Contents

5 ■ INTRODUCING BRONX COMMUNITY COLLEGE
  5 Mission and Goals of the College
  6 History of Bronx Community College
  7 Accreditation
  7 Charter
  7 Nondiscrimination Policy
  7 Grievance Procedures
  7 General Education
  8 Degree Programs Offered
  8 Certificate Programs
  8 Summer Session
  8 Campus Services and Facilities
  11 Library and Learning Resources
  11 Auxiliary Enterprises
  12 Bronx Community College Foundation
  13 The Hall of Fame for Great Americans

15 ■ ADMISSION TO THE COLLEGE
  15 Enrollment Management
  15 Admission Office
  15 Basic Admission Requirements
  17 Application Procedure
  19 Advanced Standing Admission
  19 Advanced Placement and CLEP Credit
  19 International Students Admission
  20 Tuition and Other Fees
  21 Expenses
  22 Refund of Tuition and Other Fees

25 ■ FINANCIAL AID AND SCHOLARSHIPS
  25 Financial Aid Office
  25 New York State Programs
  27 Federal Programs
  29 Federal Satisfactory Academic Progress
  30 College and University Programs
  30 Required Enrollment Status
  30 Scholarships

35 ■ REGISTRATION AND STUDENT RECORDS
  35 Registrar's Office
  35 Registration
  36 Matriculation
  36 Classification and Categories (Definitions)
  37 Withdrawal from College
  37 Program Allowances and Course Loads
  37 Change of Curriculum
  37 Access to Student Records
  37 Freedom of Information - Records Access

39 ■ ACADEMIC POLICIES AND PROCEDURES
  39 Office of Academic Affairs
  39 Academic Advise ment
  40 Index Classification Chart
  40 Probation
  40 Academic Suspension
  40 Re admission
  40 Grades
  42 Committee on Academic Standing (CAS)
  42 Attendance at Classes
  42 Graduation Requirements
  44 Honors
  44 Transfer Policies: From BCC to a Senior College

49 ■ STUDENT SERVICES
  49 Student Development Department
  49 Counseling Services
  51 Bronx Community College Association, Inc.
  51 College Discovery Program
  52 Personal and Academic Support Services (PASS)
  53 Transfer Center
  53 Veterans' Affairs
  53 Athletics
  54 Campus Behavior Code
  54 Public Ord er (Education Law)
  56 CUNY Policy on Academic Integrity
  56 College Senate Policy on Academic Integrity
  57 Student Disciplinary Procedures
  59 Computer Resources Acceptable Use Policy
  60 College E-Mail Policy
  61 Religious Beliefs and Class Attendance
  62 Policy Against Sexual Harassment
  63 CUNY Workplace Violence Policy & Procedures

65 ■ SPECIAL PROGRAMS
  65 Alliance for Minority Participation in Science, Engineering and Mathematics (AMP)
  65 Collegiate Science Technology Entrance Program (CSTEP)
  66 Coordinated Undergraduate Education (CUE)
  67 College Opportunity to Prepare for Employment (C.O.P.E.)
  67 CUNY Baccalaureate Program
  67 CUNY Bridge to College Program
  67 CUNY Language Immersion Program (LIP)
  67 CUNY Study Abroad Programs
  67 ESL Sequence
  68 Honors Program
  68 Independent Studies
  68 The Paris/CUNY Exchange Program
  68 Research Enrichment Activities Project (REAP)
  69 SHARE
  69 Writing Across the Curriculum
  69 Weekend Offerings at BCC

71 ■ ACADEMIC DEPARTMENTS
  71 Art and Music
  71 Biology and Medical Laboratory Technology
  72 Business and Information Systems
  72 Chemistry and Chemical Technology
  72 Communication Arts and Sciences
  72 Education and Reading
  73 English
  73 Health, Physical Education and Wellness
  73 History
  73 Mathematics and Computer Science
  73 Modern Languages
  73 Nursing and Allied Health Sciences
  73 Licensed Practical Nursing Certificate Program
  75 Physics and Technology
  75 Social Sciences
77 ■ THE CURRICULA AND PROGRAMS
77 Degree Requirements
77 Degree Programs Offered
77 Certificate Programs
78 Animal Care and Management Certificate Program
79 Automotive Technology
79 Automotive Mechanics Certificate Program
80 Biology
80 Business and Information Systems Curricula
80 Accounting
81 Computer Information Systems
82 Marketing Management
83 Secretarial Studies
84 Secretarial Science-Medical
85 Warehouse Management
86 Business Administration
87 Chemistry
88 Community/School Health Education
89 Computer Science
91 Education Associate
92 Assistant of Children w. Special Needs Certificate Program
93 Bilingual Early Childhood Assistant Certificate Program
94 Early Childhood Assistant Certificate Program
94 Electronic Engineering Technology
95 Engineering Science
96 Environmental Technology
96 Human Services
97 Liberal Arts and Sciences (A.A. Degree)
98 Liberal Arts and Sciences (A.S. Degree)
99 Licensed Practical Nursing Certificate Program
100 Mathematics
101 Mathematics
102 Media Technology
103 Medical Laboratory Technology
104 Nuclear Medicine Technology
105 Nursing
106 Ornamental Horticulture
107 Paralegal Studies
108 Paralegal Certificate Program
109 Pharmaceutical Manufacturing Technology
110 Physics
111 Radiologic Technology
112 Telecommunications Technology
113 Telecommunications Technology (Verizon)
114 Therapeutic Recreation
121 ■ COURSE DESCRIPTIONS
121 Explanation of Credit
122 Accounting
122 Animal Care and Management
122 Anthropology
122 Art
122 Astronomy
122 Automotive Technology
122 Biology
122 Botany
122 Business
122 Chemistry
122 Communication
123 Computer Literacy
123 Computer Science
123 Cooperative Education
123 Data Processing
123 Earth Systems and Environmental Science
123 Economics
124 Education
125 Electrical Technology
126 English
127 English as a Second Language
128 Environmental Technology
128 Finance
128 Floristry
128 French
129 Gardening
129 Geography
129 Health
130 Health Care Management
130 History
130 Horticulture
130 Human Services
130 Independent Studies
132 Interior Landscaping
132 Italian
132 Keyboarding
132 Landscape Design
132 Language
132 Law
132 Learning to Learn
132 Licensed Practical Nursing
132 Marketing Management
132 College Curricula Mathematics Requirements Chart
132 Mathematics
132 Mechanical Technology
132 Music
132 Nuclear Medicine Technology
132 Nursing
132 Orientation
132 Philosophy
132 Physical Education and Wellness
132 Physics
132 Political Science
132 Psychology
132 Radiologic Technology
132 Reading
132 Secretarial Studies
132 Security Management
132 Sociology
132 Spanish
132 Taxation
132 Telecommunications
132 Word Processing
133 ■ INSTITUTIONAL DEVELOPMENT
133 Institutional Development
133 Academic Support Programs
133 Campus Facilities Support
133 Collaborative Programs with the Public Schools
133 Community Education and Outreach Programs
135 ■ GOVERNANCE OF THE COLLEGE
135 Board of Trustees of The City University of New York
135 The City University of New York
135 Bronx Community College Officers of Administration
135 Faculty & Professional Staff
135 College Laboratory Technicians
135 Technical Staff
135 Professors Emeriti
136 ■ SPRING 2005 CALENDAR
136 INDEX
201 ■ APPENDICES
207 ■ DIRECTORY OF BUILDINGS AND OFFICES
207 ■ DIRECTIONS TO THE COLLEGE
207 ■ COLLEGE CAMPUS MAP

The City University of New York reserves the right, because of changing conditions, to make modifications of any nature in the academic programs and requirements of the University and its constituent colleges without advance notice. Tuition and fees set forth in this publication or on the website are similarly subject to change by the Board of Trustees of The City University of New York. The University regrets any inconvenience this may cause. For up-to-date information on curriculum changes since publication of the 2005-2006 catalog, consult with the Curriculum Coordinator indicated in the appropriate program description in the Curricula and Programs Section of this catalog.
Introducing Bronx Community College

MISSION AND GOALS OF THE COLLEGE

The primary mission of Bronx Community College is to provide a strong academic foundation for students of diverse backgrounds, preparations, and aspirations in order to further their success in their chosen vocations, their future education, and their community involvement. To achieve its mission, the College maintains high standards of instruction to meet the learning needs of every student.

GOALS

- Establish the College as a center for education and research, together with cultural, social and health-related activities.
- Provide fundamental educational experiences which develop competence in basic skills including reading, writing and mathematics.
- Provide learning experiences which ensure that students become competent in critical thinking, descriptive analysis, problem solving and interpretation, and in the communication of these skills.
- Provide quality associate degree programs in liberal arts and career options in order for students to successfully transfer to a four-year college to pursue a profession or to successfully enter the work force.
- Offer programs which utilize current and new instructional techniques responsive to the varying needs and learning styles of all persons in order to promote academic excellence.
- Complement classroom instruction with ample support services including counseling, tutoring, extracurricular activities and cultural programs in order to promote academic success, enrich the educational experience, and enhance student life.
- Supplement the educational process with opportunities through student workplace internships, cooperative education and other work-based learning approaches.
- Provide technical skills training to qualify students for employment in order to assist community businesses in work force staff development.
- Respond to the varied educational needs of the local community through a broad range of continuing education, career training and community service programs while coordinating efforts with industry, business, professions and government.
HISTORY OF BRONX COMMUNITY COLLEGE

The establishment of Bronx Community College in 1957 crowned a decade of effort by civic-minded groups in Bronx County to meet the growing need for increased higher education facilities in the "Borough of Universities and Progress."

Classes began with 120 students at Hunter College in February 1959 and moved to the former site of the Bronx High School of Science at Creston Avenue and West 184th Street the following year. With Dr. Morris Meister as its first president, the College soon developed into a much-acclaimed comprehensive community college offering a broad range of academic programs.

In April 1961, The City University of New York was created by the State Legislature, with Bronx Community College as one of its seven constituent undergraduate colleges.

Dr. James A. Colston became the second president of Bronx Community College on August 1, 1966, following Dr. Meister's retirement. For the next decade, the College grew dramatically, spurred in 1970 by the introduction of open admissions. By 1972, the College was occupying seven additional centers within walking distance of the main building and serving approximately 10,000 matriculated students.

In July 1973, the Dormitory Authority of the State of New York acquired the New York University Heights Campus for the use of Bronx Community College. Beginning with the fall 1973 semester, operations were moved to the present 43-acre site overlooking the Harlem River. There are modern classrooms, lecture halls and laboratories; a student center, cafeteria and lounges; shaded walks and a grassy mall; athletic fields, tennis courts, and a swimming pool; and advanced media and library facilities.

Upon Dr. Colston's retirement in 1976, Dr. Morton Rosenstock was named Acting President.

On September 1, 1977, Dr. Roscoe C. Brown, Jr., became the third president of Bronx Community College. During his 17-year tenure, the College intensified its outreach to New York City's economic and educational institutions through partnerships with business and industry to better ensure the success of graduates. New programs were developed in high growth professions in the fields of health, the technologies and human services.

Dr. Leo A. Corbie was named Acting President after Dr. Brown's retirement in June, 1993. Dr. Carolyn G. Williams became the College's fourth president on August 26, 1996.

The College's important contribution to the cultural life of its students and the borough is felt through an organized program of concerts, plays, films, speakers, and art exhibits open to both students and the public.
### ACCREDITATION
Bronx Community College is accredited by the Middle States Association of Colleges and Secondary Schools, Commission on Higher Education (3824 Market Street; Philadelphia, PA 19104-2680; 267-284-5000), as both a unit of The City University of New York and as an individual college.

The Electronic Engineering Technology curriculum is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (111 Market Place, Suite 1050; Baltimore, MD 21202-4012; 410-347-7700).

The Human Services program is accredited by the Council for Standards in Human Services Education (CSHSE, PMB 703 1050 Larrabee Avenue, Suite 104, Bellingham, WA 98225-7367; 360-650-3531).

The Nursing Curriculum is accredited by the National League for Nursing Accrediting Commission Inc. (NLNAC; 61 Broadway; New York, NY 10008; 212-812-0380). The Licensed Practical Nursing Programs are registered by the State Education Department/The University of the State of New York; Education Building; Albany, NY 12234; 518-464-2967.

The Nuclear Medicine Technology program is accredited by the Joint Review Committee on Education in Nuclear Medicine Technology (350 Oquirrh Place; 350 South 400 East, Suite 200; Salt Lake City, Utah 84111-2938; 801-364-4310) recognized by the U.S. Department of Education as an independent accrediting agency.

The Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology (20 N. Wacker Drive, Suite 2850; Chicago, IL 60606-2901; 312-704-5300) and the New York State Department of Health (Bureau of Environmental Radiation Protection; 2 University Place, Room 325; Albany, NY 12203-3399; 518-402-7580).

Paralegal Studies is accredited by the American Bar Association (ABA; 541 North Fairbanks Court; Chicago, IL 60611; 312-988-5617).

The programs in Business and Information Systems are nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP; 7007 College Boulevard, Suite 420; Overland Park, KS 66211; 913-339-9356).

### CHARTER
The New York State Board of Regents, through the Division of Higher Education of the New York State Department of Education, has chartered and approved all curricula and programs of Bronx Community College.

### NONDISCRIMINATION POLICY
Bronx Community College is committed to Equal Employment and to Affirmative Action in its educational programs and personnel practices. The College does not discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, veteran or marital status in its student admissions, employment, access to programs and administration of educational policies.

Ms. Sahana Gupta serves as the Affirmative Action Officer, Coordinator for Sexual Harassment Panel, American with Disabilities Act (ADA)/504 Coordinator, Coordinator for Title IX and the Age Discrimination Act. Office: Language Hall, Room 27, 718-289-5151.

Ms. Melissa Kirk is the Director of Disability Services for students. Office: Loew Hall, Room 211, 718-289-5877.

Ms. Nancy Gear is the Deputy Coordinator of the Sexual Harassment Panel responsible for its educational programs. Office: Colston Hall 611, 718-289-5740.

Dr. Marjorie Garrido is the Deputy Coordinator of the Sexual Harassment Panel responsible for investigations. Office: Colston Hall, Room 333, 718-289-5670.

### GRIEVANCE PROCEDURES
Any student or employee of Bronx Community College who believes that there has been a violation of any affirmative action regulation may contact the Affirmative Action Officer/Title IX/ADA Coordinator for written procedures and information. Office: Language Hall, Room 27, 718-289-5151.

A student whose complaint is related to a handicap or disability condition may contact the Director of Disability Services for written procedures and complaint forms. Office: Loew Hall, Room 211, 718-289-5877.

### GENERAL EDUCATION

#### I. General Educational Objectives
Graduates from BCC will have acquired and demonstrated the knowledge and proficiencies they need to successfully transfer to a four-year baccalaureate program and/or to work in their chosen fields. They will be well-informed, globally aware, engaged world citizens making a meaningful contribution to society. They will be self-directed, committed to their physical and mental well-being, and to lifelong learning.

#### II. General Education Proficiencies
A. Communication: Use reading, writing, listening and speaking to find, interpret, and communicate information in various modes, including aesthetic, statistical, symbolic and graphic.
B. Reasoning and Analysis: Use abstract reasoning, including the ability to analyze, interpret, evaluate and integrate information; apply the results; and formulate and solve problems.
C. Mathematical Methods: Use mathematics/statistics to solve problems.
D. Scientific Methods: Use the scientific method to understand the natural and physical worlds.
E. Information Literacy: Use information technology to support professional and academic careers.
F. Personal Growth and Professional Development: Use continued self-development to examine personal values and civic responsibilities. Navigate college and career requirements with academic, personal, and professional integrity and accountability.
DEGREE PROGRAMS OFFERED

An applicant to Bronx Community College may be admitted to one of the various curricula or programs offered. Detailed descriptions of the requirements appear on pages 75 to 117. Each has been approved by and is registered with the New York State Department of Education as is required. Each registered program has an assigned HEGIS code which appears in parentheses.

Unless a student is registered in one of the listed programs, his or her financial aid might be affected.

Associate in Arts (A.A.) and Associate in Science (A.S.) degree programs give students the educational foundation needed for transfer to baccalaureate programs. The A.A. and A.S. programs provide a solid foundation in liberal arts and sciences as well as options which can introduce students to areas they may decide to major in after graduating from BCC and transferring to a senior college.

Associate in Applied Science (A.A.S.) degree programs prepare students for entry into specific career areas by combining liberal arts and sciences with career education. These programs are not intended for transfer to senior colleges, although students may be able to have some of their coursework at the associate degree level transfer to baccalaureate programs.

Associate in Applied Sciences Degree (A.A.S.)

Career Programs

- Accounting (5002)
- Automotive Technology (5306)
- Computer Information Systems (5103)
- Digital Design and Computer Graphics (5012)
- Education Associate (5503)
- Electronic Engineering Technology (5310)
- Environmental Technology (5499)
- Human Services (5501)
- Marketing Management (5004)
- Media Technology (5008)
- Medical Laboratory Technology (5205)
- Nuclear Medicine Technology (5207)
- Nursing (5208-10)
- Ornamental Horticulture (5402)
- Paralegal Studies (5099)
- Pharmaceutical Manufacturing Technology (5205)
- Radiologic Technology (5207)
- Secretarial Science-Medical (5214)
- Secretarial Studies (5005)
- Telecommunications Technology (5310)
- Telecommunications Technology Verizon (5310)
- Warehouse Management (5099)

Associate in Arts Degree (A.A.,)

- Liberal Arts and Sciences (5649)

Associate in Science Degree (A.S.,)

- Business Administration (5004)
- Community/School Health Education (5506)
- Computer Science (5801)
- Engineering Science (5809)

- Liberal Arts and Sciences (Biology, Chemistry, Earth Sciences and Environmental Science, and Phsics) (5849)
- Mathematics (5617)
- Therapeutic Recreation (5599)

CERTIFICATE PROGRAMS

- Animal Care and Management (5403)
- Assistant of Children with Special Needs (5503)
- Automotive Mechanics (5306)
- Bilingual Early Childhood Assistant (5503)
- Early Childhood Assistant (5503)
- Licensed Practical Nursing (5209.20)
- Paralegal Studies (5099)

SUMMER SESSION

Announcements and a bulletin of courses offered in day and evening classes in the Summer Session are issued in the spring by the College.

CAMPUS SERVICES AND FACILITIES

Bronx Community College is situated on a beautiful 43-acre campus high above the Harlem River. The buildings originally housed the New York University School of Engineering and includes several landmark structures.

Auditoriums

The BCC campus has three major auditoriums. The largest is in the Gould Memorial Library. Its capacity of 650 allows its use for a variety of events including College convocations, cultural programs and community activities. To rent this space, contact the Office of Administration and Finance at (718) 289-5127.

The Hall of Fame Playhouse in the Roscoe C. Brown Jr. Student Center, with a capacity of 350, is used as a theatre for dramatic productions, musicals, and concerts. To rent this space, contact the Office of Student Activities at (718) 289-5105.

Schwender Auditorium in Meister Hall, which seats 166, is also used for concerts and community activities. To rent this space, contact the Office of Administration and Finance at (718) 289-5127.

Bookstore

The bookstore in the Roscoe C. Brown Jr. Student Center, operated as a private concession under contract with the College, stocks all required and supplementary textbooks and supplies, in addition to greeting cards, stationery, College jewelry, sweatshirts, etc. A commission paid by the bookstore goes to the Bronx Community College Auxiliary Enterprises Corporation, which supports a variety of campus activities.
Cafeteria
A cafeteria, located in the Roscoe C. Brown Jr. Student Center, is operated for the convenience of students and faculty. In addition to the meals and refreshments available, the cafeteria offers catering services for meetings and receptions throughout the campus.
The cafeteria is open the following hours:
- Monday - Thursday: 7:30 a.m. to 7 p.m.
- Friday: 7:30 a.m. to 2 p.m.
- Saturday: 7:30 a.m. to 2 p.m.
The faculty/staff cafeteria and lounge located in Language Hall has snacks and beverage vending machines and is open Monday – Friday from 11:15 a.m. to 2:30 p.m. when classes are in session.

Child Development Center
One of the first childcare centers in the City University of New York, we have been committed to offering excellent early care and education services since 1973. Located at 2205 Sedgwick Avenue, the Center offers affordable service to children of BCC students.
BCCDC provides a multicultural, educational, social, recreational, and nutritional program to children between two months and twelve years of age. The approach to education is based upon a developmentally appropriate curriculum that targets children’s own ideas and interests.
The Early Childhood Program is licensed to serve preschool children between the ages of two and five years. A free Universal Pre-K Program (UPK), funded by the NYC Board of Education, is offered for 2 1/2 hours a day that can be extended to a full day based on a sliding fee scale. The hours of operations are Monday through Thursdays from 7:30 a.m. to 5:30 p.m. and Fridays 7:30 a.m. to 4:00 p.m.
A School-Age Program is licensed to serve children five to twelve years old.
The hours of operation are Monday through Thursday evenings from 2:30 p.m. to 9:15 p.m. and Saturdays from 8:30 a.m. to 4:00 p.m. while the College is in session.
The Family Child Care network recruits and trains individuals in the surrounding community, who are licensed and registered with the NYC Department of Health, as Family Child Care Providers to care for infants, toddlers, pre-school and school-age children, using their own homes.
Enrollment is on first-come, first-served basis.
(718) 367-9882
(718) 364-6628
bccdccd@bcc.cuny.edu

College Relations Office
The College Relations Office is located in Language Hall, Room 16. Information about College activities and cultural events is available there. This Office compiles the College Catalog; prepares brochures for academic departments and special programs; develops press releases, posters, flyers, a weekly calendar and Update newsletter; the faculty/staff newspaper, the Voice; a Gateway newsletter highlighting faculty, alumni and students; and an award-winning Annual Report. The Office also monitors the official College website on the Internet.
All official Bronx Community College publications for external or internal distribution should be submitted to the College Relations Office for graphic design and editorial review.
Media inquiries should be directed to the Director of Public Affairs at (718) 289-5151 or the Director of College Relations at (718) 289-5145.

Evening and Weekend Office
Evening, Saturday and Sunday classes are scheduled each semester to accommodate students’ work and home commitments. Most courses are available to the students during evening hours. A wide range of courses are scheduled on weekends beginning at 8:30 a.m.
The Evening Office, located in Colston Hall, Room 506A, is open the following hours when classes are in session:
- Monday-Thursdays - 3 to 9 p.m.
- Saturday - 8:30 a.m. to 1 p.m.
- Sunday - 9 a.m. to 1 p.m. - selected dates

Gymnasium, Fitness Center, Swimming Pool
The gymnasium, fitness center and swimming pool located in Alumni Gym are used by the College’s Department of Health, Physical Education and Wellness classes and University Heights High School. The facilities are available for student and faculty recreational use during specified hours. Contact the Department for information at (718) 289-5268.

Health Services
The services offered include physical assessments with counseling and referrals as needed, minor injuries and over-the-counter medication for minor health problems. Free immunization for measles, mumps, rubella, hepatitis and flu. HIV screening with pre- and post-counseling is offered every other week through Project ACCESS.
A partnership with Morris Heights Health Care Center allows all registered students access to the medical services provided at their facilities including laboratory, family planning and counseling for a $10 co-payment. Call for an appointment at (718)-483-1234.

Information Technology Department
The Information Technology group consists of four main areas: Academic Computing, Administrative Computing, Technical Services and Help Desk/Training Services.
The Academic Computing Center consists of 12 diverse facilities. The main multi-purpose center is in Sage Hall with 11 satellites located in Colston Hall, Loew Hall, Carl Polowczyk Hall, and Meister Hall. The College is moving to an Intranet configuration with Internet access. More than 300 PC Windows users may use various site-licensed applications, commercial educational programs, and others which have been developed by BCC faculty. The Academic Computing Center has upgraded its network to a state-of-the-art Fiber-Optic Collapsed Backbone Ethernet System. Four large Macintosh networks with more than 125 users are also in operation and being integrated into the Ethernet backbone, all with World Wide Web access. Microcomputers, including Macintosh PowerMacs, Dells, and Gateway Pentium systems are available for students, faculty and staff use under the guidance of trained support staff.

The Administrative Computing Center is designed to provide services to the entire College community. With a trained professional staff and capable mainframe equipment shared with other CUNY colleges from a central facility, administrators, faculty and students can access a variety of City University systems locally and from remote sites. The College utilizes the latest technology in the areas of networking, web and client-server facilities, such as SQL, WIN 2000/NT, Novell, Linux and Unix platforms. Administrative departments have access to the Student Information Management System (SIMS) that provides quick and efficient access to student information. Faculty and students access the College's databases and/or gain web access to other departments through the Internet: http://www.bcc.cuny.edu.

The Help Desk is a centralized facility designed to serve the College community in all of its requests and inquiries demanding immediate assistance or scheduled technical services. The Help Desk will analyze, prepare and dispatch work orders to the appropriate unit of the Information Technology Department. More specifically, the Help Desk is responsible for:

- providing assistance to faculty and staff on all information and communications technologies available at the College;
- supporting electronic mail inquiries and requests for e-mail and portal accounts;
- assisting in resolving computer hardware and software problems;
- disseminating information on software/hardware standards and site licensing at the College;
- management of laptop loaners and projections equipment.

The Help Desk staff may be reached at extension 5970, or by e-mail to: helpdesk@bcc.cuny.edu.

Center for Teaching Excellence (CTE) "Learning about Learning"

Our mission is to support an ever-expanding community of faculty, staff, and administrators dedicated to learning about learning. The Center for Teaching Excellence offers a variety of opportunities in the instructional and professional development areas, including: one-time workshops, individual clinics, customized department workshops, semester-long seminars, a special week of events, and a summer research institute. In the area of technology, our goal is to assist faculty in structuring their course content in a technology rich mode. The CTE Advisory Board, with members drawn from every discipline and area of the College, determines the needs of our learning community and supports a diversity of collaborative efforts, including working with neighboring colleges. The Center for Teaching Excellence Web address is www.bcc.cuny.edu/centerforteaching.
Public Safety

The Department of Public Safety consists of sworn Peace Officers who patrol all campus and off-campus locations on 24-hours, seven-days-a-week schedule. The Department maintains a 24-hour emergency operator and responds to all emergencies on campus. Everyone is encouraged to report all crimes and suspicious conditions to the Public Safety Department. All crimes are reported to the New York Police Department and records are maintained on campus as well. A yearly crime report is issued, which can be obtained from the College's website at www.bcc.cuny.edu/PublicSafety. Copies may also be obtained at the Department of Public Safety and the Offices of Admissions, Human Resources and Continuing & Professional Studies.

For information regarding Campus Security Report contact person (See Appendix A, pg. 194).

The Advisory Committee on Campus Safety will provide, on request, all campus crime statistics as reported to the United States Department of Education. To access campus crime statistics, please visit the USDOE website at http://ope.ed.gov/security. You may also contact the Director of Public Safety at Bronx Community College at 718-289-5923. Individuals requesting campus crime statistics will be mailed a copy within ten (10) days of the request and that information will include all of the statistics that the campus is required to ascertain under Title 20 of the United States Code, Section 1092(f).

The Office of Public Safety is located in Loew Hall, Room 505. The College's emergency number is 718-289-5911.

■ LIBRARY AND LEARNING RESOURCES CENTER

Office: Meister Hall, Lower Level
Chairperson: Prof. Teresa L. McManus
Professor: J. Skurdenis
Associate Professor: D. Bogenschneider
Assistant Professors: J. Adekola, G. Hebert, L. Lawton, D. Koenigstein, M. Padnos
Lecturers: K. Parsons, W. Scott

The Library and Gerald S. Lieblich Learning Resources Center at Bronx Community College provides support for teaching, learning and research in all areas of the BCC curriculum. The Library is located in the basement and sub-basement of Meister Hall and contains the print collection. The learning Resources Center (LRC) is located on the first floor of Sage Hall and houses the audio/visual collection. The LRC is set up as a self-tutorial environment where faculty and students may view and listen to videos, CDs and other audio/visual resources on site. Computers connected to the internet are available at both locations. Copiers and printing services are available for students and faculty use, and computers are provided for writing papers, producing presentations and completing assignments.

BCC students, faculty and staff have access through the BCC Library & LRC to electronic resources, many accessible 24/7 from remote sites, including more than 19,000 periodicals. Resources and services are accessible through the library web page: www.bcc.cuny.edu/library. Holdings information for all 19 campus libraries are available through the shared library catalog, CUNY+ (pronounced CUNY Plus). BCC faculty and students have circulation privileges at CUNY Libraries, with the exception of the Graduate Center, and may check out materials using their CUNY ID. The materials may be returned to the BCC Library, or to the CUNY Library.

The BCC Library offers library instruction classes to help students develop proficiencies in using library and information resources to support their academic success and goals. Customized library instruction sessions are available to focus on particular sources, assignments and subject areas. Faculty members wishing to schedule instruction sessions may contact the LRC at extension 5429 or the Chief Librarian at extension 5548.

Faculty may put books and articles on Reserve to make them available to students. Reserve materials are available for check out for two-hour periods and must be used in the library. The form to place materials on Reserve is accessible on the Library web page.

The BCC Library & Gerald S. Lieblich Learning Resources Center is open 7 days a week during the academic semester. Faculty and students will find that BCC librarians are committed to their success and available all hours the library is open.

■ AUXILIARY ENTERPRISES

Auxiliary Enterprises is a not-for-profit 501(c)(3) corporation which contracts with vendors to operate the cafeteria and campus bookstore. Revenue derived from the contractual agreements is used to enhance campus facilities and activities. A Board of Directors comprised of faculty, administrative staff and students oversees the operation of the corporation.
The Bronx Community College Foundation has been established to ensure the College's continued ability to provide innovative academic and career programs while preparing its students for a technologically competitive economy.

The Foundation supports scholarships, faculty research, program development, community education, cultural projects and activities for the Landmark Hall of Fame for Great Americans.
THE HALL OF FAME FOR GREAT AMERICANS

Director: Mr. Dennis McEvoy

The Hall of Fame for Great Americans at Bronx Community College, the original "Hall of Fame" in this country, is a New York City landmark founded in 1900 to honor prominent Americans who have had a significant impact on this nation's history. The Hall of Fame was originated by Dr. Henry Mitchell MacCracken, Chancellor of New York University from 1891 to 1910, and was designed as part of the undergraduate college of that university.

Built in a sweeping semicircular Neo-Classical arc with wings at both ends, the Colonnade provides a panorama across the Harlem River to the Cloisters in Fort Tryon Park. It is a patriotic reminder that this country's phenomenal growth has been due to the vitality, ingenuity and intellect of these individuals.

The principal feature of the Hall of Fame is its 630-foot open-air Colonnade which houses the bronze portrait busts of the honorees. Designed by the celebrated architect Stanford White and financed by a gift from Mrs. Finley J. Shepard (Helen Gould) to New York University, the Hall of Fame was formally dedicated on May 30, 1901.

The complex of three buildings adjoining the Colonnade—Gould Memorial Library, the Hall of Languages, and Cornelius Baker Hall of Philosophy—were also designed by Stanford White and bear a close conceptual relationship to the Colonnade, with the library as the central focus. These three buildings were among the first constructed on the University Heights campus—Language Hall (1894), Gould Memorial Library (1899), and Philosophy Hall (1912).

The Colonnade was designed with niches to accommodate 102 sculptured works and currently houses the busts and commemorative plaques of 98 of the 102 honorees elected since 1900.

The 98 bronze busts that line the Colonnade are original works by distinguished American sculptors. The bronze tablets recessed in the wall beneath the busts carry inscriptions of significant statements made by the men and women honored.

The categories of occupation or endeavor represented in the Hall of Fame are authors, educators, inventors, military leaders, judges, theologians, humanitarians, scientists, physicians, statesmen, artists, musicians, actors and explorers.

The Hall of Fame for Great Americans is rich in history, unrivaled for its architecture, and serves as a focus for educational reinforcement and a stage for related programs and exhibits. The Hall of Fame is open to the public for daily tours 10 a.m. to 5 p.m. Admission is free.
Admission to the College

ENROLLMENT MANAGEMENT
Associate Dean of Enrollment Management:
Mr. Bernard Gantt

The Office of Enrollment Management encompasses services for applicants to Bronx Community College. The Office oversees Recruitment and Admission, Registrar, and Financial Aid.

All inquiries and information pertaining to admission to the College should be addressed:

ADMISSION OFFICE
Bronx Community College
University Avenue & West 181st Street
Bronx, New York 10453

ADMISSION OFFICE
Director of Admission and Recruitment:
Ms. Alba N. Cancetty
Loew Hall Room 224
Phone: (718) 289-5888

This Office assists applicants in completing the appropriate application forms, offers information to help them secure official transcripts, and assists them in obtaining counseling or academic advisement before registration.

College informational material is sent to prospective applicants upon request, including acceptance letters with the dates of important activities and examinations. The transcripts of transfer students are evaluated for possible advanced standing. Bilingual staff are available to serve Spanish-speaking applicants.

An applicant for admission to Bronx Community College will be approved for one of the programs offered by the College if the applicant fulfills the basic admissions requirements and follows the admission procedures.

Note: The applicant must obtain and provide official transcripts. The Office of Admission is unable to obtain transcripts on behalf of the applicant.

BASIC ADMISSION REQUIREMENTS

All applicants must have official high school transcripts of grades or equivalency diploma scores sent to the College's Admission Office and must meet the basic requirements as described below:

High School Diploma

A diploma from an accredited high school is required for admission to Bronx Community College. A high school certificate or an Individualized Education Plan (IEP) diploma is an unacceptable substitute for the high school diploma.

A New York State Equivalency Diploma, by taking the General Education Development Examination, may be substituted. A United States Armed Forces Institute (USAFI) Diploma must be converted to a New York State Equivalency Diploma.

Residence

The residency of a student under 18 years of age is governed by the residence of parents or legal guardian.

New York City Residency Requirements — A student may be eligible for the resident tuition fee rate if the student has continuously maintained his/her principal place of abode in the City of New York for

• at least six consecutive months immediately preceding the first day of classes and
• at least 12 consecutive months in the State of New York immediately preceding the first day of classes.
New York State Residency Requirements

To be eligible for the out-of-city New York State resident tuition rate, the student must have continuously maintained his/her principal place of abode in the State of New York for at least 12 consecutive months immediately preceding the first day of classes. All New York State residents who reside outside of New York City and plan to register at Bronx Community College must complete Residence Forms B80 and B81, available in the Bronx Community College Bursar’s Office before registration. Tuition for out-of-city New York State residents, who have on file a valid Certificate of Residence issued by their county of residence, will be the same as tuition charged New York City residents (See Tuition and Fees Schedule, pages 20, 21).

Determination of Resident Rate of Tuition for Non-Residents of New York State, Including Undocumented and Out-of-Status Immigrants

Chapter 327 of the New York State Laws of 2002 mandates that the payment of tuition by any student who is not a resident of New York State, other than those in lawful non-immigration statuses shall be at a rate no greater than that imposed for students who are residents of the state, provided that they meet one of the following conditions: First, they have attended an approved New York high school for two or more years, graduated, and applied to attend CUNY within five years of receiving the New York State diploma. Second, they have attended an approved New York State Program for General Equivalency Diploma (GED) exam preparation, received the GED issued within New York State, and applied to attend CUNY within five years of receiving the New York State GED. Third, they were enrolled in CUNY in the Fall 2001 semester or quarter and were authorized by CUNY to pay tuition at the resident rate. Thus, a student who attended CUNY in the Fall 2001 semester and paid the resident rate does not have to satisfy either condition 1 or 2 above. It should be noted that any student meeting one of the three conditions set forth in the law does not need to prove residence in New York State. In addition, students without lawful immigration status must file an affidavit (notarized) with CUNY stating that they have filed an application to legalize their immigration status or will file an application as soon as they are eligible to do so.

College Preparatory Initiative (CPI)

The City University of New York has instituted a program for entering students called the College Preparatory Initiative.

Students entering a community college as of 2000 must have at least 16 units of high school work in academic courses which include:

- a minimum of 2 units of laboratory science;
- 3 units of mathematics;
- 4 units of English;
- 4 other units in social sciences;
- 1 unit in fine arts;
- 2 units in foreign language.

High school students should consult with guidance counselors to ascertain what courses are considered to be academic within the English, science, mathematics, social science, foreign language and the fine and performing arts curricula.

No applicants will be denied admission due to the lack of CPI units.

Students who have not completed the academic unit expectations prior to enrolling in the University will be required to demonstrate skills and knowledge in the discipline areas in which they lack preparation. In most cases, this will be accomplished by taking a designated college course.

Students will be informed of alternative methods for demonstrating competence. All entrants will be informed of the preparatory units that have been recognized as a result of high school preparation. GED students will receive units in English and mathematics based on their test scores.
Health and Physical Standards

All students must submit, as part of the application, a medical examination report on the form provided by the College. Public Health Law 2165 requires that all matriculated students born after January 1, 1957, and enrolled for six or more credits, be immunized against measles, rubella, and mumps. Final admission requires approval by the College of the student's ability to meet its health and physical standards. In addition, students in Nursing and Radiological Technology must take a special physical examination required under contractual agreements.

New York State Public Health Law mandates all colleges provide students with information about meningitis. All students must complete the response form confirming that he or she has read the information provided by the college and return that form to the Health Services Office. Failure to comply jeopardizes a student's registration.

APPLICATION PROCEDURE

The Freshman Application

The City University provides an application for undergraduate freshman admission that permits students to apply to as many as six regular college programs of City University on a single form. Even if the six programs are in six different CUNY colleges, only one application and one fee are necessary. The application includes a section for students who wish to be considered for SEEK or College Discovery.

Where to Apply:

The following applicants should complete the Regular Application Form and send it to:

University Application Processing Center
P.O. Box 350136
Brooklyn, New York 11235-0001

1. Students who are currently attending high school and who seek admission as matriculated students to the lower freshman class of Bronx Community College of The City University of New York. A student must have completed at least six semesters (11th year) of high school to apply. High school graduation is required for enrollment.
2. Students who have earned an Equivalency Diploma and passed the General Education Development (GED) Examination.
3. Students who have been graduated from high school and have never attended any institution of higher learning.
4. All students with international education backgrounds who have had no more than one year of secondary schooling outside the United States.

All students who have had more than one year of secondary schooling outside the United States must complete page 4 of the Freshman Application or Transfer Application that is available at the BCC Admissions Office, Loew Hall, Room 224 or at the Office of Admission Services, 114 Sixth Avenue, New York, NY 10036.

Applicants who wish nondegree status (nonmatriculated students) should apply directly to the college. The college will advise and supply an application to applicants.

Note: An applicant does not have the discretion to choose freshman or transfer application status. An applicant who has had any higher education postsecondary experience must file as a transfer applicant.

New York State Equivalency Diploma

Students applying on the basis of a New York State Equivalency Diploma must submit:

1. copies of the Equivalency Diploma (total score of 225 or more) and General Educational Development Test Scores (total score of 40 or more in each category), and
2. official copies of any high school or college records they may have accrued.

Application Fee

All applications must be accompanied by a money order for $65 for freshmen and $70 for transfer students, made out to University Applications Processing Center. Instructions for submitting the fee are included with the applications forms.

Deadlines for Applications

All applications to the University Application Processing Center (UAPC) must be submitted by deadline dates: July 1 for the Fall Semester, and December 1 for the Spring Semester. After the deadline until the first day of classes, applications may be submitted directly to the BCC Admissions Office, Loew Hall, Room 224.

Notification Dates

Applicants to UAPC for Fall admission will be notified by August 15; applicants for Spring, by January 15.

Pre-Admission Counseling

The Office of Admission provides pre-admission counseling and assistance to all potential students. Information and motivational presentations are provided to high schools, community agencies, government agencies, private corporations, hospitals and other units. Individual and group counseling are also provided as are campus tours.

For information, call (718) 289-5464 or 289-5888.
CUNY Freshman Skills Assessment Program

The Program consists of test in three areas: reading, writing, and mathematics. In each of these areas, the University has set standards defining readiness to do college work. Students cannot enter senior colleges or begin college-level work unless they have passed all three tests or have met all the exemptions/proficiency criteria cited below:

1. Students hold an accredited/documented bachelor's degree.
2. Students have 45 or more evaluated/documented transfer credits from outside CUNY.
3. Students are considered proficient in reading and writing if they can document any one of the following:
   - SAT 1 verbal score of 480 or better.
   - ACT English score of 20 or better.
   - NY State English Regents score of 75 or better.
4. Students are considered proficient in mathematics if they can document any one of the following:
   - SAT 1 math score of 480 or better.
   - ACT Math score of 20 or better.
   - NY State Regents score of 75 or better in one of the following: Math A, Math B, Sequential 2, or Sequential 3.

All new students, whether or not they are math proficient, are required to take the COMPASS Mathematics Test. Test results will be used to place students in the appropriate mathematics course at the college.

Skills assessment tests are administered at Bronx Community College and CUNY's sixteen other colleges. Students are notified by the University Application Processing Center about dates and times of test administration. Students who at first fail to meet CUNY standards and must repeat any of the tests after appropriate study will be notified of college-wide retesting dates. Detailed information about each of the tests, including sample questions, is available on the BCC website at www.bcc.cuny.edu/testingoffice. Any further inquiries can be directed to the College Testing Office in Colston Hall, Room 711, (or by calling 718-289-5760 and/or e-mailing bctesting@bcc.cuny.edu).

BCC Placement Tests

In addition to the Skills Assessment Examinations, some applicants must take separate departmental placement tests in speech, keyboarding and/or a foreign language, depending on their choice of curriculum. A separate test is administered in chemistry.

ADVANCED STANDING ADMISSION

An applicant who has previously attended another college, university or postsecondary institution must report that fact in an application for advanced standing admissions. The applicant must also have the former institution(s) submit official transcript(s), including an official statement of the conditions of withdrawal, directly to the UAPC, Box 359023, Bay Station, Brooklyn, NY 11235-9023. Even if attendance at such a college was for a short period of time and no grades are recorded, an official college transcript is required.
A student is allowed a maximum of 30 credits advanced standing (transfer credits) in equivalent courses completed at accredited institutions of collegiate rank. The total number of credits allowed toward the associate degree by BCC may not exceed 30, regardless of whether the courses were taken at other institutions before admission, during attendance at, or after leaving Bronx Community College. Grades of D received in equivalent courses taken at all other institutions will be accepted for credit.

In general, one-half of the career specialization (exclusive of liberal arts and sciences courses) must be taken at BCC. Because of the nature of the curriculum, this regulation does not apply to the Liberal Arts and Sciences A.A. and A.S. degrees.

Any course for which advanced standing has been granted from another institution cannot be repeated at BCC.

Courses passed at BCC or another college with a grade of C or higher may not be repeated, except as an auditor (no credit). Exception: Nursing courses must be passed with a grade of C or better and must be repeated if a grade of C- is received. A student is permitted to repeat only once any course he or she has failed. See Nursing curriculum, page 110.

### ADVANCED PLACEMENT AND CLEP CREDIT

At the time of matriculation, students who have completed Advanced Placement (AP) college-level courses while in high school may apply for college credit if they have taken the corresponding AP exam which is administered by the College Entrance Examination Board (www.collegeboard.com). Students must apply to the Registrar in writing and arrange to have an official copy of their test scores sent to the Office of the Registrar.

The College Board also administers the College Level Examination Program (CLEP), offering examinations in several college-level subject areas. The academic department in which the equivalent course is given, determines equivalency of the CLEP exam, the number of course credits awarded, and the CLEP score that will allow a student exemption from the equivalent BCC course. At the time of matriculation, students who want to apply for CLEP credit must apply in writing to the Registrar based on CLEP, and arrange with the College Board (www.collegeboard.com) to have an official copy of their scores sent to the Office of the Registrar.

### INTERNATIONAL STUDENTS ADMISSION

**Application Procedure**

Application forms and detailed information may be obtained from Bronx Community College or from:

**City University of New York**
Office of Admission Services
1114 Sixth Avenue
New York, New York 10036

The Educational Background Summary Form (page 4 of The Freshman or Transfer Application) should show a complete chronological survey of the applicant's educational experience in all schools attended, whether in the U.S.A. or elsewhere. It is to the applicant's advantage to complete the summary form accurately and completely.

It is the applicant's responsibility to write to all secondary and higher educational institutions attended and request that official proof be sent to the Office of Admissions Services.

**Application Fee**

Each application form must be accompanied by a U.S. bank check or money order in the exact amount of $65 for freshmen and $70 for transfer students, payable to University Applications Processing Center. This fee is not refundable.

**Deadline**

A deadline date for fall and spring admission will be determined each semester by the Office of Admission Services. An international applicant should apply six to ten months before the semester in which he/she would like to start.

**Tuition and Fees**

Qualified applicants from other countries must pay full tuition and student activity fees for full semester. Upon receipt of this payment, the applicant will be issued a I-20 form by the Admission Office in order to acquire an F-1 Student Visa.

**Test Requirements**

Applicants from non-English-speaking countries must have taken the Test of English as a Foreign Language (TOEFL) and scored at least 500.

**Health Requirements**

All applicants accepted for matriculation will be required to submit a health statement from a physician on a form provided by the College. For more information, contact the College's Health Services Office in Loew Hall.
Public Health Law 2165 requires that all matriculated students born after January 1, 1957, and enrolled for six or more credits, be immunized against measles, rubella, and mumps. (See Appendix B, pgs. 201, 202 for NOTIFICATION OF STUDENT IMMUNIZATION REQUIREMENTS.)

New York State Public Health Law mandates all colleges provide students with information about meningitis. All students must complete the response form confirming that he or she has read the information provided by the College and return that form to the Health Services Office. Failure to comply jeopardizes a student's registration.

Notification of Admission

Applicants will be notified of their admission by the College and the University Application Processing Center. They may be required to furnish additional documents, especially with regard to financial and housing arrangements, before their admission becomes final.

Bronx Community College and The City University of New York do not discriminate on the basis of age, sex, race, creed, national origin, physical or mental disability, sexual orientation, marital status, alienage or citizenship status, or veteran's status.

Tuition and Other Fees*

Tuition is charged each semester and must be paid in full at the time of registration. All fees and tuition charges are subject to change at any time by action of the Board of Trustees without prior notice. In the event of any increase in the fees or tuition charges, payments already made to the College will be treated as a partial payment, and notification will be given of the additional amount due and the time and method for payment.

All applications for financial aid grants or loans need to cover the cost of tuition and fees must be completed in advance of registration. All grants and loans must be available during registration.

Where tuition charges are reduced by placing residence, legal proof of such is required to establish eligibility. All students who are not residents of New York City but who are residents of New York State are required to file a Certificate of Residence form with the Bursar's Office three weeks prior to registration. Certificates of Residence are valid for one year from the date of issue and must be renewed each year. The blank forms may be obtained from the Admission Office, Bursar's Office or from the Office of the Chief Fiscal Officer of the county in which the applicant resides. The form must be completed, signed, notarized and taken to the Chief Fiscal Officer of the county in which the applicant resides. Those who qualify will receive a Certificate of Residence issued by the county. This form must be submitted to the Bursar's Office three weeks prior to registration.

Tuition Deferral

Bronx Community College does not defer payment of a tuition balance. The College offers participation in the AMS Deferred Payment Plan. It is the only deferred payment plan at BCC. The AMS plan allows the student to pay the balance of tuition interest-free in three to four payments, beginning as early as December for the spring semester and June for the fall semester. Students must enroll in the plan individually before the beginning of the semester. There is a $25 charge for participation in the plan.

Student Activity Fees*

The student activity fee must be paid by all students—matriculated and non-degree. This fee is non-refundable and includes laboratory, audio laboratory, breakage, student activities, and graduation fees.

Full-time students $69 per semester**
(12 or more credits/hours)
Part-time students $42 per semester**
(fewer than 12 credits/hours)

Tuition Fees*

<table>
<thead>
<tr>
<th>Full-Time Students</th>
<th>$1,400 per semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York City resident, or New York State resident with a Certificate of Residence</td>
<td>$190 per credit/hour</td>
</tr>
<tr>
<td>Non-New York State resident, including international (foreign) students and New York State residents not eligible for a Certificate of Residence</td>
<td>$190 per credit/hour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-Time Students</th>
<th>$120 per credit/hour**</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York City resident, or New York State resident with Certificate of Residence</td>
<td>$190 per credit/hour**</td>
</tr>
<tr>
<td>Non-New York State resident, including international student</td>
<td>$160 per credit/hour**</td>
</tr>
</tbody>
</table>

Non-degree Students†

| Non-resident, including international student | $250 per credit/hour†† |

* Subject to change.
** The following courses do not follow the normal pattern for calculating tuition: They include an additional charge of an hour of compensatory work: AOC 11, 12, 13, 15; BUS 11; ENG 01, 02, 10, 11, 12, 14, 15, 16, 18, 19 and 54; ESL 11; LAN 15; MTH 01, 03, 04, 05, 06, 13, 31; and 32; MUS 21, 40, and 50; PHY 31 and 32; RDL 01, 02, and 05.
† See page 36 for definition of Non-degree student.
†† There is no maximum fee for students in this category.
Technology Fee*

Full-time students $75 per semester**
(12 or more credits/hours)
Part-time students $37.50 per semester**
(fewer than 12 credits/hours)

*Subject to change.
**This includes the $5 Consolidated Fee which is required of all
students each semester in addition to the Student Association Fee and tuition. These fees are non-refundable.

Special Fees (for all students)
These fees are non-refundable and subject to change.

1. Application for admission (payable at registration time if not paid before)
   Freshman $60
   Transfer Student 65
2. Transcript (no charge for transcripts sent to colleges of The City University of New York)
   4
3. Make-up and special examinations
   First examination per semester 15
   Each additional examination 5
   (maximum fee of $25 per semester for three or more examinations)
4. Late registration 15
5. Late payment fee 15
6. Change of program (adding a course or changing from one section to another; the fee is charged for each change)
7. Duplicate ID card fee 10
8. Duplicate Registration Receipt 1
9. Duplicate Bursar's Receipt 5
10. Application for Readmission 10

Accelerated Study Fee
All students enrolled in excess of 18 college degree credits will be charged an accelerated study fee as follows:

Degree Credits in Excess of 18
   2 or less $100
   More than 2, up to 4 $230
   More than 4, up to 6 $460
   More than 6 $690

EXPENSES

Dependent Students (living with parents):
Students who rely on their parents to provide a substantial part of their support are generally defined as dependent students. For such students, it is estimated that the following expenses would be incurred related to attendance at Bronx Community College for the nine-month academic year exclusive of tuition and fees.

Books and supplies*** $399
Transportation 357
Lunch 510
Personal 826
Room and board at home 750
Total $2,842

Self-Supporting Students (living away from parents): A self-supporting (independent) student encounters day-to-day living expenses (housing, food, clothing, medical, etc.) in addition to costs related to college attendance. The following is an estimate of the expenses related to attendance at Bronx Community College for a nine-month academic year.

Books and supplies $399
Transportation 357
Food (including lunch) 1,208
Personal 1,711
Housing (rent/utilities) 2,277
Total $5,952

Independent students who are married or who support additional dependents will incur additional expenses. More detailed information related to student costs is available by contacting the Financial Aid Office, Colston Hall 504.

*** If a student's curriculum requires books and supplies that cost in excess of this standard maximum such costs must be documented.
Fees are not refunded unless a course is withdrawn by the College. Under exceptional circumstances, upon approval of a written application made to the Registrar,* a refund of tuition fees only may be made in accordance with the following principles:

A full refund of tuition and Association Fees (where applicable) will be made in the event that courses are canceled by the College or the student's registration is canceled by the College.

* Students who wish to withdraw or who wish to drop a course should apply in person directly to the Registrar's Office before classes begin and through the first three (3) weeks of class.

Military Refunds

Special Military Refund regulations apply to students who enlist or are called to serve in the military services of the United States, as well as those who served with VISTA or the Peace Corps.

Military service must be documented with a copy of induction or military orders.

In order to obtain a grade and full academic credits, a student must attend approximately 13 weeks. No refund will be made to a student who has been assigned a grade, regardless of whether the grade is passing or failing.

In instances where students who have enlisted in military service do not attend for a sufficient time to qualify for a grade and full academic credit but continue in attendance to within two weeks of induction, refund of tuition and all other fees except application fee will be made in accordance with the following schedule:

Withdrawal before completion of the fourth week of the semester ................ 100%
Withdrawal after this date ................ 50%

* Additional information regarding special provisions for students in the military can be found in Appendix C, pg. 195.

Return of Title IV Funds

Beginning July 1, 2000, the following will be the refund policy:

The current policy on refunds is rewritten to apply only to the return of Title IV student aid funds. Under current law, the federal refund policy applies to all student aid, including institutional aid. The Act stipulates that the amount of federal funds to be returned is calculated based on the percentage of the term a student has completed. If a student has completed 60 percent of the term, no federal funds need be returned. When students fail to notify an institution that they have withdrawn and the institution has no documentation of the date of withdrawal, they must return Title IV funds for 100 percent of the term.
### SCHEDULE OF TUITION REFUNDS

<table>
<thead>
<tr>
<th>Description</th>
<th>Other Than Summer Session</th>
<th>Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal from class before the scheduled opening date of the session</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Withdrawal from course in order to register at another unit of City</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>University during that semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Withdrawal within one week after scheduled opening date of the session</td>
<td>75%</td>
<td>50%</td>
</tr>
<tr>
<td>Withdrawal during second week after scheduled opening date of the session</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>Withdrawal during third week after scheduled opening date of the session</td>
<td>25%</td>
<td>None</td>
</tr>
<tr>
<td>Withdrawal after completion of third week after scheduled opening date of session</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>
Financial Aid and Scholarships

FINANCIAL AID OFFICE
Director: Mr. Orlando Lopez
Assistant Directors: D. Hammond, W. Rosario
Colston Hall, Room 504
Phone: (718) 289-5700

The Financial Aid Office administers all aid programs—federal, state, city, and college funded. Applications, counseling, and other information are available from the office. Financial Aid program descriptions are based on current statutes and regulations, and may be changed periodically. Entering students should contact the Financial Aid Office early in the admission process to discuss eligibility requirements, to obtain forms, and to receive up-to-date information on the various aid programs. Students must file a FAFSA application each year. Students are encouraged to apply early for financial aid. Please note that enrollment in other than registered or otherwise approved programs may jeopardize a student’s eligibility for certain student aid awards.

NEW YORK STATE PROGRAMS
Tuition Assistance Program (TAP)
TAP is administered by the New York State Higher Education Services Corporation for residents of New York State. Under this program, full-time students (at least 12 credits or equated credits) whose families have an annual New York State net taxable income of $80,000 or less, or students who are single and independent with no dependents and a $10,000 net taxable income or less may qualify for assistance to help meet tuition charges.

Applications are generated by the FAFSA (Free Application for Federal Student Aid). Before submitting the application, the applicant should review it with a financial aid officer, especially if there are questions relating to completion of the application. The Higher Education Services Corporation determines the applicant’s eligibility and an award certificate indicating the amount of the grant is sent directly to the applicant.

Part-time TAP: Bronx Community College is currently participating in the New York State Higher Education Services Corporation (NYSHESC) three-year part-time TAP pilot program. Further information is available at the Financial Aid Office located in Colston Hall, Room 504.

Selection of Recipients and Allocation of Awards: TAP is an entitlement program. To be eligible for financial assistance under TAP, the student must be a New York State resident and a U.S. citizen or eligible non-citizen; be enrolled full-time and matriculated; make satisfactory academic progress toward completion of the program; and be economically eligible according to current criteria.

An applicant who is in default of a New York State Higher Education loan is excluded from eligibility for this program.

Students may generally receive TAP awards for three years at a community college. Students enrolled in approved five-year programs, or in an opportunity program, such as the College Discovery Program at Bronx Community College, may receive undergraduate awards for five years.

Award Schedule: The amount of the TAP award is scaled according to level of study, tuition charge, and net taxable income. The income measure is the family’s or the independent student’s net taxable income from the preceding tax year plus certain non-taxable income, and, for dependent students, support from divorced or separated parents. This income is further adjusted to reflect other family members enrolled full time in post-secondary study.

* Income is adjusted for other family members in full-time college attendance.
### The City University of New York

**ACADEMIC PROGRESS CHART FOR UNDERGRADUATES RECEIVING TAP**

<table>
<thead>
<tr>
<th>TAP payments</th>
<th>1</th>
<th>2*</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum accumulated degree credits</td>
<td>3</td>
<td>6</td>
<td>18</td>
<td>31</td>
<td>45</td>
<td>60</td>
</tr>
<tr>
<td>Minimum cumulative degree index (G.P.A.)</td>
<td>-</td>
<td>1.00</td>
<td>1.20</td>
<td>2.00**</td>
<td>2.00</td>
<td>2.00*</td>
</tr>
<tr>
<td>Minimum credits/ equivalent credits to be completed during current semester</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Explanation of Chart

<table>
<thead>
<tr>
<th>AT THE END OF THE:</th>
<th>A student should have</th>
<th>AT THE END OF THE:</th>
<th>A student should have</th>
</tr>
</thead>
</table>
| 1st TAP Payment  | • a total of 3 degree credits passed  
                   • received a passing grade in 6 of the full-time credits registered for (including remedials) | 4th TAP Payment | • a total of 31 degree credits passed  
                   • a degree G.P.A. of 2.00 or better  
                   • received a passing grade in 9 of the full-time credits registered for (including remedials) |
| 2nd TAP Payment  | • a total of 6 degree credits passed  
                   • a degree G.P.A. of 1.00 or better  
                   • received a passing grade in 6 of the full-time credits registered for (including remedials) | 5th TAP Payment | • a total of 45 degree credits passed  
                   • a degree G.P.A. of 2.00 or better  
                   • received a passing grade in 12 of the full-time credits registered for (including remedials) |
| 3rd TAP Payment  | • total of 18 degree credits passed  
                   • a degree G.P.A. of 1.20 or better  
                   • received a passing grade in 9 of the full-time credits registered for (including remedials) | 6th TAP Payment | • a total of 60 degree credits passed  
                   • a degree G.P.A. of 2.00 or better  
                   • received a passing grade in 12 of the full-time credits registered for (including remedials) |

**Note:** While a student must be enrolled full time to be minimally eligible for TAP consideration, (s)he must complete the number of credits noted by the semester in the chart.

*Transfer students must register for at least six (6) degree credits to receive TAP.*

**Students who have two years of TAP or the equivalent must have a 2.00 G.P.A. or higher to remain eligible for TAP.**

**Each TAP payment is equivalent to six (6) TAP points; students are only allowed 36 points (6 payments) at a two-year institution.**
Probation
Students who do not maintain the required standards will be placed on probation at the end of the semester. During this probationary period, students maintain their standing with the college.

Supplemental Tuition Assistance Program (STAP)
STAP is available only for students who enroll in remedial courses in the summer term immediately preceding and/or immediately following the initial year of full-time matriculated study.

Aid for Part-Time Study (APTS)
This is a New York State grant for undergraduate students pursuing degree programs on a part-time basis (6 to 11 credits). To be eligible, students must be New York State residents and taking at least three degree credits. Students must comply with New York State Education Department regulations for continued eligibility. The award can only be used to pay for tuition costs.

Award Amounts: Awards are based on the family’s New York State taxable income. The amount is determined by The City University and will vary according to state funding.

Application Form: Application for Part-Time Study (APTS).

College Discovery (CD)
The College Discovery Program (CD) was initiated in 1964 by the Board of Higher Education to provide higher educational opportunities at the community college level to economically and academically disadvantaged students with the potential to become excellent college students. The program provides counseling, financial aid, tutoring services and supplemental instruction.

Application Procedures: Application is by means of several questions on the CUNY Freshman Application Form. The Form may be returned to: University Application Processing Center, City University of New York, Box 136, Bay Station, Brooklyn, New York 11235.

Selection of Recipients and Allocation of Awards:
1. a resident of New York City for 12 consecutive months;
2. academically disadvantaged according to guidelines approved by the Board of Trustees of the University;
3. economically disadvantaged according to guidelines approved by the Board of Regents and the Director of the Budget; and
4. an applicant for admission as a freshman to an associate’s degree program in CUNY. Eligible applicants, after screening for academic potential, are offered admission to the CUNY college of their choice.

Note: State law requires that in order to receive CD awards, students must file an application for the Pell grants and the Tuition Assistant Program (TAP).

Award Schedule: The amount of financial assistance and other support provided to CD participants is dependent on need, as determined by the CUNY Office of Student Financial Assistance and/or the individual college financial aid programs, within State guidelines.

FEDERAL PROGRAMS

Federal Pell Grants
Applications and other materials are available in the Financial Aid Office.

The Financial Aid Office encourages students to file electronically for financial aid in the Financial Aid Lab located in Colston Hall, Room 503. FAFSA on The Web filing is the fastest way to file for financial aid. If a student files electronically, he or she is sent an acknowledgement (Page 1 of the SAR). If there are no problems with the application the student is notified via e-mail and a notice is sent directly to the college. The student is instructed to check with the financial aid office for additional instructions in completing the financial aid process.

Students may also file for financial aid using a paper FAFSA application.

The completed FAFSA application should be submitted for processing according to the application directions. A Student Aid Report will be sent to the applicant. Based on this report, the amount of the applicant’s award is determined by the Financial Aid Office. Funds are paid directly to the student or may be credited to his or her account.

Selection of Recipients and Allocation of Awards: The Pell Grant Program is an entitlement program. Scholastic accomplishment has no bearing on eligibility. The applicant must be enrolled as an undergraduate student at least on a part-time basis in an approved postsecondary institution which is itself eligible under law to participate in the Pell Grant Program and must need financial assistance.

Financial need is determined by a formula applied to all applicants. It was developed by the U.S. Department of Education and is reviewed annually by Congress. The student eligibility index is calculated by this formula.

Award Schedule: Awards vary from year to year, but are never more than 60 percent of the total cost of attendance as defined by the Pell Grant Program. The amount of the grant depends on the student’s expected family contribution (EFC) and enrollment status.

Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress in the program in which enrolled. The student must not owe any repayments of Pell Grants or other awards paid, or be in default on payment of any student loan. Before receiving payment, the student must sign an affidavit, available from the Financial Aid Office, that all money received will be used for the costs of attendance at Bronx Community College.
The Federal Government restricts the use of Pell Grants for students taking remedial courses up to 30 remedial credits. After the student has received Pell for 30 remedial credits, the number of degree credits will determine the Pell award. Remedial courses in English as a Second Language are exempt from this regulation.

Students in default of a student loan are not entitled to receive financial aid.

Federal Supplemental Educational Opportunity Grants (FSEOG)

A student enrolled at Bronx Community College can apply for an award under this program by completing the FAFSA Application.

Students are encouraged to file early to be considered for SEOG. Early filers have a greater chance of receiving SEOG as college funding for this type of aid is limited.

Selection of Recipients and Allocations of Awards: The applicant must be:
1. In exceptional financial need, to the extent that without a Supplemental Grant award, education could not be continued;
2. Enrolled at least half time.
Award Schedule: The award ranges from $200 to $2,000.

Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress.

Federal Perkins Loans Program

Application Procedure: A student enrolled at Bronx Community College can apply for a Perkins Loan by completing a FAFSA application. Generally, at CUNY these loans are made available to students who have earned 24 or more degree credits to help minimize debt burden during the early part of the academic experience.

Loans are available to matriculated students enrolled at least half time (6 credits). To qualify, a student must be eligible for a Pell Grant.

Amounts vary but the maximum amount a student can receive for one year is $2,000 or a total of $4,500 while attending BCC.

The current interest rate is 5 percent on the unpaid principal. Repayment begins nine months after the student has graduated, withdrawn from college, or fallen below six credits. Students must also attend an entrance workshop and an exit interview to notify them of their rights and obligations concerning the Perkins Loan.

The maximum time to repay the loan is 10 years. Depending on the amount borrowed, minimum payment is $40 a month per loan. Repayment may be made entirely or in part at any time without penalty to the student. Cancellation, deferment, forbearance, economic hardship, etc., will be explained at one of the loan workshops which students must attend at BCC before and after receiving their loans.

Repayment is not required for up to three years of active U S. military service, or service in the Peace Corps, VISTA, or similar national program.

William D. Ford Subsidized Direct Loan Program

With this program, you will have only one lender to deal with—the Federal Government—once your payments begin. To be eligible for a Direct Loan, a student must:
1. Be a United States citizen or eligible non-citizen.
2. Be enrolled as a matriculated, full-time or part-time student. The minimum credits taken must be six or more in an approved degree program.
3. File the Free Application for Federal Student Aid (FAFSA) to determine eligibility to apply for a Direct Loan. Forms are available at financial aid offices.

To apply, you must be a matriculated student at Bronx Community College and attend a Direct Loan workshop.

Loan Schedule: A student is limited to $2,625 for a first year loan and $3,500 for a second year loan.

If you qualify for a subsidized loan during the time you are in school, your interest is free as long as you have not graduated, withdrawn from school, or have fallen below six credits. After any one of these three things has occurred, you will have a six-month grace period (during this time you also pay no interest). After the grace period, your payments will start. Your interest is a variable rate. At this time, it is 8.25 percent. It may go lower than this, but not higher.

The Direct Loan program has a four-payment plan, one of which will meet your personal needs. The maximum repayment period of a loan from date of the original note may not exceed 30 years. You may repay your loan in full at any time.

CUNY Policy on Withholding Student Records for Financial Reasons

Students who are delinquent and/or in default in any of their financial accounts with the College, the university or an appropriate state or federal agency for which the university acts are not to be permitted to complete registration, or issued a copy of their grades, a transcript of academic record, certificate or degree. (See Appendix D, pgs. 202, 203 for a complete copy of the Amendment to the Policy on Withholding Student Records.)

Federal College Work Study Program (FWS)

This financial aid program allows students to earn money by working on or off campus.

Application Procedure: A student enrolled at Bronx Community College can apply for an award under this program by completing a FAFSA application.
Selection of Recipients and Allocation of Awards: The applicant must be enrolled at least half-time. In the event that more students are eligible for CWS than there are funds available, preference is given to students who have great financial need and who must earn a part of their educational expenses.

Award Schedule: The Financial Aid Office arranges jobs on campus or off campus with public or private nonprofit agencies. Factors considered by the Financial Aid Office in determining whether and how many hours the applicant may work under this program are: financial need, class schedule, academic progress, and health status. Salary is dependent on the nature of the job and applicant qualifications.

Rights and Responsibilities of Recipients: Satisfactory academic progress must be maintained.

Veterans Administration (VA) Educational Benefits

Application Procedures: Application forms are available at all VA offices, active duty stations, and American embassies. Completed forms are submitted to the nearest VA office.

Selection of Recipients and Allocation of Awards: Veterans who served over 180 days between January 31, 1955, and January 1, 1977, and:
1. continue on active duty;
2. were honorably discharged at the end of their tours of duty, or
3. who qualify because of service connected disabilities, are eligible for benefits.

Veterans are entitled to benefits for full-time study at Bronx Community College for one and one-half months for each month of active service, up to 45 months. Eligible veterans who served for 18 continuous months are entitled to benefits for 45 months of full-time study. In each case, the equivalent in part-time study may be authorized. The Veteran's Affairs Office in Loew Hall 216 is available to answer questions concerning VA benefits.

FEDERAL SATISFACTORY ACADEMIC PROGRESS

In order to make satisfactory academic progress toward an associate degree, for the purposes of Title IV Federal Student Assistance (Pell, S.E.O.G., FWS, Perkins, and direct loans), an undergraduate student must achieve both certain academic standing levels in GPA and in credit accumulation. For the purpose of calculating sufficient academic standing in GPA, a student must:

- achieve academic standing consistent with the College's minimum index to maintain matriculant status (see Index Classification Chart, page 40) and
- after two years of enrollment at the College, have at least a C average or its equivalent.

In addition, for the purpose of calculating sufficient credit accumulation, the student must have accumulated credits toward the degree according to the following standards:

1. attempted credits are not more than 150 percent of the credits normally required for completion of the degree.

For example, if the associate degree program in which the student is enrolled requires 60 credits, then the student is allowed up to 90 credits in the Title IV Federal Student Assistant programs.

2. attempted credits are equal to or greater than two-thirds of the cumulative credits attempted at the institution.

For example, if the student has attempted 30 credits and has earned 20 or more, he/she meets this standard. On the other hand, if the student has attempted 30 credits and has accumulated fewer than 20, he/she does not meet this standard.

3. In an associate degree program, if the earned credits are greater than or equal to seven-eighths of the credits attempted minus 21.

For example, if the credits attempted are 87, the formula would be \( \frac{87 \times 0.875}{1} = 55.125 \). Therefore, for this student to retain eligibility with 87 attempted credits, he/she would have to have earned at least 56 credits.

Students will be measured against the satisfactory progress standard at the end of the Spring semester to determine eligibility for the receipt of Title IV Student Financial Assistance for the upcoming year.

Appeals/Probation: Undergraduate students who fall below the conditional appeal standard (#3) may appeal for the receipt of Title IV Student Financial Assistance through the Registrar. There is no limit on the number of times that a student may appeal.

Transfer Students: At the inception of the transfer student's first semester at the College, his/her satisfactory academic progress status shall be determined by using the number of credits awarded as transfer credits by Bronx Community College as both the credits attempted and the credits earned.

Readmitted Students: Upon readmission, after at least a one-year period of non-enrollment, the student will receive assistance for the terms in the academic year of readmission (students readmitting in Fall will receive assistance for Fall and Spring; students readmitting in Spring will receive assistance for the Spring). Future eligibility will be evaluated after the Spring semester against the appropriate standard for the degree program in which the student is enrolled. If a student is readmitted after less than one year of non-enrollment, the academic record will be evaluated for satisfactory progress under these standards as the record stood at the end of the last term of attendance.
CUNY Assistance Program (CAP)
To be eligible, a student must be a New York City resident and must be classified as a part-time, matriculated student taking a minimum of six to a maximum of eleven credits. At the present time, the application form is the Pell Grant form. The CUNY Assistance Program is based upon the eligibility index of the Pell Grant. The amount of the award varies depending on the index. This program is subject to continued funding on an annual basis. Awards will vary according to funding.

Lincoln Fund and Rudin Fund
These funds make grants available to needy nursing students. Grants will vary according to need and are made to nursing students who are found eligible based upon the FAFSA application.

Emergency Loan Funds
1. The H.W. Wilson Emergency Loan Fund and the Edna and Albert Goldman Emergency Loan Fund are revolving funds which provide small, short-term loans for emergencies.
2. The Dean's Confidential Loan Fund is a short-term loan for students with extraordinary emergency needs which cannot be met by other loan funds. It is administered by the Vice President of Student Development.

REQUIRED ENROLLMENT STATUS
In order to receive checks for payments in all financial aid programs available through the College, a student must be currently enrolled and attending classes. Payments in all programs are based upon the total number of credits for which the student is attending:
- TAP and CD awards for stipends, books and fees require that a student be enrolled for a minimum of 12 credits;
- Pell requires a student to be enrolled for at least 1 credit;
- SEOG, Perkins, APTS, and FWS awards require that a student be enrolled for at least 6 credits;
  For all students receiving awards:
  - class attendance requirements must be met while receiving payments;
  - payments can only be received by the eligible student in person;
  - an eligible student must present a current, valid Bronx Community College student ID card and a copy of his or her most recently validated Bursar's receipt.

SCHOLARSHIPS

BCC Foundation Scholarships
The BCC Foundation awards scholarships to model students for academic achievement, persistence over hardships and other contributions to the college or the community.

College Awards
For the College awards listed below a student can self-nominate if they meet the criterion of each scholarship. These scholarships usually are at/or above $300. Applications are available for each scholarship on the College's website.

President's Academic Excellence Scholarship
Presented to the valedictorian and salutatorian of the graduating class. No nomination forms. Selected by the Registrar's Office based on grade point average $500-$1,000

Carl J. Polowczyk Memorial Scholarship
Presented to a student in science who will transfer to a senior college and plans to major in a scientific field $300

Dr. James A. Colston Memorial Award
This scholarship is given to a student with a superior academic record who intends to pursue a career in higher education.

Wayne D. Cooper Memorial Award
Awarded to a student who has exhibited a concern for others and who inspires others academic and social progress, excellence in scholarship and high moral character. Self-nominations accepted. Send to Scholarship Committee. $300

Harry Lesser Memorial Award
Given to a student who is a resident of the Bronx who has demonstrated outstanding service to the College community and has a GPA of 2.5 or better, and a financial need. $300

Virgil H. Logan, Jr., Memorial Scholarship
Presented to a student who has demonstrated superior scholarship and outstanding service to the College community. $300

The Dr. Joe Louis Rempson Scholarship
Presented by Unity and Strength Minority Faculty and Staff Association to students exhibiting academic excellence, high moral character, and leadership ability.

Mel Winter Memorial Award
Presented to a student who has shown outstanding qualities of leadership in an official position in student government and/or in a chartered student organization. $300

Association of Latino Faculty & Staff Scholarship
Given to a student from Hispanic or Latino origin who has excelled academically in his or her chosen major at BCC and has made a contribution to the College or the community.
Bronx Rotary Scholarship
Given to four students who have made a contribution to ICC or the Bronx with a GPA of 3.0 or better and 20-degree credits. The amount of $500 is awarded in $250 increments, Fall–Spring.

James and Noble Scholarship
Awarded to a student with financial need and a 2.7 GPA with 15–20 degree credits. It is to be used for books and other educational expenses. The amount of $500 is awarded in $250 increments, Fall–Spring.

Amadou Diallo Foundation Inc. Scholarship
Awarded to a student of African descent, majoring in liberal Arts or Business with a GPA of 3.0 or better with at least 15-degree credits. Five $1,000 scholarships will be awarded in 2005, 2006, and 2007.

below $300. Some of these awards do not always have a monetary value. Contact Vice President Penny Bloom at 718-289-5278 for details regarding these scholarships and awards.

ART & MUSIC
Harvey L. Bass Memorial Scholarship
For excellence in Art (varies each year – given to Art majors), Departmental review and determination.

MATHEMATICS & COMPUTER SCIENCE
Gerald S. Lieblitch Memorial Scholarship
For achievement in Mathematics, leadership service to the College and community and humanitarianism. $500 (Amount varies per year depending on availability of funds.)

