

BOROUGH OF **MANHATTAN**  
COMMUNITY COLLEGE  
2022–2023 Bulletin







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**Accreditation**

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

**Statement of Nondiscrimination**

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

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

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



# President's Letter



Dear Student,

Welcome to Borough of Manhattan Community College (BMCC) of The City University of New York (CUNY). At BMCC, you have the opportunity to receive a quality education from talented faculty and dedicated staff in a supportive and inclusive environment.

You can pursue a wide variety of educational goals in any one of BMCC's 50 academic programs. The College proximity to business and corporate industries of the greater New York City area also empowers you to explore internships and apprenticeships in conjunction with your educational path.

In addition to providing an outstanding classroom experience, BMCC offers free online tutoring and academic coaches to help you reach your potential. Other resources are found on our Resilience, Health and Wellness website. Our Advocacy and Resource Center and Panther Pantry are ready to help, if you are experiencing food insecurity, and our dedicated staff can provide housing assistance.

At BMCC, we are here to help you succeed inside and outside of the classroom. Your future begins with us, and we will be with you every step of the way.

Sincerely,

A handwritten signature in black ink, reading "Anthony E. Munroe". The signature is fluid and cursive, with a long horizontal line extending to the right.

Anthony E. Munroe, President

Borough of Manhattan Community College

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## OUR MISSION

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

Borough of Manhattan Community College (BMCC) was founded in 1963 and opened in 1964 as a small, primarily business-oriented, community college offering programs aimed at the midtown business community. During the next two decades, the mission of the College changed in response to the advent of the City University's open admissions policy in 1970 and in response to the emergence of new technologies and changes in business and industry. Open admissions significantly extended higher educational opportunities to thousands of students, many of them non-traditional. After

BMCC relocated in 1983 to its new building at 199 Chambers Street, the programs of the College became more diversified and reflected many of the emerging new technologies. BMCC now offers a wide range of degree programs, including Accounting, Accounting for Forensic Accounting, Art Foundations, Animation and Motion Graphics, Biotechnology Science, Business Administration, Business Management, Childhood and Bilingual Childhood Education, Children and Youth Studies, Communication Studies, Community Health Education, Computer Information Systems, Computer Network Technology, Computer Science, Criminal Justice, Critical Thinking and Justice, Digital Marketing, Early Childhood Education, Economics, Engineering Science, Ethnic Studies, Financial Management, Gender and Women's Studies, Geographic Information Science, Gerontology, Health Information Technology, History, Human Services, Liberal Arts, Linguistics and Literacy, Mathematics, Mathematics and Science for Secondary Education, Modern Languages, Multimedia Programming

and Design, Music, Nursing, Paramedic, Political Science, Psychology, Public and Nonprofit Administration, Public Health, Respiratory Therapy, School Health Education, Science, Science for Forensics, Science for Health, Secondary Education in Social Studies, Small Business Entrepreneurship, Sociology, Theatre, Urban Studies, Video Arts and Technology, and Writing and Literature. The College also offers certificate programs in Accounting Certificate Program, Health Informatics, and Spanish Translation for the Health, Legal, and Business Professions, as well as many non-degree programs offered through Adult and Continuing Education.

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

## OUR HISTORY

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

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

The fiscal crisis of 1976 intervened and brought building to a halt with only a steel frame erected. After a five-year hiatus, construction on

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

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

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

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

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

## OUR FACILITY

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

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

## OTHER FEATURES OF BMCC

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

- A performing arts center featuring three theatres
- Three dining facilities
- Production facilities for television programs
- Human Patient Simulation Lab

## THE MEDIA CENTER

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

This multi-million dollar resource supports the academic and professional training programs of the College. The Center provides a full inventory of audio-visual support equipment for your use in conference rooms and lecture halls as well as teleconferencing, media production, and duplication services.

The campus is wired for closed circuit television distribution, operates specialized lab facilities for multimedia development, graphic design, and broadcast quality video editing. The Media Center have 2 HD TV studios, 2 AVID, Graphics, Protocol Digital Media Labs and Audio Studio for students majoring in Video Arts and Technology (VAT).

The BMCC Media Center produces original video and television programming for the College, the University and outside clients. The Center's staff is comprised of accomplished media and educational professionals who are dedicated to bringing to the students, faculty, and community a high level of media services in support of the mission of the College and the University.

## OFF-SITE PROGRAMS

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

# Admissions

## Admissions

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

### TO APPLY

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

You may also visit our web site at [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu).

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

### There are five types of applications:

#### 1. Undergraduate Freshman

##### Application for Admission

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

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

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

#### 2. Undergraduate Transfer

##### Application for Admission

At CUNY, a transfer is defined as an applicant who has attended a college, university and/or proprietary school since graduating high school/secondary school. This applies to whether or not you are seeking transfer credit and/or program of study.

This application is for students who have previously attended college and have a 2.0 ("C") or above cumulative grade-point average

APPLICATION DEADLINES	Fall Semester	Spring Semester
High School Seniors and Graduates with No Previous College Credits	February 1	September 15
Students with Previous College Credits (Advanced Standing and Transfers)	February 1	September 15
Readmission Applications	<a href="https://www.bmcc.cuny.edu/admissions/readmission/">https://www.bmcc.cuny.edu/admissions/readmission/</a>	

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

(GPA). Please note the Advanced Standing application deadline. Students should complete a CUNY Undergraduate Transfer Application for Admission online at [www.cuny.edu/apply](http://www.cuny.edu/apply). Use this application if:

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

#### 3. Application for Non-Degree Status

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

#### 4. Second Degree Application

Students who have earned an associate degree at BMCC and who wish to apply for a second degree must contact the Admissions Office, Room S-310, and request a *Second Degree Application*. Effective fall 2022, in order to receive the second associate degree from BMCC, students must complete a minimum of 30 credits at BMCC.

#### 5. Readmission Application

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

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

#### TRANSFER CREDIT EVALUATION AND ADVANCED STANDING POLICY

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

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

Effective fall 2022, BMCC accepts a maximum of forty-five (45) transfer credits to be applied towards degree completion.

- If you have recently completed courses or have any outstanding transfer credits at another college, it is necessary for you to arrange to have the official transcript(s) forwarded to BMCC's Admissions Office as soon as possible. All transcripts must be sent prior to registration. This also applies to students who are seeking to be readmitted to BMCC.
- Departmental approval must be obtained for science courses taken more than ten (10) years ago.
- All technical courses need departmental approval.
- Clinical nursing courses are not transferable.
- Students who receive transfer credit in one or more of the prerequisite nursing courses (ENG 101, PSY 100, BIO 425, \*CHE 121) have the option to request one time only during the first semester of enrollment the removal of transfer credit in one or more of the prerequisite nursing courses. Students must see the Nursing Academic Advisor in the Nursing Department, Room S-742.
- BMCC strives to help all Veterans transition to BMCC. Veterans who are matriculating students may earn up to 18 credits in United States Armed Forces Institute courses, in which they have passed final exams, and for other military education and training. The decision regarding the granting of credit is at the discretion of individual academic departments.

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

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

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



# Admissions

## AFTER YOU ARE ADMITTED

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

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

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

Transfer credits will only be evaluated from accredited institutions\* listed on the student's admission application. The submission of

documents in support of applications for admission such as transcripts, diplomas, test scores, references, or the applications themselves, that are forged, fraudulent, altered from the original, obtained under false pretenses, or otherwise deceptive (collectively referred to as fraudulent documents) is prohibited by The City University of New York and may be punishable by: a bar to applying for admission, suspension and expulsion. The term applications for admission include transfer applications.

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

- MS** Middle States Association of Colleges and Schools
- NC** North Central Association of Colleges and Schools
- NE** New England Association of Schools and Colleges
- NW** Northwest Association of Schools and Colleges
- NY** New York Association of the New York Board of Regents

**SA** Southern Association of College and Schools

**WA** Western Association of Schools and Colleges

*Credits from schools for candidacy status are not considered.*

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

### Non-Degree

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

Students who wish to change from a non-degree to a matriculated status may do so in the Admissions Office (S-310) after at least one semester of college work has been completed. In addition, students must be in good academic standing. To become matriculated, students must submit a completed Advanced Standing Transfer application to the Admissions Office by the



# Admissions

## AFTER YOU ARE ADMITTED

first day of classes for the semester that the students are changing their status from non-degree to matriculated.

### Matriculation

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

**Note:** *Matriculated students cannot become non-degree students.*

### International Student Services

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

*All international BMCC students are urged to contact ISSO located in the Admissions Office (Room S-115N) for assistance.*

*Ms. Lily Yi-Elkin is the Assistant Director of International and Transfer Services.*

### CUNY Proficiency Requirements

New students admitted to the University may be deemed college-ready based on Regents, SAT or ACT scores; CUNY's proficiency index; a Bachelor's Degree from an accredited domestic institution; or:

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

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

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

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

### English as a Second Language (ESL) Placement

English as a Second Language (ESL) students who do not meet CUNY's English proficiency requirements based on Regents, SAT, or ACT scores; or through eligible college transfer credit will be evaluated for English proficiency using CUNY's English proficiency index only if they have NY State Regents scores. Non-proficient ESL students will be required to take an assessment to determine English course placement. Further details about ESL placement can be found on the BMCC Testing website: <https://www.bmcc.cuny.edu/students/testing/esl-placement/>. The BMCC Testing Office will contact ESL students who are required to take the assessment.

### CUNY Assessment Tests in Math, Reading, and Writing

The CUNY Assessment Test in Math measures competency in numerical skills/pre-algebra, algebra, college algebra, and trigonometry. Please note, the CUNY Assessment Tests are no longer being administered.

New students admitted to the University may be deemed college-ready based on Regents, SAT or ACT scores; a Bachelor's Degree from an accredited domestic institution; or:

1. transfer of a 3-credit freshman composition course (or a higher-level English course for Freshman Composition is a prerequisite) from an accredited college with a grade of "C" or higher for Reading/Writing exemption;\*
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Documentation for waivers must be submitted to the Admissions Office (Room S-310) prior to registration.

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

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

### Immunization Requirements

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

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

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

NYS Health Law 2165, in effect since July, 1989, requires that students born after 1956 submit to Health Services Room N-303, documented proof of measles, mumps, and rubella immunization or immunity. Please refer to the information you received in your admissions packet or visit <http://www.bmcc.cuny.edu/health-services/immunization.html> for detailed options that will allow you to select which one completes your requirements.

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

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

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

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

No Meningitis vaccines are offered by the Health Services Office.

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

### New Student Orientation

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

## Tuition and Fees

### ESTABLISH NEW YORK RESIDENCY TUITION RATE

To qualify for the New York City tuition rate, you must have completed one year of residency in New York City prior to the first day of classes. Please contact the Registrar's Office, Room S-315 for further information.

### STUDENT ACTIVITIES FEES

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

\* Includes \$1.45 University Senate fee

### CHANGE OF PROGRAM FEE

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

1. Addition of a course or courses
2. Changing from one course to another
3. Changing from one section of a course to another section of the same course
4. Dropping a course and adding another course

### PAYMENT OF TUITION AND FEES

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

Checks and money orders should be made payable to "BMCC". Students whose checks are returned by their bank will be subject to a \$20 reprocessing fee and will be required to make all subsequent payments by cash or certified check. Students settling a prior semester balance to obtain clearance for registration, transcripts or readmission must make payment via cash or certified check.

Online payments may be made with e-check. Credit cards are not accepted.

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

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

### Footnotes

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

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

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

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

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

### NON-INSTRUCTIONAL FEES (NON-REFUNDABLE)

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

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

### TUITION PAY PLAN

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

monthly installments. The payment plan vendor accepts credit card payments. An enrollment fee is charged by the vendor. To enroll, log into CUNYfirst Self-Service and go to your Student Center. Go to Finances and select Enroll/Manage Payment Plan.



# Tuition and Fees

## AFTER YOU ARE ADMITTED

### STUDENT STATUS

#### Full-Time Status

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

ACR	94, 95, 96, 150.5
CRT	100.5, 100.6
ENG	88, 95
ESL	(all courses)
LIN	100.5, 100.6, 101.6, 140.4, 150.5
MAT	8, 12, 14, 41, 51, 56, 56.5, 150.5, 161.5, 206.5, 214.5

#### Tuition Assistance for Full-Time Students

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

#### New York State Tuition Assistance Program (TAP)

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

#### Part-time Status

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

#### Aid for Part-time Study (APTS)

To receive APTS, you must:

- File an application by the established deadline and meet the basic eligibility requirements for the program.
- Be enrolled in at least six but fewer than twelve credits or equated hours. At least three of these must be degree credits.

- Remain in good academic standing for New York State award programs.
- Not have used up eligibility for TAP.

#### CHANGE OF PROGRAM FEE WAIVER

The change of program fee may be waived when:

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

#### VETERANS

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

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

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

#### TUITION REFUND POLICY

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

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

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

Tuition Obligation	Refund
Drop prior to the first day of class	100% -0-
Drop during the first calendar week of classes	75%
Drop during the second calendar week of classes	50%
Drop during the third calendar week of classes	25%
Drop after the third calendar week of classes	-0-100%

For winter and summer sessions, refer to the Academic Calendar for the refund schedule. Students who pay their tuition bill in full and

subsequently withdraw will have their refund calculated according to the above schedule. Refund checks are mailed directly to the home address on file in CUNYfirst. Students who are enrolled in direct deposit will have their refunds deposited electronically.

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

Payments made by credit card to the payment plan vendor will be refunded to the credit card.

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

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

#### COURSE CANCELLATION POLICY

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

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



## Financial Aid

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

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

**Grants**—money that does not have to be repaid

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

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

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

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

### SOURCES OF FINANCIAL AID

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

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

**Federal Pell Grant** can be used to pay your tuition, or, if your tuition is covered by other means, help you buy your books and supplies, or pay your transportation costs. PELL is available to full-time or part-time students who have not earned a first bachelor's degree or professional certificate.

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

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

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

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

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

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

**College Discovery (CD)** is a special program for financially and educationally disadvantaged students. Students in the CD program may receive money for books, fees and a small stipend. To be considered for CD, you must complete the special programs section of the CUNY admissions application. The Admissions Office chooses the students for this program by a lottery system. You must maintain full-time enrollment to remain eligible for CD.

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

### SCHOLARSHIPS

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

*Sussie Gyamfi,*  
Coordinator Scholarships and Special Services,  
(212) 220-8133, Room S-225

### Scholarships for Continuing Students

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

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

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

#### **Borough of Manhattan Community College Association Scholarship**

This scholarship supports BMCC students to study abroad. The scholarship is automatically provided to BMCC students who have completed at least 12 credits at BMCC and have been admitted to a BMCC study abroad program. The scholarship covers 60% of the Study Abroad Program Fee for BMCC programs. More information may be found here: <https://www.bmcc.cuny.edu/academics/success-programs/study-abroad/>

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

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

#### **Borough of Manhattan Community College Fund Inc.: MoneyWorks Scholarship**

The MoneyWorks competitive scholarship is made available by the Borough of Manhattan Community College (BMCC) and The Financial Planning Association of New York (FPANY), and is sponsored by Merrill Lynch to provide continuing BMCC full-time and part-time students with an exciting financial learning experience and scholarship opportunity. Students selected for the program will receive an award up to \$2,800.00 towards the cost of their education at BMCC for one academic year. In addition, students will have the opportunity to participate in financial awareness seminars and be paired with mentors from the business community.

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

# Financial Aid

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

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

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

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

**National Science Foundation (CSEM) Scholarship** This scholarship is awarded to full-time students who intend to pursue a baccalaureate degree in computer science, engineering or mathematics. Applicants must be a U.S. citizen or permanent resident, must file for financial aid, have a minimum GPA of 2.8; and be willing to work on a research project as determined by the scholarship committee.

## **Salzburg Seminar Award**

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

## **ACADEMIC PROGRESS STANDARDS**

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

## **Remedial Course Work and Federal Aid Eligibility**

You may receive federal financial aid payments for no more than 30 hours of non-credit remedial

course work. If you have attempted and received payment for a total of thirty or more remedial or developmental hours, you cannot receive federal financial aid for any additional remedial or developmental course work you attempt. This restriction does not apply to English as a Second Language (ESL) courses.

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

## **Satisfactory Academic Progress Standard for Federal Financial Aid Programs**

In order to remain eligible for federal financial aid at BMCC, you must be making satisfactory academic progress towards the completion of your associate degree in order to remain eligible for federal financial aid at BMCC.

There are 3 components to the college's federal satisfactory academic progress standard:

1. **Minimum GPA:** You must achieve the GPA required to meet the college's minimum retention standard (that is, you cannot be on academic probation, special probation or academic dismissal).
2. **Maximum Timeframe:** You may attempt not more than 150% of the credits normally required for completion of the degree (that is, you may attempt no more than 90 credits to earn 60).
3. **Pace of Progression:** You must successfully complete a certain percentage of the total number of credits that you attempt. For more information, visit: [http://www.bmcc.cuny.edu/financial/upload/SAP\\_Requirements.pdf](http://www.bmcc.cuny.edu/financial/upload/SAP_Requirements.pdf).

## **Financial Aid Suspension**

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

## **Your Right to Appeal**

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

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

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

## **Financial Aid Probation**

If your appeal is granted, you will be placed on financial aid probation and have your federal student aid eligibility reinstated for one semester. At the end of the probationary

semester, your record will be reviewed to determine if you have fulfilled the requirements specified in your academic plan.

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

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

## **Re-establishing Eligibility**

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

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

## **DETERMINATION OF CREDITS ATTEMPTED AND CREDITS EARNED**

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

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

## **Basic Skills Courses**

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

## **Withdrawals**

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

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

## **Incomplete Grades**

Your cumulative record of credits attempted must include any course in which you receive an incomplete grade. This course cannot be counted in your earned credits until you have

received a completion grade. If you fail to meet the pace of progression standard due to an incomplete grade for a course, the recording of a successful completion grade within a term which brings your accumulated credits up to the appropriate standard will restore eligibility for this and subsequent terms within the academic year.

## Repeated Courses

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

## TREATMENT OF NON-STANDARD SITUATIONS

### Readmitted Students

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

### Transfer Students

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

### Second Degree Students

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

### Change of Major/Change of Degree

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

## GOOD ACADEMIC STANDING REQUIREMENTS FOR NEW YORK STATE FINANCIAL AID PROGRAMS

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

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

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

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

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

### How to Get a TAP/APTS Waiver

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

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

6. After your request has been acted upon by the committee, you will be notified of the action taken on your case by means of a letter to your home address.

### Possible Reasons for a Waiver

#### A. Personal Criteria

1. Personal illness involving either hospitalization or extended home confinement under a physician's supervision.
2. Illness in the immediate family (of origin or of generation) forcing you to be absent from class for an extended period.
3. Emotionally disabling conditions which force you to miss class for an extended period.
4. Changing work conditions beyond your control and upon which you or your family must depend forcing you to leave classes.
5. Inability to attend classes because of military duty orders, temporary incarceration, or other involvement with agencies of government (local, state or federal).

#### B. Academic Criteria

1. A change in major causes you to fall behind in the pursuit of program requirement although prior to this your academic performance was sound.
2. You have consistently met the minimum academic performance standards but, for one semester, do not meet them. An assessment of your academic record indicates that granting you a waiver will be to your benefit.

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





# Enrollment Management

## Enrollment Management

Sanjay Ramdath  
*Acting Vice President of Enrollment Management*  
Room S-225

Lisa Kasper  
*Director of Admissions and Outreach*  
Room S-310

Mohammad K. Alam  
*Assistant Dean of Enrollment Management*  
Room S-315

Meghan Shukla  
*Enrollment Registrar Director*  
Room S-315

Albina Khasidova  
*Director of Financial Aid*  
Room N-365

### Admissions

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

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

### Enrollment Services

Enrollment Services partners with offices within enrollment management to create a positive student experience for all new students as they transition from admission to the college to the first day of classes. Part of the mission of Enrollment Services is to offer guidance and maintain a high level of customer service for the diverse students and families of BMCC. The Contact Center, Panther Station, and Lab Services comprise the three functional area of Enrollment Services, which provide support to students in person, on the phone, and virtually through online services.

*Dean Mohammad K. Alam, Assistant Dean of Enrollment Management*  
(212) 776-6385, Room S-225  
[station@bmcc.cuny.edu](mailto:station@bmcc.cuny.edu)

### Financial Aid

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

- Assist you and your family in planning for and meeting the expenses associated with attending BMCC.
- Furnish information about a range of federal, state, city and college sources of financial assistance.

- Provide the counseling and other services that you and your family need to establish and maintain eligibility for federal, state, city and institutional award programs.

*Albina Khasidova, Director*  
(212) 220-1430, Room N-365  
[finaid@bmcc.cuny.edu](mailto:finaid@bmcc.cuny.edu),  
[www.bmcc.cuny.edu/finaid](http://www.bmcc.cuny.edu/finaid)

### International Student Services

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

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

### Registrar

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

*Ms. Meghan Shukla, Enrollment Registrar Director*  
(212) 220-1290, Room S-315  
[Registrar@bmcc.cuny.edu](mailto:Registrar@bmcc.cuny.edu)  
[www.bmcc.cuny.edu/registrar](http://www.bmcc.cuny.edu/registrar)





## Student Affairs

Marva Craig  
*Vice President for Student Affairs*  
Room S-350

Michael Hutmaker  
*Dean for Student Affairs*  
Room S-350

Pedro Perez  
*Director of College Discovery*  
Room S-335

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

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

Harry Mars  
*Director of Student Activities*  
Room S-230

Tammie Velasquez  
*Manager of the Women's Resource Center*  
Room S-340

*Center for Career Development*  
Room S-342

Neda Hajizadeh  
*Director of Counseling Center*  
Room S-343

Daphne Gilles  
*Manager of Office of Accessibility*  
Room N-360

Matthew Ruiz  
*Director of Athletics  
& Recreational Services*  
Room N-255

Ian Wentworth  
*Director of Student Conduct  
and Academic Integrity*  
Room S-340

Joe Picataggio  
*Director of Communications*  
Room S-136

Wilfred Cotto  
*Manager of Veterans' Resource Center*  
Room S115M

Deborah Harte  
*Director of Advocacy and Resource Center*  
Room S-230

Joe Ginese  
*New & First Year Student Programs Manager*  
Room S-136

Denise Dellaporta  
*Student Life Specialist for Peer Mentoring*  
Room S-136

Jonathan Rosser  
*Student Relations Manager*  
Room S-350

Iris Wangpataravanich  
*Assistant to the Vice President  
for Student Affairs*  
Room S-350

Lisa O'Connor  
*Student Life Manager, Student Affairs*  
Room S-136

Anthony Lothian  
*Business Manager, BMCC Association, Inc.*  
Room S-230

Tiffany James  
*Director of Student Success Outreach  
and Programming*  
Room S-136

### STUDENT SUPPORT SERVICES

#### Counseling Center

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

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

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

*Ms. Neda Hajizadeh, Director,  
(212) 220-8140, Room S-343*

#### Center for Career Development

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

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

*(212) 220-8170, Room S-342*

#### College Discovery Program

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

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

#### Office of Accessibility

Any BMCC student with a documented disability is encouraged to meet with the staff in the Office of Accessibility (OA) to discuss potential reasonable accommodations and academic adjustments. Accommodations are determined

# Student Affairs

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

*Ms. Daphne Gilles, Manager of Office of Accessibility  
(212) 220-8152, Room N-360*

## Student Activities

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

*Mr. Harry Mars, Director of Student Activities  
(212) 220-8160, Room S-230*

## Student Clubs and Organizations

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

## Student Government Association (SGA)

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

*(212) 220-8208, Room S-242*

## Health Services Office

The Health Services Office provides first aid, assessment or treatment of medical emergencies, counseling and information on health-related issues. We offer free measles, mumps and rubella vaccines throughout the year as well as during registration to ensure meeting the requirements set forth by NYS Public Health Law 2165. Throughout the academic year look for workshops covering



different health issues as well as our yearly Health Fair held in May. We also provide workshops for those classes or clubs that wish to address specific health issues.

