherine Figueroa

Professors: Edward M. Bostick, Lanny Lester, Kenneth Levinson, Susan Price

Associate Professors: Yeghia Aslanian, John Beaumont, Paul Camhi, Juliet Emanuel, Maureen Matarese, Gabriella Morvay, Tajpertab Rajkumar, Mary Sepp, Yong Wei, Cynthia Wiseman

Assistant Professors: Mabel Asante, Sharon Avni, Shoba Bandi-Rao, Cheryl Comeau-Kirschner, Megan Dunphy, Heather Finn, Saniye (Deniz) Gokcora, Christine Jacknick, Brian Kelley, Elisa Koniski, David Seiple, Nicholas Smith, Rosario Torres, Terry Voorhees, Oksana Vorobel

Lecturers: Shaunte Allen, Laszlo Arvai, Katherine Figueroa, Mark Hoffman, Katherine Johnson, Matthew Marcus, Shane McConnell, Roselie McNair, James Michel, Theresa Suraci, Kate Walter, Ann (Judith) Yancey

College Laboratory Technicians: Joshua Belknap, Joseph Johnson

Adjunct Faculty: There are approximately 90 adjuncts in the Department.

ACADEMIC and CRITICAL READING

Academic and Critical Reading I **ACR 94**
0 cr. 6 hrs.

This introductory college level reading course emphasizes improved reading comprehension through the practice of literal, inferential and critical reading skills, vocabulary development, writing, flexible reading rates, and study skills. A variety of materials is used to enrich students' basic understanding of reading.

Academic and Critical Reading II **ACR 95**
0 cr. 6 hrs.

This advanced reading course is designed to help students master a full range of college-level reading and related skills, including critical comprehension, vocabulary, writing, flexible rates of reading, and study strategies. A variety of college-level materials is used.

Accelerated Academic and Critical Reading **ACR 96**
0 cr. 3 hrs.

This advanced level reading course is designed to help students master and apply a full range of college level reading, and related skills, including critical comprehension, vocabulary, writing, flexible rates of reading, and study strategies. A variety of college-level materials is used.

Issues in Literacy and Language Development **ACR 250**
3 crs. 3 hrs.

Through this course, students will learn about diverse perspectives about language and literacy development, specifically atypical development, of children (birth through adolescence). Students will confront questions facing scholars regarding typical and atypical development as well as the nature of typical and atypical second and multiple language development. Specific attention will be paid to language disorders, language delays, dyslexia and developmental disorders related to language and literacy.

Prerequisite: [ENG 100.5 or ENG 101] or departmental approval

CRITICAL THINKING

Critical Thinking (same as PHI 115) **CRT 100**
3 crs. 3 hrs.

Critical Thinking (same as PHI 115) is designed to develop the mind and help students learn to think clearly and effectively. Through substantive readings, structured writing assignments and ongoing discussions, students will examine concrete examples from their own experience and readings and contemporary issues in the media to learn how to analyze issues, solve problems, and make informed decisions in their academic, professional, and personal lives.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language **ESL 49**
0 cr. 3 hrs.

English as a Second Language **ESL 54**
0 cr. 9 hrs.

These two Intensive English courses are designed in their combined form to improve the reading/writing and aural/oral skills of the beginning and low-intermediate student. These two courses must be taken concurrently and are obligatory for one semester for all incoming ESL students whose placement examinations show a need for instruction at this level.

English as a Second Language **ESL 62**
0 cr. 6 hrs.

This is a high-intermediate level course that combines listening, speaking, reading, and writing skills. Narrative and descriptive writing are emphasized and expository writing is introduced.

English as a Second Language **ESL 94**
0 cr. 6 hrs.

This advanced level course emphasizes writing and reading skills; however, oral skills are not neglected. In writing, students focus on introducing, developing, supporting, and organizing their ideas in expository essays as well as in narrative and descriptive writing.

Intensive Writing **ESL 95**
0 cr. 6 hrs.

This intensive writing course for ESL students focuses on basic components of effective writing, including paragraph development and structure, sentence structure, word choice, and content. Students read and respond to a variety of texts and use argumentation, narrative, and description as modes of developing ideas in writing.

Intensive Writing **ESL 96**
0 cr. 6 hrs.

ESL 96 is an intensive reading and writing course for ESL students. It focuses on basic components of effective writing, including essay organization, paragraph development, sentence structure, word choice, and content. Students read and respond to a variety of texts and use argumentation, narrative, and description as modes of developing ideas in writing. This course is designed to help students master and apply a full range of college-level reading, and related skills, including critical comprehension, vocabulary, writing, flexible rates of reading, and study strategies. A variety of college-level materials is used.

Course Descriptions

ACADEMIC LITERACY AND LINGUISTICS

LINGUISTICS

Language and Culture (same as ANT 115)

LIN 100

3 crs. 3 hrs.

This course will introduce students to linguistics, the study of language, and language in multicultural urban settings, including topics such as children's language acquisition, bilingual families and bilingual education, language and gender, different varieties of English and contemporary language use. The readings will draw on works in linguistics, literature, sociology, anthropology, and related topics. Students will improve critical reading and thinking skills and produce reflective and expository writing based on the readings in connection with their own experiences and backgrounds.

The Structure of English

LIN 110

3 crs. 3 hrs.

This course is designed to provide students with an understanding of the grammatical structures of standard American English, allowing them to read, write, and interpret written texts critically and efficiently. Through analysis and discovery, students will learn to evaluate the grammaticality of the written work they produce in their academic coursework. In addition, students will explore a variety of writing genres and styles, and learn to manipulate language more effectively, enriching both their production and understanding of written texts.

Introduction to Linguistics

LIN 120

3 crs. 3 hrs.

This course will introduce students to linguistics, the scientific study of language. Students will apply methods of scientific inquiry (including the scientific method) to linguistic systems (phonological, morphological, syntactic, semantic, and pragmatic) and language phenomena and events. Specifically, students will engage in observation of linguistic phenomena, collection of data, generation and testing of hypotheses, analysis of and interpretations of data, application and evaluation of theory, in order to form conclusions about linguistic phenomena.

Sounds of English

LIN 130

3 crs. 3 hrs.

This course is designed to provide students with an understanding of the sound system of English, with a focus on Standard American English and non-standard dialects of American English. The course will introduce students to the physical production of sounds as well as the mental perception of sounds and how they pattern in English, allowing students to notice and identify the distinct sounds of English, and to develop an awareness of the rich variation

within the language. The course will also introduce students to phonetic transcription, highlighting the contrast between sound and spelling, particularly in English.

Language, Race, and Ethnicity in the US and Its Territories

LIN 150

3 crs. 3 hrs.

This course explores historical, cultural, and theoretical perspectives on the relationship between language, race, and ethnicity in the United States and its territories. It examines how language is understood to reflect, reproduce, and/or challenge and defy racial and ethnic boundaries, and how ideas about race and ethnicity influence the ways in which people use and construe language. It covers topics such as racialization and racism, ethnicization, notions of authenticity, repertoire, codeswitching and style shifting, linguistic mocking and linguistic racism, language ideology, and identity formation. This course will examine language varieties such as Black American English and its cross-racial uses by other groups, Chicano English and Spanglish, Hawaiian English, and American Indian English.

Language Acquisition

LIN 200

3 crs. 3 hrs.

The first part of this course introduces students to theories of first language acquisition (e.g., developmental sequence, innateness hypothesis). In the second part of the course, students will become familiar with the theories of second language acquisition and factors such as motivation, age, learning styles that affect language learning. Students will develop an awareness of processes involved in language acquisition, both first and second.
Prerequisite: Any 100-level LIN or departmental approval

Foundations of Bilingualism

LIN 210

3 crs. 3 hrs.

This introductory course provides an overview of the psychological, social, and political aspects of bilingualism. Topics covered include definitions of bilingualism, language development in bilingual children, the linguistic behaviors of bilingual speakers, language loss and maintenance, and socio-political issues pertaining to bilingual language policy and planning.
Prerequisite: [ENG 100.5 or ENG 101] or any 100-level LIN or departmental approval

Language Teaching Practices

LIN 220

3 crs. 3 hrs.

This course will provide students with an understanding of the theoretical foundations and principles of language instruction and language learning. Special emphasis will be on studying pedagogical approaches to TESOL that address the learning needs of diverse language learners in multiple settings (e.g. one-on-one or small group tutoring vs.

classroom). Topics will include relationships between and identities of practitioners and learners (e.g. racial, ethnic, linguistic, typical and atypical), research-based methodologies, teaching for productive and receptive language skills, and the relationship between curriculum planning, assessment, and feedback.

Prerequisite: [ENG 100.5 or ENG 101] and LIN 120 or departmental approval

Language and Power

LIN 240

3 crs. 3 hrs.

Through this course, students will analyze how power manifests itself through language and how people use language to create, reproduce, or resist/defy power. By studying the relationship between language and capital, language and institutionalized oppression (e.g. racism, ethnocentrism), and language and activism, students will explore the relationship between language, inequity, domination, and resistance. Students will analyze, through applying Critical Discourse Analysis to language events related to politics, policy, media, and institutional interaction, the power and perceived value of certain dialects and languages (e.g., discrimination towards and ideologies about languages/dialects). Students will engage with relevant critical social and linguistic theories relating to power.

Prerequisite: [ENG 100.5 or ENG 101] or any 100-level LIN course or departmental approval

Forensic Linguistics

LIN 250

3 crs. 3 hrs.

This three credit, 200-level course will explore the complex relationship between language and the law. The course critically considers the role of language and its power in the legal process. Three branches of forensic linguistics (handwriting, phonology, and discourse analysis) will be discussed. We will examine the work of dialectologists, creolists, and graphologists who have used linguistic evidence to interpret evidence (e.g., blackmail and ransom notes), and voice and spectrogram analysis will also be discussed. The course will also examine how linguists are involved in the legal process when they serve as expert witnesses.

Prerequisite: ENG 201

Language, Gender and Sexuality

LIN 300

3 crs. 3 hrs.

This course introduces students to the study of language events related to gender and sexuality. Practicing framing, speech act analysis, and discourse analysis, students will examine the relationship between cultural values, language, gender, and sexuality. Students will analyze, with examples from global languages, how gender and sexuality affect language use and communities of practice as well as language affects understandings of gender and sexuality.

Prerequisite: [ENG 100.5 or ENG 101] and LIN 100; or departmental approval

Course Descriptions

ACCOUNTING

Accounting

Room F-530, Telephone: (212) 220-8185

The Accounting curriculum is designed to provide students with a strong foundation in accounting. Accounting is called “the language of business” as all businesses use accounting to run their enterprises and report their financial performance. The accounting curriculum offers a full array of accounting courses that provide students with the skills and knowledge necessary to begin an entry level career in accounting or to continue their education by pursuing a 4-year accounting degree.

Chairperson: Josh Wolfson

Deputy Chairperson: Yvonne Phang

Professors: Lloyd Carroll, Manuel Hernandez, Frank Navas, Yvonne Phang, Josh Wolfson

Associate Professors: Sidney Askew, Barry Cooper, Corinne Crawford, Wilbert Donnay, Harry Kleinman, David Knight

Assistant Professors: Joel Barker, Sharon Brickman, Angela Jervis, Acte Maldonado, Harvey Man, Connet Powell, Acheaf Seyam

Lecturer: La-Dana Jenkins

Instructor: Clive Nair

Adjunct Faculty: There are approximately twenty adjuncts in the department.

Accounting Principles I

3 crs. 4 hrs.

The course covers the fundamental principles of accounting and the practical use of accounting tools and techniques. Topics covered include the definition and scope of accounting, accounting records and processes, books of original and subsequent entry, work sheets, adjusting and closing entries, accounting for cash, accounting for negotiable instruments, and accounting for plant assets. An investigation is made of accounting for service businesses and trading concerns.

Personal Accounting and Financial Literacy

3 crs. 4 hrs.

This introductory course provides a practical and interactive approach to understanding and analyzing the major components of financial literacy such as taxation, credit and debt management, budgeting, spending and investment strategies for individuals and the family. Using research obtained from the JumpStart Coalition for Personal Financial Literacy and standards developed by the American Institute of Certified Public Accountants (AICPA), the student will be exposed to strategies for personal financial planning and personal risk and asset management. Students will create their own personal financial plan and will present the plan as a final project. Students completing the course will have life-time access to educational materials and coaching to make informed financial decisions and to develop effective behavioral patterns. Students will also compete in either an investment or financial literacy competition. This course has 1 hour lab component in which students will learn to use financial planning and tax software along with Excel to build personal financial plans and other course material. Financial literacy as defined by the Government Accountability Office (GAO) is “the ability to make informed judgments and to take effective actions regarding the current and future use and management of money. It includes the ability to understand financial choices, plan for the future, spend wisely, and manage the challenges associated with life events such as a job loss, saving for retirement, or paying for a child’s education.”

Accounting Principles II

3 crs. 4 hrs.

This continuation of Accounting I progresses from elementary to more advanced accounting concepts and conventions, including the use of accounting data in managerial decision making. Among topics covered are voucher system, partnership accounting, payroll preparation and taxes, and accounting for

ACC 122

corporations. Study is made of accounting involved in the interpretation of financial statements, budgetary control, statement of cash flows, and management reports and analyses.

Prerequisite: ACC 122

Accounting Applications on Microcomputers

3 crs. 4 hrs.

This course provides accounting students with the opportunity to solve accounting problems through the use of microcomputers. Areas in which students will prepare computerized accounting records and reports include journals, ledgers, trial balance, accounts receivable, accounts payable, and payroll. The course will introduce students to basic accounting documentation, and processing flowcharts of different accounting functions.

Taxation: Federal

3 crs. 4 hrs.

Students are provided with fundamental knowledge of the Federal taxation laws and preparation of related tax returns. Federal income taxes for individuals, partnerships, and corporations are studied, and actual returns are prepared. Various items of payroll withholding and reporting procedures are discussed, and basic tax planning is explored.

Taxation of Business Entities

3 crs. 4 hrs.

This course outlines the basic tax structure of the corporation and the partnership entity. Coverage includes the organization of the corporate and partnership entity, the capital structure, the determination and distribution of income, redemptions, liquidations, and reorganizations. Coverage also includes the taxation of the small business corporations. This course is designed to provide theoretical and practical experience with tie-ins to applicable tax forms. The case study method will be used where applicable. A class project or research paper will be required.

Prerequisite: ACC 222 and ACC 241

Intermediate Accounting I

3 crs. 4 hrs.

The course begins with a review of the accounting process. Topics covered include balance sheet presentation, the time value of money, accounting for cash, receivables, inventory cost and valuation procedures, plant and equipment accounting, including acquisition use, retirement and special valuation problems, accounting for intangible assets, current liabilities, and contingencies. Attention is given to the theory pronouncements issued by the Financial Accounting Standards Board and other standard-setting bodies.

Prerequisite: ACC 222

ACC 231

ACC 241

ACC 242

ACC 330

Course Descriptions

ACCOUNTING

Accounting Information Systems ACC 331 3 crs. 4 hrs.

The course provides accounting students with the opportunity to become familiar with accounting information systems, systems and documentation flowcharts, information concepts, and applications to the different areas in the transaction processing system. The course also covers accounting control procedures that are commonly used to detect, correct, and prevent deficiencies in internal control, administrative control and in the transaction processing system for both the manual and computerized accounting processing systems. The course will include basic analysis and design of accounting information systems.

Cost Accounting I ACC 350 3 crs. 4 hrs.

Emphasis is placed on the conceptual, analytical and practical aspects of cost accounting as a tool for planning and controlling the operations of a business. Topics studied include the cost accounting cycle, the job order cost system, process costing, allocation of costs, joint and by-product costs, payroll accounting and budgeting.
Prerequisite: ACC 122

Government and Not-for-Profit Accounting ACC 360 3 crs. 4 hrs.

This course introduces the theory and concepts underlying financial accounting, control and reporting in governmental and not-for-profit organizations. It covers fund accounting, budget and control issues, revenue and expense recognition, financial reporting, accounting procedures and issues of reporting for both governmental and not-for-profit entities.
Prerequisite: ACC 222

Forensic Accounting and Fraud Analysis ACC 370 3 crs. 4 hrs.

The course is an introduction to Forensic Accounting and Fraud Analysis. Topics include the nature of fraud, fraud prevention, fraud detection, financial statement fraud, revenue and inventory fraud, liability and asset fraud, inadequate disclosure fraud and fraud in E-commerce.
Prerequisite: ACC 222

Intermediate Accounting II ACC 430 3 crs. 4 hrs.

The course is a continuation of Intermediate Accounting I. A detailed study is made of the

accounting for long term debt, investments in stocks and bonds, leases, pensions, accounting for income taxes, and inflation accounting. Other topical coverage includes EPS, revenue recognition, preparation of the income statement, and the statement of cash flows. The stockholders' equity section of the balance sheet is examined, with particular reference to the accounting for capital stock, additional paid-in capital, and retained earnings. Attention is given to pronouncements issued by the Financial Accounting Standards Board and other standard-setting bodies.
Prerequisite: ACC 330

Cost Accounting II ACC 451 3 crs. 4 hrs.

The uses of cost accounting concepts and methods that are used to guide management in controlling operations and in making decisions are studied. Topics covered include cost-profit-volume analysis, standard cost, flexible and capital budgeting, inventory planning and control, direct costing, and the contribution margin approach to product costing.
Prerequisite: ACC 350



Course Descriptions

ALLIED HEALTH SCIENCES

Allied Health Sciences

Room N-799B, Telephone: (212) 220-8335

The Department of Allied Health Sciences offers three professional programs: Paramedic Program, Health Information Technology, and Respiratory Therapy. Students successfully completing these programs are awarded the Associate in Applied Science (A.A.S.) degree and are qualified to work as technicians or therapists in a variety of health care agencies.

Chairperson: Everett Flannery

Deputy Chairperson: Lynda Carlson

Professors: Lynda Carlson, Everett Flannery, Michael Nazzaro, Neil Rodia

Assistant Professors: Cheryl Christopher, Gene Iannuzzi

Senior College Laboratory Technician: Juana Rodriguez

Adjunct Faculty: There are approximately twenty adjuncts in the department.

PARAMEDIC PROGRAM

Emergency Medical Care **EMC 100**
4 crs. 2 lecture 8 lab hrs.

This course is a training program to provide the students with the necessary basic skills and knowledge to deal with a broad spectrum of illness and injuries in the pre-hospital care phase of emergency medicine. Upon successful completion of the course, students will take the New York State Emergency Medical Technical Certification Examination. Once certified, and upon completion of certain fundamental core courses, the student will be eligible to take the advanced paramedic level courses of the program. The course will be offered in the fall and spring semesters only.

Emergency Medical Care/Paramedic I **EMC 101**
6 crs. 6 hrs. 3 lab. hrs.

This course provides students with the knowledge of human anatomy and physiology as required for the understanding of assessing and treating victims of sudden illness or injury. Pathophysiology and management of problems, patient assessment, and techniques of management of the cardiovascular system and respiratory system, as well as all other systems, are introduced.

Prerequisite: New York State Certification as an Emergency Medical Technician

Corequisites: EMC 102, EMC 301

Emergency Medical Care/Paramedic II **EMC 102**
6 crs. 6 hrs. 3 lab hrs.

This course provides students with the knowledge of assessing victims of sudden illness or injury with the understanding of the underlying anatomy and physiology of the affected tissue, organ, or system. Students will also be given an understanding of appropriate treatment modalities for certain disease entities and injuries. Students will also be provided with the knowledge and skills required for treating victims of sudden illness or injury as pre-hospital care givers.

Corequisites: EMC 101, EMC 301

Emergency Medical Care/Paramedic III **EMC 201**
6 crs. 6 hrs. 3 lab hrs.

This course provides students with the knowledge of appropriate assessment of the cardiac patient, the knowledge and skill to read normal electrocardiograms, recognize cardiac arrhythmias on same, operate and interpret electrocardiograms. It also provides students with the skills to use a defibrillator, and to perform defibrillation and synchronized cardioversion. Students are also provided with knowledge of local, general, and systemic effects of specific drugs, as well as the absorption rates via intravenous, subcutaneous, oral, transtracheal, and intramuscular routes of administration.

Students are provided with the knowledge of the effects of alpha and beta receptors in the heart, lungs, and arteries, as well as beta blockers. Students are also provided with the knowledge of dose, dilution, action, indications and use, precautions, incompatibility, contraindications, side effects, antidotes of specific drugs, and skills of administering drugs.

Prerequisites: EMC 101, EMC 102

Corequisites: EMC 202, EMC 302

Emergency Medical Care/Paramedic IV **EMC 202**
6 crs. 6 hrs. 3 lab hrs.

This course provides students with the knowledge and skills required to perform physical examination on patients with suspected injury to the head, spinal cord, cervical spine, neurologic problems, and general seizures. It also provides students with the knowledge and skills to recognize symptoms of diabetes mellitus, insulin shock, hypoglycemia, hyperglycemia, and treatment of same. In addition, students are provided with the knowledge of appropriate treatment of a patient who has ingested poison. Students are provided with the knowledge and skill required to catheterize both male and female urinary bladders. Students are also provided with the knowledge and skills required to arrive at a decision to transport patients in labor or to prepare for delivery, as well as functioning in all childbirth possibilities. Students are provided with the knowledge and skills of management in mass casualty situations, situations involving a battered or sexually abused child, and situations involving emotionally disturbed patients who are combative.

Prerequisites: EMC 101, EMC 102

Corequisites: EMC 201, EMC 302

Emergency Medical Care/Paramedic Clinical Internship I **EMC 301**
1 cr. 5 lab hrs.

Students are provided with clinical training experience at the Cardiac Catheterization Laboratory, City Morgue, and with the Hospital Phlebotomy team. Students will also perform clinical service in the Emergency Department, Operating Room, and with the Paramedic Ambulance. Students will acquire further experience in the Labor and Delivery Suite, Intensive Care Unit, Pediatric Department, and Psychiatric Emergency Department.

Corequisites: EMC 101, EMC 102

Emergency Medical Care/Paramedic Internship II **EMC 302**
2 crs. 10 lab hrs.

In this second EMC/Paramedical clinical rotation course students continue their work in the hospital emergency room. In addition, clinical rotations are provided for experiences on the paramedical (advance life support)

Course Descriptions

ALLIED HEALTH SCIENCES

ambulance, in the operating room, and in the New York City Medical Examiner's Office.

Prerequisites: EMC 101, EMC 102, EMC 301
Corequisites: EMC 201, EMC 202

**Emergency Medical Care/
Paramedic Internship III** **EMC 303**
3 crs. 15 lab hrs.

In this final EMC/Paramedic clinical rotation course students complete their required hours in the hospital emergency room and on the Paramedic (A.L.S.) ambulance. Additional development of knowledge and skills is provided in the labor and delivery rooms, psychiatric facilities, ICU/CCU, Cardiac Catheterization laboratory, pediatric neonatal clinic and well baby clinic.

Prerequisites: EMC 201, EMC 202, EMC 302

HEALTH INFORMATION TECHNOLOGY

Medical Terminology I **HIT 103**
3 crs. 3 hrs.

This is the first part of a two-semester course that includes a development of medical terminology in a logical sequence. Medical terms are used in a limited number of body systems. Special attention is given to presenting medical terms in their proper context as related to: anatomy and physiology, pathology, clinical procedures, laboratory tests, and abbreviations. Students are introduced to the current official ICD-CM Coding Guidelines and given a brief history of reimbursement for health care services.

Corequisites: HIT 106, HIT 107, HIT 108, CHE 118/121, BIO 425

Pathology of Diseases I **HIT 106**
3 crs. 4 hrs.

This is the first of two courses that focuses on the diagnosis and treatment of body systems. Students will learn the cause, risk factors, treatment, and prevention of diseases of the body. Students are required to review medical charts and identify diseases and procedures relevant for billing purposes according to the current official ICD-CM coding guidelines.

Corequisites: HIT 103, HIT 107, HIT 108

Health Record Systems **HIT 107**
2 crs. 3 hrs.

This course prepares the student to identify an incomplete medical record. The various hospital departments (e.g. finance, risk management, quality assurance) and regulating agencies (e.g. JCAHO), as they relate to the medical record will be covered. Students will also be exposed to alternate sites for medical charts (e.g. prison).

Prerequisites: HIT 103, HIT 104, HIT 105, BIO 425, CHE 118/125

Corequisites: HIT 203, HIT 204, HIT 206, BIO 426

**Health Data Information,
Storage and Retrieval** **HIT 108**
3 crs. 4 hrs.

This course begins with an overview of the Health Information Management (HIM) profession. Topics include contents of different types of medical records, required standards for chart documentation, divisions within the HIM department, and chart flow throughout the department. It also covers the development and use of primary and secondary indexes and registries, numbering and filing systems, and methodologies utilized for the retention, retrieval, and destruction of medical documents. Utilizing the internet, students will learn to access health-related databases and evaluate the different vendors offering filing systems and storage, including microfilm and computer hardware/software. Utilizing materials in the classroom, students will create patient charts.

Corequisites: HIT 103, HIT 106, HIT 107

Medical Terminology **HIT 110**
3 crs. 6 hrs.

This course introduces students to medical terms and abbreviations associated with each body system and applicable diseases as well as associated diagnostic and therapeutic tests. Students are also introduced to the anatomy and physiology for each body system and pharmacology options for treatment of diseases including name and category of medication and method of delivery. The correlation between medical terms, diagnosis and treatment of diseases, and medical coding is also covered.

Corequisites: HIT 111, HIT 112, BIO 425, and MAT 150

Medical Terminology **HIT 111**
3 crs. 4 hrs.

This course introduces students to the variety of functions and credentials associated with the health information management (HIM) profession. Students are also introduced to the legal requirements regarding documentation based on type of facility, health information technologies specific to the profession, and organizations that provide data that influences health care services.

Corequisites: HIT 110, HIT 112, BIO 425, and MAT 150

**Principles of Health Care
Reimbursement** **HIT 112**
3 crs. 3 hrs.

This course will expose students to the different types of health insurance, payment systems based on type of services provided (e.g., long term, ambulatory, acute, outpatient, rehab, home health, and skilled nursing), components of the billing process, and the monitoring and controlling functions of the revenue cycle. Students will also be introduced to the strategies to improve the delivery and payment of healthcare services (e.g.), value-based, pay-for-performance).

Corequisites: HIT 110, HIT 112, BIO 425, and MAT 150

Medical Terminology II **HIT 203**
3 crs. 3 hrs.

This course is a continuation of HIT 103 and advanced study of medical terms. Basic fundamentals of word analysis are applied in a continued study of medical terms by body systems. Medical terminology is applied in case reports, X-ray reports, operative and diagnostic lists, and drug descriptions.

Prerequisites: HIT 103, HIT 106, HIT 107, HIT 108, BIO 425, CHE 118/125

Corequisites: HIT 204, HIT 207, HIT 208, BIO 426

Health Statistics **HIT 204**
2 crs. 3 hrs.

This course provides an in-depth coverage of statistical computations relevant to hospital inpatient and outpatient services (e.g. budget). Common statistical collection and display methodologies used for administrative decisions are covered. Utilizing data from a variety of sources (e.g. death registry), students will perform computations (e.g. average daily census) using Excel.

Prerequisites: HIT 103, HIT 106, HIT 108, BIO 425, CHE 118/125

Corequisites: HIT 203, HIT 207, HIT 208, BIO 426

Pathology and Pharmacology **HIT 206**
3 crs. 4 hrs.

Students will learn the cause, risk factors, treatment, and prevention of diseases of the body. Students are required to complete an assignment that requires them to review medical charts and identify diseases and procedures relevant for billing purposes according to the current official ICD-CM coding guidelines.

Prerequisites: HIT 110, HIT 111 and HIT 112

Corequisites: HIT 209, HIT 215, CIS 100 and BIO 426

Coding and Classifications Systems I **HIT 207**
2 crs. 3 hrs.

This course covers the historical development and current medical coding systems for diagnoses, procedures, and reimbursement systems. Students will gain entry-level competency in the use of the current ICD-CM coding system by coding inpatient charts and assigning a diagnostic related group (DRG), utilizing an internet based coding program. Students will also complete coding exercises within and outside of the classroom covering specific diseases (e.g., AIDS, Neoplasms) to learn applicable coding guidelines.

Prerequisites: HIT 103, HIT 106, HIT 107, HIT 108

Corequisites: HIT 203, HIT 204, HIT 208

Pathology of Diseases II **HIT 208**
3 crs. 4 hrs.

This is a continuation of HIT 106, Pathology of Diseases I, that focuses on the diagnosis and treatment of body systems. Students will learn the cause, risk factors, treatment, and prevention of diseases of the body. Students are required to review medical charts and identify

Course Descriptions

ALLIED HEALTH SCIENCES

diseases and procedures relevant for billing purposes according to the current official ICD-CM coding guidelines.

Prerequisites: HIT 103, HIT 106, HIT 107, HIT 108
Corequisites: HIT 203, HIT 204, HIT 207

ICD-CM PCS Coding **HIT 209**

4 crs. 6 hrs.

Students will learn to apply the diagnostic and procedural coding guidelines for the current ICD-CM/PCS coding systems. Students will review inpatient charts and assign the appropriate codes for diagnoses and procedures, enter the codes into an Encoder, and assign a diagnostic related group (DRG). Students will also complete coding exercises covering specific diseases (e.g., AIDS, Neoplasms) and procedures to learn applicable coding guidelines.

Prerequisites: HIT 110, HIT 111, and HIT 112
Corequisites: HIT 206, HIT 215, CIS 100, and BIO 426

Professional Practice Experience I **HIT 210**

3 crs. 32 hrs.

This is a supervised learning experience in affiliated clinical sites that enables the student to acquire competence in health information management procedures directly related to the course content of all previous HIT courses. Students are required to complete three projects assigned from the clinical site. Each student completes a coding software program that contains six learning modules. Students are also introduced to the "Encoder" software program, pharmacology, and reimbursement systems (e.g., prospective payment).

Prerequisites: HIT 206, HIT 209, HIT 215, CIS 100, and BIO 426

HIM Medical/Legal Applications **HIT 215**

3 crs. 3 hrs.

This course covers all federal and state laws (e.g., HIPAA) that are applicable to the HIM profession. It will also cover the legal principles applicable to malpractice, New York State statutes, different types and completeness of consent forms requirements, legally acceptable release of confidential medical information including special situations (e.g., mental, drug dependence or AIDS diagnoses), and legal terms utilized within the profession.

Prerequisites: HIT 110, HIT 111, and HIT 112
Corequisites: HIT 206, HIT 209, CIS 100, and BIO 426

Performance Improvement and Data Analysis **HIT 332**

3 crs. 4 hrs.

This course covers the use of review methodologies required by third party reimbursement agencies to insure that patients receive appropriate medical care. The principles of form design and quality control procedures will be examined. Students will design and create a quality evaluation form, then complete an evaluation of the quality and completeness of inpatient charts and submit a written report with graphs

to illustrate and support their findings. An assessment exam of previous HIT courses is given the first week of classes as per accreditation requirements.

Prerequisites: HIT 203, HIT 204, HIT 207, HIT 208
Corequisites: HIT 334 and CIS 207

Coding and Classifications Systems II **HIT 333**

2 crs. 3 hrs.

This course is a continuation of HIT 207, Coding and Classifications Systems I, and covers the historical development and current medical coding systems for diagnoses, procedures, and reimbursement systems. Students will gain entry-level competency in the use of the current ICD-CM coding system by coding inpatient charts and assigning a diagnostic related group (DRG), utilizing an internet based coding program. Students will also complete coding exercises within and outside of the classroom covering the coding of procedures, diagnostic, and therapeutic options applicable to all body systems.

Prerequisites: HIT 203, HIT 204, HIT 205, HIT 207, HIT 208, HIT 210, BIO 426
Corequisites: HIT 331, HIT 332, CIS 106

CPT/HCPCS Coding **HIT 334**

4 crs. 6 hrs.

This course is a continuation of HIT 209 in further learning the current ICD-CM and Current Procedural Terminology (CPT) coding system. Students are required to code ambulatory and inpatient charts utilizing a software to assign a Diagnostic Related Group. Students will be introduced to other coding systems and clinical terminologies (HCPCS, SNOMED) and perform in class activities of each coding system.

Prerequisites: HIT 210
Corequisites: HIT 332 and CIS 207

Coding and Classifications Systems III **HIT 421**

2 crs. 3 hrs.

This course is a continuation of HIT 330 in further learning the current ICD-CM coding system and Current Procedural Terminology (CPT) coding system. Students are required to code ambulatory and inpatient charts utilizing the Encoder software to assign a Diagnostic Related Group. Students will be introduced to other coding systems (HCPCS, ICD-CM) and perform in class activities of each coding system. An assessment exam of previous HIT courses is given the first week of classes as per accreditation requirements.

Prerequisites: HIT 331, HIT 332, HIT 333, CIS 106
Corequisites: HIT 422, HIT 423, HIT 430, CIS 206

Health Care Delivery Systems **HIT 422**

1 cr. 1 hr.

This course covers facility and Health Information Management (HIM) department requirements to function legally and properly. Topics include the organization and function of a cancer registry, responsibilities of medical staff committees, the requirements of health care accrediting agencies as related to the HIM department, and additional

agencies that impact the department (e.g., Office of Inspector General), and health insurance.

Prerequisites: HIT 330, HIT 331, HIT 332, CIS 106
Corequisites: HIT 421, HIT 423, HIT 430, CIS 206

Management in the HIM Department **HIT 423**

3 crs. 4 hrs.

This course covers the theories and techniques of management in the HIM profession. Students demonstrate their knowledge and understanding through laboratory exercises and a group project that focuses on a fictional hospital and HIM department that will be presented to the class. An assessment exam of previous HIT courses is given the first week of classes as per accreditation requirements.

Prerequisites: HIT 332, HIT 334, and CIS 207
Corequisites: HIT 430

Professional Practice Experience II **HIT 430**

4 crs. 12 lab hrs.

This is a supervised learning experience in affiliated clinical sites that enables the student to perform health information management (HIM) functions related to all previous HIT courses. The focus of this practice experience is on management and coding functions. Students are required to complete three projects assigned from the practice site.

Prerequisites: HIT 331, HIT 332, HIT 333, CIS 106
Corequisites: HIT 421, HIT 422, HIT 423, CIS 206

RESPIRATORY THERAPY

Fundamentals of Respiratory Therapy **RTT 100**

4 crs. 2 hrs. 6 lab hrs.

Students are given the knowledge, skills, and attitudes basic to all patient care, with special emphasis on the basic science principles applicable to medical gases, pressure breathing devices, gas exchange, artificial ventilation, and respiration. This course also involves the study and operation of basic respiratory therapy equipment such as cannulae, masks and tents, nebulizers, flowmeters and regulators, oxygen analyzers, and oxygen supply systems.

Prerequisite: Matriculation in the RTT Program
Corequisites: RTT 101, MAT 109

Introduction to Respiratory Therapy Equipment **RTT 101**

1 cr. 2 lab hrs.

This laboratory course gives the student the opportunity for hands-on learning of equipment found in Respiratory Therapy departments of affiliated hospitals. The student observes, operates, disassembles and reassembles equipment until fully competent at setting up, operating, and trouble shooting. Students become familiar with equipment used in respiratory care prior to use in direct patient contact.

Corequisites: RTT 100, MAT 109

Course Descriptions

ALLIED HEALTH SCIENCES

Respiratory Therapy I 4 crs. 4 hrs.

RTT 201

This continuation of applied science principles is fundamental to Respiratory Therapy. Special emphasis is placed on the theory of airway management, respiratory diseases, introductory pharmacology, ventilators used in IPPB therapy, acid-base chemistry, and a knowledge of emergency care.

Prerequisites: RTT 100, RTT 101, CHE 118
Corequisites: RTT 202, BIO 426

Respiratory Therapy Clinical Practicum I

RTT 202

3 crs. 9 lab hrs.

This is a supervised clinical experience in Respiratory Therapy hospital affiliations. Students work with patients utilizing equipment such as oxygen catheters and cannulae, masks, tents, nebulizers, flowmeters and regulators, oxygen analyzers, and oxygen supply systems.

Prerequisites: RTT 100, RTT 101, CHE 118
Corequisites: RTT 201, BIO 426

Respiratory Therapy Summer Clinical Practicum

RTT 210

6 crs. 40 lab hrs.

This course is a 10-week, 40-hour-per-week practicum required of students registered in the Respiratory Therapy curriculum. The Respiratory Therapy Summer Clinical Practicum is a continuation of the clinical

training and experience introduced during the second semester of the program (RTT 201 and RTT 202). The schedule is structured to rotate groups in the class through various participating clinical facilities where students will have patient bedside instruction and practice in oxygen therapy, aerosol treatment and ventilation, and bedside intensive care for adults and pediatric patients.

Prerequisites: RTT 201, RTT 202

Respiratory Therapy II

RTT 301

3 crs. 4 hrs.

Skills in patient care are further developed and emphasis is placed on continuous ventilation and acid-base chemistry. The physiology of the cardio pulmonary system, the ethical and legal implications, and responsibilities relating to Respiratory Therapy services are discussed.

Prerequisites: RTT 210, BIO 426
Corequisites: RTT 302, RTT 310, RTT 320

Respiratory Therapy Clinical Practicum II

RTT 302

4 crs. 16 lab hrs.

This is a continuation of the supervised hospital Respiratory Therapy clinical experiences dealing with complex patient equipment such as ventilators, resuscitators, respirators, use of blood-gas analyzers, and aerosol apparatus.

Prerequisites: RTT 210, BIO 426
Corequisites: RTT 301, RTT 310, RTT 320

Cardio-Respiratory Physiology

RTT 310

2 crs. 2 hrs.

This course exceeds the scope of Anatomy and Physiology I and II, and stresses physiological properties of the heart, blood vessels and lungs, particularly as they are interrelated and as they contribute to preserving the integrity of the human nervous system. The material is taught in a clinically-oriented manner to reinforce those aspects of cardio pulmonary physiology most relevant to the care of patients.

Prerequisites: RTT 202, BIO 426 or departmental approval
Corequisites: RTT 301, RTT 302, RTT 320

Pulmonary Function Testing

RTT 320

2 crs. 1 hr. 2 lab hrs.

This course introduces students to the most common tests of pulmonary function in adults and children. Students will be required to perform these tests and interpret their significance.

Prerequisites: RTT 202, BIO 426, MAT 109 departmental approval
Corequisites: RTT 301, RTT 302, RTT 310

Respiratory Therapy III

RTT 401

3 crs. 3 hrs.

This course provides students with a knowledge of the various methods of sterilization, diseases and problems resulting in respiratory failure, cardio pulmonary function testing and diagnosis, pediatric respiratory care, percussive therapy and postural drainage, and administrative responsibilities of the therapist. Preparation is included for the Credentialing Examinations.

Prerequisites: RTT 301, RTT 302, RTT 310, RTT 320
Corequisites: RTT 403, RTT 410

Respiratory Therapy Clinical Practicum III

RTT 403

4 crs. 16 lab hrs.

This last course of supervised hospital Respiratory Therapy clinical experience continues emphasis on administration of respiratory therapy care to patients with additional work in hospital departmental operation, including patient record-keeping, reporting, and charting. Interdisciplinary team relationships are also stressed.

Prerequisites: RTT 301, RTT 302, RTT 310, RTT 320
Corequisites: RTT 401, RTT 410

Fundamentals of Clinical Medicine

RTT 410

2 crs. 2 hrs.

This course is an assimilation of the basic and clinical sciences from several areas of medicine, to help students develop a deeper understanding of the patho-physiological consequences of such diseases as asthma, atelectasis, pneumonia, pulmonary embolism, infant respiratory distress syndrome, and others. Independent study and student participation in teaching are encouraged.

Prerequisites: RTT 301, RTT 302, RTT 310, RTT 320
Corequisites: RTT 401, RTT 403 or departmental approval



Course Descriptions

BUSINESS MANAGEMENT

Business Management

Room F-730, Telephone: (212) 220-8205

The Business Management Department administers the Business Administration program, the Business Management program, and the Small Business/Entrepreneurship Program.

Chairperson: Mahatapa Palit

Deputy Chairpersons: Francisca Campos, Ronald Clare, Shirley Zaragoza

Professors: Katherine Conway, Chaim Ginsberg, Percy Lambert

Associate Professors: Nikolaos Adamou, Seung Mo (Jeff) Hong, Mary Padula, Mahatapa Palit, Ioannis Tournas, Michelle Wang

Assistant Professor: Anne Marie Basic, Francisca Campos, Hung (David) Chu, Ronald Clare, Orlando Justo, Shamira Malekar, Sahana Sen

Instructors: Robert, Allen, Marybeth Bergen, Gary Smoke, Arnold Young

Lecturers: Kenneth Anderson, Guadalupe Campos, Joel Evans, Andrea Garraway, Shirley S. Zaragoza

Senior College Laboratory Technicians: William Guttenplan, Iona Samuels

College Laboratory Technician: Monica Nunez, Jocelyn Samuel

Adjunct Faculty: There are approximately forty adjuncts in the department.

BUSINESS

Introduction to Business **BUS 104**
3 crs. 3 hrs.

Business and industry in the United States are surveyed broadly in this course. Emphasis is placed on the historical development, objectives, methods of operation, and the interrelationships of management, labor and government. Included is the study of new developments and trends in business administration and the problems they engender in the total management process. Required of all Business Management Students.

Business Law **BUS 110**
3 crs. 3 hrs.

This course surveys briefly the American legal system and the basic law of contracts. Reference is made to typical business transactions and, by a study of pertinent cases, how the various principles of contract law apply to them.

Personal Finance **BUS 121**
3 crs. 3 hrs.

Discusses the problems involved in efficient handling of personal finance and consumption expenditure, including consumer protection, taxation, insurance, home financing, and methods of borrowing and investing money. Topics covered will include: goal setting; budgeting; banking and basic financial transactions; building, maintaining and repairing credit; credit report and scores; home/auto ownership; current regulations and practices governing consumer financial transactions, potential risks faced by individuals and families, banking services and products, insurance and investment, and planning for retirement.

Business Communication **BUS 150**
3 crs. 3 hrs.

This course is designed to present principles common to all communicating situations but which apply predominately to business. The applicability and construction of letters, memos, reports, telephone messages, and E-mails are considered. Relationships of creative, logical, and critical thinking of the problem solving nature of business communication are explored. The course is directed to helping students develop their ability to think, to express themselves in business situations and to use the most effective methods in the most effective way.
Prerequisites: ENG 101, ENG 201, SPE 100

Business Organization and Management **BUS 200**
3 crs. 3 hrs.

This course covers the total structure and character of modern business from initial organization through grouping of essential functions into operating departments. Management and the decision-making process, financing, operations, and marketing considerations are studied, with actual cases used to illustrate problems in small and big businesses.

International Business (same as SBE 201) **BUS 201**
3 crs. 3 hrs.

The world environment of business enterprise is surveyed broadly in this course. Emphasis is placed on foreign trade and investment problems, patterns and opportunities. The performance of business functions in an international context and basic terminology of international business are examined.

Prerequisite: BUS 104 and ECO 201

Business Methods **BUS 210**
3 crs. 3 hrs.

A survey of the fundamental quantitative concepts and tools used in the field of business is presented in this course. Topics in the course include annuities, present value, compound interest, markup and markdown, graphing, equations, inventory, depreciation, breakeven cost, revenue, elasticity, inequalities, and certain aspects of linear-programming.

Prerequisite: MAT 150, MAT 200 or MAT 206 (for Business students only)

Managerial Decision Making **BUS 220**
3 crs. 3 hrs.

This course is designed to develop the student's ability to make decisions as a manager. Cases are used to present the student with a variety of management problems. Students participate in oral and written case analysis which requires identification of the problem, proposal of alternative solutions to it, and the choice of one solution based on criteria of profitability and productivity. Students also participate in a management simulation game.

Prerequisite: BUS 210

Operations Management **BUS 225**
3 crs. 3 hrs.

This course has been designed to prepare the students for further work in decision-making either on the job or in other institutions. The course will make use of computer programs in the construction and solutions of problems such as: production and inventory models; cost volume profit analysis; queuing theory and markov process; and resource allocation, scheduling, and simulation.

Course Descriptions

BUSINESS MANAGEMENT

Human Resources Management

BUS 311

3 crs. 3 hrs.

This course is a survey treatment of human resources management attempting to acquaint students with the various aspects of Human Resources Management. It introduces the student to the realm of the Human Resources Manager.

Social Entrepreneurship in India

BUS 476

3 crs. 3 hrs.

This is a study abroad course in which students will understand the unique nature, challenges, resources, and opportunities that affect social ventures in developing economies. Students will earn first-hand the very different environmental conditions under which people live and work in a different part of the world, as well as experience the spirit of social entrepreneurs who find innovative ways to solve social problems within a market economy. Through class meetings, discussions with social entrepreneurs, and on-site visits to different social ventures in India, students will experience both the structural as well as the motivational factors that need to be considered to address these social problems. This class will encourage students to reflect on the social problems that exist in the United States and consider how the innovative organizational models that they have been exposed to in this study abroad program can be applied to the problems.

FINANCE AND BANKING

Introduction to Finance

FNB 100

3 crs. 3 hrs.

This course focuses on the three general areas of 1) money and financial institutions, 2) business financial management, and 3) investments. These areas are surveyed by covering such topics as value and creation of money, the Federal Reserve System, commercial banks, short and medium term financing, and the behavior of securities markets in relation to financing the business enterprise.

Prerequisites: MAT 051 or exemption from Elementary Algebra.

Commercial Credit and Collections Management

FNB 220

3 crs. 3 hrs.

Students are introduced to the principles and practices involved in the extension of credit in the business world. The course covers operation of the credit department, including the duties of the credit manager and credit investigators, credit analysis of financial statements, bases for credit judgment, collection procedures, legal problems, accounts receivable, financing, and factoring.

Prerequisite: ACC 122 or departmental approval

Financial Management

FNB 230

3 crs. 3 hrs.

This course surveys principles and practices followed in the financial organization and operation of a corporation. Also considered are the financing of new and growing businesses, sources of capital, banking, and credit accommodations as well as the handling of other financial matters.

Prerequisites: FNB 100, ACC 122

Consumer Credit Management

FNB 240

3 crs. 3 hrs.

This course emphasizes the principles, policies and practices followed in the granting of consumer and retail credit, bases for credit judgment, collection policies and procedures, government regulations, retail revolving and installment credit, charge accounts, bank credit card and non-bank credit, and the management of a consumer or retail credit department.

Prerequisite: BUS 104 or departmental approval

Money and Banking

FNB 250

3 crs. 3 hrs.

This course is an analysis of the organization and operation of our financial system, including money and capital markets, commercial banking, and other financial institutions such as commercial finance companies. The relationship between financial and economic activity including monetary and fiscal policy is demonstrated.

Prerequisites: FNB 100; ECO 100 or ECO 201 or ECO 202

Investments

FNB 300

3 crs. 3 hrs.

The principles and practices of investments are analyzed during this course. Students learn to recognize the quantitative and qualitative tests used in judging security values. Attention is given to the legal and financial characteristics of various types of investment securities. Personal portfolio problems and policies are considered in terms of objectives and investment decisions.

Prerequisites: FNB 100, ACC 122

MARKETING

Introduction to Marketing

MAR 100

3 crs. 3 hrs.

The marketing system is described, analyzed and evaluated, including methods, policies, and institutions involved in the distribution of goods from producer to consumer. Emphasis is placed on the means of improving efficiency and lowering distribution costs.

Consumer Motivation

MAR 210

3 crs. 3 hrs.

This course develops the student's understanding of the relevance of consumer motivation and behavior to modern marketing techniques and strategies. It offers insight

and information vital to the consumer-oriented firm. The economic, social, and psychological aspects of consumer behavior are explored.

Prerequisite: MAR 100

Essentials of Advertising

MAR 220

3 crs. 3 hrs.

This course is designed to provide an introduction to and an overview of advertising, its use as a management tool and its place in the marketing picture. Included are: the approach to creativity, media mathematics, planning and strategy, campaign concepts, research, and media selection.

Prerequisite: BUS 104

Sales Principles and Practices

MAR 300

3 crs. 3 hrs.

This course is an overview of the process and management of direct selling. Topics include analyzing a product, evaluating customer needs and buying motives, handling objections, closing sales, and developing the sales-person's personality. Organization and presentation of selling proposals are required.

Prerequisite: MAR 100

Retail Organization, Operation and Buying

MAR 320

3 crs. 3 hrs.

This course studies the management and operations of retail stores. Current practices in store layout, organization, personnel management, service to customers, expense budgeting and control, receiving, and marketing are analyzed. Methods and techniques employed by buyers in selecting new lines, assortment planning, placing orders, pricing and handling, and other phases of the buying job are investigated.

Prerequisite: MAR 100

SMALL BUSINESS/ ENTREPRENEURSHIP

Product and Service Creation

SBE 100

3 crs. 3 hrs.

This course examines the fundamentals of entrepreneurship, including an analysis of the entrepreneur and exploration of business opportunities, and an investigation of the technical/conceptual creation of products and services. The emphasis will be on the acquisition of knowledge and the analysis of small business creation for the present and future entrepreneur.

Corequisite: BUS 104

International Trade and Export

SBE 200

3 crs. 3 hrs.

This course is a survey of selected fundamental areas of international trade. The student is exposed to theory, policy, and enterprise issues of international

Course Descriptions

BUSINESS MANAGEMENT

trade, behavior of the international money environment, multinational enterprises and governments.

Prerequisite: BUS 104

**International Business
(same as BUS 201)** **SBE 201**
3 crs. 3 hrs.

The world environment of business enterprise is surveyed broadly in this course. Emphasis is placed on foreign trade and investment problems, patterns and opportunities. The performance of business functions in an international context and basic terminology of international business are examined.

Prerequisite: BUS 104 and ECO 201

**Independent Research
in Small Business** **SBE 300**
2 crs. 2 hrs.

Based on the student's interest, the student takes the initiative and major responsibility for developing a comprehensive, holistic view of a specific small business sector or industry and specific small business within that sector. The course aids the student in preparation for the business plan required in SBE 400. Approximately 30–50 hours of library research will be necessary.

Prerequisites: SBE 100, SBE 200

Small Business Management **SBE 400**
3 crs. 3 hrs.

This course covers the scope and trends of small business in the economy. The general functions of management, factors in business success and failure, and the entrepreneur's qualifications are covered. Case studies, mathematical decision making, and microcomputer applications are integral parts of the creation of a usable business plan.

Prerequisite: SBE 300

TRAVEL AND TOURISM

Tour Management **TTA 100**
3 crs. 3 hrs.

Tour Management will introduce the students to the international aspects of tour planning and implementation. They will learn how to develop international travel programs including tour design, development and budgets, guiding, escorting, tour management and organization, ecotourism and adventure tourism. Students will travel to a country with travel and tourism professionals from the private and public sectors of this country. They will experience the cultural diversity of other countries and understand how they relate to tour management. This is a study abroad course.

Introduction to Travel and Tourism **TTA 200**
3 crs. 3 hrs.

This course provides the student with a basic knowledge of travel and its

various purposes: business, educational, cultural, therapeutic, recreational, and family reasons. The factors affecting demand and supply are studied in detail. The final objective is for a student to acquire a thorough knowledge of "tourism" embracing the foundations of transportation, accommodations, business, and special activities which lure a person away from home.

Travel Operations **TTA 201**
3 crs. 3 hrs.

This course is designed to qualify individuals to obtain employment in airlines and steamship companies as travel consultants, reservation agents, and account representatives. In addition, this course is designed for students interested in working and eventually owning their own travel agency. Topics include air, rail and ship transportation systems; ticketing; sales methods; and travel agency financing.

Prerequisite: TTA 200

World Markets **TTA 301**
3 crs. 3 hrs.

This course is designed to analyze the environment within which international travel, tourism, and commerce take place. The major purpose of this course is to study the markets of the world in order to develop marketing strategies and methods for travel and tourism. Differences among countries and peoples are presented in this context. Some of the specific topics covered are map study, international marketing, marketing research, logistics, and economic profiles of countries.

Prerequisite: TTA 201

**Introduction to Hotels, Travel
and Tourism (same as TTA 200)** **HTT 200**
3 crs. 3 hrs.

This course introduces students to the backroom operations of the hotel, travel and tourism industry. Students will learn about career opportunities in airlines/airports; cruise ships and terminals; convention centers and symphony halls, travel agencies and tour operations; leisure and recreational sports activities; travel e-zines and magazines, as well as meetings and special events.

**Hotels, Travel and Tourism
Technology (same as TTA 201)** **HTT 201**
3 crs. 3 hrs.

This course is designed for students to learn the operations of the hotel, travel and tourism industry as impacted by information technology (IT). Students will learn the IT needs of this global business and study the digitization of the back-office processes and value chains in the hospitality, travel and tourism industries that enable organizations to maximize their efficacy and effectiveness.

Prerequisite: HTT 200

World Markets (same as TTA 301) **HTT 301**
3 crs. 3 hrs.

This course is designed to analyze the global environment of the hospitality, travel and tourism industry including the current economic, social, competitive, political-legal and technological environment that determines demand. The major purpose of the course is to provide students with a methodology to study the marketing of products and services in the hospitality, travel and tourism industry at a strategic level.

Prerequisite: HTT 200



Center for Ethnic Studies

Room S-623, Telephone: (212) 220-1370

The Center for Ethnic Studies offers courses in the following areas: Asian Culture (ASN), Africana Studies (AFN), Latino Studies (LAT), Africana/Latino Studies (AFL). The courses can be used to satisfy liberal arts requirements in literature, the social science disciplines, music and art, or as electives. Courses in the Center for Ethnic Studies are articulated for transfer credit. The educational objectives of the courses include enhancement of critical thinking processes and refinement of written communication skills. The pedagogical approach is interdisciplinary in concept. Students interested in subjects related to career, liberal arts or pre-professional programs should consult members of the faculty in the Center for Ethnic Studies.

Director: Patricia Mathews

Associate Professors: Kwasi Konadu, Patricia Mathews

Assistant Professors: Judith Anderson, Hsing Lih Chou, Daly Guilamo, Segundo Pantoja, Andrew Smallwood

Instructor: Rigoberto Andino Jr.,

Adjunct Faculty: There are approximately 22 adjuncts in the Center.

ASIAN CULTURE (ASN)

Chinese Culture and Heritage
(same as ANT 111) **ASN 111**
3 crs. 3 hrs.

In this course students will inquire into the nature of classical traditions of Chinese culture. A range of Chinese texts in translation and associated materials will be explored to develop knowledge of the literary and philosophical foundations of Chinese culture. Lectures and readings are in English.

Asian American History
(same as HIS 114) **ASN 114**
3 crs. 3 hrs.

The Asian American presence from the mid-nineteenth century to the present is studied. Three periods, 1848 to 1943, 1943 to 1965, and 1965 to the present are examined. Topics are designed to focus on the impact of historical processes on the cultural, economic, and political experiences of diverse Asian American groups in urban and rural communities. The multi-ethnic aspects of Asian American communities are explored.

An Introduction to the Middle East
(same as HIS 129) **ASN 129**
3 crs. 3 hrs.

This course aims to introduce students to the Middle East, from the rise of Islam to contemporary times. It takes a cross-disciplinary approach, designed to allow students the chance to examine the region from a number of different perspectives; not only an historical one, but also those of literature, religion, economics, politics and international relations. It is hoped that, at minimum, the course will provide a sound basis by which students might better frame their understanding of the region; at maximum, that it might stimulate a desire to further explore the region in greater depth. Particularly, given the tendency of the media to view the region largely in terms of current events, it is hoped that by taking a cross-disciplinary approach, students will come to conceive of the region as a multi-dimensional; as a region with rich and varied cultural, historical and intellectual traditions; most importantly, as a region made up of people, of individuals who have many of the same desires and aspirations, the same fears and concerns, as ourselves. Given that the course constitutes a broad cross-disciplinary survey of the Middle East, it will, at times, be necessarily selective, focusing in depth on specific but representative aspects of Middle Eastern civilization. Students are thus encouraged to make reference to the "additional reading list" towards the end of the syllabus. An additional goal of the course is to consider in a more critical way the manner in which the region is portrayed in the media. Thus, periodically, we will be examining issues of topical interest.

LITERATURE

CROSS LISTED WITH ENGLISH

Asian American Literature
(same as ENG 339) **ASN 339**
3 crs. 3 hrs.

Representative works reflecting the collective experiences of Asian American writers are analyzed. Fiction, poetry, drama, and non-fiction written from Chinese, Filipino, Asian Indian, Japanese, Korean, and Southeast Asian cultural perspectives are discussed.

Prerequisite: ENG 201 or ENG 121

Note: ASN 339 satisfies requirements for a third semester of the English sequence.

AFRICANA STUDIES (AFN)

African Art (same as ART 801) **AFN 101**
2 crs. 2 hrs.

This is a survey course examining the function and form of African art in its past and present relationships to African cultures. The influence of African art forms on Western art is studied. Lectures, slides and visits to museums and galleries are included.

African-American Art
(same as ART 802) **AFN 102**
2 crs. 2 hrs.

The aesthetic, cultural, and social contexts of African American art are studied. Comparative studies of the art created by Haitian and African-American artists are included in the course.

History of African Civilization
(same as HIS 121) **AFN 121**
3 crs. 3 hrs.

African civilizations from the pre-historic cultures in East Africa to the decline of the West African kingdom of Songhai in 1596 are examined.

Africa 1500 to Present
(same as HIS 122) **AFN 122**
3 crs. 3 hrs.

Africa from the beginnings of the Atlantic slave trade to the end of Colonialism in the late twentieth century is examined. The effect of Colonialism on economic and cultural patterns in the African diaspora is explored.

African-American History, 17th Century to 1865
(same as HIS 123) **AFN 123**
3 crs. 3 hrs.

This course is a systematic examination of the participation of African American people in the political, economic and cultural history of the United States. The involvement of African Americans in abolitionism and in the development of social and cultural institutions in free black communities is analyzed.

Course Descriptions

CENTER FOR ETHNIC STUDIES

African-American History, 1865 to Present (same as HIS 124) AFN 124
3 crs. 3 hrs.

Reconstructions I and II, the social Darwinist years, Civil Rights activism of the 1960s, and the cumulative effects of institutionalized racism are set in an historical framework for comparative study. The course examines the impact of urbanization, institutional racism, economic, and political policies on the life experiences of African-Americans. The dynamics of cultural, social, and political interactions within the social structure of the nation since 1865 are analyzed.

Caribbean History (same as HIS 126) AFN 126
3 crs. 3 hrs.

This course is a survey of the economic, political and cultural institutions which characterize the present nations of the Caribbean, their antecedents in the post-Emancipation period and the prospects for the future.

Haitian History and Culture (same as ANT 127) AFN 127
3 crs. 3 hrs.

This course explores the role of economics, culture, and world diplomacy in the development of the Republic of Haiti since the Revolution of 1791. The impact of Haitian intellectual and popular thought on prose, poetry, and art is examined.

Black Women in the Americas and the Caribbean (same as ANT 128) AFN 128
3 crs. 3 hrs.

The changing status of women in African traditional societies is compared with changes in the status of Black women in the United States, the Caribbean, and Brazil.

The Black Man in Contemporary Society (same as SOC 129) AFN 129
3 crs. 3 hrs.

The effects of economic and social factors on socialization, status, and levels of achievement among Black men are analyzed. The impact of institutional racism and underachievement on urbanized populations is explored in terms of access, social status, and economic differentials.

Modern Black Political Thought (same as POL 152) AFN 152
3 crs. 3 hrs.

The origins of nationalist ideologies, and political and social action in the United States, Caribbean, and Africa are examined. Political and economic developments since the late 19th century are analyzed.

Sociology of the Black Urban Community (same as SOC 154) AFN 154
3 crs. 3 hrs.

Current theories of socialization, cultural transformation, and poverty are assessed. Field visits to recognized agencies and institutions are arranged under supervision of the instructor.

Prerequisite: Permission of the center

The Black Experience in Africa (same as SSC 253) AFN 253
3 crs. 3 hrs.

Current theories of socialization, cultural transformation, and poverty are assessed. Field visits to recognized agencies and institutions are arranged under supervision of the instructor.

Prerequisite: Permission of the center

The Contemporary Black Family (same as SOC 256) AFN 256
3 crs. 3 hrs.

The Black family in current urban/suburban settings and the effects of changing value systems, the single-parent family, crises in education, and economic stability are examined. Field visits to selected agencies and institutions are required.

African-American Writing from 18th Century to 1940 AFN 321
3 crs. 3 hrs.

This course is a survey of fiction, poetry, and commentary by African American writers from the 18th century through the Harlem Renaissance to 1940.

Prerequisite: ENG 201

Contemporary Black Writers AFN 322
3 crs. 3 hrs.

This course is a survey of fictional and non-fictional writing by African Americans from 1940 to the present.

Prerequisite: ENG 201

Black Literature of the Caribbean AFN 338
3 crs. 3 hrs.

The course examines the emergence and growth of a distinct regional literature in English and French speaking nations.