NURSING AND ALLIED HEALTH SCIENCES
Beatrice Perlmutter Memorial Scholarship
In memory of Dr. Beatrice Perlmutter, Chairperson, Department of Nursing 1965-77.
Given to the student with the highest overall grade point average in nursing. $300

PHYSICS AND TECHNOLOGY
Union Carbide Mechanical Scholarship
For a student who demonstrates excellence in Mechanical majors. $500

STUDENT DEVELOPMENT
Rosario Santa Rita Memorial Scholarship
To the graduating international student with the highest grade point average who will transfer to a senior college. $500

Departmental and Curricular Awards
ART & MUSIC
J. Kling Scholarship
For excellence in Art.
Art Award
For excellence in Art.
Music Award
For excellence in Music.

BIOLOGY AND MEDICAL LABORATORY TECHNOLOGY
Bernard Bates Memorial Scholarship
To the Microbiology student demonstrating perseverance.
Biology Faculty Memorial Scholarship
To the student with the highest overall grade point average in the Liberal Arts and Sciences Biology Option
Dr. and Mrs. Israel Gottesman Memorial Scholarship
For competence in Medical Laboratory Technology.
BUSINESS AND INFORMATION SYSTEMS
Accounting Award
Business Administration Award
Programming and Systems Award
Marketing, Management, Sales Award
Benjamin Cutter Memorial Scholarship
   For academic excellence.
Marilyn Flood Memorial Scholarship
   For academic excellence.
Secretarial and Office Information Systems Awards
Stella H. Kubis Memorial Scholarship
   For academic excellence in a Major Area.
Edith White Rosenfeld Memorial Scholarship
Paralegal Studies Awards
Peter Morganti Paralegal Studies Scholarship
CHEMISTRY AND CHEMICAL TECHNOLOGY
Chemistry Award
Pre-Pharmacy Award
Patricia Babnis Memorial Award
   For outstanding academic achievement in the field of Chemistry.
William Hodge Scholarship
COMMUNICATION ARTS AND SCIENCES
Communication Arts and Sciences Award
Media Technology Award
Performing Arts Award
EDUCATION AND READING
Education Associate Award
Mary and Ika Goodwin Memorial Scholarship
   To the student continuing at CUNY or SUNY to complete a B.S. in Special Education.
ENGLISH
English Award
   For outstanding performance in the study of English.
Eleanor Corrigan-Gosselin Memorial Award
   For showing demonstrable success in the study of English Literature and Liberal Arts.
HEALTH, PHYSICAL EDUCATION AND WELLNESS
Health, Education and Wellness Award
Physical Education and Wellness Award
HISTORY
Mark D. Hirsch Award
   For excellence in History.
MATHEMATICS AND COMPUTER SCIENCE
Michael E. Bennett Memorial Scholarship
   To a non-Mathematics, Computer Science or Engineering Science major who excelled in Mathematics.
Irving Handel Memorial Scholarship
   To a student who demonstrates promise.
MODERN LANGUAGES
Professor John E. D’Andrea Award
   To a student whose first language is not Spanish.
French Award
Italian Award
NURSING AND ALLIED HEALTH SCIENCES
Spirit of Nursing Award
   For excellence in Nursing from the U.S. Army Nurse Corps.
Gertrude L. Dourdounas Certificate of Achievement
   For outstanding academic achievement in Radiologic Sciences.
Radiologic Technology Faculty Award
   For academic and clinical achievement Montefiore Medical Center site.
Nursing and Allied Health Sciences Award
   To the student with the second highest index.
Allstate Excellence in Nursing Scholarship
Maxine Church Memorial Scholarship
   To the student demonstrating caring in maternal child health.
PHYSICS AND TECHNOLOGY
Electrical Technology Award
Engineering Award
Automotive Technology Award
Lewis Carlin Memorial Award
   For scholarship in Electrical Technology.
Morris Meister Memorial Award
   For scholarly achievement in the field of science.
Telecommunications Technology Award
Nuclear Medicine Award
Yonny Segel Memorial Award
   To a student who intends to continue studying in the field of Engineering Science and Technology.
SOCIAL SCIENCES
Human Services Award
   To the Human Services student with the highest grade point average.
Psychology Award
   Most outstanding student in Psychology.
Economics Award
   To the Economics student with the highest grade point average.
David M. Gordon Memorial Award
   To an outstanding student in Economics.
William Wahlin Memorial Scholarship
   To an outstanding student in Psychology.
STUDENT DEVELOPMENT
Dr. Warren Baron Memorial Scholarship
   To a graduate who participated in the Freshman Initiative Program and excelled academically.
Registration and Student Records

III REGISTRAR'S OFFICE
Registrar: Regina Tobin
Associate Registrar: M. Siegel

The Registrar's Office supplies information to students about registration, grades, scholastic indexes and requirements for graduation. Grade reports that include information on scholastic index and matriculation status are mailed or distributed to each student.

CUNY Student Identification Card
BCC uses the student social security number as the student's identification number. This number is recorded on the Bursar's Receipt and encrypted on the CUNY card.
Each student receives a CUNY ID card with his or her picture. This card must be carried and displayed at all times for purposes of identification. The ID card is also used as the College library card. A replacement fee is charged for lost or mutilated cards.

Transcripts
Transcripts may be requested from the Registrar's Office on the special form provided by the Office or the bcc.cuny.edu (Website). There is a charge of $4 for each official transcript requested to be sent to designated colleges. Transcripts to be sent to colleges of The City University of New York are forwarded free of charge.
Official transcripts bear the seal of the College and the signature of the registrar. These transcripts will be sent at the student's request directly to other institutions or agencies. An official transcript cannot be issued to a student. Unofficial transcripts do not bear the College seal or signature. These are student copies for personal use.
Transcripts are not sent automatically at any time, whether for transfer, employment, or any other reason; each must be specifically requested.

REGISTRATION
All students must register for courses during the official registration period each semester, and at the time designated for that student's classification. The Schedule of Classes is available before the announced registration period.
A "registration" period for the following semester (for currently enrolled students only) takes place after midterm of the current semester.
Students must meet with their academic advisors in order to register. Students are advised to register at the time specified in order to take advantage of their registration priority. Late registrants (those registering after the close of the official registration period) will be charged a late registration fee. The College reserves the right to cancel late registration.
Registration is incomplete until all financial obligations have been met. A student's registration will be canceled if payment is not made on time.
Prior to registration for courses each semester, students must receive counseling and advisement from assigned faculty. (See page 39.)
Auditing Classes
A student may audit a course only with official approval. An Application to Audit form is available from the Registrar's Office. Approval of the Department Chairperson is required.

After permission to audit has been received, an auditor-student must register for the audit class in the same manner and at the same time prescribed for regular classes, and is required to pay fees as if registering for credit in the course. Once registration is completed as an auditor, no credit for that course will be granted retroactively.

Auditors are required to observe attendance regulations of the College and must participate in class to the extent deemed reasonable, desirable and necessary by the instructor.

Requests to Take Courses at Other Colleges
A student desiring to take a course or courses at another college or at another unit of the City University while at Bronx Community College must fill out the required Permit Form issued by the Registrar's Office or use the permit system on the cuny.edu website. Permission will be granted according to College regulations.

Students on Permit from Other Colleges
Students from other colleges are advised to secure written permission from their home colleges before applying to register for any courses at BCC.

City University of New York matriculants with permits may, subject to prior approval of the BCC Admissions Officer, register at a time reserved for BCC matriculants in the Registration Schedule. Students with permits from colleges outside of City University must register as nonmatriculants regardless of status in their own colleges.

- MATRICULATION
  Upon admission to the College, a student is designated as matriculant or nondegree.

  Matriculation status determines the course load a student may carry during a semester and the order of priority in registration.

  Official determination of scholastic index and certification of matriculation status of students already in attendance are made by the Registrar's Office, in accordance with standards set by the College's Committee on Academic Standing.

- CLASSIFICATION AND CATEGORIES
  (Definitions)

  **Matriculated Student:** A student who is a candidate for an associate degree or certificate and has met the basic College admission requirements is classified as a matriculant.

  A matriculant may carry a full- or part-time program of courses leading to a degree, and may register for day and/or evening classes, according to choice and the availability of class space. A full-time course load is a minimum of 12 credits or equated credits up to the number listed for that semester on the curriculum in the Curriculum Patterns, pages 77–119. To graduate in four semesters, a minimum of 15 credits is to be taken and passed in each semester.

  For purposes of Selective Service, state scholarships, and foreign student visa status, a student must be carrying a full-time load or its equivalent. Students taking fewer than 12 credits, or the equivalent, are not considered full time for purposes of Scholar Incentive Awards, Selective Service, U.S. Immigration Service, etc.

  **Nondegree Student:** A nondegree student is one who is not admitted into a degree-granting program. A nondegree student may apply for matriculated status.

  **Enrolled Student:** A student who has paid all tuition and fees or has an AMS (Extended Payment Plan provided by Academic Management Services) and is attending classes is considered enrolled. The College will debar from classes any student who has not attended during the first three weeks or did not attend for weeks four and five. The student will be given a grade of "WU" with academic penalty for the course. See "Absence from class" page 42.

  A student maintains standing at the College as long as he or she is enrolled. A student on probation is considered to be warned that he or she is compiling a record that could lead to loss of matriculation and/or suspension. Students on probation have standing with the College.

  **Senior Citizens:** Residents of New York City, 65 years and older, may enroll in undergraduate courses on a space-available basis, tuition-free at any unit of the City University. Individuals enrolling under this waiver are charged $65 per semester and a $5 City University consolidated fee, as well as any penalty fees that may incur (e.g., late registration payment, reprocessing fees, library fines). They are not charged any other regular fees. The $70 is considered a noninstructional fee.
Withdrawal Procedure

Students wishing to withdraw from any course in which they are registered may do so at any time prior to the 10th week of class.

No grade is assigned if the student withdraws during the Drop Classes Only period (usually through the third week of classes).

After the third week of classes, a student will be assigned a grade of "W" or "WF." To be eligible for a grade of "W" or "WF," a student must initiate the withdrawal process. No official withdrawal will be processed after the tenth week of classes.

Retention Rate

The semester-to-semester retention rate at BCC is approximately 85 percent.

Withdrawal from College

A student who plans to withdraw from the College should notify a counselor immediately by arranging a personal interview. Students withdrawing from the College during the first three weeks of class must do so in person. After that, students who are unable to withdraw in person may do so by mail, by writing to the Coordinator of Counseling, Loew Hall, Room 432. The date of withdrawal will be the date on which the letter is received by the College. The letter should include:

- the reason for withdrawal;
- a listing of the courses and sections;
- name of each instructor.

To avoid academic penalty, students should be certain to receive and keep written acknowledgment of their withdrawal.

Students are urged to seek guidance before withdrawing from the College. Counseling and advisement prior to the final decision to withdraw may solve their problem and make it feasible to remain in College. If a student does not withdraw officially, there may be financial and academic penalties. (See "Withdrawal Procedure" above.)

Under special circumstances, if withdrawal is made within the third week after opening of classes, proportional refunds of tuition fees only may be made according to a schedule prescribed by the Board of Trustees. Application for refund of tuition fees should be made to the Registrar.

Military Leave

Students who enlist in the armed forces or who are inducted or recalled into service must present and place on file at the College a copy of the official induction notice indicating the exact date on which they must report for duty.

Disability and Pregnancy

A student who becomes disabled or pregnant should consider discussing with a counselor alternatives regarding current and future academic plans. Some of these alternatives are continuation of attendance, a leave of absence, or a program adjustment. A recommendation from a physician will help in determining what options are feasible. This recommendation, which is filed in the Health Service Office, is useful information to the College and beneficial to the student should the student require any medical services while on campus.

Program Allowances and Course Loads

Programs Exceeding Limits

A matriculated student may apply to the Vice President of Academic Affairs for permission to exceed the maximum permissible student load of 18 hours after consulting with his or her adviser. Note fees for over 18 credits on page 21.

Change of Curriculum

For a change of curriculum, a student must contact the Registrar's Office and complete a Change of Curriculum form. Once the change has been approved, a student must meet the prescribed requirements for the new curriculum. Credits taken and earned in the student's former curriculum may not necessarily be applicable in the new curriculum. Determination of transferability of credits from one curriculum to another rests with the new Curriculum Coordinator.

Access to Student Records

The Federal Education Rights and Privacy Act of 1974 and regulations (See Appendix E, pg. 203) pursuant thereto, grants students the right to be advised of:

1. The types of student records and the information contained within which are maintained by the college.
2. The name and position of the official responsible for the maintenance of each type of record, the persons who have access to those records, and the purposes for which they have access.
3. The policies of the college for reviewing and expunging those records.
4. The procedures for granting students access rights to their student records.
5. The procedures for challenging the content of their student records.
6. The cost, if any, which will be charged to students for reproducing copies of their records.

A student must file a Directory Information Non-Disclosure Form with the Registrar's Office to prevent the disclosure of directory information such as name, address, telephone number, etc.

Freedom of Information - Records Access

To contact the person regarding access to College records, see Appendix F, pgs. 203, 204.
Office of Academic Affairs

The Office of Academic Affairs is responsible for all instructional activities at the College; academic advisement of all students who have completed their first year; special programs; management of certain grants; and faculty and staff development. In addition, the following are also under the Office of Academic Affairs: Coordinated Undergraduate Education, Collaborative Programs, the Evening and Weekend Office, the Library and Learning Center.

The Vice President of Academic Affairs has the authority to waive certain fees and curriculum requirements when warranted. In addition, the Vice President views complaints about instruction after the instructor and department chairperson have been consulted.

Academic Advisement assists all students with the selection of the appropriate courses to ensure academic success and satisfactory progress towards graduation. Advisement also helps students to develop sound educational and career plans that are compatible with their personal and professional goals. Every semester, students are required to meet with an academic adviser or counselor to plan their next semester classes.

After being admitted to BCC, students are advised by Student Development counselors, and during their first semester they are advised by the counselor who teaches their required seminar: Orientation and Career Development (OCD 01). During subsequent semesters, students are advised by faculty members in their chosen curriculum and/or advisers in the Office of Academic Advisement.

The Office of Academic Advisement (Colston Hall 226) and the Academic Advisement Center (Loew Hall 424), with both evening and weekend hours, help students evaluate their educational plans, answer questions about exploring majors, provide accurate information regarding academic policies and procedures as well as appropriate referrals.

To this end, the Office has developed several initiatives such as: The "Early Advisement" program that helps students who have completed their first year with the transition from OCD 01 counseling/advisement to faculty advisement in their chosen curriculum. The 45+ degree credit Academic Intervention for the Degree (AID) program helps advanced degree credit students to accelerate the graduation process. The Committee on Academic Advisement, consisting of faculty advisers, counselors, and administrators meets regularly to discuss ways to further advance the Academic Advisement Program at the College.

The Office of Academic Advisement (Colston Hall 226) and the Academic Advisement Center (Loew Hall 424) assist students in the resolution of a variety of academic issues that include course planning, choice of major, registration and referrals.
Students who fail to achieve the required standards on either of the following charts will be placed on probation for one semester. Students who fail to achieve those standards while on probation will be dropped from City University.

### Index Classification Chart

**Minimum Index Needed to Maintain Matriculant Status**

The Board of Trustees of The City University of New York has mandated that all students must meet minimum index standards to go to the next semester. Students who fail to achieve the required standards on either of the following charts will be placed on probation for one semester. Students who fail to achieve those standards while on probation will be dropped from City University.

#### Index Classification Chart

<table>
<thead>
<tr>
<th>Cumulative credits taken</th>
<th>Probation must be assigned if Cumulative Index is lower than that listed</th>
<th>Suspension if Cumulative Index is lower than that listed and the student is on probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-111/2</td>
<td>No Classification</td>
<td>No Classification</td>
</tr>
<tr>
<td>12-231/2</td>
<td>1.67</td>
<td>1.00</td>
</tr>
<tr>
<td>24-371/2</td>
<td>1.78</td>
<td>1.54</td>
</tr>
<tr>
<td>38-611/2</td>
<td>1.88</td>
<td>1.76</td>
</tr>
<tr>
<td>62-831/2</td>
<td>1.95</td>
<td>1.88</td>
</tr>
<tr>
<td>84-1131/2</td>
<td>2.00</td>
<td>1.95</td>
</tr>
<tr>
<td>74 or greater</td>
<td></td>
<td>2.00</td>
</tr>
</tbody>
</table>

#### PROBATION

Students who fail to achieve required standards will be placed on probation. Students may appeal probation by going to the Office of Student Development (RCB, Room 302).

Special assistance, including tutoring and attending a required probation workshop, is provided for students on probation.

Students on probation may retain eligibility for federal Title IV financial aid such as Pell, SEOG, and Perkins and Stafford Loans.

#### ACADEMIC SUSPENSION

Students who fail to achieve the required standards while on probation will be dropped from City University. The normal academic appeals procedure of the College will continue to provide for consideration of individual cases and to make such exceptions to the implementation of the guidelines as circumstances may warrant.

Students may not be readmitted until they have been separated from the College for at least one year or equivalent calendar time. Readmission after one year shall be upon approved application to the Registrar. Students who have been suspended twice must apply for readmission to the Committee on Academic Standing. The status of students whose appeal for readmission from a second suspension is denied by the Committee on Academic Standing is permanent academic suspension.

Due to the lack of sufficient time for appeals and other considerations, suspensions are not executed at the conclusion of the fall term. However, the non-executed suspension counts as time toward academic suspension; that is, a student warned about probation may be academically suspended at the conclusion of the spring term.

#### READMISSION

After one or more semesters of absence from the College, a student must apply for readmission. The current fee for readmission is $10. Readmission applications are available in the Registrar's Office for this purpose. Deadlines for the receipt of applications for readmission are: Fall Semester, August 15; Spring Semester January 15; Summer Session, May 15.

Readmitted students, who have been away from the College for more than a year must prove residency.

#### GRADES

The instructor assigns the grade which represents his or her evaluation of the work performed and the level of scholarship and competence of the student based on a composite of the elements that went into the course.

Individual departments may set up policies with respect to minimum essentials, relative weighing of factors such as term paper, laboratory work, period quizzes, final examinations, and special projects. Grading policies may be department-wide or those of an individual instructor. In either event, they are communicated to students early in the semester.

A permanent academic record for each student is maintained by the Registrar. Students receive reports of their achievement and status each semester.

#### Mid-Term Grades

Instructors assign and inform students of mid-term grades during a period designated in the Academic Calendar.

Unless otherwise announced, all courses have required final examinations for all students.
The following grades may be assigned by instructors:

<table>
<thead>
<tr>
<th>Grade Equivalent</th>
<th>Achievement</th>
<th>Value Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Superior</td>
<td>4</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>A-</td>
<td>Very Good</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>Above Average</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Above Average</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>Below Average</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>Below Average*</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>Below Average*</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>Below Average*</td>
<td>0.7</td>
</tr>
<tr>
<td>F**</td>
<td>Failing</td>
<td>0.0</td>
</tr>
<tr>
<td>R†</td>
<td>Repeat</td>
<td>0.0</td>
</tr>
<tr>
<td>NC††</td>
<td>No Credit</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Students should be aware that although these grades are considered passing, they have the effect of lowering the GPA below the level necessary for graduation. Consistent performance at this grade level will result in probation and subsequently suspension from the College.

When a student receives the grade of "F" or an administrative failing grade, and that student subsequently retakes that course and receives a grade of "C" or better, the initial grade will no longer be computed into the Grade Point Average. The original grade will remain on the transcript with the notation "not calculated in Grade Point Average."

The number of failing credits that can be deleted from the Grade Point Average is limited to 16 for the duration of the student's undergraduate enrollment in The City University of New York. All 16 credits may be used at the associate degree level, but once used, they are unavailable at the CUNY senior college level. For this reason, students should be advised of the desirability of holding some or all of the credit bank for later studies at the senior college.

Students should make written request for such exclusions to the Registrar who is responsible for informing students of their rights with regard to this regulation.

The maximum number of times a given course may be repeated and grades be replaced shall be limited to two. Therefore, students will be allowed to take the same course a maximum of three times.

This policy is effective Sept. 1, 1990, at all colleges of CUNY. For additional information, contact the college registrar.

WU Withdrawed Unofficially and/or Excessive Absence (counts as a failure) 3rd week through end of semester.

AUD Audit (registration only by special permission of the Registrar and Department Chairperson).

Temporary Grades

An instructor may assign a temporary grade at the end of the semester only for one of the reasons given below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABS</td>
<td>Absent from final examination, but student otherwise passing in course. Upon application to the Registrar's Office, supported by evidence of legitimate, unavoidable absence, student will be given a make-up examination. May resolve to A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, or FAB Equivalent to F if unresolved. (Refer to Regulations below.)</td>
</tr>
<tr>
<td>INC</td>
<td>Work in course incomplete, but student otherwise passing in course. May not be assigned to student absent from final examination. May resolve to A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- or FIN Equivalent to F if unresolved. (Refer to Regulations below.)</td>
</tr>
<tr>
<td>Z</td>
<td>Administrative grade assigned temporarily when an instructor has been delayed in submitting the final grade. (Missing grade.)</td>
</tr>
</tbody>
</table>

Administrative Grades

During the semester, and under circumstances described below, instructors may assign the following special grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Withdrawed 3rd through 10th week only. Student initiated.</td>
</tr>
<tr>
<td>WA</td>
<td>Administrative withdrawal—disciplinary or lack of immunization. College initiated.</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawed Failing (counts as a failure) 3rd week through 10th week only.</td>
</tr>
</tbody>
</table>

1. Registration in subsequent level courses—A student with the grade of ABS or INC in any course may not register for the subsequent level course in a sequence without written permission to do so from the Chairperson of the Department in which the course is given.
2. Make-up and special examinations—A student who misses (for a legitimate reason) a regularly scheduled final examination must apply to the Registrar for re-examination. See Special Fees, page 21.
3. The deadline for a student to resolve a temporary grade (INC or ABS) by completing coursework shall be the end of the 10th week of the semester immediately following the one in which the grade was given.
4. If a student cannot comply with the 10th week deadline for submission of required coursework, he/she may file for an extension of the temporary grade only with the approval of the instructor and/or the department chair. The instructor and/or the department chair will then specify the period of time by which the coursework must be completed (no later than the 10th week of the semester following the one in which the extension was granted).
5. These grades will automatically convert from INC to FIN and from ABS to FAB at the end of the 10th week of the semester immediately following the one in which the grade was given unless the student has completed the coursework or has been granted an extension.
COMMITTEE ON ACADEMIC STANDING (CAS)

The Committee on Academic Standing formulates policy on all matters pertaining to the quality of scholarship and standards of academic achievement at the College. It deals with matters of standards for matriculation, awarding of degrees, grades, regulation of student program loads, and student appeals on these matters. Communications with the Committee should be made through the Registrar, who serves as its Executive Secretary.

Students may review a copy of the Codification of the College’s Academic Rules and Regulations available in the Registrar’s Office, the Student Government Association Office and the College Library.

ATTENDANCE AT CLASSES

Absence from Class*

Attendance at all class sessions is required. There are no provisions for unexcused absences or for unexcused free cuts. Instructors keep an official record of absence in their grade folders and communicate with the Office of the Registrar regarding excessive absence involving individual students.

In the event of unavoidable absence, students are encouraged to file immediately evidence of reason for absence so that it will be available if questions of appeals should arise. Evidence should be shown to all instructors involved and their signatures affixed as evidence of their having witnessed the documentation. This evidence should then be filed with the Registrar’s Office.

Students excessively absent as indicated in the Guide for Excessive Absences chart may first be warned. If absence continues, they will be debarred, with an assigned grade of “WU” which is a failing grade.

*Absence Limitation Chart

<table>
<thead>
<tr>
<th>Number of Class Hours per Week</th>
<th>Warning Notice Sent After Hours of Absence</th>
<th>Debarment After Hours of Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 session of absence*</td>
<td>1 session of absence*</td>
<td>3 sessions of absence*</td>
</tr>
<tr>
<td>1 hour</td>
<td>1 hour</td>
<td>3 hours</td>
</tr>
<tr>
<td>2 hours</td>
<td>2 hours</td>
<td>5 hours</td>
</tr>
<tr>
<td>3 hours</td>
<td>3 hours</td>
<td>7 hours</td>
</tr>
<tr>
<td>4 hours</td>
<td>4 hours</td>
<td>9 hours</td>
</tr>
<tr>
<td>5 hours</td>
<td>5 hours</td>
<td>12 hours</td>
</tr>
<tr>
<td>6 hours</td>
<td>6 hours</td>
<td>14 hours</td>
</tr>
<tr>
<td>7 hours</td>
<td>7 hours</td>
<td>16 hours</td>
</tr>
<tr>
<td>8 hours</td>
<td>8 hours</td>
<td>18 hours</td>
</tr>
</tbody>
</table>

* In classes such as laboratory, health and physical education, art, or music which may be scheduled to meet only one session each week, absence from one session incurs a warning notice. Absence from two sessions is the maximum permitted for the term. Absence from three sessions constitutes grounds for debarment from the course.

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 must, at the discretion of the instructor, be refused admission to a class session and/or incur an official absence.

GRADUATION REQUIREMENTS

To be considered for graduation at Bronx Community College, students must meet four requirements. They must have:

1. completed all the required courses in the curriculum;
2. an overall academic index of at least C (2.0);
3. completed the minimum degree credits required;
4. passed the CUNY Proficiency Examination (CPE).

The CUNY Proficiency Exam replaces the CUNY Reading Assessment Test and the CUNY Writing Assessment Test (Freshman Skills Assessment Program) as a graduation requirement.

The CUNY Proficiency Exam (CPE)

The CPE, developed in response to a 1997 Board of Trustees’ resolution and as of September 1, 2003, is required for all students planning to complete an associate degree program or begin junior-level work at a four-year CUNY college. The CPE tests students’ abilities to understand and think critically about ideas and information and to write clearly, logically, and correctly at a level associated with success in upper division courses. Students must take the CPE for the first time after they have completed 45 credits. In addition, students may take the CPE for the first time during the semester in which students register for their 45th cred-
In both instances, students must be in good academic standing - students with GPAs below 2.0 or who have not passed the ACT reading and/or writing exam may not sit for the exam. Students, with a Bachelor's degree or higher, from an accredited program, are exempt from the CPE. In the event students have any questions about the CPE, please feel free to call the Testing Office at (718) 289-5760 for further clarification and/or subsequent updates. In turn, students are cordially invited/encouraged to visit the CPE web site at www.cuny.edu/cpe.

Writing Intensive (WI) Courses

For students who entered BCC in Fall 2004 or later, the College requires for graduation, in addition to the English course requirement, completion of two designated WI courses chosen from any of the three divisions. It is recommended that students take WI courses from two different divisions. Any course offered for college credit in the BCC catalog may be designated as Writing Intensive. The pre- and/or co-requisites for WI sections are identical to the pre- and/or co-requisites for non-WI sections of such courses, as listed in the BCC catalog. Students may take any designated WI course as their first selection. However, it is recommended that WI courses have at least a pre- or co-requisite of English 02 and/or RDL 02. Further, it is recommended that students take their second WI course after completing or while taking English 11.

A course section designated as Writing Intensive is a section of a course, given in a department other than English (with the exception of 3-credit, 3-hour literature courses), in which there are both formal and informal writing assignments. WI courses, which are taught by faculty who have been trained in Writing Across the Curriculum techniques, include writing-to-learn activities such as journals, self-assessments, and brief, low-stakes essays as well as graded formal papers. Students write formal papers comprising a total of at least 12 pages (approximately 3,000 words). This total may include some short papers and a longer paper, which is assigned in stages.

Assignments reflect writing appropriate to the discipline. Papers are assigned in a way that develops students' writing competence through a process of drafting and revision, with individual feedback on the work in progress. Reading, critical thinking, and writing-to-learn activities are part of the course throughout the semester. Writing-to-learn activities may include paraphrasing, summarizing, recapitulating main points of a class, etc.

Course grades will be based in significant part on assignments requiring students to produce written work, such as essays, lab reports, book reviews, or research papers. At least one quarter of the course assignments that count towards the final grade involve writing. Essays written out of class may fulfill this requirement, and it is also desirable that class tests require some paragraph or essay answers instead of consisting wholly of multiple choice or other short-answer questions. The writing-intensive objectives of the course will be incorporated into the syllabus.

To Apply for Graduation

Students file as a "Candidate for Degree" one semester prior to the expected graduation date by filing in the Registrar's Office, Colston Hall, Room 518.

Those who fail to submit this form will not be evaluated for graduation purposes. The Diploma will be dated the semester that the degree is conferred, not necessarily the semester that the coursework was completed.

Multiple Degrees

A student may earn only one Associate in Arts (A.A.) degree. However, a student may earn multiple Associate in Science (A.S.) degrees, or multiple Associate in Applied Sciences (A.A.S.) degrees. A student may earn an A.A. degree and multiple A.S. degrees in areas in which the degrees are distinct and different. Here are some examples of what is possible:

1. Liberal Arts and Sciences Associate in Arts (A.A.) and Liberal Arts and Sciences Associate in Science (A.S.) with Biology Option.
2. Liberal Arts and Sciences Associate in Science (A.S.) with Chemistry Option and Mathematics Associate in Science (A.S.)
3. Accounting Associate in Applied Sciences (A.A.S.) and Warehouse Management Associate in Applied Sciences (A.A.S.)
4. Liberal Arts and Sciences Associate in Arts (A.A.) and Liberal Arts and Sciences Associate in Science (A.S.) with Physics Option and Business Administration in Associate in Science (A.S.)

Course requirements for the second degree are those curriculum requirements in effect when application for the second degree is approved. For more information, consult the Codification of Academic Rules and Regulations available in the College Library, Registrar's Office and Student Government Association Office.
Graduation Rate
Graduation rates at BCC compare favorably with other public, urban community colleges. Most students require more than two years to complete an associate degree.

The average five-year graduation rate is 20 percent. Other rates are available in the Office of the Registrar.

HONORS

The Honors Program at Bronx Community College fosters academic excellence. It challenges students with rigorous assignments and creates opportunities for education beyond an A.A. or A.S. degree.

The Honors Program is open to all students who meet the following criteria: a GPA of at least 3.2; all course prerequisites met; and at least nine college credits earned. Students may also enter the program when recommended by a faculty member.

Qualified students are eligible to take honors courses in a variety of subjects in the liberal arts and sciences. Honors classes are generally limited in size and offer greater opportunities for individual attention and interaction with faculty. Students receive special recognition on their transcripts for those honors courses in which they attain a grade of B or higher.

Every honors student is assigned a faculty mentor who will be available for academic advisement and help in planning long-term academic goals.

Dean's List

Students shall be eligible for inclusion on the Dean's List when they have completed a minimum of twelve (12) college-level credits (a band) with a band average of 3.2 or higher and a Cumulative Grade Point Average (GPA) of 3.0 or higher.

Students shall be evaluated for the Dean's List upon successful completion of:

- 12 - 23 college-level credits—Band #1
- 24 - 35 college-level credits—Band #2
- 36 - 47 college-level credits—Band #3
- 48 - 59 college-level credits—Band #4
- 60 - 71 college-level credits—Band #5
- 72 or more college-level credits—Band #6

No student shall be included on the Dean's List more than once for each of the twelve (12) credit bands defined above. As a consequence of this rule no student may be included on the Dean's List more than six (6) times during his or her stay at the College.

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

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

An "accumulation period" will consist of the number of semesters since the student started at the College and completed a band of twelve (12) college-level credits.

Honor Societies

Presently three honor societies are active at the BCC:

Alpha Beta Gamma
Advisor: Mr. Elsworth Brown

Alpha Beta Gamma is the International Business Society recognizing scholarship among community college students. To be eligible for membership with the BCC chapter, students must be enrolled as a Business major complete 15 credit hours with at least 12 credit hours taken in courses leading to a business degree, and attain a 3.3 GPA both in business courses and overall.

Phi Theta Kappa
Advisor: Mr. Ediane Elmeus

Phi Theta Kappa is the International Honors organization of two-year colleges. Membership is offered to students who have earned at least 24 credit hours at the College and have achieved a cumulative GPA of at least 3.5. Phi Theta Kappa offers a variety of leadership opportunities for student involvement, partakes in community service activities and holds an induction ceremony each year during the spring.

Tau Alpha Pi
Advisor: Dr. Nasser Abdellatif

Tau Alpha Pi is the National Honor Society recognizing students enrolled in science and technology programs at two-year colleges. To be eligible for membership, students must have earned at least 24 credit hours with a cumulative GPA of at least 3.5. The organization holds an induction ceremony each year during the spring semester.

TRANSFER POLICIES: FROM BCC TO A SENIOR COLLEGE

Students who wish to enter senior colleges of The City University of New York must have passed the reading, writing and mathematics freshman skills tests. For more information, please see the section of the College Catalog on CUNY Freshman Skills Assessment Program.

Additionally, all students admitted to a degree program are required to pass the CUNY Proficiency Examination to transfer into a senior college and advance from the lower division to the upper division of a senior college. Also, effective Fall 2000, all transfer students entering degree programs are required to pass the University Proficiency Examination. For more information, please see the section of the College Catalog on Graduation Requirements.
UNY Transfer Policies

Transfer Policies Pertaining to CUNY Associate in Arts (A.A.) and Associate in Science (A.S.) degree Programs.

I. All City University of New York Associate in Arts and Associate in Science degree recipients shall be:
   a. given priority for transfer over non-University students seeking transfer,
   b. accepted as matriculated students at a senior college of the City University, and
   c. upon transfer, granted a minimum of 60 credits toward a baccalaureate degree and be required to complete only the difference between the 60 credits granted and the total credits normally required for the degree.

II. All Liberal Arts and Science courses successfully completed in one City University college are transferable, with full credit, to each college of the University. Credit will be granted for these courses in all departments and programs, and recognized for the fulfillment of degree requirements irrespective of whether the student has fulfilled the requirements for the associate degree.

III. Effective Fall 2000, students who have earned a City University Associate in Arts (A.A.) or an Associate in Science (A.S.) degree will be deemed to have automatically fulfilled the lower division liberal arts and science distribution requirements for a baccalaureate degree. However, students may be asked to complete a course in a discipline required by a senior college’s baccalaureate distribution requirements that was not part of the student’s associate degree program. In such cases all coursework required will be applied toward the total number of credits normally required for the baccalaureate degree (see note c).

IV. Based on a fair and reasonable evaluation of a student’s transcript, at least nine (9) credits will be granted in the student’s major (including laboratory science). Note that this does not preclude a senior college from granting more than nine credits in the student’s major. (Students who change their major upon transfer may not have completed coursework that can be applied towards a new major.)

Please note the following:

a. When students transfer prior to the completion of an A.A. or A.S. degree, the liberal arts and science courses they have completed will be deemed to have fulfilled discipline-specific distribution requirements for all baccalaureate programs on a discipline-by-discipline basis, with the exception that upper division coursework will not be recognized unless appropriate prerequisites have been satisfied.

b. Students who have completed professional courses such as Accounting, Education or Nursing, where instruction is begun at the associate degree level and continued at the baccalaureate level, will be granted credit for such coursework upon transfer with the A.A. or A.S. degree. However, the senior college shall determine the proper level of placement in its professional course sequence and the coursework can apply to the professional degree.

c. Graduates of A.A. or A.S. degree programs who have not completed at least one year of foreign language study (or established an equivalent proficiency) and transfer into a baccalaureate program requiring a foreign language may be asked to complete six (6) to eight (8) credits of foreign language coursework (or establish an equivalent proficiency) in addition to their normal degree requirements. Proficiency may be established based upon high school coursework, native language abilities, or examination.

d. Students who pursue a major that departs from their Associate in Arts or Associate in Science degree program of studies and which requires a sequence of prerequisite courses prior to coursework in the major, and students who change their major upon transfer to a senior college, should expect that completion of their bachelor's degree may require more than 120 credits.

Transfer Policies Pertaining to Associate in Applied Science (A.A.S.) Degree Programs.

I. All City University of New York Associate in Applied Science degree recipients shall be:
   a. given priority for transfer over non-University students seeking transfer,
   b. accepted as matriculated students at a senior college of the City University,
   c. upon transfer to a parallel professional program, granted a minimum of 60 credits toward a baccalaureate degree and be required to complete only the difference between the 60 credits granted and the total credits normally required for the degree,
   d. upon transfer to a senior college liberal arts curriculum or related professional program in the same field as the associate degree program, granted a minimum of 60 credits toward a baccalaureate degree and follow a prepared course of study that will enable them to complete the baccalaureate degree within 60 to 72 credits (see note c).

II. Effective Fall 2000, when students transfer after completing a City University Associate in Applied Science (A.A.S.) degree, or prior to completion of the degree, the liberal arts and science courses they have completed will be deemed to have fulfilled discipline-specific distribution requirements for all baccalaureate programs on a discipline-by-discipline basis, with the exception that upper division coursework will not be recognized unless appropriate prerequisites have been satisfied.
Based on a fair and reasonable evaluation of a student's transcript, at least nine (9) credits will be granted in the student's major (including laboratory science). Note that this does not preclude a senior college from granting more than nine credits in the student's major. (Students who change their major upon transfer may not have completed coursework that can be applied towards their new major.)

Please note the following:

a. All Liberal Arts and Science courses successfully completed in one City University college are transferable, with full credit, to each college of the University and credit will be granted for these courses in all departments and programs, and recognized for the fulfillment of degree requirements.

b. Students who have completed professional courses such as Accounting, Education, or Nursing, where instruction is begun at the associate degree level and continued at the baccalaureate level, will be granted credit for such coursework upon transfer with their degree. However, the senior college shall determine the proper level of placement in its professional course sequence and the extent to which such coursework can apply to the professional degree.

c. Students who pursue a major that departs from their Associate in Applied Science degree program of studies and which requires a sequence of prerequisite courses prior to coursework in the major, and students who change their major after they are enrolled in a senior college, should expect that completion of their bachelor's degree may require more than an additional 72 credits.

Transfer to Other Higher Educational Institutions

Generally, students transferring from one of The City University community colleges to higher educational institutions outside CUNY have found that transfer credit is awarded for credits earned with grades of D or better. Each institution makes its own transfer policies, however, and students planning to transfer to institutions outside The City University should contact the institution to which they are planning to transfer to discuss transfer policies.

Transfer Career Curricula to Other Higher Educational Institutions

Many four-year institutions will admit graduates of the career programs, granting varying amounts of advanced standing credit for studies completed at BCC.

All credit and noncredit courses taken at Bronx Community College may be incorporated in the calculations of the scholastic index by the receiving college.

All courses and grades taken at Bronx Community College appear on the student's Bronx Community College permanent record transcript.

Note: Each senior college has its own admission requirements. The number of credits and Grade Point Average may vary.
STUDENT DEVELOPMENT DEPARTMENT

President of Student Development:
Dr. Penny Bloom

Associate Professor: J. Misick
Assistant Professors: M. Adeyanju,
P. Gilbert, N. Reynoso

Lecturers: C. Bello, K. Davis, R. Encarnacion,
M. Hermina, F.K. Nyarko, V. Rodriguez,
M. Russell

The Student Development Department is concerned with student life on all levels and strives to support the personal, educational and career development of each student.

The Student Development Department includes the Career Development Office, Career Services, Child Development Center, College Discovery, College Opportunity to Prepare for Employment (COPE), Disabled Student Program and Services, General Counseling, Health Services, Psychological Services, Student Activities, Student Support Services (PASS) Center, Transfer Center and the Office of Enrollment Management which addresses student issues in Admission, Financial Aid, Recruitment and Registration.

Student Development also provides assistance in specialized areas of Freshman Orientation; Curriculum Advisement; Cooperative Work Experience; and Veterans' Affairs.

COUNSELING SERVICES

Director: Dr. Nelson Reynoso
Assistant Director: Ms. Kathy Savage
Loew Hall 432

General Counseling and Curriculum Advisement

The counselors in the General Counseling Office provide academic, career, and personal counseling on both an individual and group basis. The Counseling Office is committed to providing multi-cultural counseling in order to understand differences and cultural issues encountered by students.

Course and Curriculum Advisement is provided by the Student Development counselor in the student's first semester. Students are assigned to counselors through OCD 01 registration.

The College Discovery program provides advisement for its own students.

Advisement for all other students is provided by academic departments. Faculty advisers are an additional source of career information for students.

Orientation and Career Development OCD 01

This one-semester course is required of all entering freshmen. Students are assigned to counselors in the Student Development Department through registration in OCD 01. (See page 157.)
OCD 11
A one-credit course which offers a comprehensive examination of the career decision-making process. (See page 157.)

Career Development Office
Director: Ms. Melba Olmeda-Amaro
Loew Hall 328

The Career Development Office offers enrolled students and recent graduate's services that enhance their career planning and increase their potential to find meaningful employment and internships.

Students are offered assistance with:

Job Preparation: Students receive guidance in developing their resumes, interviewing, and job search skills. The Office offers ongoing career awareness and employment preparation workshops.

Mock Interviews: Available to students who are interested in practicing their interviewing skills.

Career Resource Library: Students utilize the library's resources to privately review career development and employment journals as well as view videotapes to improve their interviewing skills through audio visual resources.

Assessments: Students can receive in-depth assessments of their skills, interest, abilities and personality to help them identify a major and suitable career.

Internships: The Cooperative Work Experience Program assists students with obtaining internships that will provide them with the exposure, experience, and skills to effectively compete in today's labor market. Students must have a minimum of 30-degree credits and at least a 2.0 grade point average to qualify for internship placement. All students are eligible for either volunteer or on-site training opportunities, but must have a 2.0 grade point average.

Choices Planner: An on-line Career Exploration Program that gives students an easy-to-use interactive tool that helps them choose from a vast network of career-related opportunities, including Career Plan Builder, Resume Builder, Job Interviewing and much more.

Employment Services: Employment and internship opportunities with private, federal, state and city organizations are updated on a daily basis. Students meet the employers on campus as part of our On-Campus Recruitment Program.

Career Fairs: The Office coordinates an annual on-campus career fair for students seeking employment and internship opportunities. Students are provided with information on city-wide career and job fairs.

All students requesting referrals to employers for internships, employment opportunities and job fairs are required to have a résumé (reviewed by our counselors) on file and on a computer disk.

Psychological Services
Director: Prof. Paula Gilbert
Loew Hall 210
Social Worker: Mr. Vincent Walker
Loew Hall 212

The Psychological Services Team offers a range of services to assist students with their adjustment to college. The team offers short-term, individual and group counseling to help students work through personal and emotional concerns that may negatively affect their academic performance. Crisis intervention, counseling for substance abuse, referrals to appropriate social services agencies, as well as to pertinent offices within the College are also provided. Services are free and confidential. Students can seek services on their own or be referred by faculty or staff.

Academic Computer Laboratory
Loew Hall 320

The Counseling Computer Laboratory is located in Loew Hall 320. Fifty-state-of-the-art microcomputers are available for student and faculty/staff use under the guidance of trained support staff. It has a variety of licensed software for BCC students that are related to career, transfer and academic counseling. Students can use Success interactive program to access GPA, probation and suspension, financial aid, and other general information about the College. Students can use MS Office to write their resumes and other documents. Discover program can be used for career counseling and self-assessment. Students can also use our computers to search for jobs using the Department of Labor database and various Internet job banks. Laser printers are available for fine printing of the documents. Computer workshops are regularly offered to students, faculty, and staff during fall and spring semesters.

College Opportunity Program to Prepare for Employment (C.O.P.E)
Director: Ms. Barbara Martin
Loew Hall 106-A

C.O.P.E. Program (College Opportunity to Prepare for Employment) is funded by the Human Resources Administration (HRA), and is a collaborative effort with BCC and CUNY. The C.O.P.E. Program is unique because it provides services to BCC students who are currently receiving public assistance. The mission of C.O.P.E. is to provide students with a comprehensive supportive system (job placement, academic advisement, childcare referrals, personal counseling and HRA advocacy) and to meet HRA requirements.

Office of Disability Programs and Services
Director: Ms. Melissa Kirk
Loew Hall 213

The Office of Disability Programs and Services gives assistance to any student who has a documented learning disability, medical, physical, hearing, visual, emotional-
Health Services*
College Nurse: Ms. Dorothy Muller, RN
Loew Hall 101
Health Services offers physical assessments with counseling and referrals as needed, treatment for minor injuries and over-the-counter medication is available for minor health problems. Free Immunization for measles, mumps, rubella and hepatitisB and flu (seasonal) are provided. HIV screening with pre and post counseling is offered every other Tuesday through Project ACCESS of Bronx Lebanon Hospital.
Comprehensive material is available on most health issues. Visit our office or check out BCC’s website for his information.

A partnership with Morris Heights Health Care Center allows all registered student without health insurance access to primary health care services at their facilities for a $10 co-payment. Students are encouraged to enroll in government funded free or low cost medical insurance at Morris Heights Health Care Center. Call for an appointment at (718) 483-1234.

Health Requirements at BCC
Under Public Health Law 2165, all matriculated students born after January 1, 1957, and enrolled for six or more credits are mandated to show proof of immunity to measles, rubella, and mumps. If documentation is not available free immunization is offered during registration. Public Health Law 2165 requires all colleges to inform their students about meningococcal meningitis and the vaccine upon admission. Continuing students are required to acknowledge receipt of this information (see BCC E-mail).

Students enrolled in a PEA class must submit a physical examination record (valid for two years).
All students participating in team sports must submit a yearly physical examination record.

*A current medical report (less than two years old) must be on file in the Health Services Office for each student’s personal safety in case of an emergency and for use in acquiring services that might be needed, including determining physical education course options. In addition, under Public Health Law 2165, all matriculated students born after January 1, 1957, and enrolled for six or more credits, are required to be immunized against measles, rubella, and mumps. All medical information will be kept confidential and used only with the student’s permission.

BRONX COMMUNITY COLLEGE ASSOCIATION INC.
The Bronx Community College Association, Inc., is a chartered corporation composed of a Board of Directors and chaired by the College President or a designee. Student representatives, faculty and administrators are charged with the responsibilities of approving budgets and appropriating student activity fees monies. The funds are expended for student extracurricular activities, including student publications, clubs, social activities, athletic teams and organizations.
The records and budgeted expenditures are audited annually and carefully supervised.

Student Assistance Center
Director: Ms. Cheryl Byrd
Loew Hall 200
The Student Assistance Center provides full services from 9 a.m. to 7 p.m., Monday and Thursday; 9 a.m. to 5 p.m., Tuesday and Wednesday; and 9 a.m. to 1 p.m. on Friday.

COLLEGE DISCOVERY PROGRAM
Acting Director: Mr. Kevin Davis
Loew Hall 400
The College Discovery Program (CD) is the higher education opportunity program for Bronx Community College and the City University of New York. College Discovery, supported by State and City funding, was initiated at BCC in 1964 to increase access to higher education for students who have experience academic and economic disadvantages.
The purpose of the CD Program is to provide supportive services including orientation, tutoring services, and counseling services to ensure students ability to succeed. Entering students apply directly to The City University Office of Admissions Services and must meet financial need criteria. Students who have previously attended college are not eligible to enter the CD Program, except transfers from the City University SEEK program or from E.O.P. or H.E.O.P. programs. Students are officially enrolled in the curriculum of their choice. Students are encouraged to participate in all program and college activities including the CD Club, Town Meeting, Honors Awards Ceremony, and Freshman Convocation. Graduates who wish to pursue a bachelor's degree may continue their education at sister programs in CUNY, SUNY, or most private colleges in New York State.
PERSONAL AND ACADEMIC SUPPORT SERVICES (PASS) CENTER

Acting Director: Dr. Françoise Cromer
Sage Hall 210

The PASS Center offers personal and academic support to eligible Bronx Community College students who want to develop a strong academic background for a successful transfer to a senior college. The Center provides a full spectrum of academic and personal support services that include tutoring in many levels of academic subjects and supplemental instruction in reading, writing, mathematics and English as a Second Language (ESL). The Center also offers academic and informational workshops, campus trips to senior colleges, and cultural/educational activities.

The PASS Center is recommended for first-year freshmen who place in remedial and developmental courses, and ESL students. Students with documented disabilities, U.S. Veterans, and first generation students (i.e. raised by parents without a college degree) are encouraged to apply. As an extension of federal assistance, the PASS Center enrolls students who qualify for financial aid or meet the federal guidelines for low income.

Applications to enroll in the PASS Center’s support services program can be obtained by visiting Sage Hall, second floor.

For more information, visit the PASS Center’s web site at www.bcc.cuny.edu/passcenter or call (718) 289-5365.

STUDENT ACTIVITIES

Director: Mr. Kirk Daley
Roscoe C. Brown Jr. Student Center 102

The student activities program includes a wide variety of organizations, clubs and special activities that are an integral part of the mission of the College designed to support and encourage students in search of positive learning experiences. These programs enhance development of individual potentials through broadening student perspectives via exposure to new experiences and roles. The programs provide enrichment through the cooperation and guidance of interested faculty advisers.

The Office of Student Activities is the central clearinghouse for information on all student activities. Various student committees help to plan campus-wide activities and events for students and the community. Members include students and administrators. All officers of the Student Government Association, clubs, publications, members of the College Senate, and athletic teams must be matriculated students with a minimum cumulative scholastic index of 2.00. All student representatives must be registered for classes while they serve.

Clubs and Organizations

The Inter-Organizational Council is the representative body of student clubs and organizations that plans and coordinates various club activities.

- African Club
- Alpha Beta Gamma (Honor Society)
- Bronco Cheerleaders
- Business Club
- Campus Advance
- Career Club
- College Discovery
- COPE Club
- Dance Workshop
- Film Club
- French Club
- History Club
- Human Services Club
- Literary Arts Center
- Mathematics and Computer Science Club
- Multicultural Student Association
- Music Club
- Muslim Student Association
- Paralegal Society
- Parent Club
- Phi Theta Kappa (Honor Society)
- Psychology Club
- Radiologic Technology Club
- Seekers Club
- S.H.A.R.E. Club
- Speech, Drama and Debate Team
- Tau Alpha Pi (Honor Society)
- Theatre Workshop
- Wiccan Pagan Student Association
- Women’s Symposium

The Bronx Community College Choir is a performance group open to college students, faculty and staff.
Student Publications & Media
The Communicator (newspaper)
Through the Looking Glass (literary magazine)

Student Government Association (SGA)
The Student Government Association represents the student body working cooperatively for students’ welfare through its executive board. SGA is represented on the BCC Association, Inc., which allocates money from the student activity fees. The organization upholds and protects the rights of all BCC students on campus.
The BCC College Senate is composed of administrative, faculty, and staff representatives. All students on SGA hold senatorial seats and participate in all College Senate activities.

Roscoe C. Brown Jr. Student Center
The Roscoe C. Brown Jr. Student Center is dedicated to serving the social, cultural and recreational needs of Bronx Community College students and provides for a variety of services and educational experiences. The facility includes a cafeteria, theatre, lounges, quiet browsing room, meeting rooms and the BCC bookstore. For information regarding use of the facilities for programs, meetings or conferences, contact the Student Center Office, at 718-289-5195.

TRANSFER CENTER
Director: Vacant
Roscoe C. Brown Student Center 302
The Transfer Center at Bronx Community College provides students with comprehensive transfer services to facilitate well-informed decisions about appropriate senior college choices after graduation. The goals of the Transfer Center are as follows:
• To provide students with information regarding senior college admission standards and requirements.
• To facilitate seamless transfer for students from BCC to senior colleges through advisement and articulation.
• To simplify the transfer application process for graduating students.
• To employ appropriate intervention techniques ensuring that students matriculate in BCC curricula congruent with long-range degree and career interests.
• To maintain records and generate reports on the transfer activities and trends of transferring BCC students.
• A variety of resources are available to assist students in the transfer process including:
  - Transfer Day, which is held twice during the academic year and attracts 40-50 college admission representatives from CUNY, SUNY and other public and private schools
  - College applications, catalogs and brochures
  - Transfer scholarship information
  • Appointments with transfer counselors
  • Appointments with academic advisors
Students are encouraged to visit the Transfer Center as early as possible during their academic careers. Appointments are recommended and are scheduled with the receptionist.

VETERANS’ AFFAIRS
Acting Registrar: Ms. Regina Tobin
Colston Hall 513
The Office of Veterans’ Affairs provides services for veteran students currently enrolled at Bronx Community College. This office processes all veterans’ certification applications for educational benefits. This Office also provide information on financial aid and assistance with academic advisement, registration and validation. The Veterans’ Affairs Office helps process withdrawals due to active duty recalls.

ATHLETICS
Director of Athletics: Dr. Donna Genova
Alumni Gym 300B
The Athletic Program at Bronx Community College provides opportunities for students to compete against neighboring community college Intercollegiate Athletic teams.
Participation in this program fosters the values of discipline, cooperation and collaboration as well as the spirit of team competition. Through team play, the student athlete learns how to work with others for the achievement of individual and group goals. Individual contributions may include increased confidence, self-esteem, and leadership abilities.
Membership on individual teams is open to all full-time students who are making satisfactory progress toward an associate degree. An acceptable medical report must be on file in the Health Services Office.
The College is a member of the National Junior College Athletic Association (Region XV) and The City University of New York Athletic Conference.

Intercollegiate Athletic Teams
Men’s Baseball
Men’s Basketball
Men’s Soccer
Women’s Volleyball
Women’s Soccer
Track and Field (men and women)
Cross Country
Indoor Track
Outdoor Track

The College files an annual report with the U.S. Secretary of Education on Intercollegiate Athletics which includes information on the participation of males and females on its teams, and the expenditures and revenues of those teams. Copies of the annual report on Intercollegiate Athletics are available at the reference desk of the library and the College website.
Intramurals/Recreation/Sports Clubs
Coordinator of Intramurals and Recreation:
Prof. Henry Skinner
Alumni Gym 402.

The intramural sports program is primarily for those with average athletic abilities and, although spirited, is of a less competitive nature than intercollegiate sports. The recreational activities program is designed to provide opportunity for exercise of a non-competitive nature for all those who are motivated toward attaining or maintaining a satisfactory level of physical fitness.

Basketball, volleyball, power lifting, football, swimming, tennis and table tennis are a few activities among many that are scheduled on an intramural basis. The program is open to all students with an acceptable medical report on file in the Health Service Office.

■ CAMPUS BEHAVIOR CODE

To ensure the continuance and enhancement of the positive image and reputation of all members of the College community, in the interest for 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:

1. Gambling and the sale and possession of drugs, including marijuana, are illegal by New York State law. Violators will be subject to disciplinary action and/or to referral to outside authorities.

2. Any student who does not show his or her ID Card upon a legitimate request will be considered a trespasser.

3. Use of alcoholic beverages is prohibited on campus, except for the consumption of beer and/or wine at special events sponsored by chartered student groups under the supervision of a faculty adviser with prior approval of the Vice President for Student Development.

4. Any form of cheating is prohibited.

Any student charged with, accused of, or alleged to have violated the Code of Behavior or any law or regulation established by the College, and by the City, State or Federal Government shall be subject to disciplinary procedures as outlined in Articles 15.3 to 15.6 of the Board of Trustees Bylaws and to sanctions as listed in the Board of Trustees Bylaws and Article 129A of the Education Law.

A preliminary investigation will be conducted to determine whether disciplinary charges should be preferred. If there is sufficient basis for the allegation, the matter may be referred to conciliation or formal disciplinary charges may be preferred. The procedures for conciliation conferences and for Faculty-Student Disciplinary Committee hearings are outlined in Articles 15.3 to 15.6 of the Board of Trustees Bylaws. Copies of the pertinent articles can be obtained from the Office of the Vice President for Student Development.

■ RULES AND REGULATIONS (EDUCATION LAW)

Rules and Regulations for the Maintenance of Public Order on Campuses of the City University Pursuant to Article 129A of the Education Law

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 the sanctuary lies in the protection of intellectual freedoms: the right of professors to teach, of scholars to engage in the advancement of knowledge, and of students to learn and to express their views, free from external pressures or interference.

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 Trustees.

The President

The president, with respect to his or her educational unit, shall:

"(A) Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his or her jurisdiction;

"(B) Be the advisor and executive agent to the Board and of his or her respective College Committee and such shall have the immediate supervision with full discretionary power in carrying into effect the bylaws, regulations 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 the 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 or she interfere with the institution's educational process or facilities, or the rights of those who wish to avoid 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 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 or 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. Disorderly conduct or indecent conduct on University/college owned or controlled property is prohibited.

7. Any individual shall have in his or her possession a rifle, shotgun or firearm or knowingly have in his possession any other dangerous instrument 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 or her possession any other instrument or material which can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college.

8. 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 or affiliation with any organization is prohibited.

9. 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/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 days after such conviction.

10. 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 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 instructional 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 or 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 authorizes the conduct prohibited under substantive Rules 1-11 shall have its permission to operate on campus rescinded.

Appendix—Sanctions Defined:

Admonition—An oral statement to the offender that he or she has violated university rules.

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 be cause for more severe disciplinary action.

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.

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.

Restitution—Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

Suspension—Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

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.

Complaint to Civil Authorities.

Ejection.

Adopted by the Board of Higher Education June 23, 1980; Calendar No. 3(b).
Amended October 27, 1989; May 22, 1989; and June 25, 1990.
CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

I. Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices of communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

1. Copying from another student during an examination or allowing another to copy your work.
2. Unauthorized collaboration on a take-home assignment or examination.
4. Taking an examination for another student or asking or allowing another student to take an examination for you.
5. Changing a graded exam and returning it for more credit.
6. Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
7. Preparing answers or writing notes in a blue book (exam booklet) before an examination. Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
8. Giving assistance to acts of academic misconduct/dishonesty.
9. Fabricating data (all or in part).
10. Submitting someone else's work as your own.
11. Unauthorized use during an examination of any electronic devices such as cell phones, palmtops, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

1. Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
2. Presenting another person's ideas or theories in your own words without acknowledging the source.
3. Using information that is not common knowledge without acknowledging the source.
4. Failing to acknowledge collaborators on homework and laboratory assignments.

Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:

1. Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
2. Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
3. Retaining, using or circulating, examination materials which clearly indicate that they should be returned at the end of the exam.
4. Intentionally obstructing or interfering with another student's work.

Falsification of Records and Official Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

1. Forging signatures of authorization.
2. Falsifying information on an official academic record.
3. Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

COLLEGE SENATE POLICY ON ACADEMIC INTEGRITY

I. Introduction

Faculty members at Bronx Community College believe that developing students' abilities to think through issues and problems by themselves is central to the educational process. Since academic integrity is vital to BCC as an institution of learning, faculty members will make every effort to uphold this "Policy on Academic Integrity" (hereinafter the "Policy"). Faculty will act in accordance with this Policy and all other University policies and applicable bylaws.

II. Definitions

The two most common violations of academic integrity are cheating and plagiarism.

A. Cheating

Cheating is defined as (a) taking or giving help on a test (b) using unauthorized books, papers, notes or unauthorized pre-prepared materials during an examination; (c) passing off another person's work as one's own in the case of projects, papers, portfolios, lab reports; or (d) falsifying reports that clinical procedures were completed, and fabricating data such as vital signs, lab reports, etc. Examples of cheating include, but are not limited to the following:

1. Copying an examination or assignment that will be submitted as an individual's own work;
2. Procuring and distributing answers to examinations in advance;
3. Using answers on examinations that have been obtained in advance;
4. Unauthorized collaboration on work submitted as one's own;
5. Having another person take an examination or write a paper that will be submitted as one's own;
6. Submitting work which has been previously or is currently being used in another course without the knowledge or consent of the instructor.
B. Students are required to appropriately identify direct quotations and paraphrased opinions, ideas, and data when they are incorporated into the writing of papers, examinations, class projects, etc.

C. Students shall follow the directions of the course proctor regarding permissible materials in the classroom at the time of examinations.

D. No student shall give or receive any assistance or communicate in any way with another student while an examination is in progress.

E. No student shall attempt to obtain or disseminate the content of any examination prior to its distribution by the proctor.

F. No student shall submit the same work to more than one instructor without the prior approval of the course instructor.

G. All students are expected to help insulate academic integrity. Students should inform the professor if they suspect cheating or plagiarism. Student assistance in this matter is confidential.

V. Students Rights and Appeals

In cases in which the matter is treated as an academic violation, the College's regular procedures in terms of grading and appeals, as contained in the CAS Codification, should be followed.

In cases in which the matter is referred to the Vice President for Student Development to be treated as a disciplinary violation, Article 15 of the bylaws fully describes the students' rights and the procedures to be followed.

■ STUDENT DISCIPLINARY PROCEDURES

(Section 15.3 )

Complaint Procedures:

a. Any charge, accusation, or allegation which is to be presented against a student, and which, if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the Office of the Vice President for Student Development promptly by the individual, organization or department making the charge.

b. The chief student affairs officer of the College or his or her designee (the student judicial affairs officer) will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee (the student judicial affairs officer) will advise the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer or designee (the student judicial affairs officer) shall take one of the following actions:

(i) dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved should be notified that the complaint has been dismissed;

(ii) refer the matter to conciliation. If a matter is referred to conciliation, the accused student shall receive a copy of the notice required pursuant to section 15.3e of this bylaw; or

(iii) prefer formal disciplinary charges.
Conciliation Conference:

c. The conciliation conference shall be conducted by the counselor in the office of the dean of students or a qualified staff or faculty member designated by a counselor or a qualified staff. The following procedures shall be in effect at this conference:

1. An effort will be made to resolve the matter by mutual agreement.
2. If an agreement is reached, the counselor shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant shall be notified.
3. If no agreement is reached, or if the student fails to appear the counselor shall refer the matter back to the chief student affairs officer who will prefer disciplinary charges.
4. The counselor is precluded from testifying in a college hearing regarding information received during the conciliation conference.

Notice of Hearing and Charges:

d. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered or sent by the chief student affairs officer of the college to the student at the address appearing on the records of the college, by registered or certified mail and by regular mail. The hearing shall be scheduled within a reasonable time following the filing of the charges or the conciliation conference. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.

1. A complete and itemized statement of the charge(s) being brought against the student including the rule, bylaw or regulation he/she is charged with violating, and the possible penalties for such violation.
2. A statement that the student has the following rights:
   (i) to present his/her side of the story;
   (ii) to present witnesses and evidence on his/her behalf;
   (iii) to cross examine witnesses presenting evidence against the student;
   (iv) to remain silent without assumption of guilt; and
   (v) to be represented by legal counsel or an advisor at the student's expense.
3. A warning that anything the student says may be used against him/her at a non-college hearing.

Faculty-Student Disciplinary Committee Procedure:

f. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:

1. The chairperson shall preside at the hearing. The chairperson shall inform the student of the charges, the hearing procedures, and his or her rights.
2. After informing the student of the charges, the hearing procedures, and his or her rights, the chairperson shall ask the student charged to plead guilty or not guilty. If the student pleads guilty, the student shall be given an opportunity to explain his/her actions before the committee. If the student pleads not guilty, the college shall present its case. At the conclusion of the college's case, the student may move to dismiss the charges. If the motion is denied by the committee, the student shall be given an opportunity to present his or her defense.
3. 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 only rule on the sufficiency of the evidence and may exclude irrelevant, immaterial or unduly repetitive evidence. However, if either 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 all persons who are to appear as witnesses, except the accused student.
4. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, a tape recording or the equivalent. A disciplinary student is entitled upon request to a copy of such a transcript, tape or equivalent without cost.
5. The student is entitled to a closed hearing but has the right to request an open public hearing. However, the chairperson has the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the committee's normal operations.
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 as to guilt or innocence. In the event the student is found guilty, the committee shall then determine the penalty to be imposed.
8. At the end of the fact-finding phase of the hearing, the student may introduce additional records, such as character references. The college may introduce a copy of the student's previous disciplinary record, where applicable, provided the student was shown a copy of the record prior to the commencement of the hearing. The disciplinary record shall be submitted to the committee in a sealed envelope and shall not be opened until after the committee has made findings of fact. In the event the student has been determined to be guilty of the charge or charges, the records and documents introduced by the student and the college shall be open and used by the committee for dispositional purposes i.e., to determine an appropriate penalty if the charge are sustained.
9. The committee shall deliberate in closed session. The committee's decision shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.
10. The student shall be sent a copy of the faculty-student disciplinary committee's decision within five days of the conclusion of the hearing. The decision shall be final subject to the student's right of appeal.
11. Where a student is represented by legal counsel the President of the College may request that a lawyer from the general counsel's office appear at the hearing to present the college's case.

Appeals (Section 15.4)

An appeal from the decision of the faculty-student disciplinary committee may be made to the president who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a de...
Committee Structure (Section 15.5)

a. Each faculty-student disciplinary committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to insure full student and faculty representation.

b. 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 instructional staff of that college to receive training and to serve in rotation as chair of the disciplinary committees. If none of the chairpersons appointed from the campus can serve, the president, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons assigned to that college. Each chairperson shall preside at all meetings of the faculty-student disciplinary committee and decide and make all rulings for the committee. He/she shall not be a voting member of the committee but shall vote in the event of a tie.

c. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the college shall be eligible to vote. 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 two consecutive years.

d. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event the student or faculty seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the faculty or student panel by lottery.

e. 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.

Suspension or Dismissal (Section 15.6)

The board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impede, obstructs, 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.

The Chancellor or Chancellor's designee, a president or any dean may, in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3 to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the college shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the college shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her 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.

### COMPUTER RESOURCES

#### ACCEPTABLE USE POLICY

This policy incorporates and supplements the CUNY Computer User Responsibilities found at [www.cuny.edu/abt/cuny/policies/computer_user.html](http://www.cuny.edu/abt/cuny/policies/computer_user.html) As part of the physical and social learning infrastructure, Bronx Community College and The City University of New York acquire, develop and maintain computers, computer systems, and networks. At the College these computer resources are intended for College-related purposes, including direct and indirect support of the College's education, research and public service missions; of College administrative functions; of student and College life activities; and of the free exchange of ideas among members of the College community and between the College community and other communities. This policy applies to all users of College computing resources, whether affiliated with the College or not, and to all uses of those resources, whether on campus or from remote locations.

#### Principles of Acceptable Use

Users of College computer resources are required:

1. To respect the privacy of other users; for example, users shall not intentionally seek information on, obtain copies of, or modify files or data, belonging to other users, unless explicit permission to do so has been obtained.
2. To respect the legal protection provided to programs and data by copyright and license.
3. To protect data from unauthorized use or disclosure as required by state and federal laws and College and CUNY regulations.
4. To respect the integrity of computing systems; for example, users shall not use or develop programs that harass other users or infiltrate a computer or computing system and/or damage or alter the software components of a computer or computing system.
5. To safeguard their accounts and passwords. Any user changes of password must follow published guidelines for good passwords. Accounts and passwords are normally assigned to single users and are not to be shared with any other person without authorization. Users are expected to report any observations of attempted security violations.
Policy Violations

It is not acceptable to use Bronx Community College computer resources:
1. For activities inconsistent with the College's mission;
2. For activities unrelated to official assignments, job responsibilities or role at the College;
3. For any illegal purpose;
4. To transmit threatening, obscene, intimidating or harassing materials or correspondence;
5. For unauthorized distribution of College data and information;
6. To interfere with or disrupt network users, services or equipment;
7. For private commercial purposes such as marketing or business transactions;
8. In violation of copyrights, patent protections or license agreements, including using pirated or unlicensed software.
9. For unauthorized not-for-profit business activities;
10. For private advertising of products or services; or
11. For any activity meant to foster personal gain.

Furthermore, users are prohibited from taking College computer hardware or software from College facilities for any purpose without prior approval.

Security and Privacy:

Users should be aware that their uses of College computer resources are not completely private. While the College does not routinely monitor individual usage of its computer resources, the normal operation and maintenance of the College's computer resources require the backup and caching of data and communications, the logging of activity, the monitoring of general usage patterns, and other such activities that are necessary to render service. The College may also specifically monitor the activity and accounts of individual users of College computer resources, including individual login sessions and communications, without notice, when:
1. the user has voluntarily made them accessible to the public, as by posting to Usenet or a web page;
2. there is a reasonable basis to believe that this policy or federal, state or local law has been violated;
3. to diagnose and resolve technical problems involving system hardware, software, or communications; or
4. as otherwise required or permitted by law.

The College, in its discretion, may disclose the results of any such general or individual monitoring to appropriate College or CUNY personnel or law enforcement agencies and the results may be used in College disciplinary proceedings or discovery proceedings in legal actions. In addition, communications made by means of College computer resources in conjunction with College or CUNY business may be releasable to the public under the New York State Freedom of Information Law.

College Rights:

1. The College assumes no responsibility or liability for files deleted by College computer resources personnel due to a user's violation of file server space allotments.
2. The College reserves the right to suspend or terminate a user's access to College computer resources when this policy is violated.
3. The College is not responsible for damages caused by unauthorized access to College computer resources or for data loss or other damages resulting from delays, non-deliveries, or service interruptions, whether or not resulting from circumstances under the College's control.
4. Use of any information obtained through College computer resources is at the user's risk. The College makes no warranties (expressed or implied) with respect to Internet services, and it specifically assumes no responsibility for the content of any advice or information received by a user through use of the College computer resources, or for any costs or charges incurred by the user as a result of seeking or accepting such advice.
5. The College reserves the right to change its policies and rules at any time.

Enforcement and Violations

This policy is intended to be illustrative of the range of acceptable and unacceptable uses of College computer resources and is not necessarily exhaustive. This policy recognizes and supports the CUNY Libraries Internet Guidelines found at Web site http://libraries.cuny.edu/access.htm

Questions about specific uses related to security issue not enumerated in this policy and reports of specific unacceptable uses should be directed to the Executive Director of Information Technology. Other questions about appropriate use should be directed to your instructor or supervisor.

The College will review alleged violations of this policy on a case-by-case basis. Clear violations of this policy which are not promptly remedied will result in termination of access to the relevant computer resources for the person(s) at fault, and referral for disciplinary actions as appropriate.

COLLEGE E-MAIL POLICY

Purpose and Goals

E-mail is one of Bronx Community College's core internal and external communication methods. The purpose of this policy is to ensure that e-mail systems used by College students, faculty and staff support the College's educational research and public service missions to the fullest extent. This policy advises all users of the College e-mail system of their responsibilities and provides guidance in managing information communicated by e-mail. This policy incorporates and supplements the CUNY Computer Use Responsibilities found at

www.cuny.edu/abtcuny/policies/comp_user.html

Use of E-Mail

The College provides e-mail services for its students, faculty, staff and other authorized persons for their use when engaging in activities related to their roles at the College. Access to e-mail is a valuable tool in the pursuit of excellence at the College and as a privilege with certain accompanying responsibilities. The same standards of conduct that are expected of College students, faculty, and staff regarding the use of College computing resources apply to the use of e-mail.

Users may not use the College e-mail system for illegal or unethical purposes, for personal commercial use or personal financial or other gain, or for any other purpose that would jeopardize the legitimate interests of the College. Users...
of the College e-mail system by outside organizations not authorized to use College facilities is also prohibited. E-mail users are prohibited from accessing another user's e-mail without permission.

Incidental personal use of College e-mail is permitted when such use does not interfere with College operations, does not compromise functioning of CUNY or College computer resources, does not interfere with the user's employment or other obligations to the College, and is otherwise in compliance with this policy.

Privacy and Access

College e-mail system administrators will not routinely monitor an individual's e-mail and will take reasonable precautions to protect the privacy of e-mail. However, e-mail is not completely confidential and private. College e-mail system administrators and/or other authorized persons may access e-mail
1. when there is a reasonable basis to believe that this policy or federal, state or local law has been violated;
2. to diagnose and resolve technical problems involving system hardware, software, or communications; and
3. as otherwise required or permitted by law. In addition, e-mail messages sent or received in conjunction with College or CUNY business may be releasable to the public under the New York State Freedom of Information Law. All e-mail messages, including personal communications, may be subject to discovery proceedings in legal actions.

Security

E-mail security is a joint responsibility of College e-mail system administrators and e-mail users. Users are responsible for taking all reasonable precautions, including safeguarding and changing passwords, to protect the e-mail account and prevent use by unauthorized individuals.

Management and Retention of E-mail Communications

Applicable to all e-mail messages and attachments since e-mail is a communications system, messages should not be retained for extended periods of time. If a user needs to retain information in an e-mail message for an extended period, he or she should transfer it from the e-mail system to an appropriate electronic or other filing system. College e-mail system administrators are authorized to remove any information retained in the e-mail system that is more than 40 days old. Backup of e-mail messages is not required of the e-mail system technical staff. If a user loses current messages due to a system failure, the College will restore the e-mail with empty folders.

Enforcement

Violation of this policy may result in suspension and/or termination of an individual's e-mail account, disciplinary action by appropriate College and/or CUNY authorities, referral to law enforcement authorities for criminal prosecution, and/or other legal action, including action to recover civil damages and penalties.

All e-mail users should:
1. Be courteous and follow accepted standards of etiquette;
2. Protect others' privacy and confidentiality;
3. Refrain from using the College e-mail system for personal commercial purposes or other gain;
4. Protect their passwords;
5. Remove personal messages, transient records, and reference copies in a timely manner; and
6. Comply with College and CUNY policies, procedures, rules and regulations.

RELIGIOUS BELIEFS AND CLASS ATTENDANCE

Education Law Section 224-a.

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination, any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on a Saturday, similar or make-up classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.
6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section,
informing them that each student who is absent from
school, because of his or her religious beliefs, must be
given an equivalent opportunity to register for classes or
make up any examination, study or work requirements
which he or she may have missed because of such
absence on any particular day or days. No fees of any kind
shall be charged by the institution for making available to
such student such equivalent opportunity.

7. As used in this section, the term "institution of higher edu-
cation" shall mean any institution of higher education, rec-
cognized and approved by the regents of the university
of the state of New York, which provides a course of study
leading to the granting of a post-secondary degree or
diploma. Such term shall not include any institution which
is operated, supervised or controlled by a church or by a
religious or denominational organization whose educa-
tional programs are principally designed for the purpose
of training ministers or other religious functionaries or for
the purpose of propagating religious doctrines. As used in
this section, the term "religious belief" shall mean beliefs
associated with any corporation organized and operated
exclusively for religious purposes, which is not disqualifie-
d for tax exemption under section 501 of the United States
Code.