*Ms. Jennifer Neidig, R.N., Director,  
(212) 220-8255, Room N-380*

## BMCC Early Childhood Center and Family Child Care Network

BMCC offers two quality childcare programs, the BMCC Early Childhood Center and Family Child Care Network. Each program provides quality day care and early childhood education for the children of BMCC students. The Early Childhood Center offers several service options for children between the ages of 2 and 6 during the day and evening, and on Saturdays and Sundays. The Center most recently embarked upon a new initiative and is now offering a weekend school age program. This program operates between the hours of 9:00 AM to 5:00 PM on Saturdays and Sundays for children ages 6 to 12. The Family Child Care Network, supervised by the BMCC Childhood Center, consists of a group of licensed day care homes serving children between two months and 12 years of age. In keeping with appropriate early childhood practice and the Center's commitment to learning and safety, each child must be enrolled according to a planned schedule. Mindful of parent's course schedules and other college activities, the Center's staff works with parents to develop a schedule that closely meets the needs of both parent and child. The Early Childhood Center is accredited by

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

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

## The Women's Resource Center

The Women's Resource Center (WRC) provides support services for the growth and development of women students at BMCC as they pursue both their academic and their lifelong goals. The WRC sponsors activities designed to educate and provide information related to women, the family and community concerns. Special programs, seminars and workshops, as well as individualized sessions are designed to address such concerns as wellness, domestic violence, substance abuse, stress management, parenting, relationships, and academics. In addition, the WRC has weekly support groups facilitated by the WRC staff and a peer mentoring program. The WRC also provides referral services to external social service agencies and acts as a network for resources within the College.

*Tammie Velasquez, Manager of the Women's Resource Center,  
(212) 220-8165, Room S-340*



## **Athletics, Recreation and Intramurals Intercollegiate Athletics**

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

*Matthew Ruiz, Director of  
Athletics & Recreational Services  
(212) 220-8261, Room N-255*

## **Recreation and Intramurals**

BMCC students, faculty, and staff may participate in intramural volleyball, soccer, cricket, table tennis, and badminton. Yoga and Zumba are offered as wellness activities. A modern fitness center in the BMCC gym has weight training equipment and aerobic machines. Students may also use the modern, Olympic-style swimming pool.

*(212) 220-8261, Room N-255*

## **Advocacy and Resource Center**

The Advocacy and Resource Center (ARC) offers free services to students to ensure that they have the support they need in order to focus on their studies and succeed in college.

All of the services that are offered at the Center are FREE! These services include:

- **Food Assistance:** Our Panther Pantry provides a three-day supply of nutritionally balanced, non-perishable food for students facing a food emergency. We also help connect students with SNAP.
- **Emergency Grant/Loan Assistance:** Students facing financial hardship can apply for emergency loans to assist with rent, utilities and textbook costs.
- **Health Insurance:** We will advise and assist you in enrolling in a health insurance plan.
- **Legal Services:** We partner with lawyers who can provide free advice on matters ranging from landlord/tenant problems to immigration issues.
- **Financial Counseling:** Advice about budgeting, debt reduction and opening bank accounts
- **Tax Preparation:** Assistance with tax preparation is available.

*Ms. Deborah Harte, Director of  
Advocacy and Resource Center  
(212) 220-8195, Room S-230*

## **Peer Mentoring Programs**

The BMCC Inspires and Motivates People to Achieve in College Together (IMPACT) Peer Mentoring program is students helping students in a purposeful way. The IMPACT Peer Mentoring program provides support to help students make connections and feel

empowered to chart their own course to success in college and beyond. The IMPACT Peer Mentoring Program helps new students adjust to the college environment, make connections on campus and feel empowered to chart their own course to success. The program matches successful continuing students with new students, connecting them as partners for a semester-long experience.

*Ms. Denise DellaPorta, Student Life Specialist  
for Peer Mentoring  
(212) 776-6472, Room S-136*

## **Student Affairs Success Programs**

Student Success fosters the growth and development of continuing students at the College to prepare them for graduation, transfer and career success. To support these outcomes, Student Success offers co-curricular engagement opportunities and provides personal and academic support to probation students, high achieving students, DREAMers, financial literacy cohorts and more. By partnering with offices across the College, the Student Affairs Success Programs help students solve problems, celebrate successes and take ownership of their BMCC experience.

*Ms. Tiffany James, Director of  
Student Success Outreach and Programming  
(212) 776-6316, Room S-136*

## **Student Conduct and Academic Integrity**

The Office of Student Conduct and Academic Integrity focuses on creating and implementing an individual plan that focuses on modifying



# Student Affairs

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behavioral choices. As an institution of higher education it is BMCC's responsibility to educate students, not just in the classroom setting, but outside as well. The Office's philosophy is predicated on the idea that all people make mistakes, it is simply a matter of what is done after the mistake. This can be done using sanctions that promote environmental awareness and foster personal reflection that will spark personal and professional growth through self-education.

*Mr. Ian Wentworth, Director of  
Student Conduct and Academic Integrity  
(212) 220-8000 ext. 5298, Room S-340*

## **Veterans Resource Center**

The Veterans Resource Center serves the needs of prospective and enrolled service members, veterans, and dependents to receive education benefits under various Department of Veterans Affairs educational programs. The Center is proud to help U.S. veterans continue their education at BMCC, and are available to help them adjust to college and civilian life with services that include:

- Assistance for student veterans, Reservist, National Guard and military-connected family members applying for VA/GI Bill® educational entitlements;
- Assistance with processing all VA enrollment certifications
- Peer-to-peer student veteran mentoring
- Connecting military-connected students to campus and community services (as necessary)
- Graduate social work interns who can assist students with transition and readjustments challenges and provide support as needed



*Mr. Wilfred Cotto, Manager of  
Veterans' Resource Center  
(212) 220-5363, Room S-115M*



## Academic Affairs

Erwin J. Wong  
*Provost and Senior Vice President*

David P. Barnett  
*Acting Dean of Academic Affairs*

Janice Zummo  
*Associate Dean of Academic Affairs of Support Services*

Carei Thomas  
*Director of Academic Advisement and Transfer Center*

Deanne Southwell  
*Executive Director of Accelerated Study in Associate Programs*

Sara Crosby  
*Director of BMCC Learning Academy Program*

Peter Williams  
*Director of College Now*

Argenis Rodriguez  
*Director of CUNY Edge*

Thomas Harbison  
*Director of Digital Education Center*

Antonette McKain  
*Director of Evening/Weekend & Off-Site Programs*

Gina Cherry  
*Director of Center for Excellence in Teaching, Learning and Scholarship*

Greer McPhaden  
*Director of Faculty Appointments*

Sharon Reid  
*Director of Internships and Experiential Learning*

Gregory Farrell  
*Director of Learning Resource Center*

Katheen Dreyer  
*Chief Librarian*

Gregory Bryant  
*MECA College Liaison*

Julie Appel  
*Director of Project Impact*

Odaelys Pollard  
*Director of Research*

Maketa Director  
*Interim Director of Testing Office*

Oriel Staker  
*Director of Upward Bound*

Ashtian Holmes  
*Director of Urban Male Leadership Academy*

Igwe Williams  
*Director of The Writing Center*

### Academic Advisement

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

### Academic Advisement and Transfer Center

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

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

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

### Accelerated Study in Associate Programs (ASAP)

Accelerated Study in Associate Programs (ASAP) was designed to assist motivated students to earn an associate degree within 3 years. The program promotes student success by providing academic, financial and personal support, including: personalized advisement, career counseling, tutoring, tuition gap waivers for eligible students, MTA Metrocards and textbook vouchers. ASAP also offers a series of workshops and activities to enhance student learning and promote academic success.

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

### BMCC Learning Academy Program

The BMCC Learning Academy (BLA) is a community-oriented success program that offers supportive personalized advisement, exciting learning communities, success seminars and interactive career and transfer guidance. As of Fall 2022, all new students to the program will be Undeclared Health (UDH) majors on the Nursing pathway, as the College builds its Health Professions Community.

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

### Immersion Program

This program is designed for newly admitted and returning freshmen. The program provides an opportunity for students to acquire basic skills, complete their basic skills obligations, and get a head-start on their college experience. The program will (1) offer basic skills courses to improve students' proficiency in areas such as English (writing), English as a Second Language, Reading, and Mathematics; (2) provide students with an opportunity to enroll in one or more courses to reduce or eliminate the number of basic skills courses they will be required to

take in the fall or spring semester; (3) provide counseling, tutoring and other support services; and (4) offer students an opportunity to work with concerned and committed faculty in small class settings.

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

### Freshman Year Experience (FYE)

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

### Digital Education Center

The E-Learning Center focuses on quality design and delivery of online courses. The center supports faculty in the creation of dynamic student-centered learning environments through informed research-based course design and digital tool selection. E-Learning courses offer an exciting way to learn for self-motivated students who enjoy reading and writing online. E-Learning courses are limited to 25 students, so faculty are able to provide personalized instruction. Fully online, online, and hybrid courses give students flexibility in scheduling academic work with personal commitments.

*Mr. Thomas Harbison, Director,*  
*(212) 220-8144, Room S-510A*

### Evening/Weekend Programs

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

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

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

### CUNY EDGE

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

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

# Student Services

## Internships and Experiential Learning

The Office of Internships and Experiential Learning supports students in developing and enhancing hands-on skills, and in obtaining global experiences through domestic and international opportunities which include internships, study abroad courses, and service learning. The competencies and skills gained can be applied in positions across a range of industries and sectors. Students will have an advantage in their academic and professional pursuits, and be more marketable to prospective employers. Students are strongly encouraged to pursue and complete at least one type of approved experiential learning opportunity prior to the completion of study.

*Ms. Sharon Reid, Director  
(212) 776-6409, Room S-750*

## Learning Resource Center (LRC)

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

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

## Testing Office

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

*Ms. Maketa Barber, Interim Director  
(212) 220-8085, Room S-103*

## Tutoring

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

## The A. Philip Randolph Memorial Library

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

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

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

## Library Hours

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

*Chief Librarian: Kathleen Dreyer*

## The Writing Center

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

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

## Program Hours

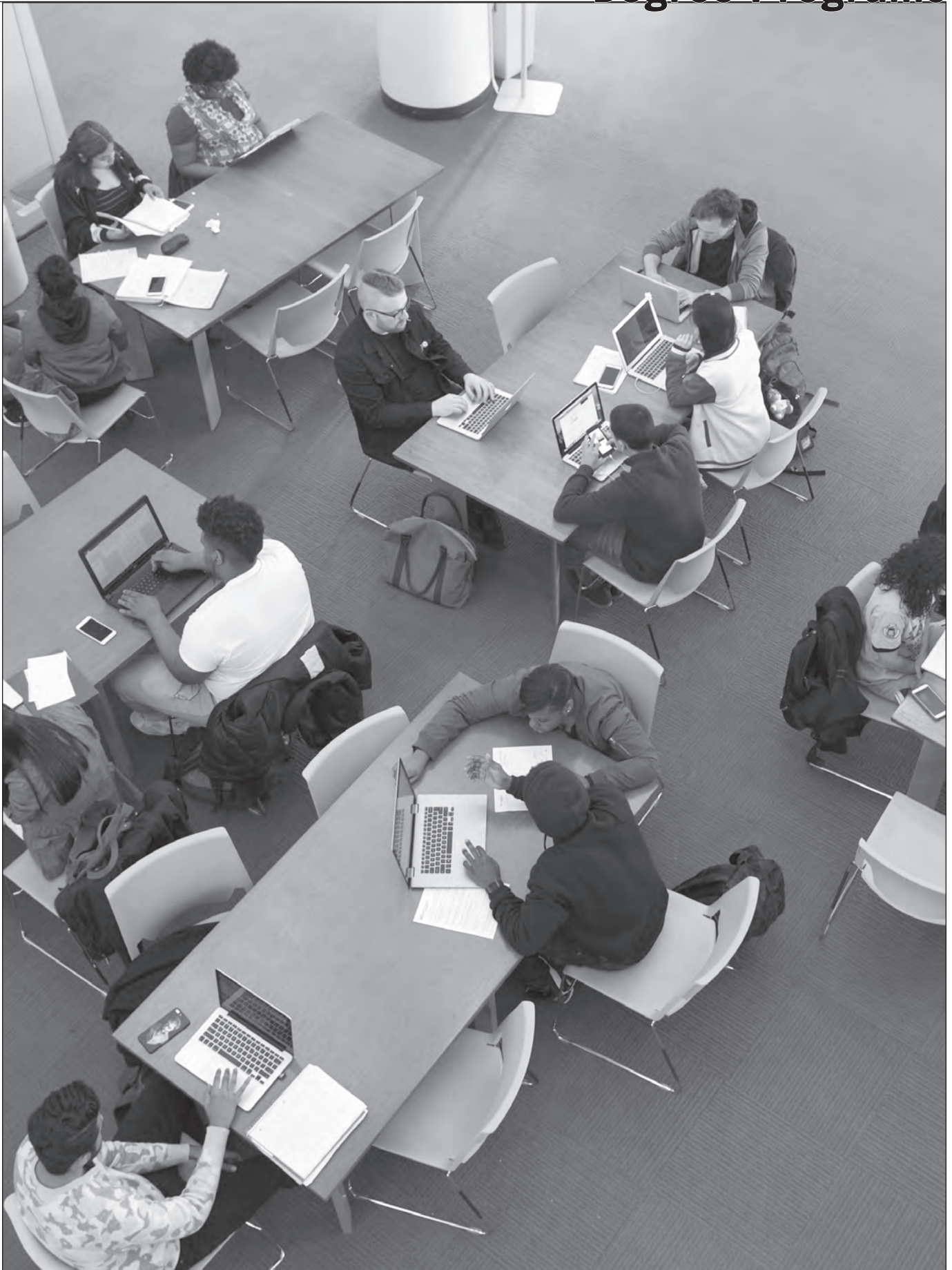
Monday–Thursday 10:00 AM–8:00 PM  
Friday 10:00 AM–5:00 PM  
Saturday 10:00 AM–3:00 PM

*Mr. Igwe Williams, Director,  
(212) 220-1384, Room S-510*





# Degree Programs



# Degree Programs

## ACADEMIC PROGRAMS AND GENERAL EDUCATION

### ACADEMIC PROGRAMS

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

### DEGREE PROGRAMS\*

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

#### **Associate in Arts degree (A.A.)**

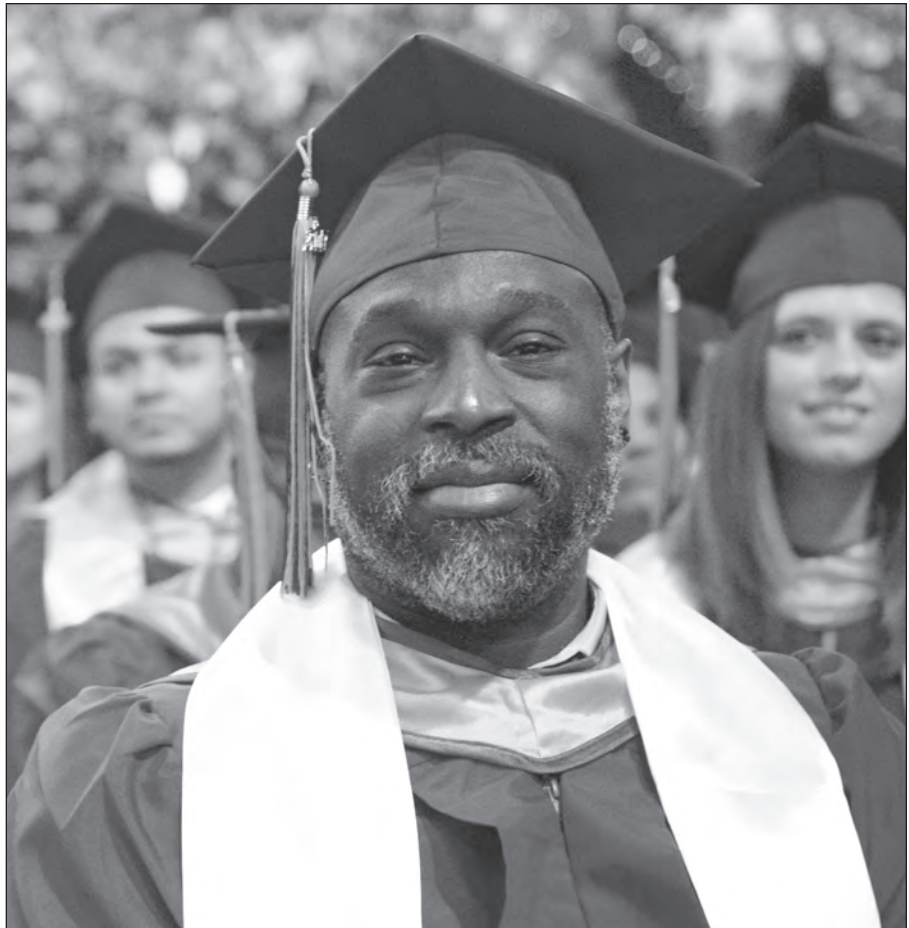
Art Foundations: Art History  
Childhood Education and Bilingual Childhood Education (First through Sixth Grades)  
Children and Youth Studies  
Communication Studies  
Criminal Justice  
Critical Thinking and Justice  
Economics  
Ethnic Studies  
Gender and Women's Studies  
History  
Liberal Arts  
Linguistics and Literacy  
Modern Languages  
Political Science  
Psychology  
Secondary Education in Social Studies  
Sociology  
Writing and Literature

#### **Associate in Science degree (A.S.)**

Accounting for Forensic Accounting  
Animation and Motion Graphics  
Art Foundations: Studio Art  
Biotechnology Science  
Business Administration  
Child Care/Early Childhood Education  
Community Health Education  
Computer Science  
Critical Thinking and Justice  
Digital Marketing  
Engineering Science  
Financial Management  
Geographic Information Science  
Gerontology  
Human Services  
Mathematics  
Mathematics and Science for Secondary Education  
Multimedia Programming and Design  
Music  
Political Science  
Public and Nonprofit Administration  
Public Health  
School Health Education  
Science  
Science for Forensics  
Science for Health  
Theatre  
Urban Studies  
Video Arts and Technology

#### **Associate of Applied Science degree (A.A.S.)**

Accounting  
Business Management  
Computer Information Systems  
Computer Network Technology  
Health Information Technology  
Nursing  
Paramedic



Respiratory Therapy  
Small Business/Entrepreneurship

#### **Certificate Programs**

Accounting Certificate Program  
Health Informatics  
Spanish Translation for the Health, Legal, and Business Professions

In addition, the College awards *certificates* in the following programs: Accounting, Health Informatics and Spanish Translation for the Health, Legal, and Business Professions

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

#### **General Education Outcome Goals**

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

##### **1. Communication Skills**

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

Communication skills are vital for success in attaining both your academic

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

##### **2. Quantitative Reasoning**

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

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

##### **3. Scientific Reasoning**

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

We live in a world where new developments in science are everyday occurrences that



# Degree Programs

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

#### 4. Social and Behavioral Sciences

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

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

#### 5. Arts and Humanities

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

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

#### 6. Information and Technology Literacy

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

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

#### 7. Values

Students will make informed choices based on an understanding of personal values,

human diversity, multicultural awareness and social responsibility.

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

#### Pathways

In fall 2013, CUNY implemented the Pathways initiative across its undergraduate colleges.

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

#### Credit

All courses and degree programs at the college comply with Section 50.1 (o) of the New York State Commissioner of Education Regulations: A Credit Hour is granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4). This basic measure is adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.

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

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

# Degree Programs

ACCOUNTING • ACCOUNTING CERTIFICATE • ACCOUNTING FOR FORENSIC ACCOUNTING • ANIMATION AND MOTION GRAPHICS

## Accounting (ACC)

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

### Evening/Weekend Accounting Program

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

#### Required Common Core

<i>English Composition</i>		
ENG 101	English Composition.....	3
ENG 201	Introduction to Literature.....	3
<i>Mathematical and Quantitative Reasoning</i>		
MAT 150	Introduction to Statistics .....	4
OR		
MAT 2xx	Pathways-Approved MAT 2xx or higher .....	4
<i>Life and Physical Sciences</i>		
AST 110	General Astronomy.....	4
OR		
PHY 110	General Physics.....	4
Total Required Common Core .....		14

#### Flexible Core

<i>Creative Expression</i>		
SPE 100	Fundamentals of Public Speaking <sup>1</sup> .....	3
MUS/ART	Pathways-Approved MUS/ART course .....	3
Total Flexible Core.....		6
Total Common Core .....		20

#### Curriculum Requirements

ACC 122	Accounting Principles I.....	3
ACC 222	Accounting Principles II.....	3
ACC 231	Accounting Applications on Microcomputers.....	3
ACC 241	Taxation: Federal .....	3
ACC 330	Intermediate Accounting I.....	3
ACC 350	Cost Accounting I .....	3
ACC 430	Intermediate Accounting II.....	3
ACC 150	Personal Accounting and Financial Literacy .....	3
OR		
ACC 242	Taxation of Business Entities .....	3
OR		
ACC 331	Accounting Information Systems .....	3
OR		
ACC 360	Government and Not-For-Profit Accounting.....	3
OR		
ACC 370	Forensic Accounting.....	3

HED XXX	Health Education Elective.....	3
BUS 110	Business Law .....	3
CED 201	Career Planning .....	2
CED 301	Accounting Internship I .....	2
CIS 100	Introduction to Computer Applications .....	3
OR		
CIS 200	Introduction Systems and Technologies .....	3
ECO 201	Macroeconomics.....	3
OR		
ECO 202	Microeconomics.....	3
Total Curriculum Credits.....		40
Total Program Credits .....		60

#### FOOTNOTE

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

## Accounting Certificate Program (ACP)

The Accounting Department at BMCC offers a 30-credit non-degree certificate in accounting (ACP) that will allow students to earn accounting credits on an accelerated basis. This certificate program is designed for students who have earned baccalaureate degrees in disciplines other than accounting and would like to transition to a career in accounting without having to bear the cost of enrolling in a graduate program. Depending upon the student's undergraduate degree/discipline, the ACP can be completed in three semesters. The credits earned in this program can be applied toward the required accounting courses needed for the Uniform CPA Exam.\* In addition, depending upon the student's undergraduate discipline/degree, these credits can be applied toward the 150-credit rule. Please note, an accredited course in Auditing is required to sit for the CPA Exam and must be taken at a 4-year-institution.