Prerequisite: ENG 201

AFRICANA/LATINO STUDIES (AFL)

Economics of Urban Communities (same as ECO 111) AFL 111
3 crs. 3 hrs.

This course introduces the subject of urban economics in historical and social contexts rather than as a strict analytical discipline. The causes and existence of poverty in cities, the management of federal, state and local government programs, the financing of Black

enterprises, and conditions of social welfare are considered. Solutions toward developing neglected economics of urban communities are proposed.

Economic Development in the Dominican (same as ECO 112) AFL 112
3 crs. 3 hrs.

This course analyzes the economic policies of the different political regimes in the Dominican Republic from the end of the 19th century to the present. It studies the application and results of these policies changes brought about by these regimes in trade, industry, agriculture and population. It also examines the influence of the United States on developments in the Dominican economy during this century.

African Development (same as ECO 113) AFL 113
3 crs. 3 hrs.

Problems of African economic and political development since 1900 are analyzed. The emergence of conditions contrary to the goals of independence and African participation in world affairs is explored.

Comparative Ethnic Studies I (same as SOC 125) AFL 125
3 crs. 3 hrs.

This course surveys the long history of cross-racial and inter-ethnic interactions among immigrants, migrants, people of color and working people in the United States and the wider world from the era of mercantile capitalism in the sixteenth century to the present. By making inroads into the dynamic worlds that indigenous people, people of African and Latin American descent, European Americans, and Asian Americans made and remade, the course aims to reach across borders of all kinds, including national boundaries, to cultivate global, transnational and comparative perspectives on race and ethnicity. In particular, it places emphasis on relationships and conflicts between these diverse groups, especially how they were treated and defined in relation to each other. Broadly, this course is concerned with how these groups struggle to stake out their place in a highly unequal world.

Political Economy of the Caribbean (same as ECO 151) AFL 151
3 crs. 3 hrs.

This is a study of the factors affecting the economies of the English and French speaking countries of the Caribbean region. The effects of international diplomacy, multinational corporate policies, educational and social determinants, and economic policies are evaluated.

Course Descriptions

CENTER FOR ETHNIC STUDIES

Health Problems in Urban Communities
(same as SOC 161) **AFL 161**
3 crs. 3 hrs.

This course analyzes the relationships between economic and social factors, and the delivery of health care services in urban communities. Attention is given to community needs related to HIV/AIDS, tuberculosis, mortality rates, prevention, and education. Guest lecturers and workshops are presented.

The Roles of Women in a Changing World
(same as ANT 210) **AFL 210**
3 crs. 3 hrs.

This course analyzes the status and roles of women in cross-cultural perspective. Particular emphasis is given to the socio-cultural forces underlying the women's rights movements in the 19th century and the present resurgence of feminism.

LATINO STUDIES (LAT)

Latin American Theatre and Performance
(same as THE 124) **LAT 124**
3 crs. 3 hrs.

This survey course will look at major trends and directions in Latin American theatre by drawing on plays and performance ensembles of the mid-twentieth century to the present. We will look at the work of some of the most influential playwrights, directors, and ensembles as they grapple with their political, national, and cultural contexts, and discuss these artists' dual commitment to social conscience and artistic expression. We will read manifestoes and plays by many of Latin America's major playwrights and performing artists, as well as critical writing by scholars and historians. We will also engage with documentary films and videos of performances.

Prerequisite: SPE 100 or THE 100 or LAT 100

Puerto Rican Culture and Folklore
(same as ANT 125) **LAT 125**
3 crs. 3 hrs.

This course studies the emergence of a national culture, folklore and identity. Topics include the Taino, Spanish and African contributions to the creation of a criollo personality and character and the Puerto Rican family, race relations, the jibaro, religion, and the arts. It reviews customs, traditions, celebrations, dances, legends, songs, proverbs, and hero/underdog stories as well as the impact of the United States culture.

History of Puerto Rico: Discovery through 19th Century (same as HIS 127) **LAT 127**
3 crs. 3 hrs.

This course studies the history of Puerto Rico from the pre-Columbian period to the end of the 19th century. Consideration will be given

to political, social, cultural and economic factors contributing to the emergence of national consciousness in the 19th century and to the events leading to the Spanish-American War in 1898.

History of Puerto Rico: 1900 to Present
(same as HIS 128) **LAT 128**
3 crs. 3 hrs.

This course studies the historical conditions of Puerto Rico in the 20th century. The transition from a Spanish colony to an American possession is examined. The events and forces that created the present Puerto Rico are studied and analyzed in perspective. The alternatives to the problem of status commonwealth, statehood and independence are studied.

History of Latin America
(same as HIS 130) **LAT 130**
3 crs. 3 hrs.

Survey covering from the pre-Columbian cultures, the age of discovery and exploration, colonial structures, independence movements, to contemporary Latin America, with special emphasis on the countries of the mainland (i.e., North, Central, and South America). Students will learn about the traditions and institutions of Latin American Civilization including the Iberian conquest and colonization, the role of the Catholic Church, economic and social structures, as well as problems related to government, nation-building, race and class relations, wars and Latin America's position in the world.

History of the Dominican Republic
(same as HIS 131) **LAT 131**
3 crs. 3 hrs.

This course studies the history of the Dominican Republic from the pre-Columbian and Colonial periods to the present. It deals with the geographical, political, social and economic factors that form the Dominican nation. Emphasis is given to relations with Haiti and North America. The course also analyzes the position of the Dominican Republic in the community of Latin American nations as well as its place in today's world.

Puerto Rican Music
(same as MUS 881) **LAT 141**
2 crs. 2 hrs.

This course studies the history and development of Puerto Rican music, beginning with an analysis of the role of music in each of the three cultures (Arawak, Spanish and West African) that comprise the Puerto Rican society. The characteristics of each one of these musics, the relationship between music and social organization, and the presence of these characteristics in the music of the Colonial period are examined.

The growth of the Puerto Rican society during the 18th and 19th centuries and its resulting social divisions are studied as the groundwork to analyze the relation between music and social class. The marked influence of West African rhythms in the contemporary music of the Caribbean and the connection between music and national identity are also studied. Lectures are supplemented with tapes, phonograph records and live performances.

The Latino Experience in the U.S.
(same as SOC 150) **LAT 150**
3 crs. 3 hrs.

This course studies the varied experiences of Latinos in the United States of America. Through readings, lectures, discussions and fieldwork, students will become familiar with the group and its diverse components from North, Central and South America as well as the Caribbean, while covering representative nationalities such as Mexicans, Salvadorians, Cubans, Colombians, Ecuadorians, Puerto Ricans and Dominicans. The course will survey the history and evolution of Latinos at the same time that it explores issues of culture and identity. Other topics include family, race relations, religion, education, economic incorporation and political participation. Key issues of contemporary interest will also be explored, such as Latinos and immigration, and the impact they have on local, state and nationwide elective office.

Politics of Puerto Rican Communities
(same as POL 151) **LAT 151**
3 crs. 3 hrs.

This course is an analysis of the political movements and parties of Puerto Rican communities in the U.S.A.; the relationships of these movements and parties toward political development in Puerto Rico; the role of the Puerto Rican in both traditional and radical political movements in the U.S.A.; and how political participation in the American process has come to contribute to a sense of community identity among Puerto Ricans in the U.S.A.

Puerto Rican Experience in Urban U.S. Settings
(same as SOC 152) **LAT 152**
3 crs. 3 hrs.

This course studies the peculiar characteristics of the Puerto Rican migration to the U.S. It analyzes the processes of assimilation and adaptation to the American society as opposed to the identity and preservation of Puerto Rican cultural values. The problems of education, housing, health services, family and community, employment, and economic development are given special attention as they relate to the unique experience of the Puerto Rican in the U.S.A.

Course Descriptions

CENTER FOR ETHNIC STUDIES

Peoples and Cultures of Latin America and the Caribbean (same as ANT 200) LAT 200 3 crs. 3 hrs.

This course examines the diverse peoples and cultures that have populated Latin American and the Caribbean region since pre-Columbian times. It discusses the legacy of European colonization and the subsequent struggles for independence, formation of national identities and the quest for modernization today. The course will place particular emphasis on the production of social movements that respond to social inequality, and conflicting ideologies around ethnicity, race and gender among other factors. The readings illustrate case studies that examine a wide range of topics—ecological adaptation, food production, kinship and local politics, medical and religious beliefs and artistic expressions—from small-scale rural society to large complex urban centers throughout the continent. It will also explore how globalization, intense migration, and transnationalism have generated new notions of identity in the US today.

Representative Puerto Rican Writers LAT 233 3 crs. 3 hrs.

This is an intensive study of a group of Puerto Rican writers and their reactions to different periods in the history of their country. The course includes both oral and written analyses of the important works of Eugenio Maria de Hostos, Jose de Diego, Antonio S. Pedreira, Julia de Burgos, J. L. Gonzalez, Luis R. Sanchez, and other selected writers. Each writer is studied as a man/woman reflected in his/her works; his/her unique reactions to the circumstances in which he/she has lived. *Note:* This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language.

Prerequisite: SPN 210 or departmental approval

The Puerto Rican Family (same as SOC 234) LAT 234 3 crs. 3 hrs.

This course studies the Puerto Rican family as the primary unit of Puerto Rican society, reflecting the patterns and dynamics of that society. It examines the variations in family structure that have evolved from the Taino, Spanish and African cultures. The historical and economic changes that have transformed Puerto Rican society are analyzed with emphasis on their effect on the family structure. The experience of migration and its impact on the Puerto Rican family are considered. Attention is given to the problems facing the family as the unit of migration.

Puerto Rican Theatre LAT 235 3 crs. 3 hrs.

This course is a study of the drama written in Puerto Rico during the Spanish Colonial period, its relation to the development of a national identity and its links to the developing drama in Latin America. The course also studies the contemporary dramatic expression both on the island and in the U.S.A., and analyzes the different aspects and problems of a dramatic production. Actors, directors and playwrights are invited for discussions and students are required to see and study local productions. *Note:* This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language.

Prerequisite: SPN 210 or departmental approval

Puerto Rican Economic Development (same as ECO 236) LAT 236 3 crs. 3 hrs.

This course analyzes the history and effects of American economic policies on contemporary Puerto Rico. Economic conditions before the American occupation are examined with the objective of comparing them with the conditions and changes after 1898. The period of sugar as a monoculture is studied as well as the great depression and its impact on Puerto Rico. The coming to power of the Popular Party, with its politics of land reform and economic development, are examined. The economic and social planning that have brought about modern Puerto Rico are analyzed.

Puerto Rican Literature: Early Colonial LAT 237 3 crs. 3 hrs.

This course is a survey of Puerto Rican literature from the Spanish colonial period through the 19th century. It includes a study of the first literary expressions (both in prose and verse), a history of the various literary movements, and representative authors and their works. Written critical analyses and oral reports on selected work are required. *Note:* This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language.

Prerequisite: SPN 210 or departmental approval

Contemporary Puerto Rican Literature LAT 238 3 crs. 3 hrs.

This course covers the contemporary literary expression in Puerto Rico. Authors such as Luis Pales Matos, Julia de Burgos, Diaz Alfaro, and other short story writers are studied and evaluated. The course studies and analyzes the modern novel as a reflection of the present Puerto Rican society. *Note:* This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language.

Prerequisite: SPN 210 or departmental approval

The Short Story in the Spanish Speaking Caribbean (same as SPN 439) LAT 239 3 crs. 3 hrs.

This course studies the short story as major form of literary expression in the Spanish speaking countries of the Caribbean: Colombia, Cuba, the Dominican Republic, Puerto Rico, and Venezuela. It studies the development of the short story beginning with Indian legends recreated by Spaniards during the early Colonial period. Examples of short stories written during the different literary movements are studied and analyzed. The relationship between the writer and society is analyzed as well as the common history, culture, and socio-economic problems which are reflected in each story. *Note:* This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language.

Prerequisite: SPN 210 or departmental approval

Latino/a Literature in the U.S. LAT 338 3 crs. 3 hrs.

In this course, works reflecting the experiences of U.S. Latino/a writers in English are analyzed. Students will read, discuss, and write about fiction, nonfiction, poetry and drama by writers such as Julia Alvarez, Rudolfo Anaya, Gloria Anzaldua, Roberto Fernandez, Tato Laviera, Achy Obejas, Abraham Rodriguez Jr., and Piri Thomas.

Note: Crosslisted with ENG 338

Prerequisite: ENG 101 and ENG 201 or ENG 121

Latin American and Caribbean Society LAT 475 3 crs. 3 hrs.

This is a summer course taught abroad in a Latin American or Caribbean country. It offers the student the opportunity to travel, to share, to live and to study in another country. From a global perspective, this course explores the history and culture of a selected Latin American or Caribbean country by focusing on religion, homeland, art, family, identity, film, economic development, social and political movements and environment as they are presented as major themes of current research and in the tangible appreciation of the student.

Prerequisite: A functional knowledge of the language of the country or countries visited may be required.

Computer Information Systems

Room F-930, Telephone: (212) 220-1476

The Computer Information Systems Department offers programs in Computer Operations and Computer Programming leading to the Associate in Applied Science (A.A.S.) degree. Both programs provide students with technical competence in the field of computer information systems and a basic understanding of business organization and the role of computer information systems in support of the management process. Students may prepare for a variety of entry-level positions and for transfer to senior colleges. In addition, the department offers a program in Computer Science and Geographic Information Science leading to the Associate in Science (A.S.) degree which is intended for the student who is interested in a more theoretical course of study. Students in this program are prepared for transfer to baccalaureate degree programs in computer science.

Chairperson: Ching Song Don Wei

Deputy Chairpersons: Carlos Linares, Colin Persaud

Professors: Albert Errera, Yakov Genis, Toby Ginsberg, Ahmet M. Kok, Lin Leung, Ching Song Don Wei

Associate Professor: Yan Chen, Carlos Linares, Manawendra Roy

Assistant Professors: Matthew Chan, Colin Persaud, Chigurupati Rani, Anna Salvati, Hao Tang, Hua Yan

Instructors: Mohammad Azhar, Rachel Nossa

Lecturers: Robert Greer, Jose Vargas

Senior College Laboratory Technician: Louis Rivera

College Laboratory Technicians: Tak Yuen

Adjunct Faculty: There are approximately twenty-two adjuncts in the department

COMPUTER INFORMATION SYSTEMS

Introduction to Computer Applications CIS 100
3 crs. 4 hrs.

This course develops an understanding of computer technology through the exploration of software packages on personal computers. The applications include word processing, spreadsheet, and database management. Students will also learn computer terms and concepts as well as the historical, social and economic implications of computer technology for our society.

Introduction to Computer Programming CIS 111
4 crs. 3 hrs. 2 lab hrs.

This course is an introduction to the fundamental concepts and terms of computer science, including algorithms, problem solving techniques, data types, concept of loops, conditional statements, modular programming, pointers, arrays, strings, basic file processing, structures and simple classes. Students will use a high-level computer programming language to solve a variety of problems.

Prerequisite: MAT 206; CSC 101 or departmental approval

Introduction to Computer and Information Security CIS 115
3 crs. 2 hrs.

This course provides an introduction to computer and information security. The significance of information integrity, availability and confidentiality are presented to demonstrate the importance of computer and information security. Students will gain practical skills on how to recognize threats and correct vulnerabilities. Techniques of detection, prevention and recovery from intrusions by malicious software will be taught with emphasis on concepts of organizational security through the institution of policies and procedures, and establishment of business and continuity planning.

Introduction to Data Base Applications CIS 120
2 crs. 3 hrs.

This course introduces the student to data base concepts and applications using state-of-the-art data base packages. The student not only studies the theory of data bases, but also implements and tests complete data base applications.

Prerequisite: CSC 110 or CIS 100

Introduction to Spreadsheet Applications CIS 140
2 crs. 3 hrs.

This course introduces the student to spreadsheet concepts and applications using state-of-the-art spreadsheet packages. Emphasis is placed on the use of the package to solve a wide range of business problems, including, but not limited to, accounting, scheduling and statistical applications. Students will develop and test a series of projects.

Prerequisite: CSC 110 or CIS 100

Computer Hardware CIS 155
4 crs. 3 hrs.

This course introduces students to computer hardware. Computer components such as motherboards, memory chips, disk drives, printers, scanners, storage devices, and keyboards will be covered. Students will learn how to install, maintain, upgrade and configure such hardware components. Students will also be introduced to binary, octal, and hexadecimal number systems as used in computer hardware. Students will be introduced to industry ethics, professional certifications, and career paths in the computer industry.

Desktop Publishing Packages CIS 160
2 crs. 3 hrs.

This course teaches students to use desktop publishing software to prepare a variety of documents in different page layouts including alphanumerics (in assorted fonts), graphics in various file formats or a combination of both. Students will learn the basic concepts of desktop publishing and how to organize and compose a document. Not open to students from the Office Administration department.

Prerequisite: CSC 110 or CIS 100

Introduction to the Internet CIS 180
3 crs. 4 hrs.

This course introduces basic concepts of the Internet and Internetworking. The subjects covered include basic networking concepts of transmission, topology and switching; highlights of TCPIP protocol; hardware and software needed, and Internet applications of sending and receiving e-mail, navigating through gopher holes, accessing newsgroups, and accessing other computers through telnet and World Wide Web.

Prerequisites: CIS 100 or MMP 100 or CSC 110

Introduction Systems and Technologies CIS 200
3 crs. 2 hrs.

This course introduces students to the use of information systems in business. The dramatic changes in Information Technologies (IT) impact the ways in which companies operate and compete in local and global economies. Students will explore the global and ethical issues that have developed with the use of information systems. Working individually and in teams, the students will complete case studies on the following topics: Management Information Systems (MIS), systems analysis and design, hardware and software concerns, and telecommunications.

Prerequisites: Any ACC course or any BUS course and pass computer competency test or CIS 100

Course Descriptions

COMPUTER INFORMATION SYSTEMS

Healthcare Information Technologies and Management Systems

CIS 207

4 crs. 2 hrs.

This course will introduce the important components of Health Information Technologies (HIT) and elements, functions and operational environment of modern Health Information Systems (HIS) and their role in delivery and management of health care services, with specific emphasis on Electronic Health Records (HER). The students will apply personal productivity software and internet tools to explore their impact on healthcare delivery systems and will be introduced to the components of a Health Information System with focus on database, networking and security concepts that govern it. The students will also be exposed to handling and processing patient information, tracking patient diagnostics and results, creating patient billing, maintaining medical documentation, and managing workflow. Examples of HIS applications such as Personal Health Records (PHR) and Health Information Exchanges (HIE) will be used as case studies to highlight the design and implementation considerations of Health Information Systems.

Prerequisites: HIT 203, HIT 204, HIT 207, HIT 208, HIT 210 and CIS 100.

Corequisites: HIT 331, HIT 332 and HIT 333

Visual BASIC

CIS 220

3 crs. 4 hrs.

This course covers a full range of BASIC language elements. A series of programs are completed to cover typical business, scientific, graphics, gaming and simulation applications.

Prerequisite: CSC 210

Computer Operations I

CIS 235

4 crs. 5 hrs.

This course presents a detailed and practical study of the operation of the mainframe computer. Students learn the command language and control statements for the IBM VM/CMS system. In addition, utility programs, disk concepts and terminal concepts along with operations in a networked environment are introduced. Students are familiarized with file handling techniques and how to compile, store, and load programs for various languages supported by the hardware.

Prerequisite: CSC 110

Computer Software

CIS 255

4 crs. 3 hrs.

This course will introduce students to computer software. The topics covered will include Installation, configuration, security, maintenance, administration, and troubleshooting of the operating system and other software. Students will review binary, octal, hexadecimal numbering systems used in computer systems. Industry ethics and career paths will be reviewed.

Prerequisite: CIS 155

Advanced Internet Applications

CIS 280

3 crs. 4 hrs.

This course builds upon the knowledge acquired in CIS 180 and introduces the students to the applications of World Wide Web. It teaches how to produce home pages and build hyperlinks to other pages through HTML language; how to configure and install a World Wide Web server; how to use WAIS and other search engines; and to interface with other servers. Students will also be introduced to videoconferencing over the Internet.

Prerequisite: CIS 180

Introduction to Digital Forensics

CIS 316

3 crs. 2 hrs.

This course introduces students to the purpose of digital forensics and investigations. Using industry standard software and hardware tools, students will learn the fundamentals of computer forensics and effective investigative strategies to acquire and analyze digital evidence for use in criminal and civil proceedings. Incident response techniques, the chain of custody for proper handling of digital evidence, guidelines for digital evidence collection and forensic reporting for law enforcement and investigations will be discussed.

Prerequisite: MAT 150 or MAT 160 or MAT 200 or MAT 206 and CIS 255 or departmental approval

Systems Analysis

CIS 325

3 crs. 4 hrs.

This course teaches the student how to analyze systems of programs and how to document these analyses. The student will learn case (computer assisted systems engineering) tools that are currently used in the field of systems analysis. Students are required to complete a semester project to analyze a complex computer system. This project will require the use of case tools to document the input and output requirements, data dictionaries, database design and normalization, ERD (entity relationship diagrams), DFD (data flow diagrams), systems flowcharts, run charts, and PERT (program evaluation review technique) charts.

Prerequisite: CSC 210

Computer Operations II/JCL

CIS 335

3 crs. 5 hrs.

This course introduces the student to practical experience operating a mainframe computer through the use of OS/MVS Job Control Language (JCL). The background, purpose and the concepts of operating systems as implemented through OS/MVS JCL are taught through a series of practical assignments. Also covered are the creation and execution of utility and sort/merge programs in the IBM 30XX environment.

Prerequisite: CIS 235 or any CIS 300-level course

Telecommunication Networks I

CIS 345

4 crs. 5 hrs.

This course is an introductory course in telecommunications networks. It covers the fundamentals of networking concepts, such as networking media, topology, switching, and management. It will also include an introduction to Open System Interface (OSI) layered organization and the functionality of each layer.

Prerequisite: CIS 155 or CSC 110 or Departmental Permission

Information Assurance

CIS 359

3 crs. 2 hrs. 2 lab hrs.

This course introduces the fundamentals of information security in the context of computer vulnerabilities/threats and how to safeguard computers and networks. The students will be exposed to the concepts of security planning, security technologies, security organization and the legal and ethical issues associated with implementing computer and network security.

Prerequisite: CIS 255 or Departmental approval

Cloud Computing

CIS 362

3 crs. 2 hrs. 2 lab hrs.

This course introduces students to the principles, foundations, and applications of Cloud computing. Different types of features, standards, services, and security issues in Cloud computing will be discussed. The students will study the paradigm of computing in which dynamically scalable and often virtualized resources are offered as services over the Internet. Through hands-on assignments and projects, students will learn how to configure and program Infrastructure as a Service (IaaS), how to develop Cloud-based software applications on top of various Cloud platforms, and how to integrate application-level services built on heterogeneous Cloud platforms.

Prerequisite: CSC 110 or Departmental approval

Mobile Device Programming

CIS 364

3 crs. 2 hrs. 2 lab hrs.

This course introduces the unique requirements and methodologies necessary to develop applications for mobile devices. The course will focus on installing, developing, and testing mobile applications. Students will learn the basic framework of a mobile application, mobile user interface design, methods for storing and retrieving information, and mobile security.

Prerequisite: CSC 210 or Departmental approval

Business Systems I

CIS 365

4 crs. 5 hrs.

This course is an introductory business programming course. It introduces the students to business programming concepts

Course Descriptions

COMPUTER INFORMATION SYSTEMS

such as analysis, implementation, and documentation of business systems. The students write business programs using a currently used program development language. The programming assignments include report generation, data validation, sort programs and single and multidimensional tables. The students are required to test and document all programs using standard business programming methods.

Prerequisite: CSC 210

Database Driven Website Programming CIS 370 3 crs. 2 hrs.

This course will familiarize students with approaches for creating web pages that interact with a database. In this course, students will learn how to use the following technologies: SQL statements to create database queries, HTML forms to realize user interface, and a programming language to implement common gateway interface (CGI).

Prerequisite: CSC 210

Web Programming I CIS 385 3 crs. 2 hrs.

This course will introduce students to client-side web programming. Emphasis is placed on HTML/XHTML, JavaScript, Java Applets and CSS in order to solve elementary level application problems. Students will be assigned web projects that facilitate understating of design and programming concepts. The final project is to create a complete online web-based sales application system.

Prerequisite: CSC 210 or department approval.

Wireless Programming CIS 390 3 crs. 2 hrs.

This course provides an introduction to programming in wireless networking environment. After a brief background of wireless technologies and their applications, a comprehensive survey of wireless application development environments will be presented. Issues and considerations of wireless application development will be discussed with emphasis on: Wireless Application Protocol (WAP) used to establish communicating between devices and scripting languages and libraries such as Wireless Manipulation Language (WML) and Extensible Hypertext Markup Language (XHTML) to develop applications that use those protocols. Students will learn to design, implement and test a wireless application as a term project that is representative of commercial wireless application.

Prerequisite: CSC 210

Database Systems I CIS 395 4 crs. 3 hrs.

This course introduces the design, implementation, testing, and manipulation of database management systems. The design techniques include conceptual data modeling, entity relational modeling and normalization techniques. The databases are then implemented using structured query languages. Testing strategies verify data integrity, security, and privacy. Manipulation activities include insert, update, and delete operations.

Prerequisite: CSC 110 or department approval.

Systems Implementation CIS 420 3 crs. 5 hrs.

Students continue from the realm of theory taught in CIS 320, Systems Analysis, to realities of practical applications. The class is divided into teams. A system is developed as a joint effort by each team as it analyzes, systematizes, programs, and writes documentation to implement its projects. In addition to the team projects, topics relevant to current computing techniques are discussed and where applicable, demonstrated to, or practiced by the class.

Prerequisites: CIS 365 and CIS 325

UNIX CIS 440 3 crs. 4 hrs.

Students are introduced to the UNIX operating system, its external commands, internal structures, and text processing capabilities.

Prerequisite: CSC 110 or CIS 150 level or above or Departmental Permission

Telecommunications Networks II/LAN CIS 445 4 crs. 5 hrs.

This course is a second course in telecommunications networks with special emphasis on Local Area Networks (LAN). It covers the fundamentals of LAN technology, such as wiring and topology as well as implementation and management of LANs. Advanced topics include LAN connectivity and future LAN directions.

Prerequisite: CIS 345

Network Security CIS 455 4 crs. 3 hrs.

This course provides a comprehensive overview of network security. The topics covered are: general security concepts including authentication methods, common network attacks; and methods for safeguarding against attacks; communication security including remote access, e-mail, the World Wide Web, directory and file transfer, and wireless data; infrastructure security that explores various network devices and media, and the proper use of perimeter topologies

such as DMZs, extranets, and intranets to asymmetric and symmetric algorithms, and the types of PKI certificates and their uses; operational/ organizational security is discussed as it relates to physical security, disaster recovery, and business continuity, as well as coverage of computer forensics.

Prerequisite: CIS 345

Ethical Hacking and System Defense CIS 459 3 crs. 3 hrs. 2 lab hrs.

This course provides an in-depth look at network security concepts and techniques. It introduces students to the fundamentals of ethical hacking. The course focuses on the code of conduct and ethics of exploiting systems. It employs a hands-on approach when examining networking security techniques. The students will explore problem solving strategies necessary in the field of information security and learn about fundamental system defenses including security configurations and defensive software to prevent unauthorized system access.

Prerequisite: CIS 440 and CIS 345, or Departmental approval

Business Systems II CIS 465 3 crs. 5 hrs.

This course is a second course in business programming where the students are introduced to advanced programming concepts. Individual programming projects include creation and use of files, interactive screen design and generation for online input and modification, and documentation of existing systems modules through analysis of maintenance requests.

Prerequisite: CIS 365

Wireless Information Networks CIS 475 4 crs. 3 hrs.

This course provides a comprehensive introduction to wireless networking technologies. It presents the hardware and software components of wireless communications with respect to transmission techniques, medium access, encoding and decoding of signals, methods of Digital Signal Processing (DSP) and routing. Different types of existing and emerging wireless networking technology standards and their applications will be examined with emphasis on their design, implementation, security and maintenance in a business environment.

Prerequisite: CIS 345

Operating Systems Concepts CIS 480 3 crs. 3 hrs.

This course covers the main operating systems that are being used in the computer industry today. Emphasis is placed on OS and its libraries, systems generation, linkage, editor, JCL, and data management

Course Descriptions

COMPUTER INFORMATION SYSTEMS

techniques. The course reviews other operating systems and compares them to OS.
Prerequisite: CIS 365 or CIS 235

Web Programming II **CIS 485**

3 crs. 2 hrs.
This course will introduce students to server-side web programming. Emphasis is placed on database connectivity in order to solve intermediate level application problems. Students will be assigned web projects that facilitate understanding of design and programming concepts. The final project of this course will be to create an online sales application with full input, output and database components.

Prerequisite: CIS 385 or departmental approval

Database Systems II **CIS 495**

3 crs. 2 hrs.
This advanced course builds upon the design, implementation, testing, and manipulation concepts and techniques learned in CIS 395. The course starts with a review of the relational model, entity relational diagrams, normalization, and basic SQL. Database administration topics presented include security, back-up and recovery. Advanced topics in design techniques include indexing structures and data storage. Advanced implementation topics include SQL programming, store procedure and triggers. Advanced manipulation topics include transaction processing concurrency control.
Prerequisite: CIS 395 or departmental approval

COMPUTER SCIENCE

Principles in Information Technology and Computation **CSC 101**

3 crs. 2 hrs.
This course introduces the student to the principles and theories of computation and information processing. The topics include hardware and software organization, data representation, algorithm development and networking principles. Special emphasis will be placed on creation of knowledge from data; the impact of computation on daily life; role of abstraction in solving problems; and implementation of algorithms on a variety of platforms including the Internet.

Computer Programming I **CSC 110**

4 crs. 5 hrs.
This course introduces the student to the theoretical and practical aspects of computers. The major laboratory experience is the completion of programming projects using Polya's four-step method. These projects have been carefully selected and ordered to provide the student with experience in fundamental control and data structures. All practical programming work is done on microcomputers.

Introduction to Programming **CSC 111**

4 crs. 3 hrs. 2 lab hrs.
This course is an introduction to the fundamental concepts and terms of computer science, including algorithms, problem solving techniques, data types, concept of loops, conditional statements, modular programming, pointers, arrays, strings, basic file processing, structures and simple classes. Students will use a high-level computer programming language to solve a variety of problems.
Prerequisite: MAT 206; CSC 101 or departmental approval

Computer Programming II **CSC 210**

4 crs. 5 hrs.
This course is a continuation of CSC 110. Students are introduced to elementary data structures, string processing, and searching and sorting techniques. Students are expected to complete several complex programs.
Prerequisite: CSC 110

Advanced Programming Techniques **CSC 211**

3 crs. 2 hrs. 3 lab hrs.
This is a second course in programming which will further develop those skills gained in CSC 111 emphasizing reliability, maintainability, and reusability. Students will be introduced to applications of Pointers, Dynamic memory allocation, Arrays, Abstract data types, Objects, classes, and object-oriented design. Additional programming topics such as Inheritance, Polymorphism, Text Processing, Exception Handling, Recursion and Templates will also be covered.
Prerequisite: CSC 111 or departmental approval

Fundamentals of Computer Systems **CSC 215**

3 crs. 2 hrs. 2 lab hrs.
This course covers the fundamentals of computer organization and digital logic. Topics include number systems and codes, Boolean algebra, digital circuits, combinational logic design principles, sequential logic design principles, functional components of computer systems, hardware description language, and assembly language. Students will use computer aided design (CAD) tools for digital logic design, analysis and simulation.
Prerequisite: CSC 111 and MAT 301; or departmental approval

Discrete Structures **CSC 230**

3 crs. 3 hrs.
This course focuses on discrete structures and techniques which have direct applications in computer science. Topics include the use of monoids, groups, finite automata and Turing machines in understanding and implementing simulations, circuitry, and the encoding and decoding of information.
Prerequisite: CSC 110
Corequisite: MAT 206

Discrete Structures and Applications to Computer Science **CSC 231**

4 crs. 4 hrs.
This course covers the computer science applications of fundamental mathematical structures. Topics include logic, set theory, function, relations, algorithm, recursion, recurrence relations, principle of counting, graph theory, trees, and Boolean algebra. Students will be expected to complete projects for each topic involving formal proof techniques, mathematical reasoning and/or programming.
Prerequisite: CSC 111 and MAT 301; or departmental approval

Assembler Language and Architecture I **CSC 310**

3 crs. 4 hrs.
This course focuses on discrete structures and techniques which have direct applications in computer science. Topics include the use of monoids, groups, finite automata and Turing machines in understanding and implementing simulations, circuitry, and the encoding and decoding of information.
Prerequisites: CSC 110, MAT 056, and MAT 200

Data Structures I **CSC 330**

3 crs. 4 hrs.
This course is an introduction to abstract data structures, their use and implementation. Storage allocation techniques, including stacks, queues, and linked lists and recursive programming will be discussed. Students will be expected to complete several programming assignments illustrating the basic concepts.
Prerequisites: CSC 210 and CSC 230

Data Structures **CSC 331**

3 crs. 2 hrs. 2 lab hrs.
This course will introduce students to linear and non-linear data structures, their use and implementation, algorithms, and software engineering techniques. Topics will include: stacks, queues, lined lists, has tables, trees, graphs, searching and sorting techniques. Asymptotic analysis of algorithms and data structures will also be discussed.
Prerequisites: CSC 211 and CSC 231; or departmental approval

Software Development **CSC 350**

3 crs. 2 hrs. 3 lab hrs.
This course covers the fundamentals of software development, including software development life cycle, object-oriented paradigm, design patterns and event-driven programming working in teams. The students are required to develop software applications with graphic user interfaces and databases.
Prerequisites: CSC 211 or departmental approval

Course Descriptions

COMPUTER INFORMATION SYSTEMS

Assembler Language and Architecture II

3 crs. 4 hrs.

The students enhance their knowledge of Assembler Language and machine architecture by writing sophisticated programs utilizing indexing, subroutines and linkage conventions. User and system macros, conditional assembly and file input/output operations are covered.

Prerequisite: CSC 310

Data Structures II

3 crs. 4 hrs.

This course introduces the student to more complex data structures. Topics include: the manipulation of trees, graphs and multi-linked structures, design and analysis of searching and sorting algorithms with emphasis on complexity and efficiency and memory management.

Prerequisite: CSC 330

CSC 410

Computer Graphics

3 crs. 4 hrs.

This course is an introduction to the principles of interactive computer graphics, including input techniques and devices, display files, and two-and-three-dimensional computer graphics.

Prerequisites: CSC 210 and CSC 230

Mathematical Foundations of Computer (same as MAT 470)

4 crs. 3 hrs.

This course presents the mathematical concepts underlying computer networks. The course introduces probability and stochastic process, queuing analysis, and basic graph theory and relates these topics to various layers of the seven layer Open Systems Interface (OSI) organization model of computer networks. Practical laboratory projects provide concrete illustration of theoretical concepts.

Prerequisites: MAT 302

CSC 450

GEOGRAPHIC INFORMATION SYSTEMS

Introduction to Geographic Methods GIS 201
4 crs. 3 hrs.

This course introduces the means by which geographers analyze the world to better understand geography and geographical processes. It teaches the students various methods for interpreting and analyzing spatial data including cartography, Geographic Information Systems (GIS), remote sensing, spatial statistics and survey research.

Prerequisite: GEO 100 and MAT 56 or departmental approval

Introduction to Geographic Information Science GIS 261
3 crs. 2 hrs.

This course focuses on the basic principles and operation of geographic information systems (GIS). Students will study how to use computerized systems for the capture, storage, management, analysis and display of geographically referenced data and their attributes. Professional GIS software packages will be used in lab exercises to provide students with hands-on experience.

Prerequisite: GIS 201 or departmental approval

Advances Geographic Information Science GIS 361
3 crs. 2 hrs.

This is an advanced course on Geographic Information Science that builds upon the concepts covered in GIS 261. It starts with review of the principles and operation of Geographic Information Systems (GIS). Then, it discusses the topics including geoprocessing, 3D GIS, geostatistics, map design, map label, and map annotation. Laboratory exercises provide hands-on experience with professional GIS software. The basic programming concepts and skills in GIS application are covered. Students implement a major GIS project for a real world geography issue, which includes processes of system requirement, design, architecture, implementation, and installation.

Prerequisite: [GIS 261 and CIS 395 and CSC 110] or departmental approval



Course Descriptions

COOPERATIVE EDUCATION

Cooperative Education

Career Planning (Classroom Course) CED 201 2 crs. 2 hrs.

Designed to help students creatively plan their careers, the course covers self-assessment, career exploration and practical job search skills. Typically, the course includes the following topics: identifying and classifying needs, interests, values and skills; researching occupational and organizational alternatives; job search techniques and resources for employment; resume and cover letter preparation; and job interviewing and follow-up. Students who are required to register for the classroom course CED 201, Career Planning, should do so after completing all remedial requirements and accumulating more than 12 credits. After accumulating 30 credits, including 9 credits in their major, students who are matriculated with a 2.0 GPA or higher may register for Internship I (See CED 3XX).

Cooperative Education Internships CED 300, 400, 500 2 crs. 15 hrs.

The following internships are offered:

- CED 301 Accounting Internship I
- CED 401 Accounting Internship II*
- CED 501 Accounting Internship III*
- CED 305 Liberal Arts Internship I
- CED 405 Liberal Arts Internship II*
- CED 315 Computer Information Systems Internship I
- CED 345 Multimedia Internship I**
- CED 415 Computer Information Systems Internship II*
- CED 371 Video Arts and Technology Internship I
- CED 471 Video Arts and Technology Internship II*
- CED 351 Office Administration Internship I
- CED 451 Office Administration Internship II*
- CED 551 Office Administration Internship III*
- CED 361 Business Management Internship I
- CED 365 Small Business/Entrepreneurship Internship I
- CED 461 Business Management Internship II*
- CED 561 Business Management Internship III*

Business Management Internships are in the following areas of study: Finance and Banking, General Management, Marketing, and Travel and Tourism.

**Registration in the CED 4XX and CED 5XX series requires special approval by the Cooperative Education Coordinator.*

***Please note that the prerequisites for CED 345 are MMP 200 and (MMP 220 or VAT 171 or ART 354).*

The Internship

Each student intern is assigned to an internship coordinator who is knowledgeable about the student's field. The coordinator helps the student secure internship placement and serves as the student's instructor and advisor during the field experience. In addition, the student has a unique opportunity to discuss and evaluate broader goals and career objectives on an individual basis.

Cooperative Education interns are expected to work fifteen hours a week, complete a term project assigned by the faculty coordinator, and be evaluated by the worksite supervisor. Most students work part-time, fifteen hours per week, for the length of the academic semester—longer for summers—in internships related to their majors while remaining full-time students, and receive two academic credits. Internships may be paid or unpaid.

Special Situations:

Students who are working complete a special version of the Internship tailored to meet their particular circumstances. Students currently working must contact their academic department to discuss how the internship requirement can be fulfilled.

Other conflicts and problems can be resolved only by discussing them with the appropriate faculty coordinator. Students should resolve all problems and concerns by the time they have accumulated 45 credits in order to avoid delaying graduation.

For complete information visit www.bmcc.cuny.edu/cooperative-ed/internships/.

It is the policy of the College to utilize employers who hire workers without regard to sex, race, color, national origin, handicap, sexual preference, or age.

English

Room N-751, Telephone (212) 220-8270

The English Department prepares students who have various levels of proficiency to reach an optimum level of performance in writing. The courses offered by the department enable students to qualify for graduation and to perform successfully in 4-year colleges.

All entering students are required to take the CUNY Assessment Test in Writing (CAT-W) for placement. Students who score below 56 will enroll in an appropriate remedial writing course and will not be permitted to enroll in English 101 until they complete their remedial requirements.

The English Department also offers the Writing and Literature degree, a program of classes that trains students how to think and write critically about literature, write journalism, and compose poems, plays, and stories.

Chairperson: Joyce Harte

Deputy Chairpersons: Margaret Barrow, Jan Stahl, Zhana Yablokova

Professors: Steven Belluscio, Maria DeVasconcelos, Cheryl Fish, Joyce Harte, Robert Lapides, Bernardo Pace, Elizabeth Primamore, Diane Simmons, James Tolan, Erwin Wong, Joyce Zonana, Robert Zweig

Associate Professors: Christa Baiada, Margaret Barrow, Joseph Bisz, Page Delano, Carlos Hernandez, Dexter Jeffries, Geoffrey Klock, Andrew Levy, Holly Messitt, Stephanie Oppenheim, Margaret Pamplin, Caroline Pampfisterer, Marguerite Rivas, Rochelle Rives, Jan Stahl, Many Steinkoler, William Wright, Zhanna Yablokova

Assistant Professors: David Bahr, Tracy Bealer, Trisha Brady, Jami Carlacio, Julie Cassidy, Keridiana Chez, Nancy Derbyshire, Daniel DePaulo, Jeffrey Gonzalez, Racquel Goodison, James Hoff, Rolando Jorif, Timothy Keane, Jungah Kim, Adele Kudish, Leigh LaBerge, Cynthia Lam, Chamutal Noimann, Michael Odom, John Reder, Jill Richardson, Jason Schneiderman, Kelly O. Secovnie, Nettie Vinsonhaler, Jaime Weida

Lecturers: Domenick Acocella, Elizabeth Berlinger, Catherine Cammillieri, Erica Campbell, Miriam Delgado, Elizabeth Fow, Robert Masterson, Benita Noveno, Aimee Record, Lara Stapleton, Rebecca Weiner

Instructors: Edward Diamond, Syreeta McFadden, Julie Vega

Academic Resource Specialist: John Short

Adjunct Faculty: There are approximately 120 adjuncts in the department.

Intensive Writing

0 cr. 6 hrs.

This is a lower-level remedial writing course in which students are introduced to the fundamentals of writing, including punctuation, spelling, grammar, word choice, sentence structure, and paragraphing. Students are given frequent in-class writing exercises that focus on narration and description as modes of developing ideas. Conferences with instructors are frequent. This course is for students who score below 43 on the CATW, and it prepares them for English 095.

Intensive Writing

0 cr. 6 hrs.

This is an upper-level intensive developmental writing course for students scoring between 43 and 55 on the CATW. Students are instructed in basic components of effective writing, including word selection, punctuation, spelling, grammar, sentence structure and paragraph development. Students are given frequent in-class writing exercises that focus on argumentation, narrative, and description as modes of developing ideas. Individual conferences with instructors are frequent.

Intensive English Composition (same as ENG 101)

3 crs. 6 hrs.

This course combines ENG 95 and ENG 101 in one semester. It accelerates students' learning of the basic reading, writing and critical thinking skills necessary to pass the CAT-W and strengthens their composing and research skills so that they will be able to produce the increasingly complex essay required in ENG 101. ENG 100.5 provides extensive expository writing practice using readings from the ENG 101 curriculum. As required in ENG 101, students will submit four revised essays in modes such as description, narration, comparison/contrast, argumentation, and cause and effect and take the ENG 101 Departmental Final Exam. They will be introduced to MLA formatting, the use of print and online secondary sources and complete a research project. Successful completion of this course is equivalent to passing ENG 101.

English Composition

3 crs. 4 hrs.

English Composition is the standard freshman writing course. The course introduces students to academic writing. By its conclusion, students will be ready for English 201 and for the writing they will be asked to do in advanced courses across the curriculum. Students completing ENG 101 will have mastered the fundamentals of college-level reading and writing, including developing a thesis-driven response to the writing of others and following the basic conventions of citation and documentation.

ENG 88

They will have practiced what Mike Rose calls the "habits of mind" necessary for success in college and in the larger world: summarizing, classifying, comparing, contrasting, and analyzing. Students will be introduced to basic research methods and MLA documentation and complete a research project. Students are required to take a departmental final exam that requires the composition of a 500 word thesis-driven essay comparing and contrasting two essays.

Prerequisite: Pass the CATR and CATW tests.

English Composition and Introduction to Literature in Tandem

ENG 121

6 crs. 6 hrs.

This course combines English 101 and 201 into a one-semester course. It is designed for students with a high level of reading and writing proficiency. Departmental permission is required.

Prerequisite: Pass the CATW and CATR tests

Introduction to Literature

ENG 201

3 crs. 3 hrs.

This is a course that builds upon skills introduced in English 101. In this course, literature is the field for the development of critical reading, critical thinking, independent research, and writing skills. Students are introduced to literary criticisms and acquire basic knowledge necessary for the analysis of texts (including literary terms and some literary theory); they gain proficiency in library and internet research; and they hone their skills as readers and writers. Assignments move from close readings of literary texts in a variety of genres to analyses that introduce literary terms and broader contexts, culminating in an independent, documented, thesis-driven research paper. By the conclusion of English 201, students will be prepared for the analytical and research-based writing required in upper-level courses across the curriculum; they will also be prepared for advanced courses in literature.

Prerequisite: ENG 101

Introduction to Literary Studies

ENG 250

3 crs. 3 hrs.

Introduction to Literary Studies is an inquiry into what it means to study literature, involving close reading, critical and creative analysis of a wide variety of prose fiction, drama, and poetry, and informed by an introduction to some of theoretical issues currently invigorating literary studies. In addition to works of literature, students will read critical and theoretical works. This course combines a study of literature with continued training in clear and effective expression. It is designed for prospective Writing and Literature majors and other interested students.

Prerequisite: ENG 101 or 121

Corequisite: ENG 201

Course Descriptions

ENGLISH

Fundamentals of Journalism

ENG 300

3 crs. 3 hrs.

Fundamentals of Journalism offers an introduction to the practice, purpose, and history of journalism as projections about its future. The course addresses journalism in all its forms and media, e.g. film, print, radio, television, and Internet-based platforms, including Web sites, blogs, Twitter. It provides a foundation in journalism's professional code of ethics and the work of a free press to safeguard social liberty. Skills cultivated will include information gathering establishing credibility, writing, editing and dissemination.

Prerequisite: ENG 101 and ENG 201

Journalism: News Writing

ENG 303

3 crs. 3 hrs.

This course covers the basic principles and practices of news reporting and writing. Students are taught to write single-incident news stories, conduct balanced interviews and edit their own copy, employing standard copy editing symbols and format. Emphasis is also given to the theoretical side of journalism with an overview of its history, present legal controls, ethical issues and rapidly expanding technology.

Prerequisite: ENG 201 or ENG 121

Journalism: Feature Writing

ENG 304

3 crs. 3 hrs.

This course provides further opportunities for students to explore journalism. Students conduct interviews, cover stories around the city and write journalistic articles. Opportunities are provided for specialized coverage in areas such as politics, consumerism, science, education, finance, the arts, social change and family life. Topics include layout, headline composition and basics of journalism law.

Creative Writing Workshop

ENG 311

3 crs. 3 hrs.

The objective of this course is to sharpen students' creative writing skills in the genres of the short story, poetry and drama, depending on students' interests and ability.

Prerequisite: ENG 121 or ENG 201

Advanced Composition

ENG 314

3 crs. 3 hrs.

This course teaches the writing of formal and informal essays, articles, and reviews in a personal voice. Through the reading of modern and contemporary essayists students learn to identify the unique qualities of writers in order to develop an individual style applicable to the various disciplines of public and personal writing.

Playwriting

ENG 315

3 crs. 3 hrs.

The objective of ENG 315 Playwriting is to sharpen students' creative writing skills and

to teach them the elements of playwriting and character development. Through the reading of one-act plays and practice writing exercises each week, students will learn the craft of playwriting. They will write scenes and create their own one act plays.

Prerequisite: ENG 101 and ENG 201 or ENG 121

Comics and Graphic Narrative

ENG 316

3 crs. 3 hrs.

In this course, we will examine the unique syntax, grammar and conventions of this still-emerging literary art form. Briefly exploring the graphic narrative's history from the 19th Century to the mid-20th Century, we will then concentrate on the medium as it reconfigured itself as a genre of rebellion in the 1960s up to today. Through regular writing assignments, including a low-stakes reading journal and three formal papers, students will critically engage with the art form and recent scholarship; students will develop their own arguments about how certain comics communicate specific subjectivities.

Prerequisite: ENG 201

Environmental Literature and Film

ENG 320

3 crs. 3 hrs.

This is a class that will focus on a variety of timely and historical environmental and social justice issues related to sustainability at the local, national, and global level. We will read essays, fiction and poetry that establish the field of ecocriticism, then draw on readings and films that have expanded ecocriticism to include environmental justice, urban nature and we shall view films on themes related to the readings.

Prerequisite: ENG 201

Film

ENG 321

3 crs. 3 hrs.

This is a film history and appreciation course, with special emphasis on style, techniques, genres and themes. During one double period in which a full-length film is shown, students are encouraged to take notes. In the next class the film is discussed and analyzed. Students will read about the development of the cinema and write essays about well-known films.

Prerequisite: ENG 101 and ENG 201 or ENG 121

Fiction into Film

ENG 322

3 crs. 3 hrs.

In this course film adaptations of 19th and 20th century fiction are compared to their original versions to determine differences and similarities between literary and cinematic technique. Films based on novels include such award-winning movies as *One Flew Over the Cuckoo's Nest*, *A Clockwork Orange*, and *To Kill a Mockingbird*. Also included are film adaptations of stories by writers such as Richard Wright, William Faulkner, Willa Cather, F. Scott Fitzgerald, Ambrose Bierce

and Ernest Gaines. Students will learn terms to describe cinematic effects and techniques.

Prerequisite: ENG 101 and ENG 201 or ENG 121

The Art of the Detective Story

ENG 332

3 crs. 3 hrs.

This course explores the genre of the detective story: its principal themes, plots, characters, and settings; the dramatic changes the genre has undergone (particularly in the 20th century); its relationship to other literature and new directions of the genre today. In addition, the phenomenal popularity of the detective story will be considered: who is the audience and why has the detective story attracted such a large audience?

Prerequisites: ENG 101 and 201, or ENG 121

The Short Story

ENG 333

3 crs. 3 hrs.

This course acquaints students with the wide range and varied forms of the short story as it developed in America, Europe, and other continents. Readings will include works by male and female authors of different periods and nationalities, and some attention may be paid to the historical development of the short story as a genre, as well as the cultural contexts in which the assigned stories were written.

Prerequisite: ENG 101 and ENG 201 or ENG 121

Children's Literature

ENG 334

3 crs. 3 hrs.

This course studies and analyzes outstanding classical, contemporary and multicultural literature for children and adolescents, arranged by genre. Students are given an overview of the evolution of the literature from its cultural roots in myth and legend to its present role as a reflector of modern society.

Prerequisite: ENG 101 and ENG 201 or ENG 121

Autobiography

ENG 335

3 crs. 3 hrs.

This course will introduce the student to autobiography in the context of literary debate: why do we read autobiography? How do we classify autobiography, as non-fiction or fiction? Works by both men and women of many cultural and socioeconomic backgrounds will be included. Students will examine the various styles, elements, as well as the recurring themes in autobiography, while working on their own "reflection of the self."

Prerequisite: ENG 101 and ENG 201 or ENG 121

Postcolonial Literature

ENG 336

3 crs. 3 hrs.

This course will study and analyze selected novels, short stories, poems and plays of postcolonial writers from Africa, South Asia and Southeast Asia, the English speaking Caribbean, New Zealand, Canada and Australia. The course will examine the ways in

Course Descriptions

ENGLISH

which postcolonial writers transcend a British imperial legacy of colonialism to redefine their own distinctive social and cultural worlds.

Note: This course is crosslisted as: AFL 336.

Science Fiction **ENG 337** 3 crs. 3 hrs.

This course examines how science fiction literature envisions the impact of machine technology on the individual and society. The human/machine interaction will be traced from early myths to contemporary science fiction, including works by Asimov, Clarke, Delaney, Gibson, Lem, Orwell, Vonnegut and Zelazny.

Latino/a Literature in the U.S. **ENG 338** 3 crs. 3 hrs.

In this course, works reflecting the experiences of U.S. Latino/a writers in English are analyzed. Students will read, discuss, and write about fiction, nonfiction, poetry and drama by writers such as Julia Alvarez, Rudolfo Anaya, Gloria Anzaldua, Roberto Fernandez, Tato Laviera, Achy Obejas, Abraham Rodriguez Jr., and Piri Thomas.

Note: Crosslisted with LAT 338

Asian American Literature **ENG 339** 3 crs. 3 hrs.

Representative works reflective of the collective experiences of Asian American writers are analyzed. American writers are analyzed. Fiction, poetry, drama and non-fiction written from Chinese, Filipino, Asian Indian, Japanese, Korean and South-East Asian cultural perspectives are discussed

Middle Eastern Literature **ENG 340** 3 crs. 3 hrs.

This course surveys fiction, poetry, and drama from writers throughout the Middle East, beginning in the late 19th century and concluding in the present time. English translations of well-known literature from the Middle East, a region defined as the countries of southwest Asia and northeast Africa, are considered in the context of such recurring themes as cultural/national identity, colonialism religion (e.g. Islam, Judaism, Christianity), gender relations and class conflict.

Prerequisites: ENG 101 and 201, or ENG 121

Modern Poetry **ENG 345** 3 crs. 3 hrs.

The goals of this course are to stimulate an appreciation for, and an enjoyment of, poetic masterworks mainly of the 20th century. This course includes critical reading and writing; its approach is an in-depth study of poetry which has universal significance. Writers studied include T.S. Eliot, W.H. Auden, Dylan Thomas, e.e. cummings, Pablo Neruda, Langston Hughes, Theodore Roethke, Gwendolyn Brooks and Sylvia Plath.

Queer Literature **ENG 346** 3 crs. 3 hrs.

This course focuses on 20th and 21st century texts within the area of Queer literature and by Queer literary artists. It covers a variety of literary and critical texts in order to introduce students to classics of Queer Literature as well as lesser-known masterpieces. The aim of this class is to expand students' conceptions about literature, sexuality, and gender and lead them to critically investigate socially-constructed ideas about gender and sexuality. Students will examine and analyze the manner in which the authors and texts subvert and challenge sexual and cultural norms.

Prerequisite: ENG 101 and ENG 201 or ENG 121

Topics in Literature **ENG 350/351** 3 crs. 3 hrs.

This course will focus on a specific theme, concept, cultural milieu, or major author to be announced in advance. Topics for the following semester will be made available by the English Department during registration. Each section of the course will cover in-depth a single special topic, such as one of the following: the Harlem Renaissance, Literature and the Environment, Utopian and Dystopian Literature, Literature and Medicine, The Beat Generation, Literature of the Working Class, Satire in the 18th Century, Censorship and Literature, Literature of Immigration, War in Literature, Madness and Inspiration in Literature, Gay and Lesbian Literature, and Women in Shakespeare.

Prerequisites: ENG 101 and 201, or ENG 121

Women in Literature **ENG 353** 3 crs. 3 hrs.

This course focuses on the contributions of women literary artists from a variety of cultures and ethnic groups. It examines how some writers have both reflected the prevailing female stereotypes of their age and background, and also imagined the "New Woman." Enrollment is open to both women and men.

Contemporary Urban Writers **ENG 358** 3 crs. 3 hrs.

This course focuses on the literature of urban America since 1950 and in particular on how contemporary writers use the images and themes of the city.

Italian American Literature **ENG 360** 3 crs. 3 hrs.

Italian American literature surveys fiction, poetry, and drama throughout the history of Italian Americans in the United States beginning in the first half of the twentieth century and continuing into contemporary America. This literature will be considered in the context of recurring themes in the artistically framed experiences of Italian Americans beginning in the first half of

the twentieth century and continuing into contemporary America: cultural-national identity conflict, anti-colonization by church and state, religion, gender relations, generational differences and relations, class conflict, for example working class vs.the bourgeois, or working class immigrant and sons and daughters vs. the dominant American culture, the problem of education in early Italian American history, the dilemma of cultural and linguistic loss, intercultural conflict, intracultural conflict, family values, oppression, social dysfunction, and assimilation.

Prerequisites: ENG 101 and 201, or ENG 121

British Literature from the Medieval Era to the Eighteenth Century **ENG 371** 3 crs. 3 hrs.

This course surveys works of English literature from its origins in pre-Norman England to the eighteenth century. The objectives are three-fold: (1) to develop the student's appreciation for literature and an acquaintance with literary masterpieces written in English during the years of this survey; (2) to introduce the student to the major political and cultural events and ideals that shaped England during these years; (3) to illustrate how cultural and political ideals shape men's thinking and have their reflections in and are reflected by literature. Selections may include Beowulf, Chaucer's Canterbury Tales, Shakespeare's plays and Swift's writings.

British Literature from the Romantic Era through the Twentieth Century **ENG 372** 3 crs. 3 hrs.

This survey course is independent of English 371, which is not a prerequisite. It covers the principal figures, styles, themes and philosophies represented during three literary periods: the Romantic Era, the Victorian Age and the Twentieth Century. It exposes students to major works of literature including poetry, plays, short stories, novels and essays. It enables students to appreciate the thoughts and contributions of outstanding writers such as Keats, Wordsworth, Tennyson, Browning, Yeats and Eliot, as well as Dickens, Joyce and Lawrence.

Introduction to Shakespeare **ENG 373** 3 crs. 3 hrs.

This course provides careful, in-depth readings from Shakespeare's tragedies, histories and comedies. The course examines some of the main characteristics of his work, including his major themes, the development of character and plot, and the special worlds that he creates through his poetic language.

Course Descriptions

ENGLISH

American Literature from the Colonial Era to the Civil War

ENG 381

3 crs. 3 hrs.

This course surveys American literature from its colonial beginnings to the American Renaissance of the nineteenth century—from Ann Bradstreet and Cotton Mather to Walt Whitman and Herman Melville. Students learn about the cultural milieu that influenced writers, read major and representative works and sharpen their critical abilities.

American Literature from the Reconstruction Era to the Present

ENG 382

3 crs. 3 hrs.

Though English 381 is not a prerequisite, this course begins where 381 leaves off and covers select fiction and poetry from the Gilded Age of the late nineteenth century to the present. Students study major writers and literary movements; and an effort is made to place literature in its cultural context. Works by such writers as Mark Twain, Emily Dickinson, Henry James, T.S. Eliot, Richard Wright, F. Scott Fitzgerald and Toni Morrison may be included.

The American Novel

ENG 383

3 crs. 3 hrs.

This course focuses on the gradual emergence of the American novel both as a literary form and as a reflection and reinforcement of patterns in the fabric of American life. Representative authors may include Hawthorne, Melville and Stowe from the 19th century; Lewis, Cather, Fitzgerald, Faulkner, Hemingway and Steinbeck from the 1920s to the 1950s; and Wright and Mailer of the 1960s and 1970s.

Modern American Drama

ENG 384

3 crs. 3 hrs.

The development of the American theatre since the rise of realism is traced through 1920s dramas by O'Neill, Howard, and Rice; comedies of manners by Barry and Behrman; socially conscious plays of the 1930s by Odets, Sherwood, and Hellman; and post-war dramas by Williams and Miller.

Prerequisites: ENG 101 and 201, or ENG 121

World Literature I: From Antiquity to the Early Modern Era

ENG 391

3 crs. 3 hrs.

This course presents a global approach to literature by introducing prose, poetry and drama representative of different world cultures and historical periods, from antiquity to the early modern era. Students engage in close readings of individual texts and contextual/comparative analyses. Written and spoken activities are designed to enhance students' appreciation of literature and their

awareness of the ways it arises from, shapes and reflects the world's cultures.

World Literature II: From Early Modern Era to the Present

ENG 392

3 crs. 3 hrs.

This course presents a global approach to literature by introducing prose, poetry and drama representative of different cultures and historical periods, from the 17th century to the present. Students engage in close readings of individual texts and contextual/comparative analyses. Written and spoken activities are designed to enhance students' appreciation of literature and their awareness of the ways it arises from, shapes, and reflects the world's cultures.

Jewish Literature

ENG 393

3 crs. 3 hrs.

This course aims to acquaint students with representative Judaic works translated from

Hebrew or written in English and ranging from Biblical times to the present. The selections concentrate on those writings which have been most influential in the development of Western literature and which best convey Jewish thought, feeling, and experiences, especially in their universal application. The readings will be supplemented by exposure to Judaic music and art, including visits to museums and galleries, individual student projects, and guest lectures. No prior knowledge of the Hebrew language or Jewish culture or literature is required.

Prerequisites: ENG 101 and 201, or ENG 121

Modern European Novel

ENG 394

3 crs. 3 hrs.

European social and political ideas as they are reflected in the works of such novelists as Gide, Silone, Koestler, Camus, Sartre, Mann, and Kafka are examined and analyzed.

Prerequisites: ENG 101 and 201, or ENG 121



Course Descriptions

HEALTH EDUCATION

Health Education

Room N-798, Telephone (212) 220-1453

The Health Education courses provide undergraduates with the knowledge, skills, and models to enhance, promote and value their physical, emotional, social, intellectual, and spiritual health. The Health Education courses complement the other curricula in developing the whole person and focusing on individual health needs. The department offers degrees in Community Health Education, School Health Education and Public Health leading to the Associate Degree in Science (A.S.) In addition, a Gerontology Program is jointly offered with the Social Sciences, Human Services and Criminal Justice department that leads to the A.S. degree.