■ POLICY AGAINST SEXUAL
HARASSMENT

It is the policy of The City University of New York to pro-
mote 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 con-
trary to the University policy of equal employment and acade-
mic opportunity without regard to age, sex, sexual orienta-
tion, alienage or citizenship, religion, race, color, national or
ethnic origin, handicap, and veteran or marital status. 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 commu-
nity about sexual harassment. The University will establish
procedures to ensure that investigations of allegations of sex-
ual harassment are conducted in a manner that is prompt,
fair, thorough, and as confidential as possible under the cir-
cumstances, and that appropriate corrective and/or discipli-
ary 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 members of the University community
for raising an allegation of sexual harassment, or for partici-
pating 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 con-
duct of a sexual nature when:

(1) submission to such conduct is made either explicitly
or implicitly a term or condition of an individual's em-
ployment or academic standing;

(2) submission to or rejection of such conduct by an indi-
vidual is used as a basis for employment or academic deci-
sions affecting such individual; or

(3) such conduct has the purpose or effect of unreason-
ably interfering with an individual's work or academic per-
formance or creating an intimidating, hostile or abusive
work or academic environment.

Sexual harassment can occur between individuals of dif-
ferent sexes or of the same sex. Although sexual harassment
most often exploits a relationship between individuals
of unequal power (such as between faculty/staff 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
in some circumstances even where it appears that the haras-
sor has less power than the individual harassed). For
example, a student sexually harassing a faculty member
without 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 per-
son's response to a request for sexual favors as a basis for
academic or employment decision is one form of sexual
harassment. Examples of this type of sexual harassment
(known as quid pro quo harassment) include, but are not
limited to, the following:

- requesting or demanding sexual favors in exchange
  for employment or academic opportunities (such as
  promotions, grades, or recommenda
- submitting unfair or inaccurate job or academic evalu-
  ations or grades, or denying training, promotion, or ac-
  cess to any other employment or academic opportunities
  because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature
also constitute sexual harassment, if sufficiently preve-
- sexual slurs, demeaning epithets, derogatory 
  statements or other verbal abuse;
- graphic or sexually suggestive comments about an in-
  dividual'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 sex-
  ual manner, graphic or sexually suggestive gestures, com-
  ing, 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 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 Deputy 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 any 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 permanent dismissal from the University.

Effective October 1, 1995.

I. Contact Persons

All members of the Sexual Harassment Panel are trained to handle complaints. In case of a complaint, you may contact any one of the following:

Coordinators
Sahana Gupta 718-289-5181 Language Hall - 27

Deputy Coordinators
Nancy Gear 718-289-5740 Colston Hall - 611

(Members)
Marjorie Garrido 718-289-5870 Colston Hall - 333

Annidia Finaro 718-289-5111 South Hall 106

Cyd Williams 718-289-5204 Loew Hall 413

Esteban Rodriguez 718-289-5892 Loew Hall 223

Jude Eugene 718-289-5883 Colston Hall - 33

Kathy Savage 718-289-5156 Loew Hall 419

Neal Phillip 718-289-5558 Meister Hall 717

Richard Caciato 718-289-5927 Loew Hall 503

Rolly Wiltshire 718-289-5166 Philosophy Hall 26B

Vivian Rey 718-289-5786 Colston Hall 811

Vunda Prabhu 718-289-5407 Carl Polowczyk Hall 315

THE CUNY WORKPLACE VIOLENCE POLICY & PROCEDURES

The City University of New York has a policy to address the issue of potential workplace violence in our community, prevent workplace violence from occurring to the fullest extent possible and set for procedures to be followed when such violence has occurred. (See Appendix G, pgs. 204-205 for provisions of this policy.)
To meet the needs of its students, Bronx Community College has developed a variety of special programs. Many have received national attention for their ability to enrich the educational experience of community college students.

The programs offer a variety of opportunities to pursue independent interests and individualized learning. In addition, students can work side by side with some of the leading research scientists in the country, or participate in small specialized learning communities to help them succeed.

ALLIANCE FOR MINORITY PARTICIPATION IN SCIENCE, ENGINEERING AND MATHEMATICS (AMP)

Coordinator: Dr. Maria Psarelli

AMP is a federally funded minority research and training program sponsored by a grant from the National Science Foundation in collaboration with CUNY. Its goal is to encourage the participation of minority students in scientific, engineering and mathematical disciplines (SEM). AMP at BCC provides instructional and tutorial support for introductory SEM courses. It also provides funding for supervised research by undergraduate students.

COLLEGIATE SCIENCE TECHNOLOGY ENTRANCE PROGRAM (CSTEP)

Project Directors: Dr. Nasser Abdellatif, Dr. Antonios Seas

The purpose of CSTEP is to increase the number of historically underrepresented and disadvantage college students who enroll in and complete undergraduate and graduate programs that lead to professional licensure or to careers in mathematics, science, technology and health related fields. During the academic year, CSTEP provides academic enrichment through workshops, tutoring, research in science and mathematics, field trips and other activities. CSTEP is funded by the New York State Department of Education.
SPECIAL PROGRAMS

COORDINATED UNDERGRADUATE EDUCATION (CUE)

Acting Assistant Dean of Academic Affairs: Dr. Jason Finkelstein

Bronx Community College participates in strengthening undergraduate education for Associate in Arts (A.A.) and Associate in Science (A.S.) graduates who are well prepared to compete and succeed in senior colleges, and for Associate in Applied Science (A.A.S.) graduates and students earning Certificates who are well prepared to enter and compete in the workforce. The Coordinated Undergraduate Education (CUE) initiative provides a cohesive vehicle for the continuing strengthening of the College’s programs and services.

Freshman Programs

Freshman Programs include the Freshman Initiative, University Summer Immersion and Intersession Workshops.

The Freshman Initiative Program is designed for entering freshmen who require at least two of the following courses: English 01, English 02; Reading 01, Reading 02, Math 01, and Math 03. Students take only one of these subjects at a time for approximately five weeks. By the end of the semester, all participants have taken two to three developmental courses and at least one credit bearing course. Class size is limited to 20 students. In addition, the program provides in-class tutoring and Student Development counseling. OCD 01 is required for all participants.

The University Summer Immersion Program offers developmental courses in basic skills for entering freshmen and first-year BCC students whose assessment tests indicate a need for such preparation. Courses are offered both day and evening on an intensive basis. Results of the courses are included in student transcripts.

The Intersession Workshops, offered in June and January, provide the opportunity to complete an ESL or other developmental course which the student did not pass during the regular semester. Overall, students are enrolled in one subject at a time in small classes with an intensive academic format supported by tutoring.

Academic Support Services

Academic Support Services are designed to maximize student success. Recent support has included enhanced academic advisement, expanded library hours, preparation for the ACT and the CPE, specialized assistance for nursing students, and access to tutoring services.

General Education Initiative

Bronx Community College has developed a statement of General Education Objectives and Proficiencies (See pg. 7 in this Catalog). Under CUE the College is involved in the process of infusing these General Education Proficiencies into the curriculum.

Writing Proficiency

Bronx Community College is committed to improving student writing. The CUNY Board of Trustees has mandated that each CUNY campus establish a Writing Across the Curriculum (WAC) program with two main goals:

- To infuse more writing into courses
- To bring Ph.D. candidates (writing fellows) onto CUNY campuses to help implement the WAC program

For information on Writing Intensive Courses and WAC, see pgs. 43 and 69 of this Catalog.
COLLEGE OPPORTUNITY TO PREPARE FOR EMPLOYMENT (C.O.P.E.)

Director: Ms. Barbara Martin
C.O.P.E., funded by the Human Resources Administration (HRA), is a collaborative effort with BCC, CUNY Central Office and the Office of Employment Services. The program helps students who are on public assistance to graduate in two years and find gainful employment. Services include academic advisement, HRA advocacy, counseling, child care and other referrals, college and employment retention, and job placement assistance.

CUNY BACCALAUREATE PROGRAM

Coordinator: Mr. Octavio Melendez

The CUNY BA/BS Program is a small, university-wide literature degree program intended for self-directed, academically strong students who have well-formulated academic and career goals. With guidance from a CUNY faculty member who agrees to serve as a mentor, students who are admitted to the program develop an individualized area of specialization, and also complete the program's liberal arts core and other degree requirements. Students may be able to earn up to 30 credits for non-classroom work, and half of these may be awarded for prior experiential learning. Although students in the program are matriculated at one CUNY college, they are free to take courses at any of the other CUNY colleges. To be eligible, students must have a clear academic goal, and they must have completed at least 15 college credits with GPA of 2.50 or higher. The CUNY BA and BS degrees are fully accredited and are awarded by The City University of New York. The program operates under the auspices of the CUNY Graduate School and University Center.

For further information, contact the CUNY BA/BS program office at 365 Fifth Avenue, Suite 6442, New York, NY 10016 or call (718) 289-5220. Also, see www.cunyba.cuny.edu.

CUNY BRIDGE TO COLLEGE PROGRAM

Director: Mr. Ray Hubener
lavemeyer Lab 202
The CUNY Bridge to College Program provides an opportunity for students to spend an intensive period of time improving their reading, writing, and math skills before enrolling in college courses. The program is designed for entering freshmen who need additional work on their basic skills. Participation in the program is voluntary. Participants may study on a full or part-time basis in fall, spring or summer sessions. For information, call 718-289-5100, EXT 3064.

CUNY LANGUAGE IMMERSION PROGRAM (LIP)

Director: Mr. Ray Hubener

This program is for entering freshmen who have already been admitted to a CUNY college and who need additional English language preparation. It provides an opportunity for students to spend an intensive period of time learning English before formally enrolling in college courses. The program operates on a 15-week semester, 25 hours a week, with day and evening sessions available. Participation in the program is voluntary.

Due to the intensity of the language instruction, students do not take additional college coursework while they are attending the Language Immersion Program. Upon completion of the Immersion Program, students begin their academic coursework at the college to which they have already been admitted.

The program is divided into two semesters during the academic year and a shorter summer cycle. The length of time a student stays in the program depends on the level of English language proficiency at entry and the progress made.

The fee for New York City and New York State residents is $150; for non-New York State residents, the fee is $450; for those receiving public assistance, the fee is $375. For shorter summer sessions, fees are scaled accordingly. For information, call 718-289-5207.

CUNY STUDY ABROAD PROGRAMS

Coordinator: Dr. David Gordon
The CUNY Study Abroad Programs allow students to study a wide variety of subjects, including languages, culture, music, international cinema, nursing and social services at universities in many countries in Europe, Africa, South America and Asia. Opportunities include study abroad for a semester, a year, or for four to six weeks during the summer. Students may also study for four weeks during January intersession. All credits earned will be applied towards CUNY degrees.

Scholarships of up to $1,500 are available through the Study and Travel Opportunities for CUNY Students Program (STOCS). For further information and applications, contact Dr. David Gordon, Colston Hall, Room 307, or call (718) 289-5658.

ESL SEQUENCE

Coordinator: Dr. Sharon Utakis
The ESL program is a three-semester sequence. The basic goal of the ESL sequence is to give students the opportunity to achieve proficiency in speaking, reading, and writing English for academic purposes. Students are placed at one of three levels based on their writing skills. The courses are as follows:

- ESL 01 Basic 8 hours
- ESL 02 Intermediate 6 hours
- ESL 03 Advanced 6 hours
**SPECIAL PROGRAMS**

**HONORS PROGRAM**

*Coordinators: Mr. Matthew Crick and Dr. Kathleen Williams*

Colston Hall 302

The Honors Program at Bronx Community College fosters academic excellence. It challenges students with rigorous assignments and creates opportunities for education beyond an A.A. or A.S. degree.

The Honors Program is open to all students who meet the following criteria: a GPA of at least 3.2; all course prerequisites met; and at least nine college credits earned. Students may also enter the program when recommended by a faculty member.

Qualified students are eligible to take honors courses in a variety of subjects in the liberal arts and sciences. Honors classes are limited in size and offer greater opportunities for individual attention and interaction with faculty. Students receive special recognition on their transcripts for those honors courses in which they attain a grade of B+ or higher.

Every honors student is assigned a faculty mentor who will be available for academic advisement and help in planning long-term academic goals.

**INDEPENDENT STUDIES**

*Coordinator: Dean Alice P. Fuller*

Independent Studies may be taken by students who wish to design a project of their own, either in their own discipline or on an interdisciplinary basis. An independent study can be used for a maximum of 6 elective credits only. Students eligible to participate must have passed ENG 11, completed 30 degree credits, and have an overall cumulative index of 2.0. (See page 142.)

**THE PARIS/CUNY EXCHANGE PROGRAM**

*Coordinator: Dr. David Gordon*

The Paris/CUNY Exchange Program offers CUNY students the opportunity to study at the University of Paris for one or two semesters. Participating students will register at their home colleges for a minimum of 12 credits per semester before departing for France. When they return, the credits earned there will, after being evaluated by the appropriate department of the home college, be applied toward their degrees. Students of all departments may apply. A minimal proficiency in French and a 3.0 average in the major are required.

For further information or application, contact CUNY Exchange Program, Dr. David Gordon, Colston Hall Room 604A, or call (718) 289-5735.

**RESEARCH ENRICHMENT ACTIVITIES PROJECT (REAP)**

*Coordinator: Dr. Vincent Kissel*

Full-time Bronx Community College students who are considering a career in the sciences have the opportunity to participate in a variety of science and research activities. In REAP, they learn how to design experiments, write scientific papers, and evaluate research. It includes on-campus seminars with leading scientists and a national science conference. A grant pays each student a stipend for working in a research laboratory for 35 hours a week for 8 weeks. Students may receive six college credits for participation. Accelerated student fees are waived.
SHARE
Director: Dr. Atlaw Belilgne
BCC students and faculty organize and manage a community-based food cooperative affiliated with SHARE (Self Help and Resource Exchange).

WRITING ACROSS THE CURRICULUM
Coordinator: Dr. Lynne Ticke and Dr. Christina Sasselehner
In accordance with a 1999 mandate from the CUNY Board of Trustees, Bronx Community College has a Writing Across the Curriculum (WAC) program designed to improve students' ability to write clear and correct prose, and also to facilitate thinking and learning. A hallmark of the theory behind WAC is writing to learn, the idea that the process of writing helps students focus upon a content area and develop, clarify, and organize their ideas in relation to it. Thus writing fosters students' mastery of subject matter. By infusing writing into courses in all disciplines, the WAC program also helps to prepare students for the CUNY Proficiency Exam (CPE). In addition to supporting students, the WAC program provides faculty with professional development opportunities to reflect on pedagogy and to design and implement Writing Intensive (WI) courses.

WEEKEND OFFERINGS AT BCC
Acting Assistant Dean of Academic Affairs: Dr. Jason Finkelstein
Bronx Community College offers students the opportunity to take courses on the weekends. Courses are available on Saturdays, with some academic offerings on Sundays. BCC also has a Fast Track Program which allows students to complete a course over four weekends on Saturdays and Sundays. Faculty who teach on the weekends are selected because of their experience and interest in teaching adult learners. Campus services including the Library and the Learning Resource Center are open Saturdays and Sundays during the semester.
ART AND MUSIC
Office: Bliss Hall, Room 303
Chairperson: Professor Ruth Bass
Professor: T. Cipullo
Associate Professors: L. Arnowitz, B. Yarmolinsky
Assistant Professors: C. Belshe, M. Ben-Nun, M. Viola
Lecturer: J. Kelley-Williams
Approximately 15 adjuncts per semester
Courses offered: Art (ART), Music (MUS)

BIOLOGY AND MEDICAL LABORATORY TECHNOLOGY
Office: Meister Hall, Room 415
Chairperson: Professor John W. Davis
Professors: H. Balter, M. Fein, F. Haase, V. Kissel
Associate Professor: K. Pavletich
Lecturers: R. Araya, S. Atamturktur, L. Rice, L. Somenarain
Approximately 20 adjuncts per semester
Courses offered: Animal Care and Management (ACM), Biology (BIO), Botany (BOT), Floristry (FLO), Gardening (GAR), Horticulture (HRT), Interior Landscaping (INL), Landscape Design (LND)

Medical Laboratory Technology Advisory Committee
Mark Adelman, Lab Manager, Beth Abraham Health Services
Seenaakshi Agrawal, Dr.Ph.H., Department of Bio/Medical Research, Our Lady of Mercy Medical Center
Jeanette D. Batiz, A.A.S., College Laboratory Technician, Bronx Community College
Michael Chenouda, Ph.D., Coordinator, MT Program, York College
John W. Davis, Ph.D., Department Chairperson, Professor of Biology and Medical Laboratory Technology, Bronx Community College
Ilene Jablonski, Administrative Director of Laboratories, Jacobi Medical Center

Laura Lindsay, Student Training Coordinator, Jacobi Medical Center
Kathleen Pavletich, Ph.D., M.T., A.S.C.P., Associate Professor, Bronx Community College
Lourdes Rosario, A.A.S., College Laboratory Technician, Bronx Community College
Latchman Somenarain, M.A., Lecturer, Bronx Community College
Neville Trowers, M.S., Laboratory Manager, Jacobi Medical Center

Clinical Associates
Mark H. Adelman, B.S., Lab Manager, Beth Abraham Hospital
Stephen Apselroth, Ph.D., Immunohematology Supervisor, Jacobi Medical Center
Phyllis Della-Latta, Microbiology Lab Director, New York-Presbyterian Medical Center
Lauria Lindsay, Student Coordinator, Jacobi Medical Center
Desiree Meighan, Chemistry Supervisor, Jacobi Medical Center
Leona Nixon, Hematology Supervisor, North Central Bronx Hospital
Stella White, Hematology Supervisor, Jacobi Medical Center
BUSINESS AND INFORMATION SYSTEMS
Office: Meister Hall, Room G-20
Chairperson: Professor Rosemary Quinn
Associate Professors: D. LaBlanco, K. Park-Kim, H. Weiman
Assistant Professors: F. Moore, C. Perkins, D. Read, M. Walwyn
Lecturers: E. Brown, M. Gagion, H. Irby, Jr., M. Kassab
Approximately 40 adjuncts per semester
Courses offered: Accounting (ACC), Business Information Systems (BIS), Business (BUS), Business Communications (COM), Computer Literacy (CPL), Data Processing (DAT), Finance (FIN), Health Care Management (HCM), Keyboarding (KEY), Law (LAW), Marketing Management (MKT), Secretarial Studies (SEC), Taxation (TAX), Word Processing and Desktop Publishing (WPR)

Business and Information Systems Advisory Committee
Mr. Guillermo Fisher, Operations Manager, Krasdale Foods
Ms. Janet Fong, Principal LAN Administrator, New York City Criminal Courts
Mr. Joel Levy, Senior Vice President, The Segal Company
Ms. Belkis Marrero,* Instructor, John F. Kennedy High School
Dr. Bridget O'Connor, Professor and Director-Dept of Administration, Leadership & Technology, New York University
Ms. June Reitmeier, Controller, Vanguard Temporaries Inc.; Adjunct Professor, Pace University
Mr. Domingo Rivera, Auditor, US Defense Contract Audit Agency
Ms. Driada Vallieres, Internship Coordinator, Bronx Community College

Paralegal Advisory Committee
Henry F. Camuso, Attorney at Law
Hon. Luis M. Diaz, Assemblyman, Bronx County
Lee Llambelis Esq., General Counsel, Bronx Borough President's Office
Hon. Robert Johnson, Esq., Bronx District Attorney
Connie Jones, Chief, Civil Clerk's Office, U.S. Attorney's Office
Professor Franklin Moore, Bronx Community College
Robert Nesmith, Paralegal,* NYC Comptrollers Office
Joanne Page, Executive Director of Fortune Society
Kevin Quaranta, Esq., Quaranta & Associates
Dr. Rosemary Quinn, Chairperson, Business and Information Systems Department, Bronx Community College
Mary T. Rogan, Legal Liaison to President, Bronx Community College
Richard Serrano, Paralegal*

CHEMISTRY AND CHEMICAL TECHNOLOGY
Office: Meister Hall, Room 813
Chairperson: Associate Professor Panayiotis C. Meleties
Professors: E. Passer, M. Pulver, H. Stein
Associate Professors: S. Alozie, T. Brennan
Assistant Professors: A. Durante, V. Flaris, K. Ismail, N. Philip
Approximately 20 adjuncts per semester
Courses offered: Chemistry (CHM), Environmental Technology (ENV), Earth Systems and Environmental Science (ESE)

COMMUNICATION ARTS AND SCIENCES
Office: Colston Hall, Room 701
Chairperson: Professor Debra A. Gonsher
Associate Professors: B. Carney, I. Mirsky, L. Powell, J. Wisotsky
Assistant Professor: R. Butt
Lecturers: M. Crick, E. Mareneck, J. Ramirez, M. Schneyer
Approximately 20 adjuncts per semester
Courses offered: Communication (CMS) and Media Technology (CMT)

EDUCATION AND READING
Office: Colston Hall, Room 401
Chairperson: Professor Howard L. Irby
Professors: S. O'Neill, H. Shendi, G. Kultras
Associate Professor: G. Kultras
Assistant Professors: A. Laverpool, S. Powers, J. Wilson
Lecturers: D. D'Alessio, G. Osborne, J. Shaddai, J. Todaro
Approximately 59 adjuncts per semester
Courses offered: Education (EDU), Learning to Learn (LTL), Reading (RLD)

Education Associate Advisory Committee
Dr. James Bruni, Professor, Lehman College
Prof. Joseph Jiggetts, Professor, Special Education, The City College
Joseph Petrella, Retired Superintendent, NYC Public Schools
Ms. Eleanor Riley, Supervisor, Early Childhood Education, C.S.D. 10, Bronx
Gloria Ramos, Teacher, P.S. 191, Manhattan
Carol Russo, Principal, P.S. 31, Bronx

Michael Solomon, Esq., Legal Affairs, CUNY
Hon. Lucindo Suarez, Associate Justice, New York State Appellate Term
Hon. Anne Targum, Judge, New York Civil Court
Dr. Allan Wolk, Esq., Professor Emeritus, Political Science, Bronx Community College
*BCC Alumni
ENGLISH
Office: Colston Hall, Room 601
Chairperson: Professor F. L. De Naples
Professors: R. Donovan, N. J. Hall
Associate Professors: D. Eltou, P. Read, T. Sedore, T. Wodajo
High Education Assistant: J. Robertson
Higher Education Assistant: J. Robertson
College Laboratory Technician: E. Parker
Approximately 40 adjuncts per semester
Courses offered: English (ENG) and English as a Second Language (ESL)

HEALTH, PHYSICAL EDUCATION AND WELLNESS
Office: Alumni Gym, Room 300
Chairperson: Professor Michele Stern
Professors: D. Genova, S. Schwartz
Associate Professors: A. Kelemen, S. Moss
Assistant Professors: C. Aleong, C. Alston, W. Major, H. Skinner
Lecturer: J. Heller
Approximately 40 adjuncts per semester
Courses offered: Health (HLT), Physical Education (PEA), Recreation (REC), Cardiopulmonary Resuscitation (CPR), Workplace First Aid Training (WFA)

HISTORY
Office: Colston Hall, Room 301
Chairperson: Professor Jacqueline Gutwirth
Professors: V. Bonelli, K. Williams
Resident Professor: James D. Ryan
Associate Professors: N. S. Davis, A. Finkelstein, D. Gordon, H. Wach
Assistant Professors: J. Getman-Eraso, C. Grenda
Lecturer: J. Wilson
Approximately 14 adjuncts per semester
Courses offered: Geography (GEO), History (HIS), Philosophy (PHL)

MATHEMATICS AND COMPUTER SCIENCE
Office: Carl Polowczyk Hall, Room 315
Chairperson: Professor Roman Kossak
Associate Professors: M. Glass, A. Kheyfits, A. McNerney, M. Massaoudene, I. Petrovic, M. Psarelli, V. Prahub, A. Weaver
Assistant Professors: A. Beiligne, G. Gier, G. Liebman, F. Nouri, C. O'Sullivan, S. Persinger, D. Wylie, P. Yom
Lecturer: R. Gourage
Approximately 55 adjuncts per semester
Courses offered: Computer Science (CSL), Mathematics (MTH)

MODERN LANGUAGES
Office: Colston Hall, Room 201
Chairperson: Associate Professor J.M. Lopez-Marrón
Assistant Professors: M. Agilat, L. Cummins, L. Goryoki, G. Guarnieri, A. Zaidi
Lecturers: D. Flores, A. Resto
Approximately 9 adjuncts per semester
Courses offered: French (FRN), Italian (ITL), Language (LAN), Spanish (SPN)

NURSING AND ALLIED HEALTH SCIENCES
Office: Carl Polowczyk Hall, Room 413
Chairperson: Associate Professor Lois Augustus
Professors: D. Morris, M. Smith
Associate Professors: C. Carew-Joyner, S. Clarke, D. Goetz, E. Hoist, V. Mishkin, H. Papas-Kavalis
Lecturer: G. Burghart
Approximately 15 adjuncts per semester
Courses offered: Clinical Education (CLE), Nursing (NUR), Nutrition (NTR), Pharmacology (PHM), Physical Assessment of the Adult (PAS), Radiologic Technology (RAD)

LICENSED PRACTICAL NURSING CERTIFICATE PROGRAM
Office: Carl Polowczyk Hall, Room 408
Director: Associate Professor Ellen Hoist
Approximately 8 adjuncts per semester
R.N Program Advisory Committee
Lois Augustus, M.A., R.N., Chairperson of BCC Department of Nursing and Allied Health Sciences
Virgena Bernard, B.A., M.A., Ed.M., R.N., Assistant Professor, BCC Department of Nursing and Allied Health Sciences
Joan Cortelli, M.S.N., R.N.C., R.N., Director of Educational Services, Montefiore Medical Center
John W. Davis, Ph.D., Professor and Department Chairperson, BCC Department of Biology and Medical Laboratory Technology
Kathleen Devitt, M.S.N., R.N., Chief of Nursing Service, Bronx Veterans Administration Hospital
Emma Frederick, R.N.C., M.S.
Alice P. Fuller, Ed.D., R.N., Dean of Faculty and Academic Affairs, Bronx Community College
Carolyn Goetz, M.A., R.N., Senior Vice President of Nursing, Our Lady of Mercy Hospital
Ellen Hoist, M.S.N., R.N., Director of Licensed Practical Nursing Certificate Program, Department of Nursing and Allied Health Sciences
Vera Joseph, M.A., C.N.A., R.N., Director of Nursing, Lincoln Medical and Mental Health Center
Arsenia Ladores, M.A., R.N., Assistant Director of Nursing, Staff Development, St. Barnabas Hospital
Phyllis Lisanti, Ph.D., R.N., Undergraduate Program Director, Division of Nursing, New York University
Deborah Morris, M.S., R.N., Professor, BCC Department of Nursing and Allied Health Sciences

Licensed Practical Nursing Certificate Program Advisory Board
Ellen Hoist, M.S.N., R.N., Director of Licensed Practical Nursing Certificate Program, Department of Nursing and Allied Health Sciences
Lois Augustus, M.A., R.N., Chairperson, BCC Department of Nursing and Allied Health Sciences
Lucinda Berry, L.P.N., Clinical Supervisor, Montefiore Home Care
Doris Colon, M.S.W., Coordinator of Social Services, Goddard Riverside Community Center/Peck's House
Roslyn Fisher, B.S.N., R.N., Chief Clinical Officer, Nursing Sisters Home Care
Patricia Francis, B.S.N., R.N., Vice President for Clinical Operations and Development, Catholic Health Care System; Chair, LPN Advisory Board
Emma Fredrick, M.S.N., R.N., Deputy Director of Nursing, North Central Bronx Hospital
Juliet Grant, B.S.N., R.N., Wound Care Specialist
Joan Johnston, Ed.D., R.N., Professor, Department of Nursing, Lehman College
Vanda Johnston, D.P.M., Upper Manhattan Footcare
Gayla Marsh, L.P.N., Deputy Director of Nursing, North Central Bronx Hospital
Hyacinth Martin, M.S.N., R.N., Associate Professor, Department of Nursing, Borough of Manhattan Community College
Alnisa Shabazz, M.S.N., R.N., Assistant Professor, Department of Nursing and Allied Health Sciences

Radiologic Technology Advisory Committee
Virginia Mishkin, M.S., RT (R) (M), (QM), Associate Professor, Committee Chairperson, BCC Radiologic Technology, Program Director
Lois Augustus, M.A., R.N., Chairperson, BCC Department of Nursing and Allied Health Sciences
Frank Buonmo, Clinical Supervisor, Department of Radiology, New York Presbyterian Medical Center
Sharon Clarke, M.A., RT (R) (M) Associate Professor, BCC Radiologic Technology Program
Alice P. Fuller, R.N., Ed.D., BCC Dean of Faculty and Academic Affairs
Donna Goetz, M.S., R.T. (R) (M), Associate Professor, BCC Radiologic Technology
Anthony Myerson, Radiology Manager, New York United Hospital Medical Center
Jay Myerson, Assistant Director, Montefiore Medical Center
Edward Trivella, B.A., RT (R) Staff Radiographer, Montefiore Medical Center, BCC Clinical Instructor

*BCC Alumna
PHYSICS AND TECHNOLOGY

Office: Carl Polowczyk Hall, Room 118
Chairperson: Professor Nasser Abdellatif
Professors: J. Malinsky, J. Mughadassi
Associate Professors: S. Deonarine, L. Montenegro
Assistant Professors: A. Akinmoladun, B. Grossman, A. Lal, S. Saddawi
Instructor: J. Newman
Lecturers: C. Ferreira-Lillo, F. Terenzil
Approximately 38 adjuncts per semester
Courses offered: Astronomy (AST), Automotive Technology (ACS), Electrical Technology (ELC), Mechanical Technology (MEC), Nuclear Medicine Technology (NMT), Physics (PHY), Telecommunications (TEC)

Industrial Advisory Committee
Joseph J. Coletta, Division Manager, Bronx Customer Service, Electric Distribution Services Consolidated Edison Co. of New York, Inc.
Gary Geiger, Director, Biomedical Engineering, Jacobi Medical Center
Francisco Gonzalez, Supervisor, Design Engineering Department, Verizon Laboratories
Maria Duran, Deputy Chief, Location Services Unit, NYC Department of Environmental Protection
Anthony J. Sucich, Quality Assurance, Next Step Program, Verizon
Peter Aro, Borough Chief Engineer, Maintenance Engineer, NYS, MTA
John Santiago, Acting Supervisor, Environmental Control Technicians, NYC Department of Environmental Protection
Andres Valencia, Retired Supervisor, Environmental Control Technicians, NYC Department of Environmental Protection, Consultant

Nuclear Medicine Advisory Committee
V. Donald Blaufox, M.D., Ph.D., Chairperson, Department of Nuclear Medicine, Einstein College of Medicine
Yvette Blunt, A.A.S., Department of Radiology, Hospital of Albert Einstein College of Medicine
Zev Chayes, M.D., V.A. Hospital, Bronx
James Fahey, Ph.D., BCC Department of Chemistry
Alice P. Fuller, R.N., Ed.D., BCC Dean of Faculty and Academic Affairs
Sherman Heller, Ph.D., Department of Nuclear Medicine, Montefiore Medical Center
Ira Novich, M.D., Chief, Nuclear Medicine New Rochelle Hospital Medical Center
Jack Prince, Ph.D., Professor Emeritus, Bronx Community College
Khalid Saleemi, M.Sc., AART, NMTCB, Montefiore Medical Center
Gregory Thomas, Department of Nuclear Medicine, Montefiore Medical Center

SOCIAL SCIENCES

Office: Colston Hall, Room 312
Chairperson: Professor Peter B. Morrill
Professor: K. Berger
Associate Professors: C. Daley, M. Garrido, M. Gray, R. Mendoza, R. Strubly
Assistant Professors: J. Asimakopoulos, J. Eugene, J. Freeman, D. Mangiarote, G. Marzan, T. Ryan, B. Somerville, V. Thomas, L. Ticke
Lecturers: L. Battista, G. Rodriguez
Approximately 25 adjuncts per semester
Courses offered: Anthropology (ANT), Economics (ECO), Human Services (HSC), Political Science (POL), Psychology (PSY), Sociology (SOC)
DEGREE REQUIREMENTS

Each student is responsible for completing all requirements for the degree as prescribed at the time of his or her admission to the College. With the exception of some accredited programs, a minimum number of 60 credits is required to complete a degree. In addition, Orientation and Career Development (COD 01) is required of all entering freshmen.

"O" level courses (RDL 01 or ENG 02, for example) taken at BCC to remove deficiencies in preparatory work, and courses recommended as a result of placement examinations that are not part of the degree course requirements in the curriculum, are not creditable toward the degree. Also, "O" level courses are not considered part of the minimum and maximum credits required for the degree.

Students should file a Candidate for Degree Card one semester prior to the expected graduation date in the Registrar's Office, Colston Hall, Room 513. Students will receive notice of completion of requirements or a checklist of what courses remain to be taken.

A cumulative index of 2.00 is required for the Associate Degree. Candidates for the degree must be approved by the faculty for presentation to the President and the Board of Trustees as worthy, meritorious and deserving.

DEGREE PROGRAMS OFFERED

Associate in Arts Degree (A.A.)
- Liberal Arts and Sciences (5649)

Associate in Science Degree (A.S.)
- Business Administration (5004)
- Community/School Health Education (5506)
- Computer Science (5101)
- Engineering Science (5609)
- Liberal Arts and Sciences—Biology, Chemistry, Earth Systems and Environmental Science, and Physics (5649)
- Mathematics (5617)
- Therapeutic Recreation (5599)

CERTIFICATE PROGRAMS
- Animal Care and Management (5403)
- Assistant of Children with Special Needs (5503)
- Automotive Mechanics (5306)
- Bilingual Early Childhood Assistant (5503)
- Early Childhood Assistant (5503)
- Licensed Practical Nursing (5209.20)
- Paralegal Studies (5099)
ANIMAL CARE AND MANAGEMENT CERTIFICATE PROGRAM

Curriculum Coordinator: Dr. Chris Robinson

The purpose of the Certificate Program in Animal Care and Management is to provide access to a career path in zoo animal care. To accomplish this, a partnership has been established between Bronx Community College and the Wildlife Conservation Society (WCS). The instruction and training is a collaborative effort between BCC and the WCS. With start-up support from the U.S. Department of Agriculture, BCC, and the WCS have developed the career program to enable interested students to meet the challenges of working safely, humanely, and intelligently with wildlife in zoos and nature centers. Using hands-on preparatory courses, as well as an intensive hands-on internship experience, this certificate program provides students from BCC with the instruction and credentials necessary to find entry level jobs in the animal care and management field, working with wildlife in captivity.

Animal Care and Management Curriculum
31 Credits required for Certificate

Core Requirements
- ENG 11 Fundamentals of Written Composition I ............................................ 3
- CMS 11 Fund. of Interpersonal Communication ............................................. 3
- MTH 12 or Intro. to Mathematical Thought or Survey of Mathematics I .......... 3
- MTH 21 Introduction to Psychology or Introduction to Sociology .................. 3
- BIO 11 General Biology I ................................................................. 4

Total 16

Required Areas of Study
- BIO 15 Zoology ............................................................................. 4
- DAT 33 Microcomputer Applications .................................................... 2

Total 6

Specialization Requirements
- ACM 11 Intro. to Animal Care and Management ..................................... 3
- ACM 90 Zoo Internship ..................................................................... 6

Total 9
AUTOMOTIVE TECHNOLOGY
(A.A.S. Degree)

Curriculum Coordinator: Prof. Nasser Abdellatif

The Automotive Technology curriculum, the only one of its kind in The City University, prepares the student for a career as an automotive technician. This curriculum develops understanding of operational principles, service sequences and diagnostic techniques for the automobile.

Upon completion of this curriculum, the graduate is prepared for entry-level positions in various areas of the automotive Industry dealing with development, testing, diagnosis and service of mechanical, hydraulic, electrical and thermodynamic automotive systems.

Automotive Technology graduates are employed in a variety of automotive-oriented positions including test technician, diagnostician, equipment sales and service, independent business administrator, dealership service manager, service writer, engine machinist and rebuilder, fuel injection, automatic transmission and engine management specialist, as well as general service technician.

Further training and education can lead to careers in technical education, engineering, insurance appraisal, and accident investigation, and other specialties.

Automotive Technology Curriculum
60 Credits required for A.A.S. Degree

Core Requirements

- ENG 11 Fundamentals of Written Composition I
- CMS 11 Fund. of Interpersonal Communication
- HIS 10 or History of the Modern World or
  HIS 11 Intro. to the Modern World
- MTH 13 Trigonometry & College Algebra
- PEA Physical Education activity course
- CHM 11 or General College Chemistry I or
  CHM 17 Fundamentals of General Chemistry

Total 17

Required Areas of Study

- ART 10 or Art Survey or
  MUS 10 Music Survey
- PHY 21 Physics for Engineering Technology
- ELC 15 Computer Applications in Technology
- Humanities electives

Total 13

Specialization Requirements

- ACS 11 Engines
- ACS 12 Brakes
- ACS 13 Fuel Systems
- ACS 14 Manual Transmission & Rear Axle
- ACS 21 Front Ends
- ACS 22 Automatic Transmission
- ACS 23 Heating and Air-Conditioning
- ACS 24 Electrical Systems

Total 30

AUTOMOTIVE MECHANICS
CERTIFICATE PROGRAM

Program Coordinator: Prof. Nasser Abdellatif

The Automotive Mechanics program is designed to develop basic automotive skills required for entry level in most automotive repair shops. The program integrates automotive theory with an emphasis on shop experience. Upon successful completion of this program, students receive a certificate and are encouraged to complete the requirements for the A.A.S. degree in Automotive Technology.

Automotive Mechanics Curriculum
30 Credits required for Certificate

Core Requirements

- ACS 11 Engines
- ACS 12 Brakes
- ACS 13 Fuel Systems
- ACS 14 Manual Transmission
- ACS 24 Electrical Systems

Total 18

Specialization Requirements

- ACS 21 Front Ends
- ACS 22 Automatic Transmission
- ACS 23 Heating & Air Conditioning

Total 12

*Select from Art, Communication, English, History, Music, Modern Languages, Social Sciences (one selection must be from English).
II BIOLOGY

Students interested in a biology-related career in medicine, dentistry, veterinary medicine, or biotechnology, or a career as a physician assistant, or a biology teacher, should see the Department Chairperson, Dr. John W. Davis. For information on the Biology option in the Liberal Arts and Sciences (A.S.) Degree, see page 104.

II BUSINESS AND INFORMATION SYSTEMS CURRICULA

The curricula offered in Business and Information Systems include Accounting; Computer Information Systems (Computer Programming and Web Page Development Options); Marketing Management; Secretarial Studies; Secretarial Science - Medical; and Warehouse Management which lead to an Associate in Applied Science (A.A.S.) degree. Business Administration, with options in Accounting; Management; Marketing Management; and Computer Programming, leads to an Associate in Science (A.S.) degree which prepares students for transfer to a senior college.

These curricula are nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

The Department has current articulation agreements to facilitate transfer to CUNY senior colleges as follows: Business Administration A.S. degree (Accounting, Management, Marketing Management Options) for transfer to Lehman College's Business Administration B.B.A. degree; Computer Information Systems-Web Page Development Option A.A.S. degree for transfer to York College's Communication Technology B.S. degree.

II ACCOUNTING (A.A.S. Degree)

Curriculum Coordinator: Prof. Howard A. Clampman

Accountants are indispensable in modern business organizations. Their basic responsibilities include the recording and summarizing of financial transactions. Accountants are called upon to analyze, interpret, and prepare business records. They are often asked to make recommendations for more efficient operations. Accounting graduates may enter the field in such positions as bookkeepers, cost accounting clerks, junior accountants, and tax examiners for government agencies. After further study, graduates may continue their education to acquire the baccalaureate degree and become business managers, budget directors, private accountants or controllers. With further appropriate training and experience, graduates may qualify for certification as Certified Public Accountants or as teachers of accounting and related subjects.

A Cooperative Work Experience course during their senior year allows students to gain valuable business experience in a supervised setting. Graduates may transfer to related programs offered by four-year colleges.

Accounting Curriculum

60 Credits required for A.A.S. Degree

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11</td>
<td>3</td>
</tr>
<tr>
<td>ENG 12</td>
<td>3</td>
</tr>
<tr>
<td>HIS 10 or HIS 11</td>
<td>3</td>
</tr>
<tr>
<td>MTH 12</td>
<td>3</td>
</tr>
<tr>
<td>SCI*</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

Required Areas of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 12 or ENG 14 or ENG 16</td>
<td>3</td>
</tr>
<tr>
<td>Written Composition or Written Composition and Drama or Written Composition and Poetry</td>
<td>3</td>
</tr>
<tr>
<td>Restricted electives*</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
</tr>
</tbody>
</table>

Specialization Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 11</td>
<td>4</td>
</tr>
<tr>
<td>ACC 12</td>
<td>4</td>
</tr>
<tr>
<td>ACC 13</td>
<td>4</td>
</tr>
<tr>
<td>ACC 15</td>
<td>3</td>
</tr>
<tr>
<td>BUS 11</td>
<td>3</td>
</tr>
<tr>
<td>BUS 10</td>
<td>3</td>
</tr>
<tr>
<td>DAT 10</td>
<td>3</td>
</tr>
<tr>
<td>DAT 36 or DAT 38</td>
<td>3</td>
</tr>
<tr>
<td>KEY 10</td>
<td>1</td>
</tr>
<tr>
<td>LAW 41</td>
<td>3</td>
</tr>
<tr>
<td>MKT 11</td>
<td>3</td>
</tr>
<tr>
<td>CWE 31†</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
</tr>
</tbody>
</table>

*Students who may later transfer to a four-year college should take a lab science from among BIO 11, CHM 10 or 11, PHY 11 or 12, 29 or 31 instead of MTH 12.

** The Department offers a single program in Business Administration which is not divided into options. However, students may choose a specialization in one of the following areas: Accounting, Management, Marketing, Management Information Systems, or Computer Programming. Students must complete at least 12 credits in one of the above areas to qualify for the A.A.S. degree in Accounting. Students interested in a career in accounting should take the CPA examination offered by the AICPA.

†CWE 31 is a two (2) credit course. A student should enroll in CWE during their junior year before graduating or when starting the third semester. See the CWE advisor in Lowes Hall, Career Services, during the second semester.

Students who are employed full time are not required to complete CWE. A waiver must be obtained from the Department Chairperson by submitting documentation of current full-time employment. After a written waiver of CWE is obtained, the student must substitute the required CWE credits with any courses offered by the Business and Information Systems Department. College Work-Study assignments within CUNY may not be used as substitutes for the CWE internship.
Computer Information Systems (A.A.S. Degree)  
Curriculum Coordinator: Prof. Imran Ghafour

The field of computer information systems is rich in career opportunities with excellent starting salaries for qualified personnel. Corporations, government agencies, financial institutions, marketing and retail organizations, and small firms require the services of computer applications specialists, computer programmers, and information technology technicians. The Computer Information Systems Curriculum, based upon your interests, prepares you for various entry-level positions including junior computer programmer, computer operator, computer support specialist, application user specialist, data-entry operator, web page designer and desktop publishing specialist.

Graduates may transfer to related programs offered by four-year colleges.

A Cooperative Work Experience course allows students to gain valuable business experience in a supervised setting.

Students interested in the Business Administration Computer Programming Option (A.S. Degree) in the Business and Information Systems Department should see page 87.

Students interested in Computer Science (A.S. Degree) in the Mathematics and Computer Science Department should see page 89.

Computer Information Systems Curriculum  
60 Credits required for A.A.S. Degree

<table>
<thead>
<tr>
<th>Core Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11</td>
</tr>
<tr>
<td>CMS 11</td>
</tr>
<tr>
<td>HIS 10 or HIS 11</td>
</tr>
<tr>
<td>MTH 12</td>
</tr>
<tr>
<td>SCI**</td>
</tr>
<tr>
<td>Total 16</td>
</tr>
</tbody>
</table>

---

*Students who intend to transfer to a four-year college should take MTH 29, 30 or 31 instead of MTH 12. Check for required pre-requisites for these math courses.  
**Students who intend to transfer to a four-year college should take a science course with a laboratory component from among BIO 11, BIO 21, CHM 10, CHM 11, PHY 11, AST 11 or AST 12. Non-transfer students may also take a science course with a laboratory component.

---

Required Areas of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 12 or ENG 14 or ENG 15</td>
<td>Fundamentals of Written Composition I or Written Composition and Prose Fiction or Written Composition and Drama 3</td>
</tr>
<tr>
<td>ENG 16</td>
<td>Written Composition and Poetry 3</td>
</tr>
<tr>
<td>Restricted Electives*</td>
<td>5</td>
</tr>
<tr>
<td>Total 8</td>
<td></td>
</tr>
</tbody>
</table>

Specialization Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 11</td>
<td>Fundamental Accounting ............... 4</td>
</tr>
<tr>
<td>BIS 13</td>
<td>Introduction to the Internet and Web Development .......... 3</td>
</tr>
<tr>
<td>BUS 10</td>
<td>Introduction to Business ............... 3</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Business Mathematics .......... 3</td>
</tr>
<tr>
<td>DAT 30</td>
<td>Introduction to Computer Fundamentals and Programming .......... 3</td>
</tr>
<tr>
<td>DAT 33</td>
<td>Microcomputer Applications .......... 2</td>
</tr>
<tr>
<td>DAT 35</td>
<td>BASIC Language Programming .......... 3</td>
</tr>
<tr>
<td>KEY 10</td>
<td>Keyboarding for Computers .......... 1</td>
</tr>
<tr>
<td>CWE 31†</td>
<td>Cooperative Work Experience .......... 2</td>
</tr>
<tr>
<td>Total 24</td>
<td></td>
</tr>
</tbody>
</table>

Options

Select One: 12

Computer Programming Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAT 40</td>
<td>COBOL Programming .......... 3</td>
</tr>
<tr>
<td>DAT 41</td>
<td>Assembly Language .......... 3</td>
</tr>
<tr>
<td>DAT 43 or DAT 47</td>
<td>Advanced COBOL Programming or JAVA Programming .......... 3</td>
</tr>
<tr>
<td>DAT 44</td>
<td>High Level Programming Language ....... Business .......... 3</td>
</tr>
<tr>
<td>Total 12</td>
<td></td>
</tr>
</tbody>
</table>

Web Page Development Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIS 12</td>
<td>Multimedia Theory and Applications for Business .......... 3</td>
</tr>
<tr>
<td>BIS 23</td>
<td>Advanced Web Page Design and Development .......... 3</td>
</tr>
<tr>
<td>BIS 31</td>
<td>E-Commerce .......... 3</td>
</tr>
<tr>
<td>DAT 38</td>
<td>Microcomputer Database Applications .......... 3</td>
</tr>
<tr>
<td>Total 12</td>
<td></td>
</tr>
</tbody>
</table>

Sociology. No more than two courses from the same department or discipline.

†CWE 31 is a two (2) credit course. A student should enroll in CWE one year before graduating or when starting the third semester. See the CWE advisor in Low Hall, Career Services, during the second semester.

Students who are employed full time are not required to complete CWE. A waiver must be obtained from the Department Chairperson by submitting documentation of current full-time employment. After a written waiver of CWE is obtained, the student must substitute the required CWE credits with any course(s) offered by the Business and Information Systems Department.

College Work Study assignments within CUNY may not be used as substitutes for the CWE internship.
# MARKETING MANAGEMENT

**A.A.S. Degree**

Curriculum Coordinator: Dr. Jacinto Suarez

Marketing facilitates the movement of goods and services from producers to consumers. In today's marketing-driven society, organizations need college graduates with knowledge of marketing functions, including advertising, personal selling, wholesaling, retailing, and marketing research. A Cooperative Work Experience course allows students to gain valuable experience in a supervised setting. Graduates are equipped to assume entry-level positions and to pursue self-employment opportunities.

Students may follow the Marketing Management Curriculum or select one of the following specialized options.

## Marketing Management Curriculum

### 60 Credits required for A.A.S. Degree

**Core Requirements**

- **ENG 11** Fundamentals of Written Composition I ... 3
- **ENG 12** Fundamentals of Written Composition II or
- **ENG 14** Written Composition and Prose Fiction or
- **ENG 15** Written Composition and Drama or
- **ENG 16** Written Composition and Poetry ... 3
- **SCI** B10, or CHM 11, ... 4
- **MTH 12** Intro. to Mathematical Thought ... 3
- **HIS 10 or** History of the Modern World ... 3

**Total 16**

**Required Areas of Study**

- **ENG 12 or** Fundamentals of Written Composition II or
- **ENG 14 or** Written Composition and Prose Fiction or
- **ENG 15 or** Written Composition and Drama or
- **ENG 16** Written Composition and Poetry ... 3
- **ENG 16** Restricted electives# ... 5

**Total 8**

---

*Students who intend to transfer to a four-year college should take MTH 29, 30 or 31 instead of MTH 12. Check for required pre-requisites for these math courses.

**Students who intend to transfer to a four-year college should take a science course with a laboratory component from among BIO 11, BIO 21, CHM 10, CHM 11, PHY 11, PHY 11, AST 11 or AST 12. Non-transfer students may also take a science course with a laboratory component.

**Students who have completed MTH 66 (or three years high school mathematics) and intend to transfer to a four-year college, may take BUS 41 instead of BUS 11.

**Restricted Electives:** Select a total of five credits from Art (non-studio courses), Communications, Economics, History, Health, Physical Education (only one course in Health Education or two courses in Physical Education), Modern Languages, Music (non-

---

### Specialization Requirements

- **ACC 11** Fundamental Accounting I ... 3
- **BUS 10** Introduction to Business ... 3
- **BUS 11** Business Mathematics ... 3
- **BUS 41** Computer Fundamentals & Applications ... 3
- **BUS 10** Business Law ... 3
- **BUS 11** Consumer Behavior or
- **BUS 12** E-Marketing ... 3
- **BUS 47** Marketing Management ... 3
- **BUS 48** Management of Retail Operations or
- **BUS 49** Principles of Finance ... 3
- **BUS 43** Principles of Advertising ... 3
- **BUS 31** Cooperative Work Experience ... 3

---

*CWE 31 is a two (2) credit course. A student should enroll in CWE one year before graduating or when starting the third semester.

See the CWE advisor in Loew Hall, Career Services, during the second semester.

Students who are employed full time are not required to complete CWE. A waiver must be obtained from the Department Chairperson by submitting documentation of current full-time employment. After a written waiver of CWE is obtained, the student must substitute the required CWE credits with any courses offered by the Business and Information Systems Department.

College Work-Study assignments within CUNY may not be used as substitutes for the CWE internship.
Numerous employment opportunities for college-trained administrative assistants and secretaries with office information systems skills exist in a wide variety of offices—business, professional and governmental organizations.

The Department is equipped with the latest technology, and computer facilities are available for students to enhance their skills. Students learn machine transcription, office procedures, computer systems and applications including a variety of software programs, Internet, multimedia, Web Page development, and composition of business correspondence.

### Secretarial Studies Curriculum

**60 Credits required for A.A.S. Degree**

#### Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11</td>
<td>3</td>
</tr>
<tr>
<td>CMS 11</td>
<td>3</td>
</tr>
<tr>
<td>HIS 10 or</td>
<td>3</td>
</tr>
<tr>
<td>HIS 11</td>
<td>3</td>
</tr>
<tr>
<td>MTH 12*</td>
<td>3</td>
</tr>
<tr>
<td>SCI *</td>
<td>3-4</td>
</tr>
<tr>
<td>PEA</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16-17</td>
</tr>
</tbody>
</table>

#### Required Areas of Study

- **Total 4**
  - ART 10 or  
  - MUS 10 or  
  - PSY 11 or  
  - SOC 11 or  
  - CMS 20 or

#### Specialization Requirements

- **Total**
  - KEY 11 or  
  - KEY 12 or  
  - KEY 13 or  
  - WPR 11 or  
  - WPR 12 or  
  - WPR 20 or  
  - BUS 12 or  
  - BUS 10 or  
  - ACC 11 or  
  - Keyboarding I  
  - Keyboarding II  
  - Keyboarding III  
  - Machine Transcription I  
  - Machine Transcription II  
  - Introduction to Office Automation Concepts or Multimedia Theory & Applications for Business  
  - Information Processing Applications & Administration  
  - Information Processing Office Simulation  
  - Supervision & Administration of Office Automation  
  - Introduction to Desktop Publishing  
  - Business Communications  
  - Office Procedures  
  - Senior Orientation  
  - Business Mathematics or Intro to the Internet & Web Development  
  - Introduction to Business or Fundamental Accounting I  
  - Keyboarding I  
  - Keyboarding II  
  - Keyboarding III  
  - Machine Transcription I  
  - Machine Transcription II  
  - Introduction to Office Automation Concepts or Multimedia Theory & Applications for Business  
  - Information Processing Applications & Administration  
  - Information Processing Office Simulation  
  - Supervision & Administration of Office Automation  
  - Introduction to Desktop Publishing  
  - Business Communications  
  - Office Procedures  
  - Senior Orientation  
  - Business Mathematics or Intro to the Internet & Web Development  
  - Introduction to Business or Fundamental Accounting I  
  - Total 38-39

#### Free Electives

- **To complete the 60 credit requirement**

* MTH 30 recommended for students considering transfer to a senior college.

** Students considering transfer to a senior college should take a science course with a laboratory component.

† May be waived for evening students with approval of Curriculum Coordinator.
SECRETARIAL SCIENCE—
MEDICAL
(A.A.S. Degree)
Curriculum Coordinator: Prof. Doreen LaBlanc

This curriculum is designed for students who would like to become Medical Secretarial Assistants. They may work in physicians' offices, hospitals, laboratories, and other health-related facilities. Students in the program are trained to transcribe recorded dictation of medical correspondence and case histories; complete computerized medical forms; maintain physicians' financial, medical, and office records; prepare patients for medical examination; perform basic clinical laboratory tests; and manage a medical office.

Secretarial Science—Medical Curriculum
60 Credits required for A.A.S. Degree

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11 Fundamentals of Written Composition I</td>
<td>3</td>
</tr>
<tr>
<td>CMS 11 Fund of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>HIS 10 or History of the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 11 Intro to the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>BIO 18 Human Biology</td>
<td>4</td>
</tr>
<tr>
<td>MTH 12* Intro to Mathematical Thought</td>
<td>3</td>
</tr>
<tr>
<td>PEA Physical Education (one activity course)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total 17</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Areas of Study</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 11 or Introduction to Art</td>
<td>3</td>
</tr>
<tr>
<td>MUS 11 Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td>HLT 91 Critical Issues in Health</td>
<td>2</td>
</tr>
<tr>
<td>PSY 11 Psychology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 8</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEY 11 Keyboarding I</td>
<td>2</td>
</tr>
<tr>
<td>KEY 12 Keyboarding II</td>
<td>2</td>
</tr>
<tr>
<td>KEY 13 Keyboarding III</td>
<td>2</td>
</tr>
<tr>
<td>WPR 11 Machine Transcription I</td>
<td>3</td>
</tr>
<tr>
<td>WPR 21 Information Processing Applications &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>WPR 22</td>
<td></td>
</tr>
<tr>
<td>BIO 22</td>
<td></td>
</tr>
<tr>
<td>BIO 46</td>
<td></td>
</tr>
<tr>
<td>BIO 47</td>
<td></td>
</tr>
<tr>
<td>SEC 35</td>
<td></td>
</tr>
<tr>
<td>COM 31</td>
<td></td>
</tr>
<tr>
<td>ORI 43</td>
<td></td>
</tr>
<tr>
<td>BUS 11</td>
<td></td>
</tr>
<tr>
<td>BUS 10</td>
<td></td>
</tr>
<tr>
<td>LAW 45</td>
<td></td>
</tr>
<tr>
<td><strong>Total 35</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Students considering transfer to a senior college should take a science course with a laboratory component.
** MTH 30 recommended for students considering transfer to a senior college.
†May be waived for evening students with approval of Curriculum Coordinator.
WAREHOUSE MANAGEMENT
(A.A.S. Degree)

Curriculum Coordinator: Prof. Donald Read

BCC’s new Warehouse Management curriculum offers students a unique opportunity to prepare for a secure, well-paying position with a promising career path in the warehousing and distribution industry that has an acute shortage of college-trained personnel. The Bronx is one of the warehousing centers of the United States, especially in the food storage and transportation sector, employing tens of thousands of workers.

Students in this program will receive specialized classroom training in the areas crucial to the warehouse management function, including Fundamentals of Warehouse Management, Fundamentals of Inventory Management, Fundamentals of Logistics Management, Food Safety and Sanitation Principles, and Food Transportation. Through the Cooperative Work Experience (CWE), students will also receive hands-on experience in the warehousing and distribution operations. Upon graduation, students will be prepared for a wide range of jobs such as warehouse supervisor, traffic manager, materials handling supervisor, and inventory control manager. No other college in the area offers comparable training for careers in this major industry.

Warehouse Management Curriculum
60 Credits required for A.A.S. Degree

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11</td>
<td>Fundamentals of Written Composition I</td>
<td>3</td>
</tr>
<tr>
<td>CMS 11</td>
<td>Fund of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>MTH 12*</td>
<td>Intro. to Mathematical Thought</td>
<td>3</td>
</tr>
<tr>
<td>HIS 10 or</td>
<td>History of the Modern World or</td>
<td>3</td>
</tr>
<tr>
<td>HIS 11</td>
<td>Intro. to the Modern World</td>
<td></td>
</tr>
<tr>
<td>ENG 12 or</td>
<td>Fundamentals of Written Composition II or</td>
<td></td>
</tr>
<tr>
<td>ENG 14</td>
<td>Written Composition and Prose Fiction</td>
<td></td>
</tr>
<tr>
<td>ENG 15 or</td>
<td>Written Composition and Drama or</td>
<td></td>
</tr>
<tr>
<td>ENG 16</td>
<td>Written Composition and Poetry</td>
<td></td>
</tr>
</tbody>
</table>

Total 15

Required Areas of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 18**</td>
<td>Human Biology or</td>
<td></td>
</tr>
<tr>
<td>CHM 10</td>
<td>Chemistry in Everyday Life</td>
<td></td>
</tr>
</tbody>
</table>

Total 9

Specialization Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 10</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 11 § or</td>
<td>Business Mathematics or</td>
<td></td>
</tr>
<tr>
<td>BUS 41</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>DAT 10</td>
<td>Computer Fundamentals &amp; Applications</td>
<td>3</td>
</tr>
<tr>
<td>DAT 38</td>
<td>Microcomputer Database Management</td>
<td>3</td>
</tr>
<tr>
<td>ACC 11</td>
<td>Fundamental Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>CPR 10</td>
<td>Cardiopulmonary Resuscitation</td>
<td>1</td>
</tr>
<tr>
<td>LAW 41</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 31</td>
<td>Fundamentals of Warehouse Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 32</td>
<td>Fundamentals of Inventory Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 33</td>
<td>Fundamentals of Logistics Management</td>
<td>3</td>
</tr>
<tr>
<td>CWE 31</td>
<td>Cooperative Work Experience</td>
<td>2</td>
</tr>
</tbody>
</table>

Total 31

Warehouse Management Electives 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 61</td>
<td>Food Safety and Sanitation Principles</td>
<td>3</td>
</tr>
<tr>
<td>HLT 62</td>
<td>Food Transportation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 5

Food Warehouse Emphasis Electives 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 11, BIO 21, CHM 11, CHM 17, ENV 11, PHY 11, AST 11 or AST 12</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total 12

*Students who intend to transfer to a four-year college should take MTH 29, 30 or 31. Check required prerequisites for these math courses.

*Students who intend to transfer to a four-year college should take a science course with a laboratory component such as: BIO 11, BIO 21, CHM 11, CHM 17, ENV 11, PHY 11, AST 11 or AST 12. Non-transfer students may also take a science course with a laboratory component.

†Restricted Electives: Select a total of five credits from Art (non-studio courses), Communications, Economics, History, Health Education, Physical Education (no more than one course in Health Education or two courses in Physical Education), Modern Languages, Music (non-studio courses), Philosophy, Psychology, Political Science, or Sociology (no more than two courses from the same department or discipline).

§Specialization Requirements: Students who have completed MTH 06 (or three years high school mathematics) and intend to transfer to a four-year college, may take BUS 41 instead of BUS 11.

Warehouse Management Electives: Students in the Warehouse Management program must select five credits from the course offerings in the Business and Information Systems Department, Food Safety and Sanitation Principles (HLT 61) or Food Transportation (HLT 62). Students interested in the Food Management Emphasis should select both Food Safety and Sanitation Principles, and Food Transportation (one course as a Warehouse Management elective and one course as a restricted elective).
BUSINESS ADMINISTRATION
(A.S. Degree)
Curriculum Coordinator: Dr. Rosemary A. Quinn

The Business Administration curriculum provides a broad academic foundation so that graduates may transfer to the third year of a senior college or pursue immediate employment. Students may select from Accounting; Computer Programming; Management; Marketing Management options.

Accounting Option. This option prepares students with fundamental courses in business and accounting. The option also provides the background for transfer to a senior college and completion of the baccalaureate degree. Students who wish to pursue a career in finance should select this option. Upon completion of further appropriate education and training, and with experience, the student may qualify by state examination as a Certified Public Accountant or as a teacher.

Computer Programming Option. This option provides a range of computer programming courses designed to provide the necessary foundation for employment and/or transfer to a senior college.

Management Option. This option provides the student with skills needed to be a successful manager. Students are prepared to enter management training programs leading to middle-management positions. The option is also broad enough to allow students to pursue any business major at a senior college.

Marketing Management Option. This option provides basic courses for those students interested in a career in Marketing Management and for those who intend to transfer to a senior college.

Students interested in Computer Science (A.S. Degree) in the Mathematics and Computer Science Department should see page 89. Students interested in Computer Information Systems (A.A.S. Degree) in the Business and Information Systems Department should see page 81.
### Business Administration Curriculum

**60 Credits required for A.S. Degree**

#### Core Requirements
- ENG 11: Fundamentals of Written Composition I (3)
- CMS 11: Fund. of Interpersonal Communication (3)
- HIS 10 or HIS 11: History of the Modern World or Intro. to the Modern World (3)
- MTH 29† or Pre-Calculus Mathematics for Business Students (4)
- MTH 30 or Pre-Calculus Mathematics or Analytic Geometry and Calculus I (4)
- SCI: 
  - BIO 11, CHM 10, CHM 11, PHY 11 or AST 11 or 12 (4)
- Restricted electives* (7)

#### Required Areas of Study
- ECO 11 or Microeconomics (3)
- ECO 12: Macroeconomics (3)
- ENG 12 or Fundamentals of Written Composition II or Written Composition and Prose Fiction or Written Composition and Drama or Written Composition and Poetry (3)
- Fresti~ctEid electives (7)

#### Specialization Requirements
- ACC 11: Fundamental Accounting I (4)
- BUS 41: Business Statistics (3)
- BUS 61: Business Organization & Management (3)
- CMS 12: Voice and Diction: Business & Prof. Speech (2)
- DAT 10** or Computer Fundamentals and Applications (3)
- LAW 41: Business Law (3)
- Option: Select one (12)

#### Accounting Option
- ACC 12: Fundamental Accounting II (4)
- ACC 13: Intermediate Accounting (4)
- ACC 15: Accounting Information Systems (3)
- KEY 10: Keyboarding for Computers (1)

#### Computer Programming Option
- DAT 40: COBOL Programming (3)
- DAT 41: Assembly Language (3)
- DAT 43 or DAT 47: Advanced COBOL Programming or JAVA Programming (3)
- DAT 44: High Level Programming (3)

#### Management Option
- BUS 52: Organizational Behavior (3)
- BUS 53: International Management (3)
- FIN 51: Principles of Finance (3)
- MKT 11: Principles of Marketing (3)

---

**Marketing Management Option**
- MKT 11: Principles of Marketing (3)
- MKT 18 or MKT 47: Consumer Behavior or E-Marketing (3)
- MKT 41 or MKT 43: Management of Retail Operations or Principles of Advertising (3)
- MKT 48: Marketing Management (3)

**Total 12**

*Restricted Electives: Select a total of seven credits from Art (non-studio courses), Communications, Economics, History, Health, Physical Education (only one course in Health Education or two courses in Physical Education), Modern Languages, Music (non-studio courses), Philosophy, Psychology, Political Science, or Sociology. No more than two courses from the same department or discipline.*

**Total 17**

**Total 13**

---

**CHEMISTRY**

**Curriculum Coordinator:** Dr. Panayiotis Meleties

The Department of Chemistry offers programs in Environmental Technology (See page 95) and Pharmaceutical Manufacturing Technology (See page 116) leading to A.A.S. degrees. Liberal Arts students in the A.S. degree program may select an option in Chemistry or in Earth Systems and Environmental Science. See page 104.

Students interested in a career in chemistry, biochemistry, chemical engineering, pharmacy, or any other medicine related field, should see the Department Chairperson, Dr. Panayiotis Meleties, or another department faculty member.
### COMMUNITY/SCHOOL HEALTH EDUCATION
#### (A.S. Degree)

**Curriculum Coordinator:** Ms. Janet Heller

Community Health Educators are crucial members of the health care team working with doctors, nurses and therapists to prevent health problems, promote wellness and facilitate the healing process. They work in health centers, hospitals, clinics, agencies, public health departments and corporations on local, regional, state, national and international levels.

The School Health Educator is a specialist who teaches and promotes health and wellness in any educational facility from pre-kindergarten through college. New York State mandates that health education must be taught by a Certified Health Education Specialist. Health Educators may teach courses, conduct workshops and administrate various programs.

Health educators and service workers who are currently employed may enroll in these courses for promotion and salary increment purposes.

The Community/School Health Education transfer curriculum offers the foundation for graduates to pursue advanced degrees. Graduates will be accepted into the third year of baccalaureate programs at City University or any college for which they qualify.

**The Dietetics and Nutrition Option** provides basic courses for transfer to a senior college. In addition, it is broad enough to allow students to pursue a major in their respective health disciplines.

The Associate of Science, A.S., degree program with the Dietetics and Nutrition option articulates with Hunter and Lehman Colleges' B.S. programs in Community/School Health Education.

---

### Community/School Health Education Curriculum

**60 Credits required for A.S. Degree**

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11</td>
<td>Fundamentals of Written Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMS 11</td>
<td>Fund. of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>HIS 10 or</td>
<td>History of the Modern World or</td>
<td></td>
</tr>
<tr>
<td>HIS 11</td>
<td>Intro. to the Modern World</td>
<td></td>
</tr>
<tr>
<td>MTH 21** or</td>
<td>Survey of Mathematics I or</td>
<td></td>
</tr>
<tr>
<td>MTH 23 or</td>
<td>Probability and Statistics or 3</td>
<td></td>
</tr>
<tr>
<td>MTH 26</td>
<td>Statistics in the Modern World</td>
<td></td>
</tr>
<tr>
<td>BIO 11#</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>PEA*</td>
<td>Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

**Total 17**

**Required Areas of Study**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 11 or</td>
<td>Introduction to Art or</td>
<td></td>
</tr>
<tr>
<td>MUS 11</td>
<td>Introduction to Music</td>
<td></td>
</tr>
<tr>
<td>HLT 91</td>
<td>Critical Issues in Health</td>
<td></td>
</tr>
<tr>
<td>CHM 17***</td>
<td>Fundamentals of General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>PSY 11</td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 41</td>
<td>Psychology of Infancy &amp; Childhood</td>
<td></td>
</tr>
<tr>
<td>SOC 11</td>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>CMS</td>
<td>(Any 3 credit CMS course excluding CMS 10)</td>
<td>3</td>
</tr>
<tr>
<td>Modern Language†</td>
<td>(any three credit English course)</td>
<td></td>
</tr>
</tbody>
</table>

**Total 9**

**Specialization Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEA 12 or</td>
<td>Elementary Hatha Yoga or</td>
<td></td>
</tr>
<tr>
<td>PEA 82</td>
<td>Introduction to Tai Chi Chuan</td>
<td></td>
</tr>
<tr>
<td>HLT 92 or</td>
<td>Drugs, Society &amp; Human Behavior or</td>
<td></td>
</tr>
<tr>
<td>HLT 93 or</td>
<td>Human Sexuality or</td>
<td></td>
</tr>
<tr>
<td>HLT 96</td>
<td>Health Education for Parenting</td>
<td></td>
</tr>
<tr>
<td>HLT 94</td>
<td>Human Nutrition</td>
<td></td>
</tr>
<tr>
<td>HLT 97</td>
<td>Field Work in Community</td>
<td></td>
</tr>
<tr>
<td>CPR 10</td>
<td>Cardiopulmonary Resuscitation or Workplace First Aid Training</td>
<td>2</td>
</tr>
<tr>
<td>WFA 10</td>
<td>Workplace First Aid Training</td>
<td></td>
</tr>
</tbody>
</table>

**Total 11**

**Dietetics and Nutrition Option†**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAT 10</td>
<td>Computer Fundamentals and Applications</td>
<td>3</td>
</tr>
<tr>
<td>HCM 11</td>
<td>US Health Care Delivery System</td>
<td></td>
</tr>
<tr>
<td>HLT 99</td>
<td>Health of the Nation</td>
<td>3</td>
</tr>
<tr>
<td>PEA 51</td>
<td>Stress Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 15**

* Select any physical education course except PEA 12 or 82.

* Prerequisite: Placement Exam or completion of required remedial courses.

† The 8 credits must be in the same language. See language requirements, page 104.

* Students planning to transfer to Lehman, Hunter or York College are advised to take BIO 23 and 24 instead of BIO 11 and CHM 17.

† These courses replace PEA 12 or 82, HLT 92, 93 or 96, SOC 11 and PSY 41.

**NOTE:** OCD 01 is required.
The Computer Science Curriculum provides an introduction to the field of computer science to ensure successful transfer to a senior college Computer Science program. Students learn to construct, verify and implement algorithms by writing and running programs in standard programming languages. The curriculum provides a broad background in science and the humanities as well as a thorough grounding in discrete and continuous mathematics.

The Computer Science A.S. program articulates with the Computer Science B.S. program at Lehman College. BCC Computer Science graduates have successfully transferred to City College, Polytechnic University, Rensselaer Polytechnic University, Clarkson University, and others.

Students interested in curricula emphasizing computer applications such as the A.S. degree in Business Administration (Computer Programming Option) or the A.A.S. degree in Computer Information should consult the Business and Information Systems Department. (See pages 87 and 81.)

Computer Science Curriculum
60 Credits required for A.S. Degree

Core Requirements
- ENG 11 or ENG 12 or ENG 14 or ENG 16
- ENG 14
- ENG 16
- ART 11 or MUS 11
- HIS 10 or HIS 11
- MTH 30 or CSI 30
- SCI* or CSI 35
- CHM 11 or PHY 11
- PHY 11
- MTH 33
- MTH 34
- MTH 35

Required Areas of Study**
- Fundamentals of Written Composition I or Written Composition and Prose Fiction or Written Composition and Drama or Written Composition and Poetry
- Introduction to Art or Introduction to Music
- Select from Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology, or Sociology
- Calculus & Analytic Geometry I
- Calculus & Analytic Geometry II
- Discrete Mathematics I
- Discrete Mathematics II
- Data Structures or Assembly Language Programming

Specialization Requirements
- MTH 32
- MTH 33
- CSI 30
- CSI 31
- CSI 32
- CSI 35
- DAT 41

Total 21

Total 9

Total 5

Free Electives†
- To complete the 60 credit requirement

Total 25

Note: Students who are required to take MTH 30, a prerequisite for MTH 31, must use elective credits.

*The laboratory science sequence may be chosen from BIO 11-12, CHM 11-22, PHY 11-12 or PHY 31-32. Students should consult the college to which they intend to transfer as to choosing an appropriate sequence. Students who plan to transfer to City College should take PHY 31-32 and are encouraged to take PHY 33, MTH 34, and MTH 35.

** Students should consult the requirements of the senior college of their choice.

†Students who plan to transfer to a senior college should consult the language requirements on page 104.
DIGITAL DESIGN AND COMPUTER GRAPHICS
(A.A.S. Degree)

Curriculum Coordinator: Prof. Lisa Amowitz

This curriculum prepares students for entry-level positions in the rapidly growing field of visual communications. The visual communication industry encompasses the creation of print, web, and multimedia designs for advertising, publishing, entertainment, and corporate design as well as many others. Through intensive training in both traditional and visual foundation arts and state-of-the-art technology, students will gain the technical, aesthetic, and problem-solving skills needed to pursue a career as a design professional.


Digital Design and Computer Graphics
Curriculum
60 Credits required for A.A.S. Degree

Core Requirements

- **ENG 11** Fundamentals of Written Composition I ........ 3
- **ENG 12** or Fundamentals of Written Composition II or
- **ENG 14** or Written Composition and Prose Fiction or
- **ENG 15** or Written Composition and Drama or
- **ENG 16** Written Composition and Poetry .................. 3
- **CMS 11** Fund of Interpersonal Communication .......... 3
- **HIS 10** History of the Modern World or
- **HIS 11** Intro. to the Modern World ....................... 3
- **MTH 12** or Intro. to Mathematical Thought or
- **MTH 21** or Survey of Mathematics I or
- **MTH 23** or Probability and Statistics ..................... 3
- **PEA** or Physical Education activity course or
- **HLT 91** Critical Issues in Health .......................... 1-2
- **SCI** or Any laboratory science ............................. 4

Total 20-21

Required Areas of Study

- **ART 11** Intro. to Art ........................................ 3
- **CMS 60** or Intro. to Mass Communication or
- **MKT 43** or Principles of Advertising or
- **Humanities Elective†** ..................................... 3
- **Humanities Elective** ........................................ 3-4
- **ART 91** or Portfolio Seminar or
- **ART 88** or Multimedia Design or
- Free electives .................................................. 1-2

Total 10-12

Specialization Requirements

- **ART 15** Graphic Design Basics ............................ 2
- **ART 21** Drawing ............................................. 2
- **ART 22** Painting ............................................. 2
- **ART 55** Modern Art ........................................ 3
- **ART 56** Graphic Design History ............................ 3
- **ART 72** Digital Photography ................................ 2
- **ART 79** Typography/Intro. to Computer Design ........ 2
- **ART 81** Computer Design ................................... 2
- **ART 82** Illustration .......................................... 2
- **ART 84** Computer Imaging .................................. 2
- **ART 86** Computer Illustration .................. ........... 2
- **ART 87** Graphic Design for the World Wide Web .... 2
- **ART 90** Graphic Design Project ........................... 2

Total 2

Free Electives

- **To complete 60 credit requirement** ....................... 0-3

* MTH 21 or MTH 23 for those students who wish to transfer to senior college.
** Select from any lab science (Astronomy, Biology, Earth Systems and Environmental Science, Chemistry or Physics).
† Should be taken in the student's first semester.
†† Select from Communication, English, History, Modern Languages, Music or Social Sciences.
The Department of Education offers two degree programs for students choosing a career in the field of education: the A.A.S. Degree and the A.A. Degree.