#### Curriculum Requirements

ACC 122	Accounting Principles I.....	3
ACC 222	Accounting Principles II.....	3
ACC 241	Taxation: Federal .....	3
ACC 330	Intermediate Accounting I.....	3
ACC 331	Accounting Information Systems .....	3
ACC 350	Cost Accounting I .....	3
ACC 360	Government and Not-For-Profit Accounting.....	3
ACC 430	Intermediate Accounting II.....	3
ACC XXX	Accounting Electives <sup>1</sup> .....	6
Total Curriculum Credits.....		30

#### FOOTNOTE

<sup>1</sup> Choose 6 credits from any accounting courses except ACC 150 and ACC231.

## Accounting for Forensic Accounting (FAC)

The Associate in Science degree in Accounting for Forensic Accounting consists of courses that allow students to pursue further education and careers in forensic accounting, accounting, auditing, and the financial operations and management fields. Upon successful completion of the lower division at BMCC, the program allows students to make a seamless transition

into the upper division baccalaureate program in Economics with specialization in Forensic Financial Analysis at John Jay College of Criminal Justice. The curriculum emphasizes basic accounting principles and provides a foundation in business organization and management. The collegial nature of the program will facilitate the transition to the professional portion of the curriculum.

#### Required Common Core

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

#### Flexible Core<sup>3</sup>

Creative Expression <sup>1</sup> .....	6
World Cultures and Global Issues <sup>1</sup> .....	3
U.S. Experience in Its Diversity <sup>1</sup> .....	3
Individual and Society <sup>1</sup> .....	3
Scientific World <sup>1,2</sup> .....	3
<hr/>	
Total Flexible Core .....	18
Total Common Core .....	30

#### Curriculum Requirements

ACC 122	Accounting Principles I.....	3
ACC 222	Accounting Principles II.....	3
ACC 241	Taxation: Federal .....	3
ACC 330	Intermediate Accounting I.....	3
ACC 360	Government and Not-For-Profit Accounting.....	3
ACC 370	Forensic Accounting.....	3
ACC 430	Intermediate Accounting II.....	3
HED 110	Comprehensive Health Education .....	3
BUS 110	Business Law .....	3
XXX xxx	General Elective <sup>2</sup> .....	3
Total Curriculum Credits.....		30
Total Program Credits .....		60

#### FOOTNOTES

<sup>1</sup> Consult with an advisor on which courses to take to satisfy these areas.

<sup>2</sup> These areas can be satisfied by a STEM variant.

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

## Animation and Motion Graphics (ANI)

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

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

#### Required Common Core

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

#### Flexible Core

Creative Expression .....	6
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# Degree Programs

ANIMATION AND MOTION GRAPHICS • ART FOUNDATIONS • BIOTECHNOLOGY

Individual and Society.....	3
Scientific World <sup>2</sup> .....	3
U.S. Experience in Its Diversity .....	3
World Cultures and Global Issues.....	3
Total Flexible Core .....	18
Total Common Core .....	30

## Curriculum Requirements

ANI 401 Introduction to 3D Animation.....	3
ANI 402 3D Animation Projects .....	3
OR	
ANI 360 2D Animation Projects .....	3
ART 166 Drawing Studio I.....	3
MES 153 Script Writing .....	3
MMA 100 Foundations of	
Digital Graphic Design .....	3
MMP 250 Digital Film Fundamentals .....	3
ANI 260 Introduction to 2D Animation.....	3
MEA 201 Professional Development	
and Career Planning.....	2
OR	
MEA 371 Media Arts and	
Technology Internship .....	2
XXX xxx Animation Program Elective <sup>3</sup> .....	4
ART 168 Life Drawing Studio I .....	3
OR	
ART 176 Comic Art I .....	3
Total Curriculum Credits.....	30
Total Program Credits .....	60

## FOOTNOTES

1 Students must take PHY 110 or PHY 400.

2 Students must take MMP 100.

3 Choose from MMA 215, MMA 225, MMA 235, MMP 210, MMP 270, VAT 301/ANI 301, COM 240, COM 245, MEA 211, MEA 371, MEA 300, HED 250, or BUS 200. These credits can also be satisfied by a STEM variant

## Art Foundations: Art History (AFH)

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

## Required Common Core

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

## Flexible Core<sup>3</sup>

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

## Curriculum Requirements

ART 104 Survey of Art History II.....	3
ART 106 Modern and Contemporary Art.....	3
ART 450 Final Thesis Lab .....	3
XXX xxx General Electives.....	6
XXX xxx Program Electives <sup>4</sup> .....	9

Choose 1 from:

ART 251 Asian Art History .....	3
OR	
ART 221 Pre-Columbian Art of	
Mesoamerica and the Andes.....	3
OR	
ART 125 Latin American Art .....	3
OR	
ART 126 African Art .....	3
OR	
ART 295 African American Art .....	3
Choose 1 from:	
ART 290 Medieval Art.....	3
OR	
ART 294 18 <sup>th</sup> and 19 <sup>th</sup> Century Art: The Age	
of Enlightenment and Industry.....	3
OR	
ART 292 Renaissance and Baroque Art.....	3
OR	
ART 293 Ancient Greece and Rome:	
Classical Art.....	3
Total Curriculum Credits.....	30
Total Program Credits .....	60

## FOOTNOTES

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

2 These areas can be satisfied by a STEM variant.

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

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

## Art Foundations: Studio Art (AFS)

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

## Required Common Core

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

## Flexible Core<sup>3</sup>

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

## Curriculum Requirements

ART 101 Digital Imaging Studio I.....	3
ART 104 Survey of Art History II.....	3
ART 107 Color and Design I .....	3
ART 143 3D Design.....	3
ART 166 Drawing Studio I.....	3
Choose 1 course from the following:	
ART 133 Photography I.....	3
OR	
ART 174 Painting I.....	3
OR	
ART 183 Sculpture I .....	3

XXX xxx Studio Art Program Electives .....	6
XXX xxx Elective Art Requirement <sup>4</sup> .....	6
Total Curriculum Credits .....	30
Total Program Credits .....	60

## Art Studio Program Electives

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

## Drawing Electives

ART 176 Comic Art 1 .....	3
ART 266 Drawing Studio II.....	3
ART 269 Life Drawing Studio I .....	3
ART 270 Portrait Drawing .....	3
ART 276 Comic Art 2 .....	3
ART 366 Drawing Studio III.....	3
ART 369 Life Drawing Studio II .....	3
Total Elective Credits .....	6

## Digital Imaging Electives

ART 133 Photography I.....	3
ART 203 Digital Creative Studio.....	3
ART 233 Photography II.....	3
ART 315 Print Process & Portfolio Lab.....	3
MMA 215 Typography.....	3
MMA 235 Communication and Design .....	3
Total Elective Credits .....	6

Total Elective Credits .....	6
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## Painting Electives

ART 174 Painting Studio I.....	3
ART 274 Painting Studio II.....	3
ART 374 Painting Studio III.....	3
Total Elective Credits .....	6

## Photography Electives

ART 133 Photography I.....	3
ART 233 Photography II.....	3
ART 237 Photographic Studio and Light.....	3
ART 238 Advanced Photography .....	3
ART 300 Documentary and Narrative	
Photography .....	3
ART 335 Commercial Photography	
and Career Strategies.....	3
Total Elective Credits .....	6

## Sculpture Electives

ART 183 Sculpture Studio I.....	3
ART 283 Sculpture Studio II.....	3
ART 285 Figure Sculpture I.....	3
ART 383 Sculpture Studio II.....	3
Total Elective Credits .....	6

## FOOTNOTES

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

2 These areas can be satisfied by a STEM variant.

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

4 Choose 6 credits from: ART 106, ART 113, ART 125, ART 126, ART 133, ART 174, ART 176, ART 183, ART 201, ART 203, ART 233, ART 237, ART 238, ART 251, ART 266, ART 269, ART 270, ART 274, ART 276, ART 283, ART 285, ART 290, ART 292, ART 293, ART 294, ART 295, ART 300, ART 303, ART 315, ART 335, ART 336, ART 337, ART 338, ART 366, ART 369, ART 374, ART 383, ART 420

## Biotechnology Science (BTE)

The Department of Science offers an Associate in Science (A.S.) degree in Biotechnology Science. Biotechnology requires an understanding of the life and physical sciences, and the A.S. in Biotechnology Science curriculum includes lower division



# Degree Programs

## BUSINESS ADMINISTRATION • BUSINESS MANAGEMENT

courses in biology, chemistry, arts and humanities that will enable students to transfer to upper division bachelor degree programs in Biotechnology, or in the Biological Sciences.

### Required Common Core

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

### Flexible Core<sup>3</sup>

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

### Curriculum Requirements

BIO 210 Biology I .....	4
BIO 220 Biology II .....	4
BIO 240 Genetics .....	4
CHE 201 College Chemistry I.....	4
CHE 202 College Chemistry II.....	4
XXX xxx General Electives <sup>5</sup> .....	10

**Total Curriculum Credits.....30**

**Total Program Credits .....**60

#### FOOTNOTES

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

## Business Administration (BAN)

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

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

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

### Evening/Weekend Business Administration Program

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

### Required Common Core

English Composition .....	6
Mathematical and Quantitative Reasoning <sup>1</sup> .....	3
Life and Physical Sciences <sup>2</sup> .....	3

**Total Required Common Core .....**12

### Flexible Core<sup>3</sup>

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

### Curriculum Requirements

ACC 122 Accounting Principles I .....	3
BUS 104 Introduction to Business.....	3
BUS 110 Business Law .....	3
BUS 150 Business Communication .....	3
CIS 200 Introduction Systems and Technologies .....	3
MAR 100 Introduction to Marketing .....	3
MAT 209 Statistics .....	4
MAT 301 Analytic Geometry and Calculus I.....	4
XXX xxx Business Elective <sup>4</sup> .....	3
XXX xxx Liberal Arts Elective <sup>5</sup> .....	1

**Total Curriculum Credits.....30**

**Total Program Credits .....**60

#### FOOTNOTES

- 1 Students are recommended to take MAT 206.
  - 2 These areas can be satisfied by taking a STEM variant.
  - 3 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
  - 4 Choose 1 from: ACC 222, BUS 200, BUS 201, BUS 225, FNB 100 or SBE 100.
  - 5 This credit may be satisfied if a student takes a STEM variant in the Common Core.
- Note:** These requirements are effective the 2022–2023 catalog year. Please check your DegreeWorks account for your specific degree requirements as when you began at BMCC will determine your program requirements.

## Business Management (BEC)

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

### Distance Learning Business Management Degree

BMCC also offers an Associate in Applied Science (A.A.S.) degree in Business Management in a distance learning format. Under State Education guidelines, students may earn a degree through distance learning if at least 50% of the curriculum is earned through successful completion of online courses in the degree. Students may complete 50 to 80% of the Business Management degree by successfully passing appropriate BMCC online courses.

### Required Common Core

<i>English Composition</i>	
ENG 101 English Composition .....	3
ENG 201 Introduction to Literature.....	3
<i>Mathematical and Quantitative Reasoning</i>	
MAT 150 Introduction to Statistics .....	4
OR	
MAT 206 Precalculus <sup>1</sup> .....	
OR	
MAT 2xx Pathways-Approved	
MAT 2xx or higher .....	4

### Life and Physical Sciences

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

### Flexible Core

#### Creative Expression

SPE 100 Fundamentals of Public Speaking <sup>2</sup> .....	3
<b>Total Flexible Core.....</b>	<b>3</b>
<b>Total Common Core .....</b>	<b>17</b>

### Curriculum Requirements

BUS 104 Introduction to Business.....	3
BUS 110 Business Law .....	3
BUS 150 Business Communication .....	3
BUS 210 Business Methods.....	3
ACC 122 Accounting Principles I .....	3
BUS 220 Managerial Decision Making .....	3
OR	
MAT 301 Analytic Geometry and Calculus I <sup>3</sup> .....	4
CED 361 Business Management Internship I.....	2
OR	
RMI 110 Principles of Risk Management and Insurance <sup>4</sup> .....	3
CIS 100 Introduction to Computer Applications .....	3
OR	
CIS 200 Introduction Systems and Technologies .....	3
FNB 100 Introduction to Finance .....	3
MAR 100 Introduction to Marketing .....	3
ECO 201 Macroeconomics.....	3
OR	
ECO 202 Microeconomics.....	3
XXX xxx General Elective .....	0–2
XXX xxx Business Management Electives..	9

**Total Curriculum Credits.....43**

**Total Program Credits .....**60

### Business Management Electives

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

#### General Management Electives

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

#### Finance and Banking Electives

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

#### Marketing Electives

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

#### Hotels, Travel and Tourism Electives

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

# Degree Programs

CHILD CARE/EARLY CHILDHOOD EDUCATION • CHILDHOOD/BILINGUAL CHILDHOOD EDUCATION • CHILDREN AND YOUTH STUDIES

## Risk Management & Insurance Electives

RMI 220	Property and Liability Insurance Principles.....	3
RMI 230	Commercial Insurance Principles.....	3
RMI 240	Insurance Operations .....	3
Total Elective Credits .....		9

### FOOTNOTES

- 1 Students interested in the Risk Management & Insurance concentration are strongly advised to take MAT 206.
- 2 For students whose first language is not English, SPE 102 will also satisfy this requirement.
- 3 Students interested in the Risk Management & Insurance concentration are strongly advised to take MAT 301 and CIS 200.
- 4 Students interested in the Risk Management & Insurance concentration are strongly advised to take RMI 110.

## Child Care/Early Childhood Education (ECE)

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

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

### Evening/Weekend Child Care/Early Childhood Education

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

### Required Common Core

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

### Flexible Core<sup>3</sup>

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

### Curriculum Requirements

ECE 110	Psychology Foundations of Early Development and Education .....	3
ECE 210	Social Foundations of Early Care and Education .....	3
XXX xxx	Modern Language Course <sup>4</sup> .....	3
XXX xxx	General Elective .....	2

### Specialization Requirements

#### Infant/Toddler Specialization Requirements

ECE 209	Infant Care and Curriculum.....	4
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ECE 308	Infants and Toddlers Practicum I: Observing and Recording.....	4
ECE 309	Toddler Care and Care Curriculum .....	3
ECE 409	Infants and Toddlers Practicum II: Pedagogy for Infants and Toddlers.....	5
ECE 410	Educational Foundations and Pedagogy for the Exceptional Child.....	3

### Pre-School Specialization Requirements

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

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

### FOOTNOTES

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

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

The Childhood Education Program offers a liberal arts degree that prepares students to continue in a teacher education program at a senior college in order to become certified in Childhood Education or Bilingual Childhood Education (first through sixth grades). The program is designed for a seamless transfer to the teacher education program at City College. After meeting BMCC/CCNY requirements (minimum of 2.5 GPA, completion of all courses in the curriculum with grades of "C" or above, an interview with City College School of Education faculty, and a passing score on the LAST or City College SEAT), students in this jointly registered program are accepted at the School of Education at City College where they can complete the Bachelors of Science in Education and apply for initial teaching certification for first through sixth grades. In addition to meeting general education requirements for education majors at the four year college level, the EDU and EDB programs offer transferable courses in education. Students will participate in classrooms for elementary school age children as part of their coursework. Upon satisfactory completion of 60 credits, the Associate in Arts (A.A.) degree is awarded.

### Required Common Core

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

### Flexible Core<sup>2</sup>

Creative Expression <sup>3</sup> .....	6
World Cultures and Global Issues.....	3
U.S. Experience in Its Diversity .....	3

Individual and Society.....	3
Scientific World <sup>4</sup> .....	3
Total Flexible Core.....	18
Total Common Core.....	30

### Curriculum Requirements

EDU 201	Observing Children and their Development.....	4
EDU 203	Art in Education I .....	3
ENG 391	World Literature I: From Homer to Dante.....	3

OR

ENG 392	World Literature II: From the Renaissance to Contemporary Times .....	3
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MAT 216	Mathematics for Elementary Education II .....	4
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HIS 102	Western Civilization: The Emergence of the Modern World.....	3
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BIO 110	General Biology I .....	4
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XXX xxx	Modern Language Course <sup>5</sup> .....	3
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XXX xxx	General Elective <sup>6</sup> .....	2
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### Childhood Education

EDU 202	Urban Schools in a Diverse American Society.....	4
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### Bilingual Childhood Education

EDB 202	Schools in a Linguistically Diverse American Society: Bilingual Education .....	4
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Total Curriculum Credits.....	30
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Total Program Credits.....	60
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### FOOTNOTES

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

## Children and Youth Studies (CYS)

Offered by the Department of English, the Associate in Arts degree in Children and Youth Studies offers a holistic and comprehensive perspective on children and young people. The program also provides a diversity of career opportunities that are available for working with or for children. This program provides students with the education and background to pursue further graduate and professional training and careers related to children and young people. Examples of some of the many career paths that students can take with a degree in Children and Youth Studies include child life specialist, children publishing industries, education, juvenile justice, etc. Students completing this program can transfer seamlessly into the B.A. degree in Children and Youth Studies at Brooklyn College/CUNY without the loss of credits.

### Required Common Core

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

### Flexible Core

# Degree Programs

## COMMUNICATION STUDIES • COMMUNITY HEALTH EDUCATION

World Cultures and Global Issues <sup>1</sup> .....	3
U.S. Experience in Its Diversity .....	3
Creative Expression .....	6
Individual and Society <sup>2</sup> .....	3
Scientific World <sup>3</sup> .....	3
Total Flexible Core.....	18
Total Common Core.....	30

### Curriculum Requirements

ENG 334	Children's Literature.....	3
HUM 213	Child Welfare.....	3
PSY 250	Child Psychology .....	3
SOC 250	The Family .....	3
XXX xxx	Modern Language Course <sup>4</sup> .....	3-6
XXX xxx	General Electives <sup>5</sup> .....	3-6

### Program Electives

Choose 6 credits from the following:

ECE 110	Psychological Foundations of Early Development and Education .....	3
ECE 210	Social Foundations of Early Care and Education .....	3
EDB 202	Schools in a Linguistically Diverse American Society.....	3
EDU 201	Observing Children and Their Development .....	4
EDU 202	Urban Schools in a Diverse American Society.....	4
EDU 203	Art in Education.....	3
EDU 204	Music and Movement in Learning.....	3
EDS 201	Adolescent Learning and Development .....	3
EDS 202	Special Topics in Secondary Education .....	3
HED 202	Drug Use in American Society .....	3
HED 220	Human Sexuality .....	3
HUM 411	Social Welfare Programs and Policies.....	3

### Social Sciences

Choose 1 course from the following:

AFL 161	Health Problems in Urban Communities .....	3
AFN 256	The Contemporary Black Family....	3
LIN 100	Language and Culture .....	3
LAT 234	The Puerto Rican Family .....	3
PSY 230	Psychology of Personality .....	3
PSY 240	Developmental Psychology.....	3
SOC 240	Urban Sociology.....	3

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

### FOOTNOTES

- 1 Students are strongly advised to take a Modern Language course.
- 2 Students are strongly encouraged to take SOC 100.
- 3 Students are strongly encouraged to take PSY 100.
- 4 Students are required to take two semesters of the same modern language. One semester of the language can be taken in the World Cultures and Global Issues area in the Common Core.
- 5 These credits can be satisfied by taking STEM variants in the Common Core.

## Communication Studies (COM)

The Communication Studies program builds students' understanding and skills in communicating with others across many contexts: one-on-one, small groups, mass audiences, electronic, and across cultures. It prepares them for careers in such areas as advertising, corporate communications, counseling, event planning, human resources, marketing, media planning, political campaign management, public relations, teaching, as well as being a self-employed entrepreneur. The program

is articulated with the Communication Studies program at Brooklyn College and the CUNY online BA Program in Culture and Communication. It is transferable to other CUNY schools as well as colleges and universities both public and private.

### Required Common Core

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

### Flexible Core<sup>3</sup>

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

### Curriculum Requirements

COM 240	Interpersonal Communication .....	3
COM 245	The Mass Media .....	3
COM 255	Intercultural Communication.....	3
COM xxx	Communications Electives <sup>4</sup> .....	6

Choose five from the following for a total of 15 credits with at least three from SPE, COM, THE or GWS:

SPE xxx	Any Speech Course.....	3
COM xxx	Any Communication Studies Course .....	3
THE xxx	Any Theatre Course .....	3
GWS xxx	Any Gender and Women's Studies Course .....	3
MES 152	Introduction to Contemporary Media .....	3
ENG 3xx	English Elective Course .....	3
MAR 100	Introduction to Marketing .....	3
MAR 220	Essentials of Advertising .....	3
MAR 230	Essentials of Public Relations .....	3
BUS 150	Business Communication .....	3
XXX xxx	Social Science Course .....	3

### FOOTNOTES

- 1 Consult with an advisor on which courses to take to satisfy these areas.
- 2 These areas can be satisfied by taking a STEM variant.
- 3 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 4 Choose two courses (for 6 total credits) from any COM courses.

## Community Health Education (COH)

Community Health Education is an exciting and growing profession that can lead to jobs all over the world in public health agencies, voluntary nonprofit organizations, schools, colleges, universities, medical care settings, business/industry and more! Community Health Education majors develop practical skills and a sound knowledge of public health and health promotion theories. They learn to positively influence the health behavior of individuals, groups, and communities while addressing the lifestyle factors (i.e., nutrition, physical activity, sexual behavior and drug use) and living and working conditions that influence health.