Note: 200-level HED courses do not meet the Health Education (HED 100) requirement for degree programs.

Chairperson: Lesley Rennis

Deputy Chairperson: Gloria McNamara

Professors: Michael Basile, Philip Belcastro, Olivia Cousins

Associate Professor: Lesley Rennis

Assistant Professor: Lisa Grace, Hardaye (Sharie) R. Hansen, Michael McGee, Gloria McNamara, Yuliya Shneyderman

Instructors: Sophia Aidiniou, Gregory Perry

Lecturer: Patricia DeFillippo

Health Education

2 crs. 2 hrs.

This is an introductory survey course to health education. The course provides students with the knowledge, skills, and behavioral models to enhance their physical, emotional, social, intellectual and spiritual health as well as facilitate their health decision-making ability. The primary areas of instruction include: health and wellness; stress; human sexuality; alcohol, tobacco and substance abuse; nutrition and weight management; and physical fitness. Students who have completed HED 110 - Comprehensive Health Education will not receive credit for this course.

Comprehensive Health Education

HED 110

3 crs. 3 hrs.

This course in health educations offers a comprehensive approach that provides students with the knowledge, skills, and behavioral models to enhance their physical, emotional, social, intellectual and spiritual health as well as facilitate their health decision-making ability. Areas of specialization include: alcohol, tobacco and abused substances, mental and emotional health, human sexuality and family living, nutrition, physical fitness, cardiovascular health, environmental health and health care delivery. HED 110 fulfills all degree requirements for HED 100. Students who have completed HED 100 - Health Education will not receive credit for this course.

Food, Culture and Society

HED 195

3 crs. 3 hrs.

Students will examine American dining rituals and patterns from colonial times through the 21st Century. Students will examine how historical events of colonization, trade, war, industrialization and weather impacted food consumption and diet in America. Using a socioecological model, students will also examine how American meal patterns are influenced by religion, race, culture, economics and politics.

Health Education and Exercise

HED 201

3 crs. 2 hrs. 2 lab hrs.

This course will develop positive health related attitudes, values, and habits to promote physical, mental and social wellness. The student will attain a broad spectrum of exercise information and skills and apply that knowledge to those skills in a laboratory fitness program, utilizing appropriate equipment to assess the function of muscular systems during physical performance. Individuals will explore the body's adaptations to aerobic, anaerobic, and resistance training.

HED 100

Drug Use in American Society

HED 202

3 crs. 3 hrs.

This course examines the use of licit and illicit drugs across cultures within the context of personal health and wellness. The historical, pharmacodynamics, psychological, emotional and social aspects of licit and illicit drug use, as well as drug abuse, will serve as the foundation for this examination.

Contemporary Health Issues

HED 210

2 crs. 2 hrs.

An advanced seminar in health education, this course concentrates on an in-depth investigation of selected health problems. Emphasis is placed on social aspects of health.

Critical Health Topics and Issues

HED 211

3 crs. 3 hrs.

This course academically examines topics that health education professionals have identified as: 1) critical to the health and wellbeing of specific populations, 2) relevant to the current state of the nation's health and healthcare system, 3) representative of recent trends in health practices/theory, or 4) a significant health concern attributable to personal health behavior(s). This course provides for an in-depth analysis of the array of topics germane to the health field. Each semester one or more topics will be offered through this course.

Prerequisite: HED 100 or HED 110

Habituation and Addiction and Their Prevention

HED 215

3 crs. 3 hrs.

This course covers causes of alcoholism and drug abuse. It discusses ways people are introduced to harmful substances, social and personal effects of alcoholism and drug abuse, prevention, and rehabilitation techniques. Methods and materials for professional students are given special consideration.

Human Sexuality

HED 220

3 crs. 3 hrs.

This course deals with the physiological, psychological and social aspects of human sexual development and functions.

Health Concerns of Women

HED 225

3 crs. 3 hrs.

This health course is aimed to be a practical course for students and to affect their lives in a positive way. It provides an opportunity to gain information and insight into the physical, psychological, and social aspects of women's health concerns.

Course Descriptions

HEALTH EDUCATION

Consumer Health Survey

HED 230

3 crs. 3 hrs.

Historical events and contemporary factors affecting the availability, control, and monitoring of American Health Care products and services are explored. Such factors include: the private and public financing of health care, public and private monitoring of health care; and the ethical issues of medical care in America. The purpose of the course is not to advocate any particular health care philosophy, product or service, but to provide the student with the skills and factual base for making informed decisions in the health care marketplace.

Nutrition for Health

HED 235

3 crs. 3 hrs.

This course examines what the National Academy of Sciences recommends for meeting one's nutritional needs. It examines the food, beverages, and supplements that comprise one's diet and assesses their impact on health following digestion, absorption, and metabolism. The course is designed to help students make health informed choices regarding nutritional needs and goals.

First Aid, Safety and Cardio Pulmonary Resuscitation

HED 240

3 crs. 3 hrs.

Students in this course acquire knowledge essential for safe living, including the causes and preventions of accidents. The student learns the practical skills of first aid and cardio pulmonary resuscitation. Students are eligible for certification provided they meet Red Cross standards.

Stress: Awareness, Understanding and Management

HED 250

3 crs. 3 hrs.

This course is designed to provide students with a comprehensive overview of the psychological, physical, and social understanding of the stress response. The course will explore the divergent ranges of the human stress response, while emphasizing the use of positive stress in an academic setting. Opportunities will be provided for students to learn concrete scientific measures, gain practical insights, and adapt viable stress management techniques. The purpose of the course is not to advocate any one particular technique, but rather to enable students to make informed decisions about stress management approaches toward enhancing health.

Communication Strategies in Health Literacy, Promotion and Programming

HED 255

3 crs. 3 hrs.

An introduction to the United States and International field of health communication with an emphasis on theoretical constructs,

practical models and applications. This course of study examines the multifaceted nature of health communication and its role in personal health behavior and public health interventions.

Fitness and Cardiovascular Health

HED 260

3 crs. 2 hrs. 2 lab hrs.

This course focuses on preventive heart care utilizing: nutritional plans, cardiovascular stress management, cardiovascular knowledge, and individualized cardiovascular fitness programs. In the classroom and fitness laboratory, students explore, devise and practice educational and fitness strategies to improve their overall cardiovascular health.

Health Perspectives of Death and Dying

HED 270

3 crs. 3 hrs.

The course experience provides students, utilizing Dubos' Multidimensional Health Model, an understanding of death and dying from a physiological, emotional, spiritual, and behavioral perspective with additional emphasis on legal and ethical issues. Topics to be explored include: therapeutic care plans as they relate to diseases and disorders of the terminally ill; medical preparation for death, inclusive of DNI (do not intubate), DNR (do not resuscitate) and health proxy laws; an examination of the emotional and physiological impact on the health of the caregiver as well as that of the terminal patient; an examination of funeral rituals and grieving practices involved in the healing process of bereavement, as well as unique circumstances of death involving suicide and euthanasia. Overall, the course explores death within the multiple dimensions of health and wellness on the continuum of the life cycle.

Prerequisite: HED 110 or HED 100 for which a "B" grade or above has been earned.

Introduction of Community Health Education

HED 301

3 crs. 3 hrs.

Health educators promote, maintain, and improve individual and community health by assisting individuals and communities to adopt healthy behaviors. This is accomplished primarily through the planning, implementation, monitoring, and evaluation of programs designed to encourage healthy lifestyles, policies, and environments.

The purpose of this course is to provide students with an overview of the field of community health education and an opportunity to develop skills in needs assessment and program planning. We will review the importance of health behavior as a contributor to current public health problems. Students will learn how to use the

planning frameworks for conducting needs assessments and designing and evaluating health promotion programs. Theories of health behavior will be introduced and their applications explored. Examples of health education and health promotion programs will be presented from health care, community, school and workplace settings.

Prerequisite: HED 110 or HED 100 for which a "B" grade or above has been earned.

Health Counseling

HED 302

3 crs. 4 hrs.

This course is designed to provide health education students with an understanding of theories and models upon which behavior change is based and with strategies to impact health behavior change. Students will acquire basic health behavior counseling and coaching skills and practice principles involved in motivation and program adherence and retention. Each student will gain experience working in the field of community health education through a field placement assignment.

Prerequisite: HED 110 or HED 100 for which a "B" grade or above has been earned.

Cross Cultural Health Education/ Cross Cultural Health Education/ Peru and U.S.

HED 476

3 crs. 4 hrs.

This Study Abroad course will expose students to the rich history and culture of inhabitants of the Andes. Class sessions will be based in the city of Cusco, Peru, the former capital of the Inca Empire. Cusco is an ancient colonial city built on Inca monuments, and has been declared a World Heritage site by the UN. Field trips and hosting with local families will expose students to the culture, health practices, and beliefs of the Andean people. The course will be based at the Centro Tinku, a cultural center dedicated to exchanges between students and inhabitants of the Andes. Students will compare and contrast Peruvian and U.S. access to health care in colonial times and the present, complementary and alternative medicines, and health outcomes.

Prerequisite: HED 110 or NUR 112

Mathematics

Room N-599, Telephone (212) 220-1335

Every student enrolled in a degree program is required to take at least one college-level course in mathematics. The courses are designed to help students appreciate the logical structure of mathematics and the scope of mathematics in modern society. Procedures and ideas are emphasized, as are the development of applications and skills. In general, the courses offered by the Department attempt to strengthen and enrich the student's basic understanding of mathematics. In addition, the Department offers courses for students who may be required to take remediation.

Chairperson: Fred Peskoff

Deputy Chairpersons: Barbara Lawrence, Marcos Zyman

Professors: Nkechi Agwu, June Gaston, Michael George, Annie Yi Han, Leonid Khazanov, Elena Nogina, Fred Peskoff, Jean Richard, Abdramane Serme, Claire Wladis, Marcos Zyman

Associate Professors: Barbara Ashton, Chokri Cherif, Margaret Dean, Jenna Hirsch, Nadarajah Kirupaharan, Jaewoo Lee, Glenn Miller, Alla Morgulis, Kathleen Offenholley, Lucio Prado, Jason Samuels, Brett Sims, Klement Teixeira

Assistant Professors: David Allen, Bernard Beecher, Vladimir Bercov, Johannes FAMILTON, Stephen Featherstonhaugh, Avraham Goldstein, Margaret Karrass, Michael Kent, Barbara Lawrence, Jae Ki Lee, Susan Licwinko, Sarah McAllister, Christopher McCarthy, Oleg Muzician, Lina Wu

Instructors: Joshua Dentz, Petruc Mancu, Yevgeniy Milman, Serine Ndiaye, Fatima Prioleau, Babul Saha, Naseef White, Dawei Xu

Lecturers: Theiry Agbotouedo, Daniela Bardac-Vlada, Sandra Boer, Julio Conte, Dale Dawes, Mahmoud Diarrassouba, Francki Elve, Liana Erstenyuk, Allan Felix, Ellen Inkelis, Mark Jagai, Karl Levy, Adam Zuming Li, Emmanuel Paki, Nancy Passantino, Dwight Pierre, Frederick Reese, Bruce Sanford, Shahin Uddin, Mildred Whitener, Ke Xin, Hong Yuan

Senior College Laboratory Technicians: David Lorde

College Laboratory Technicians: Ning Bai, Yanli Liu, Alioune Seye, Shaoshao Yang

Adjunct Faculty: There are approximately 165 adjuncts in the department.

Basic Mathematics

0 cr. 4 hrs.

This is a course in arithmetic skills and the rudiments of algebra. Topics covered include whole numbers, fractions, decimals, percents, proportions, signed numbers, and solving simple linear equations.

Pre/Corequisites: Co-Requisite: ESL 62. Students who score less than 26 on the COMPASS Pre-algebra exam are eligible to take MAT 8.

Basic Arithmetic and Algebra

0 cr. 6 hrs.

This course is a combination of arithmetic and elementary algebra. It includes the arithmetic of integers, fractions, decimals, and percent. In addition, such topics as signed numbers, algebraic representation, operations with polynomials, factoring, the solution of simultaneous linear equations of two variables, and graphing are covered. Students who passed MAT 12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5.

Mathematics Literacy with Computational Support

0 cr. 6 hrs.

This developmental course provides an alternative and accelerated pathway to the college-level liberal arts mathematics courses. The course will focus on applications of numerical reasoning to make sense of the world around us. Applications of arithmetic, proportional reasoning and algebra are emphasized. Lessons focusing directly on supporting students' computational skills are embedded in the course according to relevance to the following topic. This course cannot be used as a prerequisite for MAT 56 and is not suited for Science, Technology, Engineering or Math (STEM) students. Students who passed MAT 12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5.

Mathematics Literacy Quantway I

0 cr. 4 hrs.

This developmental course provides an alternative and accelerated pathway to the college-level liberal arts mathematics courses. The course will focus on applications of numerical reason to make sense of the world around us. Applications of arithmetic, proportional reasoning and algebra are emphasized. This course cannot be used as a prerequisite for MAT 56 and is not suited for Science, Technology, Engineering or Mathematics (STEM) students. Students who passed MAT 12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5.

MAT 8

Elementary Algebra

0 cr. 4 hrs.

This course is the first algebra course offered at the College. It includes such topics as algebraic representation, signed numbers, operations with polynomials, factoring, the solution of linear equations, the coordinate system, the solution of simultaneous linear equations of two variables, and graphing. This course is designed to prepare students for the CUNY Freshman Skills Assessment Test required for transfer to the upper division of CUNY, as well as for more advanced math courses. If a student passes MAT 12, the student should not register for MAT 51, since MAT 12 combines MAT 8 and MAT 51. Students who passed MAT 12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5.

Intermediate Algebra and Trigonometry

0 cr. 6 hrs.

This course is the second algebra course offered at the college. It is open to students who have completed elementary algebra or its equivalent. It includes such topics as: factoring, solutions of linear and quadratic equations, trigonometric relationships, exponents, logarithms, and the graphs of quadratic equations. Students who passed MAT 12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5.

Elementary and Intermediate Algebra with Trigonometry

0 cr. 7 hrs.

This course is a combination of elementary algebra and intermediate algebra including trigonometry. It includes such topics as properties of real numbers, polynomials and factoring, equations and inequalities in one and two variables, systems of linear equations and inequalities, rational expressions and functions, rational exponents and roots, quadratic functions, exponential and logarithmic functions, and an introduction to trigonometry. This course is recommended for eligible students that wish to take a one-semester accelerated path to MAT 206. Students who passed MAT 12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5.

Fundamentals of Mathematics I

4 crs. 4 hrs.

This course includes the study of several mathematical systems. The role of mathematics in modern culture, the role of postulational thinking in all of mathematics, and the scientific method are discussed. The course considers topics such as: the nature of axioms, truth and

MAT 51

MAT 56

MAT 56.5

MAT 41

MAT 100

Course Descriptions

MATHEMATICS

validity; the concept of number; the concept of set; scales of notation; and groups and fields.

Prerequisite: MAT 12, MAT 14, MAT 41, MAT 51, or MAT 161.5

Mathematics for Health Sciences MAT 104
3 crs. 3 hrs.

This course covers computations and measurements essential in the health science professional fields. Topics include: units and measurements, ratios, solutions and dosages.

Prerequisite: MAT 12, MAT 14, MAT 41, MAT 51, or MAT 161.5.

Mathematics for Respiratory Therapy MAT 109
3 crs. 3 hrs.

This course covers topics in intermediate algebra and emphasizes problems and applications in respiratory therapy. It includes such topics as: algebraic representation, factoring, approximate numbers, significant digits and scientific notation, first and second degree equations with applications, ratio and proportions, square roots, radicals and exponents, logarithms, graphing linear equations, vectors and the metric system.

Fundamentals of Mathematics I MAT 110
3 crs. 3 hrs.

This course includes the study of several mathematical systems. The role of mathematics in modern culture, the role of postulational thinking in all mathematics, and the scientific method are discussed. The course considers topics such as the nature of axiom truth and validity; the concept of number; the concept of sets; scales of notation, and groups and fields.

Note: This course satisfies the Pathways: Mathematical and Quantitative Reasoning requirement.

Prerequisite: MAT 12, MAT 14, MAT 41, MAT 51, or MAT 161.5.

Explorations in Scientific Mathematical Research (same as SCI 111) MAT 111
3 crs. 4 hrs.

This course will introduce the processes involved in research. Students will be designing and performing experiments and analyzing the results. Objectives are to understand the scientific method, interpret statistics, and appreciate mathematical research. Computers will be used for statistics, graphing, pattern recognition, and word processing. Recommended for mathematics- and science- oriented liberal arts students as a liberal arts elective. Not open to Science or Engineering Science majors.

Prerequisite: One year of college science

Modern Applied Mathematics MAT 125
4 crs. 4 hrs.

This course is a survey of modern mathematics and its applications developed after the 18th century. The emphasis is on using mathematics to model the political, economic and aesthetic aspects of modern day society. Topics include graph theory, linear

programming, game theory, number theory, and mathematical growth and patterns.

Introduction to Statistics (same as MAT 150.5) MAT 150
4 crs. 4 hrs.

This course covers basic statistics, including: measures of central tendency, measures of dispersion, graphs, correlation, the regression line, confidence intervals, the significance of differences, and hypothesis testing, including z-tests, t-tests, and chi-square tests.

Prerequisite: MAT 12, MAT 14, MAT 41, MAT 51, or MAT 161.5.

Statistics with Algebra (same as MAT 150) MAT 150.5
4 crs. 6 hrs.

Statistics with algebra is a statistics course (4 credits and 60 hours) with an additional 30 hours focusing on elementary algebraic concepts useful in statistics. After covering the selected algebraic concepts, the course covers the study of basic statistics. It includes measures of central tendency, measures of dispersion, graphs, probability, the binomial distribution, the normal distribution, sampling distributions, the chi-square distribution, t-tests, estimation and hypothesis testing, correlation and regression. Students who passed MAT 12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5.

Quantitative Reasoning MAT 160
4 crs. 4 hrs.

The course aims to teach students how to think competently about quantitative information. Students learn how to take real world problems, translate them into mathematics, and solve them. Topics include thinking critically, numbers in the real world, financial management, statistical reasoning, probability, and mathematical modeling. Students who passed MAT 12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5.

Topics in Quantitative Reasoning MAT 161
3 crs. 3 hrs.

This course aims to teach students how to think competently about quantitative information. Students learn how to take real world problems, translate them into the language of mathematics, and solve them. Topics include thinking critically, numbers in the real world, financial management, statistical reasoning, probability, and mathematical modeling. This course satisfies the mathematic requirement for the CUNY Core. It is recommended for students who do not intend to pursue mathematics, science or any curriculum requiring the students to take Calculus. Students who passed MAT

12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5.

Note: This course satisfies the Pathways: Mathematical and Quantitative Reasoning requirement.

Mathematics Literacy and Quantitative Reasoning MAT 161.5
3 crs. 6 hrs.

This course aims to teach students how to interpret quantitative information, analyze quantitative data, and make inferences in contexts involving mathematical concepts. Topics include proportional reasoning, interpreting percentages, units and measurement, thinking critically, numbers in the real world, financial management, statistical reasoning, probability, and linear and exponential modeling. This course satisfies the mathematics requirement for the CUNY Pathways. This course cannot be used as a pre-requisite for MAT 56 and is not suited for Science, Technology, Engineering or Mathematics (STEM) majors or any major that requires MAT 56.

Introduction to Discrete Mathematics MAT 200
4 crs. 4 hrs.

This course covers fundamental mathematical topics associated with computer information systems, including: numeration systems; sets and logic; Boolean algebra, functions, and elementary switching theory; combinatorics; mathematical induction; permutations; combinations; binomial coefficients; and distributions.

Prerequisite: MAT 12 or MAT 51; and MAT 56 or MAT 56.5.

Fundamentals of Mathematics II MAT 202
3 crs. 3 hrs.

This course covers an axiomatic approach to mathematical relations, operations, and the real number system.

Prerequisite: MAT 100

Precalculus MAT 206
4 crs. 4 hrs.

This course covers basic algebraic and trigonometric skills, algebraic equations, and functions. Topics include: mathematical induction, complex numbers, and the binomial theorem.

Prerequisite: MAT 56 or MAT 56.5.

Mathematical Problem Solving MAT 208
2 crs. 2 hrs.

This is a Liberal Arts elective course. It will focus on the general steps in the problem-solving process and the use of problem-solving strategies espoused by Polya, et al. Problems will include non-routine exercises taken from mathematics journals and competitions, and famous problems from the history of mathematics.

Prerequisites: MAT 12 or MAT 51, if needed; also MAT 56

Course Descriptions

MATHEMATICS

Statistics

4 crs. 4 hrs.

This course covers statistical concepts and techniques with applications. Topics include probability, random variables, the binomial distribution, the hyper-geometric distribution, measures of central tendency, the normal distribution, precision and confidence intervals, sample design and computer projects.

Mathematics for Elementary Education I

4 crs. 4 hrs.

This course covers the first half of the mathematics recommended by the National Council of Teachers of Mathematics (NCTM) for prospective elementary school teachers, including problem solving, sets, logic, numeration, computation, integers, rational and real numbers, and number theory. This course meets the mathematics requirement only for students in the ECE program. Students who have taken MAT 100 may not receive credit for this course.

Prerequisite: MAT 56 or MAT 56.5.

Mathematics for Elementary Education II

4 crs. 4 hrs.

This course covers the second half of the mathematics recommended by NCTM for prospective elementary school teachers, including probability, statistics, plane and transformational geometry, congruence, and similarity. This course meets the mathematics requirements ... for students in the ECE program. Students who have taken MAT 150 may not receive credit for this course.

Prerequisite: MAT 214

Introduction to Geometry

4 crs. 5 hrs.

An introduction to Euclidean geometry and some topics from Non-Euclidean Geometry. Topics to be covered in Euclidean geometry include foundations of geometry such as lines, angles, triangles, polygons, circles, solids as well as coordinate geometry and transformations. Non-Euclidean geometry will cover a brief introduction to axion systems, parallelism and hyperbolic geometry.

Prerequisite: MAT 206 or the equivalent with departmental approval

Analytic Geometry and Calculus I

4 crs. 6 hrs.

This is an integrated course in analytic geometry and calculus, applied to functions of a single variable. It covers a study of rectangular coordinates in the plane, equations of conic sections, functions, limits, continuity, related rates, differentiation of algebraic and transcendental functions,

MAT 209

Rolle's Theorem, the Mean Value Theorem, maxima and minima, and integration.

Prerequisite: MAT 206

Analytic Geometry and Calculus II

4 crs. 6 hrs.

This course provides an introduction to the concepts of formal integration. It covers the differentiation and integration of algebraic, trigonometric, and transcendental functions. Topics include the definite integral, the antiderivative, areas, volumes, and the improper integral.

Prerequisite: MAT 301

Analytic Geometry and Calculus III

4 crs. 6 hrs.

This course is an extension of the concepts of differentiation and integration to functions of two or more variables. Topics include partial differentiation, multiple integration, Taylor series, polar coordinates and the calculus of vectors in one or two dimensions.

Prerequisite: MAT 302

Bridge to Advanced Mathematics

3 crs. 3 hrs.

This course is designed to prepare students for an advanced mathematics curriculum by providing a transition from Calculus to abstract mathematics. The course explores the logical and foundational structures of mathematics, with an emphasis on understanding and writing proofs. Topics include logic, methods of proof, mathematical induction, axiomatic approach to group theory, number theory, set theory, relations and functions, Cantor's theory of countability, and the development of the real number system. Throughout the course, students will be actively engaged in understanding, verifying and writing proofs, and will be introduced to methods of mathematics research.

Prerequisite: MAT 302

Linear Algebra

3 crs. 3 hrs.

This course covers matrices, determinants, systems of linear equations, vector spaces, eigenvalues and eigenvectors, Boolean algebra, switching circuits, Boolean functions, minimal forms, Karnaugh maps.

Prerequisite: MAT 302, or permission of the department

Abstract Algebra

3 crs. 3 hrs.

This course covers the standard material comprising an introduction to group and ring theory: set theory and mappings; groups, normal subgroups, and quotient groups; Sylow's Theorem; rings, ideals, and quotient rings, Euclidean rings, polynomial rings.

Corequisite: MAT 315

Finite Mathematics

4 crs. 4 hrs.

This course covers compound statements, sets and subsets, partitions and counting, probability theory, vectors, matrices, and linear programming.

Prerequisites: MAT 12 or MAT 51, if needed; also MAT 56

Mathematical Foundations of Computer Networking (same as CSC 470)

4 crs. 3 hrs.

This course presents the mathematical concepts underlying computer networks. The course introduces probability and stochastic process, queuing analysis, and basic graph theory and relates these topics to various layers of the seven layer Open Systems Interface (OSI) organization model of computer networks. Practical laboratory projects provide concrete illustration of theoretical concepts.

Prerequisites: MAT 302

Ordinary Differential Equations

3 crs. 3 hrs.

This is a first course in the theoretical and applied aspects of ordinary differential equations. Topics include: first-order equations, exact equations, linear equations, series solutions, Laplace transforms, Fourier series, and boundary value problems.

Prerequisite: MAT 302

History of Mathematics

3 crs. 3 hrs.

The course follows the growth of mathematics from its empirical nature in Egypt and Babylonia to its deductive character in ancient Greece wherein the roots of the calculus will be identified. The concept of number and the development of algebra, with Hindu, Arabic, and medieval contributions are discussed. The rise of analytic geometry, the calculus, and the function concept are examined. Finally, the trend towards greater rigor and abstraction is considered including formal axiomatic systems and Godel's Incompleteness Theorem.

Prerequisite: MAT 302

Advanced Calculus I

4 crs. 4 hrs.

The course presents the logical structure on which the foundations of the calculus have been based: construction of the real number system, mathematical induction, limits and continuity in precise formulation, functions of several variables, point sets in higher dimensions; uniform continuity, and elements of partial differentiation.

Prerequisite: MAT 303 or departmental approval

MAT 402

MAT 470

MAT 501

MAT 505

MAT 601

Course Descriptions

MEDIA ARTS AND TECHNOLOGY

Media Arts and Technology

Room N-622, Telephone: (212) 346-8525

The Media Arts and Technology (MEA) Department provides a dynamic education in the fast growing field of digital design and communication technology. From computer graphics to web design, and from programming for games and animation to storytelling in HD video, the MEA Department offers a variety of courses and areas of study focused on the exciting future of media in the post digital age. MEA studies can lead students to positions in the film and television industry, electronic journalism, web design and development, audiovisual production, advertising design, game design, animation and the entertainment industry.

The MEA Department combines extensive hands-on experience with theoretical coursework in a comprehensive academic program. MEA students work in a state-of-the-art digital environment in BMCC's media labs, television studios, audio studio, and post-production laboratories.

Students choose a course of study from four areas:

Animation and Motion Graphics

Multimedia Programming and Design

Video and Technology

All MEA students complete an internship, arranged through the College, at professional media facility. Students earn an Associate in Science (A.S.) degree and may transfer to a 4-year college.

Chairperson: Christopher Stein

Deputy Chairpersons: Josephine Culkin, Shari Mekonen

Professors: Josephine Culkin, Cynthia Karasek, Shari Mekonen, Philip Weisman

Associate Professors: Christopher Stein

Assistant Professors: Carol Basuru, Janet Esquirol, Revital Kaisar, Anna Pinkas, Annastassios Rigopoulos, Own Roberts, James Sayegh, George Stevenson, Jamal Sullivan, Krista Whetstone

ANIMATION

Introduction to 3D Animation ANI 401
3 crs. 4 hrs.

Students will learn to construct 3D motion graphics for video, film, game, multimedia and internet applications. Students will use an advanced CGI program to make original animations in a three-coordinate space. Students will learn to model three-dimensional objects and to choreograph scenes, controlling character movement, lighting, sound, and camera directions.

Prerequisite: MMP 260 or VAT 301

3D Animation Projects ANI 402
3 crs. 4 hrs.

This course follows ANI 401. Students will use an advanced CGI program, to make original animations in a three-coordinate space. Students will learn to model three-dimensional objects and to choreograph scenes, controlling character movement, lighting, sound, and camera direction. Small groups will produce short animations.

Prerequisite: ANI 401 and MMP 250

Corequisite: ENG 101 and MAT 1xx or higher.

MEDIA ARTS

Media Arts and Technology Internship MEA 371
2 crs. 11.5 hrs.

The objective of the internship is to allow the student to put classroom theory in her/his major into practice in order to gain work experience. Each student-intern is assigned to a coordinator who is knowledgeable about the student's field. The coordinator helps the student secure internship placement in a work site related to the student's major, or assists the student to "reconstruct" her/his present position as an internship, or develop—by special arrangement—an internship with her/his present employer, and serves as the student's instructor and advisor during the field experience. Over a semester the Media Arts and Technology Internship requires a total of 150 hours, including but not limited to, hours at the internship site. In this course MEA students are expected to: intern approximately 10 hours a week, complete a term project assigned by the coordinator, and be evaluated by the work site supervisor. Students to be placed are expected to arrange their schedules so that they are free mornings or afternoons, Monday–Friday, or two to three full days per week.

Prerequisite: Departmental Approval

Professional Development and Career Planning in Media Arts and Technology MEA 201
2 crs. 2 hrs.

In this course students are instructed in industry appropriate methods to creatively plan their careers. Students learn about

self-assessment, career exploration, and practical job search skills. In this course, students will identify the techniques used to identify target markets, negotiate with clients, apply sound business management principles, and successfully self-promote. The course includes the following topics: how to identify and classify your career needs, interests, values, and skills; researching occupational and organizational alternatives; job search techniques and resources for employment; resume and cover letter preparation; portfolio presentation; job interviewing and follow-up.

Prerequisite: ANI 401 or two MMA 200 and higher classes or two MMP 200 and higher classes or two of VAT 161, VAT 165, VAT 171, VAT 261, VAT 265, VAT 271.

MEDIA STUDIES

Introduction to the Moving Image MES 140
3 crs. 3 hrs.

Introduction to the Moving Image gives students an introductory grounding in the history, aesthetics, and critical theory of narrative and non-narrative motion pictures, television, and animation. Students will gain a global perspective of how moving image works evolved from the birth of cinema to the current multiplicity of screens and screen works; special attention will be drawn to the theoretical and practical techniques unique to moving images and the tension between the media's apparent "realism" and the manipulations required to achieve it.

Introduction to Contemporary Media MES 152
3 crs. 3 hrs.

This course introduces students to varied applications of contemporary media in business, entertainment, and the public sector. Students study the processes of media production, the systems for media distribution, and the roles of media professionals. The course surveys the history of modern communications and the terminology of the media industry. Students examine the complex connections between technology, content, style, and audience response in the creation of media productions.

Script Writing MES 153
3 crs. 3 hrs.

This course focuses on writing treatments and scripts for the screen and video. Students learn the basics of visualizing narratives in 3-act structure; how to identify fiction and non-fiction genres; how to create character and story; how to research and write treatments and outlines; how to write single-column screenplays for narratives and two-column scripts for documentary scripts; and how to give and receive critiques on script work. Throughout, students will develop the basic skills necessary to write and revise scripts for upper-level VAT production classes and beyond.

Course Descriptions

MEDIA ARTS AND TECHNOLOGY

MULTIMEDIA

Foundations of Digital Graphic Design

MMA 100

3 crs. 4 hrs.

This image-based course will introduce graphic design as the foundation upon which effective visual communication is built. Investigation of the elements and principles of graphic design will lead to specific design problems and their solution. The development of ideas and the ability to communicate them effectively will be covered. Discussion of both vector and bitmap-based digital graphic platforms will begin progress toward industry-standard computer proficiency.

Typography and Layout (same as ART 215)

MMA 215

3 crs. 4 hrs.

This course will explore type design and its application in visual communication. Students will learn to manipulate type properties to design meaningful and effective graphic communication. The use of industry-standard desktop publishing software will be covered as well as will be applied to a range of typographic solutions.

Prerequisite: MMA/ART 100

Digital Imaging for Graphic Design (same as ART 225)

MMA 225

3 crs. 4 hrs.

This course continues the study of digital imaging as it relates to graphic design. A course philosophy for this class is the introduction of photographic images as a basis for approaching 2D design concepts. During the semester, this course shall cover digital input, editing, archiving and the beginning of the study of digital output. Conceptual and technical digital shooting assignments will be assigned to expand students' skills and support topics covered in class. Reading and writing will focus on the use of technology in propelling digital imaging and design.

Prerequisite: MMA/ART 100

Visual Communication and Design (same as ART 235)

MMA 235

3 crs. 4 hrs.

This class builds upon principles and skills learned in Foundations of Digital Design. Students will apply principles underlying effective visual communication to increasingly complex design problems. Projects may include poster design, symbols and logos, editorial design, information design, visual identity and branding and other design systems. Critical analysis of design problems and the creative design process will be emphasized. Students will complete reading and writing assignments in addition to problems in visual communications and design.

Prerequisite: MMA/ART 100

Introduction to Multimedia

MMP 100

3 crs. 4 hrs.

This course introduces students to the fundamentals of multimedia production. In a hands-on class, students will learn the essentials of program design and authoring software in an integrated computer environment. Students will learn how to combine graphics, audio and text to create programs for industrial and educational applications.

Introduction to Multimedia

MMP 100

3 crs. 4 hrs.

This course introduces students to the fundamentals of multimedia production. In a hands-on class, students will learn the essentials of program design and authoring software in an integrated computer environment. Students will learn how to combine graphics, audio and text to create programs for industrial and educational applications.

Multimedia Design

MMP 200

3 crs. 4 hrs.

Building on the principles learned in introduction to multimedia, students will learn to manipulate graphics and text in more sophisticated ways for use in print layout as well as multimedia. An emphasis will be placed on design concepts for the creation of pages.

Prerequisite: MMP 100

Multimedia Design

MMP 200

3 crs. 4 hrs.

Building on the principles learned in introduction to multimedia, students will learn to manipulate graphics and text in more sophisticated ways for use in print layout as well as multimedia. An emphasis will be placed on design concepts for the creation of pages.

Prerequisite: MMP 100

Multimedia Programming I

MMP 210

3 crs. 4 hrs.

This course introduces the basic concepts of programming for multimedia. Students will learn the principles of object-oriented programming and how to create scripts for the manipulation of graphics, audio and text to construct a web-based multimedia presentation.

Prerequisite: MMP 100

Programming for Multimedia

MMP 220

4 crs. 5 hrs.

This course introduces the basic concepts of programming for multimedia. Students will learn the principles of object oriented programming and how to create scripts for the

manipulation of video, graphics, and text to construct a complete multimedia presentation.

Prerequisite: MMP 100

Interaction Design with Multimedia Programming

MMP 230

4 crs. 5 hrs.

Students will learn to design interfaces and manipulate graphics, text, video and other multimedia elements through a scripting language such as Flash ActionScript. An emphasis will be placed on planning projects and using programming concepts for the development of games, e-commerce and dynamic multimedia applications.

Prerequisite: MMP 100

Web Design

MMP 240

3 crs. 4 hrs.

This course will introduce students to the process and techniques of web design. Effective website design and site architecture will be explored through class assignments and critique of existing websites. Hands-on experience designing web pages while using web authoring software and coding HTML manually will be emphasized. Graphic, audio, and animation applications, which allow for image and sound development, will be introduced.

Prerequisite: CIS 180 or MMP 100

Digital Film Fundamentals

MMP 250

3 crs. 4 hrs.

This course is a comprehensive, workshop-style survey that explores the fundamental concepts and skills required to produce nonfiction digital video pieces. Taught from the ground up, this class will explore planning and pre-production, pitching the concept, basic camera usage, sound recording, interview techniques and non-linear editing strategies. There will be an emphasis on group dynamics, accurate documentation, and rotating crew positions.

Prerequisite: MMP 100

Introduction to 2D Animation

MMP 260

3 crs. 4 hrs.

Students will learn to design and create motion graphics for multimedia, building projects appropriate both for internet applications and for film and video. Students will learn how to use a vector-based animation program such as Flash MX and animation and visual effects compositing programs to create original work. An emphasis will be placed on planning projects and developing narratives through the use of storyboards.

Prerequisite: MMP 100

Type in Motion

MMP 280

3 crs. 4 hrs.

This course will cover the fundamentals of animated type. It will adapt and expand traditional typographic principles for dynamic

Course Descriptions

MEDIA ARTS AND TECHNOLOGY

and interactive media. Students will explore typographic elements in space and time with the objective of creating meaningful and expressive animation. Computer animation techniques will be introduced and demonstrated in class. Potential applications include websites, online advertisements, movie titles and broadcast design.

Prerequisite: MMP 100

Topics in Media Arts and Technology MMP 300 3 crs. 4 hrs.

MEA 300 will focus on a specific theme, concept, technology or methodology to be announced in advance. Topics for the following semester will be made available by the Media Arts and Technology Department during registration. Each section of the course will cover in depth a single special topic related to media arts and technology, such as one of the following: User Experience Design, Physical Computing, 3D and Laser Printing, Game Design, Documentary Film Production, Experimental Film, Journalism, Media Production, Project Management, Interactive Media, Augmented Reality, Virtual Reality, Television News Production.

Prerequisite: Any 200-level or above MMP, MMA, VAT or ANI course

Introduction to Video Graphics (same as VAT 301) MMP 301 4 crs. 3 hrs.

This course offers an introduction to designing two-dimensional computer generated video graphics. Students create graphics to television productions, such as opening titles for programs to be used in live studio situations and for integration in post-production editing. Students are introduced to motion graphics in 2D and 2+D digital graphic applications.

Prerequisite: VAT 161 or VAT 171, and CIS 100

Multimedia Programming II MMP 310 3 crs. 4 hrs.

This course builds on the programming, media manipulation and presentation skills developed in MMP 210 - Multimedia Programming I. Students will learn the multimedia application design process, from planning through production. Using media creation and programming software tools, students will build user-friendly web and multimedia applications.

Prerequisite: MMP 210

Multimedia Networks MMP 320 4 crs. 5 hrs.

This course will introduce the fundamentals of computer communications and its effects on multimedia applications, the OSI reference model, communication protocols, transmission media will be discussed and their impact on the performance of

multimedia applications will be examined. Different network design strategies and their tradeoffs will be addressed to enhance students' understanding of computer networks for multimedia.

Prerequisite: MMP 100 and MMP 220

Content Development for the Web MMP 340 3 crs. 4 hrs.

This course teaches principles and practices of writing and editing for the Web. It covers issues such as writing for an online audience, structuring content across Web pages and integrating text with other media elements. Emphasis is given to writing strategies that exploit the interactive capabilities of the Web.

Prerequisites: ENG 201 or ENG 121 and MMP 100 or CIS 180

Advanced Web Design MMP 350 3 crs. 4 hrs.

This course gives the students the tools to build standards compliant, accessible, dynamic websites. Students will incorporate client-side and server-side scripting with advanced CSS to create intuitive and interactive web interfaces. The learning will take place in the context of a content management system. Contemporary web development processes and platforms will be explored. A foundational knowledge of programming concepts, HTML, CSS and design for the web is required for this course.

Prerequisites: MMP 210 and MMP 240

Introduction to 3D Motion Graphics for Video, Film, Game, Multimedia and Internet (same as VAT 401) MMP 401 3 crs. 4 hrs.

Students will learn to construct 3D motion graphics for video, film, game, multimedia, and Internet applications. Students will use advanced CGI Program to make original animations in a three-coordinate space. Students will learn to model three-dimensional objects and to choreograph scenes, controlling character movement, lighting, sound and camera directions.

Prerequisite: VAT 301, or MMP 200 and ART 224

Distributed Multimedia Applications MMP 420 4 crs. 5 hrs.

This course will introduce the concept of designing and constructing a distributed multimedia presentation. It will cover issues of synchronization between applications, partitioning of relevant applications and interaction management for multimedia applications distributed over a network. The students will be expected to design and implement a simple distributed multimedia application.

Prerequisite: MMP 320

Multimedia Project Lab MMP 460 4 crs. 5 hrs.

Students will work collaboratively to plan, design and create a complete project to be stored on a CD ROM. Projects may be drawn from such applications as: information kiosks; computer-assisted instruction; and creation of world wide web sites.

Prerequisites: MMP 200, MMP 210, and MMP 350 or MMP 200 and MMP 320

VIDEO ARTS AND TECHNOLOGY

Introduction to Video Technology VAT 100 2 crs. 2 hrs.

This course explains how video technology works. It covers the fundamentals of contemporary media technology including understanding video image formation, data compression, picture and sound generation and manipulation, and the impact of new technologies, such as HD-TV and P2P. Lab exercises introduce students to the operations of cameras, video-recording systems, microphones, and the uses of SMPTE Time Code. Students also examine systems for delivering media to the viewer, including webcast, broadcast, and satellite and cable distribution.

Corequisite: VAT 151

Introduction to Corporate Media Applications VAT 150 3 crs. 3 hrs.

This course introduces students to the many industrial applications of the state-of-the-art media. New technologies and current industrial communication problems are covered. Students study the history of modern communications and each student is given a glossary of technical terms. The course covers corporate needs for artists, designers, photographers, camera operators, video-technicians, multi-image programmers, lighting technicians, and film and video editors.

Script to Screen VAT 151 3 crs. 3 hrs.

This course will cover all aspects of the pre-production phase of media production. Students will learn how to write treatments and scripts for documentary and news formats, corporate and industrial videos, public service announcements, commercials, screenplays and teleplays. The course will also cover such aspects of pre-production as script breakdown, budgeting, scheduling, crew hiring, equipment rental and securing locations.

Prerequisite: SPE 100

Course Descriptions

MEDIA ARTS AND TECHNOLOGY

Introduction to Media Applications **VAT 152** 3 crs. 3 hrs.

This course introduces students to varied applications of contemporary media in business, entertainment, and the public sector. Students study the processes of media production, the systems for media distribution, and the roles of media professionals. The course surveys the history of modern communications and the terminology of the media industry. Students examine the complex connections between technology, content, style, and audience response in the creation of media productions.

Prerequisite: SPE 100 or SPE 102

Scriptwriting **VAT 153** 3 crs. 3 hrs. 1 lab hr.

This course focuses on writing treatments and scripts for the screen and video. Students learn the basics of visualizing narratives in 3-act structure; how to identify fiction and non-fiction genres; how to create character and story; how to research and write treatments and outlines; how to write single-column screen plays for narratives and two-column scripts for documentary scripts; and how to give and receive critiques on script work. Throughout, students will develop the basic skills necessary to write and revise scripts or upper-level VAT production classes and beyond.

TV Studio Production I **VAT 161** 3 crs. 2 hrs. 1 lab hr.

This course is an introduction to all aspects of basic studio television production. Students produce multi-camera TV programs in a fully equipped TV studio. Students learn to perform the functions of a director, floor manager, camera operator, audio engineer, lighting director, and technical director.

Prerequisite: VAT 100 and MES 153

Corequisite: MES 152

Sound for Performance/Digital Media I **VAT 165** 3 crs. 3 hrs.

This course is an introduction to the use of audio technology in theatre, television, motion pictures and multimedia. Students will be introduced to the fundamental principles of acoustics and sound recording. Tools, such as various mixing boards, microphones and recorders, will be introduced in the context of theatrical and television production.

Sound design for live venues and multimedia presentations will be introduced as well. Assignments will include practical exercises. Lab assignments are required.

Prerequisite: VAT 100 and MES 153

Corequisite: MES 152

Remote Production/Video Editing I **VAT 171** 3 crs. 2 hrs. 1 lab hr.

This course teaches students how to conceptualize, shoot and edit a video project. The use of digital cameras as well as lighting and audio instruments on location will be covered. Students will learn pre-production planning, crew protocols and directing skills as they shoot an original project. The fundamentals of post production techniques, from basic editing to final mastering, are taught in a state-of-the-art digital editing lab.

Prerequisite: VAT 100 and MES 153

Corequisite: MES 152

TV Studio Production II **VAT 261** 3 crs. 2 hrs. 1 lab hr.

This course builds upon VAT 161 and focuses on the skills needed to successfully plan and complete a multi-camera professional studio production. Classes are conducted in a state-of-the-art, fully equipped TV studio. Students master the techniques and workflow required to produce programming according to industry standards and practices. Student work is screened, discussed and critiqued to deepen understanding of the art and craft of television.

Prerequisite: VAT 161 or permission of the department

Sound for Performance/Digital Media II **VAT 265** 3 crs. 3 hrs.

This course concentrates on the post-production aspects of audio production. Sound effects editing, Automatic Dialogue Replacement (ADR), Foley editing and music replacement will be covered in the context of television and motion picture post-production. Mastering of recordings for distribution will also be covered. Students will be expected to work on projects using media server technology, allowing for simultaneous picture and sound editing. Collaborative projects will also be included. Lab assignments are required.

Prerequisite: VAT 165 and MMP 100

Remote Production/Video Editing II **VAT 271** 3 crs. 4 hrs.

This course builds upon VAT 171. It reinforces the skills needed to successfully plan, shoot, edit, and refine remote video productions. The course includes advanced techniques in digital cinematography, digital editing and audio and visual effects.

Prerequisite: VAT 171 or DEPT.

Introduction to Video Graphics (same as MMP 301) **VAT 301** 3 crs. 3 hrs.

This course offers an introduction to designing two-dimensional computer generated video graphics. Students create graphics to television productions, such as

opening titles for programs to be used in live studio situations and for integration in post-production editing. Students are introduced to motion graphics in 2D and 2+D digital graphic applications.

Prerequisite: VAT 161 or VAT 171 or MMP 250

Lighting for Television **VAT 302** 3 crs. 3 hrs.

This course will cover the fundamentals of lighting for television. Students will learn the principals of lighting techniques and study the various types of instruments and peripherals used. Besides lectures, there will be hands-on demonstrations both in the studio and on location.

Prerequisite: VAT 161 or VAT 171

Cinematography **VAT 303** 3 crs. 3 hrs.

This course teaches students about the art and techniques of digital cinematography. Topics are: the use of studio and remote digital video cameras; lighting for digital cinematography; camera movement, camera angles, continuity, and composition; interpreting a director's vision; and digital workflow. Throughout the course, the history and art of cinematography is explored through screenings, text and other analyses.

Prerequisite: VAT 161 or VAT 171

Teleconferencing **VAT 306** 3 crs. 3 hrs.

Teleconferencing offers an immediate, reliable and cost efficient method of creating virtual meetings using video technology. The course acquaints students with teleconferencing methods and applications. Utilizing the BMCC videoconferencing room, students will research and write original projects and conduct actual teleconferences using ISDN and IP telephony, a metropolitan fiber optic LAN, and orbital satellite technology.

Prerequisite: VAT 161 or VAT 172

Introduction to 3D Motion Graphics for Video, Film, Game, Multimedia and Internet **VAT 401** 3 crs. 4 hrs.

Students will learn to construct 3D motion graphics for video, film, game, multimedia, and Internet applications. Students will use advanced CGI Program to make original animations in a three-coordinate space. Students will learn to model three-dimensional objects and to choreograph scenes, controlling character movement, lighting, sound and camera directions.

Prerequisite: VAT 301, or MMP 200 and ART 224

Course Descriptions

MODERN LANGUAGES

Modern Languages

Room S-601, Telephone: (212) 220-8105

The Modern Language Department's principal objectives are to develop fluency in the written and spoken language and to familiarize students with foreign literature and culture. All courses are given in the foreign language unless otherwise specified. A language laboratory with the latest equipment provides students with additional practice. The language laboratory is an essential part of all language classes.

The department offers a Modern Languages major with concentrations in French, Italian, and Spanish. This program of study leads to an Associate of Arts (A.A.) degree.

Chairperson: Maria Enrico

Deputy Chairpersons: Eda Henao, Rafael Corbalán

Professors: Peter Consenstein, Rafael Corbalán, Maria Enrico, Eda Henao, Nidia Pullés-Linares, Alister Ramírez, Fay Rogg, Oneida Sánchez, Francisca Suárez-Coalla, Alejandro Varderi, Carol Wasserman

Associate Professors: Valérie Thiers-Thiam

Assistant Professors: Silvia Alvarez-Olarrá, Margaret Carson, Rachel Corkle, Maria De Los Angeles Donoso Macaya, Ainoa Inigo, Ling Luo, Safiya Maouelainin, Sophie Martinez, J. Thomas Means, Alicia Perdomo, Marilyn Rivera, Silvia Roig, Lisa Sarti, Kristina Varade

Lecturers: Patrizia Comello Perry, Evelin Gamarra-Martinez, Fanny Rodriguez

Instructor: Chun-Yi Peng

Senior Laboratory Technicians: Andres Amador, Luis-Alfredo Cartagena

College Laboratory Technicians: Daniel Amaranto, Jean Felix Patrick Colimon, Adela George, Alessandra Peralta Avila, Mohamed Safaini

Adjunct Faculty: There are approximately 40 adjuncts in the department.

AMERICAN SIGN LANGUAGE

Introductory American Sign Language I

ASL 105

3 crs. 4 hrs. 1 lab hr.

American Sign Language 105 is a beginner course designed to develop skill in a form of manual communication used primarily by American-born deaf person in interpersonal (face-to-face) relations. The main objective is develop signed communication skills, comprehension skills, sign literacy and expressive skills, and develop a further awareness of culture of deaf and hard of hearing users of ASL.

Introductory American Sign Language II

ASL 106

3 crs. 4 hrs.

American Sign Language 106 is a second semester language course. The main objective is to improve signed communication skills, expand comprehension skills, increase sign literacy and expressive skills, and develop a further awareness of culture of deaf and hard of hearing users of ASL.

Prerequisite: ASL 105 or departmental placement test

ARABIC

Elementary Arabic I

ARB 105

3 crs. 4 hrs. 1 lab hr.

Elementary Arabic I is a complete beginner-level course for students who have had no previous background in Arabic. Listening, speaking, reading and writing are emphasized with an introduction to Arabic culture.

Elementary Arabic II

ARB 106

3 crs. 4 hrs. 1 lab hr.

Students will continue the study of basic Arabic begun in ARB 105. They will also further their skills in listening comprehension, speaking, reading and writing in Arabic.

Prerequisite: ARB 105 or departmental placement test

CHINESE

Chinese I

CHI 101

3 crs. 3 hrs. 1 lab hr.

This course is for students who have no previous background in Modern Chinese (Mandarin). The pronunciation is that of Peking. Skills in comprehension, reading, and writing are developed, but emphasis is on speaking.

Chinese II

CHI 102

3 crs. 3 hrs. 1 lab hr.

This is the continuation of the study of Chinese, developing and strengthening skills in comprehension, speaking, reading, and writing. The pronunciation taught is that of Peking. Emphasis is on speaking.

Prerequisite: CHI 101 or departmental approval

Introductory Chinese I

CHI 105

3 crs. 4 hrs. 1 lab hr.

This course is for students who have had no previous background in Mandarin Chinese. Grammar is taught inductively and simple texts are read. Speaking, reading, and writing are emphasized.

Prerequisite: Departmental Placement

Introductory Chinese II

CHI 106

3 crs. 4 hrs. 1 lab hr.

Students will continue the study of basic Chinese grammar begun in CHI 105. They will also further their skills in listening comprehension, reading and writing in Chinese.

Prerequisite: CHI 105 or Departmental Placement

Chinese III

CHI 200

3 crs. 3 hrs.

This course includes a review of grammar plus the study of Chinese civilization and selected readings in Chinese literature. Self-expression through oral and written reports is emphasized.

Prerequisite: CHI 102 or departmental approval

Chinese IV

CHI 210

3 crs. 3 hrs.

This is an intensive writing and reading course in Chinese language. While developing integrated language skills, it emphasizes writing and critical analysis of content materials. The texts concentrate on Chinese contemporary and classical literary writings, as well as texts treating Chinese culture and history.

Prerequisite: CHI 200 or departmental approval

Modern Chinese Film

CHI 411

3 crs. 3 hrs.

This course will introduce representative Chinese films during the 20th century. This course will examine the social and cultural impact of films from China, Hong Kong and Taiwan over six basic periods: before the 1930s, 1930–40s, 1949–1966, 1966–1976, 1976–90s, 21st century. Students will develop academic competence in critical thinking and literary appreciation from historical and cultural perspectives. Readings, written work and oral reports will be in Chinese.

Prerequisite: CHI 210 and/or department approval or any Chinese 400 level course

20th Century Chinese Literature

CHI 440

3 crs. 3 hrs.

A study of 20th century Chinese literary development, this course examines the literary writings, major authors and literary movements in cultural and historical contexts. The course also reviews the development of China's ethnic minority literature, the growth of

Course Descriptions

MODERN LANGUAGES

popular literature, and the evolution of regional literature. Course readings include selected writings from four historical periods: 1900–16, 1917–49, 1949–85 and 1986–2000. Written projects and oral reports are required.

Prerequisite: CHI 210 or departmental approval or any other 400-level Chinese course, except CHI 476

Chinese Civilization and Language CHI 476 3 crs. 3 hrs.

This is a study abroad course that further develops students' Chinese language skills and expands their knowledge of Chinese culture and social development. The course is offered as the major part of the Study-Abroad-in-China Program, which includes a combination of class meetings, seminars and field trips to places of historic interest and cultural importance. The course provides opportunities for students to gain first-hand experience about contemporary Chinese cultural life. While participating in skill-based language learning activities that improve students' competence in listening, speaking, reading and writing, the course gives students opportunities to attend lectures that provide information about Chinese cultural patterns, customs, literature, history, social development and traditions of art and music. The course adopts a unique transcultural-linguistic approach to instruction that efficiently facilitates and enhances the learning of Chinese language and culture.

Prerequisite: CHI 102 or above, or proficiency in CHI 102 as determined by the Modern Languages Department placement test and at least 3 credits in a foreign language taught at CUNY.

FRENCH

French I FRN 101 4 crs. 4 hrs. 1 lab hr.

This is a course for students who have had no previous background in French. Grammar is taught inductively and simple texts are read. Speaking, reading, and writing are emphasized.

French II FRN 102 4 crs. 4 hrs. 1 lab hr.

In this continuation of French I, grammar, composition, oral comprehension of simple literary texts are developed supplemented by readings and analysis of French texts.

Introductory French I FRN 105 3 crs. 4 hrs. 1 lab hr.

This course is for students who have had no previous background in French. Grammar is taught inductively and simple texts are read. Speaking, reading, and writing are emphasized.

Prerequisite: Departmental Placement

Introductory French II FRN 106 3 crs. 4 hrs. 1 lab hr.

Students will continue the study of basic French grammar begun in FRN 105. They will also further their skills in listening comprehension, reading and writing in French.

Prerequisite: FRN 105 or Departmental Placement

Basic Conversational French FRN 150 3 crs. 3 hrs.

This course for non-native students having mastered two semesters of French is designed to build confidence and competence in conversing in French.

Prerequisite: FRN 102 or departmental approval

French III FRN 200 3 crs. 3 hrs.

This course includes a review of grammar plus the study of French civilization and selected readings in French literature.

French Film and Conversation FRN 204 3 crs. 3 hrs.

This course involves intensive oral work consisting of discussions of French/Francophone films. Communicative activities and drills in pronunciation, intonation and rhythm are included as well as several oral presentations throughout the course. A wide variety of topics ranging from everyday life problems to major social and cultural issues will be discussed. Readings, written work, and discussions will be in French.

Prerequisite: FRN 200 or departmental approval

French IV FRN 210 3 crs. 3 hrs.

While reviewing advanced grammar, students are trained in literary analysis through the works of modern French authors.

Francophone Literature FRN 400 3 crs. 3 hrs.

This course explores literature written in French from countries outside of France. Works from French Canada, the Caribbean islands (Guadeloupe, Martinique, and Haiti) as well as North and West Africa will be included. Themes highlighting cultural and social differences with France will be discussed. Readings, written work, and oral reports will be in French.

Prerequisite: FRN 210 or departmental approval, or any 400 level course

French V: Survey of French Literature I FRN 430 3 crs. 3 hrs.

The chronological evolution of French literature and its relation to French culture and ideas are studied. Major works by representative authors from the 17th century

are read and discussed with emphasis on ideas and style. Included are selections from Corneille, Moliere, Racine, la Fontaine, Bossuet, Fenelon, Fontenelle, and Marivaux (introduction to early 18th century trends and post-revolution changes in classical literature). Written and oral reports are required.

Prerequisite: FRN 210 or departmental approval, or any 400 level course

French VI: Survey of French Literature II FRN 435 3 crs. 3 hrs.

This course concentrates on the literature of the Enlightenment and the 19th century as reflected in the works of Voltaire, Rousseau, Montesquieu, Balzac, Flaubert, Stendhal and the Romantic and Symbolist poets. Written and oral reports are required. This course may be taken before French V.

Prerequisite: FRN 210 or departmental approval, or any 400 level course

French VII: 20th Century French Literature FRN 440 3 crs. 3 hrs.

In this study of the major writers and literary movements (surrealism, avant-garde, existentialism) of the 20th century, emphasis is placed on novelists like Proust, Mauriac and Camus; playwrights such as Claudel, Giraudoux, Sartre, Anouilh, Ionesco and Beckett; and the poets Valery, Eluard and Aragon. Written and oral reports are required. This course may be taken before French V and French VI.

Literature and Cinema from West Africa FRN 446 3 crs. 3 hrs.

This course introduces students to literature and cinema from French speaking West African countries. We will study various works from the 1950s up to the present through five major themes: oral tradition, cultural alienation, social and political criticism, women's condition and the old/new generation conflict. Documents studied will include novels, documentaries, fiction, films and songs. Some of the authors to be considered include: D.T. Niane, Camara Laye, Ahmadou Kourouma, Sembene Ousmane, Djibril Diop Mambety, Maraima Ba and Safi Faye. This course is taught in French.

Advanced French Grammar and Composition I FRN 455 3 crs. 3 hrs.

The course reviews advanced grammar and syntax and includes composition exercises, with emphasis on developing advanced oral and written proficiency in French. Through the close analysis of texts on a wide range of cultural and social issues, students will learn strategies for writing organized, compelling

Course Descriptions

MODERN LANGUAGES

essays. Students are expected to complete extensive grammar exercises, participate in discussions in class, and write short essays. Readings, written work, and discussions will be in French.

Prerequisite: FRN 210 or departmental approval

Advanced French Composition **FRN 456** 3 crs. 3 hrs.

The objective of this course is to continue developing advanced oral and written proficiency in French through critical analysis of different texts covering a wide range of contemporary cultural and social issues. Emphasis is placed on writing persuasive and argumentative essays. Students are expected to keep a journal, a vocabulary log, actively participate in discussions in class, and write short essays. Readings, written work, and discussions will be in French.

Prerequisite: FRN 210 or departmental approval

Existentialism in French Literature **FRN 460** 3 crs. 3 hrs.

The course brings to life the essentials of existentialist philosophy in plays and novels of French authors such as Sartre and Camus, with modern insights into the age-old question of free choice and predestination, the relevancy or irrelevancy of God, commitment or alienation, and the meaning or the absurdity of life. Readings are in French; class discussions and written work in English/ French.

Prerequisite: FRN 210 or departmental approval, or any 400 level course

The Individual and Society in 19th Century French Literature **FRN 461** 3 crs. 3 hrs.

Based on works by Chateaubriand, Stendhal, Balzac, and Zola, this course analyzes the relationship between the individual and society undergoing critical changes. Special attention is given to the problem of the Romantic ego in a materialistic society and the coming of age of a new "hero" emerging from the Industrial Revolution. Readings are in French; discussion and written work in English or French.

Prerequisite: FRN 210 or departmental approval, or any 400 level course

History of French Drama and Theater **FRN 462** 3 crs. 3 hrs.

This is a history survey of the theories of French Theater evolved from the Greek Tragedy through medieval, classical Romantic, Realistic, Symbolist and Surrealist theater up to Avant-garde Theater and the Theater of the Absurd. Readings are in French, discussion in English.

Prerequisite: FRN 210 or departmental approval, or any 400 level course

Modern French Civilization **FRN 470** 3 crs. 3 hrs.

The main aspects of French life and culture as expressed in social, intellectual, and philosophical history are studied in this course. Emphasis is given to the geographic situation, economic, and social changes; the main trends of thought in French tradition, and their impact on modern France. Readings are in French, discussion in English and French.

Prerequisite: FRN 200 or departmental approval

French Heritage **FRN 476** 3 crs. 3 hrs.

This is a study abroad course that will further develop students' four skills of listening, speaking, reading and writing in French. Students will consolidate their knowledge of grammar through contextualized analysis. Students will also do further work on selected contemporary themes related to French society and institutions (e.g., the press in France, cinema, food, etc.)

Prerequisite: FRN 102 or departmental approval. GPA of 3.0 or above.

GERMAN

German I **GER 101** 4 crs. 4 hrs. 1 lab hr.

This is a course for students who have had no previous background in German. Grammar is taught inductively and simple texts are read. Skills in comprehension, speaking, reading, and writing are developed.

German II **GER 102** 4 crs. 4 hrs. 1 lab hr.