The A.A.S. Degree is designed for students seeking employment upon the completion of the two-year degree. This program offers a wide range of education courses and internship experiences in New York City Public Schools. If the student decides to transfer to a four-year institution, additional liberal arts credits may be required. Upon employment as a paraprofessional, the New York City Board of Education will pay for six credits per semester for college courses.

The A.A. Degree program is designed for students who seek automatic transfer to a senior college in CUNY upon graduation to pursue a Bachelor's Degree and teacher certification. There is no teaching internship in this program. Students interested in preparing to be teachers should pursue the Liberal Arts and Sciences, Associate in Arts - Education option. For further information, see page 99 in this catalog.

---

### Education Associate Curriculum

#### 60 Credits required for A.A.S. Degree

**Core Requirements**

- **ENG 11** Fundamentals of Written Composition I ......... 3
- **CMS 11** Fundamentals of Interpersonal Communication .... 3
- **HIS 10 or HIS 11** History of the Modern World or Intro. to the Modern World .......... 3
- **MTH 21 or MTH 23** Probability and Statistics ......... 3
- **HLT 91** Critical Issues in Health ............. 2
- **SCI** AST 11, BIO 11, CHM 11, PHY 11, ENV 11 (laboratory science course) . .... 4

**Total 18**

**Required Areas of Study**

- **ART 11 or MUS 11** Introduction to Art or Music ......... 3
- **HIS or GEO 10** Any History course or Introduction to Human Geography .......... 3
- **PSY 11** Psychology ............. 3
- **PSY 41** Psychology of Infancy & Childhood .......... 3
- **ENG Elective** English 14, 15 or 16 .......... 3
- **Communication or Modern Languages Elective** ......... 3

**Total 18-19**

**Specialization Requirements**

- **EDU 10** Child Study - Birth to Grade 6 ............. 3
- **EDU 12 or EDU 26** or Human Relations in Urban Schools .... 3
- **EDU 40** Field Work Seminar - Birth to Grade 6 .......... 3
- **Electives** Education courses. ............ 6

**Total 15**

**Free Electives**

- To complete 60 credit requirement .......... 8-9

*Lehman College prefers MTH 23; City College prefers MTH 21.

** Select from the following:**

- **EDU 16** Literacy in Early Childhood Education - Birth to Grade 2 .......... 3
- **EDU 17** Literacy in Childhood Education - Grades 1-6 ........ 3
- **EDU 18** Literacy in a Spanish Bilingual Program .......... 3
- **EDU 24** Child Care Seminar I ............. 3
- **EDU 25** Child Care Seminar II ............. 3
- **EDU 30** Nature and Needs of the Handicapped ............. 3
- **EDU 31** Introduction to Learning Problems .......... 3
- **EDU 50** Creativity and the Arts for the Early Childhood and Childhood Years .......... 3
The Department of Education and Reading at Bronx Community College offers three 30-credit certificate programs:

1. The Early Childhood Care Assistant
2. The Bilingual Early Childhood Assistant
3. The Assistant of Children With Special Needs

Consisting of coursework, field experience, advisement, and career guidance, these certificate programs open up employment opportunities for students interested in working with young children. For each of these programs students must meet the admission requirements of Bronx Community College as well as the requirements of Bronx Community College's Department of Education.

ASSISTANT OF CHILDREN WITH SPECIAL NEEDS CERTIFICATE PROGRAM

This program prepares students to meet the requirements leading to a Child Development Associate (CDA) credential in a "Special Education" child development setting. This certificate program responds to the current demand for trained practitioners at learning centers and public schools that serve children who have special needs. The population served includes children with behavior management needs, limited mobility, physical impairments, diagnosed learning disabilities, and/or children waiting for a very restrictive service. BCC students will learn the characteristics and needs of children with special needs in order to provide age-appropriate strategies in all aspects of their work with these children.

Students will acquire skills in designing and planning activities that are developmentally appropriate experiences for children with special needs. Upon successful completion of the program, students will be able to continue their studies in Bronx Community College's Education Associate A.A.S. Degree Program, and all of the certificate course credits will be accepted for this A.A.S. degree.

Certificate for Assistant of Children with Special Needs: 30 Credits Required

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 11</td>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ENG 11</td>
<td>Fundamentals of Written Composition</td>
<td>3</td>
</tr>
<tr>
<td>HLT 91</td>
<td>Critical Issues in Health</td>
<td>2</td>
</tr>
<tr>
<td>EDU 10</td>
<td>Child Study - Birth to Grade 6</td>
<td>3</td>
</tr>
<tr>
<td>EDU 30</td>
<td>Nature and Needs of the Handicapped</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMS 11</td>
<td>Fundamentals of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>PSY 41</td>
<td>Psychology of Infancy and Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDU 26</td>
<td>Human Relations in Urban Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDU 31</td>
<td>Introduction to Learning Problems</td>
<td>3</td>
</tr>
<tr>
<td>EDU 40</td>
<td>Field Work Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>
The Bilingual Early Childhood Assistant Certificate Program prepares students to meet the requirements leading to a Bilingual Specialization of the Child Development Associate (CDA) credential issued in 1975 by the national credentialing agency, the Council for Early Childhood Professional Recognition. This certificate program responds to the current demand for trained practitioners at bilingual early childhood learning centers that is due to the increasing number of non-English speaking families using these centers.

Students enrolled in this program will acquire skills in planning and designing activities that are appropriate learning experiences for children learning a second language. Upon successful completion of the program students will be able to continue their studies in Bronx Community College's Education Associate A.A.S. Degree program, and all of the certificate course credits will be accepted for this A.A.S. degree.

### Bilingual Early Childhood Certificate Program: 30 Credits Required

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY 11 Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 11 Fundamentals of Written Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HLT 91 Critical Issues in Health</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>EDU 10 Child Study - Birth to Grade 6</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 16 Literacy in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester II</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CMS 11 Fundamentals of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSY 21 Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 18 Literacy in a Spanish Bilingual Program</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 28 Human Relations in Urban Schools</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 40 Field Work Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
Electronic Engineering Technology (A.A.S. Degree)

Curriculum Coordinator: Dr. Nasser Abdellatif

Electronic engineering technology is one of the fastest-growing fields. The speed of technological advance has created a serious shortage of trained personnel.

Electrical, electronic, and computer technicians are needed to design, build, test and maintain complex electronic equipment such as computers, control systems, communications systems, and medical devices.

The program is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (111 Market Place, Suite 1030, Baltimore, MD 21202).

Electronic Engineering Technology students who plan to continue their studies may transfer directly to The City College or to certain other four-year colleges, offering the baccalaureate degree in Engineering Technology. Graduates' transfer credits for technology courses taken at Bronx Community College will be evaluated by each individual college.

Electronic Engineering Technology Curriculum

67 Credits required for A.A.S. Degree

Core Requirements

- ENG 11 Fundamentals of Written Composition I
- CMS 11 Fundamentals of Interpersonal Communication
- HIS 10 or HIS 11 History of the Modern World or Intro. to the Modern World
- MTH 13* Trigonometry & College Algebra
- PEA Physical Education activity course

Total 13

Required Areas of Study

- ENG 23 Scientific & Technical Writing
- ART 10 or MUS 10 Art Survey or Music Survey
- MTH 14 College Algebra & Intro. to Calculus
- MTH 15 Calculus
- PHY 21 Physics for Engineering Tech. I
- PHY 22** Physics for Engineering Tech. II

Total 16

Specialization Requirements

- ELC 11 DC Circuit Analysis
- ELC 15 Computer Applications in Technology
- ELC 18 Computer Programming for Eng. Tech
- ELC 21 AC Circuit Analysis
- ELC 25 Electronics I
- ELC 35 Electronics II
- ELC 81 Electronic Communications
- ELC 94 Laser & Fiber Optic Communications
- ELC 96 Digital Electronics
- ELC 97 Microprocessor Systems

Total 30

*Students may choose to take MTH 30, 31, and 32 in lieu of MTH 13 *14 and 15 if they plan to continue their studies after completing the A.A.S.

** Students may choose to take PHY 31 and 32 in lieu of PHY 21 and 22 if they plan to continue their studies after completing the A.A.S.
## I ENGINEERING SCIENCE (A.S. Degree)

Curriculum Coordinator: Dr. S. Deonarine

The Engineering Science curriculum is designed for students with a special interest in engineering and provides a thorough preparation in mathematics and physical science.

### Engineering Science Curriculum

60 Credits required for A.S. Degree

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11 - Fundamentals of Written Composition</td>
<td>3</td>
</tr>
<tr>
<td>CMS 11 or Fund. of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMS 20 - Public Speaking &amp; Critical Listening</td>
<td>3</td>
</tr>
<tr>
<td>HIS 10 or History of the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 11 - Intro. to the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>CHM 11 - General College Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

### Required Areas of Study

| MTH 31 - Analytic Geometry & Calculus I | 4       |
| MTH 32 - Analytic Geometry & Calculus II | 5       |
| MTH 33 - Analytic Geometry & Calculus III | 5       |
| MTH 34 - Differential Equations & Selected Topics in Advanced Calculus | 4       |
| PHY 31 - Engineering Physics I | 4       |
| PHY 32 - Engineering Physics II | 4       |
| PHY 33 - Engineering Physics III | 4       |
| PHY 61 or Computer Methods & Programs | 3       |
| HIS 10 - Introduction to Computer Programming | 3       |
| **Total**                             | **13**  |

### Specialization Requirements (Must be taken in required sequence)

| MTH 31 Analytic Geometry & Calculus I | 4     |
| MTH 32 Analytic Geometry & Calculus II | 5     |
| MTH 33 Analytic Geometry & Calculus III | 5     |
| MTH 34 Differential Equations & Selected Topics in Advanced Calculus | 4     |
| PHY 31 Engineering Physics I | 4     |
| PHY 32 Engineering Physics II | 4     |
| PHY 33 Engineering Physics III | 4     |
| PHY 61 or Computer Methods & Programs | 3     |
| HIS 10 Introduction to Computer Programming | 3     |
| **Restricted science elective** | **5-9** |
| **Total**                             | **38-42** |

### Free Electives

To complete 60 credit requirement: 0-1

### Curriculum Coordinator

Dr. Neal Phillip

---

## ENVIRONMENTAL TECHNOLOGY (A.A.S. Degree)

Curriculum Coordinator: Dr. Neal Phillip

This competency-based curriculum provides state-of-the-art training for careers in environmental technology. Environmental Technology utilizes the principles of science, engineering, communications and economics to protect and enhance safety, health and natural resources.

All credits from this program may be transferred to York College and Medgar Evers College for a bachelor’s degree in Environmental Health.

Students interested in transferring to the Environmental Engineering program at The City College should see Dr. Neal Phillip.

### Environmental Technology Curriculum

60 Credits required for A.A.S. Degree

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 17 - Fund of General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>ENG 11 - Fundamentals of Written Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 12 - Fundamentals of Written Composition II</td>
<td>3</td>
</tr>
<tr>
<td>CMS 11 - Fund. of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>HIS 10 or History of the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 11 - Intro. to the Modern World</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### Required Areas of Study

| BIO 11 - General Biology I | 4       |
| BIO 12 - General Biology II | 4       |
| CHM 18 - Fund. of General Chemistry I (organic) | 4       |
| DAT 33 - Microcomputer Applications | 2       |
| MTH 13 - Trigonometry & College Algebra | 3       |
| MTH 23 - Probability & Statistics | 3       |
| PHY 11 - College Physics I | 4       |
| **Total**                             | **24**  |

### Specialization Requirements

| ENV 11* - Intro to Environmental Health | 4       |
| ENV 12 - Environmental & Occupational Regulations | 3       |
| ENV 21** - Field Study in Environmental Technology | 3       |
| ENV 22 - Environmental Methods of Analysis | 4       |
| ENV 23 - Environmental Toxicology | 3       |
| ENV 24 - Environmental Internship | 3       |
| **Total**                             | **20**  |

### Notes

* ENV 11 includes a laboratory and fieldwork component.
** ENV 21 includes CPR/First Aid training and a 40-hour Hazardous Waste Operations and Emergency Response worker training.

** Students must achieve a grade point average of 2.5 or better in the first four courses before they are considered for admission to the program. Students intending to transfer to a four year program in environmental science must maintain a minimum index of 2.0, take CHM 11 and CHM 22 in lieu of CHM 17 and CHM 18; and MTH 30 and MTH 31 in lieu of MTH 13 and MTH 23.
**HUMAN SERVICES**  
(A.A.S. Degree)

**Curriculum Coordinator:** Prof. Barbara Somerville

The Human Services curriculum, accredited by the Council for Standards in Human Services Education, prepares students for entry-level career positions in a variety of human services occupations. Students interested in transferring to a four-year college to major in Social Work after completing their studies at BCC should see the program description for the Human Services Option of the Liberal Arts and Sciences, Associate in Arts (AA) on pg. 100 of this catalog.

The A.A.S. curriculum prepares students for employment as mental health aides, group residence workers, neighborhood outreach workers, social case work assistants, geriatric counselors, assistant probation officers, and other similar positions. Employment opportunities exist in such areas as day care, mental health, social services, aging, rehabilitation of the disabled, group and community work at the public and private level.

Graduates are prepared to pursue further education at senior colleges leading to a baccalaureate degree in several professional areas including social work, gerontology, juvenile justice, psychology, sociology, education and counseling.

Human Services students are required to participate in two Human Services field work internships which provide supervised learning experiences in work situations. Students learn to apply theoretical material from the classroom and test career choices in the real world.

---

### Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11</td>
<td>Fundamentals of Written Composition I</td>
<td>3</td>
</tr>
<tr>
<td>CMS 11</td>
<td>Fund. of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>HIS 10 or</td>
<td>History of the Modern World or BCC World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 11</td>
<td>Intro. to the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>MTH 12* or</td>
<td>Introduction to Mathematical Thought or</td>
<td>3</td>
</tr>
<tr>
<td>MTH 21</td>
<td>Survey of Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 21</td>
<td>The Human Body</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 18

---

### Required Areas of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 11 or</td>
<td>Introduction to Art or</td>
</tr>
<tr>
<td>MUS 11</td>
<td>Introduction to Music</td>
</tr>
<tr>
<td>ENG 12 or</td>
<td>Fundamentals of Written Composition II or</td>
</tr>
<tr>
<td>ENG 14 or</td>
<td>Written Composition I or</td>
</tr>
<tr>
<td>ENG 15 or</td>
<td>Written Composition and Prose Fiction or</td>
</tr>
<tr>
<td>ENG 16</td>
<td>Written Composition and Drama or</td>
</tr>
<tr>
<td>SOC 11</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>PSY 11</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>POL 11</td>
<td>American National Government</td>
</tr>
<tr>
<td>HLT 91</td>
<td>Critical Issues of Health</td>
</tr>
</tbody>
</table>

**Total:** 10

---

### Specialization Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 10</td>
<td>Human Services and Social Welfare Institutions</td>
</tr>
<tr>
<td>HSC 11</td>
<td>Case Management</td>
</tr>
<tr>
<td>HSC 91</td>
<td>Fieldwork &amp; Seminar in Human Services I</td>
</tr>
<tr>
<td>HSC 92</td>
<td>Fieldwork &amp; Seminar in Human Services II</td>
</tr>
<tr>
<td>SOC 35</td>
<td>Introduction to Social Work</td>
</tr>
<tr>
<td>SOC 37</td>
<td>Class and Power in the American Society</td>
</tr>
<tr>
<td>PSY 31</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY 40</td>
<td>Life Span Development</td>
</tr>
<tr>
<td>ECO 12</td>
<td>Macroeconomics</td>
</tr>
</tbody>
</table>

**Total:** 12

---

*Students planning on transferring to a four-year college are advised to take MTH 21.*
LIBERAL ARTS AND SCIENCES (A.A. Degree)

Curriculum Coordinator: Dr. Debra A. Gonsher

The Liberal Arts and Sciences curriculum prepares a student to be an accomplished and productive human being. A liberal arts degree opens doors to the professions and to rewarding and responsible careers. Future physicians, teachers, scientists, lawyers, and businesspeople, for example, develop themselves as well-rounded individuals, in addition to completing their pre-professional work. The academic experiences in liberal arts and sciences provide the foundation for later specialization, graduate study, and professional school.

There are several paths offered with the Liberal Arts and Sciences curriculum. The general A.A. degree program provides a well-rounded background and the opportunity to explore a variety of subject areas, so that graduates may transfer to the third year of a senior college.

Those who wish to pursue a program that allows a greater degree of specialization in the first two years of college may select one of the following options:

**Options**
- Africana, Latino and Native American Studies
- Criminal Justice
- Education
- History
- Human Services
- International Studies
- Media Studies
- Political Science
- Psychology
- Security Management
- Speech Pathology

In order to graduate, a student must satisfy all the requirements of the Associate in Arts curriculum which may include one of the options.

---

**Liberal Arts and Sciences Curriculum**

**60 Credits required for A.A. Degree**

**Core Requirements**
- ENG 11 Fundamentals of Written Composition I ........ 3
- ENG 12 Fundamentals of Written Composition II ........ 3
- HIS 10 or History of the Modern World or
  HIS 11 Intro to the Modern World ............... 3
- MTH 21 or Survey of Mathematics I or
  MTH 22 or Survey of Mathematics II or
- MTH 23 or Probability and Statistics or
  MTH 26 Mathematics in the Modern World .......... 3
- PEA or Physical Education or
- HLT 91 Critical Issues in Health ..................... 1-2
- SCI Choose two laboratory science courses from
  Astronomy, Biology, Chemistry, Earth Science, Environmental Science or Physics ....... 8

**Total 24-25**

**Required Areas of Study**
- ART 11 Introduction to Art ................................ 3
- MUS 11 Introduction to Music ............................. 3
- HIS 20 American Nation: Political and Social Development of a People ........ 3
- Modern Language** ..................................... 8
- ENG*** English ........................................... 3
- CMS 20 Public Speaking and Critical Listening ........ 3
- SOC SCI Choose from Anthropology, Economics, Geography, Philosophy, Political Sciences, Psychology, and Sociology (select from different disciplines) ........... 6
- Restricted elective—Select from English, History or Social Science .................. 3

**Total 32**

**Free Electives**
- To complete the 60 credit requirement ................... 3-4

**Note:** At least two courses must be taken from a list designated as "Writing Intensive" as published each semester in the Registration Guide and Schedule of Classes.

*Students may substitute MTH 30 or 31 if they reduce elective credits.

**Choose from a foreign language at the appropriate level. Both courses must be in the same language.

***Excluding English 23—Technical Writing."
**Liberal Arts and Sciences Curriculum**

**A.A. Degree Options**

The following Liberal Arts Options include variations from the categories of: Social Sciences, Restricted, Electives and Free Electives. Students should consult the curriculum coordinator to arrange a program.

### Africana, Latino & Native American Studies Option

**60 Credits required for A.A. Degree**

**Coordinator:** Dr. Jacqueline Gutwirth

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11</td>
<td>Fundamentals of Written Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 12</td>
<td>Fundamentals of Written Composition II</td>
<td>3</td>
</tr>
<tr>
<td>CMS 11</td>
<td>Fund. of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>HIS 10 or</td>
<td>History of the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 11</td>
<td>Intro. to the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>MTH 21* or</td>
<td>Survey of Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 22* or</td>
<td>Survey of Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td>MTH 23* or</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MTH 26*</td>
<td>Mathematics in the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>PEA or</td>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>HLT 91</td>
<td>Critical issues in Health</td>
<td>1-2</td>
</tr>
<tr>
<td>SCI</td>
<td>Choose two laboratory science courses from Astronomy, Biology, Chemistry, Earth Science, Environmental Science or Physics</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total** 24-25

**Required Areas of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 12</td>
<td>Intro. to Western &amp; Non-Western Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MUS 12</td>
<td>Intro. to Music: A Multi-Cultural Survey</td>
<td>3</td>
</tr>
<tr>
<td>HIS 20</td>
<td>American Nation: Political and Social Development of a People</td>
<td>3</td>
</tr>
<tr>
<td>Modern Language</td>
<td>Choose one</td>
<td>8</td>
</tr>
<tr>
<td>ENGL**</td>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>CMS 20</td>
<td>Public Speaking and Critical Listening</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 23

**Specialization Requirements**

- Select two from the following courses (5 - 7 credits)
  - HIS 35 History of Africa | 3 |
  - HIS 37 African-American History | 3 |
  - HIS 39 History of the Caribbean | 3 |
  - SPN 30 Puerto Rican Literature & Culture I | 4 |
  - SPN 31 Puerto Rican Literature & Culture II | 4 |
  - PEA 48 African, Caribbean & Black Dance Forms | 2 |
  - ENG 63 The Black Writer in American Literature | 3 |
  - ENG 54 Black Poetry | 3 |
  - GEO 10 Introduction to Human Geography | 3 |
  - SOC SCI | Choose from Anthropology, Economics, Geography, Philosophy, Political Science, Psychology and Sociology (select from two different disciplines) | 6 |

**Total** 11-13

**Free Electives**

- To complete the 60 credit requirement. | 0-2 |

**Notes:** At least two courses must be taken from a list designated as "Writing Intensive" as published each semester in the Registration Guide and Schedule of Classes.

*Students may substitute MTH 30 or 31 if they reduce elective credits.

**Choose from a foreign language at the appropriate level. Both courses must be in the same language.

**Excluding English 23-Technical Writing.**

---

**Criminal Justice Option**

**60 Credits required for A.A. Degree**

**Coordinator:** Prof. Raymond Canals

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11</td>
<td>Fundamentals of Written Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 12</td>
<td>Fundamentals of Written Composition II</td>
<td>3</td>
</tr>
<tr>
<td>CMS 11</td>
<td>Fund. of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>HIS 10 or</td>
<td>History of the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 11</td>
<td>Intro. to the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>MTH 21* or</td>
<td>Survey of Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 22* or</td>
<td>Survey of Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td>MTH 23* or</td>
<td>Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MTH 26**</td>
<td>Mathematics in the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>PEA 81, 82 or</td>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>CPR 10</td>
<td>Cardiopulmonary Resuscitation</td>
<td>3</td>
</tr>
<tr>
<td>SCI</td>
<td>Choose two laboratory science courses from Astronomy, Biology, Chemistry, Earth Science, Environental Science or Physics</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total** 24

**Required Areas of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 11</td>
<td>Introduction to Art</td>
<td>3</td>
</tr>
<tr>
<td>MUS 11</td>
<td>Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td>HIS 20</td>
<td>American Nation: Political and Social Development of a People</td>
<td>3</td>
</tr>
<tr>
<td>Modern Language***</td>
<td>Choose one</td>
<td>3</td>
</tr>
<tr>
<td>ENGL***</td>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>CMS 20</td>
<td>Public Speaking and Critical Listening</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 22

**Specialization Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 11</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>POL 11</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>LAW 64</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 85</td>
<td>Criminal Law and Procedure</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 12

**Free Electives**

- To complete the 60 credit requirement. | 0-1

**Notes:** At least two courses must be taken from a list designated as "Writing Intensive" as published each semester in the Registration Guide and Schedule of Classes.

*The Liberal Arts and Sciences A.A. Paralegal Studies, Criminal Justice Option, articulates with the B.S. Criminal Justice and the B.A. Crime Justice programs at John Jay College.

**Students may substitute MTH 30 or 31 if they reduce elective credits.

**Choose from a foreign language at the appropriate level. Both courses must be in the same language.

**Excluding English 23-Technical Writing.**
### Education Option

**60 Credits required for A.A. Degree**

**Coordinator:** Ms. Diane D'Alessio

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENG 11</strong> Fundamentals of Written Composition I</td>
<td>3</td>
</tr>
<tr>
<td><strong>ENG 12</strong> Fundamentals of Written Composition II</td>
<td>3</td>
</tr>
<tr>
<td><strong>CMS 11</strong> Fund. of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td><strong>HIS 10 or</strong> History of the Modern World</td>
<td>3</td>
</tr>
<tr>
<td><strong>HIS 11</strong> Intro. to the Modern World</td>
<td>3</td>
</tr>
<tr>
<td><strong>MTH 21</strong> or Survey of Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td><strong>MTH 22</strong> or Survey of Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td><strong>MTH 23</strong> or Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>MTH 25</strong> Mathematics in the Modern World</td>
<td>3</td>
</tr>
<tr>
<td><strong>PEA</strong> or Physical Education or <strong>HLT 91</strong> Critical Issues in Health</td>
<td>1-2</td>
</tr>
<tr>
<td><strong>SCI</strong> Choose two laboratory science courses from Astronomy, Biology, Chemistry, Earth Science, Environmental Science or Physics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 24-25**

<table>
<thead>
<tr>
<th>Required Areas of Study</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ART 11</strong> Introduction to Art</td>
<td>3</td>
</tr>
<tr>
<td><strong>MUS 11</strong> Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td><strong>HIS 20</strong> American Nation: Political and Social Development of a People</td>
<td>3</td>
</tr>
</tbody>
</table>

**Modem Language** | 8

| **ENG** | English | 3 |
| **CMS 20** | Public Speaking and Critical Listening | 3 |
| **PSY 11** | Introduction to Psychology | 3 |

**Total 23**

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDU 10</strong> Child Study-Birth to Grade 8</td>
<td>3</td>
</tr>
<tr>
<td><strong>EDU 22</strong> Contemporary Urban Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>SOC SCI</strong> Choose from Anthropology, Economics, Geography, Political Sciences, Psychology, and Sociology (select from two different disciplines)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total 12**

**Free Electives**

*To complete the 60 credit requirement.* **0-1**

**Notes:** At least two courses must be taken from a list designated as "Writing Intensive" as published each semester in the Registration Guide and Schedule of Classes.

---

### History Option

**60 Credits required for A.A. Degree**

**Coordinator:** Dr. Jacqueline Gutwirth

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENG 11</strong> Fundamentals of Written Composition I</td>
<td>3</td>
</tr>
<tr>
<td><strong>ENG 12</strong> Fundamentals of Written Composition II</td>
<td>3</td>
</tr>
<tr>
<td><strong>CMS 11</strong> Fund. of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td><strong>HIS 10 or</strong> History of the Modern World</td>
<td>3</td>
</tr>
<tr>
<td><strong>HIS 11</strong> Intro. to the Modern World</td>
<td>3</td>
</tr>
<tr>
<td><strong>MTH 21</strong> or Survey of Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td><strong>MTH 22</strong> or Survey of Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td><strong>MTH 23</strong> or Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>MTH 25</strong> Mathematics in the Modern World</td>
<td>3</td>
</tr>
<tr>
<td><strong>PEA</strong> or Physical Education or <strong>HLT 91</strong> Critical Issues in Health</td>
<td>1-2</td>
</tr>
<tr>
<td><strong>SCI</strong> Choose two laboratory science courses from Astronomy, Biology, Chemistry, Earth Science, Environmental Science or Physics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 24-25**

<table>
<thead>
<tr>
<th>Required Areas of Study</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ART 11</strong> Introduction to Art</td>
<td>3</td>
</tr>
<tr>
<td><strong>MUS 11</strong> Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td><strong>HIS 20</strong> American Nation: Political and Social Development of a People</td>
<td>3</td>
</tr>
</tbody>
</table>

**Modem Language** | 8

| **ENG** | English | 3 |
| **CMS 20** | Public Speaking and Critical Listening | 3 |

**Total 23**

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIS</strong> History</td>
<td>6</td>
</tr>
<tr>
<td><strong>SOC SCI</strong> Choose from Anthropology, Economics, Geography, Political Sciences, Psychology, and Sociology (select from two different disciplines)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total 12**

**Free Electives**

*To complete the 60 credit requirement.* **0-1**

**Notes:** At least two courses must be taken from a list designated as "Writing Intensive" as published each semester in the Registration Guide and Schedule of Classes.

*Students may substitute MTH 30 or 31 if they reduce elective credits.

**Choose from a foreign language at the appropriate level. Both courses must be in the same language.

**Excluding English 23-Techical Writing.

---

[Lehman College prefers MTH 23: The City College prefers MTH 21.

*Choose from a foreign language at the appropriate level. Both courses must be in the same language.*

**Excluding English 23-Techical Writing.

*Lehman College and The City College recommend PSY 11 and GEO 10.*
Human Services Option*  
60 Credits required for A.A. Degree

Coordinator: Prof. Barbara Somerville

### Core Requirements
- **ENG 11**: Fundamentals of Written Composition I  **3**
- **ENG 12**: Fundamentals of Written Composition II  **3**
- **CMS 11**: Fund. of Interpersonal Communication  **3**
- **HIS 10 or HIS 11**: History of the Modern World or Intro. to the Modern World  **3**
- **MTH 21** or **MTH 22** or **MTH 23** or **MTH 26**: Survey of Mathematics I or Survey of Mathematics II or Probability and Statistics or Mathematics in the Modern World  **3**
- **PEA or HLT 91**: Physical Education or Critical Issues in Health  **1-2**
- **BIO 21**: The Human Body (lab science)  **4**
- **SOL**: One lab science chosen from Astronomy, Biology, Chemistry, or Physics  **4**

**Total 24-25**

### Required Areas of Study
- **ART 11**: Introduction to Art  **3**
- **MUS 11**: Introduction to Music  **3**
- **HIS 20**: American Nation: Political and Social Development of a People  **3**
- **Modern Language***:  **8**
- **ENG***:  **3**
- **CMS 20**: Public Speaking and Critical Listening  **3**

**Total 23**

### Specialization Requirements
- **PSY 11**: Introduction to Psychology  **3**
- **SOC 11**: Introduction to Sociology  **3**
- **SOC 35**: Introduction to Social Work  **3**
- **HSC 10**: Social Welfare Institutions  **3**

**Total 1**

### Free Electives
- To complete the 60 credit requirement.  **0-1**

**Notes**: At least two courses must be taken from a list designated as "Writing Intensive" as published each semester in the Registrar's Guide and Schedule of Classes.

*The Liberal Arts A.A. Human Services Option is fully articulated with Lehman College's B.A. Program in Social Work.

**Students may substitute MTH 30 or 31 if they reduce elective credits.

***Choose from a foreign language at the appropriate level. Both courses must be in the same language.

****Excluding English 23–Technical Writing.
### International Studies Option

60 Credits required for A.A. Degree

**Coordinator:** Dr. James Freeman

#### Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11</td>
<td>Fundamentals of Written Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 12</td>
<td>Fundamentals of Written Composition II</td>
<td>3</td>
</tr>
<tr>
<td>CMS 11</td>
<td>Fund. of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>HIS 10 or</td>
<td>Intro. to the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 11</td>
<td>History of the Modern World or</td>
<td></td>
</tr>
<tr>
<td>MTH 21* or</td>
<td>Survey of Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 22* or</td>
<td>Survey of Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td>MTH 23* or</td>
<td>Probability and Statistics or</td>
<td>3</td>
</tr>
<tr>
<td>MTH 26* or</td>
<td>Mathematics in the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>PEA or</td>
<td>Physical Education or</td>
<td></td>
</tr>
<tr>
<td>HLT 91</td>
<td>Critical Issues in Health</td>
<td>1-2</td>
</tr>
<tr>
<td>SCI</td>
<td>Choose two laboratory science courses</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Required Areas of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 11</td>
<td>Introduction to Art</td>
<td>3</td>
</tr>
<tr>
<td>MUS 11</td>
<td>Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td>HIS 20</td>
<td>American Nation: Political and</td>
<td>3</td>
</tr>
<tr>
<td>Modern Language**</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>ENG**</td>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>CMS 20</td>
<td>Public Speaking and Critical Listening</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Specialization Requirements

Select four from the following:
- One course in Language of designated area
- One course in Politics of designated area
- One course in History of designated area
- One course in Economics of designated area
- One course in Literature of designated area

**Total 24-25**

#### Free Electives

To complete the 60 credit requirement: 0-1

**Notes:** At least two courses must be taken from a list designated as "Writing Intensive" as published each semester in the Registration Guide and Schedule of Classes.

*Students may substitute MTH 30 or 31 if they reduce elective credits.*

*Choose from a foreign language at the appropriate level. Both courses must be in the same language.*

*Excluding English 23-Technical Writing.*

---

### Media Studies Option

60 Credits required for A.A. Degree

**Coordinator:** Dr. Debra A. Gonsher

#### Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11</td>
<td>Fundamentals of Written Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 12</td>
<td>Fundamentals of Written Composition II</td>
<td>3</td>
</tr>
<tr>
<td>CMS 11</td>
<td>Fund. of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>HIS 10 or</td>
<td>History of the Modern World or</td>
<td></td>
</tr>
<tr>
<td>HIS 11</td>
<td>Intro. to the Modern World</td>
<td></td>
</tr>
<tr>
<td>MTH 21* or</td>
<td>Survey of Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 22* or</td>
<td>Survey of Mathematics II</td>
<td>3</td>
</tr>
<tr>
<td>MTH 23* or</td>
<td>Probability and Statistics or</td>
<td>3</td>
</tr>
<tr>
<td>MTH 26* or</td>
<td>Mathematics in the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>PEA or</td>
<td>Physical Education or</td>
<td></td>
</tr>
<tr>
<td>HLT 91</td>
<td>Critical Issues in Health</td>
<td>1-2</td>
</tr>
<tr>
<td>SCI</td>
<td>Choose two laboratory science courses</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Required Areas of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 11</td>
<td>Introduction to Art</td>
<td>3</td>
</tr>
<tr>
<td>MUS 11</td>
<td>Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td>HIS 20</td>
<td>American Nation: Political and</td>
<td>3</td>
</tr>
<tr>
<td>Modern Language**</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>SOC SCI</td>
<td>Choose from Anthropology, Economics,</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Geography, Philosophy, Political Science,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology and Sociology (select from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>two different disciplines)</td>
<td></td>
</tr>
</tbody>
</table>

#### Specialization Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 15</td>
<td>Written Composition &amp; Drama</td>
<td>3</td>
</tr>
<tr>
<td>CMS 20</td>
<td>Public Speaking and Critical Listening</td>
<td>3</td>
</tr>
<tr>
<td>CMS 60</td>
<td>Introduction to Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMS 61***</td>
<td>History and Theory of Film</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 23**

#### Free Electives

To complete the 60 credit requirement: 0-1

**Notes:** At least two courses must be taken from a list designated as "Writing Intensive" as published each semester in the Registration Guide and Schedule of Classes.

*Students may substitute MTH 30 or 31 if they reduce elective credits.*

*Choose from a foreign language at the appropriate level. Both courses must be in the same language.*

*CMT 51 or CMT 53 may be substituted for CMS 61 depending on the requirements of the receiving four-year college.*
### Political Science Option

**60 Credits required for A.A. Degree**

**Coordinator:** Dr. James Freeman

#### Core Requirements
- ENG 11 Fundamentals of Written Composition I 3
- ENG 12 Fundamentals of Written Composition II 3
- CMS 11 Fund. of Interpersonal Communication 3
- HIS 10 or History of the Modern World or HIS 11 Intro. to the Modern World 3
- MTH 21* or Survey of Mathematics I or MTH 22* or Survey of Mathematics II or MTH 23* or Probability and Statistics or MTH 28* Mathematics in the Modern World 3
- PEA or Physical Education or HLT 91 Critical Issues in Health 1-2
- SCI Choose two laboratory science courses from Astronomy, Biology, Chemistry, Earth Science, Environmental Science or Physics 8

**Total 24-25**

#### Required Areas of Study
- ART 11 or Introduction to Art or MUS 11 Introduction to Music 3
- HIS 20 American Nation: Political and Social Development of a People 3
- Modern Language** 8
- SOC SCI Choose from Anthropology, Economics, Geography, Political Sciences, Psychology, and Sociology (select from two different disciplines) 6
- Restricted elective—CMS or ENG*** 3

**Total 23**

#### Specialization Requirements
- POL 11 American National Government 3
- Three other courses in political science 9

**Total 12**

#### Free Electives
- To complete the 60 credit requirement 0-1

**Notes:** At least two courses must be taken from a list designated as "Writing Intensive" as published each semester in the Registration Guide and Schedule of Classes.

*Students may substitute MTH 30 or 31 if they reduce elective credits.

**Choose from a foreign language at the appropriate level. Both courses must be in the same language

***Excluding English 23—Technical Writing.

### Psychology Option

**60 Credits required for A.A. Degree**

**Coordinator:** Dr. Rafael Mendez

#### Core Requirements
- ENG 11 Fundamentals of Written Composition I 3
- ENG 12 Fundamentals of Written Composition II 3
- CMS 11 Fund. of Interpersonal Communication 3
- HIS 10 or History of the Modern World or HIS 11 Intro. to the Modern World 3
- MTH 21* or Survey of Mathematics I or MTH 22* or Survey of Mathematics II or MTH 23* or Probability and Statistics or MTH 28* Mathematics in the Modern World 3
- PEA or Physical Education or HLT 91 Critical Issues in Health 1-2
- SCI Choose two laboratory science courses from Astronomy, Biology, Chemistry, Earth Science, Environmental Science or Physics 8

**Total 24-25**

#### Required Areas of Study
- ART 11 or Introduction to Art or MUS 11 Introduction to Music 3
- Modern Language** 8
- HIS and Choose from Anthropology, Economics, Geography, Political Sciences, Psychology, and Sociology (no more than one course in any discipline) 8

#### Restricted elective-
- CMS or 20, 22, 26, 41, 60, AND 61 or ENG 14, 15, 16, 23, 53, 54, 56, 61, 65, 72

**Total 22**

#### Specialization Requirements
- PSY 11 Introduction to Psychology 3
- PSY Select three other courses** 3

**Total 9**

#### Free Electives
- To complete the 60 credit requirement 0-1

**Notes:** At least two courses must be taken from a list designated as "Writing Intensive" as published each semester in the Registration Guide and Schedule of Classes.

*Students may substitute MTH 30 or 31 if they reduce elective credits.

**Choose from a foreign language at the appropriate level. Both courses must be in the same language

***Although HIS 20 is not required, it is recommended as one of the three History or Social Sciences.**
Security Management Option*  
60 Credits required for A.A. Degree

Coordinator: Prof. Raymond Canals

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11</td>
<td>Fundamentals of Written Composition I</td>
</tr>
<tr>
<td>ENG 12</td>
<td>Fundamentals of Written Composition II</td>
</tr>
<tr>
<td>CMS 11</td>
<td>Fund. of Interpersonal Communication</td>
</tr>
<tr>
<td>HIS 10 or</td>
<td>History of the Modern World or</td>
</tr>
<tr>
<td>HIS 11</td>
<td>Intro. to the Modern World</td>
</tr>
<tr>
<td>MTH 21* or</td>
<td>Survey of Mathematics I or</td>
</tr>
<tr>
<td>MTH 22* or</td>
<td>Survey of Mathematics II or</td>
</tr>
<tr>
<td>MTH 23* or</td>
<td>Probability and Statistics or</td>
</tr>
<tr>
<td>MTH 26**</td>
<td>Mathematics in the Modern World</td>
</tr>
<tr>
<td>PEA or</td>
<td>Physical Education or</td>
</tr>
<tr>
<td>HLT 91</td>
<td>Critical Issues in Health</td>
</tr>
<tr>
<td>SCI</td>
<td>Choose two laboratory science courses from</td>
</tr>
<tr>
<td></td>
<td>Astronomy, Biology, Chemistry, Earth Science,</td>
</tr>
<tr>
<td></td>
<td>Environmental Science or Physics</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24-25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Areas of Study</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 11</td>
<td>Introduction to Art</td>
</tr>
<tr>
<td>MUS 11</td>
<td>Introduction to Music</td>
</tr>
<tr>
<td>HIS 20</td>
<td>American Nation: Political and Social Development of a People</td>
</tr>
<tr>
<td>Modern Language***</td>
<td>8</td>
</tr>
<tr>
<td>ENG****</td>
<td>English</td>
</tr>
<tr>
<td>CMS 20</td>
<td>Public Speaking and Critical Listening</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISOC 11</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>ECO 11 or</td>
<td>Microeconomics or</td>
</tr>
<tr>
<td>ECO 21</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>LAW 62</td>
<td>Law for Security Personnel</td>
</tr>
<tr>
<td>ISOR 11</td>
<td>Introduction to Security</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

| Free Electives | 0-1 |

**Note:** At least two courses must be taken from a list designated as Writing Intensive* as published each semester in the Registration Guide and Schedule of Classes.

The Liberal Arts and Sciences A.A. Paralegal Studies, Security Management Option, articulates with the B.S. Security Management Program at John Jay College.

Students may substitute MTH 30 or 31 if they reduce elective credits.

*Choose from a foreign language at the appropriate level. Both courses must be in the same language.

**Excluding English 23—Technical Writing.

---

Speech Pathology Option*  
60 Credits required for A.A. Degree

Coordinator: Dr. Debra A. Gonsher

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11</td>
<td>Fundamentals of Written Composition I</td>
</tr>
<tr>
<td>ENG 12</td>
<td>Fundamentals of Written Composition II</td>
</tr>
<tr>
<td>CMS 11</td>
<td>Fund. of Interpersonal Communication</td>
</tr>
<tr>
<td>HIS 10 or</td>
<td>History of the Modern World or</td>
</tr>
<tr>
<td>HIS 11</td>
<td>Intro. to the Modern World</td>
</tr>
<tr>
<td>MTH 21* or</td>
<td>Survey of Mathematics I or</td>
</tr>
<tr>
<td>MTH 22* or</td>
<td>Survey of Mathematics II or</td>
</tr>
<tr>
<td>MTH 23* or</td>
<td>Probability and Statistics or</td>
</tr>
<tr>
<td>MTH 26**</td>
<td>Mathematics in the Modern World</td>
</tr>
<tr>
<td>PEA or</td>
<td>Physical Education or</td>
</tr>
<tr>
<td>HLT 91</td>
<td>Critical Issues in Health</td>
</tr>
<tr>
<td>SCI</td>
<td>Choose two laboratory science courses from</td>
</tr>
<tr>
<td></td>
<td>Astronomy, Biology, Chemistry, Earth Science,</td>
</tr>
<tr>
<td></td>
<td>Environmental Science or Physics</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24-25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Areas of Study</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 11</td>
<td>Introduction to Art</td>
</tr>
<tr>
<td>MUS 11</td>
<td>Introduction to Music</td>
</tr>
<tr>
<td>HIS 20</td>
<td>American Nation: Political and Social Development of a People</td>
</tr>
<tr>
<td>Modern Language***</td>
<td>8</td>
</tr>
<tr>
<td>ENG****</td>
<td>English</td>
</tr>
<tr>
<td>CMS 20</td>
<td>Public Speaking and Critical Listening</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialization Requirements</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMS 41</td>
<td>Theory of Language Development</td>
</tr>
<tr>
<td>CMS 42</td>
<td>Anatomy and Physiology of the Speech Mechanism</td>
</tr>
<tr>
<td>SOC SCI</td>
<td>Choose from Anthropology, Economics, Geography, Political Sciences, Psychology, and Sociology (select from two different disciplines)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
</tr>
</tbody>
</table>

| Free Electives | 0-1 |

**Note:** At least two courses must be taken from a list designated as Writing Intensive* as published each semester in the Registration Guide and Schedule of Classes.

*The Liberal Arts and Sciences A.A. Speech Pathology Option articulates with the B.A. Speech Pathology and Audiology Program at Lehman College.

**Students may substitute MTH 30 or 31 if they reduce elective credits.

***Choose from a foreign language at the appropriate level. Both courses must be in the same language.

****Excluding English 23—Technical Writing.
LIBERAL ARTS AND SCIENCES (A.S. Degree)

A student interested in the Associate in Science (A.S.) degree in Liberal Arts and Sciences has to choose one of four options: Biology, Chemistry, Earth Systems and Environmental Science, or Physics. Each option prepares students for transfer to a complementary four-year degree program. Students in the Biology, Chemistry, or Earth Systems and Environmental Science options transfer to four-year science programs (biochemistry, biology, chemistry, earth and environmental science, etc.), teacher education programs, pharmacy schools, engineering programs (biomedical, chemical, environmental), or physician assistant or physical therapy programs. Students in the Physics option usually transfer to colleges offering bachelor's degrees in engineering (civil, electrical, mechanical, etc.) or in the physical sciences. Enrichment programs are offered to encourage students to continue their education beyond the bachelor's degree to graduate or other professional schools.

Liberal Arts and Sciences Curriculum
60 Credits required for A.S. Degree

Core Requirements
- ENG 11 Fundamentals of Written Composition I 3
- ENG 12 Fundamentals of Written Composition II 3
- CHM 11 Chemistry I 4
- PHY 11 General Physics I 5
- MTH 11 Analytic Geometry & Calculus I 4
- MTH 12 Analytic Geometry & Calculus II 5
- ART 11 or Introduction to Art or Introduction to Music or Humanities or Social Sciences 3
- Modern Language 0-8

Total 13-14

Required Areas of Study
- CHM 21 General Chemistry I 4
- CHM 22 General Chemistry II with Qualitative Analysis 3
- PHY 21 Earth Systems Science: The Earth 3
- PHY 22 Earth Systems Science: The Atmosphere 3
- PHY 23 Earth Systems Science: The Environment 3
- MTH 31 Analytic Geometry & Calculus III 4
- MTH 32 Analytic Geometry & Calculus IV 5
- MTH 33 Analytic Geometry & Calculus V 5
- MTH 34 Analytic Geometry & Calculus VI 5

Total 21-29

Specialization Requirements

**Specialization Requirements**

Free Electives
- To complete the 60 credit requirement 0-9

Specialization Requirements for Biology Option
Curriculum Coordinator: Dr. John W. Davis

- BIO 11 General Biology I 4
- BIO 12 General Biology II 4
- CHM 31 Organic Chemistry I 5
- CHM 32 Organic Chemistry II 5

Total 18

Specialization Requirements for Chemistry Option
Curriculum Coordinator: Dr. Panayiotis Meleties

- CHM 31 Organic Chemistry I 5
- CHM 32 Organic Chemistry II 5
- CHM 33 Quantitative Analysis 5
- BIO 11 or General Biology I 4
- PHY 11 Physics I 5

Total 18

Specialization Requirements for Earth Systems and Environmental Science Option
Curriculum Coordinator: Dr. Nasser Abdellatif

- CHM 21 Principles of Laboratory Safety 2
- CHM 31 Quantitative Analysis 5
- ESE 11 Earth Systems Science: The Earth 3
- ESE 12 Earth Systems Science: The Atmosphere 3
- ESE 21 Earth Systems Science: The Environment 3

Total 18

MODERN LANGUAGE REQUIREMENTS

Basic language sequences are:
11, 12, 13: Four skills approach—speaking, understanding, reading, writing.
18, 19: Nurses, medical personnel (18 for non-Spanish speaking students only).

In all cases where two or more semesters are required, they must be in the same language. Other languages may be taken for elective credit.

Students who enter with successful completion of two years of a foreign language in high school have fulfilled their college language requirement.

Students who plan to transfer to a four-year college should determine the language requirements for their four-year degree.
The Licensed Practical Nursing Program (LPNP), a program within the Department of Nursing and Allied Health Sciences, is an evening and weekend 56 credit certificate program with 22 transferable Nursing credits to the RN program at BCC. Upon successful completion of the required coursework, students are eligible to sit for the New York State National Council Licensure Examination for Practical Nurses (NCLEX-PN). Note: The College has been certified by the New York State Education Department to offer instruction included within the LPN curriculum) leading to New York State Nurse Aide Certification. Students are eligible to take the Nurse Aide Competency Examination after completion of the first semester courses of the PN curriculum upon request.

Further requirements include a total composite core within the 35th - 40th percentiles, and a score within the 35th - 40th percentile on science, math and verbal ability components on the National League for Nurses (NLN) Pre-entrance Exam for PN Programs, a minimum cumulative GPA of 2.3, and a minimum core of 35/31 on the CUNY Compass Skills assessment in Arithmetic and Algebra.

In addition to College tuition costs the student is required to be medically cleared through the College’s health Services Office, have completed Basic Cardiac Life Support (BCLS), purchase malpractice insurance through the College, be prepared to pay the cost for king competency exams at the end of each clinical semester, and the cost of the New York State Board CLEX-PN Examination at the completion of the program.

Some courses are offered online, as distance learning courses. Computer access is available for student use on campus.

Clinical Note: As a policy of the clinical facility, student Nurses (SN) may be subject to substance abuse screening and criminal background checks in order to practice in certain clinical agencies.
**MATHEMATICS**  
*(A.S. Degree)*

*Curriculum Coordinator: Dr. Roman Kossak*

The Mathematics curriculum provides a broad background in science and the humanities as well as a thorough grounding in higher mathematics, particularly, calculus and its applications. In addition to computational techniques, students learn the rudiments of rigorous mathematical argument and proof. Problem solving and reasoning skills learned in the course of studying mathematics not only provide a solid base for transfer to a senior college, but also assist in a wide variety of career options and disciplines such as physical and biological sciences, computer science, education, economics, business, finance, health, human behavior, and social science.

**Mathematics Curriculum**  
*60 Credits required for A.S. Degree*

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11</td>
<td>Fundamentals of Written Composition I</td>
<td>3</td>
</tr>
<tr>
<td>QMS 11</td>
<td>Fund. of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>HIS 10 or HIS 11</td>
<td>History of the Modern World or Intro. to the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>MTH 31</td>
<td>Calculus &amp; Analytic Geometry I</td>
<td>4</td>
</tr>
<tr>
<td>SCI*</td>
<td>A two-semester sequence in a laboratory science</td>
<td>8</td>
</tr>
</tbody>
</table>

*Total 21*

**Required Areas of Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 11 or MUS 11</td>
<td>Introduction to Art or Music</td>
<td></td>
</tr>
<tr>
<td>ENG</td>
<td>Select one course from ENG 12, 14, 15, or 16</td>
<td>3-6</td>
</tr>
<tr>
<td>HIS or SOC SCI</td>
<td>Select from Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology, or Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

*Total 9-15*

**Specialization Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 32</td>
<td>Analytic Geometry &amp; Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MTH 33</td>
<td>Analytic Geometry &amp; Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MTH 42</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Restricted electives†</td>
<td></td>
<td>7-12</td>
</tr>
</tbody>
</table>

*Total 21-25*

**Free Electives**

To complete the required 60 credits, students may take up to 9 credits in any department or discipline.

*Note: Students who are required to take MTH 30, a prerequisite for MTH 31, must use elective credits.*

*The laboratory science sequence may be chosen from BIO 11-12, CHM 11-22, PHY 11-12 or PHY 31-32. Students should consult with the college to which they intend to transfer as to choosing an appropriate sequence. Students who intend to transfer to City College or Hunter College should take PHY 31-32.***

*Students should consult the requirements of the senior college of their choice.*

***Students who plan to transfer to a senior college should consult the language requirements on page 104.**

† Choose from MTH 34, MTH 44, MTH 46, or CSI 35. Students who plan to transfer to City College or Hunter College should choose CSI 35 and MTH 34.
One of the fastest growing fields today is Media Technology (MT). The entertainment field—broadcasting, television and film—is only a small part of the possibilities for trained media specialists. Major corporations, government agencies, businesses, hospitals and educational institutions use media to train, educate and communicate information. Students learn the skills needed to be a media operations technician in studio video production, field production, camera operation, editing, audio recording, digital graphics, photography, and the operation and maintenance of video and other basic media equipment.

Bronx Community College has excellent media facilities including a multi-million-dollar state-of-the-art television studio. Cable TV programs are broadcast regularly from the college's studio using MT students as part of the crew. In the last semester of study, students have the opportunity to do further work in the industry through a supervised internship program.

The Media Technology A.A.S. Program articulates with the B.A. Television and Radio Program at Brooklyn College.

### Media Technology Curriculum

60 Credits required for A.A.S. Degree

#### Core Requirements
- ENG 11: Fundamentals of Written Composition I 3
- ENG 12: Fundamentals of Written Composition II 3
- CMS 11: Fund. of Interpersonal Communication 3
- HIS 10 or HIS 11: History of the Modern World or Intro. to the Modern World 3
- MTH 12: Introduction to Mathematical Thought 3
- PEA or HLT 91: Physical Education activity course or Critical Issues in Health 1-2

**Total 16-17**

#### Required Areas of Study
- ART 10: Art Survey 1
- MUS 10: Music Survey 1
- ENG 15: Written Composition & Drama 3
- CMS 12: Voice and Diction: Business & Prof. Speech 2
- CMS 60: Intro. to Mass Communication 3
- PHY 40: Physics of Sound & Light 3

**Total 13**

#### Specialization Requirements
- ART 71: Photography 2
- CMT 10: Introduction to Television Technology 3
- CMT 12: Small Studio Color Television 3
- CMT 14: Digital Video Effects and Presentational Graphics 3
- CMT 23: Field Television Production 3
- CMT 31: Sound Recording and Editing 3
- CMT 33: Video Editing I 3
- CMT 35: Video Editing II 3
- CMT 51 or CMT 53: Media Internship or Media Projects Laboratory 3

**Total 26**

#### Free Electives
- To complete the required 60 credit requirement 4-5

*MTH 21, Survey of Mathematics I; or MTH 23, Probability and Statistics, are recommended for students transferring to a four-year college. These courses require completion of MTH 04, Selected Topics in the 11th mathematics. Also see the Media Studies Option under Liberal Arts and Sciences on page 101.
Medical Laboratory Technology (A.A.S. Degree)

Curriculum Coordinator: Dr. Kathleen Pavletich

Medical Laboratory Technology is the study and practice of clinical laboratory tests used in the diagnosis, treatment and follow-up of disease. The various disciplines include clinical chemistry, hematology, immunology and microbiology. Opportunities for service and employment as laboratory technicians exist in hospitals, clinics, medical research institutions, pharmaceutical and chemical companies, and in educational institutions.

The Medical Laboratory Technology curriculum is a career program in which the student earns the A.A.S. degree. In addition to taking general core courses, certain liberal arts and science requirements, and specialized courses in medical laboratory technology, the student has an opportunity to train in state-of-the-art laboratories.

After completing the program, some students seek employment upon graduation, while others transfer to a four-year college to pursue a baccalaureate degree in biology, chemistry or medical technology (MT). Graduates who transfer and successfully complete 90 credits will be eligible for MT certification by New York State.

Note: All students wishing to enter the Medical Laboratory Technology curriculum must complete the following pre-MLT sequence with a minimum index of 2.0: BIO 11, ENG 11, CHM 17, MTH 13.

Medical Laboratory Technology Curriculum

66 Credits required for A.A.S. Degree

Core Requirements

- ENG 11 Fundamentals of Written Composition I ........................................... 3
- CMS 11 Fund. of Interpersonal Communication ............................................. 3
- HIS 10 or History of the Modern World or HIS 11 Intro. to the Modern World ................ 3
- MTH 13 Trigonometry & College Algebra ......................................................... 3
- BIO 11 General Biology I ................................................................................. 4

Total 16

Required Areas of Study

- ART 10 or Art Survey or MUS 10 Music Survey ............................................. 1
- BIO 12 General Biology II .............................................................................. 4
- CHM 17 & 18 Fundamentals of General Chemistry I & II ............................... 8
- MTH 14 College Algebra & Introduction to Calculus .................................. 3
- PSY 11 or Psychology or SOC 11 Sociology ..................................................... 3

Total 19

Specialization Requirements

- BIO 43 Microbiology .........................................................................................
- BIO 44 Diagnostic Microbiology ....................................................................
- BIO 52 Immunology ....................................................................................... 4
- BIO 61 Introduction to MLT ...........................................................................
- BIO 82 Clinical Hematology & Coagulation ....................................................
- BIO 83 Clinical Chemistry ............................................................................... 3
- BIO 84 Clinical Instrumentation ....................................................................... 3
- BIO 90 Clinical Internship ............................................................................... Total 3
NUCLEAR MEDICINE TECHNOLOGY (A.A.S. Degree)

Offered in collaboration with The Albert Einstein College of Medicine of Yeshiva University

Program Director: Dr. Sherman Heller

This rewarding technology involves collaboration and interactions with highly specialized people, the operation of sophisticated instruments, and excellent salaries. Nuclear Medicine is a relatively new branch of medicine which uses isotopes for the diagnosis and treatment of certain diseases.

The Nuclear Medicine Technologist assists the physician in the operation of the gamma camera, the positioning of patients under the gamma camera, and the calculation of the isotope doses to the patients.

In recent years, improved diagnoses of many important diseases have been achieved by methods used in Nuclear Medicine. These include diseases involving the liver, gastrointestinal tract, spleen, disorders of bone, bladder, and the heart and cardiovascular system and localization of tumors using the new and exciting field of Position Emission Tomography. The number of nuclear medicine procedures in hospitals has been increasing over the past few years.

The Nuclear Medicine Technology program is accredited by the Joint Review Committee on Education in Nuclear Medicine Technology, recognized by the U.S. Department of Education as an independent accrediting agency.

Upon the completion of the program at Bronx Community College, students are encouraged to pass the national registry examination to become identified as a Registered Nuclear Medicine Technologist. Further study in this field is possible in institutions offering a baccalaureate degree in Nuclear Medicine Technology.

Nuclear Medicine Technology Curriculum

63 Credits required for A.A.S. Degree

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCD 01</td>
<td>Orientation and Career Development</td>
<td>0</td>
</tr>
<tr>
<td>ENG 11</td>
<td>Fundamentals of Written Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 30</td>
<td>Pre-Calculus Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 23</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>CMS 11</td>
<td>Fund. of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>HIS 10 or HIS 11</td>
<td>History of the Modern World or</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 17

Required Areas of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 10 or MUS 10</td>
<td>Art Survey or Music Survey</td>
<td>1</td>
</tr>
<tr>
<td>BIO 24</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 17</td>
<td>Fundamentals of General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 19</td>
<td>Fundamentals of General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 22</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>LAW 45</td>
<td>Medical Law</td>
<td>3</td>
</tr>
<tr>
<td>PHY 24</td>
<td>Principles of General Physics</td>
<td>4</td>
</tr>
<tr>
<td>NMT 78</td>
<td>EKG - Interpretation &amp; Techniques</td>
<td>2</td>
</tr>
<tr>
<td>NMT 79</td>
<td>Phlebotomy</td>
<td>2</td>
</tr>
</tbody>
</table>

Total 26

Specialization Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMT 71*</td>
<td>Nuclear Physics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>NMT 81*</td>
<td>Orientation to Nuclear Medicine</td>
<td>3</td>
</tr>
<tr>
<td>NMT 82*</td>
<td>Radio-Pharmaceutical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>NMT 83*</td>
<td>Radiation Physics &amp; Dosimetry</td>
<td>3</td>
</tr>
<tr>
<td>NMT 84*</td>
<td>Radiation Biology</td>
<td>2</td>
</tr>
<tr>
<td>NMT 85*</td>
<td>Nuclear Medicine Procedures</td>
<td>2</td>
</tr>
<tr>
<td>NMT 86*</td>
<td>Didactic Nuclear Medicine</td>
<td>1</td>
</tr>
<tr>
<td>NMT 87*</td>
<td>Clinical Nuclear Medicine</td>
<td>4</td>
</tr>
<tr>
<td>NMT 88*</td>
<td>Senior NMT Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Total 20

* Parts or all of these courses are taught at Montefiore Medical Center including NMT 78, 79. NMT 71 and 81-86 are taught sequentially, although listed concurrently. These instructional hours for NMT 81-85 generally extend from January through August, just prior to the start of clinical training. Students may not register for any NMT course without permission of the Program Director.

Note: Students should note that clinical hours are served in the affiliated hospitals following the completion of the didactic instruction (NMT 71-85). Working hours run from 8 a.m. to 5 p.m., September through February. Students will not be able to maintain any other employment obligations during the standard Monday-Friday work week. Students who are receiving Pell Grants continue to be eligible throughout the duration of their clinical training. For additional information, contact Dr. Nasser Abdellatif, 718-289-5380 or Dr. Sherman Heller, 718-920-5012.
NURSING
(A.A.S Degree)
Curriculum Coordinator: Prof. Lois Augustus

Academic requirements for all students who want to take Nursing (NUR) courses include:
- completion of basic skills by passing the CUNY skills tests for Reading and Writing, and the BCC departmental tests for Mathematics and Chemistry, or by taking remedial courses as required;
- completion of the designated pre-clinical nursing sequence (ENG 11, CMS 11, BIO 23, PSY 11, PHM 10) with a minimum index of C+ in those courses and a minimum grade of C+ in both BIO 23 and PHM 10 (a minimum score of 35 on M1 and a minimum score of 27 on M2 on the Mathematics Department Assessment Test is required for omission to PHM 10);

The National League for Nursing Pre-admission Examination-RN Test*(PAX-RN) is required as an advisory tool for admission. This test may be taken up to two times.

Admission to all NUR courses is based on the approved Priority List for Placement in Nursing Courses which is posted Nursing Department.

The Department of Nursing offers instruction in clinical experience at Lincoln Medical and Mental Health Center, Montefiore Medical Center, St. Barnabas Hospital, Our Lady of Mercy Medical Center, Jacobi Medical Center, North Central Bronx Hospital, Westchester-Tremont Day Care Center, Veterans Administration Medical Center, Victory Day Care Center, and Bronx Community College Child Development Center. Students enjoy valuable supplementary experience through arrangements with other community agencies such as clinics, nursery schools and nursing homes.

Nursing students are expected to pick up their assignment the day before the scheduled clinical for some courses. This may involve travel to the college.

Graduates of the Nursing program are eligible to take the R.N. Licensure Examination (NCLEX-RN) given by the State of New York.

The Nursing A.A.S. degree program articulates with the College of Staten Island. Eligible graduates may also transfer 60 credits to other senior colleges in The City University of New York or enroll in other colleges to continue study for baccalaureate and higher degrees.

Legal Limitations for State Licensure — A student who has charges pending or has ever been convicted of a felony or misdemeanor and/or has been found guilty of professional misconduct, unprofessional conduct or negligence, may enter the nursing program. They may sit for the professional licensing examination after completing the program. However, the student may or may not be rendered a permit to practice and/or receive the registered professional nurse license following review of the student’s Application for License and First Registration by the Regents of the University of the State of New York.

Malpractice Insurance — Nursing students are required to carry $1-3 million malpractice insurance purchased through Bronx Community College.

NCLEX-RN Examination — Nursing students are required to pay for the NCLEX-RN Examination. The cost is approximately $335.

Basic Cardiac Life Support (BCLS) — Certification is required of all nursing students and must remain current. Health Clearance for Nursing must be completed each semester.

* PAX-RN—$50 fee payable to the College. Contact the Nursing Department.
Nursing Curriculum
67 Credits required for A.A.S. Degree

Core Requirements
- ENG 11 ** Fundamentals of Written Composition I .................. 3
- CMS 11 ** Fund. of Interpersonal Communication .................. 3
- PSY 11 ** Psychology ................................................. 3
- PHM 10 ** Pharmacology Computations .......................... 2
- BIO 23 ** Human Anatomy & Physiology I ......................... 4

Total 15

Required Areas of Study
- ART 10 or Art Survey or
- MUS 10 Music Survey .................................................. 1
- CHM 17 Fundamentals of General Chemistry I ................... 4
- SOC 11 Sociology ...................................................... 3
- PEA Physical Education (one activity course) ..................... 1

Specialization Requirements
- BIO 24 Human Anatomy & Physiology II .......................... 4
- BIO 28 Microbiology & Infection Control .......................... 4
- NUR 41 † Nursing Theory & The Nursing Process .............. 2
- NUR 42 Nursing Process & Fundamental Skills .................. 4
- NUR 43 Nursing Process: Biopsychosocial Adaptation ...... 4
- NUR 44 Nursing Process: Biopsychosocial Adaptation I ...... 4
- NUR 45 Nursing Process: Biopsychosocial Adaptation in the Maternity Cycle. 4
- NUR 46 Nursing Process: Biopsychosocial Adaptation II .... 4
- NUR 47 Nursing Process: Biopsychosocial Adaptation to Childhood 4
- NUR 48 Nursing Leadership & Management ...................... 4

Total 30

Electives††
To complete the required 67 credits. .................................. 5

**Pre-clinical course sequence.
††Choose from Art, Astronomy, Biology, Chemistry (CHM 18), Communication, Computer Literacy I (CPL 11), English, History and Physical Education, History (HIS 10), Mathematics, Microcomputer Applications (DAT 33), Modern Language, Music, Nutrition (NTR 11), Pharmacology (PHM 11), Physical Assessment of the Adult (PA 11), Physics, Reading in the Sciences & Technologies (RDL 21) or Social Sciences.

Nursing Fast Track*
Qualified Licensed Practical Nurses (LPN) enrolled in the A.A.S. program in Nursing who
• meet all other requirements for admission to the clinical phase of the program,
• pass the National League for Nursing (NLN) Profile examinations, and
• submit proof of one year's work in an acute care medical/surgical environment within three years prior to filing the application, shall be admitted to the "RN Fast Track" and may receive course credit for:

- PHM 10 Pharmacology Computations ................................. 2
- NUR 41 Nursing Theory & the Nursing Process .................. 2
- NUR 42 Nursing Process & Fundamental Skills .................. 4
- NUR 44 Biopsychosocial Adaptation I ............................. 4
- NUR 45 Biopsychosocial Adaptation in the Maternity Cycle. 4

Total 16

Credit by examination will be included in the college's maximum allowance of 30 transfer credits.

RN Pathway Option for BCC LPN Graduates Only*
Graduates who meet all other requirements for entry into the clinical phase of the RN program and who have
• achieved an 80 percent average in the BCC LPN Program,
• passed the NCLEX-PN Exam with License granted,
• a satisfactory interview, and
• recommendation of LPN faculty,
shall be admitted to the RN Pathway and receive 20 credits which include courses listed above plus 4 credits from free electives.

With the above exceptions, core requirements, required areas of study and specialization requirements are as stated in the description of the Nursing Curriculum for A.A.S. degree.

*All N.Y. State LPN's (Licensed Practical Nurses) entering the RN Fast Track and the RN Pathway are required to take NUR 10 which is part of the pre-clinical course sequence.

- NUR 10 Transition in Nursing ....................................... 1

Note: All Nursing (NUR) courses required for graduation must be successfully completed within a five-year time span. The minimum acceptable grade in Nursing (NUR) courses is C. Grades of C-, D+, D, D-, F and W must be repeated within the guidelines of the department, if the student wishes to receive a degree in Nursing.

Students will be accepted and assigned to clinical experiences and otherwise treated without regard to sex, sexual orientation, race, creed, color, national origin, age, handicap, marital or veteran status in accordance with the laws of the city, state and nation.
**ORNAMENTAL HORTICULTURE (A.A.S. Degree)**

Curriculum Coordinator: Dr. Annette Opler

Horticulturists are skilled in the cultivation of plants and the care of gardens. They may work in public parks and gardens; they may design, install and maintain the interior landscapes in public buildings and corporate headquarters; or they may work as florists, arranging plants and flowers for special occasions.

Recognizing the need for trained horticulturists, Bronx Community College and The New York Botanical Garden (NYBG) have established a joint program in Ornamental Horticulture. Students study liberal arts and sciences at the BCC campus for the first year. They spend the second year at the NYBG for both academic courses and field experience in horticulture.

The program offers three areas of specialization: general horticulture, commercial floristry, or interior landscaping. Graduates earn an A.A.S. degree in Ornamental Horticulture from BCC.

NYBG courses are open only to Ornamental Horticulture students and must be approved by both the curriculum coordinator at BCC and the Director of Education at NYBG. Additionally, substitution of Ornamental Horticulture courses must have the written approval of the BCC curriculum coordinator.

---

### Ornamental Horticulture Curriculum

60 Credits required for A.A.S. Degree

**BCC Core Requirements**

- **ENG 11** Fundamentals of Written Composition I 3
- **CMS 11** Fundamentals of Interpersonal Communication 3
- **HIS 10 or HIS 11** History of the Modern World or Intro. to the Modern World 3
- **PEA** Physical Education (one activity course) 1
- **BIO 11** General Biology I 4

**Required Areas of Study**

- **ART 10 or MUS 10** Art Survey or Music Survey 1
- **BIO 12** General Biology II 4
- **CHM 17** Fundamentals of General Chemistry I 4
- **BUS 11** Business Mathematics 3
- **BUS 51** Business Organization & Management 3
- **PSY 11 or SOC 11** Psychology or Sociology 3

**NYBG Core Requirements**

- **BOT 11** Basic Botany 1
- **BOT 12** Plant Form and Function 1
- **BOT 13** Plant Physiology 1
- **BOT 41** Entomology 1
- **GAR 11** Horticultural Techniques I 1
- **GAR 12** Horticultural Techniques II 1
- **GAR 13** Pruning 1
- **GAR 21** Soil Science I 1
- **GAR 24** Soil Science II 1
- **GAR 31** Preparation for Pesticide Applicator Certification 2
- **GAR 32** Diseases of Ornamental Plants 1

**Total** 15 credits
<table>
<thead>
<tr>
<th>Specialization Requirements* (Select One)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commercial Floristry Specialization</strong></td>
</tr>
<tr>
<td>FLO 11 Basic Centerpieces .................. 1</td>
</tr>
<tr>
<td>FLO 12 Holiday Arrangements ................ 1</td>
</tr>
<tr>
<td>FLO 13 Funeral Arrangements ................ 1</td>
</tr>
<tr>
<td>FLO 14 Practical House Plants ............... 1</td>
</tr>
<tr>
<td>FLO 15 Wedding Flowers ....................... 1</td>
</tr>
<tr>
<td>FLO 22 Period Styles for Flower Arranging ... 1</td>
</tr>
<tr>
<td>FLO 61 Commercial Floristry Field Exp. I ..... 3</td>
</tr>
<tr>
<td>FLO 62 Commercial Floristry Field Exp. II ..... 3</td>
</tr>
<tr>
<td>FLO 63 Commercial Floristry Field Exp. III ..... 3</td>
</tr>
<tr>
<td>GAR 44 Commercial Greenhouse Management ..... 1</td>
</tr>
<tr>
<td><strong>Total</strong> 16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>General Horticulture Specialization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>BOT 61 Woody Plant Identification:</td>
</tr>
<tr>
<td>Fall Trees &amp; Shrubs ...................... 1</td>
</tr>
<tr>
<td>BOT 63 Woody Plant Identification:</td>
</tr>
<tr>
<td>Spring Trees &amp; Shrubs .................. 1</td>
</tr>
<tr>
<td>GAR 41 Plant Propagation I ............... 1</td>
</tr>
<tr>
<td>GAR 51 Turf &amp; Grounds Maintenance ........ 1</td>
</tr>
<tr>
<td>GAR 81 Plants for Landscaping ........... 1</td>
</tr>
<tr>
<td>HRT 13 Turf &amp; Grounds Management I ...... 2</td>
</tr>
<tr>
<td>HRT 14 Arboriculture ...................... 2</td>
</tr>
<tr>
<td>HRT 15 Perennials &amp; Flower Borders I ...... 2</td>
</tr>
<tr>
<td>HRT 16 Greenhouse Operations I ........... 2</td>
</tr>
<tr>
<td>HRT** Horticulture Field Exp. Electives ... 1</td>
</tr>
<tr>
<td>LND 11 Landscape Design Theory .......... 1</td>
</tr>
<tr>
<td>LND 12 Graphics ................................ 1</td>
</tr>
<tr>
<td><strong>Total</strong> 16</td>
</tr>
</tbody>
</table>

**Interior Landscaping Specialization†**
- FLO 14 Practical House Plants .................. 1
- GAR 44 Commercial Greenhouse Management ...... 1
- INL 11 Intro to Interior Landscaping ............ 1
- INL 21 Commercial Plantscape Design .......... 1
- INL 22 Decorating with Plants Indoors .......... 1
- INL 31 Interior Plantscape Maintenance .......... 0.5
- INL 32 Plant Purchasing ....................... 0.5
- INL 33 Installation of Interior Plantings .......... 0.5
- INL 34 Bidding & Plant Specifications .......... 0.5
- INL 61 Interior Landscaping Field Exp. I ........ 3
- INL 62 Interior Landscaping Field Exp. II ....... 2.5
- INL 63 Interior Landscaping Field Exp. III ...... 2.5
- LND 12 Graphics ................................ 1
| **Total** 16 |

* These core and specialization requirements are given at the New York Botanical Garden.
** To be chosen from Horticulture with approval of department.
† This specialization may not be offered every semester.

**Note:** Course numbers are different in the BCC catalog and the NYBG Catalog.

The 8 credits of Field Experience I-III in the Commercial Floristry and Interior Landscaping specializations represent 480 hours of practical field work.
PARALEGAL STUDIES
(A.A.S. Degree)
Approved by the American Bar Association
Program Director: Prof. Raymond Canals

The Paralegal Studies Curriculum was developed according to guidelines provided by the American Bar Association's Standing Committee on Legal Assistants. It offers students a background in the legal fundamentals, appropriate skills and practical experience necessary for professional employment. The Paralegal can perform tasks delegated by a lawyer as long as the lawyer is responsible to the client and assumes full professional responsibility for the work. A Paralegal cannot give legal advice, appear in court or set fees.

There is an increasingly wide range of paralegal job opportunities in both the private and public sectors. Law firms, banks, accounting firms, insurance companies, brokerage houses, the court system, schools, hospitals, welfare centers, public program law offices, neighborhood legal centers, legal aid offices, and national, state and city government agencies all employ Paralegals. Federal, New York State, and New York City civil service systems have Paralegal job classifications.

The paralegal program gives the student a broad range of employment opportunities.

A paralegal education can prove to be a good background for an executive career in professions other than law and for the law profession itself. One can apply earned credits towards a law-related bachelor's degree. The program has a large liberal arts component which enables students to continue their education after completion of the A.A.S. Paralegal Degree.

The Paralegal Studies curriculum emphasizes business and law courses which prepare students for employment that includes research, writing, and other tasks commonly assigned by law firms to paralegals. The curriculum features a 210-hour internship (LAW 98) component in which students work in a legal setting. This exposes students to the legal profession and makes them further aware of their ethical and professional responsibilities.