### Distance Learning Community Health Education Degree

BMCC also offers an Associate in Science (A.S.) degree in Community Health Education in a

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

### Required Common Core

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

### Flexible Core<sup>3</sup>

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

### Curriculum Requirements

HED 110	Comprehensive Health Education....	3
HED 211	Critical Health Topics & Issues.....	3
HED 301	Introduction of Community Health Education.....	3
HED 302	Health Counseling .....	3
General Electives.....	2-3	

### Program Electives (Areas of Study)

Choose 12 credits from 1 area of study below:

#### Health Education and Promotion

HED 202	Drug Use in American Society .....	3
HED 220	Human Sexuality .....	3
HED 235	Nutrition for Health .....	3
HED 250	Stress: Awareness, Understanding and Management.....	3

#### Food Studies

HED 230	Consumer Health Survey.....	3
HED 235	Nutrition for Health .....	3
HED 340	Global Nutrition and Disease.....	3
HED 341	Nutrition Across the Lifespan .....	3

#### Exercise Science

HED 201	Health Education and Exercise.....	3
HED 235	Nutrition for Health .....	3
HED 240	First Aid, Safety and Cardio Pulmonary Resuscitation <sup>3</sup>	
HED 260	Fitness & Cardiovascular Health....	3

#### Health Services Administration

ACC 122	Accounting Principles I .....	3
BUS 104	Introduction to Business .....	3
BUS 200	Business Organization and Management .....	3
HED 230	Consumer Health Survey .....	3

#### Health Communication

HED 255	Communication Strategies in Health Literacy, Promotion and Programming.....	3
COM 240	Interpersonal Communication.....	3
COM 255	Intercultural Communication .....	3
COM 260	Gender and Communication.....	3

#### Health Education Electives

Choose 1 course (3-4 credits) from:

ACC 222	Accounting Principles II .....	3
AFL 161	Health Problems in Urban Communities .....	4
CHE 121	Fundamentals of General, Organic & Biological Chemistry I .....	3
FNB 100	Introduction to Finance.....	3



# Degree Programs

COMPUTER INFORMATION SYSTEMS • COMPUTER NETWORK TECHNOLOGY • COMPUTER SCIENCE

HED 190	Human Sexuality and Society .....	3
HED 195	Food, Culture and Society .....	3
HED 201	Health Education and Exercise ...	3
HED 202	Drug Use in American Society ....	3
HED 220	Human Sexuality .....	3
HED 225	Health Concerns of Women .....	3
HED 230	Consumer Health Survey .....	3
HED 235	Nutrition for Health.....	3
HED 240	First Aid, Safety and Cardio	
Pulmonary	Resuscitation.....	3
HED 250	Stress: Awareness, Understanding and Management.....	3
HED 255	Communication Strategies in Health Literacy, Promotion and Programming.....	3
HED 260	Fitness & Cardiovascular Health.....	3
HED 270	Health Perspectives of Death and Dying .....	3
HED 476	Cross Cultural Health Education/Peru and U.S.....	4
PHY 110	General Physics.....	3
PSY 240	Developmental Psychology.....	3
Total Curriculum Credits.....		30
Total Program Credits.....		60

## FOOTNOTES

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

## Computer Information Systems (CIS)

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

### Required Common Core

<i>English Composition</i>		
ENG 01	English Composition. ....	3
ENG 201	Introduction to Literature.....	3
<i>Mathematical and Quantitative Reasoning</i>		
MAT 150	Introduction to Statistics (same as MAT 150.5)...	4
OR		
MAT 200	Introduction to Discrete Mathematics.....	4
OR		
MAT 206	Precalculus .....	4
OR		
MAT 301	Analytic Geometry and Calculus I.....	4
<i>Life and Physical Sciences</i>		
AST 110	General Astronomy.....	4
OR		
PHY 110	General Physics.....	4
Total Required Common Core.....		14

### Flexible Core

Choose 3 credits from 1 of the following areas:

Creative Expression .....	3
Individual and Society.....	3
U.S. Experience in Its Diversity .....	3
World Cultures and Global Issues.....	3
<i>Scientific World</i>	
CSC 101 Principles in Information Technology and Computation .....	4
AND	
CSC 110 Computer Programming I.....	4
OR	

CSC 111 Introduction to Programming .....	4
<i>Choose 6 credits from 1 or 2 of the following areas:</i>	
Scientific World.....	3
Creative Expression .....	3
World Cultures and Global Issues.....	3
U.S. Experience in Its Diversity .....	3
Individual and Society.....	3
Total Flexible Core .....	10
Total Common Core.....	24

### Curriculum Requirements

ACC 122	Accounting Principles I .....	3
BUS 104	Introduction to Business.....	3
CSC 210	Computer Programming II.....	3
CIS 345	Telecommunication Networks I ....	3
CIS 385	Web Programming I .....	3
CIS 395	Database Systems I .....	3
CIS 440	UNIX .....	3
CIS 495	Database Systems II .....	3
CIS 485	Web Programming II .....	3
XXX xxx	Program Electives.....	6
XXX xxx	Electives .....	3
Total Curriculum Credits.....		36
Total Program Credits.....		60

Total Curriculum Credits.....		36
Total Program Credits.....		60

## FOOTNOTE

- 1 Choose from GIS 101, GIS 201, CIS 359, CIS 362, CIS 364, CIS 459, and CIS 490.

## Computer Network Technology (CNT)

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

### Required Common Core

English Composition .....	6
<i>Mathematical and Quantitative Reasoning</i>	
MAT 150 Introduction to Statistics .....	4
OR	
MAT 200 Introduction to Discrete Mathematics .....	4
OR	
MAT 206 Precalculus .....	4
OR	
MAT 301 Analytic Geometry and Calculus I.....	4
<i>Life and Physical Sciences</i>	
AST 110 General Astronomy.....	4
OR	
PHY 110 General Physics.....	4
Total Required Common Core.....	14

### Flexible Core

Choose 3 credits from 1 of the following areas:

Creative Expression .....	3
Individual and Society.....	3
U.S. Experience in Its Diversity .....	3
World Cultures and Global Issues.....	3
<i>Scientific World</i>	
CSC 101 Principles in Information Technology and Computation .....	4
AND	
CSC 110 Computer Programming I.....	4
OR	
CSC 111 Introduction to Programming .....	4
Total Flexible Core.....	10

Total Common Core.....		24
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### Curriculum Requirements

ACC 122	Accounting Principles I .....	3
BUS 104	Introduction to Business.....	3
CIS 165	Introduction to Operating Systems....	3
CIS 255	Computer Software .....	3
CIS 345	Telecommunications Networks I ....	3
CIS 440	UNIX .....	3
CIS 445	Telecommunications Networks II/ LAN .....	3
CIS 455	Network Security .....	3
BUS 104	Introduction to Business .....	3
XXX xxx	Program Electives .....	6
XXX xxx	Electives .....	3

Total Curriculum Credits.....		36
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Total Program Credits.....		60
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## FOOTNOTES

- 1 Choose from GIS 101, GIS 201, CIS 359, CIS 362, CIS 364, CIS 459, and CIS 490.  
2 Choose from ACC, BUS, CIS, CSC, GIS or MMP courses, except CIS 100.

## Computer Science (CSC)

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

### Required Common Core

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

### Flexible Core<sup>3</sup>

Creative Expression <sup>4</sup> .....	3
Individual and Society.....	3
Scientific World <sup>5</sup> .....	6
U.S. Experience in Its Diversity .....	3
World Cultures and Global Issues.....	3

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

### Curriculum Requirements

CSC 211	Advanced Programming Techniques...	3
CSC 215	Fundamentals of Computer Systems....	3
CSC 231	Discrete Structures and Applications to Computer Science .....	4
CSC 331	Data Structures .....	3
CSC 350	Software Development .....	3
MAT 302	Analytic Geometry and Calculus II .....	4
XXX xxx	Program Electives <sup>6</sup> .....	6
XXX xxx	General Electives <sup>7</sup> .....	4

Total Curriculum Credits.....		30
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Total Program Credits .....		60
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## FOOTNOTES

- 1 Students are required to take MAT 206 or MAT 301.  
2 Students are required to take PHY 215.  
3 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.  
4 Students are advised to take SPE 100 or SPE 102.  
5 Students are required to take CSC 101 and CSC 111  
6 Select 6 credits from CIS 317, CIS 345, CIS 359, CIS 362, CIS 364, CIS 385, CIS 395, CSC 103, or GIS 201.  
7 These credits can be satisfied by taking STEM variants in the Common Core.

# Degree Programs

CRIMINAL JUSTICE • CRITICAL THINKING AND JUSTICE • DIGITAL MARKETING • ECONOMICS

## Criminal Justice (CRJ)

Criminal justice includes the study of criminal behavior, exploring its causes, effects, prevention, and intervention, as well as social, legal, and institutional responses to crime. The Criminal Justice Program provides multidisciplinary study of the structure, administration, and dynamics of the criminal justice system, a network of agencies at the local, state and federal levels. Courses examine theories of offending and victimization, as well as components of the criminal justice process, such as policing, the courts, and corrections. The program strongly promotes critical thinking on the competing ideologies of crime, social responses to crime, and the disparities evident in the criminal justice system.

The Criminal Justice degree program consists of 60 credits, and upon completion of requirements, students are awarded an Associate in Arts (A.A.) degree. The Criminal Justice Program provides students with a solid foundation necessary to continue their education through pursuit of a Bachelor's Degree, and higher, providing readiness for a range of career options. Upon degree completion at BMCC, students may apply to transfer anywhere. This includes transfer opportunities supported by articulation agreements with other colleges, including the option to seamlessly transition to John Jay College through the CUNY Justice Academy, or to transfer to Alfred University, or Metropolitan College of New York.

### Required Common Core

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

### Flexible Core<sup>3</sup>

Creative Expression <sup>1</sup> .....	6
World Cultures and Global Issues <sup>1</sup> .....	3
U.S. Experience in Its Diversity <sup>1</sup> .....	3
Individual and Society <sup>1</sup> .....	3
Scientific World <sup>1,2</sup> .....	3
<b>Total Flexible Core .....</b>	<b>18</b>
<b>Total Common Core .....</b>	<b>30</b>

### Curriculum Requirements

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

### FOOTNOTES

- 1 Consult with an advisor on which courses to take to satisfy these areas.
- 2 These areas can be satisfied by taking a STEM variant.
- 3 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Common Core requirements.
- 4 Students are required to take two semesters of the same Modern Foreign Language to graduate. One semester can be satisfied

by taking a Modern Foreign Language in the World Cultures and Global Issues category in the Common Core. Please note: ITL 170 does not satisfy the Modern Foreign Language requirement.

## Critical Thinking and Justice (CTJ)

The Department of Academic Literacy and Linguistics (ALL) offers an Associate in Arts (AA) degree in Critical Thinking and Justice. This program fosters critical literacy and critical thinking as applied to studies in justice, history, and philosophy, among others. Students will understand the relationship between the humanities and justice; engage and develop the skills of careful reading, critical thinking, and clear writing about the justice system, community justice, and critical theory; analyze and interpret information literacy; and apply critical thinking and scientific inquiry to issues of justice, social policy, morality, and equity. This program will prepare students for careers in humanities and justice, and related fields in behavioral and social sciences, communication and media, education, the legal profession, and the non-profit sector.

### Required Common Core

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

### Flexible Core<sup>2</sup>

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

### Curriculum Requirements

ACL 110 Disciplinary Reading in the Humanities .....	3
ACL 120 Reading for Justice and Law .....	3
ACL 195 Literacy, Development, and Social Justice <sup>3</sup> .....	3
CRT 150 Critical Thinking and Scientific Inquiry <sup>4</sup> .....	3
CRT 100 Critical Thinking (Same as PHI 115) ...	3
OR	
CRT 120 Critical Thinking and Social Justice <sup>5</sup> .....	3
XXX xxx Critical Thinking Advised Electives <sup>6</sup> .....	3
XXX xxx Diversity & Social Justice Advised Electives <sup>7</sup> .....	3
XXX xxx Humanities Advised Elective <sup>8</sup> .....	3
XXX xxx Justice in Practice: Social Behavioral Sciences Elective <sup>9</sup> .....	3
XXX xxx General Electives <sup>1</sup> .....	3
<b>Total Curriculum Credits .....</b>	<b>30</b>
<b>Total Program Credits .....</b>	<b>60</b>

### FOOTNOTES

- 1 These credits can be satisfied by taking STEM variants in the Common Core.
- 2 No more than two course in any discipline or interdisciplinary field can be used to satisfy Flexible Common Core requirements.
- 3 If students take ACR 195 to satisfy the World Cultures and Global Issues requirement in the Common Core, they will be able to take an additional advised elective.
- 4 If students take CRT 150 to satisfy the Scientific World requirement in the Common Core, they will be able to take an additional advised elective.
- 5 If students take CRT 120 to satisfy the Individual and Society requirement in the Common Core, they will be able to take an additional advised elective.

6 Choose one (1) course from CRT 196, CRT 200, CRT 210, CRT 220, CRT 245, CRT 250, CRT 295, CRT 310, CRT 350, LIN 240, PHI 100, PHI 110, PHI 111, PHI 120, PHI 210, or POL 260.

7 Choose one (1) course from COM 265, CRT 120, CRT 196, CRT 300, CRT 295, GWS 100, LIN 125, LIN 150, LIN 300, SOC 154/AFN 154, SOC 150/LAT 150, SOC 210, or SOC 230.

8 Choose one (1) course from AFN 321, AFN 322, AFN 338, ENG 116, ENG 300, ENG 311, ENG 314, ENG 336, ENG 338/LAT 338, ENG 339, ENG 340, ENG 346, ENG 353, HIS 123/AFN 123, HIS 124/AFN 124, HIS 126/AFN 126, HIS 130/LAT130, PHI 100, PHI 120, or any modern language course.

9 Choose one (1) course from ACL 150, ACL 175, ACL 250, CRJ 101, CRJ 201, CRJ 202, CRT 300, CRT 310, CRT 350, ECO 111, HUM 101, HUM 201, LIN 201, LIN 240, LIN 250, POL 100, POL 230, or POL 230.

## Digital Marketing (DMA)

The Department of Business Management offers the Associate in Science (A.S.) in Digital Marketing. The program aims to lessen the skills gap in the digital marketing industry and to develop a pipeline of skilled talent. Students in this program will gain a strong foundation needed for a career in digital marketing. Students completing the A.S. degree in Digital Marketing can transfer seamlessly into the B.A. degree in Advertising and Public Relations at City College of New York/CUNY without the loss of credits.

### Required Common Core

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

### Flexible Core

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

### Curriculum Requirements

BUS 104 Introduction to Business .....	3
BUS 110.5 Business Law for Digital Media .....	3
MAR 100 Introduction to Marketing .....	3
MAR 330 Marketing Research & Analytics .....	3
MAR 340 Digital Marketing & Analytics .....	3
XXX xxx General Electives <sup>1</sup> .....	6
<b>Choose 9 credits from the following:</b>	
MAR 210 Consumer Motivation .....	3
MAR 220 Essentials of Advertising .....	3
MAR 230 Essentials of PR .....	3
BUS 150 Business Communications .....	3
CIS 200 Introduction Systems and Technologies .....	3
COM 245 Mass Media .....	3
MMP 240 Basic Web Design .....	3
<b>Total Curriculum Credits .....</b>	<b>30</b>
<b>Total Program Credits .....</b>	<b>60</b>

### FOOTNOTES

1 Some of these credits may be satisfied by STEM variants.

## Economics (ECO)

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

# Degree Programs

ENGINEERING SCIENCE • ETHNIC STUDIES • FINANCIAL MANAGEMENT

## Required Common Core

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

## Flexible Core<sup>1</sup>

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

## Curriculum Requirements

ECO 201 Macroeconomics <sup>2</sup> .....	3
ECO 202 Microeconomics <sup>2</sup> .....	3
MAT 209 Statistics .....	4
MAT 301 Calculus I <sup>3</sup> .....	4
XXX xxx Social Science Electives <sup>4</sup> .....	3
XXX xxx General Electives <sup>5</sup> .....	4
<i>Choose 9 credits from the following:</i>	
ECO 215 Environmental Economics.....	3
ECO 221 International Economics .....	3
ECO 223 Economic History.....	3
ECO 225 Public Economics .....	3
ECO 226 Development Economics .....	3
ECO 229 Economics of Antitrust and Regulation .....	3
ECO 230 Feminist and Gender Economics.....	3
ECO 235 Labor Economics .....	3
ECO 240 Behavioral Economics .....	3
ECO 245 Competition and Strategy.....	3
ECO 250 Money and Banking .....	3
Total Curriculum Credits.....	30
Total Program Credits.....	60

## FOOTNOTES

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

## Engineering Science (ESC)

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

## Required Common Core

English Composition .....	6
Mathematical and Quantitative Reasoning <sup>1</sup> .....	3

Life and Physical Sciences <sup>2</sup> .....	3
Total Required Common Core.....	12

## Flexible Core<sup>3</sup>

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

## Curriculum Requirements

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

## Curriculum Electives

*Choose 9 credits from the following:*

CHE 230 Organic Chemistry I .....	5
CHE 240 Organic Chemistry II .....	5
ESC 130 Engineering Graphics .....	2
ESC 131 Engineering Graphics: AutoCAD .....	2
ESC 201 Engineering Mechanics I .....	3
ESC 202 Engineering Mechanics II .....	3
ESC 211 Thermodynamics I .....	3
ESC 221 Circuits and Systems I .....	4
ESC 223 Switching Systems and Logic Design .....	4
GLY 210 Geology I .....	4
MAT 315 Linear Algebra .....	4
PHY 240 Modern Physics .....	3
Total Curriculum Elective Credits .....	35
Total Program Credits.....	65

## FOOTNOTES

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

## Ethnic Studies (ETH)

The Associate in Arts (A.A.) degree in Ethnic Studies aims to develop students' core competencies in the social sciences, arts and humanities while examining the experiences, histories and formation of diverse racial and ethnic groups in the United States and globally. The program will prepare students for a broad range of academic and professional careers in both the public and private sectors. Students will analyze the interrelationships among historical background, cultural patterns, artistic expressions, and politics in order to achieve a well-rounded, in-depth understanding of the ongoing relations amongst Asian, Asian American, African, African American, Latino/a and indigenous peoples of the United States. Students completing this program can transfer seamlessly into the B.A. degree in Latino Studies at Lehman College/CUNY without the loss of credits.

## Required Common Core

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

## Flexible Core<sup>2</sup>

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

## Curriculum Requirements

AFL 100 Introduction to Ethnic Studies.....	3
AFL 300 Research and Writing Methods.....	3
XXX xxx Program Electives .....	9
XXX xxx Ethnic Studies Electives .....	6
XXX xxx Social Sciences Elective .....	3
XXX xxx Liberal Arts Elective .....	3
XXX xxx General Electives <sup>1</sup> .....	3

Total Curriculum Credits.....	30
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Total Program Credits.....	60
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## Ethnic Studies Program Electives

*Choose 9 credits from 1 of the following areas of study:*

### General Ethnic Studies

AFL 125 Comparative Ethnic Studies.....	3
AFN 124 African American History, 1865 to Present .....	3
ASN 114 Asian American History .....	3
LAT 150 The Latino Experience in the U.S. ....	3

### Asian American Studies

ASN 111 Chinese Culture and Heritage .....	3
ASN 114 Asian American History .....	3
ASN 339 Asian American Literature .....	3

### Africana Studies

AFN 122 Africa 1500 to the Present .....	3
AFN 123 African American History, 17 <sup>th</sup> Century to 1865 .....	3
AFN 124 African American History, 1865 to Present .....	3

### Urban Studies

AFL 111 Economics of Urban Communities .....	3
AFL 125 Comparative Ethnic Studies.....	3
AFL 161 Health Problems in Urban Communities .....	3

### Latin American Studies

LAT 130 History of Latin America.....	3
LAT 150 The Latino Experience in the U.S. ....	3
LAT 200 Peoples & Cultures of Latin America and the Caribbean.....	3

## FOOTNOTE

- 1 Some of these credits may be satisfied by taking STEM variants.
- 2 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

## Financial Management (FIN)

The Department of Business Management offers the Associate in Science (A.S.) in Financial Management that provides students with a solid foundation to pursue bachelor degrees in finance, business or financial economics. The curriculum addresses all areas that BMCC identifies as needed to obtain an integral general education via the development of critical thinking, effective communication, and problem solving skills. Students completing the A.S. degree in Financial Management can transfer



# Degree Programs

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

seamlessly into the B.A. degree in Economics (Financial Economics Concentration) at City College of New York/CUNY without the loss of credits.

## Required Common Core

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

## Flexible Core<sup>2</sup>

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

## Curriculum Requirements

ACC 122 Accounting Principles I .....	3
BUS 104 Introduction to Business.....	3
BUS 110 Business Law .....	3
FNB 100 Principles of Finance.....	3
FNB 230 Financial Management .....	3
FNB 250/ .....	
ECO 250 Money & Banking .....	3
FNB 300 Investments .....	3
MAT 301 Analytic Geometry and Calculus I.....	4
XXX xxx General Elective <sup>5,6</sup> .....	5
Total Curriculum Credits.....	30
Total Program Credits.....	60

## FOOTNOTE

- 1 Students are strongly recommended to take MAT 206.
- 2 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 3 Students are strongly recommended to take ECO 201.
- 4 Students are strongly recommended to take ECO 202.
- 5 Some of these credits may be satisfied by taking STEM variants.
- 6 Students are recommended to take MAT 209, ACC 222 or CIS 204 to satisfy this requirement.

## Gender and Women's Studies (GWS)

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

## Required Common Core

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

## Flexible Core<sup>2</sup>

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

Scientific World <sup>1</sup> .....	3
Total Flexible Core .....	18
Total Common Core.....	30

## Curriculum Requirements

GWS 100 Introduction to Gender and Women's Studies.....	3
GWS 300 Capstone in Gender and Women's Studies .....	3
COM 265 Gender and Communication.....	3
SOC 210 Gender and Society.....	3
XXX xxx Liberal Arts Electives .....	3
XXX xxx General Electives <sup>1</sup> .....	6

Choose 9 credits from the following:

AFN 128 Black Women in the Americas and the Caribbean .....	3
AFN 129 The Black Man in Contemporary Society .....	3
ANT 210 The Roles of Women in a Changing World.....	3
COM 245 The Mass Media <sup>3</sup> .....	3
COM 255 Intercultural Communication <sup>3</sup> .....	3
CRT 196 Critical Thinking Through Queer Theories.....	3
ECO 230 Feminist Economics.....	3
ENG 346 Queer Literature .....	3
ENG 353 Women in Literature .....	3
GWS xxx Gender and Women's Studies Electives .....	3
HED 225 Health Concerns of Women .....	3
HIS 225 History of Women .....	3
LIN 300 Language, Gender and Sexuality .....	3
POL 120 Gender and Politics.....	3
PSY 245 Psychology of Women .....	3
SPN 400 Latin American Women Writers.....	3
THE 305 Women in US-American Theatre.....	3
Total Curriculum Credits.....	30
Total Program Credits.....	60

## FOOTNOTES

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

## Geographic Information Science (GIS)

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

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

## Required Common Core

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

## Flexible Core<sup>3</sup>

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

## Curriculum Requirements

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

## FOOTNOTES

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

## Gerontology (GER)

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

## Required Common Core

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

## Flexible Core<sup>3</sup>

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

# Degree Programs

HEALTH INFORMATICS • HEALTH INFORMATION TECHNOLOGY • HEALTH HISTORY

## Curriculum Requirements

HUM 101	Introduction to Human Services and Social Work.....	3
HUM 211	Introduction to Gerontology .....	3
HED 110	Comprehensive Health Education .....	3
HED 310	Aging, Health and Culture: Global Perspectives.....	3
HED 302	Health Counseling.....	3
OR		
HUM 301	Field Experience in Human Services I .....	3
HUM 411	Social Welfare Programs and Policies .....	3
HED 270	Death and Dying.....	3
OR		
PSY 210	Psychology of Death and Dying ....	3
XXX xxx	General Elective .....	3
<i>Choose 6 credits from:</i>		
HED 202	Drugs in American Society .....	3
HED 220	Human Sexuality .....	3
HED 225	Health Concerns of Women .....	3
HED 230	Consumer Health Survey .....	3
HED 235	Nutrition for Health.....	3
HED 240	First Aid, Safety and Cardiopulmonary Resuscitation ....	3
HED 250	Stress: Awareness, Understanding and Management .....	3
HUM 212	Introduction to Disabilities and Behavior Change .....	3
HUM 401	Human Services Field Works II ....	3
PSY 240	Developmental Psychology.....	3
PSY 260	Abnormal Psychology .....	3
AFL 161	Health Problems in the Urban Community.....	3
Total Curriculum Credits.....		30
Total Program Credits.....		60

## FOOTNOTES

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

## Health Informatics (HIC)

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

## Curriculum Requirements

HIT 110	Medical Terminology .....	3
HIT 111	Introduction to Health Information Management.....	3
HIT 209	ICD-CM/PCS Coding .....	4
HIT 215	HIM Medical/Legal Applications... 3	3
CSC 101	Principles in Information Technology and Computation .....	3
CSC 110	Computer Programming I.....	4
CIS 165	Introduction to Operating Systems.....	3
CIS 345	Telecommunication Networks I ....	3
CIS 395	Database Systems I .....	3
CIS 325	Systems Analysis .....	3
OR		
CIS 385	Web Programming.....	3
Total Curriculum Credits.....		32

## Health Information Technology (HIT)

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

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

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

## Required Common Core

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

## Flexible Core

<i>Creative Expression</i>		
SPE 100	Fundamentals of Public Speaking <sup>2</sup> .....	3
<i>Scientific World</i>		
BIO 426	Anatomy and Physiology II <sup>1</sup> .....	4
PSY 100	General Psychology .....	3
Total Flexible Core .....		10
Total Common Core.....		24

## Curriculum Requirements<sup>3</sup>

HIT 110	Medical Terminology .....	3
HIT 111	Introduction to Health Information Management.....	3
HIT 112	Principles of Healthcare Reimbursement .....	3
HIT 206	Pathology and Pharmacology .....	3
HIT 209	ICD-CM/PCS Coding .....	4
HIT 210	Professional Practice Experience I.....	3
HIT 215	HIM Medical/Legal Applications... 3	3
HIT 332	Performance Improvement and Data Analysis .....	3
HIT 334	CPT/HCPCS Coding .....	4
HIT 423	Management in the HIM	

		Department.....	3
HIT 430	Professional Practice Experience II.....		4
CIS 100	Introduction to Computer Applications .....		3
CIS 207	Healthcare Information Technologies and Management Systems.....		4
Total Curriculum Credits.....			43
Total Program Credits.....			67

## FOOTNOTES

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

## History (HIS)

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

## Required Common Core

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

## Flexible Core<sup>3</sup>

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

## Curriculum Requirements

HIS xxx	Program Electives <sup>4</sup> .....	9
HIS 275	History Research and Writing Methods .....	3
XXX xxx	Social Science or Ethnic Studies Electives .....	6
XXX xxx	General Electives.....	6

*Choose 1 of the following History sequences:*

HIS 101	Western Civilization: From Ancient to Early Modern Times .....	3
AND		
HIS 102	Western Civilization: The Emergence of the Modern World .....	3
OR		
HIS 115	World History I .....	3
AND		
HIS 116	World History II .....	3
OR		

# Degree Programs

## HUMAN SERVICES • LIBERAL ARTS • LINGUISTICS AND LITERACY

HIS 120	Early American History: Colonial Period to Civil War.....	3
AND		
HIS 125	Modern American History: Civil War to Present .....	3
Total Curriculum Credits.....		30
Total Program Credits.....		60

### FOOTNOTES

- 1 Consult with an advisor on which courses to take to satisfy these areas.
- 2 These areas can be satisfied by a STEM variant.
- 3 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 4 Choose 9 credits from any history courses with at least one course being non-Western history.