In this continuation of German I, grammar, composition, conversation, reading and analysis of simple literary texts are covered.

Prerequisite: GER 101 or departmental approval

ITALIAN

Italian I **ITL 101** 4 crs. 4 hrs. 1 lab hr.

This course is for students who have had no previous background in Italian. Grammar is taught inductively and simple texts are read. Skills in comprehension, speaking, reading and writing are developed.

Italian II **ITL 102** 4 crs. 4 hrs. 1 lab hr.

In this continuation of Italian I, grammar, composition, conversation, and reading of Italian texts are covered.

Prerequisite: ITL 101 or departmental approval

Introductory Italian I **ITL 105** 3 crs. 4 hrs. 1 lab hr.

This course is for students who have had no previous background in Italian. Grammar

is taught inductively and simple texts are read. Speaking, reading, and writing are emphasized.

Prerequisite: Departmental Placement

Introductory Italian II **ITL 106** 3 crs. 4 hrs. 1 lab hr.

Students will continue the study of basic Italian grammar begun in ITL 105. They will also further their skills in listening comprehension reading and writing in Italian.

Prerequisite: ITL 105 or Departmental Placement

Literature, Culture and Civilization of Italy **ITL 170** 3 crs. 3 hrs.

This liberal arts elective is an introduction to the evolution and development of Italian culture and civilization through the literary and artistic features, geared to the understanding of present day problems of modern European Italy and the Italian-American people. Readings are in English, and term papers are in English.

Italian III **ITL 200** 3 crs. 3 hrs.

Study in this course includes a review of grammar and of composition. Modern prose is read, discussed and analyzed.

Italian Film and Conversation **ITL 204** 3 crs. 3 hrs.

This course involves intensive oral and written work consisting of discussions of Italian films in context. Several essays will be written in Italian. Drills in pronunciation, intonation and rhythm are included as well as several oral presentations throughout the course. Films will be screened during lab time and discussed during class sessions. A wide variety of topics ranging from everyday life problems to major social and political issues will be discussed.

Prerequisite: ITL 200 or departmental approval

Italian IV **ITL 210** 3 crs. 3 hrs.

This intensive writing course emphasizes comprehension, writing, and analysis of Italian contemporary and classical texts.

Advanced Grammar and Conversation **ITL 250** 3 crs. 4 hrs.

Italian 250 is for students who can communicate comfortably in sentence-length discourse and who can link sentences into simple paragraphs with some ease. The present, future and past tenses are reviewed and more complex grammar structures are introduced. Authentic literary readings solidify students' communication skills by providing themes for class discussions and written

Course Descriptions

MODERN LANGUAGES

assignments and as a context for the practice of grammar structures. Language laboratory work may be assigned.

Prerequisite: ITL 200 or departmental approval

The Modern Italian Short Story **ITL 260** 3 crs. 3 hrs.

This course involves intensive written and oral work consisting of discussions of Italian short stories. Drills in advanced grammar are included as well as several oral presentations throughout the course. Readings will be assigned for homework and discussed during class sessions. Students are expected to write a journal for weekly submission and discussion, keep a vocabulary log, actively participate in discussions in class, and prepare one paper and one oral presentation on the literature covered. Readings, written work, and discussions will be in Italian.

Prerequisite: ITL 200 or department approval

Survey of Italian Literature **ITL 430** 3 crs. 3 hrs.

A survey of Italian literature and its relation to Italian culture and ideas are studied. Selections from major works by representative authors are read and discussed. A wide variety of topics from Dante to contemporary literature will be covered. Written and oral reports are required. Students are expected to keep a reflection journal, keep a vocabulary log, actively participate in discussions in class, and prepare 3 short papers and one oral presentation on the literature covered. Readings, written work, and discussions will be in Italian.

Prerequisite: ITL 210 or departmental approval

SPANISH

Spanish I **SPN 101** 4 crs. 4 hrs. 1 lab hr.

This course is for students who have had no previous background in Spanish. Grammar is taught inductively and simple texts are read. Speaking, reading and writing are emphasized

Spanish II **SPN 102** 4 crs. 4 hrs. 1 lab hr.

In this continuation of Spanish I, grammar, composition and oral comprehension are developed and supplemented by readings or Spanish texts. Students who have taken SPN 103 will not receive credit for this course.

Prerequisite: SPN 101 or departmental approval

Elementary Spanish for Speakers of Spanish **SPN 103** 4 crs. 4 hrs. 1 lab hr.

This is an elementary Spanish course for students who can speak Spanish but have no formal training in the language. Students who have taken SPN 101 and/or SPN 102 will not receive credit for this course.

Prerequisite: Knowledge of spoken Spanish and departmental approval

Introductory Spanish I **SPN 105** 3 crs. 4 hrs. 1 lab hr.

This course is for students who have had no previous background in Spanish. Grammar is taught inductively and simple texts are read. Speaking, reading, and writing are emphasized students who have taken SPN 103 will not receive credit for this course.

Prerequisite: Departmental Placement

Introductory Spanish II **SPN 106** 3 crs. 4 hrs. 1 lab hr.

In this continuation of Spanish I, grammar, composition and oral comprehension are developed and supplemented by readings or Spanish texts. Students who have taken SPN 107 will not receive credit for this course.

Prerequisite: SPN 105 or Departmental Placement

Introductory Spanish for Speakers of Spanish **SPN 107** 3 crs. 4 hrs. 1 lab hr.

This is an elementary Spanish course for students who can speak Spanish but have no formal training in the language. Students who have taken SPN 101 and/or SPN 102 will not receive credit for this course.

Prerequisite: Knowledge of spoken Spanish and Departmental Placement

Spanish Conversation **SPN 130** 2 crs. 2 hrs.

Designed primarily for Health/Medical area students, this course emphasizes the practice of conversation based on medical terminology and useful expressions and idioms. Classes will be assigned according to the student's background in Spanish. Use is made of the language laboratory.

Basic Spanish Conversation **SPN 150** 3 crs. 3 hrs.

This course for non-native speaking students may follow the two semester sequence in Spanish. It is designed to build confidence and competence in conversing in Spanish.

Prerequisite: SPN 102 or departmental approval

Spanish III **SPN 200** 3 crs. 3 hrs.

Study in this course includes a review of grammar and reading plus discussion of selected works by modern authors. Self-expression through oral and written reports is emphasized.

Prerequisite: SPN 102 or SPN 103 or departmental approval

Spanish Film and Conversation **SPN 204** 3 crs. 3 hrs.

This course involves intensive oral work consisting of discussions of Hispanic films. Drills in pronunciation, intonation and rhythm are included as well as several oral

presentations throughout the course. Films will be screened during class sessions or as homework assignments. Readings, written work, and discussions will be in Spanish.

Prerequisite: SPN 200 or departmental placement

Spanish IV **SPN 210** 3 crs. 3 hrs.

This intensive writing course emphasizes comprehension, writing, and analysis of contemporary and classical texts.

Prerequisite: SPN 200 or departmental approval

Latin American Women Writers **SPN 400** 3 crs. 3 hrs.

This course introduces students to a representative sampling of Latin American women writers from the colonial period to the twentieth century. The course will disseminate a body of literature, which is represented minimally in Hispanic literature courses. Feminism, machismo, motherhood, sexual and political activism and the role of women as writers are some of the issues that will be explored and discussed during the semester.

Spanish-American Theatre **SPN 410** 3 crs. 3 hrs.

This course is a survey of major trends in Spanish-American theatre from pre-Columbian times to the present with emphasis on 20th century theatre. Among the authors who will be studied are: Gonzalez Eslava, Ruiz De Alarcon, Sor Juana Ines De La Cruz, Florencio Sanchez, Rodolfo Usigli, Egon Wolff, Augusto Boal, Jose Triana, Jorge Diaz, Luis Rafael Sanchez, Griselda Gambaro, Isadora Aguirre.

Introduction to Spanish Theatre **SPN 420** 3 crs. 3 hrs.

This course is an introduction to Spanish theatre through the reading and analysis of the major playwrights—Lope de Vega, Calderón, Moratín, El Duque de Rivas, Galdós, Benavente—from the Seventeenth Century to the Generation of 1898.

Prerequisite: SPN 210 or departmental approval, or any 400 level course except SPN 476

Introduction to Spanish Poetry of the 20th Century **SPN 425** 3 crs. 3 hrs.

This course is an in-depth study of the poetry of representative Spanish poets with emphasis on the generation of 1927. Poets studied include Góngora, Bécquer, Machado, Alberti, Lorca, León Felipe, and José A. Goytisolo.

Prerequisite: SPN 210 or departmental approval, or any 400 level course except SPN 476

Course Descriptions

MODERN LANGUAGES

Creative Writing in Spanish

SPN 426

3 crs. 3 hrs.

This course focuses on advanced composition skills and writing techniques. It helps students to fine tune their grammar and develop their own creative voice through the reading of representative and contemporary authors and the writing of a variety of personal narrations, both fictional and non-fictional such as memoirs/mini-autobiographies, short stories and blogs.

Prerequisite: SPN 210 or any 400-level Spanish course or departmental approval

Spanish V: Survey of Spanish

SPN 430

3 crs. 3 hrs.

A chronological study is made of Spanish literature against its cultural and ideological background. Major works by representative writers from the Middle Ages to the end of the Golden Age are read and analyzed. Readings include selections from the "Poema de Mio Cid," Don Juan Manuel, Jorge Manrique, Fernando de Rojas, Cervantes, Quevedo, and Calderon de la Barca. Written and oral reports are required.

Prerequisite: SPN 210 or departmental approval, or any 400 level course except SPN 476

Spanish VI: Survey of Spanish

SPN 435

3 crs. 3 hrs.

This course is a survey of the representative authors of the 18th and 19th centuries—Moratin, el Duque de Rivas, Larra, Becquer, Zorrilla and Galdos—with emphasis on neoclassicism, romanticism, and realism in the novel, theater and poetry of the period. Reading and oral reports are required.

Prerequisite: SPN 210 or departmental approval, or any 400 level course except SPN 476

The Short Story in the Spanish Speaking Caribbean (same as LAT 239)

SPN 439

3 crs. 3 hrs.

This course studies the short story as major form of literary expression in the Spanish speaking countries of the Caribbean: Colombia, Cuba, the Dominican Republic, Puerto Rico, and Venezuela. It studies the development of the short story beginning with Indian legends recreated by Spaniards during the early Colonial period. Examples of short stories written during the different literary movements are studied and analyzed. The relationship between the writer and society is analyzed as well as the common history, culture, and socio-economic problems which are reflected in each story. *Note:* This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language.

Prerequisite: SPN 210 or departmental approval

Spanish VII: 20th Century Spanish Literature

SPN 440

3 crs. 3 hrs.

The major authors and literary movements of the 20th century in Spain are studied with emphasis on representative genres.

Works of Unamuno, Ortega, Machado, Juan R. Jimenez, Salinas, Garcia Lorca, Cela and others are analyzed. Written and oral reports are required.

Spanish VIII: Survey of Spanish-American Literature

SPN 445

3 crs. 3 hrs.

Spanish-American Literature This course involves a chronological history of Spanish-American literature from the Colonial period to the 19th century. Readings include selections from el Inca Garcilaso, Sor Juana Ines de la Cruz, Sarmiento, Jose Hernandez, Palma, Marti, Dario, and others. Written and oral reports are required.

Prerequisite: SPN 210 or departmental approval, or any 400 level course except SPN 476

Spanish IX: 20th Century Spanish-America

SPN 450

3 crs. 3 hrs.

The major authors and literary movements of the late 19th and 20th centuries are studied. Works of Quiroga, Reyes, Neruda, Vallejo, Carpentier, Borges, Rulfo, Fuentes, Marquez and others are analyzed. Written and oral reports are required.

Advanced Spanish Grammar and Composition

SPN 455

3 crs. 3 hrs.

The course reviews advanced grammar and syntax and includes composition exercises, with emphasis on developing advanced oral and written proficiency in Spanish. Through the close analysis of texts on a wide range of cultural and social issues, students will learn strategies for writing organized, compelling essays. Students are expected to complete extensive grammar exercises, participate in discussions in class, and write short essays.

Prerequisite: SPN 210 or departmental placement/approval

Advanced Spanish Composition

SPN 456

3 crs. 3 hrs.

The objective of this course is to continue developing advanced oral and written proficiency in Spanish through critical analysis of different texts covering a wide range of contemporary cultural and social issues. Emphasis is placed on writing persuasive and argumentative essays. Readings, written work, and discussions will be in Spanish.

Prerequisite: SPN 210 or departmental approval

Literature and Civilization of the Spanish-American

SPN 470

3 crs. 3 hrs.

The evolution of Spanish-American civilization is studied through literature to enhance understanding of present-day problems and potentialities. Emphasis falls on the

relevance of the topography of the regions, the Spanish conquest and colonization, conflicts among cultures and religions of the indigenous peoples: Hispanic settlers, Africans, and recent immigrants; oral and written transmissions of traditions; the struggle for independence; movements for political, social, and economic reforms; the cultural obstacles, the emergence of linguistic distinctiveness and the quest for self-realization are studied. Readings are in Spanish, discussions are in English or Spanish.

Prerequisite: SPN 210 or departmental approval, or any 400 level Spanish course except SPN 476

Literature, Culture and Civilization

SPN 472

3 crs. 3 hrs.

This course is a survey of the literature, culture and civilization of the Greater Antilles (Cuba, Puerto Rico, Santo Domingo, Haiti and, Jamaica) geared to the understanding of their heritage as it is presachievements. Readings are mainly in English; class discussions are in English, Spanish, and any other modern language.

Prerequisite: SPN 210 or departmental approval, or any 400 level course except SPN 476

Hispanic Heritage

SPN 476

3 crs. 3 hrs.

This is a study abroad course in which students will enhance their language skills and knowledge of a foreign culture through class meetings, seminars, and on-site visits to places of historic and cultural importance. They will be immersed in the language of the country and attend language and literature courses.

Prerequisite: SPN 102 or departmental approval

Spanish and Latin American Texts into Films

SPN 480

3 crs. 3 hrs.

This course will introduce students to film adaptations of Spanish and Latin American novels, short stories, diaries and theater plays in the context of the literary and film debate: how does film "translate" text? Should the film be "faithful" to the text? If so, faithful to what aspects, plot dialogue, chronology, social and psychological and socioeconomic backgrounds will be included. Special attention will be given to the study of nationality, gender and sexual differences within Spanish and Latin American societies. Students will examine the connections between text and film, as well as the fundamentals of written and visual identification with the cinematid and textual apparatus.

Music and Art

Room F-1130, Telephone: (212) 220-1464

Courses in music and art are designed to provide a broad exposure to the fine and performing arts, art history and music literature. Students develop an awareness of the beauty of music and art and their meanings. They also learn to enjoy and participate as spectators and viewers or as trained amateurs and professionals. The Music and Art Department offers an Art Foundations major focusing on Art History that leads to the Associate (A.A.) degree and an Art Foundations major in Studio Art that leads to an Associate of Science (A.S.) degree. Students pursuing the Studio Art can choose from program electives in Drawing, Digital Imaging, Painting, Sculpture, or Photography.

Chairperson: Eugenia Yau

Professors: Douglas K. Anderson, Betty Copeland, Ann Hjelle, Anthony J. Sorce, Eugenia Yau

Associate Professors: Simon Carr, Sarah Haviland, Peter Hollerbach, Howard Meltzer, Joyce Moorman, Elizabeth Towery

Assistant Professors: Patricia Genova, Peter (Xico) Greenwald, Maureen Keenan, Yiu-Hsuan Liao, Carla Machiavello, Sarah Madole, Charles McGill, Michael Morford, Florence Quideau, Thaddeus Radell, Jessica Ramirez, Robert Reed

College Laboratory Technician: Lyubov Shumova

Adjunct Faculty: There are approximately 76 adjuncts in the department.

MUSIC

Fundamentals of Music

MUS 101

1 cr. 2 hrs.

This is a preparatory course in rudiments designed for the layman. A study of notation, rhythm, scales and keys, intervals, and chord structures.

Principles of Music

MUS 102

3 crs. 3 hrs.

Principles of Music is an introductory course in which musical elements, structures and styles are studied. Development of analytic abilities will be emphasized through consideration of major musical works by diverse composers from different eras of the Western Classical tradition. A wide variety of types and forms of music literature will be studied, including symphony, concerto, song, opera, etc. Students will attend a live musical performance. Credit will be granted for MUS 102 or MUS 103, but not both.

Music and Western Civilization

MUS 103

3 crs. 3 hrs.

An introduction to the music of the Western world and its cultures through a variety of listening experiences. The course will emphasize the place of music in Western Society, as well as influences by and on other cultures. Selected musical works, most dating back from the 16th century through the present, are the subject of exploration. Credit will be granted for MUS 102 or MUS 103 but not both.

The World of Jazz

MUS 104

3 crs. 3 hrs.

This introductory survey explores the musical and social histories of jazz from its American origins to its global present. Its focus encompasses jazz's development in the United States, its impact around the world, and the contributions of musicians who have shaped its creative and cultural significance. Requiring no prior knowledge of music, students will develop the analytical listening skills required to identify both the music's defining stylistic features and its leading figures. In addition to the music itself this course will examine the meanings jazz has acquired in its diverse geographical, social and historical contexts.

Basic Music

MUS 105

3 crs. 3 hrs.

This is an introductory level class for the music major, the education major, or the layperson. Students will learn to read music, play a keyboard instrument, sight-sing and take dictation. This course is not open to students who have completed MUS 101, MUS 113 or MUS 140.

Worldbeat! Global Music Introduction

MUS 106

2 crs. 2 hrs.

The course is designed to encourage critical listening by bringing the student into direct contact with music of Western and non-Western cultures. It stresses the elements of music: rhythm, melody, harmony, texture, tone, and color by studying and analyzing their juxtapositions, and their total effect on musical forms and styles of the world. Musical illustrations are analyzed not only in musical terms but in relation to important historical, geographical, and ethnological factors.

Introduction of World Music

MUS 107

3 crs. 3 hrs.

This introductory survey course explores the world's music cultures with emphases on traditional and popular music styles. Ranging from local ritual musical practices to global commercial hip hop, this course considers the world's music in relation to broad historical, cultural, and social contexts. Requiring no prior knowledge of music, students will become familiar with basic principles of musical organization as well as the culturally specific ways in which people engage them. Through guided listening, assigned readings, critical writings, and focused discussion this course will cultivate an understanding of and appreciation for the world's musical and cultural diversity by examining the important link between music and the society that produces it.

Introduction to African-American Music

MUS 108

2 crs. 2 hrs.

This course covers the history of Black music in the United States from slavery to present, including a thorough investigation of African backgrounds of the music of slavery, the blues, jazz, gospel, rhythm and blues, as well as Black music in Western art forms. Extensive listening and attendance at live musical performances are required.

Music I: Introduction to Music

MUS 110

2 crs. 2 hrs.

The ability to listen to music intelligently and to recognize specific styles, forms, and idioms are developed in this course. Consideration is given to musical aspects of the historical eras from the early Christian period to the present. Students are required to attend concerts and do assigned reading and listening.

Music Theory I: Fundamentals of Music Theory

MUS 112

2 crs. 3 hrs.

This course is an introduction to essentials in four voice part-writing, voice leading, composing a soprano line to a given bass, and harmonizing a given soprano in 17th

Course Descriptions

MUSIC AND ART

and 18th century chorale style. There will be some analysis of Bach chorales.

Musicianship I and II **MUS 113, MUS 213** 1 cr. 2 hrs.

Sight singing, ear training, rhythmic reading, and dictation are coordinated with MUS 112 and MUS 212.

Prerequisite for MUS 113: MUS 101 or departmental approval

Prerequisite for MUS 213: MUS 105, MUS 113 or departmental approval

Music and Movement in Learning (same as EDU 204) **MUS 116** 3 crs. 3 hrs.

This course will prepare future elementary school teachers to bring music to the classroom. Elementary level vocal music will be studied with an emphasis on singing, conducting, and choreographing. The first several weeks will be devoted to gaining an understanding of rhythmic notation through written work and score study. An understanding of time signatures and meter will be emphasized through classroom and homework. Subsequent lessons will focus on pitch and reading melodies. An understanding of basic musical forms such as binary and ternary will be gained with consideration given to body movement. Each student will prepare a sample lesson plan for teaching movement in a simple choral piece and teach it to the class. Discussion of standard public school requirements for lesson planning will be included.

Woodwind Class **MUS 120** 1 cr. 2 hrs.

Students learn to play the clarinet or other woodwind instruments. Attention is given to methods of group instruction used in the public schools.

Strings **MUS 125** 1 cr. 2 hrs.

Students learn to play violin or other stringed instruments. Attention is given to methods of group instruction used in the public schools.

Brasswind Class **MUS 130** 1 cr. 2 hrs.

Students learn to play a brass instrument. Attention is given to methods of group instruction used in the public schools.

Percussion **MUS 135** 1 cr. 2 hrs.

Students learn to play percussion instruments. Attention is given to methods of group instruction used in the public schools.

Piano Class I **MUS 140** 1 cr. 2 hrs.

Designed for study of the piano as secondary instrument, the course includes acquaintance with the keyboard, scales, chords, sight reading, transposition and elementary piano repertoire.

Piano Class II **MUS 150** 1 cr. 2 hrs.

Designed for study of the piano as secondary instrument, the course includes acquaintance with the keyboard, scales, chords, sight reading, transposition and elementary piano repertoire.

Prerequisite: MUS 105 and MUS 140 or DEPT. PERMIT

Voice Class I **MUS 160** 1 cr. 2 hrs.

This course introduces voice students to the basic principles of voice production and prepares prospective teachers for proper handling of young voices. The fundamentals of correct voice production are studied, including breathing, breath control, and elementary study of vowel sounds and consonants. Elementary songs, poise, posture and stage presence are presented from the point of view of the student's own voice to prepare him/her to teach voice classes.

Voice Class II **MUS 170** 1 cr. 2 hrs.

This course introduces voice students to the basic principles of voice production and prepares prospective teachers for proper handling of young voices. The fundamentals of correct voice production are studied, including breathing, breath control, and elementary study of vowel sounds and consonants. Elementary songs, poise, posture and stage presence are presented from the point of view of the student's own voice to prepare him/her to teach voice classes.

Prerequisite: MUS 160

Guitar Class I **MUS 180** 1 cr. 2 hrs.

The first term teaches students to play folk songs in the keys of C and G major. In the second term, strums, rhythms and fundamental chords in all keys are presented. The course includes modern choral accompaniments for simple popular, rock and jazz songs played in classroom, camp and playground settings. Students must supply their own instruments.

Guitar Class II **MUS 190** 1 cr. 2 hrs.

The first term teaches students to play folk songs in the keys of C and G major. In the second term, strums, rhythms,

and fundamental chords in all keys are presented. The course includes modern choral accompaniments for simple popular, rock, and jazz songs played in classroom, camp and playground settings. Students must supply their own instruments.

Music Theory II: Elementary Harmony **MUS 212** 2 crs. 3 hrs.

This is a course in part-writing, using triads and diatonic seventh chords, with inversions and non-harmonic tones. The course includes study of short musical forms, analysis and composition of short examples.

Prerequisite: MUS 112

Music in World Culture **MUS 220** 2 crs. 2 hrs.

The course is designed to encourage critical listening by bringing the student into direct contact with music of Western and non-Western cultures. It stresses the elements of music-rhythm, melody, harmony, texture, tone, color-by studying and analyzing their juxtapositions, and their total effect on musical forms and styles of the world. Musical illustrations are analyzed not only in musical terms but in relation to important historical, geographical and ethnological factors.

Introduction to Digital Music **MUS 225** 3 crs. 4 hrs.

This course will introduce students to the basics of using a computer for music: musical notation technology, MIDI technology, digital audio technology and recording studio techniques.

MUS 105 or instructor's approval

African-American Music **MUS 230** 2 crs. 2 hrs.

This course covers the history of Black music in the United States from slavery to present, including a thorough investigation of African backgrounds of the music of slavery, the blues, jazz, gospel, rhythm and blues, as well as Black music in Western art forms. Extensive listening and attendance at live musical performances are required.

Piano Class III and IV **MUS 240, MUS 250** 1 cr. 2 hrs.

Continuation of MUS 140 and MUS 150.

Jazz Performance Workshop I **MUS 301** 1 cr. 2 hrs.

This course is designed to familiarize the student, through performance, with small group and big band jazz techniques. These include improvisational concepts, chord progressions, interpretation, conception, phrasing, harmonic awareness,

Course Descriptions

MUSIC AND ART

dynamic sensitivity, rhythmic and melodic development, and phrase construction.

Jazz Performance Workshop II **MUS 302** 1 cr. 2 hrs.

This course is designed to familiarize the student, through performance, with small group and big band jazz techniques. These include improvisational concepts, chord progressions, interpretation, conception, phrasing, harmonic awareness, dynamic sensitivity, rhythmic and melodic development, and phrase construction.

Prerequisite: MUS 301

Jazz Performance Workshop III **MUS 303** 1 cr. 2 hrs.

Continuation of MUS 301 and MUS 302.

Jazz Performance Workshop IV **MUS 304** 1 cr. 2 hrs.

Continuation of MUS 301 and MUS 302.

Orchestral Performance I **MUS 305** 1 cr. 3 hrs.

The course includes the study, preparation, and performance of representative works of the standard, contemporary, and musical theater orchestral literature.

Orchestral Performance II **MUS 306** 1 cr. 3 hrs.

The course includes the study, preparation, and performance of representative works of the standard, contemporary, and musical theater orchestral literature.

Orchestral Performance III **MUS 307** 1 cr. 3 hrs.

Continuation of MUS 305 and MUS 306.

Orchestral Performance IV **MUS 308** 1 cr. 3 hrs.

Continuation of MUS 305 and MUS 306.

Music Theory II : Advanced Harmony **MUS 312** 2 crs. 3 hrs.

Chromatic harmony, including altered chords, secondary dominant, the dominant ninth and dominant thirteenth, modulation, analysis and short original compositions are studied.

Musicianship III, Musicianship IV **MUS 313, MUS 413** 1 cr. 2 hrs.

Continuation of MUS 113 and MUS 213.

Arranging I **MUS 351** 2 crs. 2 hrs.

Beginning with fundamentals and continuing through large ensemble arranging, the course includes composing for various ensemble combinations. Contemporary techniques such as those of Stockhausen, Ornette Coleman, Penderecki, Persichetti, etc., are explored.

Prerequisite: MUS 212 or departmental approval

Arranging II **MUS 352** 2 crs. 2 hrs.

Continuation of MUS 351.

Chorus I **MUS 410** 1 cr. 2 hrs.

Students are involved in the performance of standard and contemporary choral literature for mixed voices. In addition to choral training, the course includes performances at concerts, college ceremonies and functions.

Music Theory IV: Advanced Harmony **MUS 412** 2 crs. 3 hrs.

Chromatic harmony, including altered chords, secondary dominant, the dominant ninth and dominant thirteenth, modulation, analysis and short original compositions are studied.

Chorus II **MUS 420** 1 cr. 2 hrs.

Students are involved in the performance of standard and contemporary choral literature for mixed voices. In addition to choral training, the course includes performances at concerts, college ceremonies and functions.

Chorus III **MUS 430** 1 cr. 2 hrs.

Continuation of MUS 410 and MUS 420

Chorus IV **MUS 440** 1 cr. 2 hrs.

Continuation of MUS 410 and MUS 420

Instrumental Ensemble I **MUS 510** 1 cr. 2 hrs.

The instrumental ensemble is designed to develop the performance capability and technique of students who play a musical instrument. The repertoire is selected for both personal development and for public performances at college functions and concerts.

Instrumental Ensemble II **MUS 520** 1 cr. 2 hrs.

The instrumental ensemble is designed to develop the performance capability and technique of students who play a musical instrument. The repertoire is selected for both personal development and for public performances at college functions and concerts.

Instrumental Ensemble III **MUS 530** 1 cr. 2 hrs.

Continuation of MUS 510 and MUS 520.

Instrumental Ensemble IV **MUS 540** 1 cr. 2 hrs.

Continuation of MUS 510 and MUS 520.

Private Instruction **MUS 611-648** 1 cr. 1/2 hrs.

Beginning with scales and arpeggios, this is a study of standard repertoire with emphasis on stylistic interpretation. In addition the student develops sight-reading skills. Entry into private instruction must be approved by the chairperson following an audition.

Private Instruction **MUS 635** 1 cr. 1 hr.

Beginning with scales and arpeggios, this is a study of standard repertoire with emphasis on stylistic interpretation. In addition the student develops sight-reading skills.

Puerto Rican Music (same as LAT 141) **MUS 881** 2 crs. 2 hrs.

This course studies the history and development of Puerto Rican music, beginning with an analysis of the role of music in each of the three cultures (Arawak, Spanish, and West African) that comprise the Puerto Rican society. The characteristics of each one of these musics, the relationship between music and social organization, and the presence of these characteristics in the music of the Colonial period are examined. The growth of the Puerto Rican society during the 18th and 19th centuries and its resulting social divisions are studied as the groundwork to analyze the relation between music and social class. The marked influence of West African rhythms in the contemporary music of the Caribbean and the connection between music and national identity are also studied. Lectures are supplemented with tapes, phonograph records, and live performances.

Course Descriptions

MUSIC AND ART

ART

Digital Imaging Studio I 3 crs. 4 hrs.

ART 101

This course will introduce digital art image making, editing and design techniques as a foundation upon which an effective visual language is built. Beginning with an investigation of the elements and principles of digital design, students will discover a broad range of visual ideas, concepts and techniques to use in creating images. Expressing, evaluating and communicating ideas with visual images is a primary focus of this course. During the semester, students will use imaging and design software consistent with that in use by artists and other visual professions as a beginning step towards professional-standard computer proficiency.

Survey of Art History I 3 crs. 3 hrs.

ART 102

This introduction to art history includes the study of painting, sculpture, architecture and other media by surveying the Paleolithic period through the Late Gothic period using a global approach. This exploration of art and architecture in terms of history, social context, meaning and style will promote a general understanding of the development of art and style in different cultures and the effects of cultural exchange on the arts. Discussions of techniques, media, composition, and figure representation will provide an understanding of key concepts in the arts.

Survey of Art History II 3 crs. 3 hrs.

ART 104

Using a global approach, this introduction to art history includes the study of painting, sculpture, architecture and other media by surveying the Renaissance through the start of the twentieth century. The exploration of techniques, media, composition, and figure representation will provide an understanding of key concepts in the arts with additional focus on the historical and social context, which developed the meaning and changing styles in different cultures as well as the effects of cultural exchange through the arts.

Modern and Contemporary Art 3 crs. 3 hrs.

ART 106

This introduction to Modern and Contemporary art history includes the study of painting, sculpture, architecture and other media by surveying the development and evolution of artistic styles using a global approach. Emphasis will be placed on groundbreaking artistic movements in context to their historical framework. Students will learn the importance of innovative practices, techniques and new avenues of exploration, by understanding the socio-political and

cultural events that influenced artists to create groundbreaking works, which have led the way to Contemporary Art.

Color and Design I 3 crs. 4 hrs.

ART 107

This course provides an introduction to basic color theory and to fundamental elements and principles of two-dimensional design. Through studio exercises, students explore concepts of color theory and develop skills working with traditional drawing, painting and mixed media. Through design projects, students apply learned skills, work with principles of design, and engage in creative problem solving relating theory to practice.

Art Survey I 2 crs. 2 hrs.

ART 110

This introduction to art principles and terms includes the study of the plastic arts: nature, content, and form. The meaning of illusion and abstraction, style and the changing concept of reality in art throughout history are explored. Selected paintings, sculpture, and architecture are examined.

History of Graphic Design 3 crs. 3 hrs.

ART 113

This survey course traces the history of graphic design from the origins of graphic imagery and writing systems to contemporary graphic design. Emphasis will be placed on the development of visual communication and typography, impact of the Industrial Revolution on design, the Modernist era's effect on visual communication, impact of the desktop publishing revolution and the development of contemporary techniques of information design.

Drawing I 2 crs. 2 hrs.

ART 161

This course covers basic drawing problems aimed at the achievement of manual skills in freehand drawing, drawing from objects from nature and conceptual drawings.

Drawing Studio I 3 crs. 3 hrs.

ART 166

This introductory course covers a range of basic approaches to drawing and addresses the development of manual skills in freehand drawing, drawing of objects from nature and idea-oriented approaches to drawing. This course will satisfy drawing requirements for transfer within the CUNY system, as well as professional art schools.

Life Drawing Studio I 3 crs. 3 hrs.

ART 168

This course introduces students to a basic study of representing the human body.

Students work from nude models using a variety of techniques and media while investigating the basics of skeletal and muscular anatomy. This course will satisfy drawing requirements for transfer within the CUNY system, as well as professional art schools.

Prerequisite: ART 161 or ART 166

Painting Studio I 3 crs. 3 hrs.

ART 174

This three credit course is designed to have the beginning student explore painting techniques, with an introduction to the use of various media. Strong emphasis is placed on formal concerns (figure and objects). This course will satisfy painting requirements for transfer within the CUNY system as well as professional art schools.

Comic Art I 3 crs. 3 hrs.

ART 176

This introductory course covers a range of techniques and concepts as they concern visual storytelling. Through class exercises and assignments, students will earn to create narratives that effectively combine images and text while developing drawing, design and script writing skills. Outcomes can be applied to working in film, animation, and other two-dimensional or three-dimensional graphic narratives. Through lectures, research and production, students will expand their visual vocabulary while broadening the influences on their work.
Prerequisite: ART 161 or ART 166 or departmental permission

Introduction to Sculpture Studio 3 crs. 3 hrs.

ART 183

This is an introductory studio course exploring three-dimensional sculptural form, using both traditional and contemporary materials and methods. Clay and other media are used in hands-on practice as a means of expression and for understanding the language of sculpture, including focus on the creative process from idea to completion. This course is intended to satisfy basic sculpture requirements for transfer within CUNY, as well as professional art programs.

Digital Creative Studio 3 crs. 2 hrs. 2 lab hrs.

ART 203

This course will use digital imaging principles as an essential part of photographic editing. Fundamental digital imaging skills will include input, editing, archiving and output as part of the creative process. A range of approaches to producing, processing and printing digital images will be explored as they relate to current practices.

Prerequisite: ART 101 or Permission of the Department

Course Descriptions

MUSIC AND ART

Typography and Layout 3 crs. 4 hrs.

ART 215

This course will explore type design and its application in visual communication. Students will learn to manipulate type properties to design meaningful and effective graphic communication. The use of industry-standard desktop publishing software will be covered as well as will be applied to a range of typographic solutions.
Prerequisite: ART/MMA 100

Pre-Columbian Art of Mesoamerica and the Andes 3 crs. 3 hrs.

ART 221

This course investigates the history of art produced by indigenous people of Mesoamerica and the Andes region of South America from 2000 BCE to 1535 CE. We will study significant artworks, including mural paintings, sculptures, architecture, and portable objects, in relation to the socio-historical contexts in which they were created. We also will explore the distinctive artistic styles, forms, and aesthetics of Pre-Columbian art along with themes, beliefs, and diverse cultural characteristics associated with them.

Digital Imaging for Graphic Design 3 crs. 4 hrs.

ART 225

This course continues the study of digital imaging as it relates to graphic design. A course philosophy for this class is the introduction of photographic images as a basis for approaching 2D design concepts. During the semester, this course shall cover digital input, editing, archiving and the beginning of the study of digital output. Conceptual and technical digital shooting assignments will be assigned to expand students' skills and support topics covered in class. Reading and writing will focus on the use of technology in propelling digital imaging and design.
Prerequisite: ART/MMA 100

Design I: Introduction to Painting and Drawing Techniques 2 crs. 2 hrs.

ART 230

For the beginning student, critical and artistic ability are developed by executing problems of two-dimensional design such as color relationships, composition, pattern, line, shape, and texture. Emphasis is placed on exploring aspects of design and techniques as they apply to the student's work.

Visual Communication and Design 3 crs. 4 hrs.

ART 235

This course builds upon principles and skills learned in Foundations of Digital Design. Students will apply principles underlying effective visual communication to increasingly complex design problems. Projects may include

poster design, symbols and logos, editorial design, information design, visual identity and branding and other design systems. Critical analysis of design problems and the creative design process will be emphasized. Students will complete reading and writing assignments in addition to problems in visual communications and design.
Prerequisite: ART/MMA 100

Introduction to Photography 3 crs. 3 hrs.

ART 236

This course offers students an introduction to the art of creating photographs. Basic technical, theoretical, and aesthetic aspects inherent to contemporary photography are presented. During the semester, a range of camera techniques, including exposure, depth of field, shutter speed and composition are investigated. Reading, writing, and oral assignments will reflect on both technical aspects of photography and on contemporary practice. *Note:* a 35mm SLR camera with fully manual controls is required for this class.

3D Design: Materials and Methods 3 crs. 3 hrs.

ART 243

This course is a hands-on studio course exploring three-dimensional design problems, geared to the advanced student who wishes to expand his/her knowledge of formal issues of mass, volume, and shape in a variety of materials. Emphasis is placed on the creative process and problem-solving, moving from idea to revision to completed design. This course is intended to satisfy 3D design requirements for transfer within CUNY, as well as professional art programs.
Prerequisite: ART 105, ART 181, ART 183 or ART 230

Asian Art History 3 crs. 3 hrs.

ART 251

This course investigates the history and development of Asian Art, including East Asia, South Asia, and Southeast Asia, from the Neolithic period to the nineteenth century. We will study significant artworks, including paintings, sculpture, and architecture, in relation to the socio-historical contexts in which they were created. We also will explore distinctive artistic styles, forms, and aesthetics of Asian art along with themes, beliefs, and diverse cultural characteristics associated with them.

Drawing Studio II 3 crs. 3 hrs.

ART 266

This course, a continuation of ART 166, emphasizes formal drawing concerns, such as design, composition, and the introduction of a variety of new media. Advanced projects include still-life, landscape, perspective, portraiture and rendering the human figure.

This course will satisfy drawing requirements for transfer within the CUNY system, as well as professional art schools.
Prerequisite: ART 161, ART 166 or permission of the department

Life Drawing Studio II 3 crs. 3 hrs.

ART 268

This advanced life drawing course is a continuation of ART 168. It continues the investigation of drawing the human figure with increased technical ability, exploring historical techniques and the use of more complex poses. This course will satisfy drawing requirements for transfer within the CUNY system, as well as professional art schools.
Prerequisite: ART 164 or ART 168

Painting Studio II 3 crs. 3 hrs.

ART 274

This course continues the development of technical, analytical, and perceptual skills and enhances the advancement of an individual approach to painting. The course will satisfy studio requirements for transfer within the CUNY system as well as professional art schools.
Prerequisite: ART 171 or ART 174

Comic Art II 3 crs. 3 hrs.

ART 276

This course is designed to extend the skills and abilities of students who can already combine images and text through drawings, designs and script writing. Students will create several theme-based assignments as if working professionally in the two-dimensional or three-dimensional graphic narrative field. In-class project development will include the sharing of multiple-scenario outcomes. Through lectures, research, and production, students will expand their visual vocabulary while broadening the variety of influences of their own work.
Prerequisite: ART 176 or departmental permission

Sculpture Studio II 3 crs. 3 hrs.

ART 283

This intermediate sculpture course is an extension of ART 183. Directed toward individual study, students continue to explore their interest in sculpture, including modeling, carving, and assemblage in clay, plaster, and mixed media. In addition, students learn the casting process, and practice visual and verbal analysis through writing and critiques. This course is intended to satisfy intermediate sculpture requirements for transfer within CUNY as well as to professional art programs.
Prerequisite: ART 181, ART 183 or departmental approval

Medieval Art: The Age of Faith and Migration 3 crs. 3 hrs.

ART 290

This course is designed as a survey of Medieval Europe after the fall of the Roman

Course Descriptions

MUSIC AND ART

Empire through the Gothic Period and the beginnings of the Renaissance. A study of the artistic and architectural traditions borrowed from antiquity and the new developments of the periods discussed will be conducted to develop an understanding of the broader context of the migrating peoples and the Christian traditions spreading throughout the regions as Modern Europe is born.

Prerequisite: ENG 101 and (ART 102 or ART 104)

Renaissance and Baroque Art: The Age of Discovery ART 292
3 crs. 3 hrs.

This course provides an overview of the Fifteenth through Seventeenth Centuries in Europe, with a focus on the discoveries made in the arts and beyond. In an age when patrons and artists considered themselves intellectuals and explorers, this course will examine individual artists, artworks, materials and techniques, and the ever-growing need to “create” something new. Students will conduct their own exploration of the contextual topics surrounding the arts, the lasting influences, and the influences on and by other cultures transmitted through trade and travel.

Prerequisite: ENG 101 and (ART 102 or ART 104)

Ancient Greece and Rome: Classical Art ART 293
3 crs. 3 hrs.

This course is designed as a survey of the Greco-Roman traditions in the art and architecture of ancient Greece and Rome. Major works, themes, techniques and artists will be presented to better understand the influences on the arts from previous periods and diverse cultures, as well as the continuing influences of antiquity through the ages. The course will also focus on the historical and cultural issues that provide context for the works of art including philosophical, social, religious, political and economic influences.

Prerequisite: ENG 101 and (ART 102 or ART 104)

18th and 19th Century Art: The Age of Enlightenment and Industry ART 294
3 crs. 3 hrs.

The survey of Eighteen-and Nineteenth-Century Art traces the development of the visual arts throughout the Age of Enlightenment and the Industrial Revolution from c. 1700 to 1900 in Europe and North America. Emphasis will be placed on the chronological development of style from the Baroque, to the Rococo, Neo-Classical, Romantic, Realist, and Impressionist Movements, as well as the development of photography, and the foundations laid for the arts and artists of the 20th century

Prerequisite: ART 102 or ART 104, ENG 101

Documentary and Narrative Photography ART 300
3 crs. 3 hrs.

This course introduces students to concepts and approaches in shooting still photographs for use in visual communication including photojournalism, documentary, and personal narrative. The assignments explore a range of techniques and ideas as they relate to the specific photographic genres, including light and use of lighting, narrative, and the ethics of fact vs. fiction. Through lectures, research and production of new work, students will expand their understanding of these genres in photography.

Prerequisite: ART 236 or departmental permission

Digital-Imaging Post Production ART 303
3 crs. 4 hrs.

This course covers advanced digital image retouching and editing. Students learn digital editing and retouching skills at a professional level. Issues relating to these skills include color calibration and retouching ethics. Through introduction to new material, research, and the production of new images, students will expand their technical and visual skills relating to retouching photographic images.

Prerequisite: ART 236 and ART 100 or departmental approval

Print Process and Portfolio Lab ART 315
3 crs. 2 hrs.

This course covers two topics essential for students who intend on pursuing careers in graphic design: prepress production and portfolio design. Students will learn the art and science of preparing and optimizing graphic files for print on commercial offset lithography printers as well as on personal inkjet printers. This course will also guide students through the creation of a cohesive design portfolio, showcasing their creative and technical skills.

Prerequisite: ART 100 and two of the following: ART 215, ART 225, ART 235

Advanced Photography ART 336
3 crs. 3 hrs.

This course further develops students' understanding and expertise in using a hand-held camera as an image-making tool. During the semester, we shall investigate a range of camera techniques, and approaches to specific topics allowing students to explore the canon of photography. The course will explore light and film characteristics utilizing both color slide film and digital capture. Readings will center on photography's recent history and forays into critical theory. A research project and paper, along with a comprehensive oral presentation will centre on contemporary photography.

Prerequisite: ART 234, ART 236 or departmental approval

Photographic Studio and Light I ART 337
3 crs. 3 hrs.

This course introduces students to working with studio lighting as in a professional graphic studio. The assignments will introduce a range of lighting systems including tungsten, studio and portable flash, natural light, and mixed sources. Artistic and technical problems associated with portraiture, still life, product and fine art photography will be addressed. Hand-held meters, flash meters, lighting accessories, filters, and an introduction to medium and large format cameras will be covered during the semester. Through lectures, research and production of new work, students will expand their understanding of light and lighting while broadening the influences on their work.

Prerequisite: ART 236 or departmental approval

Digital Darkroom I ART 338
2 crs. 2 hrs.

This introductory course covers digital photography printing including basic retouching and editing. Students will learn the importance of digital workflow, and how it pertains to professional post-production scenarios. Beginning with downloading images from cameras or capture devices, students will learn to use appropriate naming and filing conventions, meta data, basic editing and retouching images, archiving, and digital printing. Through introduction to new material, research, and printing new images, students will expand their technical and visual skills beyond the initial image.

Prerequisite: ART 101 and ART 236 or departmental approval

Painting Studio III ART 374
3 crs. 3 hrs.

Painting III, ART 374, continues the development of technical, analytical and perceptual skills necessary to create a painting. The course enhances the development of an individualized approach to image making and the development of the student as an artist. This class emphasizes independent projects that give the student a chance to develop a body of personal work, and emphasizes the development of a portfolio. ART 374 is designed to transfer within the CUNY system, as well as professional art schools.

Prerequisite: ART 274 or instructor approval

Sculpture Studio III ART 383
3 crs. 3 hrs.

This advanced sculpture course is an extension of ART 283. Through in-depth projects, students refine their skills in sculpture, with a focus on larger scale and installations using contemporary materials and techniques. In addition, students learn the use of specialized tools, and practice visual and verbal analysis through writing and critiques. This course is intended to satisfy advanced sculpture

Course Descriptions

MUSIC AND ART

requirements for transfer within CUNY as well as to professional art programs.

Prerequisite: ART 281, ART 283, or departmental approval

Final Project Lab

ART 420

3 crs. 4 hrs.

This capstone course for all Studio Art Majors covers a range of topics relating to the business of being an artist and pursuing a career in the arts. Students will develop their portfolios for transfer to a senior college or to begin their professional careers. During the semester, students will create a professional online presence, write an artist statement, generate a five-year plan for their work, research writing strategies for grants and residencies, prepare and document their work to enter shows. In addition, students will explore a range of options in their career paths

through guest lectures, gallery and museum visits. Students will prepare, select and hang their work in the annual student show.

Prerequisite: Departmental permission

Final Thesis Lab

ART 450

3 crs. 3 hrs.

This capstone course for all Studio Art Majors covers a range of topics relating to the business of being an artist and pursuing a career in the arts. Students will develop their portfolios for transfer to a senior college or to begin their professional careers. During the semester, students will create a professional online presence, write an artist statement, generate a five-year plan for their work, research writing strategies for grants and residencies, prepare and document their work to enter shows. In addition, students will explore a range of options in their career paths through guest lectures, gallery and museum

visits. Students will prepare, select and hang their work in the annual student show.

Prerequisite: Departmental permission

African Art (same as AFN 101)

ART 801

2 crs. 2 hrs.

This is a survey course examining the function and form of African art in its past and present relationships to African cultures. The influence of African art forms on Western art is studied. Lectures, slides and visits to museums and galleries are included.

African-American Art

ART 802

2 crs. 2 hrs.

The aesthetic, cultural, and social contexts of African-American art are studied. Comparative studies of art created by Haitian and African-American artists are included in the course.



Course Descriptions

NURSING

Nursing

Room S-730, Telephone: (212) 220-8230

The Nursing Department offers a program leading to the Associate in Applied Science (A.A.S.) degree. Students are then eligible to take the New York State Licensure Examination for Registered Nursing (RN). Students may matriculate in a day or part-time evening/weekend sequence.

Note: Because of budgetary and Board of Trustees restrictions, only a limited number of highly qualified and motivated students are admitted into the BMCC Nursing Program. The College does not guarantee entry into the Program.

Chairperson: Judy Eng

Professors: Hyacinth Martin

Associate Professors: Sung Gwak, Jacqueline Nichols, Margie White

Assistant Professors: Edna Asknes, Aris Azar, Patricia Boyle-Egland, Susan Brillhart, Josephine Britanico, Sophia Clarke, Helen Dalpiaz, Marcelle Edinboro, Judy Eng, Sheila Fells, Paula Field, Monique Jean-Louise, Leasha Lindsay, Robert Reilly, Arlelia Sligh-Smith, June Soto, Janice Summers, Elizabeth Veneskey, Larise Wynn

Academic Advisor: Jose Sierra

Senior College Laboratory Technicians: Heather Evans-Tracey, Persio Pereyra

Adjunct Faculty: There are approximately 40 adjuncts in the department.

Nursing Process I: Fundamentals of Patient Care NUR 112

8 crs. 4 hrs. 12 lab hrs.

This course is an introduction to the bio-psycho-social and cultural factors that influence the nursing care of any patient/client who needs minimum assistance in the maintenance of health. Concepts and principles are stressed in relation to the application of the nursing process to basic nursing care. Clinical experiences are provided in general hospitals and a nursing home.

Prerequisite: Completion of the Pre-Clinical sequence
Corequisites: BIO 426 and PSY 240

Nursing Process II: Obstetrical and Psychiatric Nursing Care NUR 211

8 crs. 4 hrs. 12 lab hrs.

This course is composed of a seven-week Maternal and Newborn Care component and a seven-week psychiatric Mental Health Nursing component. The Maternal and Newborn Care component focuses on the role of the nurse in the care of the child-bearing family during the antepartal, intrapartal, and the postpartal phases of the maternity cycle, as well as the immediate care of the normal newborn and premature infant. The Psychiatric Mental Health Nursing Component introduces the student to basic mental concepts, interventions in crisis and family violence, severe mental health disorders, and substance use disorders highlighting treatment for individuals and families within the community.

Prerequisites: NUR 112, BIO 426, PSY 400
Corequisites: BIO 420, ENG 201

Nursing Process III: Pediatric and Basic Medical-Surgical Nursing Care NUR 313

8 crs. 4 hrs. 12 lab hrs.

This course is composed of a seven-week component in Nursing Care of Children and a seven-week component in Basic Medical-Surgical Nursing Care. The Pediatric Nursing component focuses on the child's physical, social, and emotional reaction to illness, the nurse's role in providing support to the child and the members of his/her family during periods of stress. Emphasis is placed upon differences between each phase of growth and development trends in care and measures utilized to promote a healthy childhood and adolescence. The Basic Medical-Surgical Nursing component builds upon previous nursing knowledge and techniques already introduced. Major emphasis is placed upon common recurring health problems. Psycho-social nursing techniques are emphasized as they relate to the care of the client with selected health problems.

Prerequisites: NUR 211 and all previous prerequisites
Corequisite: SPE 100

Nursing Process IV: Medical-Surgical Nursing NUR 411

8 crs. 4 hrs. 12 lab hrs.

This course is composed of a semester of medical-surgical nursing. It is a continuation of medical-surgical nursing introduced in NUR 313. There is emphasis on selected medical-surgical problems and students receive supervision of more advanced medical-surgical nursing skills in the hospital lab.

Prerequisites: NUR 313 and all previous prerequisites
Corequisite: NUR 415

Professional Issues in Contemporary Nursing Practice NUR 415

1 cr. 1 hr.

With an emphasis on the process of transitioning from Student Nurse to Registered Professional Nurse, Professional Issues in Contemporary Nursing Practice surveys the issues, challenges and current trends faced by the new Associate Degree Nurse as an individual practitioner, and as a member of the nursing profession. This course encourages students to think critically about the nursing profession and career opportunities, historical and theoretical nursing frameworks, the legal and ethical aspects of nursing, cultural and social issues, standards of nursing practice, delegation and supervision, communication and inter-professional collaboration, technology in the clinical setting, evidence based practice and quality improvement.

Prerequisite: NUR 112, NUR 211 and NUR 313
Corequisite: NUR 411

Restricted to students registered in NUR 411 (seniors).

Note: Nursing courses are sequential; Clinical Nursing cannot be completed in less than two (2) years. All students are required to take the Kaplan Specialty Exam at the end of each semester. The fee is paid by the student.

Fourth semester students are also required to take the Kaplan Comprehensive Exam at the end of the semester. The fee is paid by the student. Failure to take the Kaplan Exam as scheduled will result in a grade of "Incomplete" (INC).

Science

Room N-699, Telephone: (212) 220-1305

The courses offered by the Science Department are designed to meet the needs of students with specific interests in science and career goals in this field. The courses introduce students to the study of fundamental scientific laws and theories and provide knowledge, basic skills and appreciation of science as a human enterprise.

Programs offered by the Science Department include: Biotechnology Science, Engineering Science, Science, Science for Forensics and Science for Health Professions. All programs lead to the Associate in Science (A.S.) degree.

Chairperson: Joel Hernandez

Deputy Chairpersons: Carlos Alva, Lauren Goodwyn, Rafael Niyazov

Professors: Mahmoud Ardebili, Susie Boydston-White, Brahmadeo Dewprashad, Kathleen Ford, Matthew Geddis, Lauren Goodwyn, Charles Kosky, Martin P. Levine, Desmond McKernan, John L. Raynor, Edith S. Robbins, Sarah Salm, Edgar Schnebel, Harold M. Spevack, Man-lim Yu, Igor Zaitsev

Associate Professors: Ling Chen, Anthony Creaco, Patricia DeLeon, Joel Hernandez, Friedrich Hoffman, Lalitha Jayant, Adolfinia Koroch, David Krauss, Peter Nguyen, Rafael Niyazov, Jane Tezapsidis, Shana Tribiano, Nanette Van Loon, Chiaki Yanagisawa, Shengkun Zhang

Assistant Professors: Carlos Alva, Mario Benavides, Marcos Betancourt, Bogdan Danila, Nipa Deora, Ozgur Ecevit, Alexander Gossiau, Yasemin Gurcan, Revathi Iyengar, Canan Karaalioglu, Levent Kurt, Jun Liang, Catarina Mata, Quinn Minor, Abel Navarro, Christine Priano, Brian Rafferty, Shanti Rywkin, Kibrewossen Tesfagiorgis, Daniel Torre Rangel, Shalva Tsiklauri, Lauren Wickstrom, Hasan Yumak, Paul Zoglin

Lecturers: Katarzyna Chung, Manita Pavel, Sumeyra Yumak

Senior College Laboratory Technician: Owen Meyers, Christopher Thompson

College Laboratory Technicians: Faisal Adem, Edgar Delgado, Carol Gambino, Barys Korzun, Chiu Hong Lee, Carmen Rivera, Christopher Salami

Adjunct Faculty: There are approximately 90 adjuncts in the Department.

ASTRONOMY

Astronomy: General Theory **AST 108**
3 crs. 3 hrs.

This course is an introductory survey course of topics in astronomical theory, especially for students who are not science-oriented. A selected number of basic topics in astronomy are carefully examined and interpreted. The relevance of the scientist and his/her work to the lives of non-scientists is continually examined.

Corequisite: AST 109

Astronomy: General Observations **AST 109**
3 crs. 3 hrs. 2 lab hrs.

This course serves as an observational introduction to astronomy, especially for students who are not science oriented. A selected number of basic topics in astronomy are carefully examined and subjected to observational verification. The relevance of the scientist and his/her work to the lives of non-scientists is continually examined.

Corequisite: AST 108

General Astronomy **AST 110**
4 crs. 3 hrs. 2 lab hrs.

This course introduces students to the world beyond the earth. The methods of astronomy and our knowledge of the structure of the universe are presented as an ongoing human endeavor that has helped shape modern man as he/she takes his/her first steps into space.

Astronomy: Observations and Models **AST 111**
4 crs. 2 hrs. 3 lab hrs.

This course will focus on how astronomers have made observations, and used those observations to construct models of our universe. Students will collect their own observations and use them to test models of our universe.

BIOLOGY

General Biology Theory **BIO 108**
3 crs. 3 hrs.

General Biology presents an overview of many important topics in the natural sciences today and provides relevant background material from the physical sciences. It traces life from its beginning (cells) to the development of multi-cellular organisms. It covers topics such as evolution, the cell, macromolecules, energy relationships, inheritance, molecular genetics, biotechnology, and body systems.

Corequisite: BIO 109

General Biology **BIO 109**
3 crs. 1 hr. 2 lab hrs.

General Biology presents an overview of many important topics in the natural sciences today and provides relevant background material from the physical sciences. It traces life

from its beginning (cells) to the development of multi-cellular organisms. It covers topics such as taxonomy, the cell, macromolecules, photosynthesis, inheritance, molecular genetics, and body systems. This class includes a 1 hour lecture and a 2 hour lab session. The lecture hour will be an expansion of the lecture content covered in the co-requisite class BIO 108 - information needed to carry out experiments in the 2 hour hands-on laboratory experience.

Corequisite: BIO 108

General Biology **BIO 110**
4 crs. 5 hrs. 2 lab hrs.

Basic cellular structure, tissue organization, physiological process, reproduction, and genetics are studied. Special attention is given to selected zoological specimens with particular emphasis upon man.

Human Biology **BIO 111**
4 crs. 3 hrs. 2 lab hrs.

Introduction to the structure and function of the human body with emphasis on both the physiological mechanisms in health and disease, as well as concepts and current issues in human biology. Topics include: the molecules of life, cells, tissues, and organ system homeostasis; the skeleton, muscles, the heart, blood, skin, the sensory mechanisms of the eye, ear, taste, touch, and perception; nervous, endocrine, respiratory systems, the brain, genetics, and immune system, infectious diseases, cancer and nutrition.

Biology I **BIO 210**
4 crs. 3 hrs. 3 lab hrs.

This two-semester course acquaints students with the basic properties of living systems: metabolism, growth, responsiveness and reproduction at the cellular and organism levels as illustrated by assorted plants and animals. Two terms required.

Corequisite for BIO 210 is ENG 101

Prerequisite for BIO 220 is BIO 210

Biology II **BIO 220**
4 crs. 3 hrs. 3 lab hrs.

This two-semester course acquaints students with the basic properties of living systems: metabolism, growth, responsiveness and reproduction at the cellular and organism levels as illustrated by assorted plants and animals. Two terms required.

Fundamentals of Microbiology **BIO 230**
4 crs. 6 hrs.

This introductory course includes the study of structure, metabolism, environmental significance and evolution of micro-organisms. The laboratory will emphasize basic bacteriological techniques of identification and culture.

Prerequisite: BIO 220

Course Descriptions

SCIENCE

Genetics

4 crs. 6 hrs.

Genetics is designed as a one-semester course covering the fundamental concepts of classical, molecular, and human genetics. The student gains a background that facilitates a greater understanding of recent advances in molecular biology and human inheritance.

Prerequisite: BIO 220

Corequisite: CHE 202 or 220

Cell Biology

4 crs. 6 hrs.

The goal of this course is to provide students with a detailed understanding of the molecular mechanisms underlying cellular processes introduced in BIO 210/220—the structure, function and specializations of the cell. This will be accomplished through a combination of lecture and laboratory sessions providing both theory and application. The course will include study of subcellular structure and function, gene expression, protein activity, cell regulation and cell-to-cell communication.

Prerequisite: BIO 220 and CHE 202

Corequisite: CHE 230

BIO 240

Plant Biology

4 crs. 6 hrs.

This course is designed to provide students with the fundamentals of plant biology such as anatomy, morphology, growth and development, reproduction, genetics, physiology, plant ecology and an overview of evolution and the importance of plants in society. This course includes hands on laboratory experience and life plant materials integrated with the lecture content.

Prerequisite: BIO 220

Corequisite: CHE 202 or departmental approval

Microbiology

4 crs. 6 hrs.

Micro-organisms pathogenic to humans: their characteristics, pathogenicity and modes of transmission are studied. Instruction includes a study of the sterile technique and maintenance of the sterile field. Required in selected programs in the Health Sciences; available to other students through Departmental approval.

Prerequisites: BIO 426 and CHE 118, or CHE 121, or departmental approval

BIO 270

Anatomy and Physiology I

4 crs. 6 hrs.

This two-semester course explores the human body as an integrated, functional complex of systems. Terminology, structure and function of each organ-system, with emphasis on their interrelationships, are explained. Required of students in the health services technologies; available to all other students for elective credit.

Prerequisite for BIO 426 is BIO 425. Two terms required.

Prerequisite: CHE 118 or CHE 121, or departmental approval

Note: BIO 425 and BIO 426 do not meet the science requirements in the liberal arts curriculum.

BIO 425

BIO 420

Anatomy and Physiology II

4 crs. 6 hrs.

This two-semester course explores the human body as an integrated, functional complex of systems. Terminology, structure and function of each organ-system, with emphasis on their interrelationships, are explained. Required of students in the health services technologies; available to all other students for elective credit.

Prerequisite for BIO 426 is BIO 425. Two terms required.

Prerequisite: CHE 118 or CHE 121, or departmental approval

Note: BIO 425 and BIO 426 do not meet the science requirements in the liberal arts curriculum.

BIO 426



Course Descriptions

SCIENCE

BIOTECHNOLOGY

Introduction to Biotechnology **BTE 201**
5 crs. 4 hrs. 2 lab hrs.

This course introduces the student to theory and laboratory practices in biotechnology with emphasis on the impact of biotechnology on daily life, health, ethics and society. The course is designed to impart the skills needed for entry-level jobs or to continue on a career path in biotechnology, by exposing students to a variety of careers, laboratory techniques and social issues in the biotechnology industry.