The Lay Advocate Option prepares students for service to people and institutions that are concerned with the criminal system, family law, the poor, the mentally and physically handicapped and the elderly.

The Paralegal Certificate is designed for advanced students who already have a minimum of 60 college credits or a two-year degree. A credit or non-credit internship is optional.
## PARALEGAL CERTIFICATE PROGRAM

**Program Director:** Prof. Raymond Canals

The certificate course of study is designed for advanced students who do not wish to enroll in the Paralegal AAS Degree program. Minimum entrance requirements are 60 college credits or a two-year degree. Students entering with 60 credits should have completed courses in the following areas: English, Communication, Social Science, History, Music or Art, Science and Mathematics.

### 30-31 Credits required for Certification

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAT 10: Computer Fundamentals and Applications</td>
<td>3</td>
</tr>
<tr>
<td>LAW 17: Introduction to Paralegal Studies</td>
<td>3</td>
</tr>
<tr>
<td>LAW 19: Introduction to Law Office Management</td>
<td>3</td>
</tr>
<tr>
<td>LAW 41: Business Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 47: Civil Procedure</td>
<td>3</td>
</tr>
<tr>
<td>LAW 59: Legal Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>LAW 62: Business Organizations</td>
<td>3</td>
</tr>
<tr>
<td>LAW 62: Family Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 65: Criminal Law and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>LAW 72: Real Property</td>
<td>3</td>
</tr>
<tr>
<td>LAW 77: Immigration Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 82: Insurance and Torts</td>
<td>3</td>
</tr>
<tr>
<td>LAW 91: Landlord/Tenant Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>LAW 92: Estates, Trusts &amp; Wills</td>
<td>3</td>
</tr>
<tr>
<td>TAX 11: Introduction to Taxation</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 30-31</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Choose 2 of these 8 law courses.
**Choose 1 of these 3 law courses.

### Note:

Students who may later transfer to a four-year college should consult an advisor for possible replacement courses.

### Paralegal Studies Curriculum

**60 Credits required for A.A.S. Degree**

#### Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11: Fundamentals of Written Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 12: Fundamentals of Written Composition II</td>
<td>3</td>
</tr>
<tr>
<td>COM 11: Fund. of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>HIS 10 or HIS 11: Intro. to the Modern World or History of the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>SCI: BIO 50 or CHEM 13 or AST 11</td>
<td>3</td>
</tr>
<tr>
<td>MTH 12: Intro. to Mathematical Thought</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 18</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Required Areas of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 11 or LAW 98: Social Advocacy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 6</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Specialization Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 17: Introduction to Paralegal Studies</td>
<td>3</td>
</tr>
<tr>
<td>LAW 19: Intro. to Law Office Management &amp; Computers</td>
<td>3</td>
</tr>
<tr>
<td>LAW 41: Business Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 47: Civil Procedure</td>
<td>3</td>
</tr>
<tr>
<td>LAW 59: Legal Research &amp; Writing</td>
<td>3</td>
</tr>
<tr>
<td>LAW 96: Advanced Legal Research &amp; Writing</td>
<td>3</td>
</tr>
<tr>
<td>LAW 98: Paralegal Seminar &amp; Internship</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total 23</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Restricted Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 11: Fundamental Accounting II or Business Mathematics or Taxation</td>
<td>3-4</td>
</tr>
<tr>
<td>LAW 52: Business Organizations</td>
<td>3</td>
</tr>
<tr>
<td>LAW 62: Family Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 65: Criminal Law and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>LAW 74: Real Property</td>
<td>3</td>
</tr>
<tr>
<td>LAW 77: Immigration Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 82: Insurance and Torts</td>
<td>3</td>
</tr>
<tr>
<td>LAW 92: Estates, Trusts &amp; Wills</td>
<td>3</td>
</tr>
<tr>
<td>LAW 91: Landlord Tenant Advocacy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 12-13</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Free Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>To complete the 60 credit requirement</td>
<td>0-1</td>
</tr>
</tbody>
</table>

*Choose one out of three courses.
** Choose three out of eight courses.
***Departmental permission.

Students selecting the Lay Advocate Option should replace the Paralegal Studies curriculum restricted electives with the following:

#### Lay Advocate Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT 97: Field Work in Community</td>
<td>3</td>
</tr>
<tr>
<td>LAW 62: Family Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 65: Criminal Law and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>LAW 89: Legal Advocacy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 12</strong></td>
<td></td>
</tr>
</tbody>
</table>

*HLT 97 is in lieu of LAW 98.
The Pharmaceutical Manufacturing Technology (PMT) program is a specialized chemical technology program designed to meet the needs of the pharmaceutical and related industries (cosmetics, food, plastics, custom chemicals, research centers, pilot plants etc.). The PMT curriculum prepares students to work in manufacturing, research and development, and quality control and quality assurance departments of pharmaceutical, cosmetics, and related chemical industries. Today's industrial environment requires technicians well trained in state-of-the-art instruments, computer methods, safety protocols and federal and state government regulations.

The PMT program provides a solid foundation in liberal arts and sciences combined with specialized training in the field. Students also have the option of transferring to science and engineering bachelor programs or to pharmacy schools to continue their education.

### Core Requirements

- **ART 10**
- **BIO 11**
- **CHM 11**
- **CMS 11**
- **ENG 11**
- **HIS 10**
- **MTH 13**
- **OCO 10**

**Total Required Areas of Study**: 21 credits

### Specialization Requirements

- **CHM 27**
- **CHM 37**
- **CHM 38**
- **CHM 39**
- **CHM 40**

**Total Specialization**: 14 credits

*Students can substitute MUS 10, or any PEA one-credit course, or CPR 10, or WFA 10 for ART 10.

**Students intending to transfer to four-year programs should substitute MTH 30 and MTH 31 and 32 for MTH 13 and MTH 14.

**Students can substitute PHY 11 for BIO 12. Students who wish to substitute both PHY 11 and PHY 12 for BIO 11 and BIO 12 need department approval.

### PHYSICS

Students interested in the physics option of the Liberal Arts A.S. degree program should see page 104 in this catalog.
A radiologic technologist is a skilled professional who provides a specialized health care service. This rewarding profession involves the operation of sophisticated equipment in a rapidly expanding field. The radiologic Technology Program in the Department of Nursing and Allied Health Sciences at Bronx Community College prepares students as entry-level licensed and registered radiographers.

The term “diagnostic radiography” is used to describe a variety of radiographic or x-ray examinations. Most people are familiar with chest x-rays and also may be diagnose bone breaks. The radiographer performs these procedures as well as those which require the use of contrast agents that make it possible to study organs that otherwise cannot be seen.

Admission requirements for Radiologic Technology include:
- Completion of basic skills in Writing and Mathematics by passing the CUNY skills tests or by taking remedial courses as required and a score of 17 or more on the CUNY Reading Assessment Test;
- Completion of the prerequisite courses (BIO 23 and MTH 13) with a minimum grade of C in those courses and a minimum index of C in ENG 11, CMS 11 and HIS 10;
- Overall G.P.A. of 2.5;
- Admission to the Radiologic Technology curriculum is based on the approved priority list which is on file in the Department of Nursing and Allied Health Sciences.

Radiologic Technology (RAD, CLE) courses are open only to Radiologic Technology majors. The Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology and the New York State Department of Health. Students receive their clinical education at Montefiore Medical Center, New York Presbyterian Medical Center, or Our Lady of Mercy Medical Center. All facilities are accessible by public transportation.

Upon successful completion of the program, students are eligible for the National and State certifying examinations. Graduates may go on to earn a higher degree in radiological health sciences.

Graduates have a wide selection of clinical settings a choose from. Hospitals and medical centers, outpatient imaging facilities, public health institutions, and government and private research institutes all require radiographers.

### Radiologic Technology Curriculum

#### 65 Credits required for A.A.S. Degree

**Core Requirements**

- ENG 11 Fundamentals of Written Composition I...
- CMS 11 Fund. of interpersonal Communication...
- HIS 10 or History of the Modern World or...
- HIS 11 Intro. to the Modern World...
- PEA Physical Education activity course...
- BIO 23* Human Anatomy & Physiology I...
- BIO 24 Human Anatomy & Physiology II...
- MTH 13** Trigonometry & College Algebra...

Total 21

**Required Areas of Study**

- PSY 11 Psychology...

**Specialization Requirements**

- RAD 11 Intro. to Radiologic Technology...
- RAD 12 Radiographic Exposure I...
- RAD 13 Radiographic Procedures I...
- RAD 14 Radiographic Processing...
- RAD 15 Topographic Anatomy I...
- RAD 16 Patient Care & Pharmacology...
- RAD 11* Clinical Education I...
- RAD 22 Radiographic Exposure II...
- RAD 23 Radiographic Procedures II...
- RAD 24 Radiation Protection...
- RAD 25 Topographic Anatomy II...
- CLE 21 Clinical Education II...
- CLE 31 Clinical Education III...
- CLE 32 Imaging Modalities...
- CLE 33 Radiographic Procedures III...
- CLE 34 Radiographic Pathology...
- CLE 41 Clinical Education IV...
- RAD 42 Fundamentals of Radiation Biology...
- RAD 43 Quality Assurance...
- RAD 71 Radiation Physics...
- CLE 51 Clinical Education V...
- CLE 61 Clinical Education VI...

Total 41

*BIO 23 must be completed prior to entry.
**MTH 13 must be completed prior to entry. MTH 30 should be considered for transfer to a senior college.

Note that the sequence of the academic and clinical curriculum of the program is scheduled between 8 a.m. and 4 p.m.

### Basic Life Support and Basic First Aid — All radiologic technology students are required to be certified in cardiopulmonary resuscitation and basic first aid by December 15 of their first year.

### Health Requirements — All radiologic technology students must meet special health requirements to practice in clinical agencies.

### Malpractice Insurance — Radiologic technology students are required to carry $1-3 million malpractice insurance purchased through Bronx Community College. This must be purchased before September 15 of the first semester of each year.

Students will be accepted and assigned to clinical experiences and otherwise treated without regard to sex, sexual orientation, race, creed, color, national origin, age, marital or veteran status in accordance with the laws of the city, state and nation.
THE CURRICULA AND PROGRAMS

TELECOMMUNICATIONS TECHNOLOGY (A.A.S. Degree)
Curriculum Coordinator: Dr. Nasser Abdellatif

The Telecommunications Technology curriculum provides training in the expanding field of telecommunications. For students interested in technology, the program will provide state-of-the-art training for fulfilling telecommunications careers. In addition, the program aims to retrain telecommunications workers with technological advances in the field. The program also provides a smooth transition to baccalaureate programs of four-year schools, specifically the bachelor's degree program in Telecommunications at CUNY New York City Technical College.

Graduates can expect to be hired by various companies ranging from small businesses to telecommunications giants such as AT&T, Verizon, MCI, and cable television companies.

Telecommunications Technology Curriculum
66 Credits required for A.A.S. Degree

Core Requirements
- ENG 11 Fundamentals of Written Composition I ........................................... 3
- CMS 11 Fund. of Interpersonal Communication .................................................. 3
- HIS 10 or History of the Modern World ............................................................ 3
- HIS 11 Intro. to the Modern World .................................................................. 3
- MTH 13 Trigonometry and College Algebra ..................................................... 3
- PEA Physical Education (one activity course) ................................................... 1
Total 13

Required Areas of Study
- ENG 23 Scientific & Technical Writing ............................................................. 3
- MTH 14 College Algebra and Intro. to Calculus ................................................ 3
- MTH 15 Calculus .............................................................................................. 3
- PHY 21 ** Physics for Engineering Technology ............................................... 4
- PHY 22 Physics for Engineering Technology II ................................................ 4
- MUS 10 or Music Survey or ........................................................................... 1
- ART 10 Art Survey ............................................................................................ 1
Total 18

Specialization Requirements
- ELC 13 Computer Applications for Telecommunications .................................. 3
- ELC 25 Electronics I ......................................................................................... 4
- ELC 31 Electrical Circuits ................................................................................ 4
- ELC 35 Electronics II ......................................................................................... 4
- ELC 96 Digital Systems & Logic Design ........................................................... 4
- TEC 11 Telecommunications I—Voice Communications ................................... 4
- TEC 21 Telecommunications II—Data Communications ................................... 4
- TEC 31 Telecommunications III—LANS ........................................................... 4
- TEC 41 Telecommunications IV—Advanced Topics .......................................... 4
Total 35

*Students may choose to take MTH 30, 31, and 32 in lieu of MTH 13, 14, and 15 if they plan to continue their studies after completing the A.A.S.

** Students may choose to take PHY 31 and 32 in lieu of PHY 21 and 22 if they plan to continue their studies after completing the A.A.S.

TELECOMMUNICATIONS TECHNOLOGY (Verizon) (A.A.S. Degree)
Curriculum Coordinator: Dr. Nasser Abdellatif

This curriculum has been specifically designed to meet the requirements of the Verizon Corporation, the Communications Workers of America and the International Brotherhood of Electrical Workers only Verizon employees represented by CWA or IBEW are eligible. This curriculum is part of a statewide program called Next Step and is scheduled and sequenced to be completed over a four-year period while attending class one day per week.

The curriculum prepares Verizon students to enter the field of telecommunications with a wide range of skills needed for employment, advancement and continued education in this high tech industry. Students learn to install, test, maintain and operate a wide spectrum of telecommunications devices and systems for voice, data and video information transmission, as well as the technical principles and theory on which these devices and systems are based. The theory of telephone, data communications and transmission will be reinforced in current up-to-date laboratories.

Graduates may work as communications engineering technicians or in similar titles, or continue their education to earn a bachelor's degree.

Telecommunications Technology (Verizon) Curriculum
60 Credits required for A.A.S. Degree

Core Requirements
- ENG 11 Fundamentals of Written Composition I .................................................. 3
- ENG 12 Fundamentals of Written Composition II ................................................. 3
- CMS 11 Fund. of Interpersonal Communication ................................................... 3
- HIS 23 Social and Intellectual History of Modern America ................................ 3
Total 9

Required Areas of Study
- MTH 10 Technical Mathematics I ...................................................................... 4
- MTH 11 Technical Mathematics II ...................................................................... 4
- PHY 21 Physics for Engineering Technology I ..................................................... 4
Total 12

Specialization Requirements
- ELC 13 Computer Applications for Telecommunications .................................. 3
- ELC 25 Electronics I ......................................................................................... 4
- ELC 31 Electrical Circuits ................................................................................ 4
- ELC 35 Electronics II ......................................................................................... 4
- ELC 96 Digital Systems & Logic Design ........................................................... 4
- TEC 11 Telecommunications I—Voice Communications ................................... 4
- TEC 21 Telecommunications II—Data Communications ................................... 4
- TEC 31 Telecommunications III—LANS ........................................................... 4
- TEC 41 Telecommunications IV—Advanced Topics .......................................... 4
Total 36
THE THERAPEUTIC RECREATION
(A.S. Degree)
Curriculum Coordinator: Dr. Charles Alston

Therapeutic Recreation Specialists are employed in health and human services settings such as hospitals, nursing homes, adult day care facilities, youth agencies, drug treatment centers and homeless shelters. They work with people who have a variety of disabilities and health conditions to improve their leisure skills and their quality of life.

The Department of Therapeutic Recreation consists of 3 semesters of Liberal Arts education and courses directly related to recreation.

Upon completion of the curriculum at Bronx Community College students will automatically be accepted into Lehman College's Recreation Education Program. At Lehman students can continue in the specialization of Therapeutic Recreation or Administration. Upon graduation from Lehman College, students in Therapeutic Recreation are eligible to take the National Certification Examination for Certified Therapeutic Recreation Specialist (CTRS) administered by the National Council for Therapeutic Recreation Certification.

Students in the administration specialization are employed in public parks and recreation agencies, not-for-profit organizations such as P.A.L. and the YMCA, health and fitness centers, camps and sports associations. Upon graduation from Lehman College, students can sit for the national certifying examination for Certified Leisure Professional (CLP) administered by the National Recreation and Park Association.

The Therapeutic Recreation Associate of Science, A.S. degree program is a joint degree program with Lehman College's B.S. program in Recreation Education.

### Therapeutic Recreation Curriculum

#### 60 Credits Required for A.S. Degree

**Bronx Community College**

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11 Fundamentals of Written Composition I</td>
<td>3</td>
</tr>
<tr>
<td>CMS 11 Fund of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>MTH 23 Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>HIS 10 or History of the Modern World or Intro. to the Modern World</td>
<td>3</td>
</tr>
<tr>
<td>BIO 23 and Human Anatomy &amp; Physiology I &amp; II</td>
<td>3</td>
</tr>
<tr>
<td>BIO 24</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 20</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Areas of Study</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 12 or Fundamentals of Written Composition II or ENG 14 or Written Composition</td>
<td>3</td>
</tr>
<tr>
<td>and Prose Fiction or ENG 15 or Written Composition and Drama or ENG 16</td>
<td>3</td>
</tr>
<tr>
<td>ART 11 or Introduction to Art or MUS 11 Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td>PSY 11 Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HCM 11 The US Health Care Delivery System</td>
<td>3</td>
</tr>
<tr>
<td>HLT 91 Critical Issues in Health</td>
<td>2</td>
</tr>
<tr>
<td>HLT 99 Health of the Nation</td>
<td>2</td>
</tr>
<tr>
<td>PEA Select any Course</td>
<td>1</td>
</tr>
<tr>
<td>Restricted Elective*</td>
<td>3</td>
</tr>
<tr>
<td>Modern Language**</td>
<td>2-8</td>
</tr>
<tr>
<td><strong>Total 20-28</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialization Requirement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>REC 93 Introduction to Therapeutic Recreation</td>
<td>3</td>
</tr>
<tr>
<td>REC 94 Recreation: Historical and Philosophical Perspective</td>
<td>3</td>
</tr>
<tr>
<td>REC 95 Program Planning and Leadership in Recreation</td>
<td>3</td>
</tr>
<tr>
<td>PEA 51 Stress Management</td>
<td>2</td>
</tr>
<tr>
<td>CPR 10 Cardiopulmonary Resuscitation or Workplace First Aid Training</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total 12</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Free Electives                                                                    | 0-8     |

*Permission of Department of Health, Physical Education and Wellness.*

** Students who have completed the Modern Language requirement may select courses from Liberal Arts and Science to complete the 60 credit requirement.
EXPLANATION OF CREDIT

The allocation of credits to courses is based on New York State Department of Education regulations in higher education.

Generally, the formula is that one semester-hour of credit is awarded in a course meeting for 15 weeks for each hour of class or lecture for which considerable out-of-class preparation is required; or for a unit of two or three “laboratory,” “gym,” or “clinic” hours.

- rec (recitation) — the traditional recitation-discussion-seminar form.
- lect (lecture) — several sections have been combined into a single group in which the presentation is sometimes accompanied by a demonstration and audiovisual material.
- lab (laboratory) — the class meets in a specially equipped area where students may do individualized work in experimentation with instruments, tools and similar equipment.
- clin (clinic) — supervised, individualized clinical experience in a hospital setting including group and individual instruction.

Prerequisites must be completed with a passing grade before the subsequent course may be taken.

Corequisites may be taken simultaneously or before a given course.

The College reserves the right to limit the number of students registered in any course, or to cancel any course for which there is insufficient enrollment, or to make any changes in prerequisites, corequisites, course descriptions, credit allocations, schedule and action offering in the academic year as it may deem necessary for the proper and efficient functioning of the College.

Students who place in ENG 01 and RDL 01 are allowed to register only for the following credit-bearing courses:

- ELC 11 (corequisite MTH 06; recommended for Electrical Technology students only)
- ELC 15 (corequisite MTH 05; recommended for Electrical Technology students only)
- GEO 10
- HIS 11
- HLT 91 and Physical Education courses
- KEY 11
- MEC 11 (by placement)
- CMS 10 (entry into course dependent upon speech screening)
- CMS 12 (not open to students simultaneously registered for any ESL courses)
- Art studio courses
- Music performance courses
- Language courses (Level 12 or above, by placement)

Students who place in ENG 02 or RDL 02 may also register for the following credit-bearing courses:

- ART 10 MUS 10
- ART 11 MUS 11
- ART 12 MUS 12
- DAT 30 PEA (activity courses)
- ECO 11 PHL 11
- ECO 12 POL 11
- HIS 10 or 11 PSY 11
- SOC 11
ACCOUNTING

Business and Information Systems Department

ACC 11 5 rec 4 cr
Fundamental Accounting I
Corequisite: ENG 02 or RDL 02 if required.

ACC 12 5 rec 4 cr
Fundamental Accounting II
Extension of the principles of accounting to partnerships and corporations.
Prerequisite: ACC 11.

ACC 13 5 rec 4 cr
Intermediate Accounting
Theory and problems of accounting applied to preparation of financial statements; problems of valuation; and income determination.
Prerequisite: ACC 12.

ACC 15 3 rec 1 lab 3 cr
Accounting Information Systems
Information systems and their relationship to the accounting function. Emphasis on interaction of accounting and information systems, application of information systems to financial/accounting management decisions, and control of these systems. A computerized accounting information package will be explored.
Prerequisite: ACC 12.

ANIMAL CARE AND MANAGEMENT

Department of Biology and Medical Laboratory Technology

ACM 11 3 rec 3 cr
Introduction to Animal Care and Management
This course will focus on animal diversity, including general characteristics, adaptations, and evolutionary history of classes and families, as well as the natural history of representative species; animal behavior, with an emphasis on how to apply the concepts of ethology to maintain animals in captivity; anatomy/physiology of mammals, birds, reptiles, amphibians, fish and invertebrates; animal care and management procedures, including feeding, recordkeeping, cleaning, animal husbandry, etc.; principles of zoo education and interpretation. Requires department permission.
Corequisite: BIO 15

ACM 90 500 hours 6 cr
This will be a 500-hour hands-on experience for students who successfully complete the Animal Care and Management course. The internship will provide valuable opportunities though which students will be able to put into action practices they learned in the classroom. There will be two main internship tracks available. The first will focus on both basic procedures and specific applications relating to feeding and nutrition, behavioral enrichment, animal handling, animal housing, and sanitation procedures. The second will focus on zoo education and interpretation. Students who choose this track will learn how to develop lesson plans and educational activities for a range of student achievement levels, learn to use live animals in educational demonstrations, and assist zoo instructors in classes for a variety of audiences. Requires permission of Department Chairperson.
Prerequisite or corequisite: ACM 11 with a grade of C+ or better.

ANTHROPOLOGY

Department of Social Sciences

ANT 11 3 rec 3 cr
Introduction to Anthropology
Development of human societies and cultures from early origins to present day. Touches all major fields of anthropology such as physical anthropology, linguistics, and archaeology but focuses on cultural anthropology. Issues of economics, politics, family structure and religion from an anthropological point of view.
Prerequisite or corequisite: ENG 02 or RDL 02 if required.

ART

Department of Art and Music

ART 10 2 rec 1 cr
Art Survey
Survey of art in selected historical periods of Western civilization. Note: Not open to students taking ART 11 or ART 12.
Corequisite: ENG 02 or RDL 02 if required.

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

ART 12 3 rec 3 cr
Introduction to Western and Non-Western Cultures
Includes African, pre-Colombian and Oceanic; their relationship to the art of the Western world. (May be taken to fulfil ART 11 requirement.)
ART 15
Graphic Design Basics
4 studio 2 cr
Studio course introducing the principles of two-dimensional design and color. Emphasis in line, value, texture, space, and illusion of volume and their applications to creative and dynamic composition will be applied to conceptual thinking and the development of problem solving skills for graphic design projects of increasing complexity.

ART 21
Drawing
4 studio 2 cr
Studio course to develop basic skills and concepts in drawing. Emphasis on drawing anatomy and portraits. Use of different mediums and techniques. Students draw from professional models.

ART 22
Painting
4 studio 2 cr
Studio course to develop basic skills and concepts in painting with oil and acrylics. Fundamentals of form, color, texture, and composition as applied to still life, landscape, portraits, figure studies, and abstraction. Development of student's personal style.

ART 32
Printmaking
4 studio 2 cr
Practical studio course in silkscreen printing and intaglio/relief printing. Basic printmaking techniques are covered with an emphasis on proper use and care of equipment. Primary focus is on the use of photo-sensitive methods. Students will be introduced to graphic arts printing techniques concepts including transparency of ink, separations, registration and imaging. Through museum and gallery visits, as well as library resources, students are made familiar with the development in printmaking of both the past and present. Portfolio presentation is explained including proper mounting and framing methods and the care of fine art graphics.

ART 41
Ceramics I
4 rec 2 cr

ART 42
Ceramics II
4 rec 2 cr
Building, decorating, glazing techniques. Emphasis on three-dimensional design and craftsmanship.

ART 52
Oriental Art*
3 rec 3 cr

ART 55
Modern Art
3 rec 3 cr
Important movements in Modern Art, including Impressionism, Post-Impressionism, Expressionism, Cubism, Fauvism, Surrealism, Abstract Expressionism, Pop Art, Minimal Art, Conceptual Art and Modern Architecture. Lectures, films, and visits to museums, art galleries, architectural monuments.

ART 56
Graphic Design History
3 lect 3 cr
Study of 19th and 20th century commercial and advertising design exploring concurrent connections to developments in Modern Art. Coursework will include exams, written reports, as well as museum visits.

Prerequisites: ART 11 or by departmental permission.

ART 71
Photography
4 studio 2 cr
Basic photographic techniques as a creative medium; emphasis on composition and lighting; developing, printing and enlarging. Students provide their own cameras and materials.

ART 72
Digital Photography
4 studio 2 cr
This course will emphasize the basics of composition, lighting, color correction, and output. Students will study composition and lighting both in the field and in a commercial studio setting. Computer imaging software will be used for color correction and cropping. Students will learn to produce professional/commercial quality photography using digital equipment. This course requires students to have access to a digital camera.

ART 79
Typography/Introduction to Computer Design
4 studio 2 cr
Hands-on typography survey covering history of type, from the stone age to the electronic age. Coursework will focus on creative exercises that will reinforce understanding of type, its style, structure, measurement and its design applications. Students will be introduced to page layout software (currently QuarkXPress). They will learn the basic functions of this widely used program as applied to typography studies, as well as through hands-on assignments.

ART 81
Computer Design
4 studio 2 cr
Beginning computer course in graphics and graphic design for advertising art. Introduction to computers, software, and Macintosh facilities. Concept development from thumbnail sketches to finished graphics using computer software. Projects include considerations such as effective color presentation, layout design, typography, and basic graphs. Projects lead to a portfolio for students entering the graphics field.

Prerequisite: ART 15 and ART 79 or by departmental permission.

ART 82
Illustration
4 studio 2 cr
Problems of making illustrations and the direct relationship between technique, concept and execution. Practical aesthetic problems involved in illustrating work done in class can be used in a portfolio. Students will prepare comps and finished art work ready for reproduction. Assignments teach the student to solve problems of interpretation for children's books, fiction and non-fiction, newspapers and magazines. Students are helped to develop their own styles. Exploration of these concepts on the computer.

Prerequisite: ART 21 or by departmental permission.

*Not offered on a regular basis. Course descriptions available on request.
ART 83  Graphic Design Principles  4 studio 2 cr  2 or
The application of 2D design and typography skills applied to problem-solving in visual communications scenarios. From symbol-making, logo design, print ads and posters, and signage systems, students will produce hand and computer generated professional quality work. Emphasis will be placed on the creative process. Studio skills as well as presentation skills will be explored.

Prerequisite: ART 15 or by departmental permission.

ART 84  Computer Imaging  4 studio 2 cr
A course concerned with Digital Imaging for Print, the World Wide Web and Multimedia. Students will experiment with scanned and self-generated images using industry-standard (currently Photoshop) imaging software. Integration with other applications will be a goal. The software programs' prodigious versatility will be applied to the merging and transformation of photographic images in creative and unexpected ways. Professional level skills in this area, vital to a graphic design professional will be emphasized.

Prerequisite: ART 15 or by departmental permission.

ART 86  Computer Illustration  4 studio 2 cr
Computer-based instruction exploring advanced topics in illustration using current industry standard drawing programs. Emphasis on conceptualization through finish and technical excellence. Finished class assignments will provide portfolio samples.

Prerequisite: ART 21 and ART 81 or by departmental permission.

ART 87  Graphic Design for the World Wide Web  4 studio 2 cr
Building upon skills acquired in previous computer graphics courses, this hands-on computer laboratory workshop focuses upon advanced software and design proficiency. Students will learn professional Web Design and Web Multimedia software. Projects will include various graphics for the web as well as the creation of an Interactive website.

Prerequisite: ART 79, ART 81, and ART 84 or by departmental permission.

ART 88  Multimedia Design  4 studio 2 cr
Course will introduce current industry-standard multimedia software and aesthetic design. Course will expand upon prior design and software knowledge as applied to motion graphics. Students will be able to create personal multimedia portfolio presentations on CD-ROM, as well as business presentations and multimedia interfaces.

Prerequisite: ART 79 and ART 86 or by departmental permission.

ART 90  Graphic Design Project  4 studio 2 cr
This course encompasses both the development of a multi-faceted graphic design project and the production procedures necessary for projects to be printed professionally. Design projects will explore the creation of identity programs that will include multiple components. The interaction of design and production will be emphasized. Topics will include project management, understanding font utility programs and file preparation. How to produce reliable digital color proofs, create color separations and understanding color calibration will be covered.

Prerequisite: ART 86 or by departmental permission.

ART 91  Portfolio Seminar  4 studio 2 cr
A project based seminar wherein the development of professional portfolios, print and/or multimedia is the goal, along with job-seeking skills.

Prerequisite: ART 79, ART 81, ART 90.

Corequisite: ART 86.

ASTRONOMY
Department of Physics and Technology

AST 11  Stellar Astronomy  2 lect 1 rec 2 lab 4 cr
Early astronomy; astronomical coordinate systems; structure and evolution of the sun, stars and stellar systems; spectroscopy; the Milky Way and external galaxies; cosmological models and implications.

Prerequisite: MTH 03, or permission of the department.

Corequisite: ENG 02 or RDL 02 if required.

AST 12  Planetary Astronomy  2 lect 1 rec 2 lab 4 cr
History of astronomy; Structure of the universe; origin and evolution of the solar system including the sun, planets, and minor bodies; architecture of the solar system with emphasis on orbital motions, planetary surfaces, atmospheres and internal structures; the expanding universe.

Prerequisite: ENG 02 or RDL; MTH 03 or equivalent.

AUTOMOTIVE TECHNOLOGY
Department of Physics and Technology

ACS 11  Engine (Internal Combustion)  3 rec 5 lab 6 cr
Operation service procedures, diagnostic methods of an internal combustion engine. An internal combustion engine will be completely disassembled, inspected, precision measured repaired, reassembled and tuned up.

ACS 12  Brakes 1 rec 4 lab 3 cr
Construction, servicing and repair of both disc and drum brakes of the automobile.

ACS 13  Fuel Systems  2 rec 2 lab 3 cr
Fundamentals of design, operation and assembly of the automotive systems, integrated into repair service and overhaul of the essential components of the fuel systems.

ACS 14  Manual Transmission and Rear Axle  1 rec 4 lab 3 cr
Operation and service procedures for the automotive manual transmission and rear axle. A manual transmission and rear axle will be completely disassembled, inspected and reassembled.

ACS 21  Front Ends  2 rec 4 lab 4 cr
Diagnostic and service procedure, inspection, repair and alignment of the automobile's front end. The rear suspension system and steering gears will be developed and related to the front-end system.
ACS 22 1 rec 6 lab 4 cr
Automatic Transmission
Operation and service of most conventional automatic transmissions. An automatic transmission will be completely disassembled, inspected and reassembled.
Prerequisites: ACS 14.

ACS 23 2 rec 4 lab 4 cr
Heating and Air-Conditioning
Heating and air-conditioning system of an automobile. Emphasis on trouble-shooting and servicing the climate control system (heating and air-conditioning).

ACS 24 2 rec 2 lab 3 cr
Electrical Systems
Operation, service and repair of automotive electrical starting, lighting, generating and ignition systems.

II BIOLOGY
Department of Biology and Medical Laboratory Technology

BIO 11 2 lect 4 lab 4 cr
General Biology I
Chemical basis of life; cellular structure, function and reproduction; photosynthesis and cell respiration; human anatomy and physiology; plant structure and function.
Prerequisites: RDL 02 and ENG 02 if required.

BIO 12 2 lect 4 lab 4 cr
General Biology II
Continuation of BIO 11 with emphasis on plant and animal development; Mendelian and molecular genetics, evolution, animal and plant diversity and ecology.
Prerequisites: BIO 11.

BIO 15 2 lect 4 lab 4 cr
Ecology
The diversity of the animal kingdom with emphasis on ecology, behavior, phylogeny, with medical and economic implications for humanity.
Prerequisites: BIO 11.

BIO 18 4 lect 4 cr
Human Biology
Physiological study of the skeletal, muscular, integumentary, digestive, nervous, circulatory, excretory, respiratory, endocrine and reproductive systems of the human body; special senses.
Prerequisites: RDL 02 and ENG 02 if required.

BIO 21 3 lab 3 rec 4 cr
The Human Body
Anatomy and physiology of the integumentary, digestive, nervous, circulatory, excretory, respiratory, endocrine and reproductive systems of the human body; special senses.
Prerequisites: RDL 02 and ENG 02 if required.

BIO 22 2 lect 2 cr
Medical Terminology
Acquaintance with medical concepts, medical terms and scientific principles; various ailments and diseases; tests used in their analyses; treatments and therapeutic techniques for alleviation and cure. Required for Medical Secretarial Assistants.
Prerequisites: RDL 02 and ENG 02 if required.

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

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

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

BIO 43 2 lect 4 lab 4 cr
Microbiology
Introduction to basic microbiological concepts, including microbial structure, physiology, metabolism, genetics, growth and ecology; and applied microbiology.
Prerequisites: BIO 12 or BIO 24 and CHM 18.

BIO 44 2 lect 4 lab 4 cr
Diagnostic Microbiology
Advanced study of microorganisms with emphasis on diagnostic techniques for identifying pathogens. Included are morphological, cultural, biochemical, immunological and serological methods, and antibiotic testing.
Prerequisites: BIO 43.

BIO 46 1 lect 3 lab 2 cr
Clinical Techniques for Medical Personnel I
Use and care of such instruments as the microscope, sphygmomanometer, basal metabolator, electrocardiograph, sterilizer, centrifuge and balance; urinalysis--physical, chemical and microscopic tests.
Corequisites: BIO 18 or BIO 21, and BIO 22.

BIO 47 1 lect 3 lab 2 cr
Clinical Techniques for Medical Personnel II
Use and care of various medical instruments; sterile technique; analysis of blood--complete blood count, hematocrit, sedimentation rate, blood glucose.
Prerequisites: BIO 46.

BIO 50 2 lect 2 lab 3 cr
Biology, Bioethics and Law
Basic concepts on structure and function of the human body in conjunction with legal definitions and decisions, and ethical interpretations concerning biological/medical technology. Course includes material on contraception and sterilization, abortion, genetics, DNA manipulations, artificial insemination, in vitro fertilization, surrogate motherhood, death and dying, human experimentation, organ transplantation.
Required for paralegal students; elective in other curricula.
Prerequisites: RDL 02 and ENG 02 if required.
BIO 52 3 lab 4 cr
Immunology
Principles of humoral and cellular immunity. Immunological techniques for identification of infectious diseases and immune disorders; introduction to immunohematology (blood cell antigens) and tissue typing.
Prerequisites: BIO 12 and CHM 18, or department approval.

BIO 81 3 lab 4 cr
Introduction to Medical Laboratory Technology
Basics of clinical laboratory science, focusing on human physiology and diagnostic testing.
Prerequisites: BIO 11, CHM 17, or departmental approval.
Corequisites: CHM 18.

BIO 82 2 lab 4 cr
Clinical Hematology & Coagulation
Principles and practice of clinical laboratory techniques in hematology and coagulation: complete blood count, normal and abnormal smears, sedimentation rate and coagulation studies. Emphasis on both manual and automated techniques, principles and diagnostic implications.
Prerequisites: BIO 12, BIO 81 and CHM 18, or departmental approval.

BIO 83 2 lab 4 cr
Clinical Chemistry
Prerequisites: BIO 81, CHM 18, and MTH 13, or departmental approval.

BIO 84 1 lab 3 cr
Clinical Instrumentation
Principles of operation, maintenance, calibration and quality control of clinical laboratory instrumentation, e.g., spectrophotometers, ion-specific electrodes, electrophoresis and chromatography systems, cell counters. Clinical significance of abnormal findings will be discussed.
Prerequisites: BIO 83 or departmental approval.

BIO 90 4 cr
Clinical Internship*
One thousand hours of clinical laboratory training in a hospital laboratory. Placement for training is limited and cannot be guaranteed.
Prerequisite: Completion of all other requirements and department approval.

BIO 91 2 lab 3 cr
Biomedical Research I: Simulated Research/Symposium
Scientific method and diverse symposium experience. Students learn how to review scientific literature, evaluate research papers, write a scientific paper, present papers at design experiments. The symposium experience consists of visits to research laboratories, on-campus seminars with leading scientists and a national science conference.
Prerequisite: Admission to the REAP Program.

BIO 92 300 hrs lab 3 cr
Biomedical Research II: Particpatory Research
Students have the opportunity to be part of a research team by working with leading scientific researchers in well-known research laboratories.
Prerequisite: BIO 91 and admission to the REAP Program.

Exemption for MLT Courses
* Students who have acquired knowledge and skills in clinical work experience or through specialized training in the armed forces are eligible for exemption exams. After completing such exempt exams, students will be granted credit with grade and index valid for the appropriate courses. For further information, the student should consult the department chairman prior to registration.

BOTANY
Department of Biology and Medical Laboratory Technology
Enrollment in Botany is limited to students in the Ornamental Horticulture curriculum or with special permission of the department. Offered at the New York Botanical Garden. Sr. curriculum advisor, Dr. Annette Oppler.
BUSINESS

Business and Information Systems Department

IS 12 4 rec 3 cr
Multimedia Theory and Applications in Business
Provides a theoretical understanding of multimedia technologies and fundamentals of multimedia software design and development. Students produce multimedia packages in business applications and their areas of specialization.
Prerequisites: ENG 02 or RDL 02 if required; KEY 10 or equivalent skill level with permission of the department.

IS 13 4 rec 3 cr
Introduction to the Internet and Web Development
Introduction to using the Internet and World Wide Web (WWW) for business and general use. Emphasis on Internet tools which include E-mail, Chat rooms, Listservs, newsgroups, and Gopher as applied to business. Students utilize the use of the Internet by learning how to identify and access information resources on the WWW through browsing, navigating, searching, and retrieving business-related information. Design and development of business-related Web pages.
Prerequisites: ENG 01 or RDL 02 if required; KEY 10 or equivalent skill level with permission of the department.

IS 14 2 rec 2 lab 3 cr
Information Technology in Business
This course focuses on obtaining a fundamental knowledge of the capabilities of information technologies and the role of formation systems in business environments. Topics to be covered include business data communications, business formation systems in organizations, and features of application software such as database management.
Prerequisites: ENG 11, KEY 10 or equivalent skill level with departmental permission, and DAT 90.

IS 23 2 rec 2 lab 3 cr
Advanced Web Page Design and Development
This course introduces advanced concepts of the World Wide Web to increase interactivity and enhance the appearance and impact of a Web page. Topics to be covered include graphics, creative layouts, image maps, framed Web pages, and JavaScript.
Prerequisites: ENG 11, KEY 10 or equivalent skill level with departmental permission, and IS 13.

IS 31 2 lec 2 lab 3 cr
-Commerce
This course is structured to provide an understanding of the complexities of the marketplace for E-Commerce and the sign, maintenance, and administration of a Web-based Commerce site. It will also include identification of some Commerce sites that are currently utilized in business.
Prerequisites: BUS 13 and BUS 10.

US 10 3 rec 3 cr
Introduction to Business
Introductory survey course to acquaint students with business as a field of study. Analysis of the role of business in society with emphasis on how the business system operates. Functional areas of accounting, marketing, finance, business management and information systems.
Prerequisites: RDL 02 or ENG 02 if required.

BUS 11 4 rec 3 cr
Business Mathematics
Principals and problems of interest, bank discounts, purchase discounts, installment sales, payrolls, depreciation, profit distribution, taxes and insurance.
Prerequisite: MTH 01.
Corequisite: RDL 02 or ENG 02 if required.

BUS 21 3 lect 3 cr
Small Business Management
Basic principles of entrepreneurship, starting a business, financing, and issuing stock, personal selling, utilization of capital and business management are major topics.
Prerequisites: BUS 10, MKT 11.

BUS 31 3 rec 3 cr
Fundamentals of Warehouse Management
Basic concepts of warehouse and distribution operations management including customer service, receiving, storing, picking and shipping goods. Materials handling and logistics, which covers inventory control, order processing, and forecasting are covered, as well as various transportation topics such as categories of transportation, safety and sanitation, freight brokering, and claims. The course details loss reduction techniques, computerized systems, bar coding, warehouse configurations, conveyors, lift trucks, docking, refrigeration, and federal, state and local laws which govern warehousing.
Prerequisite: BUS 10; ENG 01 and RDL 01 if required.
Corequisite: ENG 02 or ENG 10 or RDL 02 if required; MTH 01.

BUS 32 3 rec 3 cr
Fundamentals of Inventory Management
This course covers basic concepts and techniques of inventory management, including inventory objectives and policies, independent demand inventory systems, inventory management tools and techniques, inventory management and financial analysis, physical controls in the warehouse environment, and distribution inventory planning and control (logistics).
Prerequisite: BUS 31; DAT 38; MTH 03.
Corequisite: ENG 02 or ENG 10 and RDL 02 if required.

BUS 33 3 rec 3 cr
Fundamentals of Logistics Management
This course will provide students with a broad overview of the functions performed at a distribution depot and the interactions among those functions, as well as interactions with customers and other agencies outside the depot. Topics covered will include depot functional areas, receiving, storage/warehousing, material issues, inventory processing, packaging, transportation, freight bill discrepancies, new programs/initiatives, and total asset visibility, electronic commerce/electronic data interchange (EC/EDI), and Distribution Standard System (DSS).
Prerequisite: BUS 31; MTH 03.
Corequisite: ENG 02 or ENG 10 and RDL 02 if required.
BUS 41 3 rec 1 lab 3 cr
Business Statistics
Introduction to statistical methods as a basis for decision-making and operations control in business, utilizing principles of probability, sampling error, estimation and the descriptive methods of frequency distribution, correlation, index number and time series analysis. Application to data pertinent to business and economic problems in such areas as accounting controls, production and marketing.
Prerequisite: Three years of high school mathematics or MTH 05;
Corequisite: ENG 02 or RDL 02 if required.

BUS 51 3 rec 3 cr
Business Organization and Management
An introduction to basic managerial concepts and practices. The nature of organizations and their relationships with external forces (social, economic, legal/political, competitive, technological and global) are explored. Key management functions, including decision-making, planning, organizing, directing and controlling are examined. Analytical and hands-on skills are further developed by introducing students to the application of mathematical models in the solution of managerial problems.
Corequisite: ENG 02 or RDL 02 if required and MTH 05 if required.

BUS 52 3 rec 3 cr
Organizational Behavior
This course explores the impact of individuals, groups, organizational structure, and the external environment on human behavior within organizations. A managerial perspective is established by examining how organizational behavior concepts are applied to improve performance in the workplace. Topics discussed include organizational design, corporate culture, motivation and reward systems, leadership, group dynamics, and decision-making.
Prerequisite: BUS 51.

BUS 53 3 rec 3 cr
International Management
This course introduces the student to concepts and techniques employed in managing multinational organizations. It provides a basic understanding of the challenges confronted by management and the knowledge needed to operate successfully in global markets. The impact of rapidly changing cultural, political, legal, technological, and competitive forces on key managerial functions is also examined.
Prerequisite: BUS 51.

CHM 02 1 rec 2 lect 2 lab 0 cr
Introduction to Chemistry*
Introduction to types of matter, elements, compound, formulas, equations, use of arithmetic for chemical problem-solving, nomenclature, atomic structure and chemical bonding. Basic laboratory skills.
Corequisites: MTH 03 or 05 and RDL 02 or by departmental approval.

CHM 10 3 rec 3 lab 4 cr
Chemistry in Everyday Life
An elementary course for Liberal Arts and other non-science students which shows the significant role that chemistry plays in our everyday lives. Topics include, in addition to applications of basic principles, pollution and the environment, proteins, chemicals of food, poisons, toxins, drugs, chemicals and the mind. Laboratory provides laboratory experience which illustrates relevant ideas in the lecture. It fulfills the laboratory science requirement for business, education associate and liberal arts students.
Corequisites: ENG 02 or RDL 02 if required.

CHM 11 1 rec 2 lect 3 lab 4 cr
General College Chemistry I* Fundamentals and principles of chemistry, aspects of atomic structure and bonding, mathematical calculations, states of matter, solutions. Laboratory: chemical techniques and principles.
Prerequisites: Placement Exam or CHM 02; and MTH 03 or MTH 06.

CHM 12 1 rec 2 lect 3 lab 4 cr
General College Chemistry II Solutions, kinetics, equilibria, electrochemistry, properties of non-metallic and metallic elements, nuclear chemistry, organic chemistry. Laboratory: chemical techniques and qualitative analysis. (Chemistry and other science majors may choose either CHM 12 or CHM 22 in the second semester.)
Prerequisite: CHM 11.

CHM 13 3 rec 3 cr
Chemistry in Daily Living
An elementary course for students in a curriculum which requires only a 3-hour science course. The course shows the significant role that chemistry plays in our everyday lives. In addition to applications of basic principles, topics include pollution and the environment, proteins, chemicals and food, poisons, toxins drugs, chemicals and the mind.
Corequisite: ENG 02 or RDL 02 if required.

CHM 17 1 rec 2 lect 3 lab 4 cr
Fundamentals of General Chemistry I
Introductory course in general chemistry, atomic theory, formulas and equations, electron configurations, periodic table, chemical bonding, molecular structure, calculations, gas, liquid and solid states, solutions. Laboratory exercises illustrate principles of course and laboratory techniques.
Prerequisites: Placement exam or CHM 02; and MTH 03 or MTH 06; and RDL 02.

CHM 18 1 rec 2 lect 3 lab 4 cr
Fundamentals of General Chemistry II
Continuation of CHM 17. Ionic reactions; acid-base theory, pH, chemical equilibria, structure, nomenclature and properties of hydrocarbons, alcohols, ethers, carboxyls, aldehydes, fats, lipids, amino acids, and proteins, carbohydrates.
Prerequisite: CHM 17.

above curricula are required to take CHM 02. This course is not intended for non-science Liberal Arts students.

*Required for students in Engineering Science and other science curricula. This course is not intended for non-science Liberal Arts students.
General Chemistry II with Qualitative Analysis
Prerequisite: CHM 11.

CHM 27
Principles of Laboratory Safety
Presents the basic concepts of laboratory safety. Topics covered include legal issues, chemical and biological hazards, storage, laboratory design, and emergency responses.
Prerequisite: CHM 11 or CHM 17.

CHM 31
Organic Chemistry I
Structure, nomenclature, properties and reactions of organic compounds including electronic theory and mechanism. Laboratory: preparation, purification and identification of representative organic compounds.
Prerequisites: CHM 12, 18 or CHM 22.

CHM 32
Organic Chemistry II
Organic Spectroscopy (IR, NMR, UV, etc.), electronic theory applied on conjugated and aromatic systems, physical and chemical properties of the main classes of organic molecules; aromatics, alcohols, aldehydes and ketones, acids, amines, nitriles, peptides, carbohydrates.

CHM 33
Quantitative Analysis
Theory and laboratory methods of qualitative chemical analysis with laboratory determinations employing gravimetric and titrimetric (volumetric) methods, including acid-base, precipitation and oxidation-reduction reactions; use of chelating agents and analytical instruments.
Prerequisite: CHM 22.

CHM 37
Quantitative Instrumental Analysis
 Covers basic discussions of the theory, operation and analytical applications of spectroscopy and chromatography. This course begins to develop expertise in techniques involving the operation of many common laboratory instruments and how they are used in quantitative analysis with specific applications in the pharmaceutical field.
Prerequisite: CHM 22.

CHM 38
Computer Applications in Chemistry
Introduction to computer applications in chemistry including: ChemOffice, Excel, PowerPoint, Internet searches and research, and molecular modeling programs.
Prerequisites: CHM 11 or CHM 17.

CHM 39
Foundations of Pharmaceutical Process Technology
Discusses the wide variety of products generated by the US pharmaceutical and chemical process industry; focuses on changing government regulations, environmental health and safety issues, and changing technologies. Provides knowledge of the chemical technician's role in the pharmaceutical and chemical process industry.
Prerequisite: CHM 22.

CHM 40
Pharmaceutical and Chemical Technology
Introduction to chemical processes and methods currently used in industry, including fluid flow, heat transfer, plant utilities, distillation, extractions, crystallization, filtration, drying, etc. Students will also investigate current topics and technology applications. Students choose a current method and write a comprehensive review for its use and applications. Some fieldwork investigations, library or computer investigations may be required.
Prerequisite: CHM 39.

COMMUNICATION
Department of Communication Arts and Sciences

CMS 01
Basic Spoken English for the Non-Native Speaker
Introduction to basic spoken English through the study of sounds, vocabulary, and grammar. Oral exercises and practice.
Prerequisite: Permission of department required.

CMS 09
Speech Clinic
Clinical program of speech therapy for organic and functional disorders such as lip, stuttering and related articulatory difficulties. Students are assigned on the basis of Speech Placement Screening, diagnostic interview, or referral by department faculty. Required course for students where evaluation indicates need.

CMS 10
Phonetics
Study of contemporary American English through phonetic analysis; practice in broad and narrow transcription, using the International Phonetic Alphabet, and exercises designed to develop auditory and kinesthetic sensitivity to phonetic distinctions.

CMS 11
Fundamentals of Interpersonal Communication
Dynamics of communication through examination of theory and discussion. Designed to provide understanding of communicative processes; opportunities for each student to experiment with personal communicative activity.
Prerequisites: ENG 01 and RDL 01 if required;
Corequisites: ENG 02 or ENG 10 or RDL 02 if required.
<table>
<thead>
<tr>
<th>COURSE DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMS 12</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
</tr>
<tr>
<td>CMS 20</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
</tr>
<tr>
<td>Corequisites:</td>
</tr>
<tr>
<td>CMS 22</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
</tr>
<tr>
<td>Corequisites:</td>
</tr>
<tr>
<td>CMS 26</td>
</tr>
<tr>
<td>CMS 41</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
</tr>
<tr>
<td>CMS 42</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
</tr>
<tr>
<td>CMS 60</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
</tr>
<tr>
<td>CMS 61</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
</tr>
<tr>
<td>Corequisites:</td>
</tr>
<tr>
<td>CMS 62</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
</tr>
<tr>
<td>CMS 68</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
</tr>
<tr>
<td>Corequisites:</td>
</tr>
<tr>
<td>CMS 75</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
</tr>
<tr>
<td>CMS 76</td>
</tr>
<tr>
<td>CMS 81</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
</tr>
<tr>
<td>CMT 10</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
</tr>
<tr>
<td>Corequisites:</td>
</tr>
<tr>
<td>CMT 12</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
</tr>
<tr>
<td>CMT 14</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
</tr>
</tbody>
</table>
### Media Projects Lab

Students utilize knowledge and skills accumulated in the prerequisites to produce a meaningful, complete media project in one or a combination of principle media formats studied in the curriculum, including scripting, storyboarding and standard production processes. Completed project should be suitable for display in a job portfolio. All production materials are to be paid by the students. Explanation: Even though the A.A.S. in Media Technology is a terminal degree, some students go on to a four-year college that requires a production reel. CMT 53, Media Projects Lab, will enable students, under the guidance of professionals, to create either a reel or film/video suitable for use as a portfolio.

**Prerequisite:** CMT 33 and department permission.

---

### Computer Literacy

**CPL 11 Computer Literacy**

Introduction to computer fundamentals for academic and professional use. Students will be introduced to the operational components of computers such as hardware, software, and use of the Windows Operating System. Students will receive hands-on experience using popular software and E-mail as well as acquire basic Internet skills necessary for research and term paper preparation. Ethical issues in computing will also be addressed. **This course is open only to non-business majors.**

**Prerequisite:** ENG 01 or RDL 01 if required.

### Computer Science

**CSI 30 Discrete Mathematics I**

Introduction to mathematical methods in computer science. Topics include basic concepts of mathematical logic, set theory, elementary number theory, counting methods and probability, and informal proof.

**Prerequisites:** MTH 06

**Corequisites:** ENG 02 and RDL 02 if required.

**CSI 31 Introduction to Computer Programming I**

Introduction to computer systems and computer logic; techniques of structured programming; data representation; basic algorithm design and implementation in a modern structured language (e.g., C++); computer solutions to problems taken from engineering, science, physics, mathematics, business and other applications.

**Prerequisites:** CSI 30 and ENG 02 and RDL 02 if required.

**Corequisites:** MTH 01, MTH 02, MTH 10, or MTH 11.

**CSI 32 Introduction to Computer Programming II**

Continuation of CSI 31. Introduction to object-oriented programming including encapsulation, polymorphism, and inheritance; class templates; recursion and recursive analysis; analysis of algorithms, program style; documentation of programs; debugging; development of major projects.

**Prerequisites:** CSI 31 and ENG 02 and RDL 02 if required.

**CSI 33 Data Structures**

Introduction to data structures and algorithms for developing solutions to various computational problems for sorting and searching large collections of data. Topics include container classes, pointers and dynamic arrays, linked lists, stacks, queues, and trees.

**Prerequisites:** CSI 32, and ENG 02 and RDL 02 if required.
CSI 35  
Discrete Mathematics II  
Introduction to the theory and application of abstract mathematical structures, the design and analysis of algorithms modeling of mathematics and other disciplines. Topics selected from relations, partial orderings, graphs and trees, mathematical reasoning, and methods of proof.  
Prerequisites: CSI 30, and ENG 02 and RDL 02 if required.

**COURSE DESCRIPTIONS**

**COOPERATIVE EDUCATION**  
Department of Student Development

CWE 31  
Cooperative Work Experience I  
Under the supervision of the Career Development Director, students are placed in internships designed to provide them with supervised work experience in their respective majors. Students must have approval from their respective academic departments to enroll in the CWE course. Students enrolled in the CWE course must also complete 210 internship hours as part of their grades for the CWE course. All interns are expected to fulfill the requirements of their CWE instructors and approved work experience supervisors.

Prerequisite: Fully matriculated students who have completed 30 degree credits (45 credits for Paralegal Students) with an overall G.P.A. of 2.00 or permission from their respective academic department.

**DATA PROCESSING**  
Business and Information Systems Department

DAT 10  
Computer Fundamentals and Applications  
Introduction to computers and their use in information processing. Topics include hardware and software concepts, elements of system analysis, system design and management information systems. Emphasis on computer usage, programming skills and use of application programs involving word processing, spreadsheets, and data base management.

Prerequisites: RDL 02 or ENG 02 if required; MTH 03 or MTH 05.

DAT 30  
Introduction to Computer Fundamentals and Programming  
Introduction to data processing equipment and operation; basic elements of electronic data processing, input, processing, storage, and output; flow-charting, numbering systems and business programming applications. Introduction to BASIC language programming in both a lecture and laboratory setting.

Prerequisites: RDL 02 or ENG 02 if required; MTH 03 or MTH 05.

DAT 33  
Microcomputer Applications  
Provides "hands-on" experience with microcomputers through use of an integrated software system with word processing, spreadsheet analysis, database management and graphics components.

Prerequisite: RDL 01 or ENG 01 if required.

DAT 35  
Basic Language Programming  
BASIC is the major language utilized in microcomputer based business applications programming, as well as PC/DOS concepts and facilities. BASIC language system commands and instructions are taught. Students learn to write programs which create sequential, indexed and direct files and to retrieve, update and replace records; BASIC functions and graphics.

Prerequisite: DAT 30 or department approval.

DAT 36  
Microcomputer Spreadsheet Applications  
The lab portion involves "hands on" training to design and implement financial and other applications. Includes development of personalized menus, use of MACRO capabilities, functions, and graphics. The lecture portion involves the business use of spreadsheets. Illustrations of business use as well as case work will be addressed.

Prerequisite: DAT 30 or DAT 33.

Corequisites: ACC 11 or departmental permission.

DAT 38  
Microcomputer Database Applications  
The lab portion involves converting file design, simple and complex data entry, like sorting and indexing, editing and modifying databases, and report generation. The lecture portion involves the business of databases. Illustrations of business uses as well as case work will be addressed.

Prerequisite: DAT 30 or DAT 33 or departmental permission.

DAT 40  
COBOL Programming  
Introduction to COBOL programming utilizing the IBM/360. Problems are assigned and students are required to flow chart, code, debug, test, and document their solutions. Applications in accounting, inventory control, retailing, and other record-keeping operations.

Prerequisite: DAT 30 or permission of department.
DAT 41  
3 lect 2 lab 3 cr  
Assembly Language Programming  
Techniques of writing computer programs in Basic Assembly language, a symbolic language. This includes data representation, operation codes, direct and indirect addressing, development of data files and use of macro instructions. Students are assigned several programs to demonstrate their programming ability.  
Prerequisite: DAT 40 or PHY 61 or CSI 31 or permission of department.

DAT 43  
3 lect 2 lab 3 cr  
Advanced COBOL Programming  
Designed to present concepts of magnetic tape and direct access processing, and programming methods used for these devices. ANSI COBOL and programming techniques taught will be usable on almost all computers. Topics cover data definitions, data usage in mixed modes, data conversion, decimal point alignment, sign control and subscripting, concepts of magnetic tape processing, sequential life updating, DASD sequential file processing, DASD indexed sequential file processing, COBOL subroutines, program overlays and segmentation. Use of Report Writer feature.  
Prerequisite: DAT 40.

DAT 44  
2 rec 2 lab 3 cr  
High Level Programming Language for Business  
Provides a foundation for the application of a high level programming language such as C++ in a business context. Students learn how to code and compile programs using fundamental tools of a high level programming language. Hands on experience to run and debug programs using different business applications. Designed for programming and systems majors only.  
Prerequisite: DAT 40 or DAT 35.

DAT 46  
2 rec 2 lab 3 cr  
Operating Systems  
Course develops an understanding of environment in which computing takes place. It provides students with an understanding of the role of operating systems in the control of various computer systems. Students also learn to use Job Control (JCL) to interface with the system enabling the successful execution of applications programs. Skills in using system utility programs are developed.  
Prerequisite: DAT 35.

DAT 47  
2 lec 2 lab 3 cr  
JAVA Programming  
An introduction to Web-based application programming, using JAVA language, which is based in C/C++, but completely object-oriented and platform-independent, to create interactive/dynamic Web pages. Students familiar with the format and syntax of a programming language will develop scripts designed to be executed over the internet within WEB browsers, as well as stand-alone applications.  
Prerequisite: DAT 44 or departmental permission.

EARTH SYSTEMS AND ENVIRONMENTAL SCIENCE  
Department of Chemistry and Chemical Technology

ESE 11  
2 lec 1 rec 3 lab 4 cr  
Earth Systems Science: The Earth  
Introduces the scientific method in geology and basic concepts of geology. Topics covered include materials, structures and surface features of the earth, oceans, and the processes that have produced them.  
Prerequisite: ENG 02, RDL 02 if required.  
Corequisite: MTH 03.

ESE 12  
2 lec 1 rec 3 lab 4 cr  
Earth Systems Science: The Atmosphere  
An introduction to the processes and phenomena of our atmosphere. Topics include clouds, sky color, storms, climates, Ice Ages, and the greenhouse effect. Students will also be introduced to the science of weather forecasting using the BOC weather station.  
Prerequisite: ENG 02, RDL 02 if required.  
Corequisite: MTH 03.

ESE 21  
2 lec 1 rec 3 lab 4 cr  
Earth Systems Science: The Environment  
This course provides a look at the earth system as a whole. Emphasis will be on the interrelation among biological, geological, climatological and human systems on continental and global scales. The links among these systems will be illustrated by present day processes and by the geologic record of scaled events in Earth system history. The course will include computer-based exercises and will also rely on Internet resources. Projects, papers, and presentations will be required.  
Prerequisite: ESE 11 or ESE 12.

ECONOMICS  
Department of Social Sciences

ECO 11  
3 rec 3 cr  
Microeconomics  
Nature of the market system via supply and demand; analysis of prices, costs and profits for various firms and markets. Applying economic theory to policy issues such as wage determination, discrimination, education, unionization, government intervention, rent control and employment of resources. (May be taken before or with ECO 12.)  
Corequisite: ENG 02 or RDL 02 if required.

ECO 12  
3 rec 3 cr  
Macroeconomics  
Analysis of economic growth and determination of domestic output, employment, and income; examining GDP, price index, the business cycle, unemployment, and theories/effects of inflation. Exploring differences between Classical and Keynesian Economics via consumption, savings, investment, and the interest rate. Evaluating government fiscal policy and monetary policy. Studying Federal Reserve System and role of money and banking. (May be taken before or with ECO 11.)  
Corequisite: ENG 02 or RDL 02 if required.
ECO 15  History of Economic Thought*  3 rec  3 cr

ECO 31  Economics of Labor*  3 rec  3 cr

ECO 71  Economics of Developing Areas*  3 rec  3 cr

*Not offered on a regular basis. Course descriptions available upon request.

EDUCATION
Department of Education and Reading

All EDU courses are knowledge and competency based, enabling students to acquire teaching abilities.

EDU 10  Child Study—Birth to Grade 6  3 rec  3 cr

Designed to provide opportunities to analyze and apply theories and research findings to all educational aspects of development from birth through childhood; to examine multicultural, multilingual, inclusive settings and classroom management techniques; to plan educational activities for diverse populations and contrasting social and economic environments based on child study and learning theories; and to write and present a case study. The use of technology is introduced as appropriate. Requires visits to early childhood and childhood learning settings with diverse socioeconomic populations in order to apply systematic observation techniques. The case study will be part of each student's academic portfolio.

Prerequisites: ENG 02 and RDL 02.
Prerequisite or Corequisite: PSY 11.

EDU 12  Contemporary Urban Education—Birth to Grade 6  3 rec  3 cr

Designed to study the structure of the American public education system with special emphasis on the bilingual, multicultural and special educational aspects of contemporary urban education as early childhood and childhood levels. Course includes historical overview of public education; topics focusing on reducing the widening achievement gap among diverse urban school populations; promoting equitable educational opportunities for minorities and school populations-at-risk with an emphasis on the structure of schools; and factors that promote more effective teaching and effective schools. The use of technology is introduced as appropriate. Requires visits to early childhood and childhood classrooms with diverse socioeconomic populations, and contributions to each student's academic portfolio.

Prerequisites: ENG 02 and RDL 02.

EDU 15  Reading and Other Language Arts for the Early Childhood and Elementary Years  3 rec  3 cr

Understanding how children acquire and develop reading and language skills; knowledge of language arts literature; understanding of psychological principles underlying language arts instruction; knowledge of instructional technologies for application to the elementary reading and language arts classroom.

Prerequisite: EDU 10.

EDU 16  Literacy in Early Childhood Education—Birth to Grade 2  3 rec  3 cr

Designed to provide an understanding of the multiple ways young children develop language and literacy; to review psychological principles underlying current models in literacy instruction; to plan literacy activities to engage the learner in the use of word study, comprehension and problem solving strategies; to understand the interconnection of the family and the learning environment; and to develop an awareness of various genres and the reading interests of children. Project related to assessment of language and literacy development are assigned. The use of technology is introduced as appropriate. Requires visits to early childhood and childhood learning environments with diverse socioeconomic populations and contributions to each student's academic portfolio.

Prerequisite or Corequisite: EDU 10.

EDU 17  Literacy in Childhood Education—Grades 1-6  3 rec  3 cr

Designed to provide an understanding of the multiple ways children develop language and literacy; to review psychological principles underlying current models in literacy instruction; to plan literacy activities to engage the learner in the use of word study, comprehension and problem solving strategies; to understand the interconnection of the family and the learning environment; and to develop an awareness of various genres and the reading interests of children. Project related to assessment of language and literacy development are assigned. The use of technology is introduced as appropriate. Requires visits to early childhood and childhood learning environments with diverse socioeconomic populations and contributions to each student's academic portfolio.

Prerequisite or Corequisite: EDU 10.

EDU 18  Literacy in a Spanish Bilingual Program  3 rec  3 cr

Designed to enable students to acquire strategies and knowledge of implementing the New York State and New York City learning and performance standards in the native and English language arts and in the acquisition of a second language. Competencies: Understanding how young children acquire and develop language through literature; knowledge of psychological principles underlying current standards-based instruction in language arts and English as a second language (ESL); knowledge of ESL instructional materials and methods; ability to apply literacy skills in a literature-based program; and the ability to apply observation and analysis skills to the development of critical thinking and language development in literature. The use of technology is introduced as appropriate. Requires visits to bilingual early childhood and childhood learning environments with diverse socioeconomic populations, and contributions to each student's academic portfolio.

Prerequisites or Corequisites: EDU 10 and SPN 13.

EDU 24  Child Care Seminar I*  3 rec  3 cr

Interaction among parents, staff, and children; historical and philosophical background; planning an educational program for the physical environment of the classroom; instructional materials and activities; child and parent adjustment to the school situation; handling negative child behavior.

Required for students interested in Child Care. Prerequisite or Corequisite: EDU 10.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DU 25</td>
<td>Child Care Seminar II**</td>
<td>Continuation of EDU 24. Play activities; devising activities to meet children's growth needs; involving parents in the school program; planning and conducting parent conferences and meetings; working as part of a group; evaluation of own performance and of class performance; child care services and sources; and knowledge of useful references. Prerequisites: EDU 24.</td>
</tr>
<tr>
<td>DU 26</td>
<td>Human Relations in Urban Schools</td>
<td>Emphasis on the relationship between the growth of creativity in young children and the major theories of child development. Emphasis on the role of imagination, play, sensorial learning, and aesthetic experiences in classroom activities. Projects related to the implementation of instructional and assessment strategies are assigned. The use of technology is introduced as appropriate. Requires visits to early childhood and childhood classrooms with diverse socioeconomic populations, and contributions to each student's academic portfolio. Other field experiences may include visits to children's museums and/or other cultural arts venues in the New York Metropolitan area. Prerequisite or Corequisite: EDU 10.</td>
</tr>
<tr>
<td>DU 30</td>
<td>Care and Needs of the Handicapped*</td>
<td>Legal definitions of categories of the handicapped; representative programs and approaches in teaching the handicapped; medical, psychological, and sociological factors associated with being handicapped and their educational implications; services and resources for the educational treatment of the handicapped; current issues; problems, and research regarding the handicapped. Prerequisite or Corequisite: EDU 10.</td>
</tr>
<tr>
<td>EDU 31</td>
<td>Introduction to Learning Problems**</td>
<td>Diagnostic-prescriptive teaching; learning modalities; organization and management of the learning environment; materials and procedures; evaluation of learning activities; and knowledge of useful references. Prerequisites: EDU 30.</td>
</tr>
<tr>
<td>EDU 40</td>
<td>Field Work Seminar- Birth to Grade 6</td>
<td>Individual and small-group teaching experiences under professional supervision in an accredited school or agency. Periodic meetings with BCC faculty supervisor. Students must demonstrate competencies pertaining to general knowledge expected of those who completed the Education sequence; and be able to plan educational activities for culturally diverse populations and children with special needs. Students' dispositions and instructional strategies will be assessed. The use of technology is introduced as appropriate. Students will make contributions to their academic portfolio. Prerequisites: EDU 10; EDU 12 or EDU 26. Corequisites: All other education courses and permission of department.</td>
</tr>
<tr>
<td>ELC 11</td>
<td>DC Circuit Analysis</td>
<td>Resistance: Ohm's Law, Kirchhoff's laws, networks with DC current and voltage sources, branch-current analysis, mesh and nodal analysis, superposition. Thévenin's, Norton's maximum power theorems, capacitance and inductance. Use of basic test instruments. Corequisite: MTH 06.</td>
</tr>
<tr>
<td>ELC 13</td>
<td>Computer Applications in Telecommunications</td>
<td>Introductory course in basic computer orientation and implementation of hardware and software applications in telecommunications. Students use various software packages to create documents, spreadsheets, graphs, databases, and presentations with lectures, interactive learning and demonstrations. Laboratory exercises required. Corequisite: MTH 10.</td>
</tr>
<tr>
<td>ELC 15</td>
<td>Computer Applications in Technology</td>
<td>Introductory course in basic computer orientation and implementation of hardware and software applications in technology. Students will use various software packages to create documents, spreadsheets, graphs, databases, and presentations. Students will utilize this knowledge to solve problems and transfer information via electronic media. Lectures, interactive learning, and demonstrations will be employed. Laboratory exercises will be required. Corequisite: MTH 05.</td>
</tr>
</tbody>
</table>
ELC 18 1 lect 2 lab 2 cr
Computer Programming for Engineering Technology
Introduction to computer programming using a visual programming language. The student is introduced to the concepts of application development, user interface design, program development methodology, structured programming, and object-oriented programming. Projects relevant to electrical and electronic circuits are developed to emphasize areas of problem-solving methods, modeling, data analysis and graphing, and interfacing.
Pre-requisites: ELC 15.
Corequisites: MTH 08.

ELC 21 3 rec 3 lab 4 cr
AC Circuit Analysis
Sinusoidal waveform, phasor quantities, impedance, Kirchhoff’s laws, network theorems, power, frequency response of RC and RL circuits, and resonance. Laboratory hours complement class work.
Pre-requisites: ELC 11.
Corequisites: MTH 13 and RDL 02 or ENG 02 if required.

ELC 25 3 rec 3 lab 4 cr
Electronics I
Trains students in the physical principles underlying current carriers in semiconductor materials; static and dynamic characteristics of diodes and transistors; biasing methods and concepts of amplification; analysis of basic BJT and FET circuits; frequency response of one and two stage amplifiers; troubleshooting; analysis by computer simulation.
Pre-requisites: ELC 11.

ELC 31 3 rec 3 lab 4 cr
Circuit Analysis
Trains students in the application of Ohm’s law, Kirchhoff’s laws, Thévenin’s and Norton’s theorem, and superposition to the analysis of DC and AC passive circuits including R-L-C circuits, impedances, phase angles, resonance, and transformers.

ELC 94 3 rec 3 lab 4 cr
Laser and Fiber Optic Communications
Trains students to understand fiber optic technology and to provide the necessary skill for handling, installing, and maintaining optical communication systems. Topics include principles of light and lasers, optical fiber and its properties, fiber fabrication and cable design, optical sources and the injection laser diode, photo detectors, modulation schemes for fiber optics, practical optical transmission and receivers, installation and testing of fiber systems, troubleshooting of test circuits and analysis by computer simulation.
Pre-requisites: PHY 22, ELC 35, ELC 81.
Corequisites: ELC 81.

ELC 96 3 lect/3 rec 3 lab 4 cr
Digital Electronics
Prepares students in digital electronics with topics related to number systems and codes, logic functions, and Boolean algebra. IC building blocks are used in applications ranging from logic gates to flip-flops, counters, registers and arithmetic circuits. Algebraic reduction and mapping are used to minimize Boolean expressions and combinational logic circuits. Computer simulations of digital circuits will be used to verify actual hardware setups.
Pre-requisites: ELC 11.

ELC 97 3 lect/rec 3 lab 4 cr
Microprocessor System Design
Classification and examination of various types of microprocessor structures, different types of memories, input-output and interface devices and their applications. Interrupt techniques and their applications are also investigated. Laboratory, hands-on work using various programming and firmware techniques, and interfacing of analog and digital circuits.
Pre-requisites: ELC 18, ELC 96.

ENGLISH
Department of English

All courses offered by the English Department include composition. In courses providing a fourth con/rec hour, the teacher will use that hour for instructional purposes.

The CUNY/ACT Basic Skills Tests in Writing and Reading are required before registering for an English course.

A student may not register for ENG 11 unless he or she has passed both the CUNY/ACT Writing and the CUNY/ACT Reading Skills Assessment Tests.

A student who has completed the semester’s work but has failed the same noncredit course (e.g. ENG 01 or 02) twice, may choose not to take the same course a third time. The student may choose to report to the Department of English Office so that he or she may be placed in a rigorous tutorial program.

ENG 01 4 rec 0 cr
Developmental Writing I
Extensive writing practice in response to readings. Review and practice of basic principles of grammar and usage, with emphasis on sentence structure and various mechanical aspects of writing. Focus on writing problems such as sentence fragments, sentence misconstruction, lack of subject-verb agreement, faulty use of pronouns, misspellings, and awkwardness in punctuation. Helps students write effective paragraphs and essays.

For students with a combined score of 5 or less on CUNY/ACT Writing Skills Assessment Test.
ENG 02  4 rec  0 cr
Developmental Writing II
Extensive writing practice in response to readings, with
emphasis on paragraph development and unity. Students
learn to develop paragraphs through styles such as narration,
illustration, comparison-contrast, process, cause and effect,
and argumentation. Helps the student to write effective para-
graphs/essays in preparation for ENG 11. Includes review of
grammar and usage.
Prerequisite: ENG 01. If required, and for students with a combined
score of 6 on the CUNY/ACT Writing Skills Assessment Test.

ENG 09  4 rec  0 cr
Writers' Workshop for ESL Students
Intensive review and practice of English. Development of
increased proficiency in academic writing; paragraph and
essay structure and grammar. In-depth reading program to
enhance vocabulary and comprehension skills.
Prerequisite: ESL 03, or placement on the ENG 09 level.
Successful completion of this course is equivalent to successful com-
pletion of ENG 01.

ENG 10  5 rec  1 conf/rec  3 cr
Written Composition and Skills
A review of ENG 02 material emphasizing paragraph devel-
oped and unity. Emphasis on argumentation, cause and
result, and other rhetorical modes to prepare students for the
ENG 11 component; practice in expository writing and non-
fiction reading, and preparation for a library research project
utilizing the rudiments of documentation.
Prerequisite: Combined score of 6 on the CUNY/ACT Writing
Skills Assessment Test and a passing score on the CUNY/ACT
Reading Skills Assessment Test; or with Chairperson's permission.
Successful completion of this course is equivalent to successful com-
pletion of ENG 11.