## Human Services (HUM)

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

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

### Distance Learning Human Services Degree

BMCC also offers an Associate in Science (A.S.) degree in Human Services in a distance learning format. Under State Education guidelines, students may earn a degree through distance learning if at least 50% of the curriculum is earned through successful completion of online courses in the degree. Students may complete 50 to 80% of the Human Services degree by successfully passing appropriate BMCC online courses.

### Required Common Core

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

### Flexible Core<sup>3</sup>

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

### Curriculum Requirements

HUM 101	Introduction to Human Services and Social Work .....	3
HUM 201	Human Services Skills.....	3
HUM 211	Introduction to Gerontology .....	3
OR		
HUM 212	Introduction to Disabilities and Rehabilitation.....	3
OR		
HUM 213	Child Welfare.....	3
HUM 301	Field Experience in Human Services I .....	3
HUM 401	Field Experience in Human Services II .....	3
HUM 411	Social Welfare Programs and Policies.....	3
POL 100	American Government .....	3
XXX xxx	Modern Language Course <sup>4</sup> .....	3

XXX xxx	Social Science Course <sup>5</sup> .....	3
XXX xxx	General Elective .....	3
Total Curriculum Credits.....		30
Total Program Credits.....		60

### FOOTNOTES

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

## Liberal Arts (LIB)

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

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

### Evening/Weekend Liberal Arts Program

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

### Distance Learning Liberal Arts Degree

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

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

### Required Common Core

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

### Flexible Core<sup>3</sup>

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

### Curriculum Requirements

Health Education Elective .....	2–3
Modern Language Course <sup>4</sup> .....	3–6
ENG 3xx English Elective <sup>5</sup> .....	3
XXX xxx Social Science Electives <sup>6</sup> .....	6
XXX xxx Liberal Arts Electives <sup>7</sup> .....	9–16
Total Curriculum Credits.....	30

Total Programs Credits .....	60
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### FOOTNOTES

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

## Linguistics and Literacy (LIN)

The Department of Academic Literacy and Linguistics (ALL) offers an Associate in Arts (AA) degree in Linguistics and Literacy with two concentrations—General and TESOL/ Applied Linguistics. The Linguistics and Literacy program aims to foster a critical appreciation of language while helping students to understand the relationship between linguistics and literacy. Students will understand systems of language; engage in scholarly debates about key theories of language and literacy acquisition; analyze and interpret linguistics and literacy phenomena and events; and interact with theories about language, identity (e.g., race, gender), and culture. This program will prepare students for 21<sup>st</sup> century careers in education and related fields, including linguistics, speech pathology, education, publishing, journalism, law, marketing, and public relations. Students completing this program can transfer seamlessly into the B.A. degree in Linguistics at Lehman College/CUNY without the loss of credits.

### Required Common Core

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

### Flexible Core

Creative Expression .....	3
World Cultures and Global Issues <sup>2, 3</sup> .....	6
U.S. Experience in Its Diversity <sup>4</sup> .....	3
Individual and Society.....	3
Scientific World <sup>5</sup> .....	3
Total Flexible Core .....	18
Total Common Core.....	30

### Curriculum Requirements

LIN 100	Language & Culture .....	3
LIN 101	Introduction to Linguistics .....	3
Concentration Requirements.....		24
Total Curriculum Credits.....		30
Total Program Credits.....		60

### General Concentration

LIN 110	Structure of English .....	3
OR		
LIN 130	Sounds of English .....	3
XXX xxx	Modern Language Courses <sup>2</sup> .....	0–3
XXX xxx	General Elective <sup>6</sup> .....	0–3

### Language & Diversity Elective

Choose one course from the following:



# Degree Programs

## MATHEMATICS • MATHEMATICS AND SCIENCE FOR SECONDARY EDUCATION

### Mathematics and Sciences for Secondary Education (SED)

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

#### Required Common Core

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

#### Flexible Core<sup>2</sup>

Creative Expression .....	3
World Cultures and Global Issues .....	3
U.S. Experience in Its Diversity .....	3
Individual and Society .....	3
Scientific World <sup>1</sup> .....	6

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

#### Curriculum Requirements-Biology Specialization

CHE 201 College Chemistry I .....	4
CHE 202 College Chemistry II .....	4
BIO 210 Biology I .....	4
BIO 220 Biology II .....	4
EDU 202 Urban Schools in a Diverse American Society .....	4
EDS 202 Special Topics in Secondary School Education .....	3
EDS 201 Adolescent Learning and Development .....	3
ENG 391 World Literature I: From Homer to Dante .....	3
OR	
ENG 392 World Literature II: From the Renaissance to Contemporary Times .....	3

OR

LIN 140 World/Global Englishes .....	3
LIN 150 Language, Race, and Ethnicity in the US and Its Territories .....	3
<b>Language &amp; Learning Elective</b>	
<i>Choose one course from the following:</i>	
ACR 200 Literacy Practices: Birth through Adolescence .....	3
ACR 250 Issues in Language and Literacy Development .....	3
LIN 110 Structure of English .....	3
LIN 130 Sounds of English .....	3
LIN 200 Language Acquisition .....	3
LIN 210 Bilingualism .....	3
LIN 220 Theory and Practices of Language Teaching .....	3

#### Research Elective

*Choose one course from the following:*

LIN 240 Language and Power .....	3
LIN 250 Forensic Linguistics .....	3
LIN 300 Language, Gender, and Sexuality .....	3

#### Advised English Elective

*Choose one course from the following:*

AFN 321 African-American Writing from 18 <sup>th</sup> Century to 1940 .....	3
AFN 322 Contemporary Black Writers .....	3
AFN 338 Black Literature of the Caribbean .....	3
ENG 334 Children's Literature .....	3
ENG 336 Postcolonial Literature .....	3
ENG 338/	
LAT 338 Latino/a Literature in the US .....	3
ENG 339/	
ASN 339 Asian American Literature .....	3
ENG 340 Middle Eastern Literature .....	3
ENG 346 Queer Literature .....	3
ENG 353 Women in Literature .....	3
ENG 360 Italian American Literature .....	3
ENG 393 Jewish Literature .....	3

#### Advised Electives

*Choose two courses from the following:*

ANT 100 Introduction to Anthropology .....	3
COM 255 Intercultural Communication .....	3
COM 265 Gender and Communication .....	3
CRT 100 Critical Thinking .....	3
CRT xxx Advanced CRT course .....	3
EDB 202 Schools in Linguistically Diverse American Society .....	3
EDU 201 Observing Children and Their Development .....	3
EDU 202 Urban Schools in a Diverse American Society .....	3
PHI 110 Logic .....	3
PSY 100 Introduction to Psychology .....	3
PSY 200 Social Psychology .....	3
PSY 240 Developmental Psychology .....	3
SOC 100 Introduction to Sociology .....	3
SPE 103 Voice and Articulation .....	3
SPE 210 Oral Interpretation .....	3

#### TESOL/Applied Linguistics Concentration

LIN 110 Structure of English .....	3
LIN 130 Sounds of English .....	3
LIN 200 Language Acquisition .....	3
LIN 210 Bilingualism .....	3
LIN 220 Theory and Practices of Language Teaching .....	3
EDU 201 Observing Children and Their Development .....	4
EDU 202 Urban Schools in a Diverse America Society .....	4
XXX xxx General Elective <sup>6</sup> .....	1

#### FOOTNOTES

<sup>1</sup> Students intending to transfer to Lehman College and Queens College are strongly recommended to take MAT 150—Introduction to Statistics to complete this requirement.

<sup>2</sup> LIN: General students must take two semesters of the same Modern Language. These credits can be satisfied in the Common Core—World Cultures and Global Issues area.

<sup>3</sup> LIN: TESOL/Applied Linguistics majors are advised to take one semester of a Modern Language.

<sup>4</sup> LIN: TESOL/Applied Linguistics majors are strongly recommended take HIS 120 and HIS 125 (6 credits) in U.S. Experience in its Diversity. LIN: General majors should take 3 credits in U.S. Experience in its Diversity.

<sup>5</sup> Students in LIN: TESOL/Applied Linguistics are strongly recommended to take PSY 100 to complete this requirement.

<sup>6</sup> These credits can be satisfied by taking STEM variants in the Common Core.

### Mathematics (MAT)

The Department of Mathematics offers an A.S. degree in Mathematics. The program is designed to provide students with the first two years of study required to major in mathematics at the senior college level and is also suitable for students who wish to minor in mathematics at the senior college level. In addition the program provides the foundation for specialization along any of the following career paths: graduate studies in mathematics leading to the masters or doctoral degrees; professional in the field of mathematics education; professions requiring substantial mathematics preparation (e.g., statistician, actuary, engineering, medical or physical sciences, economics, etc.)

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

#### Required Common Core

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

#### Flexible Core<sup>3</sup>

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

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

#### Curriculum Requirements

MAT 301 Analytic Geometry and Calculus I ....	4
MAT 302 Analytic Geometry and Calculus II ...	4
MAT 303 Analytic Geometry and Calculus III ..	4
MAT 315 Linear Algebra .....	3
XXX xxx Program Electives <sup>5</sup> .....	12
XXX xxx General Elective <sup>6</sup> .....	3

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

#### FOOTNOTES

<sup>1</sup> Students are required to take MAT 206.

<sup>2</sup> Students are required to take BIO 210, CHE 201, PHY 210, or PHY 215.

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

<sup>4</sup> Students are required to take BIO 220, CHE 202, CSC 110, CSC 111, PHY 220, or PHY 225.

<sup>5</sup> Choose four (4) courses for a total of twelve (12) credits from: MAT 200, MAT 209, MAT 300, MAT 310, MAT 320, MAT 501, MAT 505, MAT 601, CSC 210 or CSC 211.

<sup>6</sup> These credits can be satisfied by taking STEM variants in the Common Core. If student is planning to take CSC 210 or CSC 211, then CSC 101 may count towards General Elective.

# Degree Programs

## MODERN LANGUAGES • MULTIMEDIA PROGRAMMING AND DESIGN • MUSIC

SPE 100	Fundamentals of Public Speaking.....3
XXX xxx	General Elective <sup>3</sup> .....4-5
<hr/> Total Curriculum Credits.....30	
<hr/> Total Program Credits.....60	

### Curriculum Requirements-Chemistry Specialization

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

### Curriculum Requirements-Math Specialization

MAT 301	Analytic Geometry and Calculus I ...4
MAT 302	Analytic Geometry and Calculus . II.....4
MAT 303	Analytic Geometry and Calculus III.....4
MAT 315	Linear Algebra.....3
EDU 202	Urban Schools in a Diverse American Society.....4
OR	
EDS 202	Special Topics in Secondary School Education.....3
EDS 201	Adolescent Learning and Development.....3
ART 103	Introduction to the History of Western Art.....3
OR	
ENG 391	World Literature I: From Homer to Dante.....3
OR	
ENG 392	World Literature II: From the Renaissance to Contemporary Times...3
OR	
MUS 103	Music and Western Civilization.....3
HIS 101	Western Civilization: From Ancient to Early Modern Times.....3
XXX XXX	General Elective <sup>3</sup> .....2-3
<hr/> Total Curriculum Credits.....30	
<hr/> Total Program Credits.....60	

### Curriculum Requirements-Physics Specialization

PHY 215	University Physics I.....4
PHY 225	University Physics II.....4

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

#### FOOTNOTES

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

## Modern Languages (MLD)

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

### Required Common Core

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

### Flexible Core<sup>1</sup>

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

### Curriculum Requirements-French Specialization

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

### Curriculum Requirements-Italian Specialization

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

### Curriculum Requirements-Spanish Specialization

XXX xxx	Spanish Language Requirement <sup>6</sup> .....15
XXX xxx	Program Electives <sup>7</sup> .....9

XXX xxx	General Elective.....6
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### Curriculum Requirements-Spanish Translation & Interpretation Specialization

XXX xxx	Spanish Translation & Interpretation Requirement <sup>8</sup> .....15
XXX xxx	Program Electives <sup>9</sup> .....9
XXX xxx	General Elective.....6
<hr/> Total Curriculum Credits.....30	
<hr/> Total Program Credits.....60	

#### FOOTNOTES

- 1 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 2 Choose 15 credits from all FRN courses 200-level or above, with at least 6 credits from level 300 and above.
- 3 Choose 9 credits from AFN 122, AFN 126, AFN 127, AFN 128, AFN 152, AFN 338, AFL 113, ART 126, ART 290, ART 292, ART 294, ENG 394, FRN 160E, FRN 161E, LIN 100, LIN 110, LIN 210, MUS 103, ECO 113, THE 300, any ITL course, any SPN course, any TRS course, any PRT course, or any ARB course.
- 4 Choose 15 credits from IFL 170 or any IFL course 200-level or above.
- 5 Choose 9 credits from ART 103, ART 290, ART 292, ART 294, ENG 360, ENG 391, LIN 100, LIN 110, LIN 210, MUS 103, HIS 115, HIS 116, SSC 150, THE 300, any FRN course, any SPN course, any TRS course, or any PRT course.
- 6 Choose 15 credits from all SPN courses 200-level or above, with at least 6 credits from level 300 and above.
- 7 Choose 9 credits from ART 125, ART 221, ENG 338, HED 476, LIN 100, LIN 110, LIN 210, SPN 485, MUS 881, any LAT course, any FRN course, any IFL course, or any TRS course, or any PRT course.
- 8 Choose 15 credits from all TRS courses. TRS 345 must be taken.
- 9 Choose 9 credits from HED 110, AFL 161, CRJ 101, BUS 104, BUS 110, any LIN course, any TRS course or any SPN courses 300-level or above.

## Multimedia Programming and Design (MMD)

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

### Required Common Core

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

### Flexible Core<sup>1</sup>

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

### Curriculum Requirements

MMA 100	Foundations of Digital Graphic Design.....3
MMP 200	Multimedia Design.....3
MMP 460	Multimedia Project Lab.....4
<i>Experiential Learning</i>	
MEA 201	Professional Development

# Degree Programs

NURSING

	and Career Planning.....	2
	OR	
MEA 371	Media Arts and Technology Internship .....	2

## Discipline Sequences

Choose one of the three disciplines:

### Multimedia Programming Discipline Sequence

MMP 210	Multimedia Programming I .....	3
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MMP 310	Multimedia Programming II .....	3
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OR

### Web Design Discipline Sequence

MMP 240	Web Design .....	3
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MMP 350	Advanced Web Design .....	3
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OR

### Digital Design Discipline Sequence

MMA 215	Typography and Layout.....	3
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MMA 235	Visual Communication and Design.....	3
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## Program Electives

Choose 2 courses for a total of 6 credits from:

MMP 2xx	200-level MMP course or higher .....	3
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MMA 2xx	200-level MMA course or higher .....	3
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ANI 260	Introduction to 2D Animation.....	3
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ANI 401	Introduction to 3D Animation.....	3
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MEA 211	Introduction to Digital Fabrication and Physical Computing .....	3
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MEA 300	Topics in Media Arts and Technology .....	3
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MMP 301	Introduction to Video Graphics (Same as VAT 301) .....	4
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ANI 301	Introduction to Video Graphics (Same as MMP 301) .....	3
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ANI 301	Introduction to Video Graphics (Same as MMP 301) .....	3
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ANI 301	Introduction to Video Graphics (Same as MMP 301) .....	3
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ANI 301	Introduction to Video Graphics (Same as MMP 301) .....	3
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ANI 301	Introduction to Video Graphics (Same as MMP 301) .....	3
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## Music (MUS)

The department of Music and Art offers the Associate in Science (A.S.) degree program in Music with specializations in Music Studies, Music Education or Music Performance. The Music program seeks to educate students in the fundamentals of music, as well as more specialized topics in music education and music performance. Progressing through a broad and rigorous curriculum that encompasses the basics of music theory, keyboard skills, ear-training and sight-singing, students will be prepared to enter a variety of majors at senior colleges and pursue a

range of occupations in music. Students interested in pursuing the Music Education and Music Performance specializations will be required to do an audition to gain admissions.

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

## Required Common Core

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

## Flexible Core

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

## Curriculum Requirements

Theory <sup>1</sup> .....	6
Musicianship <sup>2</sup> .....	6-7

## Specialization Requirements.....17-18

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

## Jazz and Popular Music Specialization Requirements<sup>3</sup>

Jazz and Popular Music Specialization Requirements		
MUS 180	Guitar Class I	
AND		
MUS 190	Guitar Class II .....	2
MUS 160	Voice Class I	
AND		
MUS 170	Voice Class II .....	2
MUS 114	Music Business .....	3
MUS 123	Basics of Digital Music Production .....	3
Performance (Ensembles) <sup>4</sup>	.....	2
Any MUS Courses <sup>5</sup>	.....	5

## Music Studies Specialization Requirements<sup>3</sup>

Major Studies <sup>6</sup> .....		6
Performance (Ensembles) <sup>7</sup> .....		3
MUS 114	Music Business	
OR		
MUS 123	Basics of Digital Music Production .....	3
Any MUS Courses <sup>5</sup> .....		6

## Music Education Specialization Requirements<sup>3</sup>

Applied Studies <sup>8</sup> .....	4
Performance (Ensembles) <sup>9</sup> .....	2
Instrumental and Vocal Music Methods <sup>10</sup> .....	2-3
EDU 201: Observing Children's Development	
OR	
EDS 201: Adolescent Learning and Development .....	3-4
Any MUS Courses <sup>5</sup> .....	5-7

## Music Performance Specialization Requirements<sup>3</sup>

Applied Studies <sup>11</sup> .....	8
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Performance (Ensembles) <sup>12</sup> .....	4
Any MUS Courses <sup>5</sup> .....	6

## FOOTNOTES

1 Students must take Music Theory I & II (MUS 117/217) (for Music Studies, Education or Performance specializations or Music Theory I (MUS 117) and Jazz and Popular Music Theory I (MUS 137) (for the Jazz and Popular Music specialization). The prerequisite for Music Theory I (MUS 117) is MUS 105 Basic Music, or by departmental placement exam. If the department placement exam results in a student not being required to take either level, the student shall make up the credits with program electives.

2 Music Studies, Education and Performance Specialization students must take MUS 119, MUS 219, MUS 118, and MUS 218. The Jazz and Popular Music Specialization students must take MUS 119, MUS 219, MUS 118 and MUS 138. The prerequisite for MUS 118 and 119 is MUS 105 Exploring Music or MUS 123 Basics of Digital Music Production. Students must take these courses unless a departmental placement exam results in a student not being required to take either level. The student shall then make up the credits with program electives.

3 All incoming students will be automatically enrolled in the Music Studies specialization. Acceptance into the other specializations requires the successful completion of MUS 105 (or departmental placement exam), and an audition (Music Education/Music Performance) or departmental advising (Jazz and Popular Music).

4 Students must select a two-semester sequence for a total of 2 credits based on interest. Courses must be selected from MUS 165/166/167/168 College Chorus I-IV, MUS 265-268 Concert Choir, MUS 301-304 Jazz Ensemble, MUS 305-308 Orchestra, MUS 501-504 Wind Ensemble, MUS 510-540

5 Students can choose any MUS courses to fulfill this requirement.

6 Students must select a one to three-semester sequence from MUS 651-654 (strings), MUS 656-659 (piano), MUS 661-664 (woodwinds), MUS 666-669 (brass), MUS 671-674 (voice), MUS 676-679 (guitar), MUS 681-684 Composition, or MUS 686-689 (percussion), or MUS 124 Music Notation Software MUS 222/THE 222 Theatre Musical Acting the Song, MUS 102 Principles of Music, MUS 103 Music in Western Civilization, MUS 104 World of Jazz, MUS 107 Introduction to World Music, or MUS 351/352 Arranging I & II.

7 Students must select a three-semester sequence for a total of 3 credits based on interest. Courses must be selected from MUS 165/166/167/168 College Chorus I-IV, MUS 265-268 Concert Choir, MUS 301-304 Jazz Ensemble, MUS 305-308 Orchestra, MUS 501-504 Wind Ensemble, MUS 510-540 Instrumental Ensemble, MUS 701-704 String Ensemble, or MUS 705-708 Guitar Ensemble.

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

9 Students must select a two-semester sequence for a total of 2 credits based on interest. Courses must be selected from MUS 501-504 Wind Ensemble, MUS 301-304 Jazz Ensemble, MUS 305-308 Orchestra, MUS 265-268 Concert Choir, MUS 510-540 Instrumental Ensemble, MUS 701-704 String Ensemble, or MUS 705-708 Guitar Ensemble, or MUS 165-168 College Chorus.