Prerequisite: BIO 220 and CHE 202

CHEMISTRY

Concepts in Chemistry **CHE 108**
3 crs. 3 hrs.

This is a survey course that introduces essential topics in atomic and molecular structure, chemical and physical properties, and chemical reactivity. These concepts will form a basis for understanding biological applications and environmental issues.

Corequisite: CHE 109

Concepts in Chemistry Laboratory **CHE 109**
3 crs. 1 hr. 2 lab hrs.

This course investigates chemical concepts through laboratory experiments on structure, chemical reactions, and energy changes. Experiments will that relate to biological chemistry and environmental measurements will also be included. Concepts relevant to the laboratory experiments will be discussed.

Corequisite: CHE 108

General Chemistry **CHE 110**
4 crs. 3 hrs. 2 lab hrs.

This course is designed specifically for the non-science major. It explores the world of atoms and molecules and relates this submicroscope world to the daily life of the student. Topics to be discussed include plastics, foods, the environment, genetics, and drugs.

Fundamentals of Chemistry **CHE 118**
4 crs. 3 hrs. 2 lab hrs.

This is a one-semester course designed especially to meet the needs of students in the Health Technology Programs. Topics include modern atomic theory and an introduction to the molecular basis of matter through the study of chemical principles and reactions. Lecture and laboratory are integrally related.

Fundamentals of Organic Chemistry **CHE 120**
4 crs. 3 hrs. 2 lab hrs.

This is an introduction to the chemistry of carbon compounds. The lecture emphasizes structure and bonding, reaction mechanisms, synthesis, stereochemistry, and applications

to biological chemistry. The laboratory experiments illustrate the lecture topics.

Prerequisite: CHE 118, or CHE 121, or departmental approval

Fundamentals of General, Organic and Biological Chemistry I **CHE 121**
4 crs. 3 hrs. 2 lab hrs.

This course is a two-semester course sequence that introduces principles and concepts of general, organic and biological chemistry. The laboratory will provide experimental applications of these chemical topics. CHE 121–122 - Two terms are required. They are liberal arts electives. They are recommended for students intending to transfer to bachelor degree Allied Health Science curricula. CHE 121–122 cannot be granted credit to fulfill degree requirements for Science (A.S.) and Engineering Science (A.S.).

Fundamentals of General, Organic and Biological Chemistry **CHE 122**
4 crs. 3 hrs.

This course is a two-semester course sequence that introduces principles and concepts of general, organic and biological chemistry. The laboratory will provide experimental applications of these chemical topics. CHE 121–122 - terms are required. They are liberal arts electives. They are recommended for students intending to transfer to bachelor degree Allied Health Science curricula. CHE 121–122 cannot be granted credit to fulfill degree requirements for Science (A.S.) and Engineering Science (A.S.).

Fundamentals of Biochemistry **CHE 125**
4 crs. 3 hrs.

This course is an introduction to the principles of biochemistry that studies the structure, function, energetics and metabolism of biomolecules. The laboratory emphasizes biochemical techniques.

Prerequisite for CHE 120, CHE 122 or departmental approval

College Chemistry I **CHE 201**
4 crs. 4 hrs. 2 lab hrs.

This is a two-semester course sequence that involves the study of chemical principles including atomic and molecular theories, molecular structure, and reactivity. The laboratory will include experiments illustrating the chemical principles. CHE 201–202 two terms required.

College Chemistry II **CHE 202**
4 crs. 4 hrs. 2 lab hrs.

This is a two-semester course sequence that involves the study of chemical principles including atomic and molecular theories, molecular structure, and reactivity. The laboratory will include experiments illustrating the chemical principles. CHE 201–202 two terms required.

Quantitative Analysis **CHE 205**
4 crs. 3 hrs. 2 lab hrs.

This course discusses the principles of classical and instrumental techniques in analytical chemistry. Laboratory experiments include gravimetric, volumetric and instrumental methods of analysis.

Prerequisite: CHE 202 and MAT 206

Organic Chemistry I **CHE 230**
5 crs. 3 hrs. 2 lab hrs.

This two-semester course sequence is the study of the structure and properties of the fundamental classes of organic compounds with emphasis on reactivity, reaction mechanisms, stereochemistry, electronic theory, and applications to allied fields. Two terms are required.

Prerequisite for CHE 230 is CHE 202 or 220

Prerequisite for CHE 240 is CHE 230

Organic Chemistry II **CHE 240**
5 crs. 3 hrs. 2 lab hrs.

This is a two-semester course sequence that involves the study of chemical principles including atomic and molecular theories, molecular structure, and reactivity. The laboratory will include experiments illustrating the chemical principles. CHE 201–202 two terms required. Required in A.S. (Science) and A.S. (Engineering Science). Fulfills science requirement for A.A. (Liberal Arts).

Prerequisite for CHE 202 is CHE 201

ENGINEERING

Elements of Engineering Design **ESC 111**
1 cr. 2 hrs.

This course provides an introduction to engineering practice through hands-on investigations, computer applications, and design projects in the fields of structures and robotics. All investigations and design projects are performed in groups and presented in oral and/or written form. Computers are used for documentation, data analysis and robot control.

Prerequisites: MAT 206, CHE 201 or CHE 210, PHY 215 or departmental approval

Computer Aided Analysis for Engineering **ESC 113**
2 crs. 3 hrs.

This course introduces topics important for engineers. Computer aided analysis techniques are introduced and used for the design and modeling of engineering systems such as electrical circuits, pipelines, signal and image processing, aircraft engines, orbits and trajectories, protein molecules and sewer treatment.

Corequisites: MAT 206, CHE 201 or CHE 210, PHY 215 or departmental approval

Course Descriptions

SCIENCE

Engineering Graphics 2 crs. 3 hrs.

This is a course in fundamental engineering drawing and industrial drafting-room practice. Lettering, orthographic projection, auxiliary views, sections and conventions, pictorials, threads and fasteners, tolerances, detail drawing dimensioning and electrical drawing; introduction to computer-aided graphics are covered.

Engineering Graphics: AutoCAD 2 crs. 4 hrs.

This course provides the students with a basic working knowledge of Computer Aided Drafting. Through the use of engineering drawings, students develop skills in the use of a mainstream computer assisted drawing software package like AutoCAD for Civil Engineering. Methods and procedures are developed for solving practical drafting problems encountered in construction projects using Computer Aided Drafting methods. Students will learn the sequence of commands and/or steps required to start, create, save and plot CAD drawings. Skills are also developed in the reading and interpretation of typical working drawings from construction projects.

Engineering Mechanics 4 crs. 4 hrs.

This is a course in statics and dynamics and designed for engineering students. Among the topics covered are forces, equilibrium, friction, kinematics and dynamics of a particle, work and energy, linear and angular motion, and rotational dynamics of a rigid body.

Prerequisites: PHY 225 and MAT 302, or departmental approval

Engineering Mechanics I 3 crs. 4 hrs.

This course is a three-dimensional vector treatment of the static equilibrium of particles and rigid bodies. Topics include: equivalent force and coupled systems, static analysis of trusses, frames machines, friction, properties of surfaces and rigid bodies, particle kinematics, path variables, cylindrical coordinates and relative motion. Elements of design are incorporated in the course.

Prerequisites: ESC 130, MAT 302 and PHY 225 and SCI 120, or SCI 121, or departmental approval

Engineering Mechanics II 3 crs. 4 hrs.

This course is a three-dimensional vector treatment of the kinematics of rigid bodies using various coordinate systems. Topics include: relative motion, particle dynamics, Newton's laws, energy and mechanical vibrations. Elements of design are incorporated in the course.

*Prerequisites: ESC 130, ESC 201, PHY 225
Corequisite: MAT 501 or departmental approval*

ESC 130 Thermodynamics I 3 crs. 4 hrs.

This course covers introductory concepts and definitions; Absolute temperature, Work, heat, First Law and applications, Second Law, Carnot Theorem, entropy, thermodynamic state variables and functions, reversibility, irreversibility, ideal gas mixtures, mixtures of vapors and gas, humidity calculations.

Corequisites: CHE 201 and PHY 225

Circuits and Systems I 4 crs. 6 hrs.

This course covers circuit elements and their voltage-current relations; Kirchoff's Laws, elementary circuit analysis; continuous signals; differential equations; first order systems and second order systems. Students will simulate circuits on the computer. A laboratory component is integrated into the course.

Prerequisite: PHY 225 and ESC 113, Corequisite: MAT 501 or departmental approval

Switching Systems and Logic Design 3 crs. 4 hrs.

This course includes the analysis and design of combinational and sequential circuits and their applications to digital systems. The use of integrated circuits in the design of digital circuits is illustrated in the laboratory experiments.

Prerequisites: MAT 302, PHY 225, and SCI 120 or SCI 121, or departmental approval

ENVIRONMENTAL SCIENCE

Environmental Science 4 crs. 3 hrs. 2 lab hrs.

Environmental Science is a basic science class designed to incorporate the chemical and biological background needed to understand the current environmental issues facing our society. The topics covered include the basic principles of ecology, pollution, population growth, wildlife management, water resources and quality among others. Fundamental to the course is an understanding of scientific method and its application to dealing with complex environmental issues.

Prerequisites: BIO 210, BIO 220, CHE 201 and CHE 202

GEOLOGY

Geology I 4 crs. 5 hrs.

This course covers fundamental principles of geology encompassing the study of minerals and rocks, geological processes, interpretation of topographic and geological maps and techniques of remote sensing. This is a program elective in Engineering Science and an elective in all other curricula.

ESC 211 PHYSICS

General Physics Theory 3 crs. 3 hrs.

PHY 108

This course serves as an introduction to general physics theory, especially for students who are not science oriented. A selected number of basic topics in physics are carefully examined and interpreted. Topics include mechanics, heat and thermodynamics, electromagnetism, optics, atomic and nuclear physics. The relevance of the scientist and his/her work to the lives of non-scientists is continually examined.

General Physics Experiments 3 crs. 1 hr.

PHY 109

This course serves as an experimental introduction to general physics, especially for students who are not science oriented. A selected number of basic topics in physics are carefully examined and subjected to experimental verification. The relevance of the scientist and his/her work to the lives of non-scientists is continually examined.

Corequisite: PHY 108

General Physics 4 crs. 3 hrs. 2 lab hrs.

PHY 110

This course serves as an introduction to Physics, especially for students who are not science-oriented. A selected number of basic physical ideas are carefully examined and interpreted non-mathematically. The relevance of the scientist and his/her work to the lives of non-scientists is continually examined.

Physics I 4 crs. 4 hrs. 2 lab hrs.

PHY 210

This classroom and laboratory two-semester course includes the study of concepts and principles of physics in the areas of mechanics, heat and thermodynamics, sound, electricity and magnetism, light, and atomic physics plus an introduction to quantum physics and relativity theory. Algebra and simple trigonometry are used. Two terms required.

Prerequisite for PHY 220 is PHY 210

University Physics I 4 crs. 4 hrs. 2 lab hrs.

PHY 215

This is a two-semester course for students in science and engineering. Concepts of calculus are introduced and used when necessary. The lecture and laboratory exercises pertain to mechanics, fluids, heat and thermodynamics, wave motion, sound, electricity, and magnetism, geometric and physical optics, and an introduction to modern physics.

Co-requisite: MAT 302.

Note: Students cannot receive credit for both PHY 210 and PHY 215, or PHY 220 and PHY 225.

Course Descriptions

SCIENCE

Physics II

4 crs. 4 hrs. 2 lab hrs.

This classroom and laboratory two-semester course includes the study of concepts and principles of physics in the areas of mechanics, heat and thermodynamics, sound, electricity and magnetism, light, and atomic physics plus an introduction to quantum physics and relativity theory. Algebra and simple trigonometry are used. Two terms required.

Prerequisite for PHY 220 is PHY 210

University Physics II

4 crs. 4 hrs. 2 lab hrs.

This is a two-semester course for students in science and engineering. Concepts of calculus are introduced and used when necessary. The lecture and laboratory exercises pertain to mechanics, fluids, heat and thermodynamics, wave motion, sound, electricity, and magnetism, geometric and physical optics, and an introduction to modern physics.

Prerequisite: PHY 215 and MAT 302

Note: Students cannot receive credit for both PHY 210 and PHY 215, or PHY 220 and PHY 225.

Modern Physics

3 crs. 4 hrs.

This is an introduction to atomic and nuclear physics, relativity, solid state physics, and elementary particles.

Prerequisite: PHY 225

Corequisite: MAT 501 or departmental approval

The Physics of Music

4 crs. 3 hrs. 2 lab hrs.

The course is designed to give the student a fundamentally qualitative understanding of all the physical processes associated with the production, reproduction, and perception of musical sounds. This course may fulfill the physics requirement in the VAT Curriculum.

SCIENCE

Explorations in Scientific Mathematical (same as MAT 111)

3 crs. 4 hrs.

This course will introduce the processes involved in research. Students will be designing and performing experiments and analyzing the results. Objectives are: to understand the scientific method, interpret statistics, and appreciate mathematical research. Computers

PHY 220

will be used for statistics, graphing, pattern recognition and word processing. Recommended for mathematics and science oriented liberal arts students as a liberal arts elective. Not open to Science or Engineering Science majors.

Prerequisite: One year of college science

Computer Methods in Science

4 crs. 3 hrs. 2 lab hrs.

This course teaches a computer language and emphasizes application of programming methods for the sciences and engineering. Numerical methods will be applied to examples gleaned from physics, chemistry, and biology and engineering.

Prerequisite: MAT 206

Computer Methods in Science (Pascal)

4 crs. 3 hrs. 2 lab hrs.

This course is similar in scope and assignments to SCI 120 but utilizes the Pascal programming language.

Introduction to Microprocessors

4 crs. 3 hrs. 2 lab hrs.

This is a study of a typical microprocessor and interfacing techniques. Concepts of electricity and its application to digital circuits are introduced as needed for purposes of control and measurement of analog quantities such as current, voltage, and temperature.

Prerequisite: MAT 206

Nutrition

3 crs. 3 hrs.

This is an introduction to the fundamental principles of human nutrition. The nutrient composition of various foods is examined as well as the manner in which the nutrients are metabolized and used by the human body.

Prerequisite: One semester of science or departmental approval.

The Science of Food

3 crs. 3 hrs.

This course provides an overview of the scientific principles underlying the nutritional value, storage, handling, preparation and safety of food. There is an emphasis on chemical changes and interactions in food.

Prerequisite: CHE 121.

Man and Environment

3 crs. 3 hrs.

This course is a study of the interaction of man and his environment. Topics examined include ecology, air and water pollution, pesticides, radioactivity, power generation, noise pollution, waste disposal, population control, food additives, and food contamination. This course is offered as an elective in all curricula.

Prerequisite: One semester of any science

Scientific Instrumentation

4 crs. 2 hrs. 2 lab hrs.

This course covers the theory and practice and quantitative method with special attention to instrumentation currently employed such as optical, electro-chemical, chromatographic, and radio-chemical techniques. The physicochemical theory and operating characteristics of the instrumentation are stressed. The laboratory emphasizes measurements of biological and environmental significance.

Prerequisite: 1 year of laboratory science or departmental approval.

Pathophysiology

3 crs. 3 hrs.

This course studies alterations of normal physiological processes. Included in the course are the basic principles of pathophysiology as well as application of these principles to specific organ systems.

Prerequisites: BIO 426 and CHE 118 or CHE 121, or permission of the department

Pharmacology

3 crs. 3 hrs.

Fundamental principles and concepts in pharmacology are considered. Particular attention is given to drug action and interaction, and to the effect of drugs and toxic substances in the human organism. This course is required in selected programs in Allied Health Sciences; available to all other students for elective credit. It is recommended that students complete HIT 103, Medical Terminology I, before registering for this course.

Prerequisite: BIO 426 and CHE 118 or CHE 121, or permission of the department

SCI 410

SCI 430

SCI 510

SCI 530

Course Descriptions

SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

Social Sciences, Human Services, and Criminal Justice

Room N-651, Telephone: (212) 220-1210

The Social Sciences and Human Services Department offers courses in eight liberal arts disciplines and courses specific to the Human Services and Criminal Justice Programs. All of its courses aim to broaden and deepen understanding of the complex social, economic and political issues which face modern society. To achieve these aims, students are trained in the rational analysis of pertinent phases of human experience. Liberal arts courses are offered in the disciplines of Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology and Sociology. The Human Services program offers courses specific to the AS degree in Human services as well.

Note: Students requiring ESL 62, ENG 88 or ACR 94 must complete these courses before enrolling in Social Science courses.

Chairperson: Sangeeta Bishop

Deputy Chairpersons: Matthew Ally, Gail Mansouri

Professors: Matthew Ally, Robin Isserles, Ting Lei, Antonio Pérez, Charles Post, Lisa Rose, Ronald Rubin

Associate Professors: Aldo Balardini, Sangeeta Bishop, Melissa Brown, Alex d'Erizans, Albert Duncan, Yana Durmysheva, Roger Foster, Maram Hallak, Rose Kim, Jacob Kramer, Geoffrey Kurtz, Man Wai Alice Lun, Rifat Salam, Paula Saunders, Janice Walters, Elizabeth Wissinger

Assistant Professors: Sheldon Applewhite, Arto Artinian, Warren Benfield, C. Ray Borck, Peter Bratsis, Henry Bulley, Robert Caputi, Andres Colapinto, Daniel DePaulo, Ilir Disha, Esin Egit, Christine Farias, Monica Foust, Erik Freas, Sarah Friedman, Deborah Gams, Debra Greenwood, Jose Haro, Rebecca Johnson, Mariya Komolova, Stephanie Laudone, Kenneth Levin, Marci Littlefield, Yolanda C. Martin, Soniya Munshi, Christina Oney, Maria Pagan-Rivera, Marjan Persuh, Jennifer Pastor, Khushmand Rajendran, Diana Rickard, Kelly Rodgers, Michele Ronda, Miriam Santos, Vernon Smith, Amy Sodaro, Mohammad Soleymani, Shenique Thomas, Ross Tippit, Glenny Valoy, Brenda Vollman, Jamie Warren, Igin Yorukoglu, Meryem Zaman

Instructors: Jagadisa Dacus, John Gonzalez, Shirley Leyro, Leslie Martino-Velez, Cara O'Connor, Peter Tam

Lecturers: Gail Mansouri, William Roane

ANTHROPOLOGY

Introduction to Anthropology **ANT 100**
3 crs. 3 hrs.

The evolution and behavior of human beings as cultural animals are the focus of this course. Students are introduced to the basic concepts and methods of the major divisions of anthropology: physical, social and cultural; archeology and linguistics. Emphasis is placed on preliterate societies to facilitate the study of the interrelation of various aspects of culture.

Chinese Culture and Heritage
(same as ASN 111) **ANT 111**
3 crs. 3 hrs.

In this course students will inquire into the nature of classical traditions of Chinese culture. A range of Chinese texts in translation and associated materials will be explored to develop knowledge of the literary and philosophical foundations of Chinese culture. Lectures and readings are in English.

Language and Culture
(same as LIN 100) **ANT 115**
3 crs. 3 hrs.

This course will introduce students to linguistics, the study of language, and language in multicultural urban settings, including topics such as children's language acquisition, bilingual families and bilingual education, language and gender, different varieties of English and contemporary language use. The readings will draw on works in linguistics, literature, sociology, anthropology, and related topics. Students will improve critical reading and thinking skills and produce reflective and expository writing based on the readings in connection with their own experiences and backgrounds.

Puerto Rican Culture and Folklore
(same as LAT 125) **ANT 125**
3 crs. 3 hrs.

This course studies the emergence of a national culture, folklore and identity. Topics include the Taino, Spanish and African contributions to the creation of a Criollo personality and character and the Puerto Rican family, race relations, the Jibaro, religion, and the arts. It reviews customs, traditions, celebrations, dances, legends, songs, proverbs, and hero/underdog stories as well as the impact of the United States culture.

Haitian History and Culture
(same as AFN 127) **ANT 127**
3 crs. 3 hrs.

This course explores the role of economics, culture, and world diplomacy in the development of the Republic of Haiti since

the Revolution of 1791. The impact of Haitian intellectual and popular thought on prose, poetry, and art is examined.

Black Women in the Americas and the Caribbean
(same as AFN 128) **ANT 128**
3 crs. 3 hrs.

The changing status of women in African traditional societies is compared with changes in the status of Black women in the United States, the Caribbean, and Brazil.

Peoples and Cultures of Latin America and the Caribbean
(same as LAT 200) **ANT 200**
3 crs. 3 hrs.

This course examines the diverse peoples and cultures that have populated Latin American and the Caribbean region since pre-Columbian times. It discusses the legacy of European colonization and the subsequent struggles for independence, formation of national identities and the quest for modernization today. The course will place particular emphasis on the production of social movements that respond to social inequality, and conflicting ideologies around ethnicity, race and gender among other factors. The readings illustrate case studies that examine a wide range of topics—ecological adaptation, food production, kinship and local politics, medical and religious beliefs and artistic expressions—from small-scale rural society to large complex urban centers throughout the continent. It will also explore how globalization, intense migration, and transnationalism have generated new notions of identity in the US today.

The Roles of Women in a Changing World
(same as AFL 210) **ANT 210**
3 crs. 3 hrs.

This course analyzes the status and roles of women in cross-cultural perspective. Particular emphasis is given to the socio-cultural forces underlying the women's rights movements in the 19th century and the present resurgence of feminism.

CRIMINAL JUSTICE

Introduction to Criminal Justice **CRJ 101**
3 crs. 3 hrs.

Criminal Justice is the field that studies formal social control. This course covers the processing of crime by agents of formal control (police, courts, and institutional corrections). The general focus is on understanding the complex interactions of structures and agents in the system. Of particular concern are discretion and diversity in law enforcement, due process in criminal courts, and the punishment-rehabilitation

Course Descriptions

SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

dichotomy in corrections. The ultimate goal is to provide a critical foundation that prepares students for the challenges of a career in criminal justice.

Criminology **CRJ 102** 3 crs. 3 hrs.

This is an introductory and foundational course in the study of crime and justice. It is designed to introduce students to the various historical and contemporary theories and empirical research used to understand deviant and criminal behavior. This course takes a critical approach to the study of the definition and measurement of crime, as well as applications of these theories to practice and in policy. Offending and victimization, as these relate to specific crime types (i.e., white collar crime, violent crime, sex crime, drug related crimes, etc.) will be explored.

Prerequisite: SOC 100

Constitutional Law **CRJ 200** 3 crs. 3 hrs.

This course provides a historical overview of the relationship of the states of the Bill of Rights, and how the Supreme Court has interpreted the powers of the federal government. The effect of the due process clause of the Fourteenth Amendment on the application of the Bill of Rights to the states is examined through a study of the leading Supreme Court decisions related to criminal justice. Topics include characteristics and powers of the three branches of government, the principles governing the operation of the Bill of Rights, and the variables affecting the formulation of judicial policy.

Prerequisite: POL 100

Policing **CRJ 201** 3 crs. 3 hrs.

This course is intended to broaden the student's understanding of the origins and development of law enforcement agencies in the United States. Moreover, the course will examine the complex role of the police in a democratic society in the criminal justice system. An emphasis will be placed on recruitment, the training process and the importance of diversity, particularly among larger police departments in the U.S. The course will also examine contemporary legal issues and modern strategies such as community, evidence-based, intelligence-led and predictive policing.

Prerequisite: CRJ 101

Corrections **CRJ 202** 3 crs. 3 hrs.

This course examines the history of criminal punishment in Western society, emphasizing the United States. The course highlights social forces (political, religious, economic, and

technological) shaping punishment; reviews common theories (deterrence, retribution, rehabilitation, incapacitation, and restoration) and examines how theory relates to policy. The course takes a critical approach to correctional systems and policies by considering disparities and structural inequalities. Empirical evidence is used to examine contemporary crises of punishment (i.e., mass incarceration, school-to-prison pipeline) as well as prison culture, staffing, privatization, and prisoner civil rights. Alternatives to traditional punishment, especially restorative justice models, are explored.

Prerequisite: CRJ 101

Criminal Law **CRJ 203** 3 crs. 3 hrs.

This is an introductory course in the study of criminal law. The focus is on how it functions in and affects modern society, with a particular emphasis on understanding both the objectives and the limitations of law as an apparatus of social control. This course will cover the principles underlying the definition of crime, the purpose of punishment, and the general doctrines, such as attempt, causation and conspiracy. Throughout the course, a review of U.S. Supreme Court ruling and their role in the evolving nature of theory of criminal law will also be covered.

Prerequisite: CRJ 101

Criminal Justice and the Urban Community **CRJ 204** 3 crs. 3 hrs.

This course takes a critical approach to the study of crime and justice in urban settings. Course materials examine contemporary crime-related issues that affect urban communities within a historical and sociological context. The course highlights the intersections of deviant behavior and the criminal justice system within the structures of class, race, gender, and power inequalities. Topics explored may include racial profiling, juvenile delinquency, media representations of crime, policing, the war on drugs, and prisoner re-entry.

Prerequisite: CRJ 101

ECONOMICS **Introduction to Economics** **ECO 100** 3 crs. 3 hrs.

This course provides an introduction to the fundamental economic concepts of production, consumption and price determination, as developed by economists over the last two centuries for understanding market economies. The class introduces students to the role of markets and economic policy in our contemporary global economy at the individual and societal level. The topics to be explored in the course span the

areas of economics and economic history, and may include the banking system, social insurance programs, international trade, market regulations, the role of unions, and the federal budget. The student will come away with a broad understanding of economic issues, methods, ideas, and history.

Economics of Urban Communities **ECO 111** (same as AFL 111) 3 crs. 3 hrs.

This course introduces the subject of urban economics in historical and social contexts rather than as a strict analytical discipline. The causes and existence of poverty in cities, the management of federal, state and local government programs, the financing of Black enterprises, and conditions of social welfare are considered. Solutions toward developing neglected economics of urban communities are proposed.

Economic Development in the Dominican Republic in the 20th Century **ECO 112** (same as AFL 112) 3 crs. 3 hrs.

This course analyzes the economic policies of the different political regimes in the Dominican Republic from the end of the 19th century to the present. It studies the application and results of these policies—changes brought about by these regimes in trade, industry, agriculture and population. It also examines the influence of the United States on developments in the Dominican economy during this century.

African Development in the 20th Century (same as AFL 113) **ECO 113** 3 crs. 3 hrs.

Problems of African economic and political development since 1900 are analyzed. The emergence of conditions contrary to the goals of independence and African participation in world affairs is explored.

Political Economy of the Caribbean (same as AFL 151) **ECO 151** 3 crs. 3 hrs.

This is a study of the factors affecting the economies of the English and French speaking countries of the Caribbean region. The effects of international diplomacy, multinational corporate policies, educational and social determinants, and economic policies are evaluated.

Macroeconomics **ECO 201** 3 crs. 3 hrs.

This course is intended primarily for those students who intend to pursue professional careers in fields such as economics, finance, management, and administration. It is also

Course Descriptions

SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

open to highly motivated students in other areas. Topics include: national income and national product; saving, consumption, investment, the multiplier theory, fiscal policy, inflation, employment and business cycles. The student will also be acquainted with money, banking, and central bank monetary policies, as well as some of the more significant theories of international trade and economic development.

Microeconomics ECO 202 3 crs. 3 hrs.

This course is designed principally for those students who intend to pursue professional careers in fields such as economics, accounting, finance, management, and administration. It is also opened to highly motivated students in other areas. The course will focus on price theory in conjunction with: the laws of supply and demand, the analysis of cost, profit, market structure, production theory, and the pricing of productive factors. Significant contemporary economic problems will also be investigated.

Environmental Economics ECO 215 3 crs. 3 hrs.

This course introduces students to the economic analysis of environmental issues and problems related to the allocation of natural resources as well as the role of government in dealing with environmental problems. Students will develop the capacity to understand economic and policy issues related to environmental and natural resource exploitation, the micro- and macroeconomic foundations of environmental theory and policy, and discuss and evaluate current environmental policies in the United States. Students will learn about the economics of externalities and natural resource management, including theoretical concepts, models of analysis, and theoretical debates among orthodox and heterodox interpretations.

Prerequisite: ECO 100 or ECO 201 or ECO 202

International Macroeconomics ECO 221 3 crs. 3 hrs.

International trade, capital movements and foreign exchange markets lay the basis for global economic analyses and policy debates. Balance of payments problems include liquidity and growth, exchange rate systems, and tendencies for internal and external balance. Applied areas range from international financial institutions to issues of economic integration and development. Other topics involve history of the International Monetary Fund, World Bank, Euro Zone and Emerging Markets.

Prerequisites: ECO 100 or ECO 201 or ECO 202

Puerto Rican Economic Development Since 1898 (same as LAT 236) ECO 236 3 crs. 3 hrs.

This course analyzes the history and effects of American economic policies on contemporary Puerto Rico. Economic conditions before the American occupation are examined with the objective of comparing them with the conditions and changes after 1898. The period of sugar as a monoculture and its impact on Puerto Rico. The coming to power of the Popular Party, with its politics of land reform and economic development, are examined. The economic and social planning that have brought about modern Puerto Rico are analyzed.

Behavioral Economics ECO 240 3 crs. 3 hrs.

This course is an introduction to behavioral economics, which is the use of the methods of psychology to evaluate economic models of decision making and the collection of theories derived therefrom. The course reviews behavioral economics in the context of different economic models of decision making: decisions made under conditions of uncertainty, judgments of risk and probability, intertemporal decision making, and strategic interaction. Topics may include framing effects, prospect theory, menu dependence, endowment effects, confirmation bias, hyperbolic discounting, social preferences, and the utilization of behavioral economics for public policy.

Prerequisite: ECO 202 and MAT 209

Competition and Strategy ECO 245 3 crs. 3 hrs.

This course introduces students to the economic analysis of strategic interaction and competition among firms in imperfectly competitive markets. While the focus of the course is on the behavior of businesses in an oligopoly, basic concepts of game theory will also be applied to a variety of situations facing firms. The course will cover various types of games (normal-form, sequential, repeated interaction) and bargaining theory, as well as the economic theory of contracts and asymmetric information situations. Topics covered in the course may also include vertical/horizontal integration, auctions, principal-agent relations, and market design.

Prerequisite: ECO 202

Money and Banking (same as FNB 250) ECO 250 3 crs. 3 hrs.

This course is an analysis of the organization and operation of our financial system, including money and capital markets, commercial banking, and other financial institutions such as commercial finance

companies. The relationship between financial and economic activity including monetary and fiscal policy is demonstrated.

Prerequisite: FNB 100 or ECO 100 or ECO 201 or ECO 202

GEOGRAPHY

Introduction to Human Geography GEO 100 3 crs. 3 hrs.

This course introduces students to the key concepts and principles of human geography. The course is designed to show how world geographic conditions such as climate, landform, natural resources, soil, space and ecology have influenced human culture and civilization over time.

Environmental Conservation: Resource Management GEO 226 3 crs. 3 hrs.

This course introduces students to environmental studies with a focus on policy and management of resources. The course will examine issues pertaining to sustaining our resource base (biodiversity, food, soil, water, and energy) and how humans have impacted these key elements of the natural system. The goals of the course are to introduce students to the trends in human impact and management of the natural environment and provide a background to debates on sustainability and conservation.

Prerequisite: GEO 100

Population Geography GEO 241 3 crs. 3 hrs.

Population geography examines the dynamics of populations and their patterns of spatial settlement through time. Specifically, it will examine the main characteristics, changing size, and geographic distribution of populations, particularly in this age of intense globalization. The course covers four main themes in global population: mobility and settlement; population and environment; population increase and decrease; and urbanization. Because of the broad scope of this subject matter, this course will provide a general overview of the scale of the diverse and complex patterns that operate between people and landscape.

Prerequisite: GEO 100

HISTORY

Western Civilization: From Ancient to Early Modern Times HIS 101 3 crs. 3 hrs.

This course analyzes the societies of Western civilization from their origin to early modern times. The major social, economic, political, religious and intellectual developments are examined and their impact on the development of modern Western civilization is traced.

Course Descriptions

SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

Western Civilization:

The Emergence of the Modern World HIS 102
3 crs. 3 hrs.

This course traces the growth of the modern Western world to the present. It surveys the political, economic and social foundations of contemporary civilization.

History of Science and Technology HIS 111
3 crs. 3 hrs.

In this historical survey of the emergence and development of a recognizable science and technology, the interrelationships between science and technology will be brought out. Some of the principal topics considered include science and technology in prehistory; ancient Babylonian, Egyptian, and Greek science and culture; Medieval medical technology and science; the scientific revolution of the seventeenth century; Darwinian evolution; the conquest of epidemic diseases; and the development of nuclear weapons. Critical analysis will cover the nature of scientific ideas, the scientific method and scientific change; the structure of scientific communities; relations between science, technology, and medicine; and the place of science in modern society.

Asian American History (same as ASN 114) HIS 114
3 crs. 3 hrs.

The Asian American presence from the mid-nineteenth century to the present is studied. Three periods, 1848–1943, 1943–1965, and 1965 to the present are examined. Topics are designed to focus on the impact of historical processes on the cultural, economic, and political experiences of diverse Asian American groups in urban and rural communities. The multi-ethnic aspects of Asian American communities are explored.

World History I HIS 115
3 crs. 3 hrs.

This course offers a survey of human history in a global context, beginning with the birth of civilization and running up through the beginnings of the Renaissance in Europe. This historical development of fundamental cultural, political and social institutions will be examined through an analysis of recurring themes in world history. Topics include the earliest civilizations of the Middle East, India, China and the Americas; the beginnings of the world's major faiths, such as Confucianism, Daoism, Hinduism, Buddhism, and Judaism; the history of ancient Greece and Rome; the pre-Islamic history of the Middle East; the early histories of Africa, the Far East and the Americas; Islamic History; medieval European history; the Renaissance. It should be noted that, with respect to those topics

generally associated with the “West” (i.e., Europe—for instance, ancient Greece and Rome and the Renaissance), these will be considered within a more global context; developments in Europe then will be considered in terms of its interaction with other global regions, likewise, as reflective of analogous responses to common societal, cultural and environmental challenges. Indeed, the course will address the question of whether the familiar dichotomy of “West” and “East” is, in fact, a meaningful one.

World History II HIS 116
3 crs. 3 hrs.

The course offers a survey of human history in a global context, beginning with the Renaissance in Europe and running up to the present. The historical development of fundamental cultural, political and social institutions will be examined through an analysis of recurring themes in world history. Topics include the respective histories of the world's great religions, the European Renaissance, the Protestant Reformation, the European Enlightenment, the development (and continuing pervasiveness) of nationalism, Western imperialism and colonialism, the First and Second World Wars, the Cold War, and decolonization. It should be noted that those topics generally associated with the “West” (for instance, nationalism) will be considered within a more global context; likewise, developments in Europe and North America will be considered in terms of their interaction with other global regions and/or as reflective of analogous responses to similar societal, cultural and environmental challenges. Indeed, the course will address the question of whether the familiar dichotomy of “West” and “East” is, in fact, a meaningful one.

Early American History: Colonial Period to Civil War HIS 120
3 crs. 3 hrs.

In this course, the history of the United States from the Colonial period to the Civil War is studied and the major political, economic, and social problems of the new nation are analyzed.

History of African Civilization (same as AFN 121) HIS 121
3 crs. 3 hrs.

African civilizations from the pre-historic cultures in East Africa to the decline of the West African kingdom of Songhai in 1596 are examined.

Africa 1500 to Present (same as AFN 122) HIS 122
3 crs. 3 hrs.

Africa from the beginnings of the Atlantic slave trade to the end of Colonialism in the late twentieth century is examined. The effect

of Colonialism on economic and cultural patterns in the African diaspora is explored.

African American History: 17th Century to 1865 (same as AFN 123) HIS 123
3 crs. 3 hrs.

This course is a systematic examination of the participation of African American people in the political, economic and cultural history of the United States. The involvement of African Americans in abolitionism and in the development of social and cultural institutions in free black communities is analyzed.

African-American History: 1865 to Present (same as AFN 124) HIS 124
3 crs. 3 hrs.

Reconstructions I and II, the social Darwinist years, Civil Rights activism of the 1960s, and the cumulative effects of institutionalized racism are set in an historical framework for comparative study. The course examines the impact of urbanization, institutional racism, economic, and political policies on the life experiences of African-Americans. The dynamics of cultural, social, and political interactions within the social structure of the nation since 1865 are analyzed.

Modern American History: Civil War to Present HIS 125
3 crs. 3 hrs.

This continued study of American history emphasizes the emergence of an industrial economy, an urban society, world responsibility and the expanded federal government.

Caribbean History (same as AFN 126) HIS 126
3 crs. 3 hrs.

This course is a survey of the economic, political and cultural institutions which characterize the present nations of the Caribbean, their antecedents in the post-Emancipation period and the prospects for the future.

History of Puerto Rico: Discovery through 19th Century (same as LAT 127) HIS 127
3 crs. 3 hrs.

This course studies the history of Puerto Rico from the pre-Columbian period to the end of the 19th century. Consideration will be given to political, social, cultural, and economic factors contributing to the emergence of national consciousness in the 19th century and the events leading to the Spanish-American War in 1898.

Course Descriptions

SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

History of Puerto Rico: 19th Century to Present (same as LAT 128)

HIS 128

3 crs. 3 hrs.

This course studies the historical conditions of Puerto Rico in the 20th century. The transition from a Spanish colony to an American possession is examined. The events and forces that created the present Puerto Rico are studied and analyzed in perspective. The alternatives to the problem of status, commonwealth, statehood, and independence are studied.

An Introduction to the Middle East (same as ASN 129)

HIS 129

3 crs. 3 hrs.

Recent events have seen a growing interest in that part of the world commonly referred to as the Middle East. This course aims to introduce students to the Middle East, from the rise of Islam to contemporary times. It takes a cross-disciplinary approach, designed to allow students the chance to examine the region from a number of different perspectives; not only an historical one, but also those of literature, religion, economics, politics and international relations. It is hoped that, at minimum, the course will provide a sound basis by which students might better frame their understanding of the region; at maximum, that it might stimulate a desire to further explore the region in greater depth. Particularly, given the tendency if the media to view the region largely in terms of current events, it is hoped that by taking a cross-disciplinary approach, students will come to conceive of the region as a multi-dimensional; as a region with rich and varied cultural, historical and intellectual traditions; most importantly, as a region made up of people, of individuals who have many of the same desires and aspirations, the same fears and concerns, as ourselves. Given that the course constitutes a broad cross-disciplinary survey of the Middle East, it will, at times, be necessarily selective, focusing in depth on specific but representative aspects of Middle Eastern civilization. Students are thus encouraged to make reference to the "additional reading list" towards the end of the syllabus. An additional goal of the course is to consider in a more critical way the manner in which the region is portrayed in the media. Thus, periodically, we will be examining issues of topical interest.

History of Latin America (same as LAT 130)

HIS 130

3 crs. 3 hrs.

Survey covering from the pre-Columbian cultures, the age of discovery and exploration, colonial structures, independence

movements, to contemporary Latin America, with special emphasis on the countries of the mainland (i.e., North, Central, and South America). Students will learn about the traditions and institutions of Latin American Civilization including the Iberian conquest and colonization, the role of the Catholic Church, economic and social structures, as well as problems related to government, nation-building, race and class relations, wars and Latin America's position in the world.

History of Dominican Republic (same as LAT 131)

HIS 131

3 crs. 3 hrs.

This course studies the history of the Dominican Republic from the pre-Columbian and Colonial periods to the present. It deals with the geographical, political, social, and economic factors that form the Dominican nation. Emphasis is given to relations with Haiti and North America. The course also analyzes the position of the Dominican Republic in the community of Latin American nations as well as its place in today's world.

History of Women

HIS 225

3 crs. 3 hrs.

This course in social and intellectual history examines ideas about women and women's status in society in selected periods of history. Emphasis is placed on the reading and interpretation of primary source material. Topics included are: the historiography of women's history; examples of matriarchy; women in the Ancient Near East; Greece and Rome in the Middle Ages and the Renaissance; the role of women in the American slave and plantation society; women in the modern capitalist and socialist worlds.

Prerequisite: One semester of history or departmental approval

Conflict in the Middle East

HIS 226

3 crs. 3 hrs.

The course will address in a historical context the political, social, economic and ideological factors underlying the various conflicts that have confronted the Middle East, beginning with post-First World War period and ending with more recent developments, with the aim of helping students better appreciate their root causes and complexities.

Prerequisite: Any Social Science course

History Research and Writing Methods

HIS 275

3 crs. 3 hrs.

This course will provide a culminating experience for students enrolled in the History Major by allowing them to explore a topic in-depth, engage in independent research, develop their analytic abilities and critical thinking skills, and apply concepts and theories to new cases. The course will

focus on special topics within the field and expertise of the instructor. It will introduce students to major theoretical perspectives, basic research methodologies and research design issues, and central analytical models in history. The course will call upon students to write historical research papers involving library research and analysis of multiple sources. Students will spend the first third of the semester reading and analyzing examples of academic historical work. They will then write their own research papers, based on topics of their own choosing, while working in conjunction with both peers and the instructor to revise these papers.

Prerequisite: ENG 201 and [(HIS 101 and HIS 102) or (HIS 115 and HIS 116) or (HIS 120 and HIS 125) or Departmental Approval]

HUMAN SERVICES

Introduction to Human Services and Social Work

HUM 101

3 crs. 3 hrs.

This course introduces students to the field of Human Services and the profession of Social Work. Those human services which deal with social and personal problems are explored as well as the knowledge base, the skills base and the values base of the social work profession. Students are exposed to the methods of working with people as individuals, in groups and on a community level. This course meets the requirements as a liberal arts elective in social science.

Human Services Skills

HUM 201

3 crs. 3 hrs.

The course is designed to train students in the use of helping skills and techniques utilized in the field of human services. Some of the areas covered in the course include interviewing and counseling, making referrals, assessment, group process and behavioral techniques. This course is open only to students enrolled in the Human Services curriculum.

Prerequisite: HUM 101

Introduction to Gerontology

HUM 211

3 crs. 3 hrs.

This course provides students with a basic understanding of the interrelationships between the physical, intellectual, social and psychological aspects of the aging process in contemporary society. Problems particular to aging are explored as well as policies and programs which have been developed to deal with them.

Introduction to Disabilities and Behavior Change

HUM 212

3 crs. 3 hrs.

This course focuses on the psychological and sociological aspects of disabling

Course Descriptions

SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

conditions, and the approaches to effecting the person's habilitation/rehabilitation through behavior change.

Child Welfare **HUM 213** 3 crs. 3 hrs.

This course is a survey of child welfare as a field of Social Work practice. Course content includes the relationships of parents, children and society; the development of old and new governmental programs for children; the impact on the family of child welfare policies, and the future of child welfare programs in the United States.

Field Experience in Human Services I **HUM 301** 3 crs. 1 hr.

Students are placed for one day per week in human service settings where they learn first-hand about agency structure and function, the activities of human service professionals, and the application of human service skills. Settings include community centers, hospitals, family service agencies, community residences for the developmentally disabled, senior citizen centers, homeless shelters, child psychiatry clinics, etc. A one hour weekly class session reinforces the agency experience through case presentations and group discussion. This course is open only to students enrolled in the Human Services curriculum. *Please note:* This course has 1 hour lecture and 7 internship hours per week.

Prerequisite: HUM 101 and [HUM 210 or Gerontology major]

Field Experience in Human Services II **HUM 401** 3 crs. 1 hr.

This course follows the same format as HUM 301, Field Experience in Human Services I. Remaining in the same field placement, the student deepens his/her knowledge and strengthens his/her skills through continued practice and supervision. This course is open only to students enrolled in the Human Services curriculum. *Please note:* This course has 1 lecture hour and 7 internship hours per week.

Prerequisite: HUM 301

Social Welfare Programs and Policies **HUM 411** 3 crs. 3 hrs.

This course will acquaint students with the social welfare system of the United States. An historical perspective helps to illuminate the evolution of current policies, programs and practices. Poverty in the U.S. is analyzed as well as the specific programs which have been developed to alleviate it. Cross-cultural approaches to social welfare are also examined.

Prerequisite: POL 100

PHILOSOPHY

Philosophy **PHI 100** 3 crs. 3 hrs.

The study of philosophy helps students develop analytic skills and gain an appreciation of the general philosophical problems with which human beings have grappled throughout Western civilization. Basic philosophic problems such as free will and determinism, the criteria which justify ethical evaluations, the philosophical considerations which are relevant to belief or disbelief in God, and knowledge and illusion are examined during this course.

Logic **PHI 110** 3 crs. 3 hrs.

The course focuses on principles of sound thinking and valid argument in order to develop skills in analysis and evaluation of inductive and deductive reasoning. Students learn to discriminate between valid and invalid argument, using as tools the techniques of formal and symbolic logic.

Cultural and Ethical Issues in Science and Technology **PHI 111** 3 crs. 3 hrs.

In considering ethical positions ranging from animal rights to environmental philosophies of radical ecology, and studying the impact of new reproductive technologies and other biotechnologies on the (so-called) Third World, students learn about advances made by working scientists and feminist philosophers in contextualizing science and technology. A special attempt will be made to study cultural factors as class, gender, and race in order to understand the responsibilities of scientists and technologists for the uses of their knowledge; the ethics of scientific research; and truth and fraud in science and engineering.

Critical Thinking (same as CRT 100) **PHI 115** 3 crs. 3 hrs.

This course is designed to develop the mind and help sharpen students' ability to think clearly, logically, thoroughly, critically and effectively. Through substantive readings, structured writings assignments and ongoing discussions, students will learn to use analytical skills in reading, writing, oral presentations, researching, and listening. Students will examine concrete examples from their own experience and readings and contemporary issues in the media to learn how to analyze issues, solve problems and make informed decisions in academic, professional, and personal lives.

Ethics **PHI 120** 3 crs. 2 hrs.

This course will examine major historical and contemporary perspectives in moral philosophy. We will consider questions such as "Are there universal moral values?"; "Are ethical conduct and self-interest compatible?"; "What is the source of our ethical obligations (God? Society? Or Reason?) and how can we justify them?" and "How does globalization impact ethical theory?" The course will look at what attributes and qualities make up a successful ethical theory and will compare competing approaches to ethical decision-making. Throughout the course, the emphasis will be on real-world ethical issues that arise in contemporary life and society.

Great Issues in Philosophy **PHI 200** 3 crs. 3 hrs.

This course provides an in-depth discussion of some of the great issues of philosophy. It applies analytical and logical tools for clarification of these issues with emphasis on recent/contemporary philosophical developments. Using a cross-cultural perspective, there is a focus on select topics such as ethical codes and moral conduct, political order, social justice, religious experiences and beliefs, science and knowledge and the nature of consciousness. *Prerequisite:* PHI 100 or 110

Great Issues **PHI 200** 3 crs. 3 hrs.

This course provides an in-depth discussion of some of the great issues of philosophy. It applies analytical and logical tools for clarification of these issues with emphasis on recent/contemporary philosophical developments. Using a cross-cultural perspective, there is a focus on select topics such as ethical codes and moral conduct, political order, social justice, religious experiences and beliefs, science and knowledge and the nature of consciousness. *Prerequisite:* PHI 100 or 110

POLITICAL SCIENCE

American Government **POL 100** 3 crs. 3 hrs.

The history, development, and intellectual origin of American government are studied and analyzed. Special consideration is given to the structure and operation of the executive, legislative and judiciary branches, and the role of government and politics in a modern industrial society.

Introduction to Politics **POL 110** 3 crs. 3 hrs.

This class involves students in observation and critical analysis of political affairs. Topics

Course Descriptions

SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

and themes will include both American and global perspectives and both contemporary and historical cases. The class introduces a range of approaches to the study of politics, such as empirical research, quantitative analysis, theoretical questioning, and the examination of literary or artistic works. Central concepts will include politics, power, government, conflict, and justice.

Political Economy of Technoscience POL 111 3 crs. 3 hrs.

Science, technology and society is constructively and deconstructively theorized within fields of knowledge known as textual and political economies. In considering competing intellectual traditions in creating a theory of science, technology, and society, themes such as the relationship between science, technology and the state; social epistemology; laboratory science studies; feminist perspectives on science and technology; ecological foundations for science and technology; and the globalization of science and technology will be discussed. This course will provide acquaintance with the everyday context of working scientists and technologists.

Gender and Politics POL 120 3 crs. 3 hrs.

This course uses gender as a lens of analysis for studying politics, with an emphasis on the United States. It will explore how participation, including voting, campaigning, office holding, and activism, has been gendered and how ideals of citizenship have differed for men and women, taking into account the ways that gender intersects with other categories such as race and ethnicity. The course will cover the historical development of men's and women's political roles, the ways gender inequality has been sustained and contested in various political contexts, and selected current issues and debates.

Politics of Puerto Rican Communities (same as LAT 151) POL 151 3 crs. 3 hrs.

This course is an analysis of the political movements and parties of Puerto Rican communities in the U.S.A.; the relationships of these movements and parties toward political development in Puerto Rico; the role of the Puerto Rican in both traditional and radical political movements in the U.S.A.; and how political participation in the American process has come to contribute to a sense of community identity among Puerto Ricans in the U.S.A.

Modern Black Political Thought (same as AFN 152) POL 152 3 crs. 3 hrs.

The origins of nationalist ideologies, and political and social action in the United

States, Caribbean, and Africa are examined. Political and economic developments since the late 19th century are analyzed.

World Politics POL 210 3 crs. 3 hrs.

This course considers the basic factors involved in international relations. The components of nationalism, the state system, and the concept of politics as the crucial form of interstate relationship are discussed and examined. A systematic study is made of capabilities, goals and methods of interstate relations, considering the underlying principles, forces, patterns, and problems which historically characterize international organization and the political systems of the world.

Prerequisite: POL 100 or POL 110

Politics and Government in New York City POL 220 3 crs. 3 hrs.

This course explores the government and administration of the City of New York. Structures and institutions such as the Office of the Mayor and the City Council are examined, as well as the city bureaucracies and non-governmental groups whose activities bear upon politics in New York. The emphasis is on the political process and decision-making systems.

Prerequisite: POL 100 or POL 110

Power in American Politics POL 230 3 crs. 3 hrs.

This course analyzes the nature of power in America. Who governs? How is power exercised? What is the relationship between the private sector and the public sector? These and other areas will be investigated. The course will examine concepts and approaches to the study of power, including pluralism, elite, class, and the role of race and gender.

Prerequisite: Any 100-level Social Science course

Comparative Politics POL 240 3 crs. 3 hrs.

This course provides an introduction to the comparative study of political institutions, political cultures, public policy, and forms of political action. Taking examples from different parts of the world, the course examines the development and contemporary workings of various political systems, emphasizing basic concepts and methods of comparative analysis.

Prerequisite: POL 100 or POL 110

Political Theory POL 260 3 crs. 3 hrs.

This course examines political ideas and their relationship to the practice of politics. Various theories will be explored, including liberalism,

conservatism, socialism, and contemporary political thought. The course will address questions such as: What is human nature? What are rights, liberty and justice? How might they be achieved? What is the proper role of government? Political theorists approach these questions differently and provide different answers. The relevance of theories to current political issues is discussed.

Prerequisites: Any Social Science course

Thinking with the Greeks POL 476 3 crs. 3 hrs.

This is a summer course taught abroad in Greece. Ancient Greek thinkers and the experiences of the ancient polis will be studied with a view to their influence, validity, and contemporary relevance. Readings will include Plato and Aristotle, among others.

PSYCHOLOGY

Introduction to Psychology PSY 100 3 crs. 3 hrs.

The course introduces students to the scientific study of behavior and mental processes. Students will learn about current perspectives, historical roots and scientific methods in psychology. Topics within major areas of psychology may include biopsychology, human development, learning, cognition, social processes, personality and psychological disorders.

Social Psychology PSY 200 3 crs. 3 hrs.

The course introduces students to major theories and scientific findings in social psychology emphasizing personal and situational behavior. Research and application in the areas of social thinking, social influence and social relations are discussed. Topics include, but are not limited to, attitudes and beliefs, conformity, prejudice, group behavior and leadership, communication and persuasion.

Prerequisite: PSY 100

Psychology of Death and Dying PSY 210 3 crs. 3 hrs.

This course will cover the psychology of death and dying in our society. Throughout the semester we will examine the attitudes and values about death and dying, the developmental processes on death and dying as well as the sociocultural-perspectives, both the legal and ethical concerns of death and dying, as well as the issues of grief and bereavement. The text and supplemental readings will provide the groundwork for the assignments and class discussions. Students will be expected to remain open to different experiences, feelings and values.

Prerequisite: PSY 100

Course Descriptions

SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

Behavioral Statistics

3 crs. 3 hrs.

This course will provide an introduction to statistical methods utilized in the behavioral sciences. Topics that will be discussed include probability theory, descriptive statistics, correlation/regression, t-test, ANOVA, and chi-square. Students will also learn how to analyze data using statistical software and how to report their results in APA style.

Prerequisite: PSY 100

Psychology of Personality

3 crs. 3 hrs.

The course focuses on exploring, critically evaluating and applying theories and concepts to the study of personality psychology. It also discusses research, assessment and influences of personality on human behavior and everyday life.

Prerequisite: PSY 100

Developmental Psychology

3 crs. 3 hrs.

This course explores cognitive, emotional, and behavioral changes across the lifespan. Attention is given to how biological and sociocultural factors shape the individual.

Prerequisite: PSY 100

Psychology of Women

3 crs. 3 hrs.

This course involves the interpersonal and institutional socialization of women in contemporary American society and the effect of these processes on individual personality through an examination of existing roles and exploration of alternatives.

Prerequisite: PSY 100, SOC 100, or SSC 100

Child Psychology

3 crs. 3 hrs.

This course explores biological, cognitive, and emotional growth from conception through adolescence. Attention is paid to the interplay of individual and sociocultural factors that influence the course of psychological development.

Prerequisite: PSY 100

Cognitive Psychology

3 crs. 3 hrs.

The course is designed to introduce the students to historical, cultural and contemporary perspectives as well as scientific research in cognitive psychology. Topics include but are not limited to memory, perception, language, problem solving, decision making and cognitive neuroscience.

Prerequisite: PSY 100

PSY 220

Abnormal Psychology

3 crs. 3 hrs.

This course focuses on historical perspectives, contemporary trends, theoretical models and scientific research in the assessment and classification of mental illness. The etiology and treatment of psychological disorders are discussed with emphasis on the role of biological, cognitive, psychodynamic and sociocultural factors.

Prerequisites: PSY 100

Research Psychology

3 crs. 3 hrs.

The course is designed to introduce the students to psychological research. Students will learn about the research process by analyzing the ethical issues in research, conducting literature reviews, collecting, analyzing and interpreting the data, as well as summarizing and presenting the findings. Students may be presented with an opportunity to work with faculty on designing and implementing a research project. The course includes both theoretical and applied (lab) components.

Prerequisite: PSY 100

Foundations of Black Psychology (same as AFN 271)

3 crs. 3 hrs.

The course presents Black experiences through a psychological lens. Learning on the work of leading Black psychologists and other theorists, this course examines critical issues related to race, ethnicity, education, Black families and other social factors embedded in both contemporary and historical contexts.

Prerequisite: PSY 100

Cultural Psychology

3 crs. 3 hrs.

The course will examine theoretical and methodological approaches and challenges to studying the impact of culture on psychological processes and how people construct cultural meaning. Topics may include: definition and methods of cultural psychology, self and identity, motivation and emotion, cognition and perception, morality, mental health, and migration and cultural assimilation. Implications of cultural psychology for social policy and clinical practice will be discussed.

Prerequisite: PSY 100

SOCIOLOGY

Introduction to Sociology

3 crs. 3 hrs.

This course studies the social world and how it has evolved over time, as well as how individuals are influenced and structured by social interactions in small groups and by larger social forces. The course covers major sociological theories and research methods, and key concepts such as culture,

PSY 260

socialization, social class, race/ethnicity, gender, technology, social inequality, and social change.

Sociology of Urban Education

3 crs. 4 hrs.

This course examines the barriers to the completion of high school by urban high school students and presents the "mentor model" as one way to support and help students achieve in the school environment. Students taking this course will spend a minimum of 20 hours serving as a mentor to a student from a nearby high school.

Prerequisite: Permission of department

Understanding Technological Society

3 crs. 3 hrs.

This is a problem-centered and task-oriented course that integrates the humanities and the theories and practices of science and social sciences into the leading public issues of technological society. By emphasizing the close connections between science and technology, social institutions, and cultural values, students will learn how social institutions directly affect technological development and professional careers. The course also analyzes today's "global village," the changing relations between East and West and the Third World, and worldwide development and environmental issues.

Comparative Ethnic Studies I (same as AFL 125)

3 crs. 3 hrs.

This course surveys the long history of cross-racial and inter-ethnic interactions among immigrants, migrants, people of color and working people in the United States and the wider world from the era of mercantile capitalism in the sixteenth century to the present. By making inroads into the dynamic worlds that indigenous people, people of African and Latin American descent, European Americans, and Asian Americans made and remade, the course aims to reach across borders of all kinds, including national boundaries, to cultivate global, transnational and comparative perspectives on race and ethnicity. In particular, it places emphasis on relationships and conflicts between these diverse groups, especially how they were treated and defined in relation to each other. Broadly, this course is concerned with how these groups struggle to stake out their place in a highly unequal world.

The Black Man in Contemporary Society (same as AFN 129)

3 crs. 3 hrs.

The effects of economic and social factors on socialization, status, and levels of

SOC 110

SOC 111

SOC 125

SOC 100

SOC 129

Course Descriptions

SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

achievement among Black men are analyzed. The impact of institutional racism and underachievement on urbanized populations is explored in terms of access, social status, and economic differentials.

The Latino Experience in the U.S. (same as LAT 150) **SOC 150**
3 crs. 3 hrs.

This course studies the varied experiences of Latinos in the United States of America. Through readings, lectures, discussions and fieldwork, students will become familiar with the group and its diverse components from North, Central and South America as well as the Caribbean, while covering representative nationalities such as Mexicans, Salvadorians, Cubans, Colombians, Ecuadorians, Puerto Ricans and Dominicans. The course will survey the history and evolution of Latinos at the same time that it explores issues of culture and identity. Other topics include family, race relations, religion, education, economic incorporation and political participation. Key issues of contemporary interest will also be explored, such as Latinos and immigration, and the impact they have on local, state and nationwide elective office.

Puerto Rican Experience in Urban U.S. Settings (same as LAT 152) **SOC 152**
3 crs. 3 hrs.

This course studies the peculiar characteristics of the Puerto Rican migration to the U.S. It analyzes the processes of assimilation and adaptation to the American society as opposed to the identity and preservation of Puerto Rican cultural values. The problems of education, housing, health services, family and community, employment, and economic development are given special attention as they relate to the unique experience of the Puerto Rican in the U.S.A.

Sociology of the Black Urban Community (same as AFN 154) **SOC 154**
3 crs. 3 hrs.

Current theories of socialization, cultural transformation, and poverty are assessed. Field visits to recognized agencies and institutions are arranged under supervision of the instructor.
Prerequisite: SOC 100 or ANT 100

Health Problems in Urban Communities (same as AFL 161) **SOC 161**
3 crs. 3 hrs.

This course analyzes the relationships between economic and social factors, and the delivery of health care services in urban communities. Attention is given to community needs related to HIV/AIDS, tuberculosis, mortality rates, prevention, and education. Guest lecturers and workshops are presented.
Prerequisite: SOC 100 or ANT 100

Social Problems **SOC 200**
3 crs. 3 hrs.

A close relationship exists between the social problems and the values and structures regarded by society as normal and stable. In this course, students apply sociological principles, theory, methods, and research toward an understanding of social problems.
Prerequisite: SOC 100

Gender and Society **SOC 210**
3 crs. 3 hrs.

This course examines the role of gender in society, with a focus on gender as a social construction and a system of inequality that shapes contemporary society and its institutions. Topics may include the relationship of biology and gender, gender and sexuality, feminist theory, the influence of gender on institutions such as the family, schools, workplace, media, politics, etc., gender and violence, and the intersection of gender, race and ethnicity, and class.
Prerequisite: SOC 100

Ethnic Groups in American Life **SOC 230**
3 crs. 3 hrs.

This course studies the various ethnic groups which comprise the population of the United States—their accommodations and assimilation, their changing attitudes and impact on one another. In addition, the effects of interracial tension on personality and social organization are explored and comparative analyses of selected countries are made.
Prerequisite: SOC 100

The Puerto Rican Family (same as LAT 234) **SOC 234**
3 crs. 3 hrs.

This course studies the Puerto Rican family as the primary unit of Puerto Rican society, reflecting the patterns and dynamics of that society. It examines the variations in family structure that have evolved from the Taino, Spanish and African cultures. The historical and economic changes that have transformed Puerto Rican society are analyzed with emphasis on their effect on the family structure. The experience of migration and its impact on the Puerto Rican family are considered. Attention is given to the problems facing the family as the unit of migration.
Prerequisite: SOC 100 or ANT 100.

Urban Sociology **SOC 240**
3 crs. 3 hrs.