ENG 11  3 rec  1 conf/rec  3 cr
Fundamentals of Written Composition I
Fundamental principles of organization and grammar; practice in
expository writing; selected readings, mainly non-fiction;
approximately eight papers required; one research project
gaining library resources and the rudiments of documentation.
Prerequisite: A passing score on the CUNY/ACT Writing Skills
Assessment Test and a passing score on the CUNY/ACT Reading
Skills Assessment Test.

ENG 11 is a prerequisite for all subsequent
English courses.

ENG 12  3 rec  1 conf/rec  3 cr
Fundamentals of Written Composition II
Continued study and application of the principles of organiza-
tion and rhetoric; expository writing based on non-fiction
readings; development of critical thinking. Research paper
required.
Prerequisite: ENG 11. It is highly recommended that Liberal Arts
students take ENG 12 before any other English elective.

ENG 14  3 rec  1 conf/rec  3 cr
Written Composition and Prose Fiction
Continued emphasis on the writing of clear, effective expo-
sitory prose based on readings in short stories and novels.
Research paper required.
Prerequisite: ENG 11.

ENG 15  3 rec  1 conf/rec  3 cr
Written Composition and Drama
Continued emphasis on the writing of clear, effective exposi-
tory prose based on readings in world drama. Research paper
required.
Prerequisite: ENG 11.

ENG 16  3 rec  1 conf/rec  3 cr
Written Composition and Poetry
Continued emphasis on the writing of clear, effective exposi-
tory prose based on readings in poetry. Research paper
required.
Prerequisite: ENG 11.

ENG 23  3 rec  1 lab/rec  3 cr
Scientific and Technical Writing
Study and practice of various types of writing in scientific, busi-
ness and technological disciplines, including abstracts,
progress reports, description of a process, technical propos-
tals, technical reports and business documents such as mem-
oranda, letters, and resumes. Course includes one laboratory
hour of instruction in business and technical software appli-
cations. (Liberal Arts students must have written permission of
Department Chairperson.)

Prerequisite: ENG 11.

ENG 53  3 rec  3 cr
The Black Writer in American Literature

ENG 54  3 rec  1 conf/rec  3 cr
Black Poetry

ENG 56  3 rec  3 cr
Children's Literature
Discussions and lectures on history, development, and criti-
cal evaluation of children's literature (including works from
other cultures in translation). Children's literature will be con-
sidered through multiple critical approaches, including gender,
cultural and psychological criticism. One research project as
well as other written work will be required, including the oppor-
tunity to write a work for children.

Prerequisite: ENG 11.

ENG 61  3 rec  3 cr
Shakespeare
Introduction to plays of Shakespeare. Representative
tragedies, comedies, and histories are read and analyzed.
Poetic and dramatic techniques and the Elizabethan theatre
are studied. Critical or research paper required.
Prerequisite: ENG 11 (and ENG 12 where required) and ENG 14
and/or 15.

ENG 65  3 cr
Honors Elective: Independent Research
To involve the intellectually aware, creative student in the in-
depth analysis of some phase of English through indepen-
dent research. Each student will work closely with the
instructor, receiving guidance in research techniques, organi-
zation bibliography in the specific area, and preparing drafts of
the honors paper.
Prerequisite: Better average in several previous English courses
taken at BCC and the written approval of a full-time instructor in the
English Department and the chairperson.

*Not offered on a regular basis. Course descriptions available
upon request.
ENG 72 3 rec 3 cr
The Bible as Literature
Study of the prime Biblical narratives as well as chief poetic and wisdom sections of both Old and New Testaments, including the Apocrypha. Biblical texts to be read in English. Students write short themes on both texts and their scholarly critiques on these texts.
Prerequisites: ENG 11.

ENGLISH AS A SECOND LANGUAGE
Department of English
ESL 01 8 rec 0 cr
English as a Second Language — Basic
For students whose native language is not English. Intensive program for beginning level students for development of English language skills. Builds oral and written control of basic grammatical structures, and listening and reading comprehension.
ESL 02 6 rec 0 cr
English as a Second Language — Intermediate
For students whose native language is not English. Builds oral control of grammatical structures, listening comprehension, and the ability to write grammatically acceptable, well-constructed paragraphs and short essays.
Prerequisites: ESL 01 if required, or placement on the ESL 02 level.
ESL 03 6 rec 0 cr
English as a Second Language — Advanced
For students whose native language is not English. Builds control of advanced grammatical structures and develops ability to write various forms of expository compositions.
Prerequisites: ESL 02 if required, or placement on the ESL 03 level.

ENVIRONMENTAL TECHNOLOGY
Department of Chemistry and Chemical Technology
ENV 11 2 lect 1 rec 3 lab 4 cr
Introduction to Environmental Health
This course provides a basic understanding of widespread health problems that are linked to environmental and occupational health hazards. Students become familiar with the identity and sources of air and water pollutants, the routes of entry of these pollutants into the body and the harmful effects of these pollutants. Laboratory exercises familiarize students with methods of air, soil and water analysis. Field trips provide first-hand knowledge of public health, occupational health and safety issues.
Prerequisites: RDL 02, ENG 02, ESL 03 if required.
ENV 21 1 lect 8 field study 3 cr
Field Study in the Environment
The course teaches students how to become field technicians which enables them to conduct site evaluations, on-site sampling and site remediation in compliance with EPA regulations. Students are also trained in health and safety procedures for hazardous waste operations.
Prerequisites: ENV 11, ENV 12.
ENV 22 2 lect 4 lab 4 cr
Environmental Methods of Analysis
This course includes lectures, demonstrations, hands-on laboratory experiments with the equipment and instruments commonly used for air, soil and water analysis to determine levels of pollution.
Prerequisites: CHM 18, ENV 11.
ENV 23 3 lect 3 cr
Environmental and Occupational Toxicology
Introduction to principles of toxicology with emphasis on environmental and occupational health. Provides necessary background to understand the health effects of toxic waste and environmental pollutants.
Prerequisites: BIO 12, CHM 18, ENV 11.
ENV 24 3 lect 12 internship 3 cr
Environmental Internship
Weekly seminar that integrates the fieldwork experience of students doing a supervised internship at various public and private environmental agencies, industrial companies and water treatment/waste management plants.
Prerequisites: ENV 11, ENV 12, ENV 21 and permission of Environmental Technology Program Administrator.

FINANCE
Business and Information Systems Department
FIN 31 3 rec 3 cr
Principles of Finance
American financial system; public and private financial institutions; financial problems of industrial and commercial firms; Procedures of business, foreign trade, and consumer financing; governmental policies and their effects on economic activities.
Corequisites: ENG 02 or RDL 02 if required.
FIN 33 3 rec 3 cr
Grant-Writing and Fundraising
Introduction to the various states of grantsmanship, from initial research to submission of final proposal. How to prepare a budget; how much money to request; what sources are available from foundations, corporations or government; and a variety of fundraising techniques.
Prerequisites: ENG 11.

FLORISTRY
Department of Biology and Medical Laboratory Technology
Enrollment in Floristry is limited to students in the Ornamental Horticulture curriculum with special permission of the department. Offered at the New York Botanical Garden. See curriculum advisor, Dr. Annette Opier.
■ FRENCH
Department of Modern Languages

FRN 11  
Beginning French I  
A conversation course that will enable the student to understand, read, write, and speak simple everyday French. Audio laboratory practice.  
[4 rec 4 cr]

FRN 12  
Beginning French II  
Continuation of FRN 11  
Prerequisite: FRN 11 or placement test.  
[4 rec 4 cr]

FRN 13  
Intermediate French  
Continuation of FRN 12.  
Prerequisite: FRN 12 or placement test.  
[4 rec 4 cr]

FRN 21  
Language and Civilization of France*  
[Not offered on a regular basis. Course description available upon request.]

■ GARDENING
Department of Biology and Medical Laboratory Technology

Enrollment in Gardening is limited to students in the Ornamental Horticulture curriculum or with special permission of the department. Offered at the New York Botanical Garden. See curriculum advisor, Dr. Annette Opier.

■ GEOGRAPHY
Department of History

GEO 10  
Introduction to Human Geography  
Introduces key geographical concepts, both cultural and physical. Considers how such geographic factors as location, landforms, climate, soil, and natural resources have shaped cultures and civilizations, and the role played by people in gradually altering their environments. Audiovisual materials such as maps, photographs, slides, and films are used extensively.  
[3 rec 3 cr]

GEO 20  
The Americas: Cultures in Comparison and Contrast  
Survey of the cultural landscape of the Americas, meeting place for the cultures of five continents. Representative examples of Amerindian, African, Asian and European cultural patterns in the context of their geographical settings.  
[3 rec 3 cr]

■ HEALTH
Department of Health, Physical Education and Wellness

HLT 61  
Food Safety and Sanitation Principles  
The basic principles of food sanitation and safety will be covered, including temperature controls, types of contamination, storage equipment and facilities as well as the link between personal hygiene and food-borne illnesses. The HACCP (hazard analysis critical control point) system will be taught for understanding and implementing a sanitation risk management program in any food industry.

In addition, students will study the current national and international food systems, which have created substantial food contamination problems through genetic modification, inappropriate feed and fertilization products and various transportation issues.

At the completion of this course, the student will be prepared to take the SERVESAFE examination sponsored by the Educational Foundation of the National Restaurant Association to become certified. SERVESAFE training is accepted by many food-related industries that require training in food safety.

Prerequisite: ENG 02 or ENG 10 or RDL 02 if required.

[3 rec 3 cr]

HLT 62  
Food Transportation  
This is a practical Food Transportation course that includes the six principles of national and international food shipping. Students gain insights about various markets and different types of transportation systems such as land, sea, and air, as well as comparisons of transporting food vs. other products. Specific food handling of oils, dairy, fruits and vegetables and meat will be included. The course covers packaging quality and problems with shipping poor products as well as the consequences of inefficient and/or inappropriate transportation operations.

Prerequisite: MTH 01 if required.

Corequisite: ENG 02 or ENG 10 or RDL 02 if required.

[3 rec 3 cr]

HLT 91  
Critical Issues in Health  
Intended to develop and encourage critical judgment in vital areas of health: mental health, dependencies, human sexuality and nutrition.

Prerequisite: ENG 01 or RDL 01 if required.

[2 rec 2 cr]

HLT 92  
Drugs, Society and Human Behavior  
Various aspects of drug use and abuse are explored - pharmacological, historical, legal and psychosocial. Emphasis on the roles of the individual and society in dealing with current issues.

Prerequisite: HLT 91.

[3 rec 3 cr]

HLT 93  
Human Sexuality  
Consideration of physical, sociological, and psychological aspects of human sexuality with emphasis on development of critical judgment in addressing ethical issues.

Prerequisite: HLT 91.

[3 rec 3 cr]
HLT 94
Human Nutrition
Introduction to essentials of nutrition education and the relationship of food to the student's personal goals and life experiences. Students-as-consumers find their choices and responsibilities emphasized by classroom experiments, self-examination and experiential learning. Weight control, changing food requirements in the life cycle, special diets, food labeling, additives, food economics in relationship to health are included.
Prerequisite: HLT 91 and/or permission of instructor.

HLT 96
Health Education for Parenting
Provides health care information as it relates to child development. Provides parents and others who work with children with resources and coping skills needed to raise a healthy child and to nurture the family unit.
Prerequisite: HLT 91.

HLT 97
Field Work in Community Health Resources
Provides students with firsthand knowledge of the community, its health problems and the forces impacting on them. Offers an opportunity to become involved in identifying and addressing problems.
Prerequisite: HLT 91 and/or permission of instructor.

HLT 98
Community Health Resources for Child Care Workers
Seminar in community health resources for child care workers. Students use their job placement as field work experience and keep weekly logs.

HLT 99
Health of the Nation
Provides an examination of the health status of different populations in the United States. Concepts of epidemiology, health promotion and disease prevention are discussed. The characteristics of special populations are assessed as are some of the major threats to the health, safety and welfare of individuals in society.
Corequisite: ENG 01 or RDL 01.

HISTORY
Department of History

HIS 10
History of the Modern World
Exploration of outstanding political, intellectual, philosophical, social and economic trends, movements and events from mid-18th century to present. Analysis of forces that have shaped the modern world.
Corequisites: RDL 02 or ENG 02 if required.

HIS 11
Introduction to the Modern World
This course is identical in academic content and in assessment criteria to HIS 10, History of the Modern World, but adds a fourth compensatory hour to allow the instructor to work closely with students to assist them in developing a conceptual framework, effective note-taking techniques, and written self-expression. Additional exercises and assignments will be used to consolidate knowledge and learning skills. This course will be opened only to students in ENG 01 and RDL 01. Class size will be limited to 30.
Corequisites: ENG 01 or ENG 02 or RDL 01.

Either HIS 10 or 11 – identical courses in different formats – is a prerequisite for all history courses.

HIS 13
History of the Ancient World
Four major River Valley civilizations–Egypt, Mesopotamia, India, China; examination of the florescence and decline of Greek and Roman civilizations. Focus on significant achievements of each people, assessing their impact on contemporary cultures as well as their legacy to ours. Readings from religious texts, poetry, drama and philosophy.
Prerequisite: HIS 10 or 11.

HIS 14
Medieval History
Effects of major ideas, social and economic changes, political concepts and their impacts upon the society of the West during the Middle Ages. Emphasis on interaction of these aspects within the cultural context of medieval Europe.
Prerequisite: HIS 10 or 11.

HIS 15
Intellectual and Social History of Modern Europe
Effects of major ideas in Western society from the 18th century in their political and cultural context. The revolutionary dynamic in democracy, romanticism and conservatism; changing situation of religion, role of women in modern society, socialism in 19th and communism in 20th centuries; interaction between philosophy and politics extending from idealism to existentialism, class conflict and social stability, racism and egalitarianism, scientism and irrationalism.
Prerequisite: HIS 10 or 11.

HIS 20
The American Nation: The Political & Social Development of a People
Selected topics in American History raising issues related to values, ethics and morality. Ranging from the colonial period to the contemporary era, this course examines major concerns of the American people throughout their history and illustrates how ethical concerns persist throughout American History.
Prerequisite: HIS 10 or 11.
HIS 23 3 rec 3 cr
Social and Intellectual History of Modern America
Fundamental concepts of the American experience that permeate our lives today, including puritanism, class consciousness, prejudice, violence, feminism, pragmatism.
Prerequisites: HIS 10 or 11.

HIS 24 3 rec 3 cr
The History of American Foreign Relations
Major developments in the foreign relations of the U.S., from the American Revolution to Vietnam, and their domestic and international effects. Emphasis on the policies of this century; evolution of the republic into a world power and the consequent tensions and crises. Origins and progress of efforts at international cooperation and peace.
Prerequisites: HIS 10 or 11.

HIS 25 3 rec 3 cr
The Third World and the West: History of Modern Imperialism and Colonialism
Survey of the world scene since 1870, especially in the building of colonial empires in Africa, Asia and Latin America; the values among the Imperialist powers; the relationship of imperialism to World Wars I and II; the decline of colonialism; the rise of Soviet and Communist Chinese imperialism.
Prerequisites: HIS 10 or 11.

HIS 27 3 rec 3 cr
Modern History of the Far East
China, Japan and Korea in the modern period; political and cultural institutions; structure of oriental societies; advances of the West and the effect of imperialism; industrialism, agrarian reforms; Communism; problems of the post-World War II period.
Prerequisites: HIS 10 or 11.

HIS 28 3 rec 3 cr
Women: The Historical Perspective
The changing status of, and attitudes towards women from antiquity to 21st century America. A variety of historical materials are used to assess how women themselves and the image of women have changed. Analysis in historical perspective of feminine achievement and the dynamics of undertakings yet ahead.
Prerequisites: HIS 10 or 11.

HIS 31 3 rec 3 cr
Modern Latin American History
Historical development of the Latin American area through the 19th and 21st centuries.
Prerequisites: HIS 10 or 11.

HIS 35 3 rec 3 cr
History of Africa
Multidisciplinary approach to the history of Africa; ancient and medieval African societies, era of slavery, geographic discovery, missionary contact, imperialism and emergence of modern nationalism; the era of independence.
Prerequisites: HIS 10 or 11.

HIS 37 3 rec 3 cr
African-American History
The African experience; development and abolition of slavery in America, reconstruction after Civil War; migration out of the South; manifold consequences of urban relocation; Black education, church and arts; writing of Black Americans including Frederick Douglass and Franklin Frazier.
Prerequisites: HIS 10 or 11.

HIS 39 3 rec 3 cr
History of the Caribbean
Political, economic, social and cultural history of Puerto Rico, Cuba, Dominican Republic and Haiti from Spanish discovery to present. Emphasis on Puerto Rican contributions to culture and society of the Caribbean area and the United States.
Prerequisites: HIS 10 or 11.

HIS 51 3 rec 3 cr
History of the City of New York
Political, economic and social history of New York City from its Dutch origins to the present; consideration of the City's crucial role in creating modern urban America.
Prerequisites: HIS 10 or 11.

Horticulture
Department of Biology and Medical Laboratory Technology
Enrollment in Horticulture is limited to students in the Ornamental Horticulture curriculum or with special permission of the department. Offered at the New York Botanical Garden. See curriculum advisor, Dr. Annette Opler.

HUMAN SERVICES
Department of Social Sciences

HSC 10 3 rec 3 cr
Human Services and Social Welfare Institutions
Introduces the student to the foundations and influences of social welfare policy and the human services movement. Social welfare institutions and societal response to human needs will be examined. The course will discuss the influences of political, social and cultural factors upon past and present approaches to meeting the needs of individuals, families, groups, and communities.
Corequisites: ENG 02 or RDL 02 if required, and PSY 11 or SOC 11.

HSC 11 3 rec 3 cr
Introduction to Case Management
Addresses the complex situation of children and adolescents who require long-term assistance and whose needs fall along a continuum of care. Objective is to facilitate and ensure the effective delivery of service by improving the 'fit' between client capacity and demands of the environment. Includes focus on crisis intervention with regard to child abuse, family violence, substance abuse, HIV and AIDS and teenage pregnancy.
Prerequisites: HSC 10, PSY 11, SOC 11.
HSC 91 2 rec 14 hrs field work 3 cr
Field Work and Seminar in Human Services I

HSC 92 2 rec 14 hrs field work 3 cr
Field Work and Seminar in Human Services II
Supervised field work at a community social agency to provide practical human service skills development. Topics such as therapy, child care, and adolescent development problems. Weekly seminars address issues of skills and values. Prerequisites: HSC 91 and permission of department.

HSC 93 1 rec 2 hrs field work 1.5 cr
Issues in Human Services for Child Care Workers I

HSC 94 1 rec 2 hrs field work 1.5 cr
Issues in Human Services for Child Care Workers II
Weekly seminars that integrate field knowledge in child care social/health agencies with the academic study of child development. Developmental problems. Prerequisites: HSC 92 and permission of department.

IND 11, 12, 13; 21, 22, 23; 31, 32, 33 1-3 cr
Independent Study in a Specific Discipline
For students who wish to pursue a problem of special interest. Students devise projects that transcend traditional departmental offerings. Prerequisites: ENG 11, PSY 11, SOC 11, HSC 10 and permission of department. Not offered for credit with IND 10.

INT 11, 12, 13; 21, 22, 23; 31, 32, 33 1-3 cr
Interdisciplinary Independent Study
Designed for students who wish to participate in an interdisciplinary project of their own planning. Prerequisites: ENG 11, permission of department chairperson.

ITAL 11 4 rec 4 cr
Beginning Italian I
Pronunciation; language structure; conversation; reading of simple texts; dictation. Audio laboratory practice.

ITAL 12 4 rec 4 cr
Beginning Italian II
Continuation of ITAL I. Language structure; reading of elementary literary texts; dictation. Prerequisite: ITAL 11 or placement test.

ITAL 13 4 rec 4 cr
Intermediate Italian
Advanced language structures; conversation reading; translation and discussion of modern texts; composition. Prerequisites: ITAL 12 or placement test.

KEY 10 2 rec 1 cr
Keyboarding for Computers
Keyboarding course for non-secretarial majors. Students develop an alphabetic, number, and symbol touch keyboarding skill which applies to keyboard inputting. Minimum speed standard is 20 words per minute.

KEY 11 5 rec 2 cr
Keyboarding I
Development of basic skills in the use of the typewriter. Letters, tabulations and reports are produced; average speed of 35 words per minute.

KEY 12 4 rec 2 cr
Keyboarding II
Development of speed and control. Advanced letter, memos, random, manuscript, and tabulation production. Average speed of 45 words per minute. Prerequisites: KEY 11 or department permission.

KEY 13 4 rec 2 cr
Keyboarding III
Keyboarding skill at the expert level according to office standards. Emphasis on operation of electronic keyboarding equipment and application to office work. Average speed of 55 words per minute. Prerequisites: KEY 12, WPR 21. Corequisites: ENG 11, WPR 22.

LANDSCAPE DESIGN
Department of Biology and Medical Laboratory Technology
Enrollment in Landscape Design is limited to students in the Ornamental Horticulture curriculum or with special permission of the department. Offered at the New York Botanical Garden. See curriculum advisor, Dr. Annette Opler.
LANGUAGES
Department of Modern Languages

LAN 15  4 rec 3 cr
Comparative Grammar for Native Spanish Speakers
An introductory program for beginning ESL students covering basic similarities and differences between Spanish and English. The course strengthens students' knowledge of Spanish as an aid in learning English.

Prerequisite: Registration only by department or placement.

LAW
Business and Information Systems Department

LAW 16  1 rec 1 cr
Survey of the Law and Paralegal Studies
Comprehensive survey of the law and all courses in the Paralegal Studies curriculum. Topics cover the legal profession, its ethical problems; the role of paralegal; and career goals and employment opportunities for paralegals.

LAW 17  3 rec 3 cr
Introduction to Paralegal Studies
Introduces students to the legal system as it operates in the State of New York, the legal process, and certain basic areas of the law (torts, contracts, property). Roles of the lawyer and paralegal within the legal system especially as they relate to the unauthorized practice of law, fiduciary relationships, and ethical considerations. Students become familiar with specific paralegal skills. They practice and perfect such skills as interviewing techniques, factual investigation and formal and informal advocacy.

Prerequisite: ENG 02 or RDL 02 if required.

LAW 19  3 rec 3 cr
Introduction to Law Office Management and Computers
Survey of principal areas of law office management, including calendar monitoring, bookkeeping/accounting systems, functions of the law library, and computers in the law office. Students gain understanding of computers, operating systems and programming in the modern law office; overview of other computer applicators for lawyers and paralegals; computer law, hardware and software tailored for law office applications.

Prerequisites: RDL 02 or ENG 02 if required.

LAW 41  3 rec 3 cr
Business Law
Survey of the legal and economic environment of business, and the relationship and impact of ethical, social, and political influences on individuals and organizations in the study of agency, antitrust, bankruptcy, constitutional, consumer, contract, criminal, and labor laws, and the federal and state court systems.

Prerequisite: ENG 02 or RDL 02 if required.

LAW 45  3 rec 3 cr
Medical Law
Law as it affects work of medical secretarial assistants and paralegals including medical practice acts, legal relationship of physician and patient, professional liability, types of medical practice; preparation of reports for workers' compensation, court litigation.

Prerequisite: ENG 02 or RDL 02 if required.

LAW 47  3 rec 3 cr
Civil Procedure
Common, statutory and constitutional law; the judicial system; proceedings, civil and criminal, from initiation to enforcement and judgment.

Prerequisite: ENG 02 or RDL 02 if required; LAW 17.

LAW 52  3 rec 3 cr
Business Organizations
Introduction to law relating to business organizations: agency, sole proprietorships, partnerships; corporations; government regulation; drafting and research practice; functions of the lawyers and paralegal assistant.

Prerequisite: ENG 02 or RDL 02 if required.

LAW 62  3 rec 3 cr
Family Law
Focus on legal aspects of marriage, custody and visitation, economic and social aspects of divorce, separation, annulment, antinuptial agreements, contractual relations among members of the family, family court procedures, criminal jurisdiction over minors; drafting and research practice; functions of the lawyer and paralegal assistant. Aspects of criminal, statutory and constitutional law as it affects the juvenile offender.

Prerequisite: ENG 02 or RDL 02 if required.

LAW 63  3 rec 3 cr
Law for Security Personnel
A study of the legal problems in the private security sector. Included is a review of the powers and restrictions on "private police," e.g. arrest, search and seizure, eavesdropping, and a comparison with the powers of law enforcement agencies. Civil liabilities of private security personnel are studied as well as aspects of civil law. Licensing statutes are also analyzed.

Prerequisite: ENG 02 or RDL 02 if required.

LAW 64  3 rec 3 cr
Constitutional Law
This course provides an analysis of the historical development of Constitutional Criminal Procedure. The effect of the due process clause of the Fourteenth Amendment is examined through a study of the leading Supreme Court decisions relating to Criminal Justice. Special attention is placed upon the Fourteenth Amendment's use to apply the Bill of Rights to the States.

Prerequisite: ENG 02 or RDL 02 if required.

Pre/corequisite: POL 11.

LAW 65  3 rec 3 cr
Criminal Law and Procedures
Provides understanding of basic distinctions between criminal and civil law; familiarization with criminal justice system; major stages of a criminal case.

Prerequisite: ENG 02 or RDL 02 if required.

LAW 72  3 rec 3 cr
Real Property
Law of real property and real estate transactions. Analysis of sales, obligations of the real estate broker, surveys, recordings, closings, and title searches, mortgages, assignments, consolidation agreements, and mortgage foreclosures. Law of landlord and tenant are extensively reviewed.

Prerequisite: ENG 02 or RDL 02 if required.
COURSE DESCRIPTIONS

LAW 77
Immigration Law
Hands-on course dealing with concepts and techniques of immigration law. Procedures for preparation of immigrant and non-immigrant visa applications; skills necessary to assist immigrants who seek asylum, citizenship, naturalization or employment, or who face exclusion or deportation proceedings. Emphasis on the practice of immigration law from perspective of a paralegal.
Corequisite: ENG 02 or RDL 02 if required.

LAW 82
Insurance and Torts
Survey of the law of insurance and the law of torts, especially as they relate to each other: nature and types of insurance, indemnity and subrogation; the insurance contract; defenses against payment to the insured; government regulations; tort liability; intentional torts; negligent torts, litigation; drafting and research practice; functions of the lawyer and paralegal assistant.
Corequisite: ENG 02 or RDL 02 if required.

LAW 89
Legal Advocacy
Administrative law and advocacy, agency advocacy, preparation and conduct of administrative hearings, due process rights, and basics of evidence. Procedural rights in public benefit entitlement programs and the rights of the physically and mentally handicapped and the elderly; also procedural rights in housing programs and overview of landlord and tenant law; administrative advocacy and trial advocacy.
Corequisite: ENG 02 or RDL 02 if required.

LAW 91
Landlord/Tenant Advocacy
This hands on course deals with concepts and techniques used in Housing Court. Students learn strategies for representing tenants against the New York City Housing Authority, rent stabilization and rent control laws and the Jiggetts Preliminary Relief System. Conduct research in housing and welfare law; develop direct and cross-examination skills.
Prerequisites: LAW 17 and LAW 47; completion of 30 credits, a C+ average and permission from director of the program.

LAW 92
Estate, Trusts and Wills
Requirements, formalities, drafting and execution of wills and trusts, probating wills, intestacy law, administration of wills and estates, preparation of federal estate and inheritance tax returns; transfer tax proceedings under the law of New York State; estate planning.
Corequisite: RDL 02 or ENG 02 if required.

LAW 95
Legal Research and Writing
How to research legal questions and to present results to supervising attorney. Role of legal research in the process of legal advocacy; historical development and present organization of the Anglo-American legal system, organization and procedures of the New York courts; various tools of legal research and help in researching and answering legal questions in an active law office; skill in organizing and writing legal memoranda.
Prerequisites: ENG 11, LAW 17, LAW 47.

LAW 96
Advanced Legal Research and Writing
Drafting of pleadings and business agreements; law office memoranda; memoranda of law in support of motions; pretrial and memoranda of law; appellate briefs; and use of computer research tools such as WESTLAW or LEXIS. Substantive aspects, with emphasis on the conduct of practical exercises in research and writing. The art of oral advocacy.
Prerequisites: ENG 11, LAW 95, LAW 17, LAW 47.

LAW 98
Paralegal Seminar and Internship
Provides students with an optimal practical experience in the legal field by placing them in various legal environments--offices or corporate, judicial, or administrative agency--who have shown an interest in sponsoring an intern. The seminar and internship program provides direct contact and utilization of skills and knowledge obtained in the classroom and permits students to practice and perfect those skills in an open office situation. In addition to satisfying the individual needs of students, this program helps the student crystallize and clarify career goals.
Prerequisites: LAW 17; LAW 47, and completion of at least 30 credits toward a degree.
### LEARNING TO LEARN
Department of Education and Reading

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTL 10</td>
<td>Learning to Learn</td>
<td>3 rec</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**Description:**
This course presents learning strategies for students enrolled in college-level courses who have completed required developmental reading courses. Examines organization of information from the various content courses taken concurrently. Teaches interpretation and construction of charts, graphs, tables, maps; ask management; incorporation of life skills into the learning environment. Uses analytical approach to development of test questions relevant to the various content areas.

**Prerequisites:** RDL 02 if required.

**Corequisites:** Content area course recommended for probationary students or as an elective.

### LICENSED PRACTICAL NURSING
Department of Nursing and Allied Health Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNR 11</td>
<td>Nursing Skills I</td>
<td>3 rec</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 cr</td>
</tr>
</tbody>
</table>

**Description:** This course, taken over three semesters, is designed to instruct the student practical nurse in basic computation principles essential to performing mathematical calculations for the safe and accurate administration of medications. Included in this course is an introduction to the special vocabulary of medical terminology used in the communication process of health care professionals. Students will be exposed to computer assisted instruction (CAI) and Internet research methods as integral adjuncts to the learning process.

**Prerequisites:** Preclinical nursing sequence.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNR 12</td>
<td>Mental Health Concepts</td>
<td>2 rec</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 cr</td>
</tr>
</tbody>
</table>

**Description:** This course is designed to familiarize the student with an overview of the history of nursing, therapeutic communication principles, mental health terminology and cultural concepts as they relate to understanding mental health. Students will be introduced to Maslow's Hierarchy of Basic Human Needs and the nursing process as the prioritizing framework that is used in assisting individuals. The nursing process and critical thinking strategies will be explained as the organizing and problem solving tools that are to be used when assessing the mental status of clients and their families. The scope of practice of the PN in mental health and other health care settings will be defined and explored.

**Prerequisites:** Preclinical nursing sequence.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNR 13</td>
<td>Practical Nursing Arts</td>
<td>2 rec</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 cr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 clin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 cr</td>
</tr>
</tbody>
</table>

**Description:** This course is designed to assist the student PN to gain knowledge of essential nursing skills and procedures, inclusive of scientific principles that will support the development of critical thinking abilities. Maslow's Hierarchy of Basic Human Needs and the Nursing Process is the theoretical framework the PN student will use to problem solve and deliver safe effective care. With direction, PN students will develop skills in: collecting data, recognizing a nursing diagnosis, assisting with the planning and implementation of the nursing care plan, perfecting their ability to perform procedures, handling equipment, and evaluating, reporting and documenting client outcomes.

**Prerequisites:** Preclinical nursing sequence.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNR 21</td>
<td>Nursing Skills II</td>
<td>2 rec</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 cr</td>
</tr>
</tbody>
</table>

**Description:** This second course in a three-part series continues instruction in the principles of pharmacology computation with the addition of basic principles for reconstituting medication, practicing IV and heparin calculations. Course content will also include instruction in diagnostic testing procedures and the related nursing implications.

**Prerequisites:** PNR 11, PNR 12, PNR 13, NTR 11.

**Corequisites:** PNR 22.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNR 22</td>
<td>Medical Surgical Nursing I</td>
<td>2 lec</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 clin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 cr</td>
</tr>
</tbody>
</table>

**Description:** This course is designed to introduce Practical Nursing (PN) students to their role in caring for older adult and disabled clients, in a variety of health care settings. PN students will learn how to identify, prevent and manage the most common clinical problems associated with chronic medical and psychosocial disorders. With assistance, PN students will utilize the nursing process, Maslow's Hierarchy of Basic Human Needs, therapeutic communication principles and cultural sensitivity to collect data and implement a holistic plan of care. This course has a clinical requirement. A clinical failure results in failure for the course.

**Prerequisites:** PNR 11, PNR 12, PNR 13, NTR 11.

**Corequisites:** PHM 11.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNR 31</td>
<td>Medical Surgical Nursing II</td>
<td>2 lec</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 clin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 cr</td>
</tr>
</tbody>
</table>

**Description:** This course continues to develop critical thinking skills required to apply fundamental knowledge and technical abilities necessary to provide nursing care for adult clients with complex medical and surgical problems in acute health care settings. Content will be presented using the conceptual framework of the nursing process and Maslow's Hierarchy of Basic Human Needs. With guidance, the student will apply the nursing process to prioritize nursing care of adult clients with complex needs. Clinical practice in a variety of acute care settings is provided. A clinical failure results in failure for the course.

**Prerequisites:** PNR 22.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNR 41</td>
<td>Nursing Skills III</td>
<td>2 lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 cr</td>
</tr>
</tbody>
</table>

**Description:** The purpose of this third calculation is to reinforce the student's ability in pharmacology computation. Calculation skills are introduced for pediatric dosages. Students will be required to demonstrate mastery of previously learned computation skills by passing a comprehensive calculation examination with a score not less than 85%. Success on this exam is a requirement for certification of graduation eligibility.

**Prerequisites:** PNR 21.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNR 42</td>
<td>Psychiatric Nursing</td>
<td>2 lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 cr</td>
</tr>
</tbody>
</table>

**Description:** This course focuses on current concepts of psychiatric/mental health nursing. It provides for continuing development of nursing process skills and is a nursing model for practice that is applicable in a variety of health care settings.

**Prerequisites:** PNR 22, PNR 31.

**Corequisites:** PNR 41.
COURSE DESCRIPTIONS

PNR 43 2 lect 6 clin 2 lab 4 cr
Pediatric Nursing
This course emphasizes utilization of the nursing process and Maslow's Hierarchy of Needs to prioritize nursing care based upon disease entity and principles of growth and development. This involves a holistic approach, which includes preventative, curative, rehabilitative, physical, and psychosocial aspects of the hospitalized child and family. The principles of therapeutic communication and cultural competency are strategies the practical nursing student will learn to incorporate when providing care for pediatric clients and their families. This course has a clinical requirement. A clinical failure results in a failure for the course.
Prerequisites: PNR 22, PNR 31.
Corequisites: PNR 41, PNR 42.

PNR 44 2 lect 6 clin 2 lab 4 cr
Maternal and Child Care
This course utilizes the nursing process and Maslow's Hierarchy of Human Needs to prioritize care to the expectant mother and family during pregnancy, labor, birth and puerperium. In addition, maternity nursing includes the care of the fetus and the neonate. Critical thinking skills, therapeutic communication and cultural competence are integral components in providing and delivering safe and competent care to the pregnant mother and family. This course has a clinical requirement. A clinical failure results in a failure for the course.
Prerequisites: PNR 22, PNR 31, PNR 43.
Corequisite: PNR 41.

PNR 45 1 rec 1 cr
Vocational Adjustment & Leadership
This course is designed to familiarize the senior practical nursing student with behavioral expectations of the new graduate practicing in the workplace setting. Nursing leadership, management and professional practice for the LPN will be explored. Content will be presented that will aid in the completion of a professional portfolio. In addition, emphasis will be placed on the behaviors of professional decorum necessary in preparing for the job search and interview process. Employment opportunities, licensure and certification requirements, and continuing education options will be provided.
Prerequisites: PNR 41, PNR 44.

NTR 11 3 rec 3 cr
Nutrition in Physical and Emotional Disorders
Basic course in therapeutic nutrition that focuses upon major health problems in western society and the influence of diet on their causes and cures. Traditional and controversial nutritional approaches are presented. Nursing care in selected situations is emphasized.
Prerequisites: Open to RN's and LPN's. For RN Students, MTR 41 and 42 or permission of instructor. For LPN students, pre-clinical nursing sequence.
MKT 11 Principles of Marketing  
Introduction to the role and scope of marketing in a rapidly changing and challenging environment. Designed to set an overall framework for further studies in the marketing field. This course surveys broad marketing issues and focuses on the planning and implementation of product, promotion, pricing, and distribution strategies.  
Corequisites: ENG 02 or RDL 02 if required.

MKT 18 Consumer Behavior  
Explores the impact of cultural, social, economic, and psychological influences on consumer decision-making. Highlights the importance of understanding consumer behavior in formulating and implementing the marketing strategy and traces key stages of the consumer decision-making process.  
Prerequisites: MKT 11.

MKT 32 Principles of Selling  
Introduces personal selling as a central component of the marketing strategy. Addresses basic concepts of salesmanship, with an emphasis on the business communication skills needed to inform and persuade prospective customers. Examines sales management tasks, including setting salesforce objectives, designing salesforce strategy, recruiting, selecting, training, and developing salespeople. The legal and ethical issues affecting the sales function are also explored.  
Prerequisites: MKT 11.

MKT 33 Retail Buying Techniques  
Procedures and techniques utilized by retail buyers in determining what, where, when, and how much merchandise to buy. Emphasis on planning merchandise assortments, selecting merchandise lines, investigating merchandise sources' negotiating terms and conditions of purchase, placing orders, and pricing.  
Corequisites: ENG 02 or RDL 02 if required.

MKT 41 Management of Retail Operations  
Examines the role of retailing within the larger marketing system and focuses on strategic aspects of retailing. The management decision-making process with respect to key areas, such as growth and diversification strategies, financial planning, store location, merchandising management, human resources management, advertising and sales promotion are explored.  
Prerequisites: MKT 11.

MKT 43 Principles of Advertising  
Introduces advertising as a fundamental business function and as a creative outcome of the marketing strategy. This course addresses a wide variety of conceptual and technical issues, including consumer behavior, market segmentation, advertising planning and research, media and budget considerations, copywriting, art direction and production, and sales promotion.  
Prerequisites: MKT 11.

MKT 47 E-Marketing  
Based upon established marketing thought and practice, this course focuses on the impact of the World Wide Web on the formulation and implementation of the marketing strategy. The role of the Web in market analysis as well as in product, promotion, pricing, and distribution strategies is explored. New E-business models designed to increase the efficiency of traditional marketing functions are also examined.  
Prerequisites: ENG 01 and RDL 01 if required; MKT 11.  
Corequisites: ENG 02 or RDL 02 if required; DAT 10 or permission of department.

MKT 48 Marketing Management  
Designed to provide a basic understanding of key issues facing today's marketing managers, this course introduces the student to fundamental concepts and techniques needed to manage the marketing function. Topics include the analysis of marketing opportunities and constraints, an examination of the decision-making process with respect to product, promotion, pricing, and distribution strategies and their role in the planning and delivery of marketing programs. A managerial orientation is developed through the case study method.  
Prerequisites: ENG 01 and RDL 01 if required; MKT 11.  
Corequisites: ENG 02 or RDL 02 if required.

MKT 51 Channel Management and Physical Distribution  
Overview of basic physical distribution/logistics topics, such as inventory, warehousing, transportation, and the management of product flow through marketing channels. Includes channel structure and functions, service-cost relationships, inventory control, plant location, packaging, material handling, and the total cost concept of physical distribution management.  
Corequisites: ENG 02 or RDL 02 if required.
# College Curricula Mathematics Requirements

A. Mathematics Sequence by Curriculum.

After identifying your curriculum (major) below from the list on the left, see part B to determine the first mathematics course you need to take in the mathematics sequence for your choice of curriculum.

<table>
<thead>
<tr>
<th>Code - Curriculum</th>
<th>Required Mathematics Courses Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>002 Accounting Curriculum A.A.S. Degree</td>
<td>01→03→12 / or (01→03→04→21 or 23) *</td>
</tr>
<tr>
<td>003 Licensed Practical Nursing</td>
<td>See Nursing Department</td>
</tr>
<tr>
<td>004 Animal Care &amp; Management Certificate Program</td>
<td>01→03→04→12 or 21</td>
</tr>
<tr>
<td>008 Business Administration A.S. Degree</td>
<td>05→06→29 or 30 (→31#)</td>
</tr>
<tr>
<td>Accounting Option 106</td>
<td></td>
</tr>
<tr>
<td>Management Option 206</td>
<td></td>
</tr>
<tr>
<td>Marketing Management Option 306</td>
<td></td>
</tr>
<tr>
<td>Computer Programming Option 406</td>
<td></td>
</tr>
<tr>
<td>009 Automotive Mechanics Certificate Program</td>
<td>None</td>
</tr>
<tr>
<td>010 Paralegal Certificate Program</td>
<td>None</td>
</tr>
<tr>
<td>011 Education Associate A.A.S. Degree</td>
<td>01→03→04→21 or 23</td>
</tr>
<tr>
<td>012 Human Services A.A.S. Degree (was once A.A Degree)*</td>
<td>01→03→12 / or (01→03→04→21 or 23) *</td>
</tr>
<tr>
<td>015 Mathematics A.S. Degree</td>
<td>05→06→30→31→32→33 and MTH 42 and two courses from [CSI 35, MTH 34, 35, 44, 46]</td>
</tr>
<tr>
<td>016 Pharmaceutical Manufacturing Technology A.A.S. Degree</td>
<td>05→06→13→14 / or (05→06→30→31) *</td>
</tr>
<tr>
<td>017 Digital Design/Computer Graphics A.A.S. Degree (formerly Advertising Art &amp; Computer Graphics)</td>
<td>01→03→12 / or (01→03→04→21 or 23) *</td>
</tr>
<tr>
<td>020 Computer Information Systems Curriculum A.A.S. Degree</td>
<td>01→03→12 / or (05→06→29 or 30→31) *</td>
</tr>
<tr>
<td>Computer Programming Option 220</td>
<td></td>
</tr>
<tr>
<td>Web Page Development Option 120</td>
<td></td>
</tr>
<tr>
<td>023 Electronic Engineering Technology A.A.S. Degree</td>
<td>05→06→13→14→15</td>
</tr>
<tr>
<td>024 Engineering Science A.S. Degree</td>
<td>05→06→30→31→32→33→34 (MTH 42)*</td>
</tr>
<tr>
<td>025 Computer Science A.S. Degree</td>
<td>05→06→30→31→32→33 (MTH 34, 42) *</td>
</tr>
<tr>
<td>026 Environmental Technology A.A.S. Degree</td>
<td>05→06→13 and 23</td>
</tr>
<tr>
<td>028 Automotive Technology A.A.S. Degree</td>
<td>05→06→13</td>
</tr>
<tr>
<td>031 Community/School Health Education A.S. Degree Dietetics &amp; Nutrition Option 131</td>
<td>01→03→04→21 or 23 or 26</td>
</tr>
<tr>
<td>033 Nuclear Medicine Technology A.A.S. Degree</td>
<td>05→06→30</td>
</tr>
<tr>
<td>034 Ornamental Horticulture A.A.S. Degree</td>
<td>None (05→06) *</td>
</tr>
<tr>
<td>Commercial Florist Option 134</td>
<td></td>
</tr>
<tr>
<td>General Horticulture Option 234</td>
<td></td>
</tr>
<tr>
<td>Interior Landscaping Option 334</td>
<td></td>
</tr>
<tr>
<td>036 Secretarial Studies A.A.S. Degree</td>
<td>01→03→12 / or (05→06→30) *</td>
</tr>
<tr>
<td>Code</td>
<td>Curriculum</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>037</td>
<td>Liberal Arts and Sciences A.A. Degree</td>
</tr>
<tr>
<td>039</td>
<td>Liberal Arts and Sciences A.S. Degree</td>
</tr>
<tr>
<td>040</td>
<td>Therapeutic Recreation A.S. Degree</td>
</tr>
<tr>
<td>041</td>
<td>Telecommunications Technology A.A.S. Degree</td>
</tr>
<tr>
<td>043</td>
<td>Secretarial Science – Medical Curriculum A.A.S. Degree</td>
</tr>
<tr>
<td>044</td>
<td>Medical Laboratory Technology A.A.S. Degree</td>
</tr>
<tr>
<td>046</td>
<td>Nursing A.A.S. Degree</td>
</tr>
<tr>
<td>047</td>
<td>Pre-Clinical Nursing Program</td>
</tr>
<tr>
<td>048</td>
<td>Radiologic Technology A.A.S. Degree</td>
</tr>
<tr>
<td>050</td>
<td>Pre-Pharmacy (Old curriculum)</td>
</tr>
<tr>
<td>056</td>
<td>Media Technology (Formerly TV Tech) A.A.S. Degree</td>
</tr>
<tr>
<td>057</td>
<td>Paralegal Studies A.A.S. Degree</td>
</tr>
<tr>
<td>073</td>
<td>Marketing Management Curriculum A.A.S. Degree</td>
</tr>
<tr>
<td>141</td>
<td>Telecommunications Technology (Verizon) A.A.S. Degree</td>
</tr>
<tr>
<td>173</td>
<td>Warehouse Management A.A.S. Degree</td>
</tr>
<tr>
<td>914</td>
<td>Human Services A.A. Degree</td>
</tr>
</tbody>
</table>

* Student who may later transfer to a four-year college should consider taking these courses.
† Recommended course but not a required course by curriculum.
§ Student who may transfer to a four-year college other than CUNY colleges should consider taking these courses.
§ Student who will transfer to New York City Technical College. (Math requirement under review.)
B. Placement in Mathematics Remedial Courses

Beginning Fall 2004, all entering students take the COMPASS exam for placement in mathematics courses. Before Fall 2004, students took the CMAT for this purpose.

b1. COMPASS Cut-off Scores for Mathematics Placement

IMPORTANT: COMPASS scores are used for initial placement only. Once a student has been placed into a mathematics sequence, subsequent COMPASS scores cannot be used to “skip” courses in the sequence. Students can place out of any remedial course by passing a departmental placement exam.

**Liberal Arts (non-science)**

Mathematics Course Sequence:
MTH 01 → MTH 03 → MTH 04 → MTH 21 / 23

<table>
<thead>
<tr>
<th>COMPASS Score</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1: 0 - 26</td>
<td>MTH 01</td>
</tr>
<tr>
<td>M1: 27 or more, and M2: 0 - 30</td>
<td>MTH 03</td>
</tr>
<tr>
<td>M1: 27 or more, and M2: 31 - 50</td>
<td>MTH 04</td>
</tr>
</tbody>
</table>

Students with scores other than listed above should consult with Mathematics Department for placement. MTH 12 is a course for non-science students who do not plan to attend a four-year-college. Prerequisites for MTH 12 are the same as for MTH 04.

**Mathematics, Science, Technology and Business (transfer programs)**

Mathematics Course Sequence:
MTH 05 → MTH 06 → MTH 30 (or MTH 29 or MTH 13)

<table>
<thead>
<tr>
<th>COMPASS Score</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>M2: 0 - 38*</td>
<td>MTH 05</td>
</tr>
<tr>
<td>M2: 39 - 99 and M4: 0 - 26</td>
<td>MTH 06</td>
</tr>
</tbody>
</table>

Students with scores other than listed above should consult the Mathematics Department for placement. MTH 04 does NOT offer sufficient preparation for MTH 30 (MTH 29, MTH 13). Students who have passed MTH 04 and are in a program which requires any of these courses, need to take MTH 06.

* Students with placement score M1 less than 25 are encouraged to take MTH 01.

b2. CMAT Cut-off Scores for Mathematics Placement

IMPORTANT: CMAT scores are used for initial placement only

<table>
<thead>
<tr>
<th>Place out of</th>
<th>Part I Arithmetic (20)</th>
<th>Part II Elementary Algebra (20)</th>
<th>The Sum of Parts I &amp; II (40)</th>
<th>Part III Intermediate Algebra (20)</th>
<th>Part IV Trigonometry (8)</th>
<th>Part V Precalculus (12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 01</td>
<td>≥12</td>
<td></td>
<td>≥25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 03</td>
<td></td>
<td></td>
<td>≥25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 04</td>
<td></td>
<td></td>
<td>≥25</td>
<td>≥13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 05</td>
<td></td>
<td>≥14</td>
<td>≥25</td>
<td></td>
<td>≥13</td>
<td>≥4</td>
</tr>
<tr>
<td>MTH 06</td>
<td></td>
<td></td>
<td>≥25</td>
<td>≥13</td>
<td>≥4</td>
<td>≥8</td>
</tr>
<tr>
<td>MTH 13 or MTH 30</td>
<td></td>
<td></td>
<td>≥25</td>
<td>≥13</td>
<td>≥4</td>
<td>≥8</td>
</tr>
</tbody>
</table>

NOTE: If students have taken advanced algebra in high school and wish to take MTH 31, then they may be exempt from MTH 30 by taking an exemption examination administrated by the Department of Mathematics and Computer Science.

C. High School Equivalency

<table>
<thead>
<tr>
<th>MTH 03/MTH 05</th>
<th>Seq Math I (SMQ I): MQ1 and MQ2 [9th grade math], or Math A</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 04</td>
<td>Seq Math II (SMQ II): MQ3 and MQ4 [10th grade math]</td>
</tr>
<tr>
<td>MTH 06</td>
<td>Seq Math III (SMQ III): MQ5 and MQ6, or Math B</td>
</tr>
</tbody>
</table>
MTH 05  Basic Concepts of Mathematics I
Topics selected from elements of arithmetic, elementary algebra and geometry, equations, polynomials, rational algebraic expressions, graphing.
For students who are in programs requiring MTH 06 and who scored below 14 on the second 20 questions of the CUNY Mathematics Assessment Test.
Prerequisites: Liberal Arts (non-science) and Science, Technology and Business (transfer programs) should refer to the PLACEMENT IN MATHEMATICS REMEDIAL COURSES CHART on page 150 and RDL 01 if required.
Corequisites: RDL 02 if required.

MTH 06  Basic Concepts of Mathematics II
Topics selected from real and complex numbers, function concept, coordinate geometry, linear and quadratic equations, systems of equations, geometry, elements of trigonometry.
Prerequisites: MTH 05 or two years of high school mathematics consisting of algebra and geometry or equivalent and RDL 02 if required.

Exemption Examinations
Qualified students may take exemption examinations for all courses offered by the Mathematics Department upon application to the department. In general, a grade of B+ or better is required for exemption with credit. A passing grade less than B+ but C or better, will qualify for exemption without credit.

MTH 10  Technical Mathematics I
(For Telecommunications Technology Verizon students only.) First course in a two-semester sequence of intermediate algebra and trigonometry with technical applications. Topics include trigonometry functions, vectors, units of measurement and approximate numbers, fundamentals concepts of algebra, functions and graphs, systems of linear equations, determinants, factoring and fractions, quadratics, variation and geometry. The scientific calculator is used throughout the course.
Prerequisites: MTH 06 or equivalent and ENG 02 and RDL 02 if required.

MTH 11  Technical Mathematics II
(For Telecommunications Technology Verizon students only.) Second course in a two-semester sequence of intermediate algebra and trigonometry with technical applications. Topics include trigonometry functions of any angle, oblique triangle, graphs of logarithmic functions, exponents and radicals, exponential and logarithmic functions, basic operations with complex numbers, inequalities, introduction to statistics. The scientific calculator is used throughout the course.
Prerequisites: MTH 10 or equivalent and ENG 02 and RDL 02 if required.

Any course numbered 12 through 15 is, with some modification, recommended only for those students enrolled in career programs.
<table>
<thead>
<tr>
<th>COURSE DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MTH 12</strong></td>
</tr>
<tr>
<td>Introduction to Mathematical Thought</td>
</tr>
<tr>
<td>Topics selected from probability, statistics, logic, set theory, geometry, matrices, number system structures. (Not recommended for transfer curricula, and will not be accepted for credit in the Liberal Arts curriculum.)</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> MTH 03 or equivalent and ENG 01 and RDL 02 if required.</td>
</tr>
<tr>
<td><strong>ENG 02</strong> and <strong>RDL 02</strong>, if required, are prerequisites for all MTH courses numbered 13 and higher.</td>
</tr>
<tr>
<td>MTH 13, 14, 15 are recommended for students in career technology curricula such as Automotive Technology, Electronic Engineering Technology, Medical Laboratory Technology and Telecommunications Technology curricula.</td>
</tr>
<tr>
<td><strong>MTH 13</strong></td>
</tr>
<tr>
<td>Trigonometry and College Algebra</td>
</tr>
<tr>
<td>Topics selected from vectors, trigonometry, variation, logarithms, complex numbers and DeMoivre's theorem, theory of equations, and system of equations.</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> MTH 06 or equivalent and ENG 02 and RDL 02 if required.</td>
</tr>
<tr>
<td><strong>MTH 14</strong></td>
</tr>
<tr>
<td>College Algebra and Introduction to Calculus</td>
</tr>
<tr>
<td>Analytic geometry, inequalities and absolute value, limits and derivative, application of derivative.</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> MTH 13 or equivalent and ENG 02 and RDL 02 if required.</td>
</tr>
<tr>
<td><strong>MTH 15</strong></td>
</tr>
<tr>
<td>Calculus</td>
</tr>
<tr>
<td>Integrals, application of integrals, differentiation of trigonometric and logarithmic functions, methods of integration, power series and Fourier Series.</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> MTH 14 or equivalent and ENG 02 and RDL 02 if required.</td>
</tr>
<tr>
<td>MTH 21, 22, 23 and 26 are non-sequential courses primarily for Liberal Arts students enrolled in non-science transfer programs. MTH 21, 22 and 26 are recommended for Liberal Arts students and as electives for students in other curricula. MTH 23 is recommended for students in such social sciences as economics, political science, psychology and sociology.</td>
</tr>
<tr>
<td><strong>MTH 21</strong></td>
</tr>
<tr>
<td>Survey of Mathematics I</td>
</tr>
<tr>
<td>Designed for non-science liberal arts students. Emphasis on key concepts and structure of mathematics. Topics selected from decimal notation, computation in other bases, groups, sets, logic, elementary number theory, development of real number system, analytic geometry, linear programming, networks, complex numbers.</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> MTH 04 or equivalent and ENG 02 and RDL 02 if required.</td>
</tr>
<tr>
<td><strong>MTH 22</strong></td>
</tr>
<tr>
<td>Survey of Mathematics II</td>
</tr>
<tr>
<td>Topics selected from geometry, algebra, graphs, functions, game theory, mathematical induction, permutations, combinations, probability, logic; Euclidean, non-Euclidean, projective, finite, and coordinate geometries; groups, matrices.</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> MTH 04 or equivalent and ENG 02 and RDL 02 if required.</td>
</tr>
<tr>
<td><strong>MTH 23</strong></td>
</tr>
<tr>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>Topics selected from permutations, combinations, probability sets, finite sample spaces, probabilities as areas, basic statistical concepts, the normal distribution, central limit theorem.</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> MTH 04 or equivalent and ENG 02 and RDL 02 if required.</td>
</tr>
<tr>
<td><strong>MTH 26</strong></td>
</tr>
<tr>
<td>Mathematics in the Modern World</td>
</tr>
<tr>
<td>Topics selected from BASIC computer language; mathematical simulation of problems from diverse fields including water pollution, population studies, political polls, and artificial intelligence; mathematical algorithms and interpretation of graphs.</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> MTH 04 or equivalent and ENG 02 and RDL 02 if required.</td>
</tr>
<tr>
<td><strong>MTH 29</strong></td>
</tr>
<tr>
<td>Pre-Calculus for Business Students</td>
</tr>
<tr>
<td>Topics selected from real numbers, functions, straight line systems (Gauss eliminations), vectors, matrices, graph of polynomials, exponential and logarithmic functions, compound interest, equations of equivalence, annuities, perpetuities, Markov chains, trigonometry, rational functions. (For students who plan to transfer to Bernard M. Baruch College.)</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> MTH 06 or equivalent and ENG 02 and RDL 02 if required.</td>
</tr>
<tr>
<td>MTH 30 through 35 are designed for students majoring in mathematics, physics, biology, chemistry, engineering science, computer science, and are recommended for those in other curricula with advanced preparation.</td>
</tr>
<tr>
<td><strong>MTH 30</strong></td>
</tr>
<tr>
<td>Pre-Calculus Mathematics</td>
</tr>
<tr>
<td>Topics include inequalities, function concept, special functions, exponential and logarithmic function, rational and irrational functions, binomial theorem, trigonometric function mathematical induction.</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> MTH 06 or equivalent and ENG 02 and RDL 02 if required.</td>
</tr>
<tr>
<td><strong>MTH 31</strong></td>
</tr>
<tr>
<td>Analytic Geometry and Calculus I</td>
</tr>
<tr>
<td>Limits, rates of change, differentiation and anti-differentiation of algebraic functions, applications, integrals, curve sketching For Engineering Science students or for Liberal Arts or Sciences students planning to major in mathematics, computer science or physical science.</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> MTH 30 or equivalent and ENG 02 and RDL 02 if required.</td>
</tr>
</tbody>
</table>
MTH 32  Analytic Geometry and Calculus II
6 rec  5 cr
Differentiation and integration of transcendental functions, hyperbolic functions, applications of the definite integral; parametric equations, mean value theorems, polar coordinates, plane analytic geometry.
Prerequisites: MTH 31 or equivalent and ENG 02 and RDL 02 if required.

MTH 33  Analytic Geometry and Calculus III
5 rec  5 cr
Vectors, applications of vectors to analytic geometry and calculus, partial differentiation, multiple integrals, volumes and surface areas, infinite series, applications.
Prerequisites: MTH 32 or equivalent and ENG 02 and RDL 02 if required.

MTH 34  Differential Equations and Selected Topics in Advanced Calculus
4 rec  4 cr
Methods of solving ordinary differential equations; selected topics from among the following: hyperbolic functions, power series, Fourier series, gamma functions, Bessel functions, problems of motion, electric circuits, damped and forced vibrations, Laplace transforms.
Prerequisites: MTH 33 or equivalent and ENG 02 and RDL 02 if required.

MTH 35  Selected Topics in Advanced Calculus and Linear Algebra
4 rec  4 cr
Matrices, introduction to linear algebra and vector analysis, integral theorems of Gauss, Green and Stokes; applications.
Prerequisites: MTH 33 or equivalent and ENG 02 and RDL 02 if required.

MTH 42  Linear Algebra
4 rec  4 cr
Vector spaces, basis and dimension, matrices, linear transformations, determinants, solution of systems of linear equations, eigenvalues and eigenvectors.
Prerequisites: MTH 32 or equivalent and ENG 02 and RDL 02 if required.

MTH 44  Vector Analysis
4 rec  4 cr
Differential geometry of curves, line integrals, surface integrals, change of variables, Green's theorem, Stokes' theorem, Gauss's Theorem.
Prerequisites: MTH 33 or equivalent and ENG 02 and RDL 02 if required.

MTH 46  Abstract Algebra
4 rec  4 cr
Properties of integers, permutations, groups, alternating groups, groups of symmetries, quotient groups, sets, mappings, isomorphisms, homomorphisms, rings, fields, polynomials.
Prerequisites: MTH 42 or equivalent and ENG 02 and RDL 02 if required.

MTH 48  Advanced Calculus
4 rec  4 cr
Advanced treatment of the real number system, properties of continuous functions, derivatives and differentials, rigorous work with limits, the definite integral, uniform continuity, uniform convergence, infinite sequences, functions defined by series.
Prerequisites: MTH 33 or equivalent and ENG 02 and RDL 02 if required.

MECHANICAL TECHNOLOGY
Department of Physics and Technology

MEC 11  Basic Engineering Graphics
1 lect  4 lab  2 cr
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 drawings; introduction to computer-aided graphics.
Prerequisites: MTH 05.

MUSIC
Department of Art and Music

MUS 10  Music Survey
2 rec  1 cr
Introduction to the vast symphonic and chamber music literature; opera from Baroque to the contemporary period. Audio laboratory listening assignments. Attendance at live concerts required.
Not open to students taking MUS 11 or MUS 12
Corequisite: ENG 02 or RDL 02 if required.

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

MUS 12  Introduction to Music: A Multi-Cultural Survey of World Music
3 rec  3 cr
In-depth study and analysis of music (style, form, and tradition) and its relation to world cultures. Emphasis on ethnic and artistic characteristics. Audio laboratory listening assignments. Attendance at live concerts required.
Corequisite: ENG 02 or RDL 02 if required.

MUS 14  Creative Computer Music
2 rec  2 lab  3 cr
Lecture-demonstrations and lab settings to familiarize students with capabilities of MIDI (Musical Instrument Digital Interface) technologies. Students master MIDI applications of the personal computer with regard to sequencing, sound editing, storage and retrieval. Emphasis on use of MIDI and ability to set up an MIDI workstation.

MUS 18  History of Jazz
2 rec  2 cr
Survey of development of jazz music from time of slavery to the present. Audio laboratory listening assignments. Attendance at live concerts required.
Corequisite: RDL 02 if required.

MUS 21, 22, 23, 24  Choral Performance
3 rec  1 cr each
The study and presentation of standard and contemporary choral literature for mixed voices. Choral training and performances at concerts, college ceremonies and functions.
No audition required; open to all members of the college community.
MUS 37
Instrumental Class
Instruction in the Recorder
Basic instruction in playing a musical instrument, the recorder, for both solo and group use. No previous musical training necessary.

MUS 40
Fundamentals of Music
Basic reading skills including treble and bass clefs, key signatures, major and minor scales, some elementary sight-reading techniques, rhythms, simple harmony.

MUS 50
Basic Musicianship
Development of basic aural perceptions of pitch, duration, intensity, timbre, melody and rhythm through listening exercises, singing, and the playing of simple musical instruments.

MUS 65
Beginning Guitar Class
Introduction to basic guitar techniques, harmonization and transposition of folk songs.

MUS 66
Guitar Class II*
Prerequisite: MUS 65 or departmental permission.

MUS 70
Piano Class for Beginners
Introduction to basic piano techniques, harmonization and transposition of simple accompanying techniques for folk songs, easy piano literature from all stylistic eras. Practice facilities available.

MUS 71
Secondary Piano I

MUS 72
Secondary Piano II
Class instruction to attain an elementary facility at the piano.
Prerequisite: for MUS 71: MUS 70 or departmental permission for MUS 72: MUS 71 or departmental permission.

*Not offered on a regular basis. Course descriptions available upon request.

NUCLEAR MEDICINE TECHNOLOGY
Department of Physics and Technology

The following courses will be given at the Albert Einstein College of Medicine or at the hospitals affiliated with it.

NMT 71
Nuclear Physics Laboratory
2 lab 1 cr
Chronological development of nuclear physics in the 20th century as represented by the experimental work on beta body radiation, photoelectric effect, matter waves, Compton scattering and pair-production. Comparison of radiometric measuring devices including G.M and scintillation survey meters, gamma cameras, well counters and dosimeters. Quality control and radiation safety.
Prerequisites: PHY 24 and permission of the NMT Program Director.
Corequisites: NMT 81-84.

NMT 78
EKG - Interpretation and Techniques
2 lab 1 cr
Introduction to EKG. Topics include: electrical physiology of the heart, electrocardiographic tracing, leads (3 vs. 12), analog and digital EKG. Some clinical hours may extend beyond the semester.
Prerequisites: BIO 24 and permission of the NMT Program Director.

NMT 79
Phlebotomy
2 lab 1 cr
Introduction to phlebotomy. Topics include: phlebotomy principles, anatomy and physiology of the circulatory system, safety, equipment and techniques. Students completing the course qualify for the certification exam in phlebotomy.
Prerequisite: BIO 24.

NMT 81
Orientation in Clinical Nuclear Medicine
3 lect/dem 3 cr
Orientation to the hospital environment and to various phases of Nuclear Medicine Technology: hospital administration and procedures.
Prerequisite: Completion of Pre-NMT Sequence.

NMT 82
Radio-Pharmaceutical Chemistry
3 lect/dem 3 cr
Preparation and use of radio-pharmaceuticals, uptake of various organs of radioactive chemicals, time dependent efflux dilutions and separation analyses.
Prerequisites: BIO 23, CHM 18, NMT 81.
Corequisite: NMT 71.

NMT 83
Radiation Physics and Dosimetry
2 rec 2 lab 3 cr
Elements of nuclear physics, the conservation laws: alpha, beta, and gamma decay; the neutrino: elements of heat physics; the roentgen, REM, REP, and RAD; maximum safe human exposure to radiation; regulations governing exposure.
Corequisite: NMT 71.
NMT 84 2 lect 2 cr
Radiation Biology
Comprehensive study of radiation effects on cells including direct and indirect action of ionizing radiation; damage induced by free radicals in DNA; interpretation of survival data; radiation genetics; radiation effects on embryos; delayed effects; radiation safety and health physics.
Prerequisites: NMT 71.

NMT 85 1 lect 3 lab 2 cr
Nuclear Medicine Procedures
Nuclear medicine procedures related to cardiovascular pulmonary system, endocrine system, central nervous system, gastrointestinal system, genitourinary system, skeletal system, hematological system and other therapeutic procedures; introduction to radioimmunoassay principles and procedures.
Prerequisites: BIO 24, NMT 83.

NMT 86 2 rec 1 cr
Didactic Nuclear Medicine
Rationale for applications of radio pharmaceuticals for in vivo and in vitro procedures; discussion of individual organ systems, RIA principles and procedures; review of relevant medical law and patient care.
Prerequisite: NMT 85.

NMT 87 1,100 clin/lab 4 cr
Clinical Nuclear Medicine
Static and dynamic radionuclide procedures on patients; imageographic procedures; Interpretation of radionuclide scans and gamma-camera images; nuclear medicine instrumentation; alternative imaging processes.
Prerequisites: NMT 86.
Corequisites: NMT 88.

NMT 88 1 lect 1 cr
Senior NMT Seminar
Students meet with Medical Director's liaison and Clinical Director to discuss research topics in Nuclear Medicine. Term papers and oral reports based on assigned reading material and concepts analyzed during the didactic and laboratory segments of the NMT program.
Prerequisite: NMT 86.
Corequisites: NMT 87.

NMT 89 2 lect 4 lab 160 clin 4 cr
Introduction to Cardiac Ultrasound
Topics include physics of ultrasound, ultrasound instrumentation, emergency medical procedures, Doppler and transesophageal echocardiology. Clinical rotation is at Montefiore Medical Center where each student participates in approximately 150 procedures. Students completing this course will receive a certificate from Montefiore Medical Center.
Prerequisite: BIO 24, permission of NMT Program Director.

NUR 10 1 lect 1 cr
Transition in Nursing
Designed for Licensed Practical Nurses entering the RN Fast Track and the RN Pathway. The focus is on the expectations for coursework in the program, pharmacology calculation review, changes in role from LPN to RN.
Prerequisite: Pre-Clinical Nursing Sequence.

NUR 41 2 lect 2 cr
Nursing Theory and the Nursing Process
Introduction to the concepts of adaptation, holism, and the nursing process as basis for client care.
Prerequisite: Pre-Clinical Nursing Sequence.
Corequisites: NUR 42, BIO 24.

NUR 42 2 lect 5 clin 2 lab 4 cr
Nursing Process and Fundamental Skills
Designed to assist student in promoting client adaptation to stress. Introduction to client adaptive and ineffective responses to stress and nursing interventions. Basic nursing principles and skills, learned in lecture and laboratory are applied in clinical setting.
Prerequisite: Pre-Nursing Sequence.
Corequisites: NUR 41, BIO 24.

NUR courses are open only to students with full matriculation in the Nursing (O46) curriculum.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Lecture Hours</th>
<th>Clinical Hours</th>
<th>Credits</th>
<th>Course Title and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 43</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>Nursing Process: Psychosocial Adaptation</td>
</tr>
<tr>
<td>NUR 44</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>Nursing Process: Biopsychosocial Adaptation</td>
</tr>
<tr>
<td>NUR 45</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>Nursing Process: Biopsychosocial Adaptation to the Maternity Cycle</td>
</tr>
<tr>
<td>NUR 46</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>Nursing Process: Biopsychosocial Adaptation II</td>
</tr>
<tr>
<td>NUR 47</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>Nursing Process: Biopsychosocial Adaptation to Childhood</td>
</tr>
<tr>
<td>NUR 48</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>Leadership and Management</td>
</tr>
</tbody>
</table>

- **PAS 11 1.5 rec 1.5 lab 2 cr**
  - **Physical Assessment of the Adult**
    - Provides a systematic method for conducting a physical examination of the adult client. Seminars, audiovisual materials and practice are integrated to enhance the development of skills in conducting the examination using specialized instruments and techniques; and in documenting findings. Instruments necessary for conducting the examination are provided. (Offered in the Spring Semester only.) **Prerequisite:** NUR 44 or (R.N.) Registered Nurse license; or (LPN) Licensed Practical Nurse license; or Nursing Students who have completed a course in Anatomy and Physiology and a course in a acute nursing setting with permission of Nursing Department |

- **PHM 10 2 rec 2 cr**
  - **Pharmacology Computations**
    - Symbols, weights and measures, equipment, metric and apothecary systems, preparation of solutions, intravenous fluid administration of drugs and computation of dosage required of nursing personnel. Computer Center modules are an integral adjunct to the course. **Prerequisite:** A minimum score of 35 in arithmetic (M1) and a minimum score of 27 in Algebra (M2) on the CUNY COMPASS PLACEMENT TEST or permission of the department. |

- **PHM 11 3 rec 3 cr**
  - **Pharmacology as it Applies to Health Services**
    - Current major drugs utilized in nursing today, need, therapeutic action, mode of administration, common side effects, toxicity, normal range of drug interaction and contraindications; nursing implications included in patient teaching are stressed. **Prerequisite:** Students need to complete all remediation for admission to nursing. PHM 11 is also available to RN, LPN, an Health Care Workers authorized to administer medications. It is recommended that students in the RN program complete NUR 4 before taking PHM 11. **Corequisites:** PNR 11, PNR 13, and NTR 11. **Corequisites:** PNR 22.  

  1. The minimum acceptable grade in Nursing (NUR) courses is a grade of C- D+. D, D-, F and W must be repeated if the student wishes to receive a degree in Nursing. The grades must be repeated according to the following condition.  
  2. The course must be repeated before the next higher level course is taken.  
  3. A Nursing student may only attempt a given Nursing course twice.  
  4. Nursing students who are unsuccessful in three different Nursing (NUR) courses may not continue in the program.  
  5. All Nursing courses required for graduation must be taken with a five-year time span.  

**Note:** Attempt is defined as having registered in the course for at least 8 weeks, appeared on the roster and received any grade in arithmetic, academic or administrative.
### ORIENTATION

**Department of Student Development**

**DCD 01**

**Orientation and Career Development**

Course enables student to develop basic college survival skills in areas of academic life, setting career goals, time management, analysis of classroom behavior, assessment of instructor demands and utilization of library and other college resources. Emphasis on students' understanding of academic environment and its demands on their developing successful coping and achievement behavior. **Required in all curricula.**

**DCD 11**

**Career Development**

A comprehensive examination of the career decision-making process involving relevant information about self and the world of work. Exploration of values, skills, abilities, and interests, and their relationship to the job market. Development of career knowledge and awareness including training requirements, life style, and employment opportunities. Self-marketing and job hunting skills. **Prerequisite:** ENG 01, RDL 01, OCD 01, completion of 30 credits remedial courses included or permission of instructor.

**Business and Information Systems Department**

**DRI 43**

**Secretarial Senior Orientation**

For students in secretarial curricula. Seminar on career planning; survey of employment opportunities; resume preparation and techniques of job seeking.

### PHILOSOPHY

**Department of History**

**PHL 11**

**Introduction to Philosophy**

Fundamental questions of human experience, and basic problems of philosophy; survey of major philosophers, classical and modern. **Prerequisite:** ENG 02 or RDL 02 if required.

### PHYSICAL EDUCATION AND WELLNESS

**Department of Health, Physical Education and Wellness**

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

**CPR 10**

**Cardiopulmonary Resuscitation**

Does not fulfill PEA requirement. Designed to develop basic life support, knowledge and skill in cardiopulmonary resuscitation (clearing obstructed airways and mouth to mouth resuscitation). Students meeting the American Red Cross standards will receive ARC certification.

**PEA 11**

**Fitness for Life**

Designed to assist students in evaluating their present level of fitness and to provide opportunities for self-improvement. Selection from the following aerobic activities: weight training, jogging, fitness games, interval training and exercise bikes.

**PEA 12**

**Elementary Hatha Yoga**

Progressive exercises designed to improve flexibility, develop efficient breathing and apply relaxation techniques. History of yoga, physiological benefits, stress management techniques, nutritional aspects and body awareness are interwoven to emphasize the integral nature of body and mind.

**PEA 14**

**Aerobic Dance**

Students participate in aerobic dance to improve cardiovascular fitness; activities designed to develop nutritional and weight maintenance programs.

**PEA 15**

**Walking, Jogging and Weight Training**

Walking, jogging and weight training to develop cardiovascular endurance and muscle toning. Students are placed in individual programs in jogging and weight training.

**PEA 21**

**Beginning Swimming Level**

Basic water safety skills and knowledge to make an individual reasonably safe while in, on, or about the water. Registration limited to non-swimmers.

**PEA 22**

**Intermediate Swimming Level**

Basic elements of good swimming; includes swimming techniques with emphasis upon mastering form and endurance in the front crawl, back crawl, elementary backstroke and deep water survival skills. **Prerequisite:** PEA 21 or the ability to swim at least 25 yards using a crawl and/or backstroke.

**PEA 23**

**Swimming**

Intended for students beyond the intermediate swimming level. Emphasis on mastering form and endurance in crawl, back crawl, breaststroke, butterfly and sidestroke. Also covers competitive techniques of swimming, survival skills, and basic skin diving. **Prerequisite:** PEA 22 or ability to swim at least 50 yards, using a crawl stroke and/or backstroke in deep water.