10 Students must choose either MUS 116/EDU 204 Music and Movement in Learning (3 cr.) or two 1-credit classes from the following: MUS 121 Woodwinds; MUS 126 Strings: Violin/ Viola; MUS 127 Strings: Cello/Bass; MUS 131 Brass; MUS 136 Percussion; MUS 161 Voice; MUS 181 Guitar.

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

12 Students must select a four-semester sequence for a total of 4 credits based on interest. Courses must be selected from MUS 501-504 Wind Ensemble, MUS 301-304 Jazz Ensemble, MUS 305-308 Orchestra, MUS 265-268 Concert Choir, MUS 510-540 Instrumental Ensemble, MUS 701-704 String Ensemble, or MUS 705-708 Guitar Ensemble, or MUS 165-168 College Chorus.

## Nursing (NUR)

The Nursing Department (Accredited by The Accreditation Commission for Education in Nursing (ACEN), Inc. and registered by the New York State Education Department [HEGIS CODE 5208.10]) offers a program that prepares students to become competent members of the healthcare team, qualified to render effective nursing care in health service agencies, hospitals, and community and long-term care facilities. The nursing program is a combination of classroom theory and practice of clinical



# Degree Programs

## NURSING

skills in selected health care facilities and in the College nursing skills and simulator laboratories. Graduates are well prepared to be collaborative health care participants responsible for facilitating maintenance of health, improvement of health status, prevention of illness and alleviation of suffering.

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

**Note:** The Accreditation Commission for Education in Nursing (ACEN), Inc. is located at: 3343 Peachtree Road NE, Suite 850 Atlanta, Georgia 30326, Phone: (404) 975-5000, Fax: (404) 975-5020, Web: [www.acenursing.org](http://www.acenursing.org).

### Admission Policy

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

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

Students must meet the following criteria:

- Pass the CUNY Assessment Tests in reading, writing and mathematics.
- Complete the five required prerequisite courses (ENG 101, PSY 100, MAT 104, \*CHE 121, and BIO 425) with a minimum Grade Point Average (GPA) of 2.5; the lowest acceptable grade in any one of the required prerequisite courses is "C." The department has a limit on the number of matriculants allowed into the nursing program. While a GPA of 2.5 in the required prerequisite courses and an overall GPA of 2.5 are the minimum requirements for consideration of an application, these do not guarantee admission into the nursing program.
- The Department accepts CUNY's policy in reference to the "F" and "C-" grade (policy adopted 9/1/90) for non-nursing courses. Effective Spring 1995, the "F" and "C-" policy does not apply to Nursing courses and the five required prerequisite courses (ENG 101, PSY 100, MAT 104, \*CHE 121, and BIO 425). Source: CUNY "F" grade policy (revised 9/1/94).
- **Attain an overall college cumulative average of 2.5 minimum. This average includes grades for ALL courses applicable to the Nursing Curriculum taken at or transferred into BMCC before admission into the Nursing Program.**
- Attain a successful score on the HESI A2 Nursing Admission Test taken at the College. HESI A2 scores from other nursing schools will not be accepted. This examination may be taken for a maximum of two times but NOT in the same semester. To reserve a seat for the HESI A2, eligible BMCC students MUST:
  1. Complete the Nursing Program Admission Checklist to determine eligibility to take the

KNAT with the Nursing Academic Advisor during Early Academic Advisement in the Spring and the Fall semester.

2. It is highly recommended that students complete BIO 426 prior to taking the KNAT.
3. Once eligibility is determined then the Nursing Academic Advisor will provide the student to complete the Nursing Program Admission Application.

**\*Note:** CHE 121 will be included into this policy upon NYSED approval of CHE 121 as part of Nursing Program effective fall 2020.

**\*\* To be eligible to take the KNAT and apply into the nursing program, students must provide documentation for one of the following categories:**

- 1 U.S. citizenship
- 2 Permanent residency
- 3 International student with F1 status
- 4 Granted asylum, refugee status, temporary protected status, withholding of removal, deferred enforced departure, or deferred action status by the U.S. government

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

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

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

### Transfer Credit Policy

- a. **No transfer credit will be given for nursing courses taken at another institution.** All nursing courses must be completed at BMCC. All non-nursing courses will be evaluated for credit by the Admissions Office. Additionally, the nursing program will not accept science courses (BIO 425, 426, 420 and \*CHE 121) that are more than 5 years old. Transfer students seeking entrance and application must see the Nursing Academic Advisor (S-742) for UDH students during early academic advisement.
- b. Students who receive transfer credit in one or more of the required prerequisite courses (ENG 101, PSY 100, \*CHE 121, and BIO 425) have the option to request one time only during the first semester of enrollment the removal of transfer credits in one or more of the required prerequisite courses. Students must first see the Academic Advisor in the nursing department (Room S-742) to be advised regarding the current grade point average (GPA) in the required prerequisite courses for entrance into the nursing program. Students may then make the request for removal of transfer credit in the required prerequisite courses in the Admissions Office (Room S-310). The decision to remove transfer credit in required pre-requisite courses is not reversible. The New York State Tuition Assistance Program (TAP) may not cover a repeated required prerequisite course.
- c. Transfer students are held to the same criteria as all other students applying to the Nursing Program. Thus, the inclusion of grades earned in the required prerequisite courses ensures equal standing among all students applying for admission into Nursing Program. Transfer students must ensure that the BMCC Office of Admissions has accepted their transfer credits. Students who are requesting credit to be applied to the Nursing curriculum must also submit transcripts from

former colleges to the Academic Advisor in the Department of Nursing.

- d. Transfer grades in ENG 101, PSY 100, \*CHE 121, and BIO 425 will be computed into the GPA of the required prerequisite courses. A transferred grade of "C" in all three courses will make the student automatically ineligible for entry into the Nursing Program.
- e. The College will grant credit for ENG 101 to students who receive a score of 4 or 5 on Advance Placement (AP) in English. However, the nursing department cannot accept ENG 101 or PSY 100 without a letter grade of "C" or better, since the department computes the letter grade into the GPA of the required prerequisite courses as part of the criteria for determining the eligibility for the Nursing Program.
- f. A grade of "D" is not transferable into the Nursing Program, although it is transferable into the College. Therefore, if a grade of "D" in a required prerequisite course is transferred into the College for credit, the student is automatically ineligible for entry into the Nursing Program.

**\*Note:** CHE 121 will be included into this policy upon NYSED approval of CHE 121 as part of Nursing Program effective fall 2020.

### Change of Major Policy

The following is the current policy of the Nursing Department regarding a change of major [E.g. Undeclared Health (UDH) and non-UDH] applying into Nursing (NUR):

- a. All remedial requirements must be completed before a change of curriculum into nursing will be considered by the Nursing Department.
- b. A change of major into nursing is based on the competitive average in the five required prerequisite courses (ENG 101, PSY 100, MAT 104, \*CHE 121, and BIO 425) and in the overall Grade Point Average (GPA) for admission into the Day and Evening/Weekend Clinical Nursing programs, respectively.
- c. The competitive average in the five required prerequisite courses is determined by the previous academic year's average for the five required prerequisite courses and overall GPA for admission.
- d. Students who work full-time during the day and want to apply to the part-time Evening/Weekend Nursing Program must complete in addition to the five required prerequisite courses: BIO 426 and BIO 420 to apply for admission into the Part-time Evening/Weekend Program.
- f. Attain a successful score on the Kaplan Nursing Admission Test (KNAT).

**\*Note:** CHE 121 will be included into this policy upon NYSED approval of CHE 121 as part of Nursing Program effective fall 2020.

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

### Nursing Progression Policy

Under the guidance of CUNY: Effective Spring 2018, the NC Policy states that students must opt-in by the withdrawal deadline. Students must continue attending the class, complete all assignments, and take the final exam. The "NC" grade will only apply to letter grade of "F" and that grade will automatically convert to "NC" if a student opts-in for NC. If a student does not opt-in for NC, then the student cannot continue in the

# Degree Programs

PARAMEDIC • POLITICAL SCIENCE

Nursing Program with an earned passing grade of "C-" or below. A maximum of 8 credits can be applied for "NC" grade. A student who requests the "NC" grade option and earns a grade "C" or above will receive their earned grade and progress in the program. Students should be encouraged to consult with their instructor when requesting the option of an "NC" grade.

## Repeat/Withdrawal Policy

Clinical nursing students have ONE opportunity to WITHDRAW in NUR 112, 211, 313, 411 or 415. Clinical nursing students have a maximum of 8 credits to REPEAT (i.e. "NC" grade) in NUR 211, 313, 411 or 415. Students repeating a nursing course are required to earn a grade of "C+" (77-79%) or higher to pass that repeated course. Students repeating a nursing course that receives a grade of "C" (73-76%) or less will receive the grade earned, but the student will NOT be allowed to continue in the nursing program.

## Re-Entry Policy

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

**Note:** Students who want to transfer from the Day Program to the Evening Program or vice versa must also fill-out and submit to the nursing department the "Request for Re-entry" form. The college does not guarantee re-entry into the Nursing Program.

## Student Disciplinary Policy

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

## Part-Time Evening/Weekend Nursing Program

Borough of Manhattan Community College has established an evening/weekend Associate Degree in Nursing Program for part-time students. The BMCC program is designed to be completed by the part-time student in three years. This program is intended to fulfill goals and aspirations of a large segment of New York City residents who have been denied access into nursing degree programs in the City University due to financial and/or family obligations that require them to engage in full-time employment during the day hours. All students in the Evening/Weekend Nursing Program must complete the five required prerequisite courses plus BIO 426 and BIO 420 before beginning nursing program.

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

## Required Common Core

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

## Flexible Core

<i>Creative Expression</i>	
SPE 100 Fundamentals of Public Speaking <sup>2</sup> .....	3
<i>Scientific World</i>	
CHE 121 Fundamentals of General, Organic and Biological Chemistry <sup>1</sup> .....	4
PSY 100 General Psychology.....	3
Total Flexible Core .....	10
Total Common Core.....	23

## Curriculum Requirements

BIO 420 Microbiology.....	4
BIO 426 Anatomy and Physiology II.....	4
NUR 112 Nursing Process I: Fundamentals of Patient Care.....	8
NUR 211 Nursing Process II: Obstetrical and Psychiatric Nursing Care .....	8
NUR 313 Nursing Process III: Pediatric and Basic Medical-Surgical Nursing Care...8	
NUR 411 Nursing Process Level IV: Medical-Surgical Nursing.....	8
NUR 415 Professional Issues in Contemporary Nursing Practice....	2
Total Curriculum Credits.....	42
Total Program Credits.....	65

## FOOTNOTES

- <sup>1</sup> No Pharmacology course (dosage and calculation preparation and administration of medications) is equivalent to MAT 104.
- <sup>2</sup> For students, whose first language is not English, SPE 102 will satisfy this requirement.

# Paramedic (EMC)

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

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

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

Certification, and Advanced Cardiac Life Support Certification.

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

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

## Required Common Core

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

## Flexible Core

<i>Creative Expression</i>	
SPE 100 Fundamentals of Speech <sup>1</sup> .....	3
<i>Scientific World</i>	
BIO 425 Anatomy and Physiology I.....	4
PSY 100 General Psychology.....	3
Total Flexible Core .....	10
Total Common Core.....	23

## Curriculum Requirements<sup>2,3</sup>

EMC 101 Emergency Medical Care/ Paramedic I.....	6
EMC 102 Emergency Medical Care/ Paramedic II.....	6
EMC 201 Emergency Medical Care/ Paramedic III .....	6
EMC 202 Emergency Medical Care/ Paramedic IV.....	6
EMC 301 Emergency Medical Care/ Paramedic Clinical Internship I .....	1
EMC 302 Emergency Medical Care/ Paramedic Clinical Internship II .....	2
EMC 303 Emergency Medical Care/ Paramedic Clinical Internship III .....	3
BIO 426 Anatomy and Physiology II.....	4
EMC 100 Emergency Medical Care .....	4
Total Curriculum Credits.....	38
Total Program Credits.....	61

## FOOTNOTES

- <sup>1</sup> For students whose first language is not English, SPE 102 will satisfy this requirement.
- <sup>2</sup> All students must be New York State Certified as Emergency Medical Technician/Ambulance prior to entering into the Emergency Medical Care/Paramedic sequence. If an applicant is not certified, he/she must satisfactorily complete EMC 100, Emergency Medical Care.
- <sup>3</sup> Students enrolled in clinical field work course are required to obtain liability insurance. Moderate group rates are available. Students are responsible for their own transportation expenses when fulfilling clinical practice requirements. Students receive no monetary compensation when fulfilling clinical practice requirements.

# Political Science (POL)

The Social Sciences, Human Services and Criminal Justice Department offers a major in Political Science which will lead to an Associate in Arts degree. Political Science is an interdisciplinary field that introduces students to

# Degree Programs

## POLITICAL SCIENCE • PSYCHOLOGY • PUBLIC AND NONPROFIT ADMINISTRATION

a variety of topics and issues including political parties, the media, elections, ancient and modern political theory, and political social movements. The discipline allows students to critically analyze their government, including how it works, why it works that way, and how it might evolve. Political Science majors will develop a critical understanding of the issues facing our cities (especially but not exclusive to New York City), learn how to conduct political research, perform policy analysis, distinguish between biased and unbiased information, and develop valuable skills including understanding public policy, and writing clearly with the inclusion of critical analysis. These skills will be useful to students in their future careers and as global citizens. Political Science majors can work for city, state, and federal government offices, in international affairs, as governmental liaisons within a private company, in campaigns, consulting or data analysis, or in the non-profit sector for community-based organizations. Political Science can also teach skills necessary for students to work collaboratively in ethnically, racially, and ideologically diverse environments.

### Required Common Core

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

### Flexible Core

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

### Curriculum Requirements

POL 100 American Government .....	3
OR	
POL 110 Introduction to Politics.....	3
POL xxx Political Science Electives .....	6
<i>Select 2 courses from any 100-level or 200-level courses not taken above.</i>	
OR	
POL 2xx Political Science Electives .....	6
<i>Select 2 courses from any 200-level courses not taken above.</i>	
PSY 265 Research in Psychology.....	4
SOC 100 Introduction to Sociology.....	3
OR	
XXX xxx Social Science Electives.....	6
XXX xxx Liberal Arts Elective Courses .....	9
<b>Total Curriculum Credits.....</b>	<b>30</b>
<b>Total Program Credits.....</b>	<b>60</b>

### FOOTNOTES

- 1 These credits can be satisfied by taking STEM variants in the Common Core.
- 2 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 3 Students are strongly advised to take PSY 100.

## Psychology (PSY)

The Social Science, Human Services and Criminal Justice Department offers a major in Psychology which will lead to an Associate in Arts degree. The program will enable students to transfer into Psychology programs at senior colleges. It will also prepare students for a competitive and evolving

job market. An Articulation agreement between the proposed Psychology degree at BMCC and the B.A. degree in Forensic Psychology at John Jay College has been finalized.

### Required Common Core

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

### Flexible Core<sup>2</sup>

Creative Expression <sup>5</sup> .....	3–6
Individual and Society.....	3
Scientific World <sup>6</sup> .....	3
U.S. Experience in Its Diversity .....	3
World Culture and Global Issues .....	3
<b>Total Flexible Core.....</b>	<b>18</b>
<b>Total Common Core.....</b>	<b>30</b>

### Curriculum Requirements

PSY 265 Research in Psychology.....	4
<i>Psychology: General Concentration</i>	
PSY 240 Developmental Psychology.....	3
OR	
PSY 250 Child Psychology .....	3
PSY 230 Psychology of Personality .....	3
OR	
PSY 260 Abnormal Psychology .....	3
SOC 100 Introduction to Sociology.....	3
OR	
ANT 100 Introduction to Anthropology.....	3
XXX xxx Liberal Arts Elective.....	3
XXX xxx General Electives <sup>1</sup> .....	5
<i>Choose 9 credits from the following:</i>	
PSY 200 Social Psychology .....	3
PSY 210 Psychology of Death and Dying....	3
PSY 220 Behavioral Statistics .....	3
PSY 225 Brain and Behavior .....	3
PSY 230 Psychology of Personality .....	3
PSY 240 Developmental Psychology.....	3
PSY 245 Psychology of Women .....	3
PSY 250 Child Psychology .....	3
PSY 255 Cognitive Psychology.....	3
PSY 260 Abnormal Psychology .....	3
PSY 271 Foundations of Black Psychology ...	3
PSY 280 Cultural Psychology.....	3
PSY 290 Industrial-Organizational Psychology...	3

### Psychology: STEM Concentration

MAT 301 Analytic Geometry and Calculus I ...	4
PSY 220 Behavioral Statistics .....	3
PSY 225 Brain and Behavior .....	3
PSY 255 Cognitive Psychology.....	3
XXX xxx General Electives <sup>1</sup> .....	4

### Choose 9 credits from the following:

PSY 200 Social Psychology .....	3
OR	
PSY 230 Psychology of Personality .....	3
PSY 240 Developmental Psychology.....	3
OR	
PSY 250 Child Psychology .....	3
PSY 210 Psychology of Death and Dying....	3
PSY 245 Psychology of Women .....	3
PSY 255 Cognitive Psychology.....	3
PSY 260 Abnormal Psychology .....	3
PSY 271 Foundations of Black Psychology ...	3
PSY 280 Cultural Psychology.....	3
PSY 290 Industrial-Organizational Psychology...	3
<b>Total Curriculum Credits.....</b>	<b>30</b>
<b>Total Program Credits.....</b>	<b>60</b>

### FOOTNOTES

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

2 Students pursuing the STEM Concentration are advised to take MAT 206.5 or MAT 206 to satisfy this requirement.

3 Students pursuing the STEM Concentration are advised to take BIO 210 to satisfy this requirement.

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

5 Students pursuing the General Concentration are advised to complete 6 credits and students pursuing the STEM Concentration are advised to complete 3 credits to satisfy this requirement.

6 Students pursuing the General Concentration are strongly advised to complete 3 credits (PSY 100) and students pursuing the STEM Concentration are advised to complete 6 credits (PSY 100 and BIO 220) to satisfy this requirement

## Public and Nonprofit Administration (A.S.)

The Public and Nonprofit Administration program offers students an essential foundation in both business management and public and nonprofit sector administration. Graduates of this program will be highly competitive and can maximize their access to career paths beyond private-profit sector business. Upon successful completion of this program, students will earn an associate in science (A.S.). This program fully articulates with bachelor programs offered at Baruch College and John Jay College of Criminal Justice.

### Required Common Core

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

### Flexible Common Core<sup>2</sup>

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

### Curriculum Requirements

BUS 104 Introduction to Business.....	3
BUS 110 Business Law .....	3
CIS 100 Introduction to Computer Applications .....	3
PAN 100 Introduction to Public and Nonprofit Administration .....	3
PAN 230 Policy Development and Analysis .	3
<i>Program Electives</i>	
<i>(Choose 3 courses/9 credits from:)</i>	
BUS 150 Business Communication .....	3
BUS 200 Business Organization and Management .....	3
ECO 225 Public Economics .....	3
MAR 100 Introduction to Marketing .....	3
PAN 240 Research Methods in Nonprofit and Public Administration .....	3
PAN 250 Performance Management .....	3
XXX xxx General Electives <sup>3</sup> .....	6
<b>Total Curriculum Requirements.....</b>	<b>30</b>
<b>Total Program Requirements.....</b>	<b>60</b>

### FOOTNOTES

- 1 These areas can be satisfied by taking a STEM variant.
- 2 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 3 Some of these credits may be satisfied by taking a STEM variant in the Common Core.

**Note:** These requirements are effective the 2020–2021 catalog year. Please check your DegreeWorks account for your specific degree requirements as when you began at BMCC will determine your program requirements.



# Degree Programs

PUBLIC HEALTH • RESPIRATORY THERAPY • SCHOOL HEALTH EDUCATION

## Public Health (PHE)

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

### Distance Learning Public Health Degree

BMCC also offers an Associate in Science (A.S.) degree in Public Health in a distance learning format. Under State Education guidelines, students may earn a degree through distance learning if at least 50% of the curriculum is earned through successful completion of online courses in the degree. Students may complete 50 to 80% of the Public Health degree by successfully passing appropriate BMCC online courses.

#### Required Common Core

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

#### Flexible Core<sup>2</sup>

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

#### Curriculum Requirements

HED 110 Comprehensive Health Education .	3
HED 275 HIV/AIDS: Public Health Implications .....	3
OR	
HED 276 Environmental and Occupational Health .....	3
HED 280 History and Principles of Public Health .....	3
HED 285 Social and Behavioral Determinants of Health .....	3
HED 290 Principles and Practices of Behavior Change.....	3
HED 295 Epidemiology for Public Health Practice .....	3
HED 296 Applied Biostatistics in Public Health .....	3
XXX xxx General Elective <sup>1</sup> .....	3
<i>Choose 6 credits from the following:</i>	
HED 201 Health Education and Exercise ....	3
HED 202 Drug Use in American Society .....	3
HED 210 Contemporary Health Issues.....	2
HED 211 Critical Health Issues and Topics .....	3
HED 220 Human Sexuality .....	3
HED 225 Health Concerns of Women .....	3
HED 230 Consumer Health Survey .....	3
HED 235 Nutrition for Health.....	3
HED 240 First Aid, Safety and Cardiopulmonary Resuscitation ....	3
HED 250 Stress: Awareness, Understanding and Management.....	3
HED 255 Communication Strategies in Health Literacy, Promotion and Programming.....	3
HED 260 Wellness and Cardiovascular Care ...	3
HED 270 Health Perspectives of Death and Dying.....	3

HED 476 Cross Cultural Health Education Peru-US.....	3
<b>Total Curriculum Credits.....</b>	<b>30</b>
<b>Total Program Credits.....</b>	<b>60</b>

#### FOOTNOTES

- 1 These credits can be satisfied by taking STEM variants in the Common Core.
- 2 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.

## Respiratory Therapy (RTT)

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

**Program Policies:** Respiratory Therapy students have one opportunity to FAIL or WITHDRAW in each one of the following: RTT 100, 101, 201, 202, 210, 301, 302, 310, 320, 401, 403, and 410. Students repeating a Respiratory Therapy Course are required to earn a grade of "C+" (77-79) or higher in order to pass that repeated course. Students repeating a Respiratory Therapy Course that receive a "C" (73-76) or less will receive the grade earned, but the student will NOT be allowed to continue in the Respiratory Therapy Program.