This course involves a sociological analysis of the modern city and the urban way of life. Among the topics discussed are: the growth and decline of urban neighborhoods; social forces responsible for the modern urban community; urban ecology; urban blight and shifts in the residential distribution of racial, ethnic, and

income groups; plans and policies for urban development; and the future of the central city.
Prerequisite: SOC 100

The Family **SOC 250**
3 crs. 3 hrs.

This course examines the basic functions of the family in contemporary society. The social processes involved in courtship, marriage, parenthood, alternative family models, the roles of family members, and the relationship between the various models and the community will be examined.
Prerequisite: SOC 100 or ANT 100

The Contemporary Black Family (same as AFN 256) **SOC 256**
3 crs. 3 hrs.

The Black family in current urban/suburban settings and the effects of changing value systems, the single-parent family, crises in education, and economic stability are examined. Field visits to selected agencies and institutions are required.
Prerequisite: SOC 100 or ANT 100

Sociology of Health and Illness **SOC 260**
3 crs. 3 hrs.

Health intersects with every aspect of our daily lives as well as institutions and larger social structures. This course examines the social construction of health and medicine, with a focus on political, cultural, and economic forces that shape meaning of health, as well as medical institutions and other responses to illness. Topics may include sociological perspectives of health and illness; inequality produced through social factors including sex/gender, race/ethnicity, and socioeconomic status; medicalization and social control; issues related to an aging society; and the health care system.
Prerequisite: SOC 100

Sociology Capstone **SOC 350**
4 crs. 4 hrs.

This Sociology Capstone will focus on special topics within the field and expertise of the instructor. It will provide a culminating experience for students by allowing them to explore a topic in-depth, engage in independent research, develop their analytic abilities and critical thinking skills, and apply concepts and theories to new cases. The capstone course will introduce students to the major theoretical perspectives, the basic research methodologies and research design issues, and the central analytical models in Sociology. Over the course of the semester, each student will engage in independent research that culminates in a research paper or project and a presentation to the class.
Prerequisite: Two SOC course electives, one of which must be a 200-level course.

Course Descriptions

SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

SOCIAL SCIENCE

Field Experience in Italy 3 crs. 3 hrs.

SSC 150

This course offers the student Social Science field experience in Italy. Orientation, seminars with guest lecturers, field trips to sites of historic interest, and cultural tours are an integral part of the travel program. The field experience base of operations is a university in Italy.

The Black Experience in Africa (same as AFN 253)

3 crs. 3 hrs.

SSC 253

This course is designed to provide the student with an introduction to the cultures of selected African nations through travel,

structured reading, and lectures conducted on the campuses of African colleges and universities. Requirements include a term paper. This course and LAT 475 are part of the Center for Ethnic Studies' Study Abroad Program.

Latin American Caribbean Society (same as LAT 475)

3 crs. 3 hrs.

SSC 475

This is a summer course taught abroad in a Latin American or Caribbean country. It offers the student the opportunity to travel, to share, to live and to study in another country. From a global perspective, this course explores the history and culture of a selected Latin American or Caribbean country by focusing

on religion, homeland, art, family, identity, film, economic development, social and political movements and environment as they are presented as major themes of current research and in the tangible appreciation of the student.

Prerequisite: A functional knowledge of the language of the country or countries visited may be required.



Course Descriptions

SPEECH, COMMUNICATIONS, AND THEATRE ARTS

Speech, Communications, and Theatre Arts

Room S-628, Telephone: (212) 220-8090

The courses offered by the Department of Speech, Communications, and the Theatre Arts are aimed at developing and enriching skills in communications and/or performance. The electives in Speech (SPE) introduce students to voice and diction, oral interpretation, public speaking, the mass media and interpersonal communication. The department offers programs in Communication Studies (A.A.) and Theatre (A.S.).

Chairperson: Eva Kolbusz-Kijne

Deputy Chairpersons: Vincent Cheng, Christopher Jackson

Professors: Diane Dowling, Hollis Glaser, Helen Huff, Katherine Kavanagh, Sandra Poster, Susana Powell

Associate Professor: Sherry Engle, Benjamin Powell, Suzanne Schick, Nadia Zukic

Assistant Professors: Arnold Buseo, Elizabeth Chaney, Vincent Cheng, Bertie Ferdman, Benjamin Haas, Christopher Jackson, Lori Ann Kee, Eva Kolbusz, Jill Strauss, Scott Tulloch, Brian Waychoff, Elizabeth Whitney

Instructors: Rebecca Collier, Christopher Moss, Daphnie Sicre, Nicholas Westmeyer

Lecturers: Kenneth Antrobus, Gillian Bonanno, Mila Brisbon, Janet Douglas Pryce, Felecia Harrelson, Mark Janis, Judith Noble, Alkis Papoutsis, Lee Ritchey, Kerry Ruff

College Laboratory Technician: Jose Ventura

Adjunct Faculty: There are approximately 50 adjuncts in the department.

COMMUNICATIONS STUDIES

Interpersonal Communication **COM 240**
3 crs. 3 hrs.

The course introduces the basic concepts and theories of interpersonal communication in personal, educational and business settings. This includes a study of self as communicator, the effect of language on others, verbal and nonverbal expression of thoughts and feelings, and factors which contribute to effective communication.

Prerequisite: SPE 100 or permission of department

The Mass Media **COM 245**
3 crs. 3 hrs.

The focus of this course is to provide an understanding of the influence and impact on our lives and society by the mass media. The course examines the history, law, technology, economics and politics of the mass media through independent study, field trips, etc. Students are encouraged to be aware of techniques of influence used by the mass media to influence and determine social and political values. In addition, students learn to develop tools for critical analysis of and standards for discriminating consumption of the mass media.

Prerequisite: SPE 100 or permission of department

Conflict Resolution **COM 250**
3 crs. 3 hrs.

The emphasis of this course is on developing communication behaviors that productively manage conflict; it is structured to integrate communication theory with practical application. Through readings, lectures, sample conflict cases, and interviews, as well as through in-class discussion and exercises, this course will address both intra-personal and inter-personal conflicts that occur in diverse settings, examine the sources of these conflicts, and analyze the factors that influence how we identify, define, manage, and defuse these conflicts.

Prerequisite: SPE 100 or SPE 102

Intercultural Communication **COM 255**
3 crs. 3 hrs.

This course is designed to provide an understanding of intercultural principles and perspectives when communicating with people from diverse cultures. Consideration will be given to both verbal and nonverbal communication processes in the "American" culture, co-cultures, contact cultures, and popular culture. Through readings, lectures, response papers, and interviews, as well as through in-class discussion and exercises, this course will explore how culture shapes communication, how situations are framed through cultural lenses, and how histories, perceptions, values, contexts, aspects

of stereotypes, and ethnocentrism all contribute to the complexity of intercultural communication.

Prerequisite: COM 240

Small Group Communication **COM 260**
3 crs. 3 hrs.

This is a class in small group communication. It covers communication dynamics such as group development, decision-making, discussion, leadership, roles, norms, and conflict. Text and lectures focus on small group communication theory, concepts, and processes. A significant part of the class consists of learning the material through class exercises, participation in a variety of small groups, and reflecting on those experiences.

Gender and Communication **COM 265**
3 crs. 3 hrs.

The purpose of this course is to raise students' awareness regarding the ways in which gender is created, maintained, and/or changed through cultural expectations and interaction. Students will gain theoretical insights and develop analytical skills to identify gendered expectations, and to learn how such expectations serve to limit behavior for people of all genders. The course will enhance understanding of how predominant social assumptions and communication norms can devalue and silence women and other non-dominant groups, and how students can become change agents to enhance our collective lives.

Prerequisite: SPE 100

Communication Studies Internship **COM 361**
2 crs. 15 hrs.

The objective of the internship is to allow the student to put classroom theory in his/her major into practice in order to gain work experience. Each student-intern will work 15 hours a week for the length of the semester. Each student-intern is assigned to an internship professor (a faculty member who is knowledgeable about the student's field. The internship professor helps the student secure internship placement in a worksite related to the student's major, or assists the student to "reconstruct" his/her present position as an internship; or develop-by special arrangement—an internship with his/her present employer, and serves as the student's instructor and advisor during the field experience. Student interns are expected to work 15 hours a week, complete a term project assigned by the internship professor, and be evaluated by the worksite supervisor. Students to be placed are expected to arrange their schedules so that they are free mornings or

Course Descriptions

SPEECH, COMMUNICATIONS, AND THEATRE ARTS

afternoons, Monday–Friday or two to three full days per week.

Prerequisites: Completion of all remedial requirements and an overall GPA of 3.0 or 3.0 in major classes; a B or better in ENG 201 and SPE 100 or permission of the instructor; completion of CED 201; completion of at least 36 credits of coursework, including prerequisites listed below: COM students must have completed: COM 240, COM 245, COM 250, VAT 152

SPEECH

3 crs. 3 hrs.

The aim of this course is to develop effective skills in speech communication. The student examines how to generate topics and organized ideas, masters elements of audience psychology and practices techniques of speech presentation in a public forum. All elements of speech production and presentation are considered.

Fundamentals of Speech for Non-Native Speakers

3 crs. 3 hrs.

This course is recommended for those whose native language is not English. It addresses fundamentals of speech communication, as does SPE 100, but provides special emphasis in vocabulary building, pronunciation, and enunciation. Classwork is implemented through the use of recordings, individual and group drills, interpersonal exercises, oral readings, and impromptu and prepared group discussions and speeches. Weekly speech tutoring is required. This course satisfies the equivalent for, and may be taken instead of, SPE 100. Credit is given for SPE 102 or SPE 100, but not for both classes.

Voice and Articulation

3 crs. 3 hrs.

This course is designed for those students who wish to improve their speech communication in the business and professional environment. Study of voice and articulation, development of auditory discrimination, utilization of individual and group exercises, and application of speech in group discussions and interviews are covered. This class is particularly recommended for those whose native language is not English as well as those desiring additional improvement in speech and language.

Prerequisite: SPE 100 or SPE 102

Introduction to Contemporary Media Applications (same as VAT 152)

3 crs. 3 hrs.

This course introduces the key concepts of preparing a media project with the development of a needs analysis and a treatment for client proposals. The basics of scripting, graphics, and audio and video elements are covered. These elements are then illustrated in detailed discussions of

contemporary media, including film and video production. Students progress to discussion of satellite and Internet technologies that include teleconferencing, business, television and video news releases. Multimedia implementation is then covered by analyzing case studies in electronic press kits and website design.

Oral Interpretation

3 crs. 3 hrs.

This course is devoted to the reading aloud of various works of literature, such as poetry, prose or drama, in order to develop an awareness of the voice and body as an instrument of communication, and to instill an appreciation of the beauty and sensitivity of the English language.

Advanced Public Speaking

3 crs. 3 hrs.

The aim of the course is to provide the student with advanced experiences in the preparation and analysis of oral presentations for professional, nonprofessional, and academic situations. A detailed study of the principles and theories of public speaking is made. The course includes the presentation of student speeches.

Prerequisite: SPE 100 or permission of department

THEATRE

Introduction to Theatre

3 crs. 3 hrs.

The collaborative nature of the theatrical event will be explored in readings, presentations, play attendance, papers and creative projects. Contributions of the playwright, actor, director, designer, architect, critic, producer and audience will be investigated through selected periods, genres, theatre spaces and styles of production. The student's potential roles and responsibilities in creating theatre will be emphasized.

Acting I

3 crs. 3 hrs.

Basic acting skills, a method of approaching a role, a working vocabulary, and the responsibilities of the actor will be studied through improvisations, theatre games, and performance of scenes or monologues from plays and other dramatic material studied in class.

Voice and Movement for the Actor

1 cr. 1 hr.

An introduction to voice and body work. Students will participate in warm-ups and exercises that promote concentration, relaxation, trust, vocal resonance, physical flexibility, and strength.

SPE 210

Elements of Production

3 crs. 3 hrs. 1 lab hr.

This course is designed to give the student a comprehensive overview of the fundamentals of professional theatre production, including the basic skills and technical theories involved in scene design, stagecraft, stage properties, costuming, lighting, and sound. Physical theatre layout, crew organization and responsibilities, safety requirements, and practical experience in building and running a production will be taught. Students will serve on a crew for a BMCC theatre event.

Prerequisite: THE 100

Latin American Theatre and Performance (same as LAT 124)

3 crs. 3 hrs.

This survey course will look at major trends and directions in Latin American theatre by drawing on plays and performance ensembles of the mid-twentieth century to the present. We will look at the work of some of the most influential playwrights, directors, and ensembles as they grapple with their political, national, and cultural contexts, and discuss these artists' dual commitment to social conscience and artistic expression. We will read manifestoes and plays by many of Latin America's major playwrights and performing artists, as well as critical writing by scholars and historians. We will also engage with documentary films and videos of performances.

Prerequisite: SPE 100 or THE 100 or LAT 100

Scenic Practicum

1 cr. 1 hr. 2 lab hrs.

This course provides practical training, working side-by-side with designers and technicians to build and run the current production. Focus is on scenic and prop creation, including an introduction to common tools and basic construction techniques with an emphasis on safety. The areas in which students gain experience are determined by their interest and availability.

Prerequisite: THE 121

Costume Practicum

1 cr. 1 hr. 2 lab hrs.

This course provides practical training, working side-by-side with designers and technicians to build and run the current production. Focus is on costume technology and wardrobe crew. The areas a student gains experience are determined by their interest and availability.

Prerequisite: THE 121

THE 121

THE 124

THE 125

THE 126

Course Descriptions

SPEECH, COMMUNICATIONS, AND THEATRE ARTS

Performance Practicum THE 127 1 cr. 1 hr. 2 lab hrs.

This variable topics course provides practical training in rehearsal, performance and production practices, including acting, stage management, and running crew. The play to be produced will be announced at registration. Enrollment is by audition only. Course may be taken up to three times for credit.

Special Topics Practicum THE 128 1 cr. 1 hr. 2 lab hrs.

This variable topics course provides practical training in an aspect of theatre production, such as lighting, scenic painting, or sound. The student will be introduced to the specialized tools and techniques of the topic, with an emphasis on safety. The major content of the course will focus on the needs of the current production, and the topic for each section announced at registration. May be taken for credit up to three times in three different topic areas.

Prerequisite: THE 121

Stage Management THE 140 3 crs. 3 hrs.

This course is designed to help students develop the skills and knowledge essential to execute stage management duties in preproduction work, rehearsal and performance of theatrical productions. Students will examine dramatic texts from the perspective of the stage manager. The stage management skills gained will also provide practical insights into many fields, including film, television, special events, and any business where timely, effective communication and coordination between groups is essential.

Prerequisite: THE 100

Theatre Management THE 141 3 crs. 3 hrs.

Drawing from examples and occasional guest speakers from the New York theatre world, this course provides an introduction to the theory, principles and practices of theatre management. Students will create their own fictional theatre company, applying the principles of mission structure, and financial planning. Practical experience in management is gained through crew assignments. Oral and written presentations, resulting in a casework, aim to sharpen communication skills and prepare students for further study in theatre management.

Prerequisite: THE 100

Acting II THE 210 3 crs. 3 hrs.

This course continues the study of methods and exercises introduced in Acting I to develop the actor's skills, and moves on to an in-depth study of scene analysis and

characterization. Creating an ensemble and exposure to different historical periods will be emphasized.

Prerequisite: THE 110

Page to Stage THE 220 3 crs. 3 hrs. 1 lab hr.

This course is designed to give the student experience in all the aspects of bringing a play to production. As the play is cast, rehearsed, designed, built, advertised, and performed for an audience, students will learn about the responsibilities and collaboration between the different participants involved in theatre production. Students will have the opportunity to hone their acting skills, and must also contribute to at least one other aspect of the production.

Prerequisites: THE 125 or THE 126 or THE 127 or THE 128

Acting: Solo Performance THE 228 3 crs. 3 hrs.

The aim of this course is to develop students' understanding of the history and practice of North American solo performance in the 20th and 21st centuries. Students will both encounter various artists' performance work via readings and archival video, and make their own performances throughout the course of the semester. The course will expand students' knowledge of historical solo performances and both character driven and autobiographical performance. The course will also introduce students to the history of performance. The course will also introduce students to the history of performance art and ask them to contemplate its role in the history of solo performance.

Prerequisite: THE 210 or audition for professor

Theatre Externship THE 258 3 crs. 3 hrs.

Students serve as interns for a production company in the entertainment industry. The work of the internship can include technical skills, front-of-house, marketing, performance, directing, choreography or other aspects of production, including publications and other media.

Prerequisite: THE 125 and departmental approval

Acting for the Camera THE 280 3 crs. 3 hrs.

This course will train the advanced acting student in natural, proficient acting for the camera. Techniques and acting methods will be taught in BMCC's state-of-the-art studio; students will work in front of the camera and will be able to view their own performances on tape.

Prerequisite: THE 210 and audition

History of Theatre THE 300 3 crs. 3 hrs.

A survey of theatre of the world from its ritual origins to Jacobean England. Major periods explored through reading and viewing

significant plays, studying the sociological forces that led to different theatrical forms, theatre architecture, methods of production, playwrights and the relevance of these plays and theatrical forms today.

Prerequisite: THE 100 and ENG 201 or ENG 121

Women in US-American Theater THE 305 3 crs. 3 hrs.

This course explores, analyzes, and examines women's contribution to US-American theater, beginning with Colonial women up to contemporary women. The course will investigate how women have contributed and continue to contribute as playwrights, actors, directors, managers, producers, and through women's collectives to the evolution of US-American theater. Most materials are available to students without costs, through open source material, e-resources, or on reserve in the BMCC library.

Prerequisite: ENG 201

Advanced Theatre Workshop THE 310 3 crs. 3 hrs.

This studio course is designed to provide students with advanced creative techniques to deepen their skills as performers. Topics are presented by visiting theatre practitioners in a workshop series. Focus is on creating original work in the following areas: devised work, dance and movement for actors, and solo work. Exercises and improvisation are designed to enhance concentration, imagination, resonance, movement and will culminate into performances after each section. Students will create and workshop performances with a focus on learning new approaches to language, structure and movement. The course emphasizes the collaborative nature of theatre. Appropriate research and reading will be required in addition to artistic assignments.

Prerequisite: THE 110, THE 121 and audition or departmental permission

Playwriting (same as ENG 315) THE 315 3 crs. 3 hrs.

The objective of THE 315: Playwriting is to sharpen students' creative writing skills and to teach them the elements of playwriting and character development. Through the reading of one-act plays and practice writing exercises each week, students will learn the craft of playwriting. They will write scenes and create their own one-act plays.

Prerequisite: ENG 101 and ENG 201, or ENG 121

Teacher Education

Room S-616, Telephone: (212) 220-1274

Programs in the Teacher Education Department are designed to provide students with a strong foundation in early childhood (birth to second grade) or childhood (first to sixth grade) education. These programs also give students substantial background in the liberal arts and sciences.

The Early Childhood Education Program offers students the choice of focusing on infants and toddlers from birth to three (ECI) or preschoolers and early elementary school age children ages 3 to 8 (ECP). In addition, a large percentage of early childhood majors choose to continue their education at 4-year colleges in order to become head teachers with initial New York State certification. Upon completion of the program requirements in Early Childhood Education, the Associate of Science (A.S.) degree is awarded.

The Childhood Program is jointly registered with City College. In addition to a solid foundation in the liberal arts and sciences, students will take two or three educational foundations courses that prepare them to continue their studies in Childhood (EDU) or Bilingual Childhood Education (EDB) for Spanish, Haitian Creole or Mandarin leading to initial New York State certification for elementary school teachers (first through sixth grades). Childhood courses may be taken as electives by students who wish to continue in teacher education at the 4-year college but are not enrolled in either of the teacher education degree programs. Upon completion of the program requirements in Childhood Education, the Associate in Arts (A.A.) is awarded.

The Secondary Education Program offers students a solid foundation in the liberal arts and sciences, as well as educational foundations and subject concentration courses. The Secondary Education Program offers students the choice of a major focusing in four teaching subject areas: Secondary Mathematics Education (SEM Major), Secondary Biology Education (SEB Major), Secondary Chemistry Education (SEC Major) and Secondary Physics Education (SEP). The courses in all four secondary education majors provide beginning preparation for later studies at a senior college, with the ultimate goal of obtaining initial New York State certification for secondary school teachers (in the specific subject concentration of Mathematics, Biology, Chemistry or Physics). Students in the Secondary Education Program will need to continue their academic work at a senior college

after completing their degree at BMCC and to obtain a BA degree, along with other state requirements, to become a certified teacher. Our Secondary Education Program has an articulation agreement with Lehman College within CUNY. Upon completion of the program requirements in either SEM, SEB, SEC or the SEP major, an Associate of Science (A.S.) in Secondary Education degree is awarded.

Chairperson: Janice Walters

Deputy Chairperson: Jennifer Gilken

Professors: Mohammed Ahmeduzzaman

Associate Professor: Yolanda Medina, Jean Yves Plaisir

Assistant Professors: Kirsten Cole, Leslie Craig, Rebecca Garte, Cara Kronen, Meghan Raimundo, Mindi Reich-Shapiro

Instructors: Jennifer Gilken, Virginia Lee, Lana Reid

Adjunct Faculty: There are approximately nine adjuncts in the program.

BILINGUAL CHILDHOOD EDUCATION

Schools in a Linguistically Diverse American Society:

EDB 202

4 crs. 3 hrs. 1 lab hr.

This course focuses on the historical, sociological, philosophical and linguistic foundations of bilingual education. It analyzes how educational practices and schools influence society in general, while also exploring issues affecting the academic achievements of bilingual and language minority groups in particular. Students participate in a minimum of 30 hours of course-related fieldwork.

Prerequisite: EDU 201

CHILDCARE/ CHILD CARE/ EARLY CHILDHOOD EDUCATION

Psychological Foundations of Early Development and Education

ECE 110

3 crs. 4 hrs.

This course examines the psychological and psychosocial foundations of early childhood and relates these foundations to educational practice with your children, birth to eight years. It focuses on historical and contemporary theories of childhood development. Early learning is considered in relation to biological factors, child and family factors, program factors and social factors, particularly in diverse urban settings. Young children's physical, cognitive, communicative, social and emotional development is explored as contributors to and as consequences of early learning experiences. This course requires 15 hours of fieldwork.

Infant Care and Curriculum

ECE 209

3 crs. 4 hrs.

This course focuses on the theories, methods and materials of early childhood education for infants (birth to 18 months), with emphasis on addressing developmental needs and culturally appropriate practices in their education and care. The following topics are explored in depth: social, emotional, cognitive and physical development of infants; basic principles of infant care giving, including providing culturally sensitive and consistent care; arrangement of the environment and developmentally appropriate experiences to promote infant growth and learning; the role of parents and establishing partnerships with families.

Prerequisite: Grade of "C" or better in ECE 110

Social Foundations of Early Care and Education

ECE 210

3 crs. 4 hrs.

This course provides an overview of the social context of early care and education. It focuses on the historical, philosophical, sociological, and political foundations of programs for young children, birth to eight years. The following topics will be explored in depth: Historical and contemporary theories of early childhood education, multicultural and social ecological factors in early care and schooling, particularly for diverse urban settings; early childhood programming; family and community involvement; advocacy, trends and current issues in early childhood practice. This course requires 30 hours of fieldwork.

Prerequisite: Grade of "C" or better in ECE 110

Curriculum for Young Children I

ECE 211

3 crs. 4 hrs.

This course is an introduction to the theories, methods and materials of curriculum planning in early childhood education (preschool to 2nd grade), with an emphasis on providing developmentally and culturally appropriate learning environments and experiences that encourage creativity in young children. The following topics are explored in depth: the intellectual and emotional importance of fostering creativity, the role of play in learning, the design of effective arts-based learning environments; the role of visual arts, music, movement and language arts/emergent literacy in developing children's cognitive, social-emotional, physical, language and self-help skills. Course work includes workshops in planning and implementing creative arts experiences for your children.

Prerequisite: Grade of "C" or better in ECE 110

Infants and Toddlers Practicum I: Observing and Recording

ECE 308

4 crs. 6 hrs.

This is a fieldwork course focusing on the observation and assessment of infants and toddlers. It requires supervised participation in an assigned early childhood education

Course Descriptions

TEACHER EDUCATION

setting (birth to 36 months) and attendance at a weekly seminar. Students will learn the appropriate use of assessment and observation strategies to document the development, growth, play and learning of infants and toddlers; and how authentic assessment methods can be used to tailor curriculum to promote children's success. Recording strategies, rating systems, child studies/portfolios, and various assessment tools are explored. Students spend a minimum of 60 hours in the field.

Prerequisite: Grade of "C" or better in ECE 209 and ECE 210

Toddler Care and Curriculum ECE 309 3 crs. 2 hrs. 2 lab hrs.

This course is a continuation of ECE 209, focusing on the theories, methods and materials of early childhood education for toddlers (ages 18 months to 36 months). The following topics are explored in-depth: social, emotional, cognitive, physical and self-help development of toddlers; basic principles of toddler caregiving, including providing culturally sensitive and consistent care; arrangement of the learning environment and developmentally and culturally appropriate experiences to promote toddler growth and learning; the role of parents and establishing partnerships with families.

Prerequisite: Grade of "C" or better in ECE 209 and ECE 210

Early Childhood Practicum I: Observing and Recording ECE 311 4 crs. 6 hrs.

This is a fieldwork course focusing on the observation and assessment of young children. It requires supervised participation in an assigned early childhood education setting (preschool to second grade) and attendance at a weekly seminar. Students will learn the appropriate use of assessment and observation strategies to document the development, growth, play and learning of young children; and how authentic assessment methods can be used to tailor curriculum to promote children's success. Recording strategies, rating systems, child studies/portfolios, and various assessment tools are explored. Students spend a minimum of 60 hours in the field.

Prerequisite: Grade of "C" or better in ECE 210 and ECE 211

Curriculum for Young Children II ECE 312 3 crs. 2 hrs. 2 lab hrs.

This course is a continuation of ECE 211, focusing on the theories, methods and materials of curriculum planning in early childhood education (preschool to 2nd grade). The emphasis in this course is on providing developmentally and culturally appropriate learning environments and experiences that encourage foundational social scientific, mathematic and scientific thinking and skills in young children. The following topics are explored in-depth: social studies as a lens by which young children can explore our

diverse ethno-cultural society and their place in it; the use of materials and play-based techniques to facilitate ways of constructing everyday mathematical ideas; the creation of environments and experiences that stimulate children's scientific curiosity and playful exploration of our natural and human-made world; the use of block/construction and cooking experiences for the integration of social studies, mathematics, science, literacy and the arts. Course work includes workshops in planning and implementing inquiry/play-based experiences for young children.

Prerequisite: Grade of "C" or better in ECE 210 and ECE 211

Infants and Toddlers Practicum II: Pedagogy for Infants and Toddlers ECE 409 4 crs. 8 hrs.

This is a capstone fieldwork course that enables students to demonstrate their competencies teaching infants and toddlers. It requires supervised participation in an assigned early childhood education setting (birth to 36 months) and attendance at a weekly seminar. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for infants and toddlers with diverse learning styles and needs. Students spend a minimum of 90 hours in the field.

Prerequisite: Grade of "C" or better in ECE 308 and ECE 309

Educational Foundations and Pedagogy for the Exceptional Child ECE 410 3 crs. 2 hrs. 2 lab hrs.

This course examines the education of children (birth to 8 years) with special needs, along with the historical, social, cultural, and legal foundations of special education in the U.S. It explores the causes and effects of various exceptionalities, including: emotional, intellectual, physical, visual, auditory, orthopedic, speech and/or language and giftedness. Techniques for differentiated learning and universal design are analyzed; issues of ethno-cultural diversity are explored, including methods for working with the families of children with special needs in respectful non-biased ways. This course requires 25 hours of fieldwork.

Prerequisite: Grade of "C" or better in ECE 308 and ECE 309 or Grade of "C" or better in ECE 311 and ECE 312

Early Childhood Practicum II: Pedagogy for Young Children ECE 411 5 crs. 8 hrs.

This is a capstone fieldwork course that enables students to demonstrate their competencies teaching young children.

It requires supervised participation in an assigned early childhood education setting (preschool to 2nd grade) and attendance at a weekly seminar. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for infants and toddlers with diverse learning styles and needs. Students spend a minimum of 90 hours in the field.

Prerequisite: Grade of "C" or better in ECE 311 and ECE 312

CHILDHOOD EDUCATION **Observing Children and Their Development** EDU 201 4 crs. 4 hrs.

This course focuses on children's physical, cognitive, linguistic and socio-emotional development, and the related implications for learning. Within the context of race, class and culture, the following topics are explored in depth: the nature of intelligence, gender identity, attachment and other psychosocial attributes (typical and atypical). Students participate in a minimum of 15 hours of course-related fieldwork.

Prerequisites: PSY 100

Urban Schools in a Diverse American Society EDU 202 4 crs. 4 hrs.

This course provides an overview of the social context of schooling within the diversity of American society. It focuses on the historical, philosophical, social, and political foundations of education, especially in urban settings. The following topics are explored in depth: the notion of schooling, multicultural education, tracking, funding, school reform, and issues of inequality and privilege. Students participate in a minimum of 15 hours of course-related fieldwork.

Prerequisite: EDU 201 or EDS 201

Art in Education EDU 203 3 crs. 2 hrs. 2 lab hrs.

This course is an introduction to the theories, methods and materials for integrating visual arts into the elementary school curriculum. Through reading, writing, and viewing of visual art and participation in hands-on studio projects, student will explore the intellectual and emotional importance of expressing creativity through visual art.

Course Descriptions

TEACHER EDUCATION

Music and Movement in Learning (same as MUS 116)

EDU 204

3 crs. 2 hrs. 1 lab hr.

This course will prepare future elementary school teachers to bring music to the classroom. Elementary level vocal music will be studied with an emphasis on singing, conducting, and choreographing. The first several weeks will be devoted to gaining an understanding of rhythmic notation through written work and score study. An understanding of time signatures and meter will be emphasized through classroom and homework. Subsequent lessons will focus on pitch and reading melodies. An understanding of basic musical forms such as binary and

ternary will be gained with consideration given to body movement. Each student will prepare a sample lesson plan for teaching movement in a simple choral piece and teach it to the class. Discussion of standard public school requirements for lesson planning will be included.

SECONDARY EDUCATION

Adolescent Learning and Development

EDS 201

This course will prepare future elementary school teachers to bring music to the classroom. Elementary level vocal music will be studied with an emphasis on singing,

conducting, and choreographing. The first several weeks will be devoted to gaining an understanding of rhythmic notation through written work and score study. An understanding of time signatures and meter will be emphasized through classroom and homework. Subsequent lessons will focus on pitch and reading melodies. An understanding of basic musical forms such as binary and ternary will be gained with consideration given to body movement. Each student will prepare a sample lesson plan for teaching movement in a simple choral piece and teach it to the class. Discussion of standard public school requirements for lesson planning will be included.



CUNY/BMCC Special Programs

CUNY/BMCC Special Programs

The City University of New York (CUNY) and BMCC provide educational programs to help you develop beyond your academic degree requirements. The following special programs are available:

CUNY Baccalaureate Degree Program

The CUNY Baccalaureate Degree Program enables self-directed, academically strong, highly motivated students to design their own academic course of study under the guidance of faculty mentors. If the student has unique academic goals or career objectives and is interested in designing a completely individualized course of study leading to the B.A. or B.S. degree, then this program offers a singular opportunity. Campus Coordinator of the CUNY Baccalaureate is Prof. Rolando Jorif, Room N-751.

Directed/Independent Study

The Directed/Independent Study Program is available for advanced students to work independently of a formal classroom situation.

This option is available for approved BMCC courses. A maximum of 9 credits may be earned. For information on eligibility and enrollment procedures, please contact the Department Chairperson of your particular field of interest.

BMCC Transfer Programs

To help our graduates make a seamless transition to a senior college, BMCC has formalized articulation agreements with a number of academic programs at senior institutions such as the following:

The Community College Transfer Opportunity Program (CCTOP) is a partnership between BMCC and New York University (NYU). Transfer agreements have been worked out between the two colleges that will enable students to transfer at least 60 college credits to a related program of study at NYU. For further information, please visit the Academic Advisement and Transfer Center in Room S-108.

The NYU Pipeline Opportunities for Inter-College STEM Education (POISE) program creates a pipeline for sophomore-standing BMCC students from underrepresented minority groups pursuing STEM (science, computer science, engineering, psychology, and math) disciplines. These students will be supported and mentored by BMCC and NYU faculty, staff, and students, in addition to the ongoing support provided by BMCC. <http://www.bmcc.cuny.edu/academics/special-programs.jsp>

The partnership with Cornell University's College of Agriculture and Life Science (CAL S) is an institution-to-institution agreement in which Cornell University guarantees that all qualified credits earned at BMCC will be

accepted and applied to the respective degree program. *Information: (212) 220-8315*
<http://www.bmcc.cuny.edu/advisement>

The Vassar College Summer Exploring Transfer Program is an intensive five-week program designed to expand transfer options by introducing community college students to a 4-year residential liberal arts college experience. Thirty-five students (approximately 6 from BMCC) from seven community colleges from New York City and upstate counties live full time in a residence hall on the Vassar campus in Poughkeepsie, NY while taking interdisciplinary, liberal arts courses. Each three-credit course is transferable. The courses are team taught by faculty members from Vassar and the participating community colleges. Past courses included *The Idea of Difference in Literature and Society*; *Examination of Power in Literature and Political Theory*; and *The American Mosaic*.

Tuition, room, meals, and textbooks are paid for in full by the program. Participants have full access to the Vassar College Library, computing, and athletic facilities. The program begins in mid June and ends in mid July. During the five-week class period, private 4-year colleges come to recruit students, offering scholarships. For further information, see Prof. William Roane, Room N-651 or Prof. Beryl Duncan-Wilson, Room S-343.

Center for Continuing Education and Workforce Development

Through the Center for Continuing Education and Workforce Development, Borough of Manhattan Community College responds to community needs by providing specialized classes and employment services. The non-credit tuition classes offered throughout the year cover a broad spectrum of topics to meet the ever-changing needs and interests of our adult community. The bounty of courses, seminars and workshops in our catalogue is our response to help learning become a lifelong venture and to help you reach your personal and professional goals.

In response to an increasingly competitive job market, the Center also supports multiple initiatives in retraining and upgrading job skills through partnerships with other community and state organizations that focus on underemployed and unskilled workers.

Please contact our office at (212) 346-8410 for additional information or visit our website at www.bmcc.cuny.edu/ce.

Free HSE, Pre-HSE, ESL, and Literacy Classes

These classes are available to students who satisfy the eligibility requirements. All applicants must be U.S. citizens or permanent residents, 19 years of age or older and unemployed, under-employed, or on public assistance.

CUNY Language Immersion Program (CLIP)

This program is for individuals who are CUNY freshman, have limited English proficiency, and want to study English as a Second Language (ESL) before beginning college credit courses. Classes meet for 25 hours each week and students may stay for one, two, or three semesters. There are day and evening classes. For more information call (212) 665-2740.

CLEP-the College level Examination Program (CLEP)

allows you to demonstrate college-level achievement through a series of exams in undergraduate college courses. There are currently 2,900 colleges that grant credit and/or advanced standing for CLEP exams. BMCC is an open testing center and administers all 34 computer based exams in its secure testing laboratory. To request the next available exam date call (212) 346-8410.

Business Training Center

Business Owners, Training Managers, Human Resource Professionals

The Business Training Center can make arrangements for in-house presentation of Continuing Education programs, courses,

workshops, and seminars, which can be designed to the specifications of your organization.

Companies and organizations may also arrange to send employees on campus for training at a special tuition rate or on a contractual basis. Certificates of Completion will be awarded for such programs. For further information, please contact Jose Flores at (212) 346-8615.

On-Site Consultative

Our business representative will consult with you to design training that meets your company's needs. If you have 10 or more employees who would benefit from these training sessions, please call Jose Flores (212) 346-8615 to set up a consultation to discuss your company's needs.

Information Technology

IT continues to be one of the fastest-growing job sectors in the workforce. Continuing Education offers intensive certification programs in the most widely used networking technology, media arts and office software programs. Whether just starting, or wanting to continue to add to your skills we can help you build from the ground up.

Here are the courses we offer:

CISCO Network Academy

- CCNA
- CCNP
- Security

Programming

- C++
- Python
- JAVA
- Ruby

Business Intelligence and Analytics

- Data warehousing and Business Intelligence
- SQL
- Tableau

Web Development Program

- HTML5
- CSS
- JavaScript

To learn more, visit our website at www.bmcc.cuny.edu/ce or call (212) 346-8410.

Media Arts

Whether you're an amateur, a seasoned pro, or just looking to invest in a new hobby, BMCC is ready to help you fulfill your creative vision through the power of modern digital technology. Our Film and Graphic design courses are taught in state-of-the-art Mac Labs and are facilitated by veteran artists and industry experts in film and graphic design.

- Photoshop
- Illustrator
- InDesign

To learn more, visit our website at www.bmcc.cuny.edu/ce or call (212) 346-8410.

Allied Health

Allied Health is one of the high growth job sectors in our economy. To keep pace with the growing baby-boomer population and advances in modern

medicine, hospitals, doctor's offices, and clinics will continue to rely upon medical professionals. The work Allied Health professionals perform ranges from the administrative duties like Billing and Coding to more hands-on careers such as and Medical Assistant Specialists and Electronic Health Records. Here are the courses we offer:

- Basic Cardiac Life Support
- Basic Spanish for Healthcare Professionals
- Hemodialysis
- Medical Assistant Specialist
- Medical Billing and Coding

Professional Development

Professional Development focuses on career enhancement and functional marketplace expertise through the acquisition, or development of project management and leadership skills, business writing fluency, and increased knowledge and proficiency in QuickBooks and Microsoft Office programs including Excel and PowerPoint. Here are the courses we offer:

- Advanced QuickBooks
- Basic Accounting with QuickBooks
- Intermediate Spanish
- Notary
- Professional Writing
- Speaking in Public

To learn more, visit our website at www.bmcc.cuny.edu/ce or call (212) 346-8410.

Online Career Training

If you are considering a career change, or are ready to move up the corporate ladder, Continuing Education offers a wide range of certificate and certification programs that will help you accomplish your goal. Our programs include job search strategies, business and marketing writing, legal programs plus much more.

To learn more about our online programs, visit our website www.bmcc.cuny.edu/ce or call our office for additional information (212) 346-8410.

Academic Grading

Academic Grading

GRADING SYSTEM

Final Grades are given at the end of the semester for each course. Grades assigned at the completion of a course are as follows:

QUALITY POINTS

Grade Definition Index

A	93–100%.....	4.0
A-	90–92%.....	3.7
B+	87–89%.....	3.3
B	83–86%.....	3.0
B-	80–82%.....	2.7
C+	77–79%.....	2.3
C	73–76%.....	2.0
C-	70–72%.....	1.7
D+	67–69%.....	1.3
D	63–66%.....	1.0
D-	60–62%.....	0.7
F	Failure.....	0.0
S	Satisfactory.....	—
U	Unsatisfactory (counts as Failure) ..	0.0
W	Withdrew (withdrawal from class between 4th and 10th weeks; non Failure)	
WA	Administrative Withdrawal (assigned by the Registrar's Office for administrative reasons, e.g. lack of immunization)	—
WD	Administrative Withdrawal (assigned by the Registrar's Office for administrative reasons, e.g. lack of immunization)	—
WU	Withdrew Unofficially (counts in GPA computation; same as Failure).....	0.0
WN	Never attended (instructor initiates this grade during commencement of attendance for not attending at all during the first week of classes) ..	—
R	The "R" grade means a course may be repeated.....	—
NC	No credit granted (restricted to credit bearing courses).....	—
INC	Semester's work incomplete. "INC" is issued at the instructor's discretion. The "INC" grade reverts to an "FIN" if a change is not made by the following deadlines: Spring and summer semesters, November 1; fall semester, March 15.....	—
AUD	Course not taken for credit or grade: "AUD" appears on transcript.....	—
PEN	Grade pending disciplinary action.....	—
FIN	"F" from Incomplete.....	0.0
Z	No grade submitted by the instructor. "Z" is an administrative grade which cannot be assigned by instructor.	

CR Transfer credit from another institution

Grade-Point Average (GPA)

After completion of a course, you are issued a letter grade. Most letter grades have a numerical point value (see Grading System Chart on this page). To compute your Grade-Point Average, multiply the number of points shown for the letter grade by the number of credits for that course. Divide the total number of points earned in all courses by the total number of credits. For example:

Course	Final Grade	Point Value	Credits	Points Earned
English I	B+	3.3	x 3 =	9.9
Precalculus	A	4.0	x 4 =	16.0
Introduction to Business	WU	0.0	x 3 =	0.0
Art Survey I	A-	3.7	x 2 =	7.4
Fundamentals of Speech	B	3.0	x 3 =	9.0
Health Education	F	0.0	x 2 =	0.0
Total			17.0	42.3

$$GPA = \frac{\text{Earned } 42.3}{\text{Credits Attempted } 17.0} = 2.49$$

Only courses taken at Borough of Manhattan Community College, or on permit to another CUNY college, are computed in the cumulative Grade Point Average.

GRADING POLICY

Absences

The maximum number of absence hours is limited to one more class hour than the contact hours as indicated in the BMCC college catalog. For example, you may be enrolled in a four hour class that meets four times a week. You are allowed five hours of absence, not five days. In the case of excessive absence, the instructor has the option to lower the grade or assign an "F" or "WU" grade.

Class Attendance

If you do not attend class at least once in the first three weeks of the semester, the instructor is required to assign a grade of "WN."

Lateness

Classes begin promptly at the times indicated in the Schedule of Classes. Arrival in classes after the scheduled starting time constitutes a lateness. Latecomers may, at the discretion of the instructor, incur an official absence.

"F"/"C-" and Lower Grade Policy

The following is the current college policy regarding the retaking of courses for which a student has already received a grade of "C-" or below. Effective September 1, 1995, the College has adopted the following variant on the

City University's policy on computing grades:

1. When an undergraduate student receives an earned academic grade of "F" or an administrative failing grade and the student subsequently retakes the course and receives a higher grade, the initial grade of "F" will no longer be computed into the grade point average. The "F" grade, however, will remain on the transcript.
2. In addition to the "F" Grade Policy, BMCC's policy provides students with the option of retaking any course with a grade which carries less than 2.0 quality points; this includes "C-", "D+", "D" and "D-". This policy allows any later higher grade for the retaken course to forgive the earlier grade. For example: If a student receives a "D-" in a course and retakes the course and receives a "D+", the "D+" will replace the "D-" in the student's GPA. However, the "D-" will remain on the student's transcript. If the grade for the retaken course is the same or lower than the previous grade, then the credits will not count toward the student's degree but will count in the GPA.

While BMCC and other colleges have initiated a variety of changes to CUNY's original policy, the number of retaken credits that can be deleted from the grade point average shall be limited to 16 for the duration of the student's undergraduate enrollment in any institution in The City University of New York. This policy is applicable to grades earned after September 1, 1984.

Students should remember that repeating a course may limit their ability to meet the satisfactory academic performance requirements for receipt of Federal and State financial aid. Also, repeated courses for which students have already received an acceptable passing grade will not be included as part of the student's minimum full-time or part-time course load for State financial aid purposes

"NC" Grade

An "NC" grade can be assigned to a first semester freshman who has completed a course with a "D" (with the student's permission) or an "F" grade. An "NC" grade can also be assigned to a Nursing course one time only during the 2nd–4th clinical semesters, when a student has earned a grade lower than "C." Students who transfer to another institution should note that "NC" grades may be treated as "F" grades.

Appeal of Grades

You may make a request to change a final earned grade issued by an instructor. Grades "A" through "U" are earned grades. *Only the instructor who issued the grade can change it;* however, the following steps are available for further review:

- The chairperson of the department
- The Dean of Academic Affairs

Note: The deadline for appealing past grades is one year after the end of the semester in which the grades were issued.

Repeating of “C” or Better Courses

Students should not repeat a course if a passing grade has been received or if transfer credit has been accepted for a course completed at another institution. However, if you repeat a course for which you have received an earned grade of “C” or better, the repeated course will not count towards your cumulative GPA or cumulative credits but will appear on the transcript.

Academic Standing

While enrolled at BMCC, your academic performance is continually evaluated in order that you and the College can determine how you are progressing in your studies. Your evaluation is based upon your cumulative Grade-Point Average (GPA). The following minimum retention standards must be met:

<i>Cumulative Credits Attempted</i>	<i>Minimum Cumulative Grade Point Average (GPA)</i>
0–12	1.50
13–24	1.75
25–upward	2.00

Based on Summer/Winter grade(s) if a student’s GPA is above the retention standard, the student is reinstated in Good Standing. An appeal with the Committee on Academic Standing will not be required for dismissed students.

Transcripts of Academic Record

Students can access their unofficial transcript, course history and grades via CUNYfirst as long as student has their CUNYfirst username and password.

Please visit the Registrar’s website (www.bmcc.cuny.edu/registrar) for information.

Note: Official transcripts of work taken at other institutions (including high school) which were presented to BMCC become the property of the college and cannot be copied or reissued.

Graduation Requirements*

To be eligible for graduation from BMCC, you must:

1. successfully complete all the required courses and credits in your program of study;
2. earn at least a 2.0 GPA;
3. complete at least 30 credits in residence, if you are an advanced standing student;
4. submit an application for graduation online through CUNYfirst by the deadline in your graduating semester;
5. effective spring 2008, entering students will be required to pass a writing intensive course beyond ENG 201 in order to graduate.

**Your graduation semester will be the end of the semester in which you finish all of your coursework or file for graduation, whichever is later. Graduation requirements are subject to change without notice any time at the discretion of the administration and the Board of Trustees of The City University of New York.*

Honors and Awards

Honors and Awards

Dean's List

The Office of the Vice President of Academic Affairs places students with a semester Grade-Point Average of 3.3 or better on the Dean's List. At the end of the semester, you must meet the following qualifications to be a recipient of this honor (no Dean's List certificates are awarded for courses taken during the Summer Session):

- You must be matriculated.
- You must be registered in credit-bearing courses only.
- Students registered in remedial courses are not eligible for Dean's List.
- Full-time students must complete 12 or more credits in one semester with a passing grade for each course taken.
- Part-time students must complete 12 or more credits in two consecutive semesters with a passing grade for each course taken.
- Students receiving grades of "INC," "W," "WU," "WN," or "PEN" are not eligible for Dean's List.

Graduating with Honor

Students who graduate with a cumulative 3.30 GPA or better are designated as Graduating with Honor.

Presidential Award

The President of the College presents this award to the full-time student who has exhibited qualities of leadership, academic excellence and popularity among the students and faculty.

The Dean's Award

The Dean of Academic Affairs presents this award to the full-time student graduating "With High Distinction" (the highest cumulative Grade-Point Average).

The Dean of Students Award

This award is presented by the Dean of Students to the student deemed to have outstanding citizenship and dedication to the College community.

Borough of Manhattan Community College Fund, Inc. Scholarships

These scholarships are awarded to two categories of students:

- (a) To entering freshmen with high school averages of at least 85%.
- (b) To continuing BMCC students who have at least a 3.00 G.P.A.; who maintain a full-time course load; who have completed at least one semester with at least 12 content credits prior to application, and demonstrate financial need.

Applications are available from the offices of: the Vice President for Student Affairs, Room S-350; the Counseling Center, Room S-343; and the Financial Aid Office, Room N-365.

Abner B. Rosenfield Scholarship

This \$1000.00 scholarship is awarded annually to a member of the graduating class who demonstrates scholarship and outstanding citizenship. Eligible candidates for this scholarship must have a minimum GPA of 3.8, must be a member of the graduating class, and must demonstrate evidence of contributing to the College community and to the community at large. Effective communication skills are a must.

Josh Wolfson Accounting Scholarship

The Josh Wolfson Accounting Scholarship is awarded annually to a full-time accounting graduate from Borough of Manhattan Community College. The scholarship, named in honor of Professor Josh Wolfson of the Accounting department, is awarded in recognition of academic achievement and excellence in accounting. These graduating students must be U.S. citizens or permanent residents, have earned an "A-" or better in all accounting courses, and have a minimum GPA of 3.5.

Ellsworth Janifer/Aaron Benjamin Memorial Awards

The Black Faculty and Staff Association of BMCC, in honor of its past presidents, Dr. Aaron Benjamin (former member of the Modern Languages Department) and Dr. Ellsworth Janifer (former chairperson of the Music and Art Department), presents Commemorative Scholarship Awards to graduating students. The awards are in the following categories: Ideals of Ellsworth Janifer/Aaron Benjamin, Academic Excellence, Contribution to the College Community, and Contribution to the Black Community.

Martin B. Dworkis Memorial Award

This commemorative award, in honor of Martin B. Dworkis, the first President of BMCC, is presented to the athlete with the highest cumulative Grade Point Average.

Alexander Morrisey Award

A commemorative scholarship in honor of the late A. Alexander Morrisey, who was Director of Community Relations at BMCC, is awarded each year by the English Department for excellence in journalism.

Roger B. Dooley Award

The Roger B. Dooley Award for creative writing is a commemorative award in honor of the late Roger B. Dooley, the first chairperson and long-standing member of BMCC's English Department.

Billie Ehrenberg Award

The Billie Ehrenberg Award for general excellence in English is a commemorative award in honor of the late Billie Ehrenberg, assistant professor of the English Department.

Louis and Caroline Salit Award

A commemorative award in honor of Louis and Caroline Salit is presented for Excellence in French.

Phi Theta Kappa International Honor Society

Phi Theta Kappa is the international honor society of 2-year institutions. Membership is by invitation after a student achieves a 3.5 grade point average on completing 12 credits at BMCC. The society is recognized by the American Association of Community Colleges as the official honor society of 2-year colleges.

Departmental Honors

Each academic department of the College presents awards and honors to graduates who have exhibited significant achievements in their studies.

Honors Program

The BMCC Honors Program offers high achieving students additional challenges in their coursework. Eligible students are provided with rigorous academic challenges beyond the normal parameters of a course's requirements. Working in close conjunction with a faculty member, students will extend their knowledge of the theoretical or practical aspects of the course and develop or enhance their writing, critical thinking, analytical, and problem solving skills. For further information about the Honors Program, please visit www.bmcc.cuny.edu/honors.

Rules and Regulations

Transfer Credits

Advanced standing students, once they are admitted and registered at BMCC, may have earned credits from another institution transferred to BMCC, provided they have departmental approval. BMCC students taking courses at other CUNY colleges and BMCC students who have not attended the College recently must contact the Admissions Office for transfer credit procedures and evaluation.

Academic Probation

Students are placed on academic probation if their GPA falls below the minimum retention standards. During the probationary period, students maintain their academic standing with the College but are limited to 14 credits until they attain the minimum required GPA (See Academic Standing, p. 111). Students on academic probation or special probation who obtain an overall GPA of 2.0 or higher are automatically restored to good academic standing. Students who have been academically dismissed and have a grade appeal pending will be reinstated if they prevail in their appeal and, as a result, their overall GPA is 2.0 or higher.

Dismissal

Students whose GPA falls below minimum retention standards for two consecutive semesters are academically dismissed.

Academically dismissed students may not attend BMCC or any CUNY college for at least one semester unless they are eligible to file an appeal as set forth below, and the appeal has been granted by the Committee on Academic Standing.

Application for Readmission to the College after First Academic Dismissal

A student who is academically dismissed once may be readmitted to the College on special probation if the student meets all of the following criteria:

1. has not attended BMCC for at least one semester;
2. has a cumulative grade point average of 1.8 or more;
3. has, in consultation with a Student Life counselor or any academic advisor, developed an academic success plan.

Students meeting the above criteria may file a readmission application with the Admission Office and must do so by the deadline set by the college.

Students who are academically dismissed twice are not readmitted to BMCC except

*as set forth below (see Sections: **Students Academically Dismissed More than Once** and **Students Who Are Academically Dismissed and Who Wish to Appeal Asserting Extenuating Circumstances**).*

Appeal of Dismissal

Academic dismissal may be appealed as set forth below by submitting a completed appeal form to the Committee on Academic Standing. Documentary evidence must be provided in support of the appeal. Written recommendation from a Student Life college counselor or any academic advisor must also be submitted. Appeal forms are available in the Counseling Center (Room S-343) or the Registrar's Office (Room S-315).

Students Academically Dismissed Once—Conditions for Appeal for Special Probation

1. Students who have been academically dismissed once who have a GPA of 1.8 or higher and wish to attend the following semester may file an appeal with the Committee on Academic Standing for immediate reinstatement on special probation.
2. Students who have been academically dismissed once who have a GPA below 1.8 and have not attended for a semester may file an appeal with the Committee on Academic Standing for reinstatement on special probation.

Students Academically Dismissed More than Once

Students who are academically dismissed more than once are eligible to file an appeal for readmission if the student meets one of the following criteria:

1. The student's GPA during the semester that he/she was on special probation is 2.0 or higher; or
2. The student only took remedial courses during the semester he/she was on special probation and received a passing grade for each course taken; or
3. The student received only grades of W or *WN during the semester he/she was on special probation.

Students Who Are Academically Dismissed and Who Wish to Appeal Asserting Extenuating Circumstances

Students who are academically dismissed and who do not meet the above grounds for appeal may file an appeal for an immediate reinstatement asserting extenuating circumstances. In the application for reinstatement, the student must provide legal and/or official documentation of the extenuating circumstances that made it impossible for the student to meet minimum retention standards and must provide evidence that they are capable of performing at the level required to prevent further dismissal.

Students who are academically dismissed a third time cannot appeal their dismissal.

Withdrawal from the College

For any reason, if you do not wish to continue your studies at BMCC and you are currently enrolled, log into CUNYfirst to officially withdraw from classes. Ensure that you receive a "Message" notation indicating grades of "W"s have been assigned.

If you do not officially withdraw from classes, you will receive a "WU" grade which is calculated in your cumulative grade-point average as "F."

In general, you have until the tenth week of classes to officially withdraw from the College with a "W" grade. After the tenth week, withdrawal from the College will not be accepted. Students who completely withdraw from the College will not be eligible for TAP or APTS the following semester.

Henderson Rules

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Higher Education provide that:

"THE PRESIDENT. The president, with respect to his/her education unit, shall:

- a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his/her jurisdiction;

Rules and Regulations

b. Be the advisor and executive agent of the Board and of his/her respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of any of its committees and the policies, programs and lawful resolutions of the several facilities;

c. Exercise general superintendence over the concerns, officers, employees, and students of his/her educational unit."

RULES

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he/she interfere with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/College when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

3. Unauthorized occupancy of University/College facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of University College equipment and/or supplies.

4. Theft from, or damage to University/College premises or property, or theft of or damage to property of any person on University/College premises is prohibited.

5. Each member of the academic community or an invited guest has the right to advocate his/her position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/College, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

7. Disorderly or indecent conduct on University/College-owned or controlled property is prohibited.

8. No individual shall have in his/her possession a rifle, shotgun, or firearm or knowingly have in his/her possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/College without the written authorization of such educational institution. Nor shall any individual have in his/her possession any other instrument or material which can be used and is intended to inflict bodily harm on any individual or damage upon a building or the grounds of the University/College.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/College premises, or as part of any university or college activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

11. The unlawful possession, use, or distribution of alcohol by students or employees on University/College premises or as part of any University/College activities is prohibited.

PENALTIES

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or other member of the Instruction staff or member of the classified staff engaging in any manner in conduct prohibited under substantive rules 1–11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately

licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member or other member of the instructional staff, or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be subject to ejection, and/or arrest by the civil authorities.

4. Any organization which authorized the conduct prohibited under substantive rules 1–11 shall have its permission to operate on campus rescinded.

Penalties 1–4 shall be in addition to any other penalty provided by law or The City University Trustees.

APPENDIX

Sanctions defined:

A. Admonition. An oral statement to the offender that he/she has violated university rules.

B. Warning. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may cause far more severe disciplinary action.

C. Censure. Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

D. Disciplinary Probation. Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

E. Restitution. Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

F. Suspension. Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

G. Expulsion. Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

H. Complaint to Civil Authorities.

I. Ejection.

Rules and Regulations

The University Policy on Drug and Alcohol Education

RESOLVED, That the University Policy on Drug and Alcohol Education, adopted by the Board of Trustees of The City University of New York on March 30, 1987, be amended to read as follows: The City University affirms its continuing commitment to drug and alcohol education on campus. The University is committed to the development and conduct of educational and support programs directed toward the use and abuse of drugs and alcohol, both legal and illegal. Implementation of this policy, which provides the framework for educational and support programs directed toward the use and abuse of drugs and alcohol, is the responsibility of the individual colleges consistent with their governance plans and established disciplinary procedures. Each of the individual colleges shall incorporate into its program the annual distribution to each student and employee of the standards of conduct that prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on the College's property or as part of college activities and a statement of the sanctions for violation; a description of the applicable local, State, and Federal legal sanction for the unlawful possession or distribution of illicit drugs and alcohol; a description of the health risks associated with the use of illicit drugs and the abuse of alcohol; and a description of any drug or alcohol-related counseling, treatment, rehabilitation, or re-entry programs available to students or employees. Each college shall review the effectiveness of its program at least once every two years, implementing such changes as may be necessary.

Explanation: The Federal Drug-Free Workplace Act of 1988 and its implementing regulations require that a recipient of a Federal grant approved and awarded after March 18, 1989 "certify to the contracting agency that it will provide a drug-free workplace" by complying with certain statutory requirements. The requirements are the publication and circulation to employees of a drug abuse policy that prohibits the unlawful manufacture, distribution, possession, and use of unlawful drugs in the workplace; specifies the penalties for violation of the policy; conditions employment upon employee willingness to abide by the policy; and requires employees to notify the employer of drug-related criminal convictions for unlawful conduct which occur in the workplace. The Council of Presidents and collective amendments, which will bring the University into compliance with the Drug-Free Workplace Act of 1988. Although these amendments apply only to employees of the University, Section 15.1 of the University Bylaws provides that students of the University "... shall obey the laws of the

City, State, and Nation ..." Students are thus already prohibited from engaging in conduct of the nature that is prohibited by proposed substantive rule 10.

Adoption of these amendments will also complement the University's commitment, as reflected in March 30, 1987 to the development and conduct of educational and support programs directed toward the use and abuse of drugs and alcohol, both legal and illegal.

Drug-Free Campus Policy and Standards of Conduct

Borough of Manhattan Community College of The City University of New York affirms its continuing commitment to drug, tobacco, and alcohol education on campus. It is committed to the development of educational and support programs directed toward the use and abuse of drugs, tobacco, and alcohol, whether legal or illegal.

The inappropriate use of alcohol and other drugs threatens the health and safety of students, employees, their families, fellow students, the general public, as well as adversely impairs performance. Towards promoting health, safety, and a positive learning and working environment, Borough of Manhattan Community College of The City University of New York is committed to preventing alcohol and other drug related problems among all members of the College community.

The unlawful possession, use or distribution of alcohol or other drugs by anyone, either on College property or at College-sponsored activities, is prohibited. Any person who is determined to have violated this policy will be subject to intervention by College officials.

As a condition of employment, an employee of Borough of Manhattan Community College of The City University of New York must notify his/her supervisor if he or she is convicted of a drug related offense involving the workplace within (5) days of conviction. The College is required to notify the appropriate granting or contracting federal agency within ten (10) days of receiving notice of any such conviction. (Drug-Free Workplace Act of 1988.34 CFR Part 88, Subpart F.)

This policy and its requirements are consistent with the College's desire to promote health and safety and are in accordance with the requirements of the Drug-Free Workplace Act of 1988 and the Drug-Free School and Communities Act Amendments of 1989.

Students are expected to comply with the Rules of Conduct printed in the College Bulletin and/or the Student Handbook. A student who is experiencing difficulty with

alcohol or chemical dependency may be referred to the Dean of Students, Room S-343. Students may also be referred by members of the instructional staff or may seek assistance directly. The Dean of Students may take disciplinary action or recommend that the student meet with a counselor for appropriate referral or assistance through self-help organizations or other outside intervention agencies.

Reservation of Right to Deny Admission

The College reserves the right to deny admission to any student if in its judgment, the presence of that student on campus poses an undue risk to the safety or security of the College or the College community. That judgment will be based on an individualized determination taking into account any information the College has about a student's criminal record and the particular circumstances of the College, including the presence of a child care center, a public school or public school students on the campus.