**PEA 24**

**Lifeguard Training**

Development of skills and knowledge essential for a person to qualify as a non-surf lifeguard. Successful completion of this course qualifies student for American Red Cross Lifeguard Training Certificate. Students should expect to spend approximately $30 to cover the cost of certification. **Prerequisite:** Ability to swim 500 yards, employing front crawl, breaststroke, elementary backstroke and sidestroke.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Lecture</th>
<th>Recitation</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEA 25</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Water Safety Instructor*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course prepares the student to teach American Red Cross Water Safety courses. Successful completion of this course qualifies student for an American Red Cross Water Safety Instructor certificate. Students should expect to spend $30 to cover the cost of certification. <strong>Prerequisite:</strong> Student must be at least 17 years of age and have the ability to perform the American Red Cross swimmer level skills and the elementary backstroke, breaststroke, sidestroke, crawl stroke and back crawl.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Lecture</th>
<th>Recitation</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEA 27</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Basic Skin Diving and Scuba Diving†</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Lecture</th>
<th>Recitation</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEA 28</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Water Aerobics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water exercise geared to improvement of posture, muscle tone and general coordination while increasing strength, flexibility and endurance. Students enjoy the benefits of invigorating exercise without stress in a relaxing pool environment. Open to swimmers and non-swimmers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Lecture</th>
<th>Recitation</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEA 30</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Volleyball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic skills related to volleyball: setting, underhand passing, blocking and spiking. Team strategy and various offensive combinations as well as terminology and rules.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Lecture</th>
<th>Recitation</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEA 33</td>
<td>4</td>
<td>7</td>
<td>1/2</td>
</tr>
<tr>
<td>Beginning Tennis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall semester first 7 1/2 weeks; spring semester last 7 1/2 weeks. Students will be notified of starting date. For beginning players. Skills include the forehand, backhand and serve plus elementary singles and doubles strategy. All equipment furnished by College. Meets two times a week, 2 rec. per session for 7 1/2 weeks.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Lecture</th>
<th>Recitation</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEA 41</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Techniques of Jazz Dance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic techniques of jazz dance; development of new dance skills including kicks, turns, pivots, isolations, stretches, and traveling movements that will increase the ability to perform to contemporary music and to express oneself through dancing. Students will also have the opportunity to create origination movement and to analyze dance on video.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Lecture</th>
<th>Recitation</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEA 46</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>African, Caribbean and Black Dance Forms†</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Lecture</th>
<th>Recitation</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEA 47</td>
<td>2</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Beginning Salsa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In this course students will master the beginning Salsa dance steps so that they may feel comfortable in social dance situations. Dance technique will include handholding positions, rhythmic accuracy, leading and following techniques, the basic step and variations, shuffles, turning, and dipping. Students will also learn about the history of Salsa dancing and music, and its current worldwide influence.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Lecture</th>
<th>Recitation</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEA 51</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Stress Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The lectures focus on discussions of psychological and behavioral approaches to stress management. The lab combines a variety of relaxation and exercise techniques which teach the student to combat the negative physical effects of stress. The core of the course is student development of a personal stress management plan to best address each individual's needs. Additionally, active stress management skills will significantly benefit our students as they move forward into careers in Health Education and Therapeutic Recreation. <strong>Corequisite:</strong> ENG 01 or RDL 01 if required.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PEA 71, 72, 73 1 cr hours arranged

Varsity Athletics

Students may enroll in one or more of the following intercollegiate athletic courses and receive up to three credits for work in such courses. Admission to each course, which is based on tryouts and permission of the instructor, may be used to fulfill PEA requirements. Students opting to receive credit are required to participate in games, scrimmages, conditioning programs, practices, ongoing individual and team analysis, post-season tournament play, written assignments, team and individual statistics and a final examination. Students who wish to participate without course credit may do so.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td></td>
<td>(Men)</td>
</tr>
<tr>
<td>Basketball</td>
<td>2 rec</td>
<td>1 cr</td>
</tr>
<tr>
<td>Indoor Track &amp; Field</td>
<td></td>
<td>(Men &amp; Women)</td>
</tr>
<tr>
<td>Outdoor Track &amp; Field</td>
<td>2 rec</td>
<td>1 cr</td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td>(Men)</td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td>(Women)</td>
</tr>
<tr>
<td>Softball</td>
<td></td>
<td>(Women)</td>
</tr>
<tr>
<td>Tennis</td>
<td></td>
<td>(Men &amp; Women)</td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td>(Women)</td>
</tr>
<tr>
<td>Wrestling</td>
<td></td>
<td>(Men)</td>
</tr>
</tbody>
</table>

WFA 10 Workplace First Aid Training

Workplace First Aid Training

Designed to provide individuals in the workplace with First Aid, CPR for Professional Rescuer and Automated External Defibrillator (AED) knowledge and skills necessary to recognize and perform basic emergency care for injuries and sudden illnesses until advanced medical personnel arrive and take over. This course will contain first aid skills and knowledge in blood borne pathogen exposure, treatment for wounds, broken bones, head and spinal injury and burns. This course will also include: CPR training in rescue breathing obstructed airway, and performance of cardiopulmonary resuscitation, Bag-Valve Mask, and two-rescuer skills.

**Corequisites:** ENG 01 and RDL 01 if required.

**CR** Offered during Day Session, Spring Semester.

**TT** Offered during Day Session and Saturdays.

† Not offered on a regular basis. Course descriptions available upon request.

**PHYSICS**

Department of Physics and Technology

PHY 01 4 rec 0 cr

Introduction to College Physics

Fundamental laws and principles of classical physics; vectors, Newton’s Laws, conservation principles, laws of thermodynamics. (Required for Engineering Science and Physics majors who have not had high school physics.)

**Prerequisite:** MTH 06 or equivalent

**Corequisite:** RDL 02 if required.

PHY 10 2 rec 1 cr 2 lab 4 cr

Concepts of Physics

An elective course that introduces major ideas about the nature of the physical world and the methods used in exploring them. Topics include motion and force; work and energy; nature of light and sound; electricity, magnetism and applications to modern technology; and nature of the atom.

**Prerequisite:** MTH 03

**Corequisite:** RDL 02 and ENG 02.

PHY 12 2 rec 1 cr 2 lab 4 cr

College Physics I

Introduction to principles and methods of physics. Topics include Newton’s Laws of Motion, mechanics, heat, and sound. (Recommended for Liberal Arts and life science majors.)

**Prerequisite:** Intermediate Algebra or MTH 06.

**Corequisite:** ENG 02 or RDL 02 if required.

PHY 21 2 rec 1 cr 2 lab 4 cr

Physics for Engineering Technology I

Statics, kinematics, dynamics, work and energy, circular motion, and simple harmonic motion with special applications to problems in technology.

**Prerequisite:** Intermediate Algebra or MTH 06

**Corequisite:** ENG 02 or RDL 02 if required.
PHY 22 2 lect 1 rec 2 lab 4 cr
Physics for Engineering Technology II
Fluid dynamics, thermodynamics, electricity and magnetism, optics, superconductors.
Prerequisite: PHY 21.

PHY 24 3 rec 3 lab 4 cr
Principles of General Physics
Basic principles of general physics; survey of mechanics, heat, electricity, magnetism, optics and modern physics. (This course does not fulfill the physics requirement for curricula requiring a year or more of physics.)
Prerequisite: PHY 21.

PHY 31 2 lect 2 rec 2 lab 4 cr
Physics I
Statics and dynamics of particles and rigid bodies; force and motion; energy and momentum; rotational motion, elasticity and simple harmonic motion. First semester of a three-semester sequence for students in Engineering or Computer Science (PHY 31, 32, and 33). Also recommended for Science or Mathematics majors in a Liberal Arts and Sciences transfer program.
Prerequisites: High School physics or PHY 01.
Corequisites: MTH 31 and ENG 02 and RDL 02 if required.

PHY 32 2 lect 2 rec 2 lab 4 cr
Physics II
Hydrostatics and hydrodynamics; properties of gases; thermodynamics and kinetic theory of matter; wave motion; sound; electrostatics.
Prerequisite: PHY 31.
Corequisite: MTH 32.

PHY 33 3 lect 2 rec 3 lab/alt wks 4 cr
Physics III
Electromagnetic theory; direct and alternating currents; electromagnetic waves; geometrical and physical optics; modern physics.
Prerequisite: PHY 32.
Corequisite: MTH 33.

PHY 35 3 lect 3 cr
Thermodynamics
Prerequisite: CHM 11 and PHY 32.
Corequisite: MTH 33.

PHY 40 2 rec 2 lab 3 cr
Physics of Light and Sound
A qualitative treatment of wave phenomena and associated properties of light and sound; reflection, refraction, image formation, optics of the eye, interference and diffraction sound, sympathetic vibrations, acoustical properties, laser applications, music. (Required for students in Media Technology.)
Prerequisite: MTH 03.

PHY 51 3 lect 2 lab 3 cr
Modern Physics
Elementary quantum theory, quantum numbers, atomic shell structures and the periodic table; structure of solids, band theory of metals, insulators, semiconductors; x-rays and gamma radiation; relativity; nuclear physics.
Prerequisite: PHY 33.
Corequisite: MTH 34.

POL 11 3 rec 3 c
American National Government
Survey of structure and activities of the national government; bases of present political system, pressure groups, political parties, elections, Congress, the President, the Supreme Court, and the protection and deprivation of individual rights.
Corequisite: ENG 02 or RDL 02 if required.

POL 21 3 rec 3 c
State and Local Government
How the American states and localities govern themselves. Relationships with the national government; governors, legislators, and judges; finances; metropolitan and local governments; public policy issues. Attention on special situations in New York City and State.
Prerequisite: POL 11 or permission of the department.

POL 31 3 rec 3 c
Comparative Government*

POL 51 3 rec 3 c
Urban Politics
Politics and government of the American city: municipal political institutions, suburban and metropolitan government, relations with the state and federal governments, racial and ethnic politics, planning, crime and the police, public education.
Prerequisite: POL 11 or SOC 11 or permission of department.

*Not offered on a regular basis. Course descriptions available upon request.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 11</td>
<td>PSYCHOLOGY</td>
</tr>
<tr>
<td></td>
<td>Department of Social Sciences</td>
</tr>
<tr>
<td></td>
<td><strong>Psychology</strong></td>
</tr>
<tr>
<td></td>
<td>Scientific method in the understanding of human behavior. Introductory study of growth and development, motivation, emotions and mental health, learning, intelligence and personality evaluation.</td>
</tr>
<tr>
<td></td>
<td><strong>Corequisite:</strong> ENG 02 or RDL 02 if required.</td>
</tr>
<tr>
<td>PSY 22</td>
<td><strong>Social Psychology</strong></td>
</tr>
<tr>
<td></td>
<td>Introduction to social psychology, focusing upon the nature of aggression and violent behavior; role of social influence in determination of deviant and conformist behavior, attitude change and decision making, affiliation, primary and group relationships, social norms and interrelationship of personality and culture.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> PSY 11.</td>
</tr>
<tr>
<td>PSY 31</td>
<td><strong>Abnormal Psychology</strong></td>
</tr>
<tr>
<td></td>
<td>Major forms of psychological disorders, such as neuroses, psychoses, psychosomatic disturbances and character disorders; their origin, development and treatment.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> PSY 11.</td>
</tr>
<tr>
<td>PSY 35</td>
<td><strong>Dynamics of Human Motivation</strong></td>
</tr>
<tr>
<td></td>
<td>Introduction to complex human motivation; emphasis on interaction of conscious and unconscious motives, inner conflict, and adaptive and maladaptive coping techniques. Applications to relevant contemporary problems, such as child rearing, psychotherapy, education and drug addiction.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> PSY 11.</td>
</tr>
<tr>
<td>PSY 40</td>
<td><strong>Life Span Development</strong></td>
</tr>
<tr>
<td></td>
<td>This course enables students to understand human growth and development, from conception through late adulthood, in varied contexts and cultures. The emphasis is on the interaction between biological, cognitive and social changes over time, within families and within communities. Research data and key ideas, not only from psychology and sociology, but also from neuroscience, genetics, economics, and anthropology are included. The goal is to provide students with a solid understanding of the causes and manifestations of human behavior.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> PSY 11.</td>
</tr>
<tr>
<td>PSY 41</td>
<td><strong>Psychology of Infancy and Childhood</strong></td>
</tr>
<tr>
<td></td>
<td>Major factors in psychological development from infancy through childhood; influence of the family Biological, cultural, and socio-economic factors in producing normal and abnormal intellectual and emotional growth.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> PSY 11.</td>
</tr>
<tr>
<td>PSY 42</td>
<td><strong>Psychology of Adolescence and Adulthood</strong></td>
</tr>
<tr>
<td></td>
<td>Study of development from adolescence to adulthood with regard to implications for self-realization, love, marriage, vocation, parenthood, retirement and aging. Changing attitudes and values about sex, drugs, aging and politics are explored in regard to different stages of adult development.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> PSY 11.</td>
</tr>
<tr>
<td>PSY 43</td>
<td><strong>Psychological Development During Maturity and Aging</strong></td>
</tr>
<tr>
<td></td>
<td>Normal and abnormal psychological development during adulthood and old age. Emphasis on dynamics of the life cycle; theories of the mature personality; forces affecting continuing growth of the adult personality and intellect; biological, social and cultural determinants of aging, and influence of normal and abnormal aging processes on perception, psychomotor skills, learning, intelligence, and personality.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> PSY 11.</td>
</tr>
<tr>
<td>PSY 44</td>
<td><strong>Psychology of Women</strong></td>
</tr>
<tr>
<td></td>
<td>Development, personality characteristics, and needs of women; similarities to and differences from men. Psychological aspects of uniquely feminine experiences. Issues are examined from a theoretical as well as an empirical perspective.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> PSY 11.</td>
</tr>
<tr>
<td>PSY 51</td>
<td><strong>Principles of Group Dynamics</strong></td>
</tr>
<tr>
<td></td>
<td>Introduction to theory of group behavior, including analysis of the psychological structure of groups, cohesive and disruptive forces, conflict and adjustment in group relationships and relationship of groups to society.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> PSY 11.</td>
</tr>
<tr>
<td>PSY 71</td>
<td><strong>Clinical Techniques of Assessment: The Interview</strong></td>
</tr>
<tr>
<td></td>
<td>Interpersonal approach in assessing psychological problems of individuals and minigroups. Practical experience with clinical interview techniques; psychological evaluation of data and case history write-ups. Methods of referral to appropriate professional and community resources are discussed.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> PSY 11.</td>
</tr>
<tr>
<td>PSY 81</td>
<td><strong>Field Work and Seminar in Psychology I</strong></td>
</tr>
<tr>
<td></td>
<td>Supervised field work or independent research. Required seminar integrates practical experience with coursework.</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisite:</strong> 9 credits in the social sciences (Economics, Political Science, Psychology, Sociology) and/or permission of the department; 6 of these credits must be in Psychology.</td>
</tr>
</tbody>
</table>
RADIOLOGIC TECHNOLOGY
Department of Nursing and Allied Health Sciences

All Radiologic Technology (CLE and RAD) courses are open only to Radiologic Technology majors. CLE courses are given at Our Lady of Mercy Medical Center, Montefiore Medical Center, New York Presbyterian Medical Center.

CLE 11
Clinical Education I
Students function as learning members of the hospital’s radiology department under laboratory conditions. Experience in patient preparation, selection of proper technical factors, administration of ionizing radiation for diagnostic examination with appropriate radiation protection control. Close supervision to develop and evaluate students’ clinical skills. Film Evaluation included.
Prerequisites: BIO 23, CMS 11.
Corequisites: RAD 11, 12, 13, 14, 15, 16.

CLE 21
Clinical Education II
Continuation of Clinical Education I. Film Evaluation included.
Prerequisite: CLE 11.

CLE 31
Clinical Education III
Continuation of Clinical Education II. Film Evaluation included.
Prerequisite: CLE 21.

CLE 41
Clinical Education IV
Continuation of Clinical Education III. Film Evaluation included.
Prerequisite: CLE 31.

CLE 51
Clinical Education V
Continuation of Clinical Education IV. Film Evaluation included.
Prerequisite: CLE 41.

CLE 61
Clinical Education VI
Continuation of Clinical Education V. Film Evaluation included.
Prerequisite: CLE 51.

RAD 11
Introduction to Radiologic Technology
Orientation course includes history of radiology; major advances; radiologic technology as a health profession specialty; history and organization of hospitals. Medical Ethics and Law: scope and nature of moral, legal and professional ethics. Professional guidelines of confidentiality; interpersonal relationships and medicolegal considerations. Medical Terminology: study of written and spoken language of medicine. Common terms used in diagnostic radiology education.
Prerequisite: Completion of Pre-RT Sequence.

RAD 12
Radiographic Exposure I
Study of formation of the radiographic image with emphasis on production of quality radiographs. Topics include radiographic exposure factors; density, contrast, recorded detail and distortion; devices to improve radiographic quality such as grids, and pathology affecting radiographic exposure factors.
Prerequisite: MTH 13.
Corequisite: CLE 11.

RAD 13
Radiographic Procedures I
Covers detailed information on various standard positions of structures and organs of the body; practical instruction and application in laboratory and clinical environment. Film Evaluation included.
Corequisites: CLE 11, RAD 11, 15.
RAD 14  
**Radiographic Processing**  
History and development of x-ray film and dark-room accessories; chemical constituents of processing solutions and their functions; theory of the photographic process; radiographic film artifacts and their causes.  
**Corequisite:** RAD 12.

RAD 15  
**Topographic Anatomy I**  
Structure and function of human anatomy in all body planes with emphasis on the topographic mode. Film Evaluation included.  
**Prerequisite:** BIO 23.  
**Corequisite:** RAD 13.

RAD 16  
**Patient Care and Pharmacology**  
Provides students with basic concepts of patient care, including consideration of physical and psychological needs of patient and family. Routine and emergency patient care procedures as well as infection control procedures and Universal Precautions, drug interactions and pharmacology. Lab practice is integrated to enhance the development of patient care skills.  
**Prerequisites:** BIO 23 or equivalent; MTH 13 or equivalent.

RAD 22  
**Radiographic Exposure II**  
Continuation of RAD 12. Examination of technique guides, technical conversions, AEC, contrast, recorded detail distortion and effects of pathology on technique.  
**Prerequisite:** RAD 12.  
**Corequisite:** CLE 21.

RAD 23  
**Radiographic Procedures II**  
Continuation of RAD 13. More detailed and complex positions of the structures and organs of the body; film evaluation, practical instruction and application in the laboratory and clinical environment.  
**Prerequisites:** RAD 12, 13, 14, 15, 16.  
**Corequisite:** RAD 25.

RAD 24  
**Radiation Protection**  
Enables student radiologic technologists to recognize the need for good radiation protection procedures which provide minimum exposure to patients and personnel. Topics include interactions of radiation with matter; units and measurement of radiation; maximum permissible dosages; methods for minimizing operator and patient exposure.  
**Prerequisite:** RAD 11.

RAD 25  
**Topographic Anatomy II**  
Continuation of RAD 15. Structures and function of human anatomy in all body planes with emphasis on the skull and spine. Film Evaluation included.  
**Prerequisite:** RAD 15.  
**Corequisite:** BIO 24.

RAD 32  
**Imaging Modalities**  
Study of various imaging systems and their application in radiography. Various recording media and techniques are discussed. Some imaging systems described are Mobile Units, Image Intensification, Video Tube and Recorders, CT, Digital Imaging, and MRI.  
**Prerequisites:** RAD 22, 23, 25.

RAD 33  
**Radiographic Procedures III**  
Radiographic positioning of specialized procedures in radiography; the equipment, contrast media used and general indications for each examination. Digestive system; urinary system; female reproductive system; lymphatic system; myelography; cerebral angiography; interventional radiography; arthrography, and mammography will be discussed. Film Evaluation included.  
**Prerequisites:** RAD 23, 25, CLE 21.  
**Corequisites:** RAD 32, 34.

RAD 34  
**Radiographic Pathology**  
Survey of medical and surgical diseases to acquaint the student with changes caused by disease which relate to radiography. Emphasis on pathogenesis, signs, symptoms, diagnosis and treatment. Film Evaluation included.  
**Prerequisite:** BIO 23, 24.

RAD 42  
**Fundamentals of Radiation Biology**  
Comprehensive study of the radiation effects on cells including direct and indirect action of ionizing radiation; damage induced by free radicals in DNA; interpretation of survival data; radiation genetics; radiation effects on embryos; delayed effects; radiation safety and health physics.  
**Corequisite:** RAD 71.

RAD 43  
**Quality Assurance**  
Topics include concepts of a quality assurance program, state and federal regulations, sensiometric monitoring, film-screen contact, protective device integrity, radiographic illuminators, kVp accuracy, timer accuracy and mAs reciprocity. Mammography QA will be discussed.  
**Prerequisites:** RAD 22, 32.  
**Corequisite:** RAD 71.

RAD 71  
**Radiation Physics**  
Elements of atomic and nuclear physics, interaction of radiation with matter; radioactivity, half-life; elements of health physics.  
**Prerequisite:** MTH 13.

*RAD and CLE courses are open only to students with full matriculation status in the Radiologic Technology curriculum. The minimum acceptable grade is C+ in RAD courses, and C+ in CLE courses. Students who achieve less than the minimum grade in one RAD or CLE course may not register for any RAD or CLE courses for the next semester. They may repeat the course the following year. Students may only attempt a RAD or CLE course twice. Students who achieve less than the minimum grade in two or more RAD or CLE courses are terminated from the Radiologic Technology program, but not from the college.*
# READING

**Department of Education and Reading**

**RDL 01**

**Basic Reading Skills**

Individualized program in fundamental reading skills with emphasis on phonics and syllabication, word structure, and sentence and paragraph analysis on student's instructional level. Required as indicated by placement scores.

**RDL 02**

**Reading and Study Skills**

Individualized program designed to develop reading and study skills necessary for success in college-level work. Vocabulary development, comprehension skills, textbook techniques, and library and research techniques.

**Prerequisite:** RDL 01 or as required by placement scores.

**RDL 05**

**Basic Reading for ESL Students**

An introductory program designed to help beginning ESL students expand their reading knowledge of English through extensive and intensive reading practice. Development of techniques to facilitate comprehension of words, sentences, and paragraphs for increased reading speed and improved comprehension.

**Prerequisite:** Registration only by Department placement.

**RDL 11**

**College Reading and Study Skills**

Advanced course to increase proficiency in reading and study strategies. Student and instructor jointly develop an individual program based on the student's expressed interests and diagnosed needs. The program might focus on any combination of the following: rate of reading; test-taking techniques; reading in the content areas; textbook reading and study techniques, critical and interpretive reading. (Required as indicated by placement scores, and/or recommended as an elective.)

**RDL 21**

**Reading in the Sciences and Technologies**

Advanced reading and study skills to obtain, utilize, and retain information from texts in the sciences and technologies. Application of scientific and technical vocabulary, critical and interpretive comprehension, and study and test taking skills will be related to students' curriculum needs and interest.

**Prerequisite:** RDL 02 if required.

## SECRETARIAL STUDIES

**Department of Business and Information Systems**

**COM 31**

**Business Communications**

Effective listening, reading, speaking, and writing in and for business, including composition of correspondence and reports at the computer. Research is necessary for a term report.

**Prerequisite:** ENG 11, KEY 12.

**Corequisite:** KEY 13.

**SEC 35**

**Medical Office Procedures and Management**

Perform secretarial and medical assistant responsibilities in private physicians' offices, hospitals, and medical laboratories. Cultivation of desirable personal traits and attitudes of the medical office assistant. Office projects include case histories, medical reports, filing systems, and recordkeeping. Development of skill in transcribing medical reports.

**Prerequisite:** KEY 13, WRT 11, or department permission.

**Corequisite:** BIO 47.

**SEC 41**

**Office Procedures**

Integration of secretarial skills and cultivation of desirable personal traits and attitudes of a secretary. Realistic secretarial office projects including case study analysis.

**Prerequisite:** COM 31, KEY 13.

**SEC 45**

**School Records and Accounts**

Responsibilities of the school secretary: preparation of accident reports, organization and payroll, records of school personnel, supplies and textbooks, accounts of school money, school headquarters forms.

**Corequisite:** ENG 02 or RDL 02 if required.

**SEC 47**

**Educational Problems of School Secretaries I**

**SEC 48**

**Educational Problems of School Secretaries II**

Public relations in modern public education; organization of New York City school system according to by-laws, manuals, and directives; problems related to mental hygiene, student welfare and public guidance, health and safety, simple methods of research and educational statistics; human relations.

**Corequisite:** ENG 02 or RDL 02 if required.

## SECURITY MANAGEMENT

**SCR 11**

**Introduction to Security**

An introduction to the historical, philosophical and legal basis of the security field. Overview of school and campus security, hospital security, housing security, etc. Security organizations, their policies and personnel are evaluated. Emphasis is placed on creating security awareness, relations with other organizations and security's place in the corporate structure.

**Prerequisite:** ENG 02 or RDL 02 if required.

## SOCIOLOGY

**Department of Social Sciences**

**SOC 11**

**Sociology**

Introduction to the scientific study of human life as group life. Culture and personality; courtship, marriage and family; religious behavior; education and communication; theories of social stratification and social change.

**Corequisite:** ENG 02 or RDL 02 if required.
Characteristics of American ethnic minorities and religious groups, including theories explaining prejudice and discrimination. Intergroup relations, with particular reference to the New York metropolitan area, and techniques for relieving problems in human relations. **Prerequisite:** SOC 11.

**SOC 32**  
Sociology of the City*  
3 rec 3 cr

Introduction to the study of the family as a social institution. Evolution of form and functions of the family and how its structure is shaped by forces in society. Significance of family as a socialization agent, courtship and the romantic love complex, women's roles and changing family structure, minority culture families in American society and consideration of the future of the family.  
**Prerequisite:** SOC 11.

**SOC 34**  
Social Deviance  
3 rec 3 cr

Explores what is regarded as deviant within a society, with emphasis on criminality and mental illness. Deviance from the perspective of the deviant, e.g., the process by which the initial deviance becomes a career or master status. Deviance from the perspective of society, its social structure, norms and sanctions relevant to deviance, and functions or dysfunctions served by those committing acts of deviance.  
**Prerequisite:** SOC 11.

**SOC 35**  
Introduction to Social Work  
3 rec 3 cr

Nature of social work and its functions; family casework, child welfare, psychiatric and medical social work, correctional services, public welfare and community welfare organizations.  
**Prerequisite:** SOC 11 or PSY 11 or permission of instructor.

**SOC 37**  
Class and Power in American Society  
3 rec 3 cr

Examines social inequality as it impinges on concrete lives of people in society, with focus on American society. Deals with social stratification, social class, status, race, ethnicity, gender, prejudice and discrimination.  
**Prerequisite:** SOC 11 or permission of department.

**SOC 38**  
Social Advocacy  
3 rec 3 cr

Introduction to roles and problems of advocates in the social services system; nature, need and processes of advocacy; legal/administrative aspects of social services programs (social security, welfare, family court); advocating rights of special groups (handicapped, poor, youth, aged).  
**Prerequisite:** POL 11 or SOC 11 or department permission.

**SOC 92**  
Religion and Society*  
3 rec 3 cr

* Not taught on a regular basis. Course descriptions available upon request.
### SPN 18 Elementary Spanish for Nurses and Hospital Personnel I

For non-Spanish-speaking students.

Basic Spanish pronunciation, intonation and sentence structure; relevant medical terminology; idiomatic and colloquial expressions. Model dialogues on taking medical history; routine medical examination; diet and nutrition; nursing care; treatment instructions; pediatrics; cardiology; and others. Additional vocabulary according to the student's interests and field of medical specialization.

**Prerequisites:** SPN 18 or placement test.

### SPN 19 Elementary Spanish for Nurses and Hospital Personnel II

Review and continuation at a higher level of pronunciation, speaking and understanding. Additional vocabulary in new medical situations such as admissions, X-rays, and pregnancy.

**Prerequisites:** SPN 18 or placement test.

### SPN 20 Advanced Spanish Composition and Creative Writing

Style illustrations with literary texts, text analysis, reading for comprehension, paragraph construction, imitation of models, expository writing, translation of literary texts, thematic discussions, stylistic discussions, written reports on research.

**Prerequisites:** SPN 13 or 17 or placement test.

### SPN 21 Spanish Language and Culture

A literary and historical study of Spanish culture; develops basic language skills. Class discussions on social, historical and artistic values of Spain, past and present. Course conducted in Spanish.

**Prerequisites:** SPN 13 or 17 or placement test.

### SPN 22 Latin-American Language and Culture


**Prerequisites:** SPN 13 or 17 or placement test.

### SPN 23 19th-Century Spanish Literature: Romanticism and Realism*

**Prerequisites:** SPN 13 or 17 or placement test.

### SPN 24 Don Quijote and Other Cervantes Masterpieces

Reading, discussion, analysis and written reports on selections from the original text of *Don Quijote*. Selections from Cervantes' *Novelas Ejemplares*. Course conducted in Spanish.

**Prerequisites:** SPN 13 or 17 or placement test.

### SPN 25 Generation of 1898

Literary analysis of selections from the principal writers of the movement. Reading, discussion, oral and written reports. Course conducted in Spanish.

**Prerequisites:** SPN 13 or 17 or placement test.

### SPN 26 Spanish for Business Communication

The purpose of this course is to give advanced-level students a foundation in Spanish business vocabulary, economic and cultural aspects of business in Spanish-speaking countries and situational practice that will help prepare them for success in today's Spanish-speaking business world. Course conducted in Spanish.

**Prerequisites:** Placement based on department examination results.

### SPN 28 Interpreting and Translation Skills for Legal Personnel

Basic skills required for bilingual personnel serving the Hispanic community in the metropolitan area. Advanced Spanish course which emphasizes translating and interpreting for legal personnel. Students should be bilingual, fluent in both English and Spanish.

**Prerequisites:** RDL 02 or ENG 02 if required, and SPN 13 or placement test.

### SPN 30 Puerto Rican Literature and Culture I

Survey of Puerto Rican history, culture and literature until 1880. Reading, discussion, oral and written reports based on representative Puerto Rican authors. Course conducted in Spanish.

**Prerequisites:** SPN 13 or 17 or placement test.

### SPN 31 Puerto Rican Literature and Culture II

Continuation of SPN 30. Survey of Puerto Rican history, culture and literature from 1880 to the present. Reading, discussion, oral and written reports based on representative Puerto Rican authors. Course is conducted in Spanish.

**Prerequisites:** SPN 13 or 17 or placement test.

*Not offered on a regular basis. Course descriptions available upon request.*

---

### TAXATION

**TAX 11 Introduction to Taxation**

Study of the current Federal, New York State and New York City income tax laws and regulations: concepts of taxable gross and net income, deductions and exemptions as applied to various classes of individual taxpayers. Preparation of individual income tax returns on government forms.

**Prerequisites:** BUS 11 and ACC 11 or permission of the department.

### TELECOMMUNICATIONS

**TEC 11 Voice Communications**

Introduction to techniques, principles, and terminology of voice telecommunications. Public and private telecommunication networks are examined. Telecommunication equipment, switching and transmission technology are demonstrated. Frequency spectrum modulation schemes and multiplexing techniques are explored. Lectures, interactive learning demonstrations, laboratory exercises required.

**Corequisite:** ELC 25.
### TEC 21
Data Communications
3 rec 2 lab 4 cr
Introduction to techniques, principles, and terminology of data communications. Public and private networks are examined. Data communication equipment multiplexing and interactive learning, demonstrations. Laboratory exercises required.
Prerequisite: ELC 25.
Corequisite: TEC 11.

### TEC 31
Local Area Networks
3 rec 2 lab 4 cr
Introduction to the technology of local area networks (LANs). Topologies, transmission media, network interfaces, and the access methods are examined. Shared resources and interconnecting of LANs are explored. Lectures, interactive learning, demonstrations are employed. Laboratory exercises are required.
Prerequisite: TEC 21.
Corequisite: TEC 31.

### WORD PROCESSING
Business and Information Systems Department

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WPR 11</strong></td>
<td>Machine Transcription I 5 rec 3 cr Development of the ability to transcribe simple dictated material in preparation for employment as a transcriptionist. Prerequisite: KEY 11 or department permission Corequisite: ENG 11, KEY 12.</td>
</tr>
<tr>
<td><strong>WPR 12</strong></td>
<td>Machine Transcription II 5 rec 3 cr Development of the ability to transcribe higher level dictated material for extended time periods. Prerequisite: KEY 12, WPR 11. Corequisite: KEY 13.</td>
</tr>
<tr>
<td><strong>WPR 20</strong></td>
<td>Introduction to Office Automation 3 rec 3 cr Principles and language of office automation, responsibilities of staff positions, applications within office environments and support services, nature of work flow—how information originates, is processed, and trends in office automation. Prerequisite: KEY 12, WPR 11. Corequisite: KEY 13.</td>
</tr>
<tr>
<td><strong>WPR 21</strong></td>
<td>Information Processing Applications and Administration 3 rec 3 cr Administrative processes involved in the operation of a word processing environment. Emphasis on understanding the work flow and multiple tasks performed in a word processing environment. Prerequisite: KEY 11. Corequisite: KEY 12.</td>
</tr>
<tr>
<td><strong>WPR 22</strong></td>
<td>Information Processing Office Simulation 3 rec 3 cr Application of the knowledge learned in WPR 21 in a word processing environment which simulates an actual business operation. Each student produces tasks that are typically performed in word processing environments. Corequisite: KEY 13 or permission of department.</td>
</tr>
<tr>
<td><strong>WPR 23</strong></td>
<td>Supervision and Administration of Office Automation 3 rec 3 cr Students develop ability to function as supervisor or administrator in a broad-based office automation environment. Principles, procedures, and techniques of supervision and administration. Concentration in scheduling and coordinating, motivational techniques, technical areas (systems), decision making, time management skills, personnel evaluation and training programs are included. Prerequisite: WPR 20.</td>
</tr>
<tr>
<td><strong>WPR 24</strong></td>
<td>Introduction to Desktop Publishing 3 rec 3 cr Learn how to use a personal computer to produce professional quality business or personal documents with desktop publishing software. Understand concepts and practical applications of desktop publishing. Integrate text with graphic elements such as charts, graphs and tables to electronically produce flyers, reports, forms, price lists, letterheads, invitations and resumes. Hands-on training relating to input, composition, and output of finished documents. Prerequisite: RDL 02, RDL 11, MTH 03 if necessary; ENG 11; KEY 10 or KEY 11 or permission of department; WPR 21 or WPR 31 or permission of department.</td>
</tr>
<tr>
<td><strong>WPR 31</strong></td>
<td>Microcomputer Word Processing Applications 2 rec 2 lab 3 cr Provides instruction on the operations of a word processing package on a microcomputer. Students will be able to perform operations such as inputting, revising, outputting, storing, retrieving, search and replace, centering, copying and moving, and formatting. Prerequisite: KEY 10 or permission of department; ENG 01, RDL 01.</td>
</tr>
<tr>
<td><strong>WPR 41</strong></td>
<td>Introduction to Records and Information Management 3 rec 3 cr An overview of recordkeeping systems in computerized and noncomputerized environments. Topics include why and how information systems function, how information is stored in various media types, and utilization of a records management software program. Prerequisite: RDL 02, MTH 01, ENG 11, KEY 12, WPR 21. *</td>
</tr>
</tbody>
</table>

*WPR 21 may be waived with the approval of Curriculum Coordinator.
The Division of Institutional Development is comprised of three units charged with providing a comprehensive range of programs and services which enable the College to raise needed funds to support its educational programs and advance the social and economic well-being of the community. These units include the Offices of Continuing and Professional Studies, Development, and Grants and Contracts.

These units respond to the needs of diverse populations served by the College, providing access to instruction and services for academic improvement, institutional and faculty development, occupational training and career development and personal enrichment; and through the work of a foundation, secures private sector support for the College.

Programs and services are developed in collaboration with academic departments, business and labor organizations, government agencies, foundations and other educational institutions, and community groups. The Division of Institutional Development is committed to excellence in education and to services that are responsive to the needs of the college community and its neighbors.

Office of Continuing and Professional Studies (CPS)
Assistant Dean of Continuing and Professional Studies: Ms. Elizabeth Oliver
CPS offers non-credit tuition courses and programs for lifelong learning and professional and community development. Courses provide opportunities for students to attain new skills to support their career development and compete in today's technological environment of business and industry. CPS certificate programs and customized business training meet industry standards. Courses are conducted both on campus and at satellite learning centers throughout the Bronx. CPS also provides customized training for local and regional employers, unions, and community-based organizations.

Office of Development
Assistant Dean of Planning and Program Development: Dr. Michael Seliger
Associate Director, Development: Dr. Ann Ilan Alter
Development Assistant: Ms. Tonja E. Withers
The Office of Development identifies, establishes relationships with, and secures grants from corporate and foundation sources in support of the College's priorities. The Office also has oversight of the Hall of Fame for Great Americans.
Office of Alumni Affairs

Alumni Officer: Dr. Ingrid DeCicco

The Office of Alumni Affairs represents the College in promoting the organization of alumni and in coordinating their activities. Its purpose is to support the College's educational mission and to enrich the lives of alumni. The alumni website publishes and gathers information to facilitate communication between alumni and the College. The address is www.bcc.cuny.edu/alumni.

Office of Grants and Contracts

Acting Dean of Institutional Development: Ms. Carin Savage

The Office of Grants and Contracts develops and administers grant and contract funded programs from federal, state, and local governmental agencies and private foundations. These programs are designed to strengthen the College's offerings, student services, and support faculty development and research. The Office of Grants and Contracts also responds to the needs of the surrounding community, collaborating with the public schools, business and labor organizations, government agencies and community groups to obtain sponsored support for a variety of educational and community outreach programs.

ACADEMIC SUPPORT PROGRAMS

Carl D. Perkins Vocational and Applied Technology Education Act Program (Perkins III)

Acting Dean of Institutional Development: Dean Carin Savage

This grant supports approved programs designed to provide students with the academic, vocational and technical knowledge needed to prepare for further education and for careers in current or emerging employment sectors. Initiatives include tutorial support, academic advisement and the modernization and upgrade of vocational programs, class presentations and computer labs.

Student progress, graduation and employment are the major goals.

Computer Science, Engineering and Mathematics Scholarship (CSEMC) Program

Program Director: Dr. Madelaine Bates

The CSEMC Program is a four-year grant funded by the National Science Foundation. The goal of the program is to increase the number of full-time students majoring in computer science, mathematics, engineering and technology at the College. In order to qualify for the scholarship and remain in the program, students must be US citizens, resident aliens or asylum aliens, be full-time, maintain a GPA of 2.8, and quality for financial assistance. The program supports up to 31 students for a maximum of four semesters. It provides them with an annual stipend of $325. Each scholar is assigned a faculty mentor who works with the student throughout the student's stay at the College. Additional academic support is provided for all courses in the student's major through study groups and individual tutoring.

CSTEP

Directors: Dr. Nasser Abdellatif and Dr. Andrew Akinmoladun

The main goals of the CSTEP program are to improve the success and retention rates of historically underrepresented students in the first two years of their collegiate experience, to increase the likelihood that CSTEP students will graduate from Bronx Community College and to increase the percentage and facilitate the transition of BCC CSTEP students to senior colleges for an advanced degree. Special emphasis will be given to students with interest in the science, mathematics, engineering, and technology fields that lead to professional licensure.

1199 Advisement and Retention Program

Coordinator: Ms. Paula Wickland

The Nursing Advisement and Retention Program is a collaborative effort with BCC/CUNY, 1199 Health Employees Workers Union and the JFK Jr. Institute for Worker Education at CUNY. This program assists employees/students in achieving their academic and career goals by earning degrees in health related fields thereby strengthening the workforce in the health care industry. This initiative provides customized and enhanced academic advisement, transfer, admissions, enrollment, counseling, tutoring, course scheduling and academic monitoring.

Environmental Entrepreneurship Program

funded by the Oceanic and Atmospheric Administration NOAA, U.S. Department of Commerce.

Program Director: Dr. Reid Strieby

The Environmental Entrepreneurship Program is designed to increase the number of Bronx minority students who choose to enter the field of environmental science. It has created a dedicated partnership between the Bronx Community College's Environmental Technology Program, the BCC Tech Prep Program, the Bronx High School of Science and the NOAA CREST program at the City College of New York. In addition, high school science teachers from six Tech Prep schools also participate in the Environmental Entrepreneurship Program. Activities include curriculum enhancement and hands-on field research experience that combine student and faculty participation, staff development workshops for new high school science teachers, academic advisement, career counseling, tutorial services, and a paid summer work experience for participating students.
Generations Plus Evening and Weekend Clinical Nursing Program
Program Liaison: Ms. Paula Wickland

Generations Plus/Northern Manhattan Healthcare Network of the NYC Health and Hospitals Corporation in association with BCC/CUNY and the JFK, Jr. Institute for Worker Education at CUNY is a program expansion at BCC. This program expansion creates evenings and weekend clinical slots for qualified students enrolled at the College. This initiative provides individualized supportive, academic services that include advisement, transfer, admissions, enrollment, counseling, tutoring, and support services with ongoing assessments for employees/students. It helps participants to achieve their academic and career goal of earning an AAS/RN degree in Nursing while strengthening the workforce in the public health care system.

Head Start Partnership Program
Director: Ms. Jean Shaddai

Under that initiative, Head Start workers, primarily Teacher Assistants and Family Workers, take credit-bearing courses infused with Head Start relevant material, with special support services for students who had not been in College in years. If at all, Students will complete the program with degrees in either Education or Human Services.

Healthcare Worker Upgrade Training Initiative
Director: Assistant Dean Elizabeth Oliver

The New York State Department of Health Upgrade Training Initiative is designed to provide needs-specific training to incumbent healthcare workers. Bronx Community College has partnered with two local community health centers. The project provides an extensive workplace task analysis and worker assessment. Skills specific training is designed in response to the employer needs for clinical upgrades. The project also provides for the training of LPNs and RNs through a coordinated effort with the College's Nursing Department.

NIH Bio-Medical 2 + 2 Program
Director: Dr. Andrew Akimoladun

The NIH 2 + 2 program, which is funded by the National Institute of Health, is a collaborative effort between Clarkson University and Bronx Community College. The program is designed to increase the number of Black, Hispanic and Native American students currently in community college two-year biomedical and other science programs to seek Baccalaureate degrees or higher. The program offers academic-year educational components (peer tutoring, course equivalency review, counseling, career planning), and skill development (basic preparation in research-related mathematics, technology and presentations). As many as 15 qualified participants are invited to complete a paid, eight-week summer research experience, including room and board at Clarkson.

Professional Staff Congress—CUNY Research Award Program

These funds encourage and support the scholarly and creative activities of the College's faculty. Seventeen faculty have received these awards, supporting research initiatives in several areas of scholarly discipline, including chemistry, creative writing, engineering, English, history, mathematics, music and musicology, performing arts, visual arts and women's studies.

Student Support Services Program (PASS) Center
Director: Ms. Françoise Cromer

The PASS Center conducts a federally funded TRIO Student Support Services Program that facilitates student academic progress, persistence and transfer. In addition to providing academic support services to eligible students, the Center addresses personal problems that impact on academic performance. The goal of the PASS Center is to enable students to successfully adjust to the College environment and graduate. Other TRIO projects at Bronx Community College include Upward Bound and Educational Opportunity Centers (EOC).

Title V Collaborative Program
Coordinator: Prof. Mitchell Wenzel
Activity Directors: Dean Nadine Posner, Dr. Harriet Shenkman

Bronx Community College has received a Title V Cooperative Grant with Lehman College for the next five years. The grant is divided into three activities: increasing the rate at which Hispanics and minority graduates from BCC transfer to and graduate from Lehman College, developing new and enhancing existing articulated programs to increase transfers to Lehman College and faculty development.

Workforce Development Initiative: Preparing Tomorrow's Mathematics and Science Teachers
Director: Ms. Diane D'Alesio

Through a Workforce Development Initiative (WDI), CUNY has provided funding to support the project which is designed to successfully implement two academic programs at Bronx Community College in collaboration with Lehman College. These new programs consist of two secondary education options within the Liberal Arts and Sciences Associate of Science degree programs. One will be in earth science, and the other will be in mathematics. BCC graduates will transfer to Lehman College to enter teacher preparation courses with a seamless transition. WDI funding also provides the funding necessary to develop a high profile marketing and recruitment effort. These two new programs in secondary education hold the promise of recruiting and preparing a new generation of mathematics and science teachers and helping to meet the country's current critical shortage in these disciplines.
CAMPUS FACILITIES SUPPORT

Conservation Master Plan
Designed in 1892-96 by McKim, Mead & White, the Bronx Community College historic campus is one of the triumphs of late 19th-century American architecture. Water leakage, materials failure, and highway and industrial pollution, however, are damaging the historic buildings surrounded by the Hall of Fame for Great Americans. The Getty Foundation has given a Campus Heritage Grant to the College for historic research, structural analysis, materials testing, and cost estimation leading to a conservation master plan for these important buildings.

COLLABORATIVE PROGRAMS WITH THE PUBLIC SCHOOLS

College Now
Director: Mr. Eugene Adams
Coordinator: Mr. Carlos Rivera
College Now is a collaboration between the City University of New York and the New York City Board of Education. College Now assists high school students in the strengthening of their writing and math competency. Qualifying students enroll in Bronx Community College credit-bearing courses.

Family College
Director: Mr. Omar Morris
A partnership with BCC, the NYC Board of Education, Community School District 10 and the Human Resources Administration which integrates education, child care and social services. Qualified parents enroll as full-time students at BCC while their children ages 4 to 6 attend District 10's Early Childhood School on campus. To qualify, parents must have a high school diploma or equivalent, reside in District 10 in the Bronx, have a child of the appropriate age and be on public assistance.

Liberty Partnership Program
Director: Mr. Lesleigh Hogg
This program provides a progressive and individualized approach for a summer and academic year program providing science, mathematics and language arts instruction and internships for at-risk high school students.

National Center for Educational Alliances
Directors: Dr. Richard Donovan, Ms. Barbara Schaefer-Peleg
This program promotes broad-based collaboration nationally and internationally. The Center works to expand higher education opportunities for disadvantaged students by promoting collaboration among schools, colleges and other organizations dedicated to fundamental long-term educational reform.

Science and Technology Entry Program (STEP)
Directors: Dr. Nasser Abdellatif, Dr. Andrew Akinmoladun
This program is for high school students interested in pursuing a career in the science, technology or health fields. It provides academic upgrading, after school and summer jobs, mentors and guidance services to facilitate entry into college or full-time employment upon graduation.

Teachers' Center Consortium Program
Director: Mr. Eugene Adams
This program provides courses for New York City Board of Education paraprofessionals.

Tech Prep
Director: Dr. Nasser Abdellatif and Ms. Jean Keizs
Tech Prep is designed to link career programs at the high school level to career programs at the community college level. Goals include increased high school graduation rates with students better prepared to begin college level work, increased career awareness, redesigning the 11th and 12th grade math, science and communications curricula into a contextualized career related format, and enhanced high school teacher effectiveness.

Upward Bound
Director: Ms. Michelle Danvers-Foust
This college preparatory program is designed to develop the skills and motivation necessary for success in college for high school students from low-income backgrounds and inadequate secondary school preparation. The program includes a six-week summer component which gives students an opportunity to live on a college campus and earn credits toward their high school diploma and college degree.

COMMUNITY EDUCATION AND OUTREACH PROGRAMS

Adult Basic Education
Director: Ms. Blanche Kellawon
This program provides classes in basic reading, pre-GED, and all levels of English as a second language. Courses are offered to the public at no charge.

Career Directions for Displaced Homemakers
Director: Ms. Blanche Kellawon
This program provides counseling, academic and vocational support services and job placement primarily for women who are heads of households and do not have the support of a spouse.
Center for Sustainable Energy  
**Acting Director:** Dr. James Quigley  
The Center promotes the use of alternative energy sources, such as fuel cells, solar power, wind, water and hydrogen, to all stakeholders interested in introducing renewable energy technology to the Bronx and New York City. The Center will positively impact on the business community as well as the individual health of Bronx residents.

CUNY Catch  
**Director:** Ms. Jean Napper  
A consortium with LaGuardia Community College and Medgar Evers College provides transitional educational support services to newly released ex-offenders.

CUNY Free GED Program  
**Director:** Ms. Blanche Kellawon  
This is a free high school equivalency preparation program for high school dropouts, 19 years of age or older.

Educational Opportunity Center (EOC)  
**Executive Director:** Mr. Wendell Joyner  
The Bronx EOC is one of ten SUNY funded centers that provides academic instruction, job training, placement and support services to educationally and economically disadvantaged adults. Located in the Bathgate Industrial Park, the Bronx EOC is housed in a modern 42,000 square foot facility. A specially designed EOC child care center is available one block away to accommodate the needs of EOC students with children.

El Civics: English Literacy and Civics Education  
**Director:** Ms. Jean Napper  
In addition to English as a Second Language classes, this program prepares adults to understand and navigate governmental, educational and workplace systems and to access key American institutions such as banking and health care.

EDGE (Education for Gainful Employment)  
**Director:** Ms. Jean Napper  
Education for Gainful Employment (EDGE) provides English literacy instruction, job training and job placement assistance to 500 limited English proficiency individuals who also have limited family income. The program provides language instruction in the context of specific vocational concentrations such as office and retail environments.

iNDLOUVU Partnership College  
**Directors:** Dr. Richard Donovan and Ms. Barbara Schaefer-Peleg  
The National Center for Educational Alliances is helping to create iNdlouvu Partnership College which involves 33 organizations in KwaZulu, Natal, South Africa.

InVEST (Individual Vocational Education and Skills Training)  
**Director:** Ms. Jean Napper  
InVEST provides free courses for eligible public assistance recipients in order to improve their job related skills. The goal of InVEST is to help participants get better jobs and raise their salaries so they no longer need public assistance.

Poised for Success  
**Director:** Ms. Jacqueline Ravenell  
**POISED FOR SUCCESS** (Perfect Opportunity for Individual Skills and Educational Development) is an HRA funded CUNY Program providing expectant mothers and mothers with young children with educational opportunities which prepares or advances them in parenting, family and personal health, basic academic skills, computers, job search and workplace literacy. The program has three phases: POISED I (13 weeks) where the skills are emphasized and POISED II (12 weeks) when the student comes for two days to be guided in intensive job search while they are employed in an HRA or campus assigned job in the Welfare to Work Program (WEP), and POISED-at-Home, where students exempt from mandatory participation in a work experience program because they are in the late stages of pregnancy or have a child up to nine weeks of age, receive basic skills and parenting instructions in their home.

Project Hire  
**Director:** Ms. Glenda Self  
Job training and placement services in building trades/property maintenance are available through this program.

Project SOS  
**Director:** Ms. Eileen Resnick  
This program provides comprehensive case management services and counseling for home-bound older adults. Housekeeping, personal care and home-delivered meals can also be arranged.

Youth Work Skills Project  
**Director:** Ms. Glenda M. Self  
The goal of the Youth Work Skills project is to assess, address, and remediate the academic readiness of out-of-school youth 16-21 reading below the fifth grade level. The program assists them in developing an educational and work skill plan that will lead to higher reading and math scores (at least two years), acquisition of a high school diploma, and job skills. Classroom training in occupational skills introduces students to career options. The target population is economically disadvantaged youth. Preference is given to 15 and 19 year olds, homeless youth, AFDC recipients, and teen parents who are living in the Bronx. The length of the project is eight months.
Governance of the College

BOARD OF TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK

Bronx Community College, a unit of The City University of New York, is administered by the Board of Trustees of The City University of New York. The Board of Trustees of The City University of New York is composed of 17 members, five of whom are appointed by the Mayor and ten by the Governor, all with the advice and consent of the New York State Senate. The chairperson of the University Student Senate is a voting ex officio member. The chairperson of the University Faculty Senate is a non-voting ex officio member. The terms of all members except ex officio are for seven-year staggered terms. Board headquarters are at 535 East 80 Street, New York, 10021.

Benno C. Schmidt, Jr.  
Chairperson  
B.A., J.D.

Valerie Lancaster Beal  
B.A., M.B.A.

John S. Bonnici  
B.S., B.A., S.T.B.,  
S.T.L., S.T.D.

John J. Calandra  
B.A., J.D.

Wellington Z. Chen  
B.S.

Kenneth Cook  
B.S., M.S.

Rita DiMartino  
A.A., B.A., M.P.A.

Joseph J. Lhota  
B.S., B.A., M.B.A

Randy M. Mastro  
B.A., J.D.

Jay Hershenson  
B.A., M.A.  
Secretary of the Board

Frederick P. Schaffer  
B.A., J.D.  
General Counsel and  
Vice Chancellor for  
Legal Affairs

Hugo Morales  
M.D., DPN-P, F.A. P.A.

Kathleen M. Pesile  
A.A.S., B.B.A., M.P.A.

Carol A. Robles-Roman  
B.A., J.D.

Nilda Soto Ruiz  
B.A., M.A., Ph.D.

Marc V. Shaw  
B.A., M.A.

Jeffrey S. Wiesenfeld  
B.A.

Lauren Fasano  
A.A.S.  
ex officio

Susan O'Malley  
A.B., M.A., Ph.D.  
ex officio
THE CITY UNIVERSITY OF NEW YORK
Council of Presidents

Matthew Goldstein, Chancellor, Chairman
Russell K. Hotzler, President
New York City College of Technology
Dolores M. Fernandez, President
Eugenio Maria de Hostos Community College
Ricardo R. Fernandez, President
Herbert H. Lehman College
Kristin Booth Glen, Dean
City University School of Law at Queens College
Frances Degen Horowitz, President
The Graduate School and University Center
Edison O. Jackson, President
Medgar Evers College
Marcia V. Keize, President
York College
Christoph M. Kimmich, President
Brooklyn College
Jeremy Travis, President
John Jay College of Criminal Justice
Eduardo J. Marti, President
Queensborough Community College
Regina S. Peruggi, President
Kingsborough Community College
Gail O. Mellow, President
Fiorello H. LaGuardia College
James Muyskens, President
Queens College
Antonio Perez, President
Borough of Manhattan Community College
Jennifer Raab, President
Hunter College
Kathleen M. Waldron, President
Bernard M. Baruch College
Stanford A. Roman, Jr., President
The Sophie Davis School of Biomedical Education
Marlene Springer, President
The College of Staten Island
Carolyn G. Williams, President
Bronx Community College
Gregory H. Williams, President
The City College

University Staff

Matthew Goldstein, Chancellor
Selma Botman, Executive Vice Chancellor for Academic Affairs
Allan H. Dobrin, Senior Vice Chancellor and Chief Operating Officer
Jay Herahenson, Secretary of the Board of Trustees and Vice Chancellor for University Relations
Otis O. Hill, Vice Chancellor for Student Development and Enrollment Management
Emma Espino Macari, Vice Chancellor for Facilities Planning, Construction, and Management
Ernesto Malave, Vice Chancellor for Budget and Finance
Brenda Richardson Malone, Vice Chancellor for Faculty and Staff Relations
Frederick P. Schaffer, General Counsel and Vice Chancellor for Legal Affairs
Michael J. Zavallle, Interim Vice Chancellor for Administration and Planning

University Deans

Gillian Small, University Dean for Research
David Crook, University Dean for Institutional Research
Lester Jacobs, University Dean for Enrollment Services
Nicholas Michelli, University Dean for Teacher Education
John Mogulescu, University Dean for Academic Affairs and Deputy to the Executive Vice Chancellor
Michael Ribando, University Dean for Instructional Technology, and Information Services
Robert Ptachik, University Dean for The Executive Office
Dave Fields, Special Counsel to the Chancellor
Judith Summerfield, University Dean for Undergraduate Education
Glorian Rivers, University Dean & Deputy to the Vice Chancellor for Faculty & Staff
Office of the Vice President of Institutional Development

Carin Savage, M.S., Acting Dean of Institutional Development
Angelito Ball, B.B.A., Senior Accountant
Rolly Wiltshire, M.S., Director of Administrative Services
Michael Seliger, Ph.D., Assistant Dean of Planning and Program Development
Elizabeth Oliver, M.S., Assistant Dean of Continuing and Professional Studies
Wendell Joyner, M.A., Executive Director of the Educational Opportunity Center
Ann Ilan Alter, Ph.D., Associate Director, Development
Tonja E. Withers, B.F.A., Development Assistant
Dennis McEvoy, B.A., Director, Hall of Fame for Great Americans
Ingrid DeCicco, Ed.D., Alumni Officer

Office of the Vice President of Student Development and Enrollment Management

Penny Bloom, Ph.D., Vice President of Student Development and Enrollment Management
Bernard J. Quatt, M.S., M.A., Associate Dean of Enrollment Management
Regina M. Tobin, M.B.A., Acting Registrar
Orlando Lopez, B.A., Director of Financial Aid
Alba N. Cancetty, B.A., Director of Admissions and Recruitment
Kevin Davis, M.A., Director of College Discovery
Nelson Reynoso, Ph.D., Director of General Counseling
Kathy Savage, M.A., Assistant Director of General Counseling
Cheryl Byrd, B.A., Director of Student Assistance Center
Dorothy Muller, R.N., College Nurse, Director of Health Services
Barbara Martin, M.S.W., Director of COPE Program
Melba Olmeda-Amaro, M.A., Director of Career Development
Paula Gilbert, M.S.W., Director of Psychological Services
Melissa A. Kirk, M.A., Director of Disability Services and Programs
Audrey Rose-Glenn, M.A., Director of Retention Programs
Kirk Daley, M.A., Director of Student Activities
Françoise Credore, Ph.D., Acting Director of the PASS Center
Donna T. Genova, Ed.D., Director of Athletics
Jorge Saenz De Viteri, M.S.Ed., Director, Bronx Community College Child Development Center
Frank Genova, Operations Manager, The Bronx Community College Association, Inc.
Nasser Abdellatif, Department Chairperson, Professor, Physics and Technology
B.E.E.E., M.E.E.E., The City College; Ph.D., The City University of New York

Eugene Adams, Director of Collaborative Programs, B.S., Rochester Institute of Technology; M.S.W., Columbia University

Jacob Adekola, Assistant Professor, Library and Learning Resource Center, B.A., M.A., Herbert H. Lehman College; M.L.S., Long Island University

Marion L. Adeyanju, Assistant Professor, Student Development, A.B., Virginia State College; M.A., Teachers College, Columbia University

Martha Aguilar, Assistant Professor, Modern Language Department, B.A., Saint Denise University (Paris, France); B.A., Santiago de Cali University (Columbia); M.A., Sorbonne University (France); Ph.D., Sorbonne University (France)

Andrew Akinmoladun, Assistant Professor, Physics and Technology, A.A.S., Bronx Community College; B.E.T., M.S., The City College; Ph.D., Berne University

Shylaja Akkaraju, Assistant Professor, Biology and Medical Laboratory Technology, B.Sc., M.Sc., Madras Christian College (India); Ph.D., University of Louisville

Charmaine Aleong, Assistant Professor, Health, Physical Education & Wellness, R.N., Watford General Hospital (England); B.A., Brooklyn College; R.D.; M.S., Teachers College, Columbia; M.S.N., Lehman College

Sydney Alozie, Associate Professor, Chemistry and Chemical Technology, B.S., Michigan State University; M.S., Ph.D., Utah State University

Louis I. Alpert, Professor, Mathematics and Computer Science, B.A., New York University; M.S., Massachusetts Institute of Technology; Ed.D., Fairleigh Dickinson University

Charles Aiston, Assistant Professor, Health, Physical Education and Wellness; Coordinator Therapeutic Recreation, B.S., Adelphi University; M.A., Vermont College - Norwich University; Ed.D., Nova Southeastern University

Ann Ilan Alter, Associate Director, Development, Institutional Development, B.A., Bard College; M.A., Ph.D., Rutgers University

Lisa Amowitz, Associate Professor, Art and Music (Art), B.F.A., Carnegie-Mellon University; M.F.A., Herbert H. Lehman College

Susan Amper, Assistant Professor, English, A.A., Nassau Community College; B.A., New York University; M.A., Queens College; Ph.D., Fordham University

Haron S. Anderson, Professor, Business and Information Systems, B.A., Hunter College; M.S., New York University

Rebecca Araya, Lecturer, Biology and Medical Laboratory Technology, B.A., M.A., M.Phil., New York University

John Asimakopoulos, Assistant Professor, Social Sciences, B.A., Rutgers University; M.S., Graduate Center, CUNY; Ph.D., Graduate Center, CUNY

Seher Atamturkturk, Lecturer, Biology and Medical Laboratory Technology, B.S., M.S., Ankara University (Turkey); M.S., Rutgers University

John P. Athanasourelis, Assistant Professor, English, B.S., Northwestern University; M.A., University of Hamburg (Germany); Ph.D., Purdue University

Lois J. Augustus, Department Chairperson, Associate Professor, Nursing and Allied Health Sciences, B.S., Wagner College; M.A., New York University

Manny Bailen, Chief Administrative Superintendent, Physical Plant Services

Angelito Ballo, C.P.A., Senior Accountant, Institutional Development, B.B.A., Bernard M. Baruch College

Howard Baltzer, Professor, Biology and Medical Laboratory Technology, B.S., Queens College; M.S., Adelphi University; Ph.D., New York University

Fred Barilaro, Operations Manager, Information Technology; Higher Education Associate, B.A., New York University

Marc Barnhill, Lecturer, English, B.A., Brooklyn College; M.A., CUNY Graduate Center/Queens College

Ruth G. Bass, Department Chairperson, Professor, Art and Music (Art), B.A., Radcliffe College; M.A., Ph.D., New York University

Madeleine Bates, Professor, Mathematics and Computer Science, B.A., University of Michigan; M.A., Ph.D., Columbia University
Leon J. Battista, Jr., Lecturer, Social Sciences, B.A., State University of New York at Cortland; M.A., New School for Social Research

Atiaw Beiligne, Assistant Professor, Mathematics and Computer Science, B.S., Haile Selassie I University (Ethiopia); M.A., Ph.D., St. Louis University

Cassandra Bellabe, Lecturer, Student Development, B.S., York College; M.S., Long Island University

Curt Belshé, Assistant Professor, Art and Music (Art), B.F.A., Washington University; M.F.A., Cranbrook Art Academy

Mary Jo Mazella Ben-Nun, Assistant Professor, Art and Music (Art), B.F.A., School of Visual Arts; M.F.A., Lehman College

Kathleen Stassen Berger, Professor, Social Sciences, B.A., Radcliffe College; M.A.T., Harvard University; M.S., Ph.D., Yeshiva University

Virginia Bernard, Assistant Professor, Nursing and Allied Health Sciences, B.A., Marymount Manhattan College; M.A., Ed.M., Teachers College, Columbia University

Robert Beuka, Assistant Professor, English B.A., M.A.A., State University of New York; Ph.D., Louisiana State University

Gurcharan Singh Bhatia, Professor, Mathematics and Computer Science, B.A., M.A., Punjab University (India); Ed.D., Teachers College, Columbia University

Patricia Bloom, Vice President of Student Development and Enrollment Management, B.S., University of Pittsburgh; M.Ed., University of Pittsburgh; Ph.D., University of Pittsburgh

David R. Blot, Associate Professor, English, B.A., Catholic University; M.A., Teachers College, Columbia University; Ph.D., Fordham University

Vincent F. Bonelli, Professor, History, B.A., M.A.A., New York University; Ph.D., Fordham University

Thomas Bracken, Assistant Director of Admissions, Higher Education Assistant, Student Development, B.A., The City College; M.A., The City University of New York

Thomas A. Brennan, Associate Professor, Chemistry and Chemical Technology, B.S., Iona College; M.A., Columbia University; Ph.D., State University at Stony Brook

Eisworth Brown, Lecturer, Business and Information Systems, A.A., University of Virgin Islands; B.Sc., Fordham University; M.B.A., Long Island University

Geraldine Burghart, Lecturer, Radiological Technology Program, A.A.S., Thomas Edison College; B.S., Felician College

Rex Butt, Assistant Professor, Communication Arts and Sciences, B.A., Ohio Wesleyan; M.A., University of Minnesota; Ph.D., The City University of New York

Cheryl Byrd, Director of Student Assistance Center, A.S., State University of New York at Farmingdale; B.S., State University of New York at Brockport

Richard Cacciatore, Assistant to Director of Safety and Security; Assistant to Higher Education Officer B.A. Lehman College

Raymond Canals, Professor, Business and Information Systems, B.B.A., Iona College; J.D., New York Law School

Alba Cancetty, Director of Admissions and Recruitment; Higher Education Associate, B.A., Hunter College

Cecelia Carew-Joynor, Associate Professor, Nursing and Allied Health Sciences, B.S., Hunter College; M.A., New York University

Benjamin F. Carney, Associate Professor, Communication Arts and Sciences, B.A., Southwestern Missouri State University; M.A., University of Arkansas; Ph.D., University of Missouri

Barbara Cash, Assistant Business Manager/Bursar, B.A., College of New Rochelle

Lawrence Cheatham, Assistant Director, Safety and Security; Assistant to Higher Education Officer

Robin Christopher, Lecturer, Bronx Educational Opportunity Center, B.A., Fisk University; M.S.W., Hunter College

Thomas Cipullo, Professor, Art and Music (Music), B.S., Hofstra University; M.A., Boston University

Oliver Cifretta, Assistant Business Manager, B.B.A., M.B.A., Bernard M. Baruch College

Howard A. Clampman, Professor, Business and Information Systems, B.A., Queens College; M.B.A., St. John's University; C.P.A., State of New York

Sharon Clarke, Associate Professor, Nursing and Allied Health Sciences, B.S., Manhattan College; M.A., Herbert H. Lehman College
Betty Covalmon, Assistant Professor, Nursing and Allied Health Sciences, B.S.N., M.S., Herbert H. Lehman College; M.Ed., Teachers College, Columbia University

Mary E. Coleman, Vice President of Administration and Finance, B.A., Jackson State University; M.B.A., Columbia University

Jacqueline Corcoran, Lecturer, Bronx Educational Opportunity Center, B.S., College of New Rochelle; M.S., Herbert H. Lehman College

Françoise Cromer, Director (acting), The PASS Center, Assistant Professor, Student Development, B.A., St. Lawrence University; M.A., University of California at Santa Barbara; Ph.D., University of California at Santa Barbara

Matthew Crick, Lecturer, M.S., Brooklyn College; B.F.A., University of Arizona

Grace Cukras, Associate Professor, Education and Reading, B.A., Marymount College; M.S., Ph.D., Fordham University

Laurel Cummins, Assistant Professor, Modern Languages, B.A., Grinnell College; M.A., University of Michigan; Ph.D., Indiana University

Camilla Dacey-Groth, Assistant Professor, English, B.A., Christian-Albrechts University (Germany); M.A., Ph.D., Bowling Green State University

Diane D'Alessio, Lecturer, Education and Reading, B.A., Herbert H. Lehman College; M.A., Manhattan College

C. Livingston Daley, Associate Professor, Social Sciences (Sociology), B.A., The City College; M.A., New York University; Ph.D., The City University of New York

Kirk Daley, Director of Student Activities; Higher Education Assistant, B.S., Alfred University

John W. Davis, Department Chairperson, Professor, Biology and Medical Laboratory Technology, B.S., University of Notre Dame; M.S., Ph.D., St. John's University

Kevin Davis, Lecturer, Acting Director of College Discovery, Student Development, A.A., Seattle Central Community College; B.A., Washington State University; M.A., Eastern Michigan University

Neil Simon Davis, Associate Professor, History, B.A., University of Oxford; M.A., University of London; Ph.D., University of Exeter

Nadraqua Dawes, International Student Advisor, Student Development, Higher Education Assistant, B.A., Hunter College; M.S. Ed., Bernard M. Baruch College

Orestes De Los Santos, Lecturer, Bronx Educational Opportunity Center, B.S., Mercy College; M.S., Herbert H. Lehman College

Ingrid DeCicco, Alumni Officer, Institutional Development, Ed.D., Teachers College, Columbia University

James DelMetro, Assistant Professor, English, B.A., M.A., New York University

Frederick L. De Naples, Department Chairperson, Professor, English, B.A., Ohio State University; M.A., Ph.D., University of Pennsylvania

Desmona M.F. De Launay, Manager of Program Services, Continuing & Professional Studies, B.A., The City College

Michael Denbo, Assistant Professor, English, A.B., Temple University; M.A., Ph.D., The City University of New York

Samaroo Deonarine, Associate Professor, Physics and Technology, B.S., M.S., University of the West Indies (Trinidad); Ph.D., The City University of New York

Richard A. Donovan, Professor, English, A.B., M.A., University of Notre Dame; Ph.D., University of Minnesota

Eldiane Elmeus, Lecturer, Student Development, B.A., Boston University; M.A., Lesley University

Anthony J. Durante, Assistant Professor, Chemistry and Chemical Technology, B.S., Iona College; M.B.A., Pace University; Ph.D., Fordham University

Rebecca Encarnacion, Assistant Professor, Chemistry and Chemical Technology, B.S., Iona College; M.B.A., Pace University; Ph.D., Fordham University

Jude Eugene, Assistant Professor, Social Sciences, B.A., New York University; M.S., Florida A & M University; Ph.D., Howard University

Martin Fein, Professor, Biology and Medical Laboratory Technology, B.A., M.S., Hunter College; Ph.D., The City University of New York

Carolyn Ferreira-Lillo, Lecturer, Physics and Technology, A.A.S., Queensborough Community College; B.S.E.E., The City College; M.S., Stony Brook University

Annidia Finoaro, Benefits Coordinator, Human Resources, Higher Education Assistant, B.A., Iona College; M.S., College of New Rochelle

Andrea Finkelstein, Associate Professor, History, B.A., New York University; M.A., Queens College; Ph.D., The City University of New York
Jason Finkelstein, Acting Assistant Dean of
Academic Affairs,
B.A., Boston University;
M.A., Cleveland State University;
A.D., Teachers College, Columbia University

Vicki Flairis, Assistant Professor, Chemistry and
Chemical Technology,
B.App.Sci., B.A., Ph.D., University of Melbourne
(Australia)

Diana Flores, Lecturer, Modern Languages,
B.A., University of Puerto Rico;
M.A., New York University

Susan L. Forman, Professor,
Mathematics and Computer Science,
B.A., State University at Albany;
M.A., Ph.D., Columbia University

James Freeman, Assistant Professor,
Social Sciences,
A.A., Westchester Community College;
B.A., State University of New York at Buffalo;
M.A., San Francisco State University;
Ph.D., SUNY/Albany

Stanley Friedlander, Professor,
Mathematics and Computer Science,
B.S., The City College;
M.S., Ph.D., New York University

Henry Frisz, Professor,
Mathematics and Computer Science,
A.A.S., Bronx Community College;
B.A., Hunter College; M.S.,
M.A., Queens College;
Ed.D., Teachers College, Columbia University

Alice F. Fuller, Dean of Faculty and Academic
Affairs; Professor, Nursing and Allied
Health Sciences,
B.S., Simmons College;
M.S., Boston University;
Ed.D., Teachers College, Columbia University

Marilyn Gagnon, Lecturer,
Business and Information Systems,
B.A., Rosemont College;
M.A., New York University;
M.B.A., Bernard M. Baruch College

Maureen Gannon, Assistant Professor,
Biology and Medical Laboratory Technology,
B.S., North London University;
M.Phil., Ph.D., The City University of New York

Bernard J. Gantt, Associate Dean of Enrollment
Management,
B.S., Touro College;
M.A., Teachers College, Columbia University;
M.I.S., The City College

Marjorie Garrido, Associate Professor,
Social Sciences,
B.A., M.A., Ph.D., New York University

Nancy Gear, Lecturer, English,
B.A., University of Vermont;
M.A., Teachers College, Columbia University

Donna T. Genova, Professor, Health, Physical
Education and Wellness, Director of Athletics,
Student Development
B.A., Queens College;
M.A., Indiana University;
Ed.D., Fordham University

Yoo Jung Gessmann, ESL/Writing Coordinator,
B.S., University of the Philippines;
M.A., New York University

Jordi Getman-Eraso, Assistant Professor, History,
B.A., University of Arkansas, Fayetteville;
M.A., University of Wisconsin, Madison;
Ph.D., University of Wisconsin, Madison

Imran Ghafour, Professor, Business and
Information Systems,
B.S., University of Engineering & Technology
(Lahore, Pakistan);
M.S., Columbia University

Frank Giglio, Manager of Campus Services; Higher
Education Assistant,
B.P.S., Empire State College

Paula Gilbert, Assistant Professor, Director of
Psychological Services, Student Development,
A.B., M.A., State University at Albany;
M.S.W., Hunter College

Michael Glass, Associate Professor,
Mathematics and Computer Science,
B.E.S., M.S., Ph.D., New York University

Germana Giler, Assistant Professor, Mathematics
and Computer Science,
B.A., M.A., Hunter College

Donna Goetz, Associate Professor, Nursing and
Allied Health Sciences,
B.S., Manhattan College;
M.S., Columbia University

Debra A. Gonscher, Department Chairperson,
Professor, Communication Arts and Sciences,
B.A., Queens College;
M.A., Northwestern University;
Ph.D., The City University of New York

Waldemar Gonzalez, Counselor,
B.A., The City College;
M.S.W., Hunter College of Social Work

David Martin Gordon, Associate Professor,
History,
B.A., Brooklyn College;
M.A., Ph.D., Brown University

John P. Gorham, Professor, Business and
Information Systems,
B.B.A., Manhattan College;
M.A., The City College;
M.B.A., Ph.D., New York University

Lydia Gorycki, Assistant Professor,
Modern Languages,
B.A., The City College;
M.A., University of Michigan

Rony Gouraige, Lecturer, Mathematics and
Computer Science,
B.A., Hunter College;
M.S., The City University of New York
Claro Grant, Public Information Officer; Higher Education Associate, B.A., Hunter College; M.S., Iona College

Montgomery Gray, Associate Professor, Social Sciences, A.A., Bronx Community College; B.A., The City College; M.S.W., Hunter College

Christopher S. Grenda, Assistant Professor, History, B.A., Monmouth University; M.A., New Brunswick Theological Seminary; Ph.D., University of Maryland

Giulia Guarnieri, Assistant Professor, Modern Languages, Laurea, University of Bologna; Ph.D., University of Washington

Sahana Gupta, Executive Assistant to the President; Affirmative Action Officer; Higher Education Officer, B.A., Patna University (India); M.A., Jadavpur University, (India)

Jacqueline A. Outwright, Department Chairperson, Professor, History, B.A., The City College; M.A., Columbia University; Ph.D., New York University

Francis E. Haase, Professor, Biology and Medical Laboratory Technology, B.S., M.S., Ph.D., St. John's University