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

#### Required Common Core

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

#### Flexible Core

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

#### Curriculum Requirements<sup>1</sup>

RTT 100 Fundamentals of Respiratory Therapy .....	4
RTT 101 Introduction to Respiratory Therapy Equipment.....	1
RTT 201 Respiratory Therapy I.....	4
RTT 202 Respiratory Therapy Clinical Practicum I .....	3
RTT 210 Respiratory Therapy Summer Clinical Practicum.....	6
RTT 301 Respiratory Therapy II .....	3
RTT 302 Respiratory Therapy Clinical	

Practicum II.....	4
RTT 310 Cardio-Respiratory Physiology .....	2
RTT 320 Pulmonary Function Testing.....	2
RTT 401 Respiratory Therapy III.....	3
RTT 403 Respiratory Therapy Clinical Practicum III.....	4
RTT 410 Fundamentals of Clinical Medicine	2
BIO 420 Microbiology.....	4
BIO 426 Anatomy and Physiology II.....	4
PHY 110 General Physics.....	4
SCI 530 Pharmacology.....	3
<b>Total Curriculum Credits.....</b>	<b>53</b>
<b>Total Program Credits.....</b>	<b>73</b>

#### FOOTNOTES

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

## School Health Education (SHE)

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

#### Required Common Core

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

#### Flexible Core<sup>3</sup>

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

#### Curriculum Requirements

HED 110 Comprehensive Health Education .	3
HED 202 Drug Use in American Society ....	3
HED 220 Human Sexuality .....	3
HED 230 Consumer Health Survey .....	3
HED 235 Nutrition for Health.....	3
HED 302 Health Counseling.....	3
EDS 201 Adolescent Learning and Development.....	3
EDU 202 Urban Schools in a Diverse American Society .....	4
XXX xxx Program Elective <sup>4</sup> .....	5
<b>Total Curriculum Credits.....</b>	<b>30</b>
<b>Total Program Credits.....</b>	<b>60</b>

#### FOOTNOTES

- 1 Consult with an advisor on which courses to take to satisfy these areas.
- 2 These areas can be satisfied by taking a STEM variant.
- 3 No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Core requirements.
- 4 Choose a minimum of 5 credits from: HED 201, HED 210, HED 211, HED 240, HED 250, HED 260, EDU 201, ECE 201.

# Degree Programs

SCIENCE • SCIENCE FOR FORENSICS • SCIENCE FOR HEALTH • SECONDARY EDUCATION IN SOCIAL STUDIES

## Science (SCI)

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

### Required Common Core

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

### Flexible Core<sup>3</sup>

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

### Curriculum Requirements

XXX xxx Modern Foreign Language <sup>5</sup> .....	3
XXX xxx General Elective <sup>6</sup> .....	3
<i>(Choose one sequence from the following introductory science sequences)</i>	
BIO 210 Biology I .....	4
AND	
BIO 220 Biology II .....	4
OR	
CHE 201 College Chemistry I.....	4
AND	
CHE 202 College Chemistry II .....	4
OR	
PHY 210 Physics I.....	4
AND	
PHY 220 Physics II .....	4
<i>Choose 16 credits from the following:</i>	
BIO 210 Biology I .....	4
AND	
BIO 220 Biology II .....	4
CHE 201 College Chemistry I.....	4
AND	
CHE 202 College Chemistry II .....	4
PHY 210 Physics I.....	4
AND	
PHY 220 Physics II .....	4
BIO 230 Principles of Microbiology.....	4
BIO 240 Genetics .....	4
BIO 260 Cell Biology.....	4
BIO 270 Plant Biology.....	4
CHE 120 Fundamentals of Organic Chemistry	4
CHE 205 Quantitative Analysis.....	4
CHE 230 Organic Chemistry I .....	5
AND	
CHE 240 Organic Chemistry II .....	5
ENV 250 Environmental Science.....	4
MAT 301 Analytic Geometry and Calculus I ....	4
AND	
MAT 302 Analytic Geometry and Calculus II .....	4
PHY 240 Modern Physics .....	3
SCI 120 Computer Methods in Science .....	4
SCI 140 Introduction to Microprocessors ...	4
SCI 430 Scientific Instrumentation .....	4
Total Curriculum Credits.....	30
Total Program Credits.....	60

### FOOTNOTES

<sup>1</sup> Students are required to take MAT 206.

<sup>2</sup> Students are required to take BIO 210, CHE 201, PHY 210 or PHY 215.

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

<sup>4</sup> Students are required to take BIO 220, CHE 202, PHY 220 or PHY 225.

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

<sup>6</sup> These credits can be satisfied by taking STEM variants in the Common Core.

## Science for Forensics (FSC)

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

### Required Common Core

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

### Flexible Core<sup>3</sup>

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

### Curriculum Requirements

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

### FOOTNOTES

<sup>1</sup> Students are required to take MAT 206 or MAT 301. Students who are strong in math can take the MAT 206 test and if they pass it, they can go directly into MAT 301.

<sup>2</sup> Students are required to take CHE 220.

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

<sup>4</sup> Students are required to take CHE 240 and CHE 205.

<sup>5</sup> These electives can be granted by taking STEM variants in the Common Core.

## Science for Health (SHP)

The Department of Science offers an A.S. degree in Science for Health to prepare students to transfer to bachelor degree programs leading to

careers in practitioner professions, i.e. dieticians, nutritionists, and exercise practitioners.

### Required Common Core

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

### Flexible Core<sup>3</sup>

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

### Curriculum Requirements

CHE 122 Fundamentals of General, Organic, and Biological Chemistry II.....	4
XXX xxx General Electives <sup>5</sup> .....	15
<i>Choose 11 credits from the following:</i>	
BIO 420 Microbiology.....	4
CHE 125 Fundamentals of Biochemistry .....	4
SCI 150 Nutrition .....	3
OR	
HED 235 Nutrition for Health.....	3
PHY 110 General Physics .....	4
SCI 151 The Science of Food .....	3
SCI 510 Pathophysiology.....	3
SCI 530 Pharmacology.....	3
Total Curriculum Credits.....	30
Total Program Credits.....	60

### FOOTNOTES

<sup>1</sup> Some of these credits can be satisfied by taking STEM variants in the Common Core. Students are advised to take MAT 104 or the MAT 150 course.

<sup>2</sup> Students are required to take CHE 121.

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

<sup>4</sup> Students are required to take BIO 425 and BIO 426.

<sup>5</sup> These credits can be satisfied by taking STEM variants in the Common Core.

## Secondary Education in Social Studies (SES)

The Associate in Arts (A.A.) degree in Secondary Education in Social Studies, offered by the Teacher Education Department, offers students the first step on the path toward New York State teacher certification in social studies in 7<sup>th</sup>–12<sup>th</sup> grades. Students are exposed to a broad liberal arts and humanities curriculum which will provide them with the necessary academic foundation in adolescent growth and development, upon which to build their future educational endeavors. In addition, graduates of the program will be able to articulate the challenges facing educators and schools in the United States and propose meaningful solutions to those challenges. Students completing this program can transfer seamlessly into the B.A. degree in History/ Adolescent Social Studies Education at Hunter College/CUNY without the loss of credits.

### Required Common Core

English Composition .....	6
Mathematical and Quantitative Reasoning <sup>1, 2</sup> ..	3
Life and Physical Sciences.....	3

# Degree Programs

SMALL BUSINESS/ ENTREPRENEURSHIP • SOCIOLOGY • SPANISH TRANSLATION FOR THE HEALTH, LEGAL, AND BUSINESS PROFESSIONS

Total Required Common Core.....	12
<b>Flexible Common Core</b>	
Creative Expression .....	6
Individual and Society.....	3
Scientific World.....	3
U.S. Experience in Its Diversity .....	3
World Culture and Global Issues .....	3
Total Flexible Core .....	18
Total Common Core.....	30
<b>Curriculum Requirements</b>	
PSY 100 General Psychology.....	3
EDS 201 Adolescent Learning and Development .....	3
EDU 202 Urban Schools in Diverse American Society .....	4
XXX xxx Modern Foreign Language <sup>3</sup> .....	3
GEO 100 Introduction to Human Geography.....	3
GEO 241 Population Geography .....	3
HIS 120 Early American History: Colonial Period–Civil War.....	3
HIS 125 Modern American History: Civil War–Present.....	3
XXX xxx Social Science Elective <sup>1</sup> .....	3
XXX xxx General Elective <sup>2</sup> .....	2
Total Curriculum Credits.....	30
Total Program Credits.....	60

## FOOTNOTES

<sup>1</sup> Choose one course from HIS 111, HIS 114, HIS 115, HIS 116, HIS 121, HIS 122, HIS 123, HIS 126, HIS 127, HIS 128, HIS 129, HIS 130, HIS 131, HIS 225 or HIS 226.

<sup>2</sup> These credits may be satisfied by taking a STEM variant in the Common Core.

<sup>3</sup> Students are required to take two semesters of the same Modern Foreign Language to graduate. One semester can be satisfied by taking a Modern Foreign Language in the World Cultures and Global Issues category in the Common Core. Please note: ITL 170 does not satisfy the Modern Foreign Language requirement.

## Small Business/ Entrepreneurship (SBE)

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

### Distance Learning Small Business Entrepreneurship Degree

BMCC also offers an Associate in Applied Science (A.A.S.) degree in Small Business Entrepreneurship in a distance learning format. Under State Education guidelines, students may earn a degree through distance learning if at least 50% of the curriculum is earned through successful completion of online courses in the degree. Students may complete 50 to 80% of the Small Business Entrepreneurship degree by successfully passing appropriate BMCC online courses.

### Required Common Core

<i>English Composition</i>	
ENG 101 English Composition .....	3
ENG 201 Introduction to Literature.....	3
<i>Mathematical and Quantitative Reasoning</i>	
MAT 150 Introduction to Statistics .....	4

<i>Life and Physical Sciences</i>	
AST 110 General Astronomy.....	4
OR	
PHY 110 General Physics.....	4
Total Required Common Core.....	14
<b>Flexible Core</b>	
<i>Creative Expression</i>	
SPE 100 Fundamentals of Public Speaking <sup>1</sup> .....	3
Total Flexible Core .....	3
Total Common Core.....	17
<b>Curriculum Requirements</b>	
BUS 104 Introduction to Business.....	3
BUS 110 Business Law .....	3
BUS 150 Business Communication .....	3
BUS 210 Business Methods.....	3
ACC 122 Accounting Principles I .....	3
CED 365 Small Business/Entrepreneurship I ....	2
CIS 100 Introduction to Computer Applications .....	3
ECO 201 Macroeconomics.....	3
OR	
ECO 202 Microeconomics.....	3
FNB 100 Introduction to Finance .....	3
MAR 100 Introduction to Marketing .....	3
MAR 320 Retail Organization, Operation and Buying.....	3
SBE 100 Product and Service Creation.....	3
SBE 201 International Business.....	3
SBE 400 Small Business Management .....	3
XXX xxx General Elective .....	2
Total Curriculum Credits.....	43
Total Program Credits.....	60

## FOOTNOTES

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

## Sociology (SOC)

The Social Sciences, Human Services and Criminal Justice department offers a program in Sociology leading to an associate in arts degree. This program offers a comprehensive general education preparation, as well as a solid foundation for continuing on to a four-year institution to pursue a bachelor's degree in sociology.

Sociology is the scientific study of society. It is a social science that studies social interactions and social structures, as well as stability and change in social life. It considers how social relationships influence individual behavior, and how societies (the sum total of those relationships) develop and change over time. Sociology covers everything from the analysis of brief, wordless contacts between strangers on a train to the rise of social movements and of global, socio-technological processes.

Applied sociology uses the “sociological imagination” to analyze and address problems in human behavior and society; such efforts include urban planning and community organizing.

### Required Common Core

English Composition .....	6
Mathematical and Quantitative Reasoning .....	3
Life and Physical Sciences.....	3
Total Required Common Core.....	12
<b>Flexible Core<sup>1</sup></b>	
Creative Expression .....	6

Individual and Society.....	3
Scientific World.....	3
U.S. Experience in Its Diversity .....	3
World Cultures and Global Issues.....	3
Total Flexible Common Core .....	18
Total Common Core.....	30
<b>Curriculum Requirements</b>	
SOC 100 Introduction to Sociology.....	3
SOC 350 Sociology Capstone.....	4
SOC XXX Sociology Electives <sup>2</sup> .....	9
SOC XXX Social Science Electives <sup>3</sup> .....	6
XXX xxx Liberal Art Electives.....	8
Total Curriculum Requirements.....	30
Total Program Requirements.....	60

## FOOTNOTES

<sup>1</sup> No more than two courses in any discipline or interdisciplinary field can be used to satisfy Flexible Common Core requirements.

<sup>2</sup> Choose at least 2 courses from SOC xxx (except SOC 100) and no more than one course from: AFL 125, AFL 161, AFN 128, AFN 129, AFN 154, AFN256, LAT 150 or LAT 152. Please note, at least one course must be 200-level.

<sup>3</sup> Choose 2 social science courses from the following disciplines: anthropology, economics, geography, history, human services, philosophy, political science or psychology.

## Spanish Translation for the Health, Legal, and Business Professions (STR)

The Department of Modern Languages offers a 15-credit non-degree certificate in Spanish Translation for the Health, Legal and Business Professions. The certificate program will provide students with the necessary skills to become translators in positions requiring linguistic background in health, legal, and business concepts and terminology. Responding to the need for more translators in the Business, Health, and Legal fields, this program prepares students for an in-demand and fast-growing profession. This certificate program is also offered in an online format.

### Curriculum Requirements

TRS 231 Introduction to Translation and Interpretation Theory .....	3
TRS 232 Introduction to Translation and Interpretation for the Professions....	3
TRS 245 Capstone Translation and Interpretation.....	3
<i>Choose 2 courses from the following:</i>	
TRS 233 Spanish Translation and Interpretation for Healthcare.....	3
TRS 234 Spanish Legal Translation and Interpretation .....	3
TRS 236 Spanish Translation and Interpretation for Business and Finance .....	3
Total Curriculum Credits.....	15

## Theatre (THE)

The Theatre Program at BMCC offers a competitive edge to students who are considering a career in the entertainment field as well as for students who want to continue their education toward a baccalaureate degree at a 4-year college. BMCC offers the



# Degree Programs

THEATRE • VIDEO ARTS AND TECHNOLOGY • WRITING AND LITERATURE

only performance-based theatre major at a community college in New York. Students study acting, technical theatre, and theatre history. Students produce a play, taking it from page through final production. In addition, they have an opportunity to intern with the Tribeca Performing Arts Center and other New York theaters. BMCC Theatre students graduate with an Associate in Science degree (A.S.) and a solid foundation in the liberal arts and sciences, and with real life experience in the theatre.

## Required Common Core

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

## Flexible Core<sup>3</sup>

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

## Curriculum Requirements

THE 100 Introduction to Theatre .....	3
THE 110 Acting I .....	3
THE 115 Voice and Movement for the Actor .....	1
THE 121 Elements of Production .....	3
THE 140 Stage Management .....	3
OR	
THE 141 Theatre Management .....	3
THE 220 Page-to-Stage .....	3
THE 300 History of Theatre .....	3

### Choose 2 courses (2 credits) from:

THE 125 Scenic Practicum .....	1
THE 126 Costume Practicum .....	1
THE 127 Performance Practicum <sup>4</sup> .....	1
THE 128 Special Topics Practicum <sup>4</sup> .....	1

### Choose 1 course (3 credits) from:

ENG 315 Playwriting .....	3
OR	
ENG 373 Introduction to Shakespeare .....	3
OR	
THE 305 Women in American Theatre .....	3
OR	
THE 324 Latin American Theatre .....	3

### Choose 6 credits from:

SPE 103 Voice and Diction .....	3
THE 125 Scenic Practicum .....	1
THE 126 Costume Practicum .....	1
THE 127 Performance Practicum <sup>4</sup> .....	1
THE 128 Special Topics Practicum <sup>4</sup> .....	1
THE 140 Stage Management .....	3
THE 141 Theatre Management .....	3
THE 210 Acting II .....	3
THE 258 Theatre Externship .....	3
THE 280 Acting for the Camera .....	3
THE 310 Advanced Theatre Workshop .....	3
THE 328 Solo Performance .....	3

Total Curriculum Credits .....	30
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Total Program Credits .....	60
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## FOOTNOTES

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

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

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

4 THE 127 and THE 128 can be taken more than once for credit.

## Urban Studies (URB)

The Social Sciences, Human Services and Criminal Justice Department offers a major in Urban Studies which will lead to an Associate in Arts degree. Urban Studies is an interdisciplinary field that introduces students to a variety of topics and issues in urban community development. The program draws on a variety of study areas, including sociology, economics, political science, and anthropology, to analyze our global economy and culture.

## Required Common Core

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

## Flexible Core<sup>3</sup>

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

## Curriculum Requirements

SOC 100 Introduction to Sociology .....	3
URB 100 Introduction to Urban Studies .....	3
URB 300 Urban Studies Special Topics .....	3
XXX xxx Urban Studies Electives <sup>3</sup> .....	6
XXX xxx Social Science Electives <sup>4</sup> .....	9
XXX xxx General Electives <sup>1-5</sup> .....	6
Total Curriculum Credits .....	30

Total Program Credits .....	60
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## FOOTNOTES

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

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

3 Choose two (2) courses from CRJ 101, CRJ 102, CRJ 204, ECO 111/AFI 111, EDU 202, GEO 241, HUM 101, HUM 411, POL 110, POL 111, POL 220, SOC 110, SOC 111, SOC 152/LAT 152, SOC 154/AFN 154, SOC 161/AFN161, SOC 200, or SOC 240.

4 Choose three (3) courses from the following disciplines: anthropology, geography, criminal justice, economics, history, human services, philosophy, political sciences, psychology and sociology.

5 TStudents are encouraged to select from ENG 3xx, HED xxx or modern languages courses.

## Video Arts and Technology (VAT)

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

Upon successful completion of the requirements listed below, students earn an Associate in

Science (A.S.) degree. Most VAT courses are restricted to students enrolled in the program.

## Required Common Core

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

## Flexible Core<sup>2</sup>

Creative Expression .....	6
Individual and Society .....	3
Scientific World <sup>3</sup> .....	3

U.S. Experience in Its Diversity .....	3
World Culture and Global Issues .....	3

Total Flexible Core .....	18
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Total Common Core .....	30
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## Curriculum Requirements

MES 152 Introduction to Contemporary Media .....	3
VAT 100 Introduction to Video Technology .....	3
XXX xxx General Elective <sup>4</sup> .....	4

### Production Courses: Choose 4 courses from:

VAT 161 TV Studio Production I .....	3
VAT 165 Sound for Performance/ Digital Media I .....	3
VAT 171 Remote Production/ Video Editing I .....	3
VAT 261 TV Studio Production II .....	3
VAT 265 Sound for Performance/ Digital Media II .....	3
VAT 271 Remote Production/ Video Editing II .....	3

### Program Elective<sup>5</sup>

Experiential Learning: Choose 1 course from:  
MEA 201 or MEA 371:

MEA 201 Professional Development and Career Planning in Media Arts and Technology .....	2
MEA 371 Media Arts and Technology Internship .....	2

### Advised Electives<sup>6</sup>

Total Curriculum Requirements .....	30
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Total Program Requirements .....	60
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**Note:** This program has received a waiver to specify particular courses students must take in some areas of the Common Core. If students take different courses in these areas, they will be certified as having completed the Common Core areas, but it may not be possible for them to finish their degree program within the regular number of credits.

Please note, these requirements are effective the 2022-2023 catalog year. Please check your DegreeWorks account for your specific degree requirements as of when you began at BMCC will determine your program requirements..

## FOOTNOTES

1 Students are required to take PHY110, or PHY400.

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

3 Students are required to take MMP 100.

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

5 Choose 1 course from any VAT 300-level or higher, OR ANI 301, OR MES 251. MES 251 cannot count as both Program and Advised Elective.

6 Choose 1 course from MMA 100, MMP 270, BUS 200, HED 250, MUS 123/225, THE 110, ANI 401, COM 245, MEA 211, MEA 300 or MES 251. MES 251 cannot count as both Program and Advised Elective.

## Writing and Literature (ENG)

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

### Required Common Core

English Composition .....	6
Introduction to Literature .....	3
Life and Physical Sciences <sup>1</sup> .....	3
<b>Total Required Common Core.....</b>	<b>12</b>

### Flexible Core<sup>2</sup>

Creative Expression .....	6
Individual and Society.....	3
Scientific World <sup>1</sup> .....	3
U.S. Experience in Its Diversity .....	3
World Culture and Global Issues .....	3
<b>Total Flexible Core .....</b>	<b>18</b>
<b>Total Common Core.....</b>	<b>30</b>

### Curriculum Requirements

ENG 250 Introduction to Literary Studies .....	3
XXX xxx English Electives <sup>3</sup> .....	6
XXX xxx Modern Language Requirement <sup>4</sup> .....	3–6
XXX xxx General Elective .....	0–3

### Writing and Literature: General Concentration

Choose 1 course from 3 of the following 4 categories:

#### Writing

ENG 300 Fundamentals of Journalism .....	3
ENG 303 Journalism: News Writing .....	3
ENG 304 Journalism: Feature Writing .....	3
ENG 311 Creative Writing Workshop .....	3
ENG 314 Advanced Composition .....	3
ENG 315 Playwriting .....	3
ENG 335 Autobiography .....	3

#### American Literature

AFN 321 African-American Writing 18 <sup>th</sup> Century–1940 .....	3
AFN 322 Contemporary Black Writers.....	3
ENG 338 Latino/a Literature in the U.S. ....	3
ENG 339 Asian American Literature .....	3
ENG 358 Contemporary Urban Writers.....	3
ENG 360 Italian American Literature .....	3
ENG 381 American Literature from the Colonial Era to the Civil War.....	3
ENG 382 American Literature from the Reconstruction Era to Present.....	3
ENG 383 The American Novel.....	3
ENG 384 Modern American Theatre .....	3
ENG 393 Jewish Literature .....	3
AFN 335 History of Black Theatre.....	3

#### British Literature

ENG 371 British Literature from the Medieval Era to the Eighteenth Century .....	3
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ENG 372 British Literature from the Romantic Era through the Twentieth Century .....	3
ENG 373 Introduction to Shakespeare .....	3
<i>Transnational or Multi-ethnic Literature</i>	
AFN 338 Black Literature of the Caribbean ..	3
ENG 320 Environmental Literature and Film.....	3
ENG 329 Native American/Indigenous Literatures .....	3
ENG 336 Postcolonial Literature.....	3
ENG 340 Middle Eastern Literature .....	3
ENG 391 World Literature from Antiquity to the Early Modern Era.....	3
ENG 392 World Literature from Early Modern Era to Present.....	3
ENG 394 Modern European Novel .....	3
Cultural Studies <sup>5</sup> .....	3–4
Language, Performance & Design Connections <sup>6</sup> .....	3
<i>Writing and Literature:</i>	
<i>Journalism Concentration</i>	
ENG 300 Fundamentals of Journalism .....	3
ENG 303 Journalism: News Writing .....	3
ENG 304 Journalism: Feature Writing .....	3
ENG 314 Advanced Composition .....	3
ENG 335 Autobiography .....	3
<b>Total Curriculum Credits.....</b>	<b>30</b>
<b>Total Program Credits.....</b>	<b>60</b>

### FOOTNOTES

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

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

3 Choose two 300-level English courses.

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

5 Choose from: ART 103, ART 113, ART 220, ART 250, ART 801, ART 802, ENG 321, MUS 103, MUS 106, MUS 108, MUS 110, MUS 220, MUS 230, MUS 881, SPE 245 or Social Science course.

6 Choose from: BUS 150, ECE 102, LIN 100, MMA 100, MMP 100, SPE 103, SPE 210, SPE 220, SPE 240, THE 100, THE 121, VAT 153, Studio Art or Studio Music.

Note: Please note, these requirements are effective the 2022–2023 catalog year. Please check your DegreeWorks account for your specific degree requirements as when you began at BMCC will determine your program requirements.