The Board of Trustees of The City University of New York Bylaws (Revised September 30, 1998)

ARTICLE XV - STUDENTS*

Section 15.4: Student Disciplinary Procedures

Complaint Procedures:

- a. A University student, employee, organization, department or visitor who believes she/he/it is the victim of a student's misconduct (hereinafter "complainant") may make a charge, accusation, or allegation against a student (hereinafter "respondent") which if proved, may subject the respondent to disciplinary action. Such charge, accusation, or allegation must be communicated to the chief student affairs officer of the college the respondent attends.
- b. The chief student affairs officer of the college or her or his designee shall conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or her or his designee shall advise the respondent of the allegation against her or him, explain to the respondent and the complainant their rights, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. The preliminary investigation shall be concluded within thirty (30) calendar days of the filing of the complaint, unless: (i) said complaint involves two or more complainants or respondents; or (ii) said complaint involves a matter that is also under investigation

Rules and Regulations

by law enforcement authorities. In those cases, the preliminary investigation shall be completed within sixty (60) calendar days. Further, if the matter has been previously investigated pursuant to the CUNY Policy on Sexual Misconduct, the chief student affairs officer shall dispense with a preliminary investigation and rely on the report completed by the Title IX Coordinator. Following the completion of the preliminary investigation, the chief student affairs officer or designee shall take one of the following actions:

1. Dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary action. The individuals involved shall be notified that the complaint has been dismissed;
2. Refer the matter to mediation (except in cases involving allegations of sexual assault, stalking or other forms of sexual violence); or
3. Prefer formal disciplinary charges.
- c. In cases involving the CUNY Policy on Sexual Misconduct, both the Complainant and Respondent may be accompanied by an advisor of their choice (including an attorney) who may assist and advise throughout the entire process, including all meetings and hearings. Advisors may represent a party and fully participate at a hearing, but may not give testimony as a witness.
- d. In the event that a respondent withdraws from the college after a charge, accusation or allegation against a respondent has been made, and the college prefers formal disciplinary charges, the respondent is required to participate in the disciplinary hearing or otherwise to resolve the pending charges and shall be barred from attending any other unit of the university until a decision on the charges is made or the charges are otherwise resolved. Immediately following the respondent's withdrawal, the college must place a notation on her/his transcript that she/he "withdrew with conduct charges pending." If the respondent fails to appear, the college may proceed with the disciplinary hearing in absentia, and any decision and sanction shall be binding, and the transcript notation, if any, resulting from that decision and penalty shall replace the notation referred to above.

Mediation Conference:

- e. The college may offer the respondent and the complainant the opportunity to participate in a mediation conference prior to the time the disciplinary hearing takes place in an effort to resolve the matter by mutual agreement (except in cases

involving sexual assault, stalking and other forms of sexual violence). The conference shall be conducted by a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort shall be made to resolve the matter by mutual agreement through such process as the mediator deems most appropriate; provided, however, that the complainant must be notified of her/his right to end the mediation at any time
2. If an agreement is reached, the faculty or staff member conducting the conference shall report her/his recommendation to the chief student affairs officer for approval and, if approved, the complainant and the respondent shall be notified, and a written memorandum shall be created memorializing the resolution and any consequences for non-compliance.
3. If no agreement is reached within a reasonable time, or if the respondent fails to appear, the faculty or staff member conducting the conference shall refer the matter back to the chief student affairs officer who may prefer disciplinary charges, or, if charges have been preferred, proceed to a disciplinary hearing.
4. The faculty or staff member conducting the mediation conference is precluded from testifying at a college hearing regarding information received during the mediation conference, or presenting the case on behalf of the college.

Notice of Charges and Hearing:

- f. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered to the respondent, or sent by certified or overnight mail and email to the address appearing on the records of the college. Notice shall also be sent in a similar manner to the complainant to the extent the charges relate to her/him/it. The chief student affairs officer is also encouraged to send the notice of charges to any other e-mail address that he or she may have for the respondent and the complainant. The hearing shall be scheduled within a reasonable time following the filing of the charges or the mediation conference. Notice of at least seven (7) calendar days shall be given to the respondent in advance of the hearing unless the respondent consents to an earlier hearing. The respondent is permitted one (1) adjournment of as right. Additional requests for an adjournment must be made at least five (5) calendar days prior to the hearing date, and shall be granted or denied at the discretion

of the chairperson of the faculty-student disciplinary committee. If the respondent fails to respond to the notice, appear on the adjourned date, or request an extension, the college may proceed in absentia, and any decision and sanction shall be binding.

- g. The notice shall contain the following:
 1. A complete and itemized statement of the charge(s) being brought against the respondent including the rule, bylaw or regulation she/he is charged with violating, and the possible penalties for such violation.
 2. A statement that the respondent and the complainant have the right to attend and participate fully in the hearing including the right:
 - (i) to present their side of the story;
 - (ii) to present witnesses and evidence on their behalf;
 - (iii) to cross-examine witnesses presenting evidence;
 - (iv) to remain silent without assumption of guilt; and
 - (v) to be assisted or represented by an advisor or legal counsel at their expense; if the respondent or the complainant requests it, the college shall assist in finding a legal counsel or advisor.
 3. A warning that anything the respondent says may be used against her/him at a non-college hearing.

Pre-Hearing Document Inspection:

- h. At least five (5) calendar days prior to the commencement of a student disciplinary hearing, the college shall provide the respondent and the complainant and/or their designated representative, with similar and timely access to review any documents or other tangible evidence that the college intends to use at the disciplinary hearing, consistent with the restrictions imposed by Family Education Rights and Privacy Act ("FERPA"). Should the college seek to introduce additional documents or other tangible evidence during, or some time prior to, the disciplinary hearing, the respondent and the complainant shall be afforded the opportunity to review the additional documents or tangible evidence. If during the hearing the complainant or the respondent submits documentary evidence, the chairperson may, at the request of any other party grant an adjournment of the hearing as may be necessary in the interest of fairness to permit the requesting party time to review the newly produced evidence.

Rules and Regulations

Admission and Acceptance of Penalty Without Hearing:

- i. At any time after receiving the notice of charges and hearing but prior to the commencement of a disciplinary hearing, the respondent may admit to the charges and accept the penalty that the chief student affairs officer or designee determines to be appropriate to address the misconduct. This agreed upon penalty shall be placed on the respondent's transcript consistent with sections u and v herein. Before resolving a complaint in this manner, the chief student affairs officer must first consult with the complainant and provide the complainant an opportunity to object to the proposed resolution, orally and/or in writing. If a resolution is reached over the complainant's objection, the chief student affairs officer or designee shall provide the complainant with a written statement of the reasons supporting such resolution, and the complainant may appeal the decision to enter into the resolution to the president.

Emergency Suspension:

- j. The president or her/his designee may in emergency or extraordinary circumstances, temporarily suspend a student pending an early hearing as provided in this bylaw section 15.4. to take place within not more than twelve (12) calendar days, unless the student requests an adjournment. Such suspension shall be for conduct which impedes, obstructs, impairs or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution. Prior to the commencement of a temporary suspension of a student, the college shall give the student oral notice (which shall be confirmed via email to the address appearing on the records of the college) or written notice of the charges against her/him and, if she/he denies them, the college shall forthwith give the student an informal oral explanation of the evidence supporting the charges and the student may present informally her/his explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter. The complainant shall be notified in the event that an emergency suspension is imposed against a student, and/or when the suspension is subsequently lifted to

the extent that the suspension involves the complainant in the same manner notice is given to the student.

Faculty-Student Disciplinary Committee Structure:

- k. Each faculty-student disciplinary committee shall consist of two (2) faculty members or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), and two (2) student members and a chairperson, who shall be a faculty member. A quorum shall consist of the chairperson and any two (2) members, one of whom must be a student. Hearings shall be scheduled promptly (including during the summers) at a convenient time and efforts shall be made to insure full student and faculty representation.
- l. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the faculty of that college to receive training upon appointment and to serve in rotation as chairperson of the disciplinary committee. The following schools shall be required to select two (2) chairpersons: CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism. If none of the chairpersons appointed from the campus can serve, the president, at her/his discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary committee and decide and make all rulings for the committee. She/he shall not be a voting member of the committee but shall vote in the event of a tie.
- m. The faculty members shall be selected by lot from a panel of six (6) elected biennially by the appropriate faculty body from among the persons having faculty rank or faculty status. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) faculty members. The HEO members shall be selected by lot from a panel of six (6) HEO appointed biennially by the president. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) HEO's. The student members shall be selected by lot from a panel of six (6) elected annually in an election in which

all students registered at the college shall be eligible to vote. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) students. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than four (4) consecutive years. Notwithstanding the above, in cases of sexual assault, stalking and other forms of sexual violence, the president shall designate from the panels one (1) chairperson, two (2) faculty/HEO members, and two (2) students, who shall be specially trained on an annual basis, and who shall constitute the faculty-student disciplinary committee in all such cases.

- n. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the respective faculty, HEO, or student panel by lottery.
- o. Each academic year, the chief student affairs officer, and her or his designee, shall appoint/identify one or more college employees to serve as presenters for the hearings. This list shall be forwarded to the Office of the Vice Chancellor for Student Affairs, and the Office of the General Counsel and Sr. Vice Chancellor for Legal Affairs prior to the first day of the academic year.
- p. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

Faculty-Student Disciplinary Committee Procedures:

- q. The following procedures shall apply to faculty-student disciplinary proceedings:

Hearing:

1. The chairperson shall preside at the hearing. The chairperson shall inform the respondent of the charges, the hearing procedures and her or his rights.
2. All faculty student disciplinary committee hearings are closed hearings unless the respondent requests an open public hearing. Notwithstanding such requests, the chairperson shall not permit an open

Rules and Regulations

hearing in cases involving allegations of sexual assault, stalking, or other forms of sexual violence. Furthermore, the chairperson has the right to deny the request and hold a closed hearing when an open public hearing would adversely affect and be disruptive to the committee's normal operations. In the event of an open hearing, the respondent must sign a written waiver acknowledging that those present will hear the evidence introduced at the hearing

3. After informing the respondent of the charges, the hearing procedures, and her or his rights, the chairperson shall ask the respondent to respond. If the respondent admits the conduct charged, the respondent shall be given an opportunity to explain her/his actions before the committee and the college shall be given an opportunity to respond and present evidence regarding the appropriate penalty. If the respondent denies the conduct charged, the college shall present its case. At the conclusion of the college's case, the respondent may move to dismiss the charges. If the motion is denied by the committee, the respondent shall be given an opportunity to present her or his defense.
4. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may rule on the admissibility of the evidence and may exclude irrelevant, unreliable or unduly repetitive evidence. In addition, if any party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude from the hearing room all persons who are to appear as witnesses, except the respondent and the complainant.
5. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, an audio recording or the equivalent. The college must assign a staff member for each hearing, with the sole responsibility of ensuring that the hearing is recorded in its entirety. No other recording of the proceedings may be permitted. A respondent who has been found to have committed the conduct charged after a hearing is entitled upon request to a copy of such a record without cost upon the condition that it is not to be disseminated except to the respondent's representative or attorney. In the event of an appeal, both

the respondent and the complainant are entitled upon request to a copy of such a record without cost, upon the condition that it is not to be disseminated except to their representatives or attorneys.

6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.
7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination. In the event the respondent is found to have committed the conduct charged, the committee shall then determine the penalty to be imposed.
8. The college, the respondent and the complainant are permitted to have lawyers or other representatives or advisors act on their behalf during the pendency of a disciplinary action, which shall include the calling and examining of witnesses, and presenting other evidence. Any party intending to appear with an attorney shall give the other party 5 (five) calendar days' notice of such representation.
9. The chairperson of the faculty-student disciplinary committee retains discretion to limit the number of witnesses and the time of testimony for the presentations by any party and/or their representative.
10. In the event that the respondent is charged with a sexual assault, stalking or other forms of sexual misconduct, neither the respondent nor the complainant shall be permitted to cross-examine the other directly. Rather, if they wish to, the respondent and the complainant may cross-examine each other only through a representative. If either or both of them do not have a representative, the college shall work with them to find a representative to conduct such cross-examination. In the alternative, the complainant and respondent may provide written questions to the chairperson to be posed to the witness.
11. In a case involving the CUNY Policy on Sexual Misconduct:
 - a) Evidence of the mental health diagnosis and/or treatment of a party may not be introduced.
 - b) Evidence of either party's prior sexual history may not be introduced except that (i) evidence of prior sexual history between complainant and respondent is admissible at any stage of the hearing, and (ii) past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the stage of that hearing related to penalty

Penalty Phase:

12. If the respondent has been found responsible, then all parties may introduce evidence related to the respondent's character including any past findings of a respondents' responsibility for domestic violence, stalking, or sexual assault or any other sexual violence. The College may introduce a copy of the respondent's previous disciplinary record; including records from any CUNY institution the respondent has attended, where applicable, provided the respondent was shown a copy of the record prior to the commencement of the hearing. The previous disciplinary record shall be submitted to the committee in a sealed envelope, bearing the respondent's signature across the seal, and shall only be opened if the respondent has been found to have committed the conduct charged. The previous disciplinary records, as well as documents and character evidence introduced by the respondent, the complainant, and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained. The complainant and respondent may also provide or make an impact statement. Such evidence and impact statements shall be used by the committee only for the purpose of determining an appropriate penalty if the charges are sustained.

Decision:

13. The committee shall deliberate in closed session. The committee shall issue a written decision, which shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.
14. The respondent shall be sent a copy of the faculty-student disciplinary committee's decision within seven (7) calendar days of the conclusion of the hearing, by regular mail and e-mail to the address appearing on the records of the college. In cases involving two or more complainants or respondents, the respondent shall be sent a copy of faculty-student disciplinary committee's decision within fourteen (14) calendar days of the conclusion of the hearing. The chief student affairs officer is also encouraged to send the decision to any other e-mail address that he or she may have for the respondent. The decision shall be final subject to any appeal. In cases involving a crime of violence or a non-forcible sex offense, as set forth in FERPA, the complainant shall simultaneously receive notice of the outcome of the faculty-student disciplinary committee's

Rules and Regulations

decision as it relates to the offense(s) committed against the complainant, in the same manner as notice is given to the respondent.

15. When a disciplinary hearing results in a penalty of dismissal or suspension for one term or more, the decision is a university-wide penalty and the respondent shall be barred from admission to, or attendance at, any other unit of the university while the penalty is being served.

Appeals:

16. A respondent or a complainant may appeal a decision of the faculty-student disciplinary committee to the president on the following grounds: (i) procedural error, (ii) newly discovered evidence that was not reasonably available at the time of the hearing, or (iii) the disproportionate nature of the penalty. The president may remand for a new hearing or may modify the penalty either by decreasing it (on an appeal by the respondent) or increasing it (on an appeal by the complainant). If the president is a party to the dispute, her/his functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor or her or his designee. If the penalty after appeal to the president is one of dismissal or suspension for one term or more, a respondent or a complainant may appeal to the board committee on student affairs and special programs. The board may dispose of the appeal in the same manner as the president.
17. An appeal under this section shall be made in writing within fifteen (15) calendar days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or the board committee as the case may be. Within three (3) calendar days of the receipt of

208

any appeal, either to the president or the board committee on student affairs and special programs, the non-appealing party shall be sent a written notice of the other party's appeal. In addition, the respondent and/or the complainant shall have the opportunity to submit a written opposition to the other party's appeal within fifteen (15) calendar days of the delivery of the notice of receipt of such appeal.

18. The president shall decide and issue a decision within fifteen (15) calendar days of receiving the appeal or within fifteen (15) calendar days of receiving papers in opposition to the appeal, whichever is longer. The board committee shall decide and issue a decision within five (5)

calendar days of the meeting at which it hears the appeal.

Notations on Transcripts:

19. In cases in which a respondent has been found responsible for a Clery Act reportable crime of violence, the college must place a notation on her/his transcript stating that she/he was suspended or expelled after a finding of responsibility for a code of conduct violation. In all other cases, the college must place a notation of the findings and penalty on a respondent's transcript unless a mediation agreement, the committee's decision, or the decision on any appeal under section 15.4(p), expressly indicate otherwise.
20. A notation of expulsion after a respondent has been found responsible for a Clery Act reportable crime of violence shall not be removed. In all other cases, a notation of expulsion, suspension or any lesser disciplinary penalty shall be removed, as a matter of right, upon the request of the respondent to the Chief Student Affairs Officer made, four years after the conclusion of the disciplinary proceeding or one year after the conclusion of any suspension, whichever is longer. If a finding of responsibility for any violation is vacated for any reason, any such notation shall be removed.

SECTION 15.5. ACTION BY THE BOARD OF TRUSTEES.

Notwithstanding the foregoing provisions of this article, the board of trustees reserves full power to suspend or take other appropriate action against a student or a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or units of the university in the use of its facilities or in the achievement of its purposes as an educational institution in accordance with procedures established by the board of trustees.

SECTION 15.6. COLLEGE GOVERNANCE PLANS.

The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.

Campus Behavior Code

In order to ensure the continuance and enhancement of the positive image and reputation of all members of the College community and in the interest of promoting student and faculty welfare at the College and the safety and security of our entire College community, the following Code of Behavior is in effect:

Gambling and the sale possession of drugs, including marijuana, are illegal by New York State law. Violators will be subject to disciplinary action and/or referral to outside authorities.

Any student who does not show his or her ID card upon a legitimate request will be considered a trespasser.

Alcoholic beverages are not permitted at any College (department or program) event to which students are invited or expected to participate.

Any form of cheating is prohibited.

Any student violating the code of behavior or any law or regulation established by the College, and by the city, state or federal government (including the use of drugs) shall be subject to formal disciplinary procedures as outlined in Articles 15.3 to 15.5 of the Board of Higher Education Bylaws and sanctions as listed in the Board of Higher Education Bylaws and Article 129A of the Education Law. The initiation of disciplinary procedures requires a predisciplinary hearing before a counselor from the Office of the Dean of Students as set up in line with the requirements of the Bylaws of the Board of Trustees immediately following an incident which is judged to be an infraction of law or Behavior Code to determine whether or not the case should be referred to the Student-Faculty Discipline Committee. As a result of emergency or extraordinary circumstances, a student may be suspended for a period not to exceed seven (7) school days. A hearing must be held within that same time period unless the student agrees or consents to an extension of the time.

If the charges are of sufficient nature and have not been settled at the predisciplinary hearing, a formal hearing will be scheduled before the Faculty-Student Discipline Committee as specifically outlined in Article 15.3 of the Bylaws of the Board of Trustees.

Students as a result of this hearing or failure to appear at the hearing may be subject to immediate and permanent suspension which may apply to all units of The City University of New York. All students involved will be advised of the various levels of appeal under the Bylaws of the Board of Education.

Damage to College Equipment

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

BMCC Policy on Plagiarism

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

Plagiarism violates the ethical and academic standards of our college. Students will be

Rules and Regulations

held responsible for such violations, even when unintentional. To avoid unintended plagiarism, students should consult with their instructors about when and how to document their sources. The library also has both print and digital guides designed to help students cite sources correctly.

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

Student Records Policy

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

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

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

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

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

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

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

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

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

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

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

6. The college will make the following "directory information" concerning current and former students available to those parties having a legitimate interest in the

information: name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, photograph, e-mail address, full or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree enrolled for, participation in officially recognized activities and sports, height and weight of athletic team members.

Withholding Student Record Data

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

Immunization Requirements

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

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

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

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

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

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

NYS Health Law 2167, in effect since August, 2003, requires that all students, those born after 1956 and those born prior to 1957, receive and read the information on Meningitis, specifically Meningococcal Disease. You must fill out and sign the response form by either selecting to waive your right to the Meningitis vaccine or taking the form to your doctor, receive the vaccine and sign. These response forms must be

Rules and Regulations

submitted to Health Services, Room N-303. Please refer to the information you received in your admissions packet or visit our website at www.bmcc.cuny.edu for details.

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

No Meningitis vaccines are offered by our office.

You are welcome to print the forms from the website and are also welcome to fax your completed forms to Health Services at (212) 220-2367. If you choose to fax, please follow up with a phone call to ensure receipt and that all is complete. Our number is (212) 220-8255.

The Affirmative Action Policy

Borough of Manhattan Community College of The City University of New York is committed to providing equal employment and educational opportunity to all persons without regard to race, color, religion, national or ethnic origin, age, gender, sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, partnership status, status as victim of domestic violence, or marital, military, or veteran status. It is a violation of this policy for any member of the College community to engage in discrimination or to retaliate against a member of the community for raising an allegation of discrimination, filing a complaint alleging discrimination, or for participating in any proceeding to determine whether discrimination has occurred.

The College recruits, employs, retains, and promotes employees in all job classifications on the basis of ability and without regard to the status of an individual with respect to any of the protected groups. To ensure equal employment opportunities and nondiscrimination against minorities and women in accordance with CUNY's policy and federal, state, and local requirements, the College implements an Affirmative Action Program.

The College's admission and retention policies, and education and student activities programs likewise do not discriminate on the basis of any applicable protected group.

Affirmative Action Officer, Director of Compliance, Title IX, Section 504 Coordinator, Odelia Levy, Esq., Room S-701K, Tel: (212) 220-1236.

CUNY Policy against Sexual Harassment

Policy Statement

It is the policy of The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the

University's non-discrimination policy. Sexual harassment is illegal under Federal, State, and City laws and will not be tolerated within the University.

The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the College to investigate the allegations.

A. Prohibited Conduct

It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

B. Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between a faculty member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between

fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

C. Examples of Sexual Harassment

Sexual harassment may take different forms:

Using a person's response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this type of sexual harassment include, but are not limited to the following:

- Requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations);
- Submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target finds, and a reasonable person would find, that an intimidating, hostile or abusive work or academic environment has been created. Examples of this kind of sexual harassment include, but are not limited to:

- Sexual comments, teasing, or jokes;
- Sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
- Graphic or sexually suggestive comments about an individual's attire or body;
- Inquiries or discussions about sexual activities;
- Pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
- Sexually suggestive letters or other written materials;
- Sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling;
- Coerced sexual intercourse or sexual assault.

D. Consensual Relationships

Amorous dating or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the University community

Rules and Regulations

and any person for whom he or she has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her education or employment; that conflicts of interest may arise when a faculty member, supervisor or other member of the University community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or co-worker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

Faculty members, supervisors, and other members of the University community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, such relationships are strongly discouraged.

For purposes of this section, an individual has "professional responsibility" for another individual at the University if he or she performs functions including, but not limited to, teaching, counseling, grading, advising, evaluating, hiring, supervising, or making decisions or recommendations that confer benefits such as promotions, financial aid or awards or other remuneration, or that may impact upon other academic or employment opportunities.

E. Academic Freedom

This policy shall not be interpreted so as to constitute interference with academic freedom.

F. False and Malicious Accusations

Members of the University community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

G. Procedures

The University shall develop procedures to implement this policy. The President of each constituent college of the University, the Senior Vice Chancellor at the Central Office, and the Dean of the Law School shall have ultimate responsibility for overseeing compliance with this policy at his or her respective unit of the University. In addition, each dean, director, department chairperson,

executive officer, administrator, or other person with supervisory responsibility shall be required to report any complaint of sexual harassment to an individual or individuals to be designated in the procedures. All members of the University community are required to cooperate in any investigation of a sexual harassment complaint.

H. Enforcement

There is a range of corrective actions and penalties available to the University for violations of this policy. Students, faculty, or staff who are found, following applicable disciplinary proceedings, to have violated this Policy are subject to various penalties, including termination of employment and/or student expulsion from the University.

Effective: October 1, 1995

Board Approved: November 29, 2004 (No. 6A)

Revised by OHRM July 2008 per agreement with Equal Employment Practices Commission

This policy applies to all BMCC faculty, staff, and students, to all BMCC sponsored programs on or off the campus, and to visitors, vendors, contractors, etc., engaged in an activity or program on the campus.

Nondiscrimination on the Basis of Disability

Borough of Manhattan Community College of The City University of New York does not discriminate on the basis of disability. This includes admission and retention of students and employment of faculty and staff (instructional and non-instructional employees).

Employees covered by a disability discrimination provision in their collective bargaining agreements may use their grievance procedure provided in their respective agreements. Otherwise, employees and students may avail themselves of the following procedures:

Bring concerns to the ADA/504 Coordinator, Odelia Levy, Esq., Room S-701K, tel. (212) 220-1236. Complaints will be handled on an informal and confidential basis in order to ensure the privacy of both the complainant and the accused. If the matter cannot be resolved through the informal process, the complainant may avail him/herself of the formal complaint procedure.

A formal complaint may be made verbally or in writing. The complainant should provide their name, address, and describe the alleged violation with specificity. With respect to employees, these rules contemplate informal and/or formal investigations, affording all interested persons the opportunity to submit evidence relevant to a complaint. Complaints should be submitted to Ms. Levy.

A complaint should be filed within 30 days after the complainant first becomes aware of

the alleged violation. This requirement can be waived at the discretion of the ADA/504 Coordinator. If warranted, an investigation will be conducted and the ADA/504 Coordinator will issue a written determination after consultation with the President. A copy of the determination shall be forwarded to the complainant and the appropriate officers of the College.

Nondiscrimination of Students on the Basis of Pregnancy, Childbirth and Related Conditions

Borough of Manhattan Community College does not discriminate against any student on the basis of pregnancy or related conditions. Absences due to medical conditions relating to pregnancy will be excused for as long as deemed medically necessary by a student's doctor and students will be given the opportunity to make up missed work. Students needing assistance can seek accommodations from the Office of Accessibility in Room N-360 or Title IX coordinator Ms. Odelia Levy in Room S-701.

No Smoking Policy

Following the enactment of the New York City Clean Air Act, a Smoking Policy was adopted in 1988 for units of The City University of New York including Borough of Manhattan Community College. The Clean Air Act was adopted in response to findings of the Surgeon General of the United States that passive exposure to cigarette smoke (second-hand or passive smoke) is linked to a variety of negative consequences. For overall health and safety concerns, and following the classification by the U.S. EPA of second-hand smoke as a Class A carcinogen, with input from faculty, staff, and students, the College became a *smoke-free* campus in April 1993. Smoking is not permitted on the premises of Borough of Manhattan Community College at either 199 Chambers Street or 70 Murray Street. The administrator designated to review issues/complaints related to the College's *No Smoking* policy is the Vice President for Legal Affairs and Faculty and Staff Relations, Robert Diaz, Room S-710.

BMCC Administration and Staff

OFFICE OF THE PRESIDENT

Antonio Pérez
President

John Montanez
Dean of Grants and Development

Manuel Romero
*Executive Director of External
and Public Affairs*

Thomas Volpe
Director of Publications

Odelia Levy
*Chief Diversity Officer and Special Advisor to the
President*

Linda Herring
*Director of BMCC Tribeca
Performing Arts Center*

OFFICE OF THE SENIOR VICE PRESIDENT OF ACADEMIC AFFAIRS

Karrin Wilks
*Provost/Senior Vice President
of Academic Affairs*

Erwin J. Wong
Dean for Academic Programs and Instruction

Christopher Shults
*Dean for Institutional Effectiveness and Strategic
Planning*

Jim Berg
Associate Dean of Faculty

Janice Zummo
Assistant Dean of Academic Support Services

Antoinette McKain
Director of Evening/Weekend Programs

Carei Thomas
Director of Academic Advisement and Transfer

Bettina Hansel
*Director of Institutional Research
and Assessment*

Alona Bach
Director of Research

Courtney Fusco
Interim Director of BMCC Learning Academy

Deanne Southwell
Executive Director, ASAP

Anna Krupitskiy
Director of Faculty Appointments

Peter Williams
Director of College Now

Ashtian Holmes
Director UMLA

Argenis Rodriguez
Director of CUNY EDGE

Nancy Bocanegra
*Academic Internship Specialist,
Office of Internships and
Experiential Learning*

Gregory Bryant
MECA Liaison

Gregory Farrell
Director of the Learning Resource Center

Ruru Rusmin
Interim Director of E-Learning

Franklin Winslow
Director of the Writing Center

Gina Cherry
*Director of the Center for Excellence in
Teaching, Learning, and Scholarship*

Kathleen Dreyer
Chief Librarian

OFFICE OF THE VICE PRESIDENT OF STUDENT AFFAIRS

Marva Craig
Vice President of Student Affairs

Michael Hutmaker
Dean of Students

Marcos Gonzalez
Director of Office of Accessibility

Cicely Horsham-Brathwaite
Director of Counseling

Cecilia Scott-Croff
Director of the Early Childhood Center

Harry Mars
Director of Student Activities

Deborah Parker
Director of the Women's Resource Center

Stephen Kelly
Director of Athletics

Driada Rivas
*Associate Director of Center for Career
Development*

Penelope S. Jordan
Director of Health Services

Pedro Pérez
Director of College Discovery

OFFICE OF THE VICE PRESIDENT OF ADMINISTRATION AND PLANNING

G. Scott Anderson
Vice President of Administration and Planning

Elena Samuels
*Assistant Vice President of Finance
and Comptroller*

Steven Reis
Bursar

OFFICE OF COLLEGE DEVELOPMENT

Doris Holz
Vice President for College Development

Brian Haller
Director of Foundation and Corporate Relations

Phillip Keefe
Director of Major Gifts and Planned Giving

OFFICE OF THE VICE PRESIDENT OF ENROLLMENT MANAGEMENT

Diane K. Walleser
Vice President of Enrollment Management

Lisa Kasper
Director of Admissions and Outreach

Mohammad K. Alam
Enrollment Registrar Director

Ralph Buxton
Director of Financial Aid

Maketa Barber
Interim Director of Testing

Kristin Waters
Director of Enrollment Management

OFFICE OF HUMAN RESOURCES

Robert E. Diaz
*Vice President for Legal Affairs and
Faculty and Staff Relations*

Gloria Chao
Deputy Director of Human Resources

Maria Deckinger
Associate Director of Human Resources

OFFICE OF THE VICE PRESIDENT OF INFORMATION RESOURCE AND TECHNOLOGY

Joseph Spadaro
*Vice President of Information Resource and
Technology*

Amish Batra
Manager of Systems Programming

Vinton Melbourne
Director of the Media Center

CENTER FOR CONTINUING EDUCATION AND WORKFORCE DEVELOPMENT

Sunil Gupta
Dean of Adult and Continuing Education

BMCC FOUNDATION, INC.

Anthony J. Portanese, Chair
Depository Trust and Clearing Corp. (DTCC)

Aniko N. DeLaney, Vice Chair
BNY Mellon

Judith Volkmann, Secretary/Treasurer
Attorney

Scott Anderson
Borough of Manhattan Community College

Elizabeth Margaritis Butson

Theresa Clark Messer '82

Sheldon L. Cohen
CBRE

Pascal Desroches
Turner Broadcasting System, Inc.

Bill Fisse
Citi

Miles Fiterman II
Apprize Art, LLC

Steven Fiterman
Ground Development, Inc.

Craig M. Hatkoff
Tribeca Film Festival

Doris Holz
Borough of Manhattan Community College

Christine Larsen
First Data

Ron Lefferts
IBM Global Business Services

The City University of New York

Glen Macdonald
*U.S. Trust, Bank of America
Private Wealth Management*

Claudia McNamee
First Data

Laura V. Morrison, Secretary/Treasurer
BATS

Sean O'Connor
Hunter Roberts Construction Group

Antonio Pérez
Borough of Manhattan Community College

Jonathan Resnick
Jack Resnick and Sons, Inc.

David Steingard
Laughing Man Coffee and Tea

Tim Tynan
Bank of America Merchant Services

Directors Emeritus
Shirley Fiterman
Robert J. Mueller
Raymond O'Keefe, Jr.

THE CITY UNIVERSITY OF NEW YORK

James B. Milliken, *Chancellor*

VICE CHANCELLORS
Vita C. Rabinowitz
*Executive Vice Chancellor and
University Provost*

Matthew Sapienza
*Senior Vice Chancellor and
Chief Financial Officer*

Judith Bergtraum
*Vice Chancellor for Facilities Planning,
Construction and Management*

Christopher Rosa
Interim Vice Chancellor for Student Affairs

Pamela S. Silverblatt
Vice Chancellor for Labor Relations

Mark E. Hauber
Interim Vice Chancellor for Research

Gloriana B. Waters
*Vice Chancellor for Human Resources
Management*

Brian T. Cohen
*Vice Chancellor and
University Chief Information Officer*

BOARD OF TRUSTEES
William C. Thompson, Jr.
Chairperson

Barry Schwartz
Vice Chairperson

MEMBERS OF THE BOARD
Wellington Z. Chen

Una T. Clarke
Lorraine Cortés Vázquez
Rita DiMartino
Fernando Ferrer
Judah Gribetz
Mayra Linares-Garcia
Robert F. Mujica
Brian D. Obergfell
Jill O'Donnell-Tormey
Charles A. Shorter
Ken Sunshine
Sandra Wilkin

MEMBERS EX-OFFICIO
Chika Onyejiukwa
Katherine Conway

STAFF TO THE BOARD
Jane Sovern
University Chief Information Officer

Founded in 1847, The City University of New York (CUNY) is the nation's leading public urban university. It is noted for its commitment to academic excellence and its open admissions policy. Comprised senior colleges, six community colleges, a graduate school, a law school, and a medical school with a full-time faculty of 6,000 and more than 70 research centers and institutes, the City University ranks among the country's major research institutions.

Nearly 250,000 students are currently registered at the City University. This includes both full-time graduate and undergraduate students enrolled in credit-bearing courses.

The following are some of the services provided by CUNY to help students and prospective students with their educational needs:

Office of Admissions Services (OAS)

The Office of Admissions Services (OAS) assists all prospective students and applicants who are interested in attending one of the Colleges of the The City University of New York. The office is located at 1114 Avenue of the Americas (15th floor) in Manhattan and includes the following divisions:

The Information Center provides information about CUNY admissions procedures, international student admissions, financial aid, CUNY programs the Seek/College Discovery Program and General Equivalency Diplomas (GED). The Center is open Monday through Thursday from 9:00 AM to 6:00 PM and Friday from 12:00 PM to 5:00 PM. ID is required to enter the building.

The High Schools Services and Community Outreach divisions disseminate pre-admissions information about CUNY to students and guidance counselors in all New York City schools and most of the large community agencies. OAS administers the Test of English as a foreign Language (TOEFL) and its Publications Office prepares CUNY's Freshman and Transfer Guides.

University Application Processing Center (UAPC)

The University Processing Center (UAPC) processes all freshman and advanced standing transfer applications and evaluates all foreign educational documents. Application inquiries should be directed to OAS.

Right to Know

In 1998, the federal government passed higher education amendments. This requires colleges to disclose completion or graduation rates and transfer out rates to current and to prospective students beginning July 1, 2000. Current and prospective students may obtain this information at the Registrar's Office, Room S-315.

Faculty and Staff

Wafa Abdel-Hamid

Coordinator for Financial Aid and Outreach Services
B.A., City College

Marina Abramova

Continuing Education Director, Continuing Education

Domenick Acocella

Lecturer, English
B.A., SUNY College Purchase

Cicely Acosta

Development and Grants Development Manager

Olga Adame

Academic ASAP Student Advisor, ASAP

Nikolaus Adamou

Associate Professor, Business Management
M.S., Ph.D., Rensselaer

Faisal Adem

College Laboratory Technician, Science
B.S., Hunter College

Thierry Agbotouedo

Lecturer, Mathematics

Nkechi Agwu

Professor, Mathematics
B.S., University of Nigeria; M.S., University of Connecticut; Ph.D., Syracuse University

Mohammed Ahmeduzzaman

Professor, Teacher Education
M.A., Ph.D., Syracuse University

Milan Ahye

Academic ASAP Student Advisor, ASAP

Afolarin Aiyedun

Assistant Professor, Health Education

Ferdousi Alam

Academic Advisor, Advisement and Transfer Center

Mohammed Alam

Senior Registrar, B.S., M.S., City College

Ide Alaouie

Academic Advisor

Shernelle Alcid

Academic Advisor, Advisement and Transfer Center

Nandrani Algu

Tutorial Coordinator
B.B.A., Baruch College

Jamal Ali

Assistant Professor, Science
Ph.D., City College of New York

David T. Allen

Assistant Professor, Mathematics
B.A., Iona College

Roxanne Allen

Academic ASAP Student Advisor, ASAP

Matthew Ally

Professor, Social Sciences, Human Services, and Criminal Justice
Ph.D., Temple University

Jose Altamirano

Financial Aid Counselor, B.A., Baruch College

Carlos Alva

Assistant Professor, Science
M.Ph., Ph.D., CUNY Graduate Center

Danielle Alvarez

Academic Testing Coordinator, Testing and Evaluation

Maria Alvarez

Lecturer, English Language/Literatures
M.A., New York University

Silvia Alvarez-Olarrá

Assistant Professor, Modern Languages
Ph.D., Penn State University

Marco Alverio

Senior Academic Advisor, ASAP
B.A., SUNY at Albany

Andrés Amador

Senior College Laboratory Technician, Modern Languages
M.A., Queens College

Moussa Amadou Dit Gazali

College Lab Technician, Science

Jean E. Amaral

Assistant Professor, Library

Douglas Anderson

Professor, Music and Art
A.B., M.A., D.M.A., Columbia University

G. Scott Anderson

Vice President of Administration and Planning
A.A., Queensboro Community College; B.A., Queens College; M.S.Ed., Baruch College

Judith Marie Anderson

Assistant Professor, Social Sciences, Human Services, and Criminal Justice
Ph.D., University of Florida

Kenneth Anderson

Lecturer, Business Management
J.D., North Carolina Central University

Rigoberto Andino

Instructor, Social Sciences, Human Services, and Criminal Justice

Kenneth Antrobus

Lecturer, Speech, Communications, and Theatre Arts
B.F.A., M.A., N.Y. Institute of Technology

Natasha Apanah

Academic Advisor, ASAP
B.A., University of Central Florida

Upali Aparajita

Assistant Professor, Science
M.Phil., CUNY Graduate Center

Melissa E. Aponte

Student Life Specialist, Student Affairs

Victoria Apostol-Marius

Student Life Coordinator, Women's Resource Center

Sheldon Applewhite

Assistant Professor, Social Sciences, Human Services, and Criminal Justice
B.S., SUNY Buffalo, M.A., University of Toledo, Ph.D., Howard University

Mahmoud Ardebili

Professor, Science
B.E., M.E., The City College of New York; Ph.D., CUNY Graduate Center

Marlene Arias

Admissions Coordinator, Admissions Services

Arto Bohos Artinian

Assistant Professor, Social Sciences, Human Services, and Criminal Justice
M.A., University of Illinois

Laszlo Arvai

Lecturer, Academic Literacy and Linguistics
M.A., Columbia University

Mabel Asante

Assistant Professor, Academic Literacy and Linguistics
Foreign Credentials

Barbara Ashton

Associate Professor, Mathematics
B.S., Wheeling College,
Ph.D., Virginia Polytechnic Institute;

Sidney Askew

Associate Professor, Accounting
M.B.A., Cornell University

Edna Askew

Assistant Professor, Nursing
M.S., SUNY Health Science Center at Brooklyn

Yeghia Aslanian

Associate Professor, Academic Literacy and Linguistics
B.A., Tehran University; M.A.ican University of Beirut; Ed.M., Ed.D., Teachers College, Columbia University

Monique Atherley

Student Life Specialist, Student Affairs

Randessa C. Atherley

Enrollment Specialist, Admissions Services

Tamer Avcilar

Lecturer, Computer Applications
Ph.D., CUNY Graduate Center

Sharon Avni

Assistant Professor, Academic Literacy and Linguistics
B.A., SUNY Binghamton, M.A., Tel Aviv University, Ph.D., New York University

Mohammad Quamrul Azhar

Instructor, Computer Applications
M.A., Brooklyn College

Helene Bach

Research Program Director

David Bahr

Assistant Professor, English
M.A., Graduate School and University Center

Ning Bai

College Lab Technician, Mathematics

Christa Baiada

Associate Professor, English
Ph.D., CUNY Graduate Center

Aldo Balardini

Associate Professor, Social Sciences, Human Services, and Criminal Justice
M.A., Ph.D., The New School

Faculty and Staff

Shoba Bandi-Rao

Assistant Professor, Academic Literacy and Linguistics
M.Ed., Western Illinois University

Suvro Banerjee

Assistant Professor, Accounting
M.S., New York University

Maketa Barber

Academic Testing Specialist, Testing and Evaluation

Daniela A. Bardac-Vlada

Lecturer, Mathematics

Joel Barker

Assistant Professor, Accounting
M.S., Queens College

Christopher Barrette

Administrative Specialist

Ewa Barnes

Lecturer, Academic Literacy and Linguistic

Margaret Barrow

Associate Professor, English
M.A., Ed.D., City College

Ray Bartholomew

Academic ASAP Program Manager, ASAP

Anne Marie Basic

Assistant Professor, Business Administration
J.D., American University

Michael Basile

Professor, Health Education
B.S., M.S., Long Island University; Ed.D., Nova University

Amish Batra

IT Computer Sys Manager 4, Computer Center Operations

Guerda Baucicauc

Stacks and Media Collections Coordinator
B.A., City College

Tracy L. Bealer

Assistant Professor, English Language/Literatures

John Beaumont

Associate Professor, Academic Literacy and Linguistics
M.A., M.E.D., E.D.D., Teachers College, Columbia University

Katherine Bedoya

Student Career Advisor, Career Development

Bernard Beecher

Assistant Professor, Mathematics
M.S., Sheffield University

Syeda Baby Begum

Academic Testing Coordinator, Testing and Evaluation

Philip Belcastro

Professor and Chairperson, Health Education
B.A., Brooklyn College; M.A. Western Kentucky University;
Ph.D., Ohio State University

Joshua P. Belknap

College Laboratory Technician, Academic Literacy and Linguistics
B.A., University of Massachusetts-Amherst

Rahana Asha Belle-Jerome

Student Life Coordinator, Testing and Evaluation

Steven Belluscio

Professor, English
Ph.D., Purdue University

Mario Fernando Benavides

Assistant Professor, Science
Ph.D., Graduate School and University Center

Warren Benfield

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice

Kristin Melissa Renee Bennett

Academic Advisor Senior

Vladimir Bercov

Assistant Professor, Mathematics

James J. Berg

Associate Dean, Academic Affairs

Jacob Berkowitz

Systems Management Specialist, Computer Center
B.A., Adelphi University

Elizabeth Berlinger

Lecturer, English
B.A., Brown University, M.A., University of Chicago

Azaliz Best

Financial Aid Senior Advisor, Financial Aid
M.A., Keller Graduate School of Management

Marcos R. Betancourt

Assistant Professor, Science

Joanna Bevacqua

Associate Professor, Library
A.B., A.M., University of Missouri; M.A., Rutgers University

Gurpreet K. Bhomia

Student Psychology Counselor, Counseling Academic

Anthony Bishop

Assistant Professor, Library

Sangeeta Bishop

Associate Professor and Chairperson, Social Sciences,
Human Services, and Criminal Justice
Ph.D., Northwestern University

Joseph Bisz

Associate Professor, English
Ph.D., SUNY at Binghamton

James Blake

Professor, Student Affairs
B.S., North Carolina College; M.S.W., Columbia University

Cynthia G. Blayer

Communications Electronic Media Manager
B.A., SUNY Center at Binghamton

Jennifer Bocanegra

Administration Executive Coordinator, President's Office

Nancy Bocanegra

Academic Internship Specialist

Sandra Boer

Lecturer, Mathematics
B.A., New York University; M.A., The City College of New York

Gillian N. Bonanno

Lecturer, Speech, Communications, and Theatre Arts
B.B.A., St. Bonaventure University

Karen Bonner

Assistant to Vice President for Legal Affairs and Faculty and Staff Relations
A.A.S., Borough of Manhattan Community College;
B.S., Baruch College

Cathleen R. Borck

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice
B.S., Portland State University

Kristina M. Borowski

Associate Director, Advisement and Transfer Center
M.A., John Jay College

Edward Bostick

Professor, Academic Literacy and Linguistics
B.A., Benedict College; M.A., The City College of New York;
Ed.D., Teachers College, Columbia University

Susie Boydston-White

Professor, Social Sciences, Human Services, and Criminal Justice
Ph.D., CUNY Graduate Center

Patricia Boyle-Eglund

Assistant Professor, Nursing
M.S.N., Hunter College

Trisha M. Brady

Assistant Professor, English Language/Literature

Peter Bratsis

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice
Ph.D., City College of New York

Yda Bravo-DaSilva

Assistant Bursar
Foreign Credentials

Mercedes Brazier-Thurman

Academic ASAP Student Advisor, ASAP

Sharon Lynn Brickman

Assistant Professor, Accounting
B.S., Brooklyn College

Susan Brillhart

Assistant Professor, Nursing
M.S., College of New Rochelle

Mila Brisbon

Lecturer, Speech, Communications, and Theatre Arts
B.A., M.S., College of New Rochelle

Josephine Britanico

Assistant Professor, Nursing
M.S.N., Hunter College

Darryl Brock

Assistant Professor, Social Science

Diamond Brooks

Academic Program Coordinator, College Now Program

Oliver Brooks

Academic Advisor, BLA

Ainsworth Brown

Academic ASAP Student Advantage, ASAP
B.A., Herbert H. Lehman College

Cherylann Allison Brown

Academic Testing Coordinator, Testing and Evaluation
A.A., Borough of Manhattan Community College

Faculty and Staff

Clara Brown

Assistant Professor, Nursing
BSN, City College of New York

Jasmine Brown

Development Specialist, Development Operations
B.A., SUNY Center-Buffalo

Melissa Brown

Associate Professor, Social Sciences, Human Services,
and Criminal Justice
M.A., Ph.D., Rutgers University

Robin Brown

Assistant Professor, Library
B.S., Georgetown University, M.A., Rutgers University

Troy Brown

Senior Academic Advisor, Advisement and Transfer Center

Gregory Bryant

Academic Affairs Manager

Joshua Buland

Enrollment Specialist, Admissions Services

Henry Bulley

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice

Kamlesh Bulsara

Campus Facilities Director
B.S., New York Institute of Technology

Claudia Burger-Samuels

Student Psychology Counselor, Counseling Academic

Charles Burks

Assistant Professor, Speech, Communications and Theatre Arts

Lashallah Burgess

Academic Student Support Manager, Continuing Education

Allana Burke

Associate Director, Academic Advisement and Transfer
B.A., John Jay College, M.S.E.D., Hunter College

Melissa Butler

Assistant Professor, Nursing
B.S., City College of New York

Ralph Buxton

Director, Financial Aid
B.M., Boston University; M.M., New England Conservatory
of Music; M.A., Columbia University

Jennifer Cachola

Academic Advisor, Academic Advisement and Transfer
Center

David Andres Caicedo

Instructor, Social Sciences, Human Services, and
Criminal Justice
M.A., Adelphi University

Paul Camhi

Associate Professor, Academic Literacy and Linguistics
Ph.D., City University of New York

Catherine Camilleri

Lecturer, English
B.A., College of Staten Island

Erica E. Campbell

Lecturer, English Language/Literatures
M.A., Brooklyn College

Francisca Campos

Assistant Professor, Business Management
A.A.S., Borough of Manhattan Community College; B.B.A.,
M.S.Ed., Baruch College; M.S., Long Island University

Guadalupe Campos

Lecturer, Business Management
B.B.A., M.S.Ed., Baruch College

Robert Caputi

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice
M.A., University of California-Santa Barbara

Wayne A. Carey

Academic ASAP Student Advisor, ASAP

Erika Carlson

Institutional Research Specialist, Institutional
Effectiveness and Analytics

Lynda Carlson

Professor, Allied Health Sciences
M.S.Ed., Brooklyn College

Simon Carr

Associate Professor, Music and Art
B.A., Goddard; M.F.A., New School

Lloyd S. Carroll

Professor, Accounting
A.B., Columbia University; M.B.A., New York University;
C.P.A., New York State

Margaret Carson

Assistant Professor, Modern Languages
B.A., Bryn Mawr College, M.A., New York University

Keith Carter

Instructor, Social Science
M.S., Columbia University

Jill Cassidy

Assistant Professor, English
B.A., Kansas State University,
M.A., Ph.D., University of Florida

Miguel Castro Nunes Fiolhais

Assistant Professor, Science

Romeo Cayanan

Assistant Professor, Nursing

Hiu Fei Chan

Enrollment Bursar Manager, Bursar
M.S., Bernard M Baruch College

Louis Chan

Photographer, Publications Office

Elizabeth Chaney

Assistant Professor, Speech,
Communications and Theatre Arts
B.F.A., M.F.A., Tulane University

Gloria Chao

Deputy Director of Human Resources
B.A., Baruch College; M.A., Brooklyn College

Carlos Chaparro

Assistant Professor, Science

Ling Chen

Associate Professor, Science
Ph.D., New York University

Yan Chen

Associate Professor, Computer Information Systems
M.S., New Jersey Institute of Technology

Tzu-Wen Cheng

Assistant Professor, Speech, Communications
and Theatre Arts
M.A., Ph.D., New York University

Yu Yan Cheng

Counselor, Counseling Center

Chokri Cherif

Associate Professor, Mathematics
Ph.D., M.P.H., CUNY Graduate Center

Matthew Chi Chan

Assistant Professor, Computer Applications
M.S., College of Staten Island

Mariana A. Chapen

Student Life Specialist,
Student Center/Student Activities

Abraham Cherrin

Academic ASAP Student Advisor, ASAP

Gina Cherry

Director, CETLS
Ph.D., University of Colorado Boulder

Katty Cherubin

Student Life Specialist, Student Affairs

Keridiana W. Chez

Assistant Professor, English Language/Literatures
J.D.

Stephanie Chez

Specialist, Continuing Education

Jeremy Chin

Admissions Coordinator, Admissions Services

Hsing-lih Chou

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice
D.Ed., Columbia University Teachers College

Liza Chowdhury

Assistant Professor, Social Science

Juantiesha Christian

Academic Advisor, Academic Advisement and Transfer
Center

Cheryl D. Christopher

Assistant Professor, Medical Technology

Hung W. Chu

Assistant Professor, Business Administration
M.Phil., City College of New York

Katarzyna Chung

Lecturer, Science
Ph.D., University of Warsaw

Ronald Clare

Assistant Professor, Business Management
J.D., CUNY Law School

Sophia Loreen Clarke

Assistant Professor, Nursing

Faculty and Staff

Carol S. Cleveland

Operations Manager, BMCC Tribeca Performing Arts Center
B.A., Wittenberg University; M.A., University of Cincinnati

Gerard Clock

Lecturer, Social Science
M.A., Hunter College

Dorothea Coiffe

Associate Professor, Library
M.S., Pratt Institute

Tricia Coke

Research Assistant, Office of Academic Affairs
B.A., Queens College

Andres Colapinto

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice

Kirsten E. Cole

Assistant Professor, Teacher Education
M.F.A., California College of Arts and Crafts

Jean Felix Patrick Colimon

College Lab Technician, Modern Languages
B.A., Hunter College

Rebecca Collier

Instructor, Speech, Communication, and Theatre Arts

Cheryl Comeau-Kirschner

Assistant Professor, Academic Literacy and Linguistics
M.A., Hunter College

Patrizia Comello Perry

Lecturer, Modern Languages

Peter Consenstein

Professor, Modern Languages
B.A., SUNY Plattsburgh; M.Ph., Ph.D., Columbia University

Cassandra Constant

Academic ASAP Student Advisor, ASAP

Julo Conte

Lecturer, Mathematics
M.A., Brooklyn College

Deborah Conway

Enrollment Registrar Specialist, Registrar

Katherine Conway

Professor, Business Management
M.B.A., Ph.D., New York University

Barry Cooper

Associate Professor, Accounting
B.B.A., Baruch College, M.B.A., Pace University, C.P.A., NYS

Rafael Corbalan

Professor, Modern Languages
B.A., University of Barcelona; Ph.D. CUNY Graduate Center

Rachel Corkle

Assistant Professor, Modern Languages

Robert Cortes

Student Psychology Counselor, Counseling Academic

Wilfred Cotto

Student Life Specialist, Student Affairs
M.A., Chapman College

Kenneth Cotton

Instructor, Academic Literacy and Linguistic
MED, Adelphi University

Olivia Cousins

Professor, Health Education
A.B., University of Dayton; Ed.M., Harvard University;
M.A., Ph.D., Boston University

Robert Cox

Finance Procurement Director, Administration
B.A., Glassboro State College

Marva Craig

Vice President of Student Affairs
A.A., Borough of Manhattan Community College;
B.A., Hunter College; M.A., New York University
Ed.D., Teachers College, Columbia University

Leslie Craigo

Assistant Professor, Teacher Education
B.A., MS.Ed., College of Staten Island

Corinne Crawford

Associate Professor, Accounting
M.B.A., Pace University

Anthony Creaco

Associate Professor, Science
B.S., M.S., Ph.D., Polytechnic University

Jillian Crosby

Instructor, Teacher Education

Christina Cross

Academic ASAP Student Advisor, ASAP

Diana Cruz

Academic Student Support Specialist, Continuing
Education

Rocio Cuevas

Administrative Coordinator, Continuing Education

Josephine Culkin

Professor, Media Arts and Technology
B.A., Harvard; M.P.S., New York University

Michael Cullen

College Laboratory Technician, Student Affairs

Lisa Daniel

Academic Student Support Specialist, Continuing
Education

Jason Danison

Assistant Professor, Science

Ileana Datcu

HR Coordinator, Human Resources

Dale Dawes

Lecturer, Mathematics
B.S., University of Pittsburgh, M.S., St. Johns University

Margaret Dean

Associate Professor, Mathematics
Ph.D., CUNY Graduate Center

Maria Deckinger

Human Resources Manager, Human Resources
Operations

Patricia A. DeFillippo

Lecturer, Health Education
M.S., Hofstra University

Page Delano

Associate Professor, English
Ph.D., CUNY Graduate Center

Patricia DeLeon

Associate Professor, Science
M.Ph., Ph.D., CUNY Graduate Center

Edgard Horacio Delgado

College Lab Technician, Science

Denise Dellaporta

Student Life Specialist, Student Affairs

Jennifer Delfino

Assistant Professor, Academic Literacy and Linguistic
Ph.D., American University

Nipa Deora

Assistant Professor, Science

Charles De Paolo

Professor, English Language/Literatures
Ph.D., New York University

Daniel DePaulo

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice

Nancy M. Derbyshire

Assistant Professor, English Language/Literatures
Ph.D., Graduate School and University Center

Alex D'Erizans

Associate Professor, Social Sciences, Human Services,
and Criminal Justice
Ph.D., University of Illinois-Urbana

Christian De Rojas Prats

Instructor, Business Administration

Maria DeVasconcelos

Professor, English
Licenciatura, University of Lisbon;
M.Ph., Ph. D., CUNY Graduate Center

Michael Destefano

Lecturer, English Language/Literatures

Brahmadeo Dewprashad

Professor, Science
Ph.D., Oklahoma State University

Mahmoud Diarrasouba

Lecturer, Mathematics
B.S., M.S.E., Long Island University

Robert Diaz

Vice President for Legal Affairs and
Faculty and Staff Relations
B.A., Brooklyn College; J.D., New York University

Donna Dickinson

Coordinator for Instructional Labs and Technology Training
M.A., Rutgers University; M.S.Ed.-Fordham University;
B.A.; St. Josephs College

Lauren DiMartino

Academic ASAP Program Manager, ASAP

Leticia Dinkins

Associate Director, Learning Resource Center
B.S., M.B.A., Norfolk State University

Illir Disha

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice

Faculty and Staff

Kim Doldron

Academic Student Support Specialist, Continuing Education

Wilbert Donnay

Associate Professor, Accounting
B.B.A., Baruch College; M.P.S., New School for Social Research; C.P.A., New York State

Maria De Los Angeles Donoso Macaya

Assistant Professor, Modern Languages

Naomi Dos Santos Machado

Director of CLIP, Continuing Education
M.A., Hunter College

Kevin Dougherty

Admissions Specialist, Admissions

Tracey Douglas

Academic ASAP Student Advisor, ASAP
MSW, Fordham University

Janet Douglas-Pryce

Lecturer, Speech, Communications, and Theatre Arts
B.A., M.A., Ph.D., New York University

Kevin Dougherty

Admissions Specialist, Admissions Services

Kokou Doumassi

Disability Accommodations Specialist, Office of Accessibility

Diane Dowling

Professor, Speech, Communication and Theatre Arts
M.F.A., Brandeis University

Kathleen Dreyer

Executive Chief Librarian-Assistant Administrator, Library
B.S.

Sherika Dublin

Academic Advisor, Academic Advisement and Transfer Center

Lawrence Dumaguing

Microcomputer Specialist, Computer Center
B.S., New York Institute of Technology

Albert Duncan

Associate Professor, Social Sciences, Human Services, and Criminal Justice
M.S., Alabama Agricultural and Mechanical University

Beryl Duncan-Wilson

Associate Professor, Student Affairs
B.A., Lehman College; M.A., Ph.D., SUNY at Stony Brook

Megan Christine Dunphy

Assistant Professor, Academic Literacy and Linguistics

Robin Durant

Accounts Payable Supervisor, Business Office

Heidi Durkin

Student Disability Services Specialist, Office of Accessibility
M.S.Ed., Hunter College

Yana Durmysheva

Associate Professor, Social Sciences, Human Services, and Criminal Justice
Ph.D., CUNY Graduate Center

Randall Easterling

Academic Testing Coordinator, Testing and Evaluation

Ozgun Ecevit

Assistant Professor, Science
Ph.D., CUNY Graduate Center

Marcelle Edinboro

Assistant Professor, Nursing
B.S., Adelphi University

Esin Egit

Assistant Professor, Social Sciences, Human Services, and Criminal Justice
M.A., Graduate School and University Center

Karen Ehrlich

Associate Director, Academic Advisement and Transfer
M.Phil., CUNY Graduate Center

Terri Ellis

Academic Advisor, Academic Advisement and Transfer Center

Sara Elmiligi

Instructor, Health Education

Francki Elve

Lecturer, Mathematics

Juliet Emanuel

Associate Professor, Academic Literacy and Linguistics
A.A., College of Staten Island; B.A., Brooklyn College; M.A., Richmond College; DA, St. John's University

Judy Eng

Assistant Professor and Chairperson, Nursing
B.S., M.S., Hunter College

Sherry Engle

Associate Professor, Speech, Communications, and Theatre Arts
Ph.D., University of Texas

Maria Enrico

Professor and Chairperson, Modern Languages
Ph.D., M.A., Catholic University

Albert Errera

Professor, Computer Information Systems
M.A., Brooklyn College

Liana Erstenyuk

Lecturer, Mathematics

Andrew Escobar

Assistant Director of Athletics, Student Affairs
B.S., M.S.Ed., Lehman College

Janet Esquirol

Assistant Professor, Media Arts and Technology
M.F.A., Parsons School of Design

Joel Evans

Lecturer, Business Management
J.D., NY Law School

Jordan P. Evans

Academic Program Coordinator

Heather Evans-Tracey

Senior College Laboratory Technician, Nursing
B.A., SUNY Health Science Center at Brooklyn

Tamica Fairley

Academic Student Support Specialist, Continuing Education

Adrienne Faison

Assistant Professor, Counseling
Ph.D., CUNY Graduate Center

Johannes C. Familton

Assistant Professor, Mathematics
M.A., City College of New York

Tommasina Faratro

Advisor, CUNYEDGE

Christine Farias

Assistant Professor, Social Sciences, Human Services, and Criminal Justice

Gregory Farrell

Director, Learning Resource Center
B.S., M.B.A., American International College

Stephen Featherstonhaugh

Assistant Professor, Mathematics
Ph.D., SUNY Albany

Allan Felix

Lecturer, Mathematics
A.A., Borough of Manhattan Community College; B.A., Baruch College; M.A., Hunter College

Bertha C. Ferdman

Assistant Professor, Speech, Communication, Theatre Arts
Ph.D., Graduate School and University Center

Ana Fernandez

Development Specialist, College Development

Jose Fernandez Romero

Assistant Professor, Science

Starr Ferrens

Academic Testing Coordinator, Testing and Evaluation

MaryEllen Ferrera

Student Life Specialist, Student Affairs

Paula Field

Assistant Professor, Nursing
A.A.S., Borough of Manhattan Community College, B.S., Long Island University, M.A. New York University

Katherine A. Figueroa

Lecturer, Academic Literacy and Linguistics

Heather Bobrow Finn

Assistant Professor, Academic Literacy and Linguistics
M.A., Teachers College, Columbia

Cheryl Fish

Professor, English
B.A., Michigan State University; M.F.A., Brooklyn College; Ph.D., CUNY Graduate Center

Everett W. Flannery

Professor and Chairperson, Allied Health Sciences
B.A., LaSalle College; M.P.S., C.W. Post College

Patrick Flink

Assistant Professor, Academic Literacy and Linguistic

Jose Flores

Continuing Education Director, Continuing Education

Jorge Florez

Assistant Professor, Mathematics
B.A., Univ Nacional De Colombia

Faculty and Staff

Angela Florschuetz

Assistant Professor, English Language/Literatures

Kathleen Ford

Professor, Science

M.A., Ph.D., John Hopkins University

Roger Foster

Associate Professor, Social Sciences, Human Services, and Criminal Justice

B.A., University of East Anglia, Norwich; M.A., University of York; Ph.D., University of Ottawa

Monica D. Foust

Assistant Professor, Social Sciences, Human Services, and Criminal Justice

Elizabeth A. Fow

Lecturer, English Language/Literatures

B.A., University of Warwick

Erik Freas

Assistant Professor, Social Sciences, Human Services, and Criminal Justice

Ph.D., University of St. Andrews Scotland

Sheriney Frederick

Senior Academic Advisor, Advisement and Transfer Center

Courtney Fusco

Associate Director, Learning Academy

Pauline Gacanja

Academic Testing Coordinator, Testing and Evaluation

Gehad Gad

Academic Advisor, Academic Advisement and Transfer Center

Karima T. Gahagan

Academic Testing Coordinator, Testing and Evaluation

John Gallagher

Director of Technology

M.A., Teachers College, Columbia University

Evelin B. Gamarra Martinez

Lecturer, Modern Languages

Carol Gambino

College Laboratory Technician, Science

M.S., CUNY John Jay College of Criminal Justice

Deborah Gambis

Assistant Professor, Social Sciences, Human Services, and Criminal Justice

M.P.H., Ph.D., CUNY Graduate Center

Anny Garcia

Academic Advisor, ASAP

Andrea Garraway

Lecturer, Business Administration

Rebecca Garte

Assistant Professor, Teacher Education

M.A., Teachers College of Columbia University

June Lundy Gaston

Professor, Mathematics

B.B.A., Pace University; M.S.Ed., The City College of New York; M.Ed., Ed.D., Teachers College, Columbia University

Matthew Geddis

Professor, Science

Ph.D., Georgia State University

Yakov Genis

Professor, Computer Information Systems

B.S., M.S., Ph.D., Russia

Patricia Genova

Assistant Professor, Music and Art

M.F.A., Lehman College

Adela George

College Lab Technician, Modern Languages

Michael George

Professor, Mathematics

M.S., University of Washington; B.A., Ed.D., Pomona College

Giada Geraci

College Lab Technician, Modern Languages and Literatures

M.A., Universita Ca' Foscari Venezia

Jennifer M. Gilken

Instructor, Teacher Education

M.Ed., University of Pennsylvania

Joseph Ginese

Student Life Manager, Student Affairs

Chaim Ginsberg

Professor and Chairperson, Business Management

B.A., M.A., Brooklyn College, Ph.D., New School for Social Research

Toby Ginsberg

Professor and Chairperson, Computer Information Systems

B.A., M.S.Ed., Brooklyn College

Robert Paul Gizis

Communications Publications Design Specialist

B.A., New York University

Hollis Glaser

Professor and Chairperson, Speech, Communications, and Theatre Arts

M.A., Ph.D., University of Illinois

Eric Glaude

Counselor for Veterans Affairs, Student Affairs

M.S., Columbia University

Lane Glisson

Assistant Professor, Library

Rukiya Goddard

Administrative Specialist, Office of Academic Affairs

Saniye D. Gokcora

Assistant Professor, Academic Literacy and Linguistics

Avraham Goldstein

Assistant Professor, Mathematics

M.A., Ph.D. CUNY Graduate Center

Sharlene Gomez

Enrollment Bursar Specialist/TAP Coordinator, Bursar

B.A., College of Mount Saint Vincent

John P. Gonzalez

Instructor. Social Sciences, Human Services, and Criminal Justice

M.A., Brooklyn College

Racquel Goodison

Assistant Professor, English

Ph.D., SUNY Binghamton

Mark Goodloe

Technical Director, BMCC Tribeca Performing Arts Center

B.S., Oklahoma University

Lauren Goodwyn

Professor, Science

B.A., M.A., Ph.D., University of Texas—Austin

Luis Gonzalez Urbina

Assistant Professor, Science

Marcos Gonzalez

Director, Office of Accessibility

M.S.Ed., Lehman College

Leonore Gonzalez

Deputy Director of Purchasing

B.A., City College

Irina Gordin

Enrollment Registrar Specialist, Registrar

Alexander Gossiau

Assistant Professor, Science

Lisa Grace

Assistant Professor, Health Education

M.P.H.