N. John Hall, CUNY Distinguished Professor, English, B.A., M.A., Seton Hall University; S.T.B., Catholic University; Ph.D., New York University

Erick Hallgren, Advisor, Recruitment and Admissions; Assistant to Higher Education Officer, A.A.S., Bronx Community College; B.S., The City College

Antonette Hammond, Coordinator of Student Tracking; Assistant to Higher Education Officer, B.A., John Jay College

David Hammond, Assistant Director of Financial Aid; Assistant to Higher Education Officer, B.S., University of Indiana

Geraldine B. Hobert, Substitute Lecturer, Library and Learning Resource Center, A.A., Bronx Community College; B.A., Fayetteville State University; M.L.S., North Carolina Central University

Janet Heller, Lecturer, Health, Physical Education and Wellness, B.A., State University of New York at Albany; M.A., Teachers College, Columbia University

Mitchell Henderson, Director of Purchasing; Higher Education Associate, B.B.A., Bernard M. Baruch College; M.A., Brooklyn College

Sammy G. Henry, Higher Education Assistant, Information Technology, B.S., State University of New York at New Paltz

Millicent Henry-Whyte, Assistant Professor, Nursing, B.S., Newman College; M.S., Mount St. Mary College

Mildred Hermine, Lecturer, Student Development, A.A.S., Bronx Community College; B.S., Mercy College; M.S., Long Island University

Freddy Hernandez, Admissions Recruiter, Assistant to Higher Education Officer, Student Development, B.A., Lehman College

Ellen Hoist, Director of Licensed Practical Nursing Certificate Program, Associate Professor, Nursing and Allied Health Sciences, A.A.S., Borough of Manhattan Community College; B.S., The City College; M.S., Herbert H. Lehman College

McThaddeus Holden, Director of Public Safety, B.A., John Jay College of Criminal Justice

Carin Horowitz, Assistant Director, Office of Disability Services and Programs, Assistant to Higher Education Officer, Student Development, B.S.Ed., University of Delaware; M.S.W., Hunter College

Ray Hubener, Director of CUNY Language Immersion Program; Higher Education Officer, B.A., Baylor University; M.F.A., University of Texas at Austin; M.A., New York University

Leslie Crawford Hurley, Assistant Professor, English, B.A., State University of New York at Purchase; M.A., Ph.D., State University of New York at Stony Brook

Andre Hurni, Campus Facilities and Planning Officer; Higher Education Officer, B.S., Gymnasium Bern (Switzerland); M.A., Swiss Federal Institute of Technology (Zurich); M.A., New School University

Howard L. Irby, Department Chairperson, Professor, Education and Reading, B.S., Tuskegee University; M.A., Teachers College, Columbia University; Professional Diploma, Teachers College, Columbia University; Ed.D., University of Massachusetts

Howard L. Irby, Jr., Lecturer, Business and Information Systems, B.A., Howard University; M.B.A., New York University

Kamal Z. Ismail, Assistant Professor, Chemistry and Chemical Technology, B.Sc., M.Sc., Alexandria University (Egypt); Ph.D., Michigan State University
Wendell Joyner, Executive Director of the Educational Opportunity Center, Institutional Development; Higher Education Officer, B.A., M.A., The City College of New York

Bertram S. Kabak, Professor, Mathematics and Computer Science, B.S., The City College; M.A., Ph.D., Yeshiva University

Reshma Kamal, Lecturer, Student Development B.A., New York University; M.A., Ed.M., Columbia University

Maria T. Kassab, Lecturer, Business and Information Systems, B.S., St. Thomas Aquinas College; M.S., Hunter College

Ann C. Kelemen, Associate Professor, Health, Physical Education and Wellness, B.S., The City College; M.A., Columbia University; M.S., Hunter College

Jeanine Kelley-Williams, Instructor, Art and Music (Art), B.A., The City College of New York;

Blanche Kellowan, Director, Adult Basic Education, Displaced Homemaker Services, B.A., The City College of New York; M.P.A., Bernard M. Baruch College

James P. Kennelly, Executive Director of Information Technology, B.S., Rutgers University

Shazia Khan, Assistant Professor, Biology and Medical Laboratory Technology, B.Sc., M.Sc., University of Punjab (Pakistan); M. Phil., Quaid-i-Azam University (Pakistan); Ph.D., The City University of New York

Alexander I. Khayfits, Associate Professor, Mathematics and Computer Science, M.S., Kharkov State University (Ukraine); Ph.D., Rostov State University (Russia)

Melissa A. Kirk, Director of Disability Services and Programs, B.A., SUNY Cortland; M.A., Fairfield University

Vincent A. Kissel, Professor, Biology and Medical Laboratory Technology, B.A., Hunter College; M.S., Herbert H. Lehman College; M.Phil., Ph.D., St. John’s University

David Koeningstein, Assistant Professor, Library and Learning Resource Center, B.A., M.A.T., Fairleigh Dickinson University; M.L.S., Pratt Institute

Roman Kossak, Department Chairperson, Professor, Mathematics and Computer Science, M.S., Ph.D., Warsaw University (Poland)

Doreen LaBlanc, Associate Professor, Business and Information Systems, A.B., Berkshire Community College; B.B.A., Pace University; M.A., New York University

Susan Lai, Assistant Registrar, Higher Education Assistant, B.S., Stern School of Business, New York University

Akhil Lai, Assistant Professor, Physics and Technology, B.S., Indian Institute (Kharagpur, India); M.A., Yeshiva University; Ph.D., Polytechnic University

Anthony Laverspool, Assistant Professor, Education and Reading, B.A., Herbert H. Lehman College; M.A., National College of Education; Ed.D., Grambling State University

LaRoi Lawton, Assistant Professor, Library and Learning Resource Center, B.A., Manhattan College; M.L.S., Queens College; M.A., John Jay College of Criminal Justice

George Leibman, Assistant Professor, Mathematics and Computer Science, B.S., Massachusetts Institute of Technology; M.S., Polytechnic University; Ph.D., The City University of New York

Casandra Levine, Director, B.A., Rutgers University; M.P.A., Fairleigh Dickinson University

Shelley B. Levy, Director of Human Resources; Higher Education Officer, B.A., M.S., The City College

David Ling, Information Systems Specialist, B.S., York College

Carolyn Liston, Assistant Professor, English, B.A., Allen University; M.A., Indiana University; Ph.D., Colorado University

Liyeira Lopez, Assistant Registrar, Assistant to Higher Education Officer, B.S., Lehman College

Orlando Lopez, Director of Financial Aid, B.A., The City College

Jose Lopez-Marron, Associate Professor, Department Chairperson, Modern Languages, B.A., Wagner College; M.A., Ph.D., New York University

Wayne F. Major, Assistant Professor, Health, Physical Education and Wellness, B.A., Concordia University; M.A., Concordia University; Ed.D., The University of Georgia
Joseph Malinsky, Professor, Physics and Technology, B.S., Kiev (USSR) University; M.S., Kiev Institute of Metaphysics and Technology, Ph.D., The City College

Charles M. Maliti, Assistant Professor, Biology and Medical Laboratory Technology, B.Sc., Kenyatta University (Kenya); M.A., Herbert H. Lehman College; M.Phil., Ph.D., The City University of New York

Donna Mangiante-Naughton, Assistant Professor, Social Sciences, B.S.W., Rhode Island College; M.S.W., San Diego State University

Ellen Marencek, Lecturer, Communication Arts and Sciences, B.A., Brown University; M.F.A., Brandeis University

Clifford Marshall, III, Assistant Registrar, Higher Education Assistant, B.B.A., Bernard M. Baruch College

Luisa Martich, Assistant Director of Telecommunications, Networking, and Computer Support, Higher Education Associate, Information Technology Department, A.A.S., Bronx Community College; B.S., Herbert H. Lehman College

Barbara Martin, Director of COPE, B.S., A & T State University; M.S.W., Atlanta University School of Social Work

Pina Martinev, Director of Administrative Services, Higher Education Officer, B.A., Sarah Lawrence College

Gilbert Marzan, Assistant Professor, Social Sciences, B.A., College of Staten Island, CUNY; M.A., SUNY, Albany; Ph.D., SUNY, Albany

Mickey Matos, Manager of Budget Operations, Higher Education Assistant, B.B.A., Bernard M. Baruch College; B.S., Herbert H. Lehman College

Claudio Mazzatenta, Assistant Professor, Biology and Medical Laboratory Technology, B.S., University of Rome (Italy); M.Phil., M.S. Ed., Lehman College; Ph.D., The City University of New York

Dennis McEvoy, Director of Hall of Fame, Institutional Development, B.A., Siena College

Andrew McInerney, Associate Professor, Mathematics and Computer Science, B.A., B.S., M.A., Ph.D., Penn State University

Nichole McDaniel, Assistant Professor, Biology and Medical Laboratory Technology, B.A., Randolph-Macon Woman's College; Ph.D., University of California-Riverside

Teresa L. McManus, Chief Librarian, Professor, Library and Learning Resource Center, B.A., The Evergreen State College; M.A., Graduate Faculty for Political and Social Sciences, New School for Social Research; M.L.S., University of North Carolina - Greensboro

Michael J. McShea, Employment Specialist; Assistant to Higher Education Officer, Career Development Office/Student Development, B.A., Saint Bonaventure University; M.A., Fordham University

Octavio Melendez, Coordinator of Academic Advisement, Higher Education Assistant, B.A., Boricua College; M.A., Teacher's College, Columbia University

Panayiotis C. Melenidis, Department Chairperson, Associate Professor, Chemistry and Chemical Technology, Diploma, Athens University; M.Phil., Ph.D., The City University of New York

Rafael Mendez, Associate Professor, Social Sciences, B.A., The City College; M.A., Ph.D., Boston University

Mohamed Messaoudene, Associate Professor, Mathematics and Computer Science, B.S., Université D'Annaba (Algeria); M.S., Ph.D., Massachusetts Institute of Technology

Marjorie Miller, Assistant Registrar; Higher Education Assistant, A.A., Bronx Community College; B.A., Herbert H. Lehman College

Patricia Mink, Manager of Admissions, Bronx Educational Opportunity Center; Higher Education Assistant, B.A., Hunter College; M.A.T., Manhattanville College

Isabel Mirsky, Associate Professor, Communication Arts and Sciences, A.B., Barnard College; M.A., Northwestern University; M.Ed., M.Phil, Ph.D., Columbia University

Virginia Mishkin, Director of Radiologic Technology Program, Associate Professor, Nursing and Allied Health Sciences, B.S., Manhattan College; M.S., Columbia University

Jennifer E. Misick, Acting Assistant Dean of Student Development; Associate Professor, Student Development, B.S., Florida A&M University; M.S., Ph.D., Florida State University

Maher Mobasher, Associate Director for Marketing and Grant Development, Educational Opportunity Center (EOC), Higher Education Associate B.S., Ein Shams University (Zasazis, Egypt); M.S., Long Island University; D.B.A., Nova Southeastern University; Ph.D., Board of Universities (Cairo, Egypt)
Jail Moghaddasi, Professor, Physics and Technology, B.E. E.E., M.E. E.E., The City College; Ph.D., The City University of New York

Luis Montenegro, Assistant Professor, Physics and Technology, B.S., Massachusetts Institute of Technology; M.A., The City College; Ph.D., The City University of New York

Franklin K.P. Moore, Assistant Professor, Business and Information Systems, B.B.A., University of Texas; J.D., University of Oregon

Christine Morales, Lecturer, Bronx Educational Opportunity Center, B.A., Oneida College; M.A., Iona College


Peter Morrill, Department Chairperson, Professor, Social Sciences, B.A., Trinity College; Ph.D., New York University

Deborah C. Morris, Professor, Nursing and Allied Health Sciences, A.A.S., Bronx Community College; B.S., The City College; M.A., New York University

Suzan Moss, Associate Professor, Health, Physical Education and Wellness, B.A., Empire State College; M.S., Hunter College; Ph.D., New York University

Ingrid W. Mueller, Assistant Professor, Nursing and Allied Health Sciences, B.S., M.S., Hunter College

Hattie-Jo Mullins, Lecturer, English, B.M.E., City College

Wayne Murphy, Administrative Superintendent, Physical Plant Services B.M.E., The City College

Laton Murray, Assistant to Higher Education Officer, Financial Aid, A.A.S., Bronx Community College; B.A., Herbert H. Lehman College

Jean Napper, Director, CUNY Catch, InVest, Education for Gainful Employment and EL Civics B.A., Montclair State University; M.A., The City College S.A.S., SUNY at Albany

Jeffrey Newman, Instructor, Physics and Technology, A.A.S., Voorhees Technical Institute

Fereydoun Nouri, Assistant Professor, Mathematics and Computer Science, B.S., Sharif University of Technology (Iran); M.S., Ph.D., The City University of New York

Francis Kwame Nyarko, Lecturer, Student Development, B.A., University of Buffalo; M.S. Ed., Hunter College

Elizabeth L. Oliver, Assistant Dean of Continuing and Professional Studies, Institutional Development, B.S., M.S., Herbert H. Lehman College; M.A., Manhattanville College

Melba Olmeda-Amaro, Director of Career Development/Student Development, Higher Education Associate, B.A., Hunter College; M.A., New School for Social Research

Stephen Paul O'Neill, Professor, Education and Reading, B.A., Catholic University; M.S., Fordham University; M.A., New York University; M.A., Manhattan College; Ed.D., Nova University

Annette Opler, Assistant Professor, Biology and Medical Laboratory Technology B.A., Albertus Magnus College; M.S.Ed., Herbert H. Lehman College; Ph.D., The City University of New York

Georgene Osborne, Lecturer, Education and Reading, B.A., Douglass College; M.A., Temple University

Cormac O'Sullivan, Assistant Professor, Mathematics and Computer Science, B.A., Trinity College; M.A., Ph.D., Columbia University

Joseph M. O'Sullivan, Professor, Mathematics and Computer Science, B.E.E., Manhattan College; M.S., Ph.D., Adelphi University

Mark Padnos, Coordinator of Public Services, Assistant Professor, Library and Learning Resource Center, B.A., University of Iowa; M.L.S., Long Island University; M. Liberal Studies, The City University of New York; Certificate in Adv. Librarianship, Columbia University

Maria Pagan Jaccoma, Associate Director, Campus Planning, Higher Education Assistant, A.A.S., New York City College of Technology; B.A., College of Mount Saint Vincent

Helen Papas-Kavallis, Associate Professor, Nursing and Allied Health Sciences, B.S.N., M.A., New York University

Kwil Park-Kim, Associate Professor, Business and Information Systems, B.A., Ewha Womans University; M.A., Ed.M., Ed.D., Columbia University
Eugene L. Passer, Professor, Chemistry and Chemical Technology, B.S., Brooklyn College; M.S., New York University; Ph.D., Fordham University

Kathleen Pavletich, Associate Professor, Biology and Medical Laboratory Technology, B.S., M.S., St. John's University; Ph.D., Rutgers University

Clarence D. Perkins, Assistant Professor, Business and Information Systems, B.B.A., M.S., Bernard M. Baruch College; C.P.A., State of New York

Sharon Persinger, Assistant Professor, Mathematics and Computer Science, B.S., Princeton University; Ph.D., City University of New York

Ivan Petrovic, Associate Professor, Mathematics and Computer Science, B.S., University of Belgrade (Yugoslavia); Ph.D., The City University of New York

Neal Phillip, Assistant Professor, Chemistry and Chemical Technology, B.S., M.S., The City College; Ph.D., The City University of New York

Marianne Pita, Assistant Professor, English, B.A., M.A., The City College; Ph.D., New York University

Nadine F. Posner, Assistant Dean of Academic Affairs, B.A., M.Ed., Boston University; M.A., Ph.D., New York University

L. Laurence Powell, Jr., Associate Professor, Communication Arts and Sciences, B.S., A.B., Eastern Kentucky University; M.A., Ph.D., Bowling Green University

Stephen Powers, Assistant Professor, Education and Reading, B.A., Cathedral College; M.A., Seminary of the Immaculate Conception; M.S., Ph.D., Fordham University

Vrunda Prabhhu, Associate Professor, Mathematics and Computer Science, M.Sc., University of Bombay (India); Ph.D., University of Kansas

Lamont Pride, Registrar, Higher Education Officer M.B.A., Fairleigh-Dickinson University; B.A., Hunter College

Maria Psarelli, Associate Professor, Mathematics and Computer Science, B.S., University of Athens (Greece); M.S., Ph.D., New York University

Amado A. Puentes, Hardware Technician; Assistant to Higher Education Officer, A.A.S., Bronx Community College

Martin I. Pulver, Professor, Chemistry and Chemical Technology, B.S.Ch.E., The City College; M.S.Ch.E., Newark College of Engineering; P.E., State of New York

H. James Quigley, Acting Director of the Center for Sustainable Energy, B.A., Cleveland State University; M.A., Ohio University; M.S., Ph.D., University of Pennsylvania

Rosemary A. Quinn, Department Chairperson, Professor, Business and Information Systems, B.A., Hunter College; M.B.A., Bernard M. Baruch College; M.A., Ph.D., The City University of New York

Augusto Quinones, Counselor; Higher Education Officer, Student Development, B.A., Adelphi University; M.S. in Ed., Bernard M. Baruch College

Jason Ramirez, Lecturer, Communication Arts and Sciences M.Phil., CUNY Graduate Center; M.A., Hunter College; B.A., Lehman College

Jacqueline Ravenell, Director, P.O.I.S.E.D. for Success, B.A., State University of New York at New Paltz; M.S.W., Fordham University Graduate School of Social Work

Donald Read, Assistant Professor, Business and Information Systems, B.A., University of Kentucky; M.A., Trinity College; M.S., Bernard M. Baruch College

Phyllis J. Read, Associate Professor, English, B.A., University of Kentucky; M.A., Trinity College

Eileen Resnick, Director, Project SOS, B.A., Queens College; M.S.W., Adelphi University

Angel L. Resto, Lecturer, Modern Languages, A.A., Bronx Community College; B.A., The City College; M.A., Teachers College, Columbia University

Nelson Reynoso, Assistant Professor, Director of General Counseling, A.A., Kingsborough Community College; B.A., M.A., The City College; Ph.D., New York University

Lorraine Rice, Lecturer, Biology and Medical Laboratory Technology, B.S., Marymount College; M.S., Fordham University

Nancy K. Ritz, Associate Dean of Institutional Research and Planning, B.A., M.S., Syracuse University; Ph.D., Fordham University

Carlos Rivera, Coordinator College Now, B.A., Herbert H. Lehman College

Janet Robertson, Director, Writing Center, Higher Education Assistant, A.A., Berkshire Community College; B.S., Skidmore College; M.S., Teachers College, Columbia University
Chris Robinson, Assistant Professor,
Biology and Medical Laboratory Technology
B.A., University of California, Berkeley;
M.A., Ph.D., New York University

Glora Rodriguez, Lecturer, Social Sciences,
B.A., Pace University;
M.A., Goddard College

Victor Rodriguez, Lecturer, Student Development,
B.A., M.A., The City College

Mary Rogan, Labor Designee & Legal Counsel to
the President,
B.S., Herbert H. Lehman College;
J.D., Antioch School of Law

Edwin Roman, Transfer/Articulation Adviser,
B.A., John Jay College of Criminal Justice

John Rosa, Coordinator, Recruitment; Assistant to
Higher Education Officer,
B.S., M.A., Hunter College

Audrey Rose-Glenn, Director of Retention
Programs,
B.S., Atlantic Union College;
M.Ed., Andrews University

Wilma Rosario, Assistant
Director of Financial Aid; Assistant to Higher
Education Officer,
B.S., Herbert H. Lehman College

Andrew Rowan, Lecturer, English,
B.A., University of Nebraska–Lincoln;
M.A., New York University

Edithdrys Ruiz, Associate Director of Academic
Systems, Higher Education Assistant,
A.S., LaGuardia Community College;
B.B.A., M.S., Bernard M. Baruch College

Mary Russell, Lecturer, Student Development,
A.A., Bronx Community College;
B.S., M.S. Ed., Herbert H. Lehman College

James D. Ryan, Resident Professor, History,
B.A., St. Bonaventure University;
M.S., Canisius College;
Ph.D., New York University

Tracey Ryan, Assistant Professor, Social Sciences,
B.A., Assumption College;
M.S., Tufts University;
Ph.D., Clark University

Samir Saddawi, Lecturer, Physics and Technology,
M.Sc., Odessa Polytechnic Institute (Ukraine);
M.S.E.E., Manchester University (UK);
Ph.D., Berne University

George L. Sanchez, Interim Vice President of
Academic Affairs
B.A., St. John's University;
M.A., Fordham University;
Ed.D., Columbia University, Teachers College

Wanda Santiago, Assistant Director of Instructional
Technology and Web Design/Maintenance,
Information Technology Department, Higher
Education Associate,
A.A.S., Bronx Community College;
B.S., Herbert H. Lehman College

Christina Sassi-Lehner, Assistant Professor,
English,
B.A., Bryn Mawr College;
M.A., Queens College;
Ph.D., The City University of New York

Carin Savage, Acting Dean of Institutional
Development,
B.A., State University of New York at Oneonta;
M.S., Herbert H. Lehman College

Kathleen Savage, Lecturer, Student Development,
Assistant Director of General Counseling
A.A., Cuyahoga Community College;
B.A., Defiance University;
M.A., John Carroll University

Barbara Shaler-Pelogy, Director of the National
Center for Educational Alliances,
B.A., Hunter College;
M.A., Hebrew University

Malcolm Schryer, Lecturer, Communication Arts
and Sciences,
B.A., Idaho State University;
M.A., Columbia University

Samuel Schwartz, Professor,
Health, Physical Education and Wellness,
B.A., Panzer School, Montclair University;
M.E., Ed.D., Temple University

Antonios Seas, Assistant Professor, Physics and
Technology,
B.E., M.E., The City College;
Ph.D., The City University of New York

Timothy Sedore, Associate Professor, English,
B.A., New York University;
M.A., Arizona State University;
Ed.D., Columbia University

Glenda Self, Director, Project HIRE,
B.A., University of New Orleans;
M.A., Monclair State University

Michael Selliger, Assistant Dean for Planning and
Program Development, Institutional Development,
B.A., University of Michigan;
M.A., New School for Social Research;
Ph.D., The City University of New York

Alina Shabazz, Assistant Professor,
Nursing and Allied Health Sciences,
B.S., The City College;
M.S.N., Herbert H. Lehman College

Jean Shaddai, Lecturer, Education and Reading,
A.A., Bronx Community College;
B.S., M.A., New York University

Vickie Shankman, Assistant Director of Human
Resources; Higher Education Assistant

Harriet Shenkman, Professor, Education and
Reading,
B.A., Brooklyn College;
M.Ed., Duke University;
Ph.D., Fordham University

Michele Siegel, Associate Registrar,
B.A., M.A., Herbert H. Lehman College
Jerry G. Simotas, Director of Information Technology Training; Higher Education Officer, B.A., New York University; M.A., Fordham University

Colleen Simpson, Assistant Registrar; Higher Education Assistant, B.A., M.S.Ed., Bernard M. Baruch College

Henry A. Skinner, Assistant Professor, Health, Physical Education and Wellness, A.A., Bronx Community College; B.S., The City College; M.A., Teachers College, Columbia University

Juliano V. Skurdenis, Professor, Library and Learning Resource Center, A.B., College of New Rochelle; M.S., Columbia University; M.A., Hunter College

Jessie Smalle, Assistant to Director of Safety and Security; Assistant to Higher Education Officer, B.S., John Jay College of Criminal Justice

H. Elizabeth Smith, Assistant Professor, English, B.A., Marlboro College; M.A., University of Houston; Ed.D., Ed.M., Teachers College, Columbia University

Lyndon Smith, Counselor, Financial Aid, Assistant to Higher Education Officer, B.A., State University of New York at Oneonta

Marie Smith, Associate Professor, Nursing and Allied Health Sciences, B.S.N., Fairleigh Dickinson University; M.S., New York University

Latchman Somenerain, Lecturer, Biology and Medical Laboratory Technology, A.A., Bronx Community College; B.A., M.A., Herbert H. Lehman College

BarbaraSomerville, Assistant Professor, Social Sciences, B.A., The City College; M.S.W., Adelphi University

Herman Stein, Professor, Chemistry and Chemical Technology, B.S., The City College; M.A., Brooklyn College

Michele Stern, Department Chairperson, Professor, Health, Physical Education and Wellness, B.S., Hunter College; M.S., Brooklyn College; M.Ed., Ed.D., Teachers College, Columbia University

H. Reid Stieby, Associate Professor, Social Sciences, B.A., Bradley University; M.A., University of Chicago; Ph.D., Fielding Institute

Jacinto E. Suarez, Professor, Business and Information Systems, B.A., Alabama College; M.B.A., St. John's University; M.A., Ph.D., New York University

Jennifer Talbot, Academic Adviser, B.A., Fairfield University; M.A., Fordham University

Tatyana Tanchuk, Information Systems Assistant, B.S., Moscow University

Sandra H. Tarlin, Assistant Professor, English, B.A., University of Binghamton; M.A., New York University; Ph.D., University of Houston

Byron K. Taylor, College Discovery; Higher Education Associate, A.A.S., Bronx Community College; B.A., Herbert H. Lehman College; M.S., Bernard M. Baruch College

David A. Taylor, Associate Dean of Administration and Finance, B.A., Brooklyn College; M.B.A., Bernard M. Baruch College

Hessam Tehrani, Assistant Professor, Mathematics and Computer Science, B.Sc., Sharif University of Technology; M.A., M.Phil., Ph.D., Columbia University

Vaso Thomas, Assistant Professor, Social Sciences, B.A., Binghamton University, SUNY; M.A., Brooklyn College, CUNY; Ph.D., New School for Social Research

Donovan Thompson, Business Manager; Higher Education Officer, B.S., York College

Lynne Ticke, Assistant Professor, Social Sciences, B.A., State University of New York at Stony Brook; M.Phil., Hunter College; Ph.D., The Graduate Center of The City University of New York

Regina M. Tobin, Acting Registrar, B.A., Mercy College; M.B.A., Iona College

Joseph Todaro, Lecturer, Education and Reading, B.A., Pace University; M.Ed., University of Massachusetts; M.A., New York University

Alvin Tramble, Advisor, Recruitment and Admissions; Assistant to Higher Education Officer, B.A., M.A., City College

Susanne Turk, Assistant Registrar, A.B., University of Pennsylvania; M.A., New York University

Sharon L. Utakis, Assistant Professor, English, B.A., Amherst College; M.Phil., Ph.D., The Graduate Center of The City University of New York
Driada Vallieres, Cooperative Work Experience Advisor; Assistant to Higher Education Officer; Career Development/Student Development, B.A., M.S. Ed., Fordham University

Richard Vamos, Coordinator of Skills Assessment; Higher Education Officer, B.A., M.A., Fordham University

Santiago Villafane, Lecturer, Bronx Educational Opportunity Center, B.A., M.A., The City College

Mary Jo Viola, Assistant Professor, Art and Music (Art), B.A., College of Mount St. Vincent; M.A., New York University; M.Phil., Ph.D., The City University of New York

Howard M. Wach, Associate Professor, History, B.A., State University of New York at Albany; Ph.D., Brandeis University

Vincent J. Walker, Lecturer, Student Development, B.A., Vassar College; M.S., Columbia University School of Social Work

Merlin F. Walwyn, Assistant Professor, Business and Information Systems, B.S., Oakwood College; M.B.A., Long Island University

William Washington, Lecturer, English, A.A., Borough of Manhattan Community College; B.A., Richmond College; M.A., New York University

Marva Watford, Assistant Professor, Nursing and Allied Health Sciences, B.S., Hunter College; M.A., New York University

Anthony Weaver, Associate Professor, Mathematics and Computer Science, B.A., The City College; Ph.D., The City University of New York

Henry Weiman, Associate Professor, Business and Information Systems, B.B.A., M.B.A., The City College

Carol White, Special Assistant to the President for Public Affairs; Higher Education Officer, B.A., Boston University; M.A., M.Ed., Teachers College, Columbia University

Carolyn G. Williams, President of the College, B.S., M.A., Ph.D., Wayne State University

Kathleen B. Williams, Professor, History, B.A., Wellesley College; M.A., Columbia University; Ph.D., The City University of New York

Rolly D. Wiltshire, Director of Administrative Services, Institutional Development, B.S., M.S., University of Wisconsin-Stout

Jamie Jaywann Wilson, Lecturer, History, B.A., University of Delaware; M.A., New York University

Joan Wilson, Assistant Professor, Education and Reading, B.A., Howard University; M.A., Ph.D., New York University

Tonja E. Withers, Development Assistant, Institutional Development, B.F.A., NY Institute of Technology; A.A.S., Borough of Manhattan Community College

Jeffrey C. Wisotsky, Associate Professor, Communication Arts and Sciences, B.F.A., The City College; M.F.A., Columbia University

Tsegaye Wodajo, Associate Professor, English, B.A., M.A., Addis Ababa University (Ethiopia); M.A., Western Illinois University; Ph.D., Indiana University of Pennsylvania

Dorshka Wylie, Assistant Professor, Mathematics and Computer Science, B.S., Ph.D., Massachusetts Institute of Technology

Benjamin L. Yarmolinsky, Associate Professor, Art and Music (Music), B.A., Harvard University; Ph.D., The City University of New York

Peter Dongjun Yom, Assistant Professor, Mathematics and Computer Science, B.S., University of Hawaii; M.S., New Mexico State University; Ph.D., University of Connecticut

Ali Zaidi, Assistant Professor, Modern Languages, B.A., M.A., University of Peshawar (Pakistan); M.A., Queens College; M.A., University of Rochester

Alyce Zimmerman, Executive Assistant to the Vice President of Administration and Finance; Higher Education Associate, B.A., M.L.S., Queens College

## COLLEGE LABORATORY TECHNICIANS

Rudolph Arroyo, Senior College Laboratory Technician, Physics and Technology A.A.S., Bronx Community College; B.E.M.E., The City College

Jeanette Batiz, College Laboratory Technician, Biology and Medical Laboratory Technology A.A.S., Bronx Community College

Josefina Bono, College Laboratory Technician, A.A.S., Bronx Community College; B.S., Lehman College

Thelma Carmona, College Laboratory Technician, Information Technology A.A.S., Bronx Community College

Frances Caruso, Senior College Laboratory Technician, Biology and Medical Laboratory Technology A.A.S., Bronx Community College
Adolfo DeJesus, Senior College Laboratory Technician, Health, Physical Education and Wellness
B.S., Herbert H. Lehman College

Helen DeJesus, College Laboratory Technician, Academic Computing
A.A.S., Bronx Community College

Michael Fields, College Laboratory Technician, Chemistry and Chemical Technology
A.A.S., Bronx Community College

Yra Tza Francisco, College Laboratory Technician, Academic Computing
A.A.S., Bronx Community College

Howard Lezelter, Senior College Laboratory Technician, Physics and Technology
A.A.S., Voorhees Technical Institute

Alice Netburn-Polimino, Senior College Laboratory Technician, Chemistry and Chemical Technology
A.A.S., Bronx Community College; B.S., Herbert H. Lehman College; M.S., Hunter College

Albania Nicassio, Senior College Laboratory Technician, Academic Computing
A.A.S., Bronx Community College; B.S., Lehman College

Errol Parker, College Laboratory Technician, Writing Center
A.A.S., Borough of Manhattan Community College; B.A., Lehman College

Ralph Perez, College Laboratory Technician, Academic Computing
A.A.S., Bronx Community College; B.A., Lehman College

Gail Schellberger, Chief College Laboratory Technician, Department of Nursing & Allied Health Sciences
R.N. Misericordia School of Nursing
A.A. Bronx Community College; B.S. Lehman College

Alexander Robert, College Laboratory Technician, Academic Computing
A.A.S., Hostos Community College

Cesar Rivera, College Laboratory Technician, Art and Music
A.A.S., Bronx Community College

Lourdes Rosario-Moran, Senior College Laboratory Technician, Biology and Medical Laboratory Technology
A.A., Bronx Community College; B.S., Lehman College

Joann Santana, College Laboratory Technician, Academic Computing
A.A., Bronx Community College

Soosairaj Therese, College Laboratory Technician, Chemistry and Chemical Technology
B.S., M.S., M.Ph., Madurai Kamraj University (India); M.Ed., Anamalai University (India)

Neville Trotman, Senior College Laboratory Technician, Physics and Technology
Margaret Vasquez, College Laboratory Technician, Academic Computing
A.A., Bronx Community College

TECHNICAL STAFF

Elizabeth Alicea, College Information Operator, A.A.S., Hostos Community College

Joe Coleman, Telecommunications Technician, B.S., Dillard University

Carlos Geraldino, Computer Support, A.A.S., Bronx Community College

Jonathan Lacay, Network Administrator, B.S., City College

Augusto Reyes, Telecommunications Manager, A.A.S., Bronx Community College; B.S., New York City Technical College

Carmen Rivera, Web Page Designer, A.A.S., Hostos Community College

Anne Scanlon, Help Desk Agent, B.A., Lehman College

Rochester A. Spencer, Assistant Operations Manager, A.A.S., Bronx Community College

Christine E. VonHoff, Help Desk, A.S., Nassau Community College

Errol Williams, Telecommunications Technician
PROFESSORS EMERITI

Roscoe C. Brown, Jr., Ph.D., President Emeritus
Sheldon Atlas, Ph.D., Chemistry and Chemical Technology
Frederick J. Berger, D.Sc., Engineering Technologies
Irwin Berger, Ph.D., English
Phyllis B. Berger, M.E., Engineering Technologies
Arthur F. Beringause, Ph.D., English
Norman Bindler, Ph.D., History
Doris Bluth, M.A., Secretarial and Office Information Systems
June M. Buckley, M.A., Chemistry and Chemical Technology
Donald J. Canty, M.A., Communication Arts and Sciences
Valerie G. Capers, M.S., Art and Music (Music)
Mabel Chang, Ph.D., Social Sciences
Robert L. Clarke, M.S., Chemistry and Chemical Technology
Bernard P. Corbett, Ed.D., Business
Francis C. Costello, M.S., Biology and Medical Laboratory Technology
Marsha Z. Cummins, Ph.D., English
John E. D’Andrea, M.A., Modern Languages
David M. Davidson, Ph.D., Education, Reading and ESL
LaFrieda Davis, M.S.W., Student Development
Louis A. DeAcetis, Ph.D., Physics
Ingrid M. DeCicco, Ed.D., Health, Physical Education and Wellness
Geraldine Diallo, Ph.D., History
Frank P. Donnangelo, Ed.D., Student Development
Wm. Walter Duncan, M.A., Communication Arts and Sciences
Ulla E. Dydo, Ph.D., English
Bernard Eisenberg, Ph.D., History
Blanche Ettinger, Ed.D., Business and Information Systems
Sylvia Eversole, Ph.D., Music
James A. Fahey, Ph.D., Chemistry and Chemical Technology
David Felix, Ph.D., History
Laraine Ferguson, Ph.D., English
Thomas J. Finnegan, M.A., Mathematics and Computer Science
Francis Ford, Ph.D., Biology and Medical Laboratory Technology
Mortimer H. Frank, Ph.D., English
Howard Fuld, Ph.D., Biology and Medical Laboratory Technology
Kenneth W. Fogarty, M.A., Mathematics and Computer Science
John M. Furst, M.A., Mathematics and Computer Science
Arthur Galub, Ph.D., Social Sciences
Nicholas M. Gilroy, Ph.D., Communication Arts and Sciences
Norman Gore, Ph.D., Mathematics and Computer Science
J.E. Roland Gosselin, M.A., English
Lillian Gottman, Ph.D., English
Dolores Gracion, Ph.D., Chemistry and Chemical Technology
Jo-Ann C. Graham, Ph.D., Communication Arts and Sciences
Neil G. Grill, Ph.D., English
John Hayde, M.S., Biology and Medical Laboratory Technology
Richard Heller, Ph.D., Biology and Medical Laboratory Technology
Henry Herma, Jr., Dr.PH., Biology and Medical Laboratory Technology
Gloria L. Hobbs, Ph.D., Modern Languages
Charlotte M. Honda, M.Ed., Health, Physical Education and Wellness
Max Horn, Ph.D., Business
William P. Hynes, M.B.A., Business and Information Systems
Annie B. Jackson, M.A., Nursing
Helen Jick, Ed.D., Mathematics and Computer Science
Joanne K. Juechter, Ed.D., Health, Physical Education and Wellness
Erwin Just, Ph.D., Mathematics and Computer Science
Violet Katz, Ed.D., Nursing
Paul Klarreich, M.A., Mathematics and Computer Science
Jean Kolliner, M.S., Library and Learning Resources
Richard M. Kor, M.S., M.A., Health, Physical Education and Wellness
Lillian C. Kovar, Ph.D., Social Sciences
Theresa S. Kubis, Ph.D., English
George J. Lankevich, Ph.D., History
Stella Lawrence-Daniels, M.E.E., M.S., Engineering Technologies
Rudean Leinaeng, M.A., Chemistry and Chemical Technology
Leo Lieberman, Ph.D., English
Carol Lofstedt, M.A., Nursing
Jacqueline Gardiner-Lourim, M.A., Nursing
Bernard Mandelbaum, Ph.D., English
Ramona Matoes, Ed.D., Health, Physical Education and Wellness
Neil McLaughlin, M.E.E., Engineering Technologies
Walter Merrigan, M.S.W., Student Development
Russell Miller, M.Sc., Chemistry and Chemical Technology
Vera F. Minkin, Ed.D., Student Development
Gabriel Motele, Ph.D., English
Alvin J. Paullay, Ph.D., Mathematics and Computer Science
Annette A. Peretz, M.S., Library and Learning Resources
Burton A. Pollin, Ph.D., English
Kathleen J. Prestwidge, Ph.D., Biology and Medical Laboratory Technology
Jack Prince, Ph.D., Physics
Joe Louis Rempson, Ed.D., Education, Reading and ESL
Samuel Ress, J.D., Business and Information Systems
Herbert Robbina, Ph.D., Social Sciences
Oleg M. Rodzianko, M.S., Engineering Technologies
Irwin Ronson, Ph.D., Communication Arts and Sciences
Paul Rosenfeld, M.A., Music
David Sacher, Ed.D., Physics
Marvin Satzberg, D.M.A., Music
Nahma E. Sandrow, D.F.A, English
Emilio D. Santa Rita, Jr., Ed.D., Student Development
Frank Sharpe, Jr. M.S., Art
Norman Schaumberger, Ed.D., Mathematics and Computer Science
Edith Schor, Ph.D., English
Meyer Shopkow, M.S., M.B.A., Business
Louis F. Simon, M.M., Music
Ann C. Smith, M.S.N., Nursing and Allied Health Sciences
Agnes Sobieraj, D.C., Biology and Medical Laboratory Technology
Wallace Sokolsky, M.A., History
Louise Squitieri, Ph.D., Biology and Medical Laboratory Technology
Minerva Stergiopoulou, M.A., Communication Arts and Sciences
Michael Steuerman, M.A., Health, Physical Education and Wellness
Manuel Stillerman, Ph.D., Engineering Technologies
Jacqueline Stuchin-Paprin, Ed.D., Education, Reading and ESL
Kazuye Takei, M.Ed., Secretarial and Office Information Systems
Edwin Terry, Ph.D., Library and Learning Resources
Clement M. Thompson, Ph.D., Student Development
Miroslav M. Todorovich, M.A., Physics
Jacob Tworsky, Ph.D., History
Herbert Tyson, M.A., Engineering Technologies
Mitchell Wenzel, M.S., Health, Physical Education & Wellness
Joseph W. Wieczcerzak, Ph.D., History
Hans Winterfeldt, Ph.D., Modern Languages
Bernard L. Witteb, Ph.D., English
Allan Wolk, Ph.D., Social Sciences
Isaak Zimmerman, Ph.D., Chemistry and Chemical Technology
Academic Calendar 2005*

SPRING 2005 SEMESTER

January 10 – February 7 — Registration
January 17 — King’s Birthday, College Closed
January 27 — First Day of Classes
February 11 — Lincoln’s Birthday, College Closed
February 21 — President’s Day, College Closed
April 23 – May 1 — Spring Recess
May 2 — Early Registration
May 18 — Last Day of Classes
May 20 – 27 — Final Examinations
May 30 — Memorial Day, College Closed
June 3 — Commencement

*Subject to change

Director of Public Affairs: Carol White
Editor: Doreen La Blanc
Assistant Editors: Debra Isaacs, Tzvetan Kostov
Design: Patricia Alvarez / Tzvetan Kostov
# Index

<table>
<thead>
<tr>
<th>Absence from Class, 42</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advisement, 39</td>
</tr>
<tr>
<td>Academic Affairs Office, 39</td>
</tr>
<tr>
<td>Academic Computing Center, 10, 50</td>
</tr>
<tr>
<td>Academic Departments, 71</td>
</tr>
<tr>
<td>Academic Integrity Policy, 56, 57</td>
</tr>
<tr>
<td>Academic Policies and Procedures, 39</td>
</tr>
<tr>
<td>Academic Standing Committee (CAS), 42</td>
</tr>
<tr>
<td>Academic Support Programs, 170</td>
</tr>
<tr>
<td>Academic Suspension, 40</td>
</tr>
<tr>
<td>Access to Student Records, 37</td>
</tr>
<tr>
<td>Accounting, Curriculum, 80; Option, 87; Courses, 122</td>
</tr>
<tr>
<td>Accreditation, 7</td>
</tr>
<tr>
<td>Administrative Computing Center Services, 10</td>
</tr>
<tr>
<td>Administrative Grades, 41</td>
</tr>
<tr>
<td>Admission Office, 15</td>
</tr>
<tr>
<td>Admission Requirements, 15</td>
</tr>
<tr>
<td>Adult Basic Education, 172</td>
</tr>
<tr>
<td>Advanced Placement and CLEP Credit, 19</td>
</tr>
<tr>
<td>Advanced Standing Admission, 18, 19</td>
</tr>
<tr>
<td>Africana, Latino &amp; Native American, 98</td>
</tr>
<tr>
<td>Aid for Part-Time Study (APTS), 27</td>
</tr>
<tr>
<td>Alliance for Minority Participation in Science, Engineering and Mathematics (AMP), 65</td>
</tr>
<tr>
<td>Alumni Affairs Office, 170</td>
</tr>
<tr>
<td>Animal Care and Management Program, 78; Courses, 122</td>
</tr>
<tr>
<td>Anthropology Courses, 122</td>
</tr>
<tr>
<td>Application Fee, 17</td>
</tr>
<tr>
<td>Application Procedure, 17</td>
</tr>
<tr>
<td>Art and Music Department, 71; Option, 90, Art Courses, 122 - 124</td>
</tr>
<tr>
<td>Articulation Policy, 45 - 46</td>
</tr>
<tr>
<td>Assistant of Children with Special Needs Certificate Program, 92</td>
</tr>
<tr>
<td>Astronomy Courses, 124</td>
</tr>
<tr>
<td>Athletics, 53, 54</td>
</tr>
<tr>
<td>Attendance Regulations, 42</td>
</tr>
<tr>
<td>Auditing Classes, 36</td>
</tr>
<tr>
<td>Auditoriums, 8</td>
</tr>
</tbody>
</table>

| Automotive Mechanics Certificate Program, 79; Courses, 124, 125 |
| Automotive Technology Curriculum, 79; Courses, 124, 125 |
| Auxiliary Enterprises, 11 |
| Basic Admission Requirements, 15 |
| Behavior Code, 54 |
| Bilingual Early Childhood Assistant Certificate Program, 93 |
| Biology and Medical Laboratory Technology Department, 71, 80; Advisory Committee, 71; Option, 104; Courses, 125, 126 |
| Board of Trustees of The City University of New York, 175 |
| Bookstore, 8 |
| Botany, 126 |
| Bronx Community College Association, Inc., 51 |
| Bronx Community College Foundation, 12 |
| Business and Information Systems Department, 72; Advisory Committee, 72 |
| Business Courses, 127, 128 |
| Business Administration Curriculum, 86; Options, 86, 87 |
| Business and Information Systems Curricula, 80 - 87 |
| Cafeteria, 9 |
| Calendar (Spring 2005, 193 |
| Campus Services and Facilities, 8, 172 |
| Career Development, 50 |
| Career Directions for Displaced Homemakers, 172 |
| Carl D. Perkins Vocational and Applied Technology Education Act Program (Perkins III), 170 |
| Center for Sustainable Energy, 173 |
| Center for Teaching Excellence, 10 |
| Certificate Programs, 8, 77 |
| Change of Curriculum, 37 |
| Charter, 7 |
| Cheating, 56 |
| Chemistry and Chemical Technology Department, 72, 87; Option, 104; Courses, 128, 129 |
Child Development Center, 9
Clubs and Organizations, 52
Collaborative Programs with the Public Schools, 172
College and University Programs, 30
College Campus Map, 208
College Discovery Program, 51; Financial Aid, 27
College E-Mail Policy, 60, 61
College Now, 172
College Opportunity Program to Prepare for Employment (COPE), 50, 67
College Preparatory Initiative, 16
College Relations Office, 9
Collegiate Science Technology Entrance Program (CSTEP), 65, 170
Committee on Academic Standing, 42
Communication Arts and Sciences Department, 72; Courses, 129 - 131
Community Education and Outreach Programs, 172
Community/School Health Education Curriculum, 88; Courses, 139, 140
Computer Information Systems Curriculum, 81; Options, 81
Computer Literacy Course, 131
Computer Programming Options, 86, 87
Computer Resources Acceptable Use Policy, 59, 60
Computer Science Curriculum, 89
Courses, 131, 132
Computer Science, Engineering and Mathematics Scholarship (CSEM) Program, 170
Conservation Master Plan, 172
Continuing and Professional Studies (CPS), 169
Cooperative Education, 132
Cooperative Work Experience, 48
Coordinated Undergraduate Education (CUE), 66
COPE Program, 50, 67
Council of Presidents, 176
Counseling Computer Laboratory, 50
Counseling Services, 49
Course Descriptions, 121-167
Course Load, 37
Criminal Justice Option, 98
CSTEP, 170
CUNY Assistance Program (CAP), 30
CUNY Baccalaureate Program, 67
CUNY Bridge to College Program, 67
CUNY Catch, 173
CUNY Free GED Program, 173
CUNY Freshman Skills Assessment Program, 18
CUNY Language Immersion Program (LIP), 67
CUNY Policy on Academic Integrity, 56
CUNY Policy on Withholding Students Records for Financial Reasons, 28
CUNY Proficiency Exam (CPE), 42
CUNY Study Abroad Programs, 67
CUNY Transfer Policies—A.A. and A.A.S., 44-46
Data Processing Courses, 132, 133
Dean's List and Awards, 44
Debarmenent, 42
Degree Programs Offered, 8, 77
Degree Requirements, 77
Departmental Scholarships and Awards, 31
Development Office, 169
Dietetics and Nutrition Option, 88
Digital Design and Computer Graphics, 90
Directions to the College, 207
Directory of Buildings, Offices and Facilities, 207
Disability, 37
Disability Programs and Services, 50, 51
Early Childhood Assistant Certificate Program, 93
Earth Science and Environmental Science Curriculum, 104; Courses, 133
Economics Courses, 133, 134
EDGE (Education for Gainful Employment), 173
Education Associate Curriculum, 91; Courses, 134, 135
Education and Reading Department, 72; Advisory Committee, 72; Education Option, 99
Eduational Opportunity Center (EOC), 173
Electrical Technology Courses, 135, 136
Electronic Engineering Technology Curriculum, 94
1199 Advisement and Retention Program, 170
Emergency Loan Funds, 30
Employment Services, 50
Engineering Science Curriculum, 95
English Department, 73; Courses, 136 - 138
El Civics: English Literacy and Civics Education, 173
English as a Second Language, Courses, 138
Enrollment Management, 15
Enrollment Status for Students, 30
Environmental Entrepreneurship Program, 170
Environmental Technology Curriculum, 95; Courses, 138
ESL Sequence, 67
Equivalency Diploma, 17
Evening and Weekend Office, 9
Faculty Listing, 178 - 189; Professor Emeriti, 191, 192
Falsification of Records and Official Documents, 54
Family College, 172
Federal Education Rights and Privacy Act of 1974, 37
Federal Programs, 27, 28
Federal Work Study Program, 28
Federal Satisfactory Academic Progress, 29
Fees, 20
Finance Courses, 138
Financial Aid, 25
Fitness Center, 9
Floristry Specialization, 113; Courses, 138
Freedom of Information—Records Access, 37
French Courses, 139
Freshman Skills Assessment Tests, 18
Gardening, 139
General Education, 7
General Education Objectives, 7
General Education Proficiencies, 7
Generation Plus Evening and Weekend Clinical Nursing Program, 171
INDEX

Physics Option, 104; Courses, 159, 160
Placement Tests, 18
Plagiarism, 56, 57
Posed for Success, 173
Political Science Option, 102; Courses, 160
Pre-Admission Counseling, 17
Probation, 27, 40
Professional Staff Congress - CUNY Research Award Program, 171
Program Allowances, 37
Project Hire, 173
Project SOS, 173
Psychological Services, 50
Psychology Option, 102; Courses, 161
Publications, 9, 53
Public Order (Education Law), 54, 55
Public Safety, 11

Radiologic Technology
Advisory Committee, 74; Curriculum, 117; Courses, 162, 163
Reading Courses, 164
Readmission, 40
Recreation Courses, 159
Refunds, 22, 23
Registrar's Office, 35
Registration, 35
Registration and Student Records, 35 - 37
Religious Beliefs and Class Attendance, 61, 62
Research Enrichment Activities Project (REAP), 68
Residency Requirements, 15, 16
Retention Rate, 37

Satisfactory Academic Progress, 26, 29
Scholarships, 30 - 32
Science and Technology Entry Program (STEP), 172
Secretarial Science - Medical Curriculum, 84; Courses, 164
Secretarial Studies Curriculum, 83
Courses, 164
Security, 11
Security Management Option, 103; Course, 164
Semester Honors List, 44
Senior Citizens Registration, 36
Sexual Harassment Policy, 62, 63
SHARE, 69
Skills Assessment Tests, 18
Social Sciences Department, 75; Options, 102
Sociology Courses, 164, 165
Spanish Courses, 165-166
Special Programs, 65
Speech Lab, 52
Speech Pathology Option, 103; Courses, 129, 130
Student Activities, 52
Student Activity Fees, 20
Student Assistance Center, 51
Student Center, 53
Student Development Department, 49

Student Disciplinary Procedures, 54 - 59
Student Government Association, 53
Student Identification Card, 35
Student Publications and Media, 53
Student Services, 49
Student Support Services Program (PASS Center), 52, 171
Supplemental Tuition Assistance Program (STAP), 27
Summer Session, 8
Suspension, 40
Swimming Pool, 9

TAP (Tuition Assistance Program), 25, 26
Taxation Courses, 166
Teachers' Center Consortium Program, 172
Tech Prep, 172
Technical Staff, 190
Technology Fee, 21
Telecommunications Technology Curriculum, 118; Courses, 166, 167
Telecommunications Technology (Verizon) Curriculum, 118
Therapeutic Recreation Curriculum, 119
Courses, 159
Title V Collaborative Program, 171
Transcripts, 35
Transfer Center, 53
Transfer Policies, 44 - 46
Transfer Programs Offered, 8
Tuition Deferral, 20
Tuition and other Fees, 20, 21

Upward Bound, 172
Veterans' Affairs, 53
Veterans' Benefits, 29

Warehouse Management Curriculum, 85
Courses 125, 127, 128
Web Page Development Option, 81
Weekend Offering at BCC, 69
Withdrawal Procedures
Withdrawal from College, 37
Withdrawal from Courses, 37
Workplace Violence Policy and Procedures, 63
Word Processing Courses, 167
Workforce Development Initiative Preparing Tomorrow's Mathematics and Science Teachers, 171
Work Study, 28
Writing Across the Curriculum, 69
Writing Intensive Courses, 43

Youth Work Skills Project, 173
Appendices

APPENDIX A

NOTICE OF ACCESS TO CAMPUS CRIME STATISTICS, THE CAMPUS SECURITY REPORT, AND INFORMATION ON REGISTERED SEX OFFENDERS

The College Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education, as well as the annual campus security report. The campus security report includes: (1) the campus crime statistics for the most recent calendar year and the two preceding calendar years; (2) campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus; (3) policies concerning the security of and access to campus facilities; (4) policies on campus law enforcement; (5) a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others; (6) campus crime prevention programs; (7) policy concerning the monitoring through the police of criminal activity at off-campus locations of students organizations officially recognized by the college; (8) policies on illegal drugs, alcohol, and underage drinking; (9) where information provided by the State on registered sex offenders may be obtained (also see below); and (10) policies on campus sexual assault programs aimed at the prevention of sex offenses and procedures to be followed when a sex offense occurs. This information is maintained pursuant to the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The campus crime statistics and the annual campus security report are available at the reference desk of the library and the college website at www.bcc.cuny.edu. If you wish to be mailed copies of the campus crime statistics and the annual campus security report, you should contact McThaddeus Holden, Director, at 718-289-5923, and copies will be mailed to you within 10 days. The U.S. Department of Education's website address for campus crime statistics is www.ed.gov/security/InstDetail.asp (then input the name of the school).

In accordance with the federal Campus Sex Crimes Prevention Act, registered sex offenders now are required to register the name and address of any college at which he or she is a student or employee. The New York State Division of Criminal Justice maintains a registry of convicted sex offenders and informs the college's chief security (public safety) officer of the presence on campus of a registered sex offender as a student or employee. You may contact the college's chief security officer, McThaddeus Holden, Director, Loew Hall, RM 505, at 718-289-5923 to obtain information about Level 2 or Level 3 registered sex offenders on campus. To obtain information about Level 3 offenders, you may contact the Division's registry website at www.criminaljustice.state.ny.us/sor/sor_about.htm and then click on "Search for Level 3 Sex Offenders or access the directory at the college's public safety department or police precinct. To obtain information about Level 2 offenders, you need to contact the public safety department, local police precinct in which the offender resides or attends college, or the Division's sex offender registry at 800-262-3257.

Dated: August 20, 2004

APPENDIX B

NOTIFICATION OF STUDENT IMMUNIZATION REQUIREMENTS

Students who do not submit proof of measles, mumps and rubella (MMR) immunization or who fail to return the meningococcal meningitis response form within a statutory grace period shall be prohibited from attending the Institution. For additional information, you should contact the Health Services Center located at LO 101 at the following phone number 718-289-5658. Public Health Law 2165 requires that post-secondary students be immunized against measles, mumps, and rubella (MMR).
APPENDICES

All registered full-time students and part-time students born on or after January 1, 1957 who are enrolled for at least six, but fewer than twelve semester hours (or equivalent) per semester in an approved degree program or registered certificate program must submit proof of MMR immunization. Students may be exempt from the required MMR immunizations for religious or medical reasons. To qualify for a religious exception, students must submit a signed statement, or in the event the student is a minor (under 18), a signed statement from their parent or guardian, that they hold sincere and genuine religious beliefs that prohibit immunization. To qualify for a medical exception, students must submit a written statement from a licensed physician or nurse practitioner indicating that such immunization may be detrimental to their health.

Public Health Law 2167 requires that post-secondary institutions provide written information about meningococcal meningitis to its students and that students complete, sign, and return a meningococcal meningitis response form. Public Health Law 2167 does not require that students be immunized against meningitis.

Public Health Law 2167 requires colleges to distribute written information about meningococcal meningitis disease and vaccination and students to complete, sign and return to the college, a meningococcal meningitis response form that: (a) confirms that the college has provided the information about meningococcal meningitis; and (b) indicates that either: (1) the student has received immunization against meningococcal meningitis within the 10 years preceding the date of the response form; or (2) the student has decided against receiving the vaccination. This law applies to students, who are enrolled in at least six semester hours (or the equivalent) per semester. No student may be exempt from receiving information or returning the response form.

**APPENDIX C**

**SPECIAL PROVISIONS FOR STUDENTS IN THE MILITARY**

The following policies apply to students who leave CUNY to fulfill military obligations.

I. Students called up to the reserves or drafted before the end of the semester.
   A. Grades. In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).
   B. Refunds. A student called up to the reserves or drafted who does not attend for a sufficient time to qualify for a grade is entitled to a 100% refund of tuition and all other fees except application fees.

II. Students who volunteer (enlist) for the military.
   A. Grades. Same provision as for students called up to the reserves. In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).
   B. Refunds. The amount of the refund depends upon whether the withdrawal is before the 5th week of classes.

1. Withdrawal before beginning of the 5th calendar week (3rd calendar week for summer session): 100% refund of tuition and all other fees except application fees.
2. Withdrawal thereafter: 50% refund.

- [A proportionate number of weeks may be used for Kingsborough Community College and LaGuardia Community College for each of the above provisions.]

II. Other Provisions for Military Service:
   A. Resident Tuition Rates. These lower rates are applicable to all members of the armed services, their spouses and their dependent children, on full-time active duty and stationed in the State of New York.
   B. Re-enrollment of Veterans. Veterans who are returning students are given preferred treatment in the following ways:
      1. Veterans who were former students with unsatisfactory scholastic records, may be readmitted with a probationary program.
      2. Veterans, upon their return, may register even after normal registration periods, without late fees.
      3. Granting of college credit for military service and armed forces instructional courses.
      4. Veterans returning too late to register may audit classes without charge.
   C. Late Admissions. Veterans with no previous college experience are permitted to file applications up to the date of registration, and are allowed to begin classes pending completion of their application and provision of supporting documents.
   D. Readmission Fee. Upon return from military service, a student will not be charged a Readmission Fee to register at the same college.
   E. Veterans Tuition Deferrals. Veterans are entitled to defer the payment of tuition pending receipt of veterans' benefits.
   F. New York National Guard Tuition Waivers. Active members of the New York National Guard, who are legal residents of New York State and who do not have a baccalaureate degree, are eligible for a tuition waiver for undergraduate study.

**APPENDIX D**

**BOARD OF TRUSTEES**

**THE CITY UNIVERSITY OF NEW YORK**

No. B. A. THE CITY UNIVERSITY OF NEW YORK - AMENDMENT TO THE POLICY ON WITHHOLDING STUDENT RECORDS RESOLVED:

That the existing Board of Trustees policy with respect to the withholding of student records as last amended on February 22, 1993, Gal. No. 7.C., be amended as follows:

Students who are delinquent and/or in default in any of their financial accounts with the college, the university or an appropriate state or federal agency for which the university acts as either a disbursing or certifying agent, and students who have not completed exit interviews as required by the federal Perkins Loan Program, the federal Family Education Loan Programs, the William D. Ford Federal Direct Loan...
FEDERAL PROGRAMS; and the Nursing Student Loan Program, are not to be permitted to complete registration, or issued a copy of their grades, a transcript of academic record, certificate, or degree, nor are they to receive funds under the federal campus-based student assistance programs of the federal Pell Grant Program unless the designated officer, in exceptional hardship cases and consistent with federal and state regulations, waives in writing the application of this regulation.

NOTE: Matter underlined is new.

EXPLANATION: The purpose of this amendment is to formally incorporate all of the applicable federal loan programs.

APPENDIX E
NOTIFICATION UNDER FERPA OF STUDENT RIGHTS CONCERNING EDUCATION RECORDS AND DIRECTORY INFORMATION

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 education 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 the college's FERPA appeals officer. Additional information regarding the appeal procedures will be provided to you if a request is denied.

(2) The right to request the amendment of the student 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
600 Independence Avenue, SW
Washington, D.C. 20202-4605.

(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, previous school attended, and degrees, honors and awards received. By filing a form with the Registrar's Office, you may request that any or all of this directory information not be released without your prior written consent. This form is available in the Registrar's Office and may be filed, withdrawn, or modified at any time.

APPENDIX F
FREEDOM OF INFORMATION LAW NOTICE

Requests to inspect public records at the college should be made to the Records Access Officer, Mary Rogan, Labor Desigee and Legal Counsel to the President, who is located at Language Hall, RM 27; West 181st Street & University Avenue; Bronx NY, 10453; 718-289-5151. Public records are available for inspection and copying by appointment only at a location to be designated. You have a right to appeal a denial of a request for access to records to the CUNY General Counsel and Vice Chancellor for Legal
THE CUNY WORKPLACE VIOLENCE POLICY & PROCEDURES

The City University of New York has a long-standing commitment to promoting a safe and secure academic and work environment that promotes the achievement of its mission of teaching, research, scholarship and service. All members of the University community—students, faculty and staff—are expected to maintain a working and learning environment free from violence, threats of harassment, violence, intimidation or coercion. While these behaviors are not prevalent at the University, no organization is immune. The purpose of this policy is to address the issue of potential workplace violence in our community, prevent workplace violence from occurring to the fullest extent possible, and set forth procedures to be followed when such violence has occurred.

Policy

The City University of New York prohibits workplace violence. Violence, threats of violence, intimidation, harassment, coercion, or other threatening behavior towards people or property will not be tolerated. Complaints involving workplace violence will not be ignored and will be given the serious attention they deserve. Individuals who violate this policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution. Complaints of sexual harassment are covered under the University’s Policy Against Sexual Harassment.

The University, at the request of an employee or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-related business. This policy particularly applies in cases where the employee or student suspects that an act of violence will result from an encounter with said individuals.

Scope

All faculty, staff, students, vendors, contractors, consultants, and others who do business with the University, whether at a University facility or off-campus location where University business is conducted, are covered by this policy. This policy also applies to other persons not affiliated with the University, such as former employees, former students and visitors. When students have complaints about other students, they should contact the Office of Student Affairs at their campus.

Definitions

Workplace violence is any behavior that is violent, threatens violence, coerces, harasses or intimidates others, interferes with an individual’s legal rights of movement or expression, or disrupts the workplace, the academic environment, or the University’s ability to provide services to the public. Examples of workplace violence include, but are not limited to:

1. Disruptive behavior intended to disturb, interfere with or prevent normal work activities (such as yelling, using profanity, verbally abusing others, or waving arms and fists).

2. Intentional physical contact for the purpose of causing harm (such as slapping, stabbing, punching, striking, shoving, or other physical attack).

3. Menacing or threatening behavior (such as throwing objects, pounding on a desk or door, damaging property, stalking, or otherwise acting aggressively; or making oral or written statements specifically intended to frighten, coerce, or threaten) where a reasonable person would interrupt such behavior as constituting evidence of intent to cause harm to individuals or property.

4. Possessing firearms, imitation firearms, knives or other dangerous weapons, instruments or materials. No one within the University community, shall have in their possession a firearm or other dangerous weapon, instrument or material that can be used to inflict bodily harm on an individual or damage to University property without specific written authorization from the Chancellor or the college President regardless of whether the individual possesses a valid permit to carry the firearm or weapon.

Reporting of Incidents

1. General Reporting Responsibilities

Incidents of workplace violence, threats of workplace violence, or observations of workplace violence are not be ignored by any member of the University community. Workplace violence should promptly be reported to the appropriate University official (see below). Additionally, faculty, staff and students are encouraged to report behavior that they reasonably believe poses a potential for workplace violence as defined above. It is important that all members of the University community take this responsibility seriously to effectively maintain a safe working and learning environment.

2. Imminent or Actual Violence

Any person experiencing or witnessing imminent danger or actual violence involving weapons or personal injury should call the Campus Public Safety Office immediately, or call 911.

3. Acts of Violence Not Involving Weapons or Injuries to Persons

Any person who is the subject of a suspected violation of this policy involving violence without weapons or
personal injury, or is a witness to such suspected violation, should report the incident to his or her supervisor, or in lieu thereof, to their respective Campus Public Safety Office. Students should report such incidents to the Office of Student Affairs at their campus or in lieu thereof, their campus Public Safety Office. The Campus Public Safety Office will work with the Office of Human Resources and the supervisor or the Office of Student Affairs on an appropriate response.

4. Commission of a Crime
All individuals who believe a crime has been committed against them have the right, and are encouraged, to report the incident to the appropriate law enforcement agency.

5. False Reports
Members of the University community who make false and malicious complaints of workplace violence, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action and/or referral to civil authorities as appropriate.

6. Incident Reports
The University will report incidents of workplace violence consistent with the College Policies for Incident Reporting Under the Campus Security Policy and Statistical Act (Clery Act).

Responsibilities

1. Presidents
The President of each constituent college of The City University of New York, the Chief Operating Officer at the Central Office, and the Deans of the Law School and the Sophie Davis School of Biomedical Education shall be responsible for the implementation of this policy on his or her respective campus. The responsibility includes dissemination of this policy to all members of the college community, ensuring appropriate investigation and follow-up of all alleged incidents of workplace violence, constituting a Workplace Violence Advisory Team (See #7 below), and ensuring that all administrators, managers, and supervisors are aware of their responsibilities under this policy through internal communications and training.

2. Campus Public Safety Office
The Campus Public Safety Office is responsible for responding to, intervening, and documenting all incidents of violence in the workplace. The Campus Public Safety Office will immediately log all incidents of workplace violence and will notify the respective supervisor of an incident with his/her employee, or notify the appropriate campus official of an incident with a student. All officers should be knowledgeable of when law enforcement action may be appropriate. Public Safety will maintain an internal tracking system of all threats and incidents of violence. Annual reports will be submitted to the President (at the same time as the report noted below) detailing the number and description of workplace violence incidents, the disposition of the incidents, and recommend policy, training issues, or security procedures that were or should be implemented to maintain a safe working and learning environment. These incidents will be reported in the Annual Report of the College Advisory Committee on Campus Security consistent with the reporting requirements of Article 129A Subsection 8450 of the NYS Education Law (Regulation by Colleges of Conduct on Campuses and Other College Property for Educational Purposes).

Officers will be trained in workplace violence awareness and prevention, non-violent crises intervention, conflict management, and dispute resolution.

Officers will work closely with Human Resources when the possibility of workplace violence is heightened, as well as on the appropriate response to workplace violence incidents consistent with CUNY policies, rules, procedures and applicable labor agreements, including appropriate disciplinary action up to and including termination.

When informed, Public Safety will maintain a record of any Orders of Protection for faculty, staff, and students. Public Safety will provide escort service to members of the college community within its geographical confines, when sufficient personnel are available. Such services are to be extended at the discretion of the Campus Public Safety Director or designee. Only the President, or designee, in his/her absence, can authorize escort service outside of the geographical confines of the college.

3. Supervisors
Each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility (hereinafter "supervisor") is responsible within his/her area of jurisdiction for the implementation of this policy. Supervisors must report to their respective Campus Public Safety Office any complaint of workplace violence made to him/her and any other incidents of workplace violence of which he/she becomes aware or reasonably believes to exist. Supervisors are expected to inform their immediate supervisor promptly about any complaints, acts, or threats of violence even if the situation has been addressed and resolved. After having reported such complaint or incident to the Campus Public Safety Director and immediate supervisor, the supervisor should keep it confidential and not disclose it further, except as necessary during the investigation process and/or subsequent proceedings.

Supervisors are required to contact the Campus Public Safety Office immediately in the event of imminent or actual violence involving weapons or potential physical injuries.

4. Faculty and Staff
Faculty and staff must report workplace violence, as defined above, to their supervisor. Faculty and staff who are advised by a student that a workplace violence incident has occurred or has been observed must report this to the Campus Public Safety Director immediately. Recurring or persistent workplace violence that an employee reasonably believes is not being addressed satisfactorily, or violence that is, or
has been, engaged in by the employee’s supervisor should be brought to the attention of the Campus Public Safety Director. Employees who have obtained Orders of Protection are expected to notify their supervisors and the Campus Public Safety Office of any orders that list CUNY locations as protected areas.

Victims of domestic violence who believe the violence may extend into the workplace, or employees who believe that domestic or other personal matters may result in their being subject to violence extending into the workplace, are encouraged to notify their supervisor, or the Campus Public Safety Office. Confidentiality will be maintained to the extent possible.

Upon hiring, and annually thereafter, faculty and staff will receive copies of this policy. Additionally, the policy will be posted throughout the campus and be placed on the CUNY website and on the college’s website, as appropriate.

5. Office of Human Resources

The Office of Human Resources at each campus is responsible for assisting the Campus Public Safety Director and supervisors in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; notifying the Campus Public Safety Office of workplace violence incidents reported to that office; and consulting with, as necessary, counseling services to secure professional intervention.

The Office of Human Resources is responsible for providing new employees or employees transferred to the campus with a copy of the Workplace Violence Policy and Procedures and ensuring that faculty and staff receive appropriate training. The Office of Human Resources will also be responsible for annually disseminating this policy to all faculty and staff at their campus, as well as posting the policy throughout the campus and on the college’s website, as appropriate.

6. Students

Students who witness violence, learn of threats, or are victims of violence by employees, students or others should report the incident immediately to the Campus Public Safety Office. If there is no imminent danger, students should report threatening incidents by employees, students or others as soon as possible to the Campus Public Safety Office or Office of Student Affairs. Students will be provided with workplace violence awareness information (including information regarding available counseling services) upon registration each year.

7. Workplace Violence Advisory Team

A college President shall establish a Workplace Violence Advisory Team at his/her college. This Team, working with the College Advisory Committee on Campus Security, will assist the President in responding to workplace violence; facilitating appropriate responses to reported incidents of workplace violence; assessing the potential problem of workplace violence at its site; assessing the college’s readiness for dealing with workplace violence; evaluating incidents to prevent future occurrences; and utilizing prevention, intervention, and interviewing techniques in responding to workplace violence. This Team will also develop workplace violence prevention tools (such as pamphlets, guidelines and handbooks) to further assist in recognizing and preventing workplace violence on campus. It is recommended that this Team include representatives from Campus Public Safety, Human Resources, Labor Relations, Counseling Services, Occupational Health and Safety, Legal, and others, including faculty, staff and students, as deemed appropriate by the President.

In lieu of establishing the Workplace Violence Advisory Team, a President may opt to expand the College Advisory Committee on Campus Security with representatives from the areas recommended above to address workplace violence issues at the campus and perform the functions outlined above.

8. University Communications

All communications to the University community and outside entities regarding incidents of workplace violence will be made through the University Office of University Relations after consultation with the respective President or his/her designee.

Education

Colleges are responsible for the dissemination and enforcement of this policy as described herein, as well as for providing opportunities for training in the prevention and awareness of workplace violence. The Office of Faculty and Staff Relations will provide assistance to the campuses in identifying available training opportunities, as well as other resources and tools, (such as reference materials detailing workplace violence warning signs) that can be incorporated into campus prevention materials for dissemination to the college community. Additionally, the Office of Faculty & Staff Relations will offer periodic training opportunities to supplement the college’s training programs.

Confidentiality

The University shall maintain the confidentiality of investigations of workplace violence to the extent possible. The University will act on the basis of anonymous complaints where it has a reasonable basis to believe that there has been a violation of this policy and that the safety and well being of members of the University community would be served by such action.

Retaliation

Retaliation against anyone acting in good faith who has made a complaint of workplace violence, who has reported witnessing workplace violence, or who has been involved in reporting, investigating, or responding to workplace violence is a violation of this policy. Those found responsible for retaliatory action shall be subject to discipline up to and including termination.

Approved by the Board of Trustees June 8, 2004.
DIRECTORY OF BUILDINGS, OFFICES AND FACILITIES

PRESIDENT'S OFFICE—Language Hall

VICE PRESIDENT'S OFFICES

Academic Affairs—Language Hall
Administration—South Hall
Institutional Development—Philosophy Hall
Student Development—Loew Hall

DEPARTMENT OFFICES

Art and Music—Bliss Hall
Biology and Medical Laboratory Technology—Meister Hall
Business and Information Systems—Meister Hall
Chemistry & Chemical Technology—Meister Hall
Communication Arts and Sciences—Colston Hall
Education and Reading—Colston Hall
English—Colston Hall
Health, Physical Education and Wellness—Alumni Gym
History—Colston Hall
Library and Learning Resources—Meister Hall
Mathematics and Computer Science—Carl Polowczyk Hall
Modern Languages—Colston Hall
Nursing and Allied Health Sciences—Carl Polowczyk Hall
Physics and Technology—Carl Polowczyk Hall
Social Sciences—Colston Hall
Academic Computing Center—Sage Hall
Admissions—Loew Hall
After School Center—Havemeyer Lab
Athletics—Alumni Gym
BCC Association, Inc.—Loew Annex
Bursar—Colston Hall
Business Office—Colston Hall
Cafeteria—Roscoe C. Brown Jr. Student Center
Faculty Cafeteria—Language Hall
Child Development Center—Altschul House
College Relations—Language Hall
Computer Center—Colston Hall

Continuing Education—Philosophy Hall
Cooperative Education—Loew Hall
Counseling Services—Loew Hall
Duplicating Department—Colston Hall
Environmental Technology—Meister Hall
Evening and Weekend Office—Colston Hall
Family College—MacCracken Hall
Financial Aid—Colston Hall
Grants Office—Philosophy Hall
Hall of Fame for Great Americans—Gould Memorial Library
Hall of Fame Playhouse—Roscoe C. Brown Jr. Student Center
Health Services and Infirmary—Loew Hall
Human Resources—South Hall
Information Technology Department—South Hall
Institutional Research—Philosophy Hall
Learning Center—Sage Hall
Mail Room—Colston Hall
Media Technology—Meister Hall
Mental Health Services—Loew Hall
Music—Guggenheim Hall
Nuclear Medicine Technology—Carl Polowczyk Hall
Paralegal Studies—Meister Hall
PASS Center—Sage Hall
Physical Plant Services—New Hall
Pool—Alumni Gymnasium
Public Safety—Loew Hall
Radiologic Technology—Carl Polowczyk Hall
Receiving and Stores—Loew Annex
Registrar—Colston Hall
Rotunda—Gould Memorial Library
Schwendler Auditorium—Meister Hall
Secretarial Studies—Meister Hall
Student Activities—Roscoe C. Brown Jr. Student Center
Student Government Association—Roscoe C. Brown Jr. Student Center
Technical Services—South Hall
University Heights High School—Nichols Hall
Veterans' Affairs—Loew Hall

DIRECTIONS TO THE COLLEGE

• IRT Jerome-Woodlawn Avenue No. 4 train to Burnside Avenue or 183rd Street
• No. 3 University Avenue bus to 181st Street
• No. 40/42 Tremont Avenue Crosstown or No. 36 180th St. Crosstown to University Avenue
• No. 12 Fordham Road Crosstown stops at University Avenue where it connects with the No 3