Peter Greenwald

Assistant Professor, Art and Music

M.F.A., Brooklyn College

Debra Greenwood

Assistant Professor, Social Sciences, Human Services, and Criminal Justice

M.S.W., Eastern Washington University

Robert Greer

Lecturer, Computer Information Systems

B.S., Massachusetts Institute of Technology

Laszlo Grunfeld

Data Base Coordinator, Computer Center

B.A., M.A., Brooklyn College

Daly Guilamo

Assistant Professor, Social Sciences, Human Services, and Criminal Justice

Sunil Gupta

Dean for Adult and Continuing Education

B.S. Marketing, St. John's University

M.S. Management, Polytechnic University

Jacqucelle Guralnick

Financial Aid Counselor/Coordinator of Student Eligibility and Administration Compliance

B.A., Brooklyn College

Yasemin Gurcan

Assistant Professor, Science

M.S., Middle East Technical University

Ruth Guirguis

Assistant Professor, Teacher Education

William Guttenplan

Senior College Laboratory Technician, Business Management

Sung Hi Gwak

Associate Professor, Nursing

B.S.N., M.S.N., Medical College of Georgia

Faculty and Staff

Sussie Gyamfi

Coordinator of Scholarships and Special Services
M.S., New York Institute of Technology

Benjamin D. Haas

Assistant Professor, Speech, Communication, and
Theatre Arts

Celeste Hackenberg

Academic Student Support Specialist, Continuing
Education

Senahid Halilovic

College Lab Technician, Science
M.A., City College of New York

Janice A. Hall

Academic Testing Coordinator, Testing and Evaluation
B.A., Monroe College

Maram Hallak

Associate Professor, Social Sciences, Human Services,
and Criminal Justice
Ph.D., University of Rhode Island

Brian Haller

Director of Foundation and Corporate Relations
B.F.A., Tulane University; M.A., New York University

Amina Halsey

Academic Advisor, Advisement and Transfer Center

Yi Annie Han

Professor, Mathematics
M.A., M.S., Ed.D., Teachers College, Columbia University

Allana P. Hankey-Thomas

Associate Director, Advisement and Transfer Center
B.B.A, Bernard M. Baruch College

Bettina Hansel

Director of Institutional Research, Academic Affairs
M.A., Ph.D., Syracuse University

Hardaye Hansen

Assistant Professor, Health Education
M.A., Fordham University

Jose A. Haro

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice

Felecia R. Harrelson

Lecturer, Speech, Communication, and Theatre Arts
M.F.A., University of Florida

Howard Harris

Academic Resource Center Coordinator, Learning
Resource Center

Rhonda E. Harrison

Academic Student Support Specialist, Continuing
Education

Deborah C. Harte

Student Life Manager, Student Affairs

Joyce Harte

Professor and Chairperson, English
B.A., Brooklyn College; M.A., New York University

Van Havercome

Instructor, English Language/Literatures

Sarah Haviland

Associate Professor, English
B.A., M.A., Ph.D., CUNY Hunter

Eda Henao

Professor, Modern Languages
M.A., City University of New York; Ph.D., CUNY Graduate
Center

Joshua Henderson

Assistant Professor, Art and Music

Candido Hernandez

Assistant Professor, Academic Literacy and Linguistic

Carlos Hernandez

Associate Professor, English
M.A. Ph.D., SUNY Binghamton

Joel Hernandez

Associate Professor and Chairperson, Science
B.S., Central University; M.A., The City College of New
York; Ph.D., CUNY Graduate Center

Manuel Hernandez

Professor, Accounting
B.B.A., University of Puerto Rico; M.B.A., M.Ph., New York
University; C.P.A., Puerto Rico

Linda Herring

Executive Director, BMCC Tribeca Performing Arts Center
B.A., Lehman College; M.F.A., Brooklyn College

Jenna Hirsch

Assistant Professor, Mathematics
B.S., Penn State University; M.Ed., Ph.D., Rutgers University

Ann Hjelle

Professor, Music and Art
B.A., University of Iowa; M.A., University of California;
M.F.A., University of Wisconsin

Tin Win Hlaing

Senior Academic Advisor, Advisement and Transfer Center

John Hodgkins

Assistant Professor, English Language/Literatures
Ph.D., University of Rhode Island

James Dennis Hoff

Assistant Professor, English Language/Literatures
M.Phil., Graduate School and University Center

Mark S. Hoffman

Lecturer, Academic Literacy and Linguistics
Ph.D., New York University

Freidrich Hoffmann

Associate Professor, Science
Foreign Credentials

Sherrell Holderman

Academic ASAP Student Advisor, ASAP

Amanda Hollander

Assistant Professor, English Language/Literatures

Peter Hollerbach

Associate Professor, Music and Art
Ph.D., University of Maryland

Ashtian C. Holmes

Academic Program Specialist

Doris Holz

Vice President of Institutional Advancement,
Development Operations

Seung Mo Hong

Associate Professor, Business Management
M.A., Denver University; Ph.D., Fordham University

Peter Hoontis

Assistant Professor, Business Administration

Cicely N. Horsham-Brathwaite

Student Counseling Director, Counseling Academic

Quenta K. Howard

Academic ASAP Admissions Recruiter Coordinator, ASAP

Tom Huang

Senior Academic Advisor, ASAP

Mary Helen Huff

Professor,
Speech, Communications, and Theatre Arts
Ph.D., CUNY Graduate Center

Tanya Hughes

Events Coordinator-Special Events and Conferences,
Administration

John Huie

Academic Testing Coordinator, Testing and Evaluation

Evelyn Humphreys

Assistant Registrar
B.S., Concordia College

Colette Hunt

Academic ASAP Student Advisor, ASAP

Michael Hutmaker

Dean of Students, Student Affairs
E.D.D., St. Johns University

Gene M. Iannuzzi

Assistant Professor, Medical Technology
M.P.A., Bernard M. Baruch College

Aaron Iglesias

Financial Aid Advisor, Financial Aid
B.A., CUNY Hunter College

Ainoa Inigo

Assistant Professor, Modern Languages
M.A., City College of New York

Ellen Inkelis

Lecturer, Mathematics
M.A., CUNY Hunter College

Douglas Israel

Community and Government Relations Director,
President's Office

Robin Isserles

Professor, Social Sciences, Human Services, and
Criminal Justice
B.A., Union College; Ph.D., CUNY Graduate Center

Revathi Iyengar

Assistant Professor, Science
M.S.

Nelson Izquierdo

Senior Academic Advisor, College Discovery
B.A., SUNY at Buffalo; M.S. SUNY at Brockport

Faculty and Staff

Christine Jacknick

Assistant Professor, Academic Literacy and Linguistics
M.A., E.D.D., Teachers College at Columbia University

Christopher K. Jackson

Assistant Professor, Speech, Communication, and Theatre Arts
M.A., Howard University

Elisabeth Jaffe

Assistant Professor, Mathematics
M.A., Columbia University

Mark Jagai

Lecturer, Mathematics
B.E., M.E., City College

Justyna Jagielnicka

Academic College Discovery Student Support Specialist,
College Discovery
M.A., John Jay College of Criminal Justice

Heather James

Instructor, Social Science

Tiffany James

Student Life Manager, Student Affairs

Mark Janis

Lecturer, Speech, Communication, and Theatre Arts
A.A., Borough of Manhattan Community College

Joanne Jaquez

Academic ASAP Student Advisor, ASAP

Melissa Jardine

Coordinator of Federal Work Study, Financial Aid
B.A., CUNY City College

Lalitha Jayant

Associate Professor, Science
Ph.D., SUNY Health Science Center at Brooklyn

Darshani Jayaweera

Instructor, Computer Applications
B.S., Brooklyn College

Monique Jean-Louis

Assistant Professor, Nursing
B.S., M.S., SUNY Downstate Medical Center

Dexter Jeffries

Associate Professor, English
M.A., The City College of New York; Ph.D., CUNY Graduate Center

La-Dana Jenkins

Lecturer, Accounting
M.A., John F. Kennedy University

Angela Jervis

Assistant Professor, Accounting
M.S.E., Baruch College

Gustavo Jimenez

Assistant Registrar
B.A., Hunter College

Joseph Johnson

Senior College Laboratory Technician,
Academic Literacy and Linguistics
B.A., SUNY at Binghamton

Katherine Johnson

Lecturer, Academic Literacy and Linguistics
M.A., CUNY Hunter College

Lindsey Johnson

Senior Academic Advisor, Advisement and Transfer Center

Ena Jordan

Executive Assistant to Senior Vice President for Academic Affairs
B.F.A., Brooklyn College

Penelope Jordan

Staff Nurse, Health Services

Rolando Jorif

Assistant Professor, English
M.P.H., Ph.D., CUNY Graduate Center

Ricardo Julien

Enrollment Bursar Manager, Bursar

Orlando Justo

Assistant Professor, Business Administration
M.A.

Revital Kaisar

Assistant Professor, Media Arts and Technology
B.A., Hunter College

Konstantine Kanelopoulos

IT Academic Applications Manager
B.S., Polytechnic University

Canan Karaalioglu

Assistant Professor, Science
Ph.D., Stevens Institute of Technology

Cynthia Karasek

Professor, Media Arts and Technology
B.F.A., Cornell University; M.F.A., CUNY Graduate Center

James Kariuki

Academic ASAP Student Advisor, ASAP

Margaret Karrass

Assistant Professor, Mathematics
B.Ed., University of Toronto, B.A., M.A. York University

Lisa Kasper

Admissions Director, Office of Enrollment Management

Katherine Kavanagh

Professor, Speech, Communications and Theatre Arts
M.F.A., Columbia University

Timothy G. Keane

Assistant Professor, English Language/Literatures
M.A., SUNY Center at Binghamton

Lori Ann Kee

Assistant Professor, Speech, Communication, and Theatre Arts
M.F.A., Brooklyn College

Phillip Keefe

Development Officer, College Development

Maureen Keenan

Assistant Professor, Art and Music
MMus.

Brian Kelley

Assistant Professor, Academic Literacy and Linguistics

Stephen F. Kelly

Director of Athletics
B.S., Fordham University; M.A., New York University

Michael Kent

Assistant Professor, Mathematics
M.A., Teachers College, Columbia University

Neil I. Kernis

Instructor, Academic Literacy and Linguistics
B.S., Skidmore College

Sharena Kevelier

Academic Advisor, ASAP

Naureen Khan

Academic ASAP Student Advisor, ASAP

Leonid Khazanov

Professor, Mathematics
Ed.D., Teachers College, Columbia University

Jungah Kim

Assistant Professor, English Language/Literatures

Rose Kim

Associate Professor, Social Sciences, Human Services, and Criminal Justice
Ph.D., CUNY Graduate Center

Nadarajah Kirupaharan

Associate Professor, Mathematics
M.S., Ph.D., Texas Tech University

Harry Kleinman

Associate Professor, Accounting
B.B.A., Brooklyn College; M.B.A., Baruch College; C.P.A., State of New York

Geoffrey Klock

Associate Professor, English
B.A., M.A., New York University, Ph.D., Oxford University

David Knight

Associate Professor, Accounting
B.A., Yale University; M.B.A., Rutgers University; C.P.A., State of New York

Win Ko

Academic Advisor, Academic Advisement and Transfer Center

Ahmet M. Kok

Professor, Computer Information Systems
B.S., SUNY at Stony Brook; M.S., Polytechnic Institute of New York; Ph.D., CUNY Graduate Center

Mariya Komolova

Assistant Professor, Social Sciences, Human Services, and Criminal Justice
M.S., University of Utah

Elisa Koniski

Assistant Professor, Academic Literacy and Linguistics
Ph.D., University of California Los Angeles

Adolfina Koroch

Associate Professor, Science
Ph.D., Universidad Cordoba Argentina

Barys Korzun

College Lab Technician, Science

Eva Kolbusz-Kijne

Assistant Professor, Speech, Communications and Theatre Arts
Ph.D., New York University

Faculty and Staff

Kwasi Konadu

Professor, Social Sciences, Human Services, and Criminal Justice/Ethnic Studies
Ph.D., Howard University

Charles A. Kosky

Professor, Science
B.S., College of William and Mary; M.S., New York University; Ph.D., Polytechnic Institute of Brooklyn

Jacob Kramer

Associate Professor, Social Sciences, Human Services, and Criminal Justice
Ph.D., CUNY Graduate Center

David Krauss

Associate Professor, Science
M.S., Ph.D., University of Massachusetts Boston

Cara L. Kronen

Assistant Professor, Teacher Education
M.Ed., City University

Anna Krupitskiy

Director of Faculty Appointments, Office of Academic Affairs

Adele Kudish

Assistant Professor, English Language/Literatures
M.A., Graduate School and University Center

Aradhana Kumari

Instructor, Mathematics

Levent Kurt

Assistant Professor, Science
B.S., Middle East Technical University

Geoffrey Kurtz

Associate Professor, Social Sciences, Human Services, and Criminal Justice
Ph.D., Rutgers University

Leigh C. LaBerge

Assistant Professor, English Language/Literatures

Cynthia Christina Lam

Assistant Professor, English Language/Literatures
M.A., SUNY at Stony Brook

Percy L. Lambert

Professor, Business Management
B.A., Buffalo State University; J.D., Rutgers Law School

Fred Lane

Coordinator of Tuition Assistant Programs and Online Student Services, Financial Aid
B.S., Long Island University

Robert Lapides

Professor, English
B.A., Brandeis University; M.A., Ph.D., New York University

Fendja Larivaux

Admissions Specialist, Admissions Services
M.A., Brooklyn College

Joseph Lathan

Associate Director, E-Learning Center

Stephanie Laudone Jones

Assistant Professor, Social Sciences, Human Services, and Criminal Justice
M.A., Fordham University

Jimmy Law

Finance Budget Coordinator
B.B.A., Bernard M. Baruch College

Barbara Lawrence

Assistant Professor, Mathematics
B.A., Hunter College; M.S., Michigan State University

Nicole Leach

Assistant to Director, Office of Accessibility
M.S.E.D., CUNY Hunter College

Albert Lee

Student Life Coordinator, Student Affairs

Chiu Hong Lee

College Laboratory Technician, Science
B.A., M.A., Brooklyn College

Jae Ki Lee

Assistant Professor, Mathematics
M.A., Columbia University Teachers College

Jaewoo Lee

Associate Professor, Mathematics
Ph.D., CUNY Graduate Center

Regine Legrand

Admissions Counselor/International Student Advisor
B.S., Nyack College

Ting Lei

Professor, Social Sciences, Human Services, and Criminal Justice
B.S., National Taiwan University; A.M., University of Minnesota; Ed.D., Harvard University

Timothy Leonard

Assistant Professor, Academic Literacy and Linguistics

Lanny Martin Lester

Professor, Academic Literacy and Linguistics
B.S., Pennsylvania State University; M.A., Ph.D., Temple University

Vanessa Leuck

Assistant Professor, Speech, Communications and Theatre Arts

Lin Wang Leung

Professor, Computer Information Systems
B.A., Providence College-Taiwan; M.L.S., Pratt Institute; Ph.D., CUNY Graduate Center

Kenneth Levin

Assistant Professor, Social Sciences, Human Services, and Criminal Justice
M.A., Ph.D., University of Massachusetts Amherst

Martin P. Levine

Professor, Science
B.S., The City College of New York; M.A., Hunter College; Ph.D., New York University

Kenneth Levinson

Professor, Academic Literacy and Linguistics
B.A., Wesleyan University; M.A., M.Ed., Ed.D., Teachers College, Columbia University

Andrew Levy

Associate Professor, English
Ph.D., SUNY Stony Brook

Karl E. Levy

Lecturer, Mathematics
B.A., City College of New York

Odelia Levy

Executive Advisor to the President, President's Office

Ellen Lewis

Instructor, English
M.F.A., University of Minnesota-Minneapolis

Shirley P. Leyro

Instructor, Social Sciences, Human Services, and Criminal Justice
M.A., John Jay College of Criminal Justice

Adam Li

Lecturer, Mathematics
B.B.A., CUNY Baruch College

Jun Liang

Assistant Professor, Science
Ph.D., CUNY Graduate Center

Yiu-Hsuan Liao

Assistant Professor, Art and Music

Susan Ervin Licwinko

Assistant Professor, Mathematics
M.A., Columbia University Teachers College

Carlos Linares

Associate Professor, Computer Information Systems
A.A.S., Kingsborough Community College; B.A., M.A., Queens College; M.S., Baruch College

Leasha E. Lindsay

Assistant Professor, Nursing

Barbara Linton

Lecturer, Library
B.A., M.L.S., Queens College

Marci Littlefield

Assistant Professor, Social Sciences, Human Services, and Criminal Justice

Yanli Li Liu

College Lab Technician, Mathematics

Gabrielle Lloyd

Academic Advisor, BLA
B.S., University of West Georgia

Christina Lofaso

Admissions Specialist, Admissions Services

Laurie Lomask

Assistant Professor, Modern Languages and Literatures

Jennifer Longley

Assistant Professor, Teacher Education

Diana Lopez

Human Resources Specialist, Human Resources Operations

Zussy E. Lopez

Academic Testing Coordinator, Testing and Evaluation

Nicole Lopez-Jantzen

Assistant Professor, Social Science
DARTS, Fordham University

Amparo Lopez-Moreno

Benefits Officer
A.A.S., Borough of Manhattan Community College; B.A., City College

Faculty and Staff

- David Lorde**
Senior College Laboratory Technician, Mathematics
B.S., SUNY at Albany
- Man Wai Alice Lun**
Associate Professor, Social Sciences, Human Services,
and Criminal Justice
Ph.D., Columbia University
- Ling Luo**
Assistant Professor, Modern Languages
Ph.D., Nanjing University
- Sarah Lynch**
Student Career Advisor Senior, Career Services
Operations
- John Cody Lyon**
Communications Publications Writer-Editor
- Carla Macchiavello**
Assistant Professor, Art and Music
- Sarah Elizabeth Madole**
Assistant Professor, Art and Music
- Acte Y. Maldonado**
Assistant Professor, Accounting
B.A., Manhattanville College; M.S.Ed., Richmond College;
Ed.D., SUNY at Albany
- Shamira Soren Malekar**
Assistant Professor, Business Administration
- Harvey Man**
Assistant Professor, Accounting
M.B.A., Pace University
- Gail Mansouri**
Lecturer, Social Science
M.A., Ph. D. New School
- Sharon Marazzo**
Academic ASAP Student Advisor, ASAP
- Liany Marcial**
Human Resources Specialist, Human Resources
Operations
- Matthew Marcus**
Lecturer, Academic Literacy and Linguistics
M.A., University of Colorado Denver
- Sophie A. Marinez**
Assistant Professor, Modern Languages
M.A., Empire State College
- Harry Philip Mars**
Director of Student Activities
B.A., City College
- Kinya Marshall**
Admissions Advisor, Admissions Services
B.S., Bernard M. Baruch College
- Hyacynth Martin, R.N.**
Professor, Nursing
M.A., Teachers College, Columbia University
- Rosa Martinez**
Academic Advisor, Academic Advisement and Transfer
Center
- Claribel Martinez-Sullivan**
Financial Aid Advisor, Student Financial Aid
- Leslie A. Martino-Velez**
Instructor, Social Sciences, Human Services, and
Criminal Justice
M.A., Columbia University
- Robert Masterson**
Lecturer, English
M.F.A., Naropa University
- Catarina Mata**
Assistant Professor, Science
Foreign Credentials
- Jonathan Matamoros**
Senior Academic Advisor, Advisement and Transfer Center
- Maureen Matarese**
Associate Professor, Academic Literacy and Linguistics
M.A., E.D.D., Teachers College at Columbia University
- Patricia D. Mathews**
Professor and Director, Ethnic Studies
M.Ph., Ph.D., Yale University
- Peter Mayer**
Instructor, Business Administration
- Loriann Mazzola**
HR Specialist, Human Resources
- Wambui Mbugua**
Professor, Library
B.A., Mount Marty College; M.L.S., Queens College; Ed.D.,
Teachers College, Columbia University
- Sarah C. McAllister**
Assistant Professor, Mathematics
- Christopher A. McCarthy**
Assistant Professor, Mathematics
M.A., Graduate School and University Center
- Shane McConnell**
Lecturer, Academic Literacy and Linguistics
- Syreeta McFadden**
Instructor, English Language/Literatures
- Lynn McGee**
Internal News Writer, Public Relations
M.F.A., Columbia University
- Michael McGee**
Assistant Professor, Health Education
- Antonette McKain**
Evening/Weekend Program Director, Office of Academic
Affairs
- Shevonne N. McKenzie**
Financial Aid Specialist, Student Financial Aid
- Desmond McKernan**
Professor, Science
Ph.D., Leeds University
- Michael Mckinnon**
Admissions Specialist, Admissions Services
B.A., Tufts University
- Gloria McNamara**
Assistant Professor, Health Education
B.S., SUNY at Oneonta; M.S., Hunter College
- John Thomas Means**
Assistant Professor, Modern Languages
Ph.D., Rutgers University
- Yolanda Medina**
Associate Professor, Teacher Education
M.A., Western Carolina University; Ph.D., University of
North Carolina, Greensboro
- Shari Mekonen**
Professor, Media Arts and Technology
M.F.A., Columbia University
- Vinton Melbourne**
IT Sr Associate 1, Audio and Visual Operations
- Ora Melie**
Instructor, Computer Applications
- Julia Meltreger**
Financial Aid Compliance Specialist, Student Financial Aid
B.S., Brooklyn College
- Howard Meltzer**
Associate Professor, Music and Art
M.A., M.P.H., Ph.D., Columbia University
- Luis J. Mendez**
Financial Aid Advisor, Student Financial Aid
- Holly Messitt**
Associate Professor, English
M.P.H., Ph.D., Drew University
- James Michel**
Lecturer, Academic Literacy and Linguistics
- Antoinette Middleton**
Associate Director of Admissions
B.S., SUNY at Cortland; M.S.Ed., SUNY at Brockport
- Glenn Miller**
Associate Professor, Mathematics
B.A., Franklin and Marshall College;
M.A., Ed.D., Teachers College, Columbia University
- Micah Miller**
Assistant Professor, Mathematics
- Yevginiy Milman**
Instructor, Mathematics
B.A., M.A., CUNY Hunter College
- Quinn E. Minor**
Assistant Professor, Science
- John Montanez**
Dean for Grants and Development
M.A., Teachers College, Columbia University
- Nereida Montijo**
Student Life Specialist, Student Center/Student Activities
- Joyce Solomon Moorman**
Associate Professor, Music and Art
Ed.D., Columbia University
- Michael D. Morford**
Assistant Professor, Art and Music
- Marie Morgan**
Assistant Bursar, Evening and Weekend Supervisor
A.A.S., Borough of Manhattan Community College; B.A.,
The City College of New York; M.A. Brooklyn College
- Alla Morgulis**
Associate Professor, Mathematics
Foreign Credentials

Faculty and Staff

Gabriella Morvay

Associate Professor, Academic Literacy and Linguistics
M.A., Ph.D., Teachers College, Columbia University

Soniya Munshi

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice
B.A., Macalester College

Victor Murillo

Lecturer, Modern Languages and Literatures
MED, Hunter College

Oleg Muzician

Assistant Professor, Mathematics
B.S., Brooklyn College

Anthony Naaeke

Assistant Professor, Speech, Communications and Theatre Arts

James Nadeau

Enrollment Specialist, BMCC Learning Academy

Kana Nagra

Associate Professor, Library
M.L.S., CUNY Queens College

Clive Nair

Instructor, Accounting
M.B.A, American International College

Audrey Nasar

Assistant Professor, Mathematics
B.A., Rutgers University

Richard M. Naughton

Senior Academic Advisor, Advisement and Transfer Center
J.D., Penn State University

Navita Nauth

Academic Advisor, Academic Advisement and Transfer Center

Abel Navarro

Assistant Professor, Science
M.S., New York University

Frank Navas

Professor, Accounting
A.A.S., Borough of Manhattan Community College;
B.B.A., Baruch College; M.B.A., Fordham University

Michael Nazzaro

Professor, Allied Health Sciences
A.A.S., Nassau Community College; B.A., SUNY at Stony
Brook; M.P.H., Hunter College

Serine Ndiaye

Instructor, Mathematics
M.A., University of Missouri-Kansas City

Brian W. Nemeth

IT Academic Technology Coordinator, E-Learning Center

Susan Gayle Kellerman Neri-Friedwald

Instructor, Academic Literacy and Linguistics
M.A., Temple University

Peter Nguyen

Associate Professor, Science
M.S., Ph.D., St. Johns University; B.S., Hofstra University

Phyllis Niles

Assistant Professor, Library
M.S. Pratt Institute, M.S. SUNY Buffalo

Sarah Nilsen

Student Life Specialist, Office of Student Affairs

Rafael Niyazov

Associate Professor, Science
Foreign Credentials

Judy Noble

Lecturer, Speech, Communication and Theatre Arts
A.B., University of Michigan at Ann Arbor

Elena Nogina

Professor, Mathematics
Foreign Credentials

Chamutal Noimann

Assistant Professor, English
Ph.D., CUNY Graduate Center

George Nossa

Instructor, Computer Applications
M.S., Pace University

Benita Marie Noveno

Lecturer, English Language/Literatures
M.F.A., New School of Social Research

Fiodalisa Nunez

Administrative Specialist

Cara O'Connor

Instructor, Social Sciences, Human Services, and
Criminal Justice

Lisa-Ann M. O'Connor

Student Career Program Manager, Career Services
Operations

Michael S. Odom

Assistant Professor, English Language/Literatures

Kathleen Offenholley

Associate Professor, Mathematics
Ph.D., Teachers College at Columbia University

Amy J. Ojerholm

Student Psychology Counselor, Counseling Academic
Ph.D. University of Vermont

Oluwakemi Yewande Omotunde

Academic Testing Coordinator, Testing and Evaluation

Christina Oney

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice

Stephanie Oppenheim

Associate Professor, English
B.A., Wesleyan University; Ph.D., CUNY Graduate Center

Melanie Oram

Assistant Professor, Media Arts and Technology

Christine Orbeta

Academic Advisor, Advisement and Transfer Center

Harolyn Ortiz

Administrative Coordinator, Admissions

Jason Ostrowe

Instructor, Social Science

Marina Ouedraogo

Academic Advisor, Advisement and Transfer Center

Iyabo Oyewo

Student Life International Student Specialist, Admissions
Services
M.S., Bernard M. Baruch College

Bernardo Pace

Professor, English
B.A., Boston University; A.M., Ph.D., University of Michigan

Mary Padula

Associate Professor, Business Management
B.S., SUNY at Geneseo; M.A., Bowling Green State
University; Ed.D., Nova University

Maria Pagan Rivera

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice

Emmanuel Paki

Lecturer, Mathematics

Mahatapa Palit

Associate Professor and Chairperson, Business
Management
Ph.D., Florida International University

Peter Pallis

Senior Academic Advisor, Advisement and Transfer Center

Nathaniel Palmer

Senior Academic Advisor, A.S.A.P.
M.S.E.D., St. Johns University

Margaret Claire Pamplin

Associate Professor, English
Ph.D., CUNY Graduate Center

David Pangburn

Communications Broadcast Specialist, Public Relations
B.A., Stony Brook University

Elizabeth Paniagua

Financial Aid Advisor, Student Financial Aid
B.A., Hunter College

Segundo Pantoja

Assistant Professor, Ethnic Studies
B.A., M.A., Queens College; M.Ph., Ph.D., CUNY Graduate
Center

Alkis Papoutis

Lecturer, Speech, Communications, and Theatre Arts
M.A., Hunter College

Caroline Pari-Pfisterer

Associate Professor, English
B.A., Queens College; M.Ph., Ph.D., CUNY Graduate
Center

Deborah Parker

Director, Women's Resource Center
M.S.Ed., Hunter College

Nancy Passantino

Lecturer, Mathematics
B.A., M.S.E.D., Iona College

Jennifer Pinkney Pastor

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice
Ph.D., CUNY Graduate Center

Manita Pavel

Lecturer, Science
Foreign Credentials

Faculty and Staff

- Chun-Yi Peng**
Instructor, Modern Languages
- Alicia Perdomo**
Assistant Professor, Modern Languages
Foreign Credentials
- Alexis L. Pereira**
IT Academic Technology Coordinator
B.A., St. Johns University
- Persio Pereyra**
Senior College Laboratory Technician, Nursing
- Marjan Persuh**
Assistant Professor, Social Sciences, Human Services,
and Criminal Justice
Ph.D., University of Ljubljana
- Fred Peskoff**
Professor and Chairperson, Mathematics
M.S., Ed.D., Teachers College, Columbia University
- Alessandra Peralta-Avila**
College Laboratory Technician, Modern Languages
- Antonio Pérez**
President, Professor, Social Sciences, Human Services,
and Criminal Justice
B.A., SUNY at Oneonta; M.S., Ed.D., SUNY at Albany
- Pedro Perez**
Director, College Discovery
B.A., Lehman College; M.S.E., Long Island University
(Brooklyn), Ed.D., Nova Southeast University
- Colin Persaud**
Assistant Professor, Computer Information Systems
M.S., LIU Brooklyn Campus, M.B.A., Fordham University
- Edi Peterson**
Counselor, Counseling Center
B.A., M.S., University of Texas-Dallas
- Yvonne Phang**
Professor, Accounting
M.B.A., Concordia University-Loyola
- Joseph Picataggio**
Student Life Manager, Student Affairs
- Dwight Pierre**
Lecturer, Mathematics
B.S., Union College; M.A., SUNY at Albany
- Roslynn Pieters**
Communications Marketing Manager, Public Relations
- Anna Pinkas**
Assistant Professor, Media Arts and Technology
- Jean Plaisir**
Associate Professor, Teacher Education
M.A., M.E.D., Ph.D., Teachers College, Columbia
University
- Mark Podlas**
Academic Advisor, BMCC Learning Academy
- Charles Post**
Professor, Social Sciences, Human Services, and
Criminal Justice
B.A., SUNY at Stonybrook; M.A., SUNY at Binghamton;
Ph.D., SUNY at Stony Brook
- Benjamin Powell**
Associate Professor, Speech, Communication, and
Theatre Arts
- Connett Powell**
Assistant Professor, Accounting
B.B.A., Baruch College; M.A., Brooklyn College
- Jade Powell**
Academic ASAP Student Advisor, ASAP
- Susana Powell**
Professor, Speech, Communications, and Theatre Arts
B.A., Bristol University; M.A., The City College of New
York; M.Phil., Ph.D., CUNY Graduate Center
- Lucio M. G. Prado**
Associate Professor, Mathematics
M.P.H., Ph.D., CUNY Graduate Center
- Christine Priano**
Assistant Professor, Science
Ph.D., Columbia University Teachers College
- Elizabeth Primamore**
Professor, English
Ph.D., CUNY Graduate Center
- Josephine Pujols**
Academic ASAP Student Advisor, ASAP
B.S., John Jay College of Criminal Justice
- Nidia Pulles-Linares**
Professor, Modern Languages
B.A., M.A., Queens College; M.Ph., Ph.D., CUNY Graduate
Center
- Reuben Quansah**
Academic Program Manager, Office of Academic Affairs
MPA, City College of New York
- Laisa Quezada**
Academic ASAP Student Advisor, ASAP
BBA, Bernard M Baruch College
- Florence Quideau**
Assistant Professor, Art and Music
- Thaddeus Radell**
Assistant Professor, Art and Music
M.F.A.
- Brian James Rafferty**
Assistant Professor, Science
- Christopher M. Rafinski**
Senior Academic Advisor, Learning Academy
- Roseann Ragone**
Associate Director, Financial Aid
B.A., College of Staten Island; M.A., New York University
- Meghan Marie Raimundo**
Assistant Professor, Teacher Education
M.A.
- Khushmand Rajendran**
Assistant Professor, Social Sciences, Human Services,
and Criminal Justice
- Tajpertab Rajkumar**
Associate Professor, Academic Literacy and Linguistics
B.S., Louisiana State University; M.S., Ed.D., A & M College
- Alister Ramirez Marquez**
Professor, Modern Languages
Ph.D., CUNY Graduate Center
- Jessica Denise Ramirez**
Assistant Professor, Art and Music
- Maria Ramirez**
Academic Advisor, Academic Advisement and Transfer Center
- Chigurupati Rani**
Assistant Professor, Computer Information Systems
M.Ph., Ph.D., CUNY Graduate Center
- John L. Raynor**
Professor, Science
B.S., M.S., Ph.D., University of Michigan
- Aimee Record**
Lecturer, English
M.F.A., New York University
- John P. Reeder**
Assistant Professor, English Language/Literatures
- Robert Reed**
Assistant Professor, Art and Music
- Frederick Reese**
Lecturer, Mathematics
B.S., Brooklyn Polytechnic Institute; M.A., Manhattanville
College
- Denessa Reid**
ASAP Program Assistant, ASAP
B.B.A., CUNY Baruch College
- Robert T. Reilly**
Assistant Professor, Nursing
MSN., Hunter College
- Steven Reis**
Bursar
B.A., C.W. Post College, Long Island University; M.S.,
Long Island University; M.B.A., Adelphi University
- Lesley Rennis**
Associate Professor, Health Education
B.A., Michigan State University, E.D.D., Teachers College
at Columbia University
- Zakaria Rhfiri**
Enrollment Registrar Specialist, Registrar
- Jean Richard**
Professor, Mathematics
M.S., Ph.D., Polytechnic University
- Jill Richardson**
Assistant Professor, English
M.P.H., Ph.D., CUNY Graduate Center
- Diana Rickard**
Assistant Professor, Social Sciences, Human Services,
and Criminal Justice
- Anastassios Rigopoulos**
Assistant Professor, Media Arts and Technology
M.F.A., University of Texas-Austin
- Lee Ritchey**
Lecturer, Speech, Communication, and Theatre Arts
M.F.A., University of Tennessee-Memphis

Faculty and Staff

Driada Rivas

Coordinator of Center for Career and Placement
B.A., M.S.E.D., Fordham University

Marguerita Rivas

Associate Professor, English
D.L., Drew University

Carmen Rivera

College Laboratory Technician, Science

Louis A. Rivera

Senior College Laboratory Technician, Computer
Information Systems
A.A.S., Borough of Manhattan Community College

Mark Rivera

Associate Director, Financial Aid
B.A., John Jay College, M.S.E.D. Baruch College

Marilyn Rivera

Assistant Professor, Modern Languages and Literatures
Ph.D., CUNY Graduate Center

Rochelle Rives

Associate Professor, English
M.A. Ph.D. University of Illinois

William Roane

Lecturer, Social Sciences, Human Services,
and Criminal Justice
B.A., College of Staten Island; M.A., Hunter College

Elizabeth Robb

Assistant Professor, Academic Literacy and Linguistics

Owen Roberts

Assistant Professor, Media Arts and Technology

Helen Rose Robinson Wu

Development Coordinator, President's Office
M.A., Hofstra University

Kelly Rodgers

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice

Neil Rodia

Professor, Allied Health Sciences
B.S., SUNY at Albany; M.A., Iona College

Argenis Rodriguez

Director, CUNYEDGE

Fanny Rodriguez

Lecturer, Modern Languages
A.A., Fiorello LaGuardia Community College

Juana Rodriguez

Senior College Laboratory Technician, Allied Health
Sciences
A.A.S., Borough of Manhattan Community College

Fay Rogg

Professor, Modern Languages
B.A., McGill University; M.A., Ph.D., Yale University

Silvia Roig

Assistant Professor, Modern Languages

America Roman

Executive Secretary to the President

Manuel Romero

Executive Director of Public and External Affairs

Ruth Romero-Sanchez

Academic Advisor, Advisement and Transfer Center

Michelle A. Ronda

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice
M.Phil., Graduate School and University Center

Ticey Rosario

Administrative Executive Coordinator, Finance and
Administration

Lisa Rose

Professor, Social Sciences, Human Services, and
Criminal Justice
B.A., Stony Brook SUNY; M.S.W., Hunter School of Social
Work; DSW, CUNY Graduate Center

Jonathan Beaulin Rosser

Student Life Manager, Student Affairs
M.A., Boston College

Vanessa Rozzelle

Lecturer, Student Affairs
M.Ed., Teachers College, Columbia University

Kerry Ruff

Lecturer, Speech, Communications and Theatre Arts
B.S., Bloomsburg University, M.F.A., Brandeis University

Ruru Rusmin

Coordinator of Faculty and Staff Development and
Training in Technology
M.S., Baruch College

Shanti Rywkin

Assistant Professor, Science
Ph.D., CUNY Graduate Center

Rifat Salam

Associate Professor, Social Sciences, Human Services,
and Criminal Justice
B.A., Ph.D., Marymount College

Christopher Salami

College Laboratory Technician, Science
B.S., M.S., University of Benin

Sarah Salm

Professor, Science
B.S., M.S., Ph.D. University of the Witwatersrand

Anna Salvati

Assistant Professor, Computer Information Systems
B.A., M.S., Brooklyn College

Jocelyn Samuel

College Laboratory Technician, Business Management
A.A.S., Borough of Manhattan Community College

Anita Samuels

Facilities Coordinator, Finance and Administration

Elena Samuels

Vice President for Administration and Planning and
Comptroller
Foreign Credentials, C.P.A.

Iona Samuels

Senior College Laboratory Technician,
Business Management
B.S., Brooklyn College

Jason Samuels

Associate Professor, Mathematics
M.A., SUNY at Stony Brook; Ph.D. Columbia University

Damaris Sanchez

Enrollment Registrar Specialist, Registrar

Lafay K. Sanders

Academic Advisor, Advisement and Transfer Center

Bruce Sanford

Lecturer, Mathematics
B.A., Ashland College; M.A. Hofstra University

Carmen Sanjines

Financial Aid Advisor, Student Financial Aid

Miriam Santos

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice
Psy.D., City University

Eldar Sarajic

Assistant Professor, Academic Literacy and Linguistic
M.S., University of Sarajevo

Lisa Sarti

Assistant Professor, Modern Languages
B.A., University of Florence

Paula Saunders

Associate Professor, Social Sciences, Human Services,
and Criminal Justice
B.A., Syracuse University; M.A., Ph.D., University of Texas

James Nicholas Sayegh

Assistant Professor, Media Arts and Technology
B.A., New York University

Arnold Scheiman

Assistant Professor, Computer Applications
Ph.D., New York University

Suzanne Schick

Associate Professor, Speech, Communications, and
Theatre Arts
B.S., M.A., Ph.D., New York University

Edgar Schnebel

Professor, Science
A.B., Hunter College; M.A., Ph.D., The City University of
New York

Jason A. Schneiderman

Associate Professor, English Language/Literatures
M.F.A., New York University

Marlena Scott

Academic ASAP Student Advisor, ASAP
M.A., Brooklyn College

Cecelia Scott-Croff

Director of the Early Childhood Center
B.S., M.S.Ed., City college

Marlon Seaton

Instructor, Mathematics
M.S., Stevens Institute of Tech

Kelly Secovnic

Assistant Professor, English
Ph.D., SUNY Albany

Erica Seidel

Assistant Professor, Student Affairs
D.P.Y., Widener University

Faculty and Staff

Precious Sellars-Mulhern

Associate Professor, Student Affairs
B.A., Atlantic Union College; M.Ed., Teachers College,
Columbia University; Ph.D., New York University

Sahana Sen

Assistant Professor, Business Administration

Robert Sequeira

Academic Advisor, ASAP
B.A., Brooklyn College

Mary Sepp

Associate Professor, Academic Literacy and Linguistics
M.A., Ph.D., CUNY Graduate Center

Abdrmane Serme

Professor, Mathematics
Foreign Credentials, Ph.D.

Achraf A. Seyam

Assistant Professor, Accounting
M.B.A., St. Johns University

Alioune Seye

College Lab Technician, Mathematics
A.A., University of Dakar

Mindi Shapiro

Assistant Professor, Teacher Education
MSED, Queens College

Yuliya Shneyderman

Assistant Professor, Health Education John Short
Coordinator of Basic Skills English Lab, English
B.A., St. John's University

Meghan A. Shukla

Enrollment Registrar Specialist, Registrar

Christopher Shults

Dean Institutional Effectiveness, Institutional
Effectiveness

Lyubov Shumova

Senior College Laboratory Technician,
Music and Art
B.S., Touro College

Jodi M. Shydlo

Academic ASAP Student Advisor
ASAP

Daphnie Anne Sicre

Instructor, Speech, Communication, and Theatre Arts

Jose Sierra

Academic Advisor, Nursing
B.S., Long Island University; M.S.Ed., Baruch College

Diane Simmons

Professor, English
Ph.D., CUNY Graduate Center

William R. Simpson

Enrollment Registrar Specialist, Registrar

Brett Sims

Associate Professor, Mathematics
Ph.D., SUNY Stony Brook

Arlelia Sligh-Smith

Assistant Professor, Nursing
M.S.N., Seton Hall University; M.S.N., Hunter College

Andrew Smallwood

Assistant Professor, Ethnic Studies
M.S.E.D., Pennsylvania State University, E.D.D., Northern
Illinois University

Nicholas R. Smith

Assistant Professor, Academic Literacy and Linguistics
B.A., University of North Carolina

Vernon Smith

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice
Ph.D., CUNY Graduate Center

Gary Smoke

Instructor, Business Administration
J.D., New York Law School

Roderick Snipes

Instructor, Business Administration

Amy Sodaro

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice

Mohamed Sofaini

College Lab Technician, Modern Languages

Adrian Solomon

Academic Advisor, College Discovery
M.S.W., Hunter College

Mohammed Soleymani

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice
B.A., Teheran University; M.A., New School for Social
Research; Ph.D., New School

Anthony J. Sorce

Professor, Music and Art
B.F.A., M.F.A., University of Notre Dame

June Soto

Assistant Professor, Nursing
M.A. Teachers College, Columbia University

Joseph Spadaro

Vice President of Information Technician, President's Office

Jessica Spalter

Student LEADS Support Specialist, Office of Accessibility
B.A., Kenyon College

Robert Spataro

Enrollment Registrar Specialist, Registrar

Harold M. Spevack

Professor, Science
B.S., Brooklyn College; M.S., Ph.D., New York University

Lisa St. Hill

Administrative Executive Coordinator
A.A., Borough of Manhattan Community College

Derek Stadler

IT Academic Technology Specialist, Library

Jan Stahl

Associate Professor, English
M.A., Ph.D., New York University

Michael Stahl

ASAP Job Developer, ASAP
B.A., University of Florida

Lara Stapleton

Lecturer, English
B.A., University of Michigan Ann Arbor, M.A., New York
University

Christopher Stein

Associate Professor, Media Arts and Technology
B.A., M.P.S., New York University

Manya Steinkoler

Associate Professor, English
B.A., George Washington University, M.A., Brandeis
University, M.A., Ph.D., University of California Irvine

M. George Stevenson

Assistant Professor, Media Arts and Technology

Tylisha Story

Enrollment Registrar Specialist, Registrar
B.A., SUNY College Old Westbury

Jill F. Strauss

Assistant Professor, Speech, Communication, and
Theatre Arts
M.Ed., Columbia University Teachers College

Amy L. Stringwell

Academic Advisor, Advisement and Transfer Center

Francisca Suarez-Coalla

Professor, Modern Languages
Ph.D., Universidad de Olviedo

Jamal Sullivan

Assistant Professor, Media Arts and Technology

Janice Summers

Assistant Professor, Nursing

Rita Sun

Finance Budget Manager, Business Office/Finance
Operations

Daria Sutherland

Academic Advisor, Advisement and Transfer Center

Peter Tam

Instructor, Social Sciences, Human Services, and
Criminal Justice
M.A., John Jay College

Laura Tandy

Institutional Research Specialist, Institutional
Effectiveness

Hao Tang

Assistant Professor, Computer Applications

JeVon Taylor

Student Life International Student Specialist, Admissions
Services

Kibrewossen Tesfagiorgis

Assistant Professor, Science
M.S., Catholic University of Louvain

Klement Teixeira

Associate Professor, Mathematics
M.A., City College; M.S., Ph.D., New York University

Jane Tezapsidis

Associate Professor, Science
Foreign Credentials

Faculty and Staff

Thierry Thesatus

Student Career Advisor Senior, Career Services Operations

Valerie Thiers-Thiam

Associate Professor, Modern Languages
M.A., Ph.D., New York University

Carei Thomas

Director of Academic Advisement and Transfer
B.A., Colby College; M.S.E.D., Baruch College

Shenique S. Thomas

Assistant Professor, Social Sciences, Human Services, and Criminal Justice

Christopher Thompson

Senior College Laboratory Technician, Science
B.S., Oregon State University

Ross Anthony Tippit

Assistant Professor, Social Sciences, Human Services, and Criminal Justice

Giselle Toby

Academic Advisor, Academic Advisement and Transfer Center

Bryce Tolbert

Senior Academic Advisor, College Discovery

Rosario Torres

Assistant Professor, Academic Literacy and Linguistics
M.A., Teachers College, Columbia University

Daniel Torres Rangel

Assistant Professor, Science

Noemi Torres-Fernandez

Finance Manager, Business Office/Financial Operations

Ioannis Tournas

Associate Professor, Business Management
Ph.D., Northwestern University

Elizabeth Towery

Associate Professor, Music and Art
M.F.A., SUNY at Brockport

Tinh Tran

Academic Student Support Specialist, Continuing Education

Shana Tribiano

Associate Professor, Science
Ph.D., Dartmouth College

Anh Trieu

Financial Aid Specialist, Student Financial Aid

Shalva Tsiklauri

Assistant Professor, Science
Ph.D., Tbilisi State University

Scott Tulloch

Assistant Professor, Speech, Communication, and Theatre Arts

Shahin Uddin

Lecturer, Mathematics
B.A., Herbert H. Lehman College

Terttu Uibopuu

Assistant Professor, Art and Music

Kenny Urraca

Financial Aid Coordinator of Special Programs/College Discovery
A.A.S., B.T., New York City Technical College

Glenny Valoy

Assistant Professor, Social Sciences, Human Services, and Criminal Justice
Ph.D., Yeshiva University

Nanette Van Loon

Associate Professor, Science
B.S., Ph.D., Florida State University

Kristina R. Varade

Assistant Professor, Modern Languages
M.A.

Alejandro Varderi

Professor, Modern Languages
A.M., University of Illinois (URBANA); Ph.D., New York University

Jose Vargas

Lecturer, Computer Information Systems
B.S., M.S., The City College of New York

Lintia Varghese

Assistant Professor, Social Science
M.A., University of Texas—Austin

Julie M. Vega

Instructor, English Language/Literatures
M.A.

Jose A. Ventura

College Lab Tech, Speech, Communication, and Theatre Arts

Corine Vialva-Reece

Finance Accountant Assistant, Human Resources

Anna Vidiaev

Academic Affairs Director

Vanderie A. Vielie

Academic ASAP Student Advisor, ASAP

Nettie Vinsonhaler

Assistant Professor, English Language/Literatures

Kim Marguerite Vo

Student Life International Student Specialist, Admissions Services

Brenda K. Vollman

Assistant Professor, Social Sciences, Human Services, and Criminal Justice
M.A., City College of New York

Thomas Volpe

Director of Publications
B.A., New York University

Terry Voorhees

Assistant Professor, Academic Literacy and Linguistics

Oksana Vorobel

Assistant Professor, Academic Literacy and Linguistics

Linda Wadas

Assistant Professor, Library
M.S., Pratt Institute

Theresa Wade

Deputy Director of Diversity and Title IX Compliance, President's Office

Julie Waldner

Senior Academic Advisor, Academic Advisement and Transfer Center

Sharell Walker

Instructor, Library

Diane Walleser

VP of Enrollment Management, Office of Enrollment Management

Kate Walter

Lecturer, Academic Literacy and Linguistics
M.A., New School

Janice Walters

Chairperson, Teacher Education
Associate Professor, Social Sciences, Human Services, and Criminal Justice
B.A., CUNY; M.A., City College; Ph.D., CUNY Graduate Center

Ya Lun Michelle Wang

Associate Professor, Business Management
E.D.D., Nova Southeastern University

Iris Wangpataravanich

Assistant to the Vice President of Student Affairs
M.S., SUNY Buffalo State

Jamie A. Warren

Assistant Professor, Social Sciences, Human Services, and Criminal Justice

Carol Wasserman

Professor, Modern Languages
B.S., M.A., Ph.D., New York University

Kristin Waters

Enrollment Director, Office of Enrollment Management

Anthony D. Watson

Executive Director, Manhattan Educational Opportunity Center

Brianne K. Waychoff

Associate Professor, Speech, Communication, and Theatre Arts

Ayanna F. Weekes

Academic Advisor, Advisement and Transfer Center

Ching-Song Don Wei

Professor, Computer Information Systems
M.S., Ph.D., New Jersey Institute of Technology

Yong Wei

Associate Professor, Academic Literacy and Linguistics
M.A., Southern Illinois University (Edwardsville); Ed.D., Teachers College, Columbia University

Jaime Weida

Assistant Professor, English
B.A., M.S., University of Massachusetts

Hallie Weiner

Student Psychology Counselor, Counseling Academic

Rebecca Weiner

Lecturer, English
B.A., University of California (Santa Barbara); M.F.A., Goddard College

Philip Weisman

Professor, Media Arts and Technology
B.A., SUNY at Binghamton; M.F.A., Art Institute of Chicago

Faculty and Staff

Ian Wentworth

Student Life Manager, Office of Student Affairs

Krista Whetstone

Assistant Professor, Media Arts and Technology
M.F.A., Columbia University Teachers College

Lisa White

Digital Media Assistant Producer, Media Center
M.A., New School

Mildred Whitener

Lecturer, Mathematics
B.S., M.E.d., The City College of New York

Elizabeth J. Whitney

Assistant Professor, Speech, Communication, and
Theatre Arts

Nathan Whyte

Property Manager
B.A., The City College of New York

Lauren B. Wickstrom

Assistant Professor, Science
B.A., SUNY at Stony Brook

Karrin E. Wilks

Senior Vice President of Academic Affairs and Provost,
Vice President of Academic Affairs
Ed.D., University of Vermont

Diandra Williams

Academic Advisor, Academic Advisement and Transfer
Center

Edward Williams

Assistant Professor, Nursing

Karl Williams

Lecturer, Speech, Communications and Theatre Arts

Peter Williams

Coordinator of College Now, Academic Affairs
B.A., Morehouse College

Tanoai Williams

Registrar
B.A., City College

Ahmed Wing

Academic Advisor, ASAP

Franklin M. Winslow

Academic Faculty Development Manager
B.A., University of Arkansas-Fayetteville

Cynthia Wiseman

Associate Professor, Academic Literacy and Linguistics
B.A., M.A., University of Missouri

Elizabeth Wissinger

Associate Professor, Social Sciences, Human Services,
and Criminal Justice
Ph.D., Graduate School and University Center

Claire Wladis

Professor, Mathematics
B.A., Yale; M.S., University of Texas; Ph.D.,
CUNY Graduate Center

Josh Wolfson

Professor And Chairperson, Accounting
B.S., SUNY at Buffalo; M.B.A., Hofstra University; C.P.A.,
State of New York

Erwin J. Wong

Dean for Academic Programs and Instruction
Professor, English
B.A., Brooklyn College; M.A., Ph.D., SUNY at Stony Brook

Jeff Wong

Graphic Designer, Office of Public Affairs
B.F.A., School of Visual Arts

Brenda Worthington

Admissions Counselor/Recruiter, Admissions Office
B.S., York College

Kalia Wright

Academic ASAP Student Advisor, ASAP

William Wright

Associate Professor, English
M.F.A., Brooklyn College

Helen Robinson-Wu

Grants Coordinator
M.A., Hofstra University

Lina Wu

Assistant Professor, Mathematics

Tracy Wynn

Financial Aid Counselor/Direct Loan Coordinator
B.A., Baruch College

Ke Xin

Lecturer, Mathematics
B.S., M.S., Polytechnic University

Zhanna Yablokova

Associate Professor, English
B.S., St. Johns University; M.A., Brooklyn College

Elizabeth Yan

Student Career Advisor, Career Services Operations

Hua Yan

Assistant Professor, Computer Information Systems
Foreign Credentials

Chiaki Yanagisawa

Associate Professor, Science
Foreign Credentials

Ann Judith Yancey

Lecturer, Academic Literacy and Linguistics
M.A., American University

Shaoshao Yang

College Lab Technician, Mathematics

Yan Yang

Assistant Professor, Art and Music

Eugenia Qi Yan Yau

Professor and Chairperson, Art and Music
D.M.A., University of Texas-Austin

Lilly Yi-Elkin

Assistant Director for International and Transfer Services
B.A., SUNY at Stony Brook

Ilgin Yorukoglu

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice
M.A., Istanbul University

Alison Young

Finance Budget Director, Business Office
B.S. New York University

Yee Wah Young

Finance Specialist, Business Office/Financial Operations

Quinnetta Younger

Academic ASAP Student Advisor, ASAP
B.S., SUNY College Old Westbury

Man-Lim Yu

Professor, Science
B.A., M.S., Ph.D., New York University

Hong Yuan

Lecturer, Mathematics

Tak Yuen

College Laboratory Technician, Computer Information
Systems
B.E., The City College of New York

Hasan Yumak

Assistant Professor, Science
M.S., Ph.D., CUNY Graduate Center

Sumeyra Yumak

Lecturer, Science
B.S., Technical University of Istanbul

Igor Zaitsev

Assistant Professor, Science
Foreign Credentials

Meryem F. Zaman

Assistant Professor, Social Sciences, Human Services,
and Criminal Justice

Amir Zamani

Assistant Professor, Social Science

Laura Zan

Academic Student Support Specialist, Continuing
Education

Shirley S. Zaragoza

Lecturer, Business Management
M.A., Indiana University of Pennsylvania

Shengkun Zhang

Associate Professor, Science
Ph.D., Fudan University China

Taian Zhao

Associate Professor, Library
M.L.S., SUNY at Albany

Naida Zukic

Associate Professor, Speech Communications and
Theatre Arts
Ph.D., University of Minnesota

Janice Zummo

Assistant Dean Academic Affairs
Ph.D., Walden University

Robert Zweig

Professor, English
B.A., M.A., Queens College; Ph.D., The City University of
New York

Marcos Zyman

Professor, Mathematics
B.A., National University Mexico, M.S., New York
University, M.P.H., Ph.D., CUNY Graduate Center

Registered Programs

INVENTORY OF REGISTERED PROGRAMS

Program Name	Program Code	HEGIS Code	Degree Awarded	Date Registered
Accounting	01080	5002	A.A.S.	3/72
Accounting	35613	5002	Certificate	4/15
Accounting for Forensic Accounting	35014	5002	A.S.	11/11
Animation and Motion Graphics	37124	5012	A.S.	1/15
Art Foundations: Art History	37485	5610.00	A.A.	6/15
Art Foundations: Studio Art	37484	5610.00	A.S.	6/15
Bilingual Childhood Education	28377	5649	A.A.	11/03
Biotechnology Science	33675	5604	A.S.	3/10
Business Administration	01076	5004	A.A.	3/72
Business Management	79416	5004	A.A.S.	8/79
Child Care/Early Childhood Education	81256	5503	A.S.	7/81
Childhood Education	28378	5649	A.A.	11/03
Communication Studies	35127	5606	A.A.	1/12
Community Health Education	36607	5506	A.S.	3/14
Computer Information Systems	91517	5103	A.A.S.	10/91
Computer Network Technology	91518	5104	A.A.S.	10/91
Computer Science	92040	5101.00	A.S.	1/92
Criminal Justice	33085	5505	A.A.	6/09
Economics	38400	5622.00	A.A.	10/16
Engineering Science	89095	5609	A.S.	4/89
Gender and Women's Studies	38689	5649.00	A.A.	2/17
Geographic Information Science	36021	0701	A.S.	5/13
Gerontology	37583	5506.20	A.S.	7/15
Health Informatics	36821	5213	Certificate	5/14
Health Information Technology	01094	5213.00	A.A.S.	3/72
History	37532	5622.00	A.A.	6/15
Human Services	91516	5506	A.S.	1/91
Liberal Arts	01079	5649	A.A.	3/72
Mathematics	19458	5617	A.S.	11/94
Modern Languages	37472	5611.00	A.A.	6/15
Multimedia Programming and Design	21882	5008	A.S.	5/12
Music	39033	5610.00	A.S.	7/17
Nursing	01093	5208.1	A.A.S.	9/67
Paramedic	88036	5299	A.A.S.	2/88
Psychology	38147	5620.00	A.A.	5/16
Public Health	38660	5299.00	A.S.	2/17
Respiratory Therapy	01096	5215	A.A.S.	3/72
School Health Education	36867	5608	A.S.	8/14
Science	19052	5649	A.S.	9/93
Science for Forensics	32756	5619	A.S.	2/09
Science for Health Professions	38145	5604.00	A.S.	5/16
Secondary Education for Mathematics and Science	35379	5503	A.S.	4/12
Small Business/Entrepreneurship	92039	5004	A.A.S.	1/92
Sociology	37471	5622.00	A.A.	6/15
Theatre	25134	5610	A.S.	7/01
Video Arts and Technology	82563	5008	A.S.	5/12
Writing and Literature	22639	5615	A.A.	3/00

Note: Enrollment in other than registered or otherwise approved programs may jeopardize your eligibility for certain student aid awards.





199 Chambers Street
New York, NY 10007-1097
www.bmcc.cuny.edu