# Course Descriptions





# Course Descriptions

ACADEMIC LITERACY AND LINGUISTICS

## Academic Literacy and Linguistics

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

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

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

*Chairperson:* Kenneth Levinson

*Deputy Chairpersons:* John Beaumont, Heather Finn, Rosario Torres

*Professors:* Sharon Avni, John Beaumont, Juliet Emanuel, Christine Jacknick, Lanny Lester, Kenneth Levinson, Maureen Matarese, Oksana Vorobel, Cynthia Wiseman

*Associate Professors:* Mabel Asante, Shoba Bandi-Rao, Jennifer Delfino, Heather Finn, Timothy Leonard, Gabriella Morvay, Tajpertab Rajkumar, Eldar Sarajlic, Nicholas Smith, Rosario Torres, Terry (Tuvi) Voorhees, Yong Wei

*Assistant Professors:* Megan Dunphy Gregoire, Brian Kelley, William Koch, Tudor Protopopescu, Elizabeth Robb, Danesh Singh

*Lecturers:* Laszlo Arvai, Ewa Barnes, Katherine Figueroa, Mark Hoffman, Katherine Johnson, Matthew Marcus, Shane McConnell, James Michel, Leigh Somerville, Ann (Judith) Yancey

College Laboratory Technicians: Joshua Belknap, Joseph Johnson

*Adjunct Faculty:* There are approximately 20 adjuncts in the Department

### ACADEMIC and CRITICAL LITERACIES

**Disciplinary Reading in the Humanities** ACL 110  
3 crs. 3 hrs.

Students will learn discipline-specific strategies for reading effectively and critically in humanities fields such as philosophy and history. Students will apply strategies used by experts in these fields to interact with authentic texts in these disciplines. Specifically, students will focus on vocabulary, grammatical and rhetorical nuances, as well as authorial awareness, when interpreting texts in these fields. Strategies learned in this course will ultimately help students learn to read, write, and think like experts in the humanities.

**Reading for Justice and Law** ACL 120  
3 crs. 3 hrs.

This course will familiarize students with critical concepts that shape the U.S. legal system, and its administration of justice, with a concentration on reading to understand the relationship between law and justice and its impact on our daily lives. As such, students will learn about the systems and institutions that shape the legal framework of the United States through the reading of various texts, including, but not limited to, case studies, memoirs, scholarly articles, and investigative reports. Readings and discussions will center around the foundational elements of the U.S. legal system, such as the Constitution and the criminal justice system which students will critically analyze through varied legal and philosophical lenses. Topics may include theories of justice and law, with a focus on the penal system, trial by jury, the death penalty, and practical applications of legal vocabulary. Critical reading skills and comprehension of the lexicon of law and basic legal concepts will be prioritized throughout the course.

**Literacy in American Society: Context & Practices Corequisite for Reading Proficiency** ACL 150.5  
3 crs. 6 hrs.

This course combines Literacy in American Society: Contexts & Practices (ACR 150) with Academic and Critical Reading. Literacy in American Society asks students to investigate the varieties of literacy behaviors in American society as sociocultural phenomena. Students will be exposed to the research of major scholars in the interdisciplinary field of literacy research (e.g., New Literacy Studies) as a means of considering the role literacy and literacy behavior plays, both historically and in a contemporary context, in a diverse American society. Students will analyze the various definitions of literacy and track the development of multiple literacies in American society, specifically studying the transmission of literacy as a cultural value, particularly in oppressed communities. The course will provide the students with the opportunity to analyze and reflect on their personal relationship with literacy and opportunities for upward mobility in a stratified United States. Students will receive an earned grade in ACR 150.5 that is equivalent to a grade earned in ACR 150.

This is an accelerated course that combines credit-bearing and developmental content. Passing ACR 150.5 meets the reading

proficiency milestone requirement; students who pass ACR 150.5 are exempt from further developmental reading courses. ACR 150.5 may not be taken by students who have passed ACR 150 or ACR 95 or are exempt from Reading.

**The Literacy & Language Practices of Activism & Social Change** ACL 175  
3 crs. 3 hrs.

Reflecting on activist texts and language events as part of the literacy traditions of democracy, students will examine, through critical literacy perspectives, how activism and activist practice are situated as literacy practices. Students will learn about the links between literacy and activism. Through frameworks like discourse and rhetorical analysis, students will critically analyze how identity and agency/empowerment are enacted in a broad range of activist texts and language events from across the globe. Specifically, students will analyze the varied ways that diverse activists with different perspectives employ a tradition of discursive and rhetorical strategies to create their movements in conversation with historic and contemporary texts/language events of social change.

**Literacy, Development, and Social Justice** ACL 195  
3 crs. 3 hrs.

In this course, students will examine how, in both "developed" and "developing" contexts, local, national, and global policies and institutions affect an individual's socialization into and acquisition of literacy (e.g., in educational and social contexts). Specifically, students will examine how socialization into and acquisition of literacy relate to the civic participation and socioeconomic opportunities of members of marginalized and minority communities (e.g., communities organized around gender, class, colonial status, race/ethnicity/tribal affiliation, sexuality, and/or religious sect). Students will analyze, through intersectional and postcolonial lenses, how cultural conventions (e.g., norms, prejudices, hierarchies, and traditions) influence and are influenced by local, national, and global policies related to literacy practices and education (particularly as they relate to gender). Further, students will examine how, in an increasingly globalized and neocolonial world, conceptions of and access to literacies can affect a) the maintenance of cultural values and practices and b) an individual's rights, agency, and mobility (particularly as these phenomena relate to gender). Emphasis will be on how literacy acquisition, civic participation, social justice, and socioeconomic opportunities relate to how gendered individuals are valued, perceived, and defined in various cultural contexts.

**Literacy Practices: Birth through Adolescence** ACL 200  
3 crs. 3 hrs.

This course is designed to help students understand a) how diverse children and adolescents learn, acquire, and utilize literacy skills and engage in literacy practices in varied contexts and b) how to support children's literacy and development through culturally relevant practices. Students will analyze

# Course Descriptions

## ACADEMIC LITERACY AND LINGUISTICS

how cultural values affect beliefs about what it means to be literate in childhood and adolescence, and students will examine the relationship between cultural values, literacy practices, families, and communities. Students will practice meaningful strategies that will help them understand how to integrate literacy into family and community-based settings.

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

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

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

## ACADEMIC and CRITICAL READING

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

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

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

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

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

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

### Literacy in American Society: Context & Practices **ACR 150** 3 crs. 3 hrs.

Literacy in American Society asks students to investigate the varieties of literacy behaviors in American society as sociocultural phenomena. Students will be exposed to the research of major scholars in the interdisciplinary field of literacy research (e.g., New Literacy Studies) as a means of considering the role literacy and literacy behavior plays, both historically and in a contemporary context, in a diverse American society. Students will analyze the various definitions of literacy and track the development of multiple literacies in American society, specifically studying the transmission of literacy as a cultural value, particularly in

oppressed communities. The course will provide the students with the opportunity to analyze and reflect on their personal relationship with literacy and opportunities for upward mobility in a stratified United States.

## CRITICAL THINKING

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

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

### Critical Thinking for Reading and Writing **CRT 100.5** 3 crs. 6 hrs.

This course combines Critical Thinking (CRT 100) with Academic and Critical Reading and Writing. Critical Thinking is designed to develop the mind and help sharpen students' ability to think clearly, logically, thoroughly, critically, and effectively. Through substantive readings, structured writing assignments and ongoing discussions, students will learn to use analytical skills in reading, writing, oral presentations, researching, and listening. Students will examine concrete examples from their own experience and readings and contemporary issues in the media to learn how to analyze issues, solve problems, and make informed decisions their academic, professional, and personal lives. While studying Critical Thinking, students will also study advanced level reading and writing to master and apply a full range of college-level reading and writing skills, including critical comprehension, flexible rates of reading, essay organization, paragraph development, sentence structure, vocabulary and word choice, content, and study strategies. Students will receive an earned grade in CRT 100.5 which is equivalent to a grade earned in CRT 100.

This is an accelerated course that combines credit-bearing and developmental content. Passing CRT 100.5 meets the reading and writing proficiency milestone requirements; students who pass CRT 100.5 are exempt from further developmental reading and writing courses. CRT 100.5 may not be taken by students who have passed CRT 100 or ACR 95 or are exempt from Reading and Writing.

### Critical Thinking for ESL 95 (same as CRT 100) **CRT 100.6** 3 crs. 6 hrs.

This course combines CRT 100 and ESL 95. As a CRT 100 course, this class is designed to develop the mind and help sharpen students' ability to think clearly, logically, thoroughly, critically, and effectively. Through substantive readings, structured writing assignments and ongoing discussions, students will learn to use analytical skills in reading, writing, oral

presentations, researching, and listening. Students will examine concrete examples from their own experience and readings and contemporary issues in the media to learn how to analyze issues, solve problems, and make informed decisions in their academic, professional, and personal lives. As an ESL 95 course, this is an intensive writing class for ESL students, which focuses on basic components of effective writing, including essay organization, paragraph development, sentence structure, word choice, and content. Students read and respond to a variety of texts and use argumentation, narrative, and description as modes of developing ideas in writing. To pass this course and continue on to English 101, students must receive a passing score on the CUNY Assessment Test in Writing (CATW). CRT 100.6 may not be taken by students who have passed CRT 100 or ESL 95 or are exempt from Writing.

### Critical Thinking and Social Justice **CRT 120** 3 crs. 3 hrs.

In this course, students will build and apply critical thinking skills, including making and evaluating arguments, to questions of social inequalities, especially those related to race, class, gender, and sexual orientation. Using a variety of historical, literary and theoretical texts, students will look at ways that existing power structures benefit some groups and limit or oppress others. Students will be asked to reflect on their own experiences and attitudes and consider what they can do to build a more just and equal society.

### Critical Thinking and Scientific Inquiry **CRT 150** 3 crs. 3 hrs.

This course develops students' abilities to reason well about scientific claims, scientific research, and the nature, value, and limits of scientific inquiry. To reason well about scientific claims, students understand and apply central scientific concepts, such as *experiment, explanation, cause, effect, correlation, random sampling, testability, prediction, verification, and falsification*. In addition, students evaluate instances of reasoning with such concepts by evaluating arguments for and against scientific claims and assessing the significance of possible outcomes of experiments. To reason well about the nature, value, and limits of scientific inquiry, students are introduced to central issues in the philosophy of science, such as the demarcation between science and pseudo-science, the reliability of scientific research, and the (un) reasonableness of beliefs about claims, such as moral and other normative claims, that fall outside the scope of sciences.

### Critical Thinking: Inquiry through Queer Theories **CRT 196** 3 crs. 3 hrs.

This course engages students in critical inquiry through the lenses of queer theories (e.g., theories related to the LGBTQI + spectra). Emphasizing how queer theories help thinkers across disciplines engage in observing, viewing/positioning, examining, analyzing, and constructing queer subjects, this course asks students to examine how, within and

# Course Descriptions

ACADEMIC LITERACY AND LINGUISTICS

between disciplines, a) thinkers' perceptions and investigations are influenced by ideologies related to queerness and b) thinkers employ queer theories to create diverse ways of seeing/thinking, constructing/creating about the body, gender, sex/sexuality/sexual identities. Particular attention will be paid to how queer subjects have been pathologized and marginalized and how ideologies about queer populations affect reception of creative, scholarly, and professional works.

## **Critical Thinking: Introduction to Semiotics** 3 crs. 3 hrs.

**CRT 200**

This course introduces students to the field of semiotics, or the study of signs. Students will be exposed to an array of topics, such as the relationship between signs and meaning, the creations and functions of structures, the performative nature of signs, the fictions and imaginings of language, the cultural reproduction of signs of oppression and privilege, and the development of linguistic and non-linguistic code (e.g., emoji). Students will examine key scholarship in the fields of semiotics (e.g., Saussure, Pierce, Barthes, Eco, as well as more contemporary scholars) and understand historic, contemporary, and emerging debates in the field. Special emphasis is on teaching students to employ semiotics as a lens to analyze an array of signs, codes, and related phenomena employed in their social worlds and/or communities of practice.

*Prerequisite: ENG 100.5 or ENG 101 or department approval*

## **Community Building and Education in Theory and Action** 3 crs. 3 hrs.

**CRT 210**

This course is a study of the special relationship between community building and education, with emphasis on the ways that community organizations, like churches, youth groups, and libraries, can integrate learning as a tool for empowering individuals of all ages within their local communities.

Grounded in understanding the relationship between prospective social justice, community organizations, and education, students will explore theoretical underpinnings of learning of diverse populations and question their beliefs about the dyad of knowledgeable other and the learner. More specifically, students will investigate how formal and informal schemes are constructed so as to guide learning in community-based organizations.

*Prerequisite: Any 100-level course from Academic Literacy and Linguistics or any 100-level social science course*

## **Critical Thinking through Virtue Theory** 3 crs. 3 hrs.

**CRT 220**

A primary concern of critical thinking is making good or warranted decisions about what to believe or do in a given context. In both moral philosophy and the theory of knowledge, virtue theorists argue that virtues such as benevolence, justice, and open-mindedness enable people to reliably make good decisions about both practical and theoretical matters. This course surveys contemporary philosophical literature on the nature and value of both moral and intellectual virtue. Additionally, a number of particular intellectual virtues, such as curiosity, appropriate trust, or intellectual humility, are examined in detail.

*Prerequisite: ENG 101 and [any CRT or PHI 100-level course]*

## **Critical Thinking and Media Literacy** 3 crs. 3 hrs.

**CRT 245**

Critical Thinking and Media Literacy is designed to help students become truth-seekers in the world of new media. Students develop a critical understanding of the nature of diverse media discourses—including aims to inform, entertain, and persuade—and evaluate their contents for veracity. This course exposes the students to two sets of basic concepts: First, epistemic concepts such as truth, falsity, knowledge, and belief; and second, media concepts, including both traditional (e.g., news, commentary, reporting)

and contemporary ones (e.g., social networks, new media, fake news, click-bait). In addition, it provides them with analytical methods to interpret different kinds of media contents, as well as to write critical medial analysis.

## **Critical Data Literacy** 3 crs. 3 hrs.

**CRT 250**

Critical Data Literacy is a course designed to help students acquire higher-level inductive reasoning skills. Students will develop understanding of various ways to model practical problems using statistical and probabilistic reasoning. The course will focus on foundational methods of critical reasoning under uncertainty and will aim at helping students understand the philosophical and conceptual background of the effort to draw appropriate conclusions on the basis of partial information. It will explore the relationship between truth and data, helping students understand the philosophical underpinnings of concepts such as probability, certainty, conjecture, inference, and data-based reasoning. The course will also explore the main challenges of inductive thinking and help students recognize fallacies in data interpretation.

*Prerequisite: Any 100-level CRT or PHI course*

## **Critical Thinking Approaches to Religion** 3 crs. 3 hrs.

**CRT 295**

"Religion" might be defined as a way of life organized around shared experiences, beliefs, and social practices that relate to a "higher" or "ultimate power." A critical approach to religion should explore what might be valuable as well as questionable in a number of real-life examples, at least some of which intersect with students' own experience. Topics include the relation of faith to reason (both philosophical and scientific), miracles (signs, visitations, trances, visions, effective prayer), religious diversity, the relation of religion to ethics, and the social and political function of religion. Students will explore scholarly answers to these questions, and this course aims to lead students in thinking, speaking, and writing about questions on religion, in an effort to come to a greater understanding of what religion means to them and what it means to the world in which they live.

*Prerequisite: ENG and [any 100-level CRT or PHI course]*

## **Being Bodied: The Discourses and Rhetorics of (Dis)ability, Illness, Violence, Trauma, & Healing** 3 crs. 3 hrs.

**CRT 300**

This course serves as an introduction to the discourses and rhetorics of (dis)ability (e.g., physical and/or mental), illness, violence, and trauma, as informed by the fields of (dis)ability and violence studies and crip theory. Students will interrogate how individuals construct, through language, notions of the body, particularly the (dis)abled, ill, and/or violated body. Further, students will investigate language related to the ways that individuals experience and/or internalize traumas related to the body. Specifically, students will critically analyze the discursive relationships between institutional power and identification, empowerment, and agency.





# Course Descriptions

## ACADEMIC LITERACY AND LINGUISTICS

Studying a broad range of texts and speech events, particular emphasis will be placed on the ways that individuals employ literacy and linguistic practices and events for purposes of healing.

*Prerequisite: ENG 101 or departmental approval*

### **Critical Thinking through Legal Reasoning CRT 310** 3 crs. 3 hrs.

This course asks how lawyers, judges, and legislators think and reason differently from the general public, and uses the study of legal analysis to develop the mind and sharpen students' ability to think clearly, logically, thoroughly, critically, and effectively. This course is designed to teach skills useful in analyzing the reasoning structures found in judicial decisions, and in applying those structures to the construction of new arguments. The topics we will consider focus on both deductive and inductive reasoning skills, and questions of textual interpretation. The deductive skills studied will include: the application of general principles to specific cases as found in the application of constitutional standards to specific laws, especially including the application of rights to legal questions, and the application of laws to particular cases. The inductive skills studied will include: evaluating proof based on the standards of evidence found at various levels of the legal system and the justification behind this plurality of standards; reasoning from specific cases to general principles; reasoning from analogy in the application of previous rulings to novel cases; the analysis of precedent, in general, as a unique inductive method. Finally, we will consider different processes of textual interpretation including debates between originalism, textualism, intentionalism, and pragmatism as demonstrated in the interpretation of foundational legal texts.

*Prerequisite: ENG 201 and [any 100-level CRT or PHI course]*

### **Conceptualizing Violence CRT 350** 3 crs. 3 hrs.

This course critically measures and evaluates the concept of violence. It examines how historical and mainstream definitions of violence establish what acts are perceived as violence and which are not, which acts are recognized by the law and which are not, and who is perceived as victim or perpetrator. It explores the contributions from various disciplines to understandings of violence.

*Prerequisite: ENG 201 and [any 100-level CRT or PHI course]*

## **ENGLISH AS A SECOND LANGUAGE**

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

This course is designed to support the improvement of writing skills of ESL 54 students. It is obligatory for one semester for all incoming ESL students whose placement shows a need for instruction at this level.

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

This course is designed to improve the reading, writing, listening, and speaking skills of beginning and low-intermediate level students. It is obligatory for one semester for

all incoming ESL students whose placement shows a need for instruction at this level.

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

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

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

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

### **English as a Second Language Reading and Writing ESL 94RW** 0 crs. 9 hrs.

ESL 94RW is an integrated skills course that emphasizes academic writing and critical reading. In writing, students focus on introducing, developing, supporting, and organizing their ideas in descriptive, narrative, and expository formats. In reading, students develop comprehension through the practice of literal, inferential and critical reading skills, vocabulary development, flexible reading rates, and study skills. Through coursework which integrates these essential academic capacities, students will be prepared for advanced coursework.

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

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

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

ESL 96 is an intensive integrated skills course that emphasizes academic writing and critical reading for ESL students. It focuses on basic components of effective writing and reading, including essay organization, paragraph development, sentence structure, word choice, and content. Students demonstrate comprehension of texts of varying lengths and genres by reading and responding to a variety of texts and using argumentation, narrative, and description as modes of developing ideas in writing. Students demonstrate critical reading skills related to analysis, synthesis, and evaluation. This course is designed to help students master and apply a full range of college-level reading and writing skills in English.

## **LINGUISTICS**

### **Language and Culture (same as ANT 115) LIN 100** 3 crs. 3 hrs.

This course will introduce students to linguistics, the study of language, and language in multicultural urban settings, including topics such as children's language acquisition, bilingual

families and bilingual education, language and gender, different varieties of English and contemporary language use. The readings will draw on works in linguistics, literature, sociology, anthropology, and related topics. Students will improve critical reading and thinking skills and produce reflective and expository writing based on the readings in connection with their own experiences and backgrounds.

### **Language and Culture: ACR LIN 100.5** 3 crs. 6 hrs.

This course combines LIN 100 and ACR 95. As a LIN 100 class, this course will introduce students to the study of language in multicultural urban settings. The course will introduce related topics, such as bilingual/bidialectal families and bilingual education, language and gender, literacy in a changing, technological society, child language acquisition, and different dialects and registers of English. The readings will draw on works in linguistics, literature and related fields. Students will work on critical reading and produce writing based on the readings in connection with their own experiences and backgrounds. As an ACR 95 course, this advanced level reading class is designed to help students master and apply a full range of college-level reading, and related skills, including critical comprehension, vocabulary, writing, flexible rates of reading, and study strategies. A variety of college-level materials is used.

Students who passed this course have passed the equivalent of LIN 100/ANT 115 and have exempted from ACR.

### **Language and Culture for ESL 95 LIN 100.6** 3 crs. 6 hrs.

This course combines Language and Culture (LIN 100) and Intensive Writing (ESL 95). This course will introduce the student to the study of Language and Culture. The course will introduce related topics, such as bilingual/bidialectal families and bilingual education, language and gender, literacy in a changing, technological society, child language acquisition, and different dialects and registers of English. The readings will draw on works in linguistics, literature and related fields. Students will work on critical reading and produce writing based on the readings in connections with their own experiences and backgrounds. Students will receive an earned grade in LIN 100.6 that is equivalent to a grade earned in LIN 100. This is an accelerated course that combines credit-bearing and developmental content. Passing LIN100.6 meets the writing proficiency milestone requirement; students who pass LIN 100.6 are exempt from further ESL courses. LIN 100.6 may not be taken by students who have passed LIN 100 or ESL 95 or are exempt from ESL courses.

### **Introduction to Linguistics LIN 101** 3 crs. 3 hrs.

This course will introduce students to linguistics, the scientific study of language. Students will apply methods of scientific inquiry (including the scientific method) to linguistic systems (phonological, morphological, syntactic, semantic, and pragmatic) and language phenomena and events. Specifically, students will engage in observation of

# Course Descriptions

## ACADEMIC LITERACY AND LINGUISTICS

linguistic phenomena, collection of data, generation and testing of hypotheses, analysis of and interpretations of data, application and evaluation of theory, in order to form conclusions about linguistic phenomena.

### **Introduction to Linguistics: ESL 95 LIN 101.6** 3 crs. 6 hrs.

This course combines Introduction to Linguistics (LIN 101) and Intensive Writing (ESL 95). This course will introduce students to linguistics, the scientific study of language. Students will apply methods of scientific inquiry (including the scientific method) to linguistic systems (phonological, morphological, syntactic, semantic, and pragmatic) and language phenomena and events. Specifically, students will engage in observation of linguistic phenomena, collection of data, generation and testing of hypotheses, analysis of and interpretations of data, application and evaluation of theory, in order to form conclusions about linguistic phenomena. Students will receive an earned grade in LIN 101.6 that is equivalent to a grade earned in LIN 101.

This is an accelerated course that combines credit-bearing and developmental content. Passing LIN 101.6 meets the writing proficiency milestone requirement; students who pass LIN 101.6 are exempt from further ESL courses. LIN 101.6 may not be taken by students who have passed LIN 101 or ESL 95 or are exempt from ESL courses.

### **The Structure of English LIN 110** 3 crs. 3 hrs.

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

### **Language and Religion LIN 125** 3 crs. 3 hrs.

This 3-credit, 100-level course offers a broad introduction to the complex relationship between language and religion. The course will focus on the intersection of language use and religious beliefs and practice as a lens for better understanding interaction in social context and analyzing the nature of human behavior in society. This course benefits from its interdisciplinary roots in linguistics, sociology, anthropology, education, and religious studies. This course seeks to turn language use and religion, two areas in which students often have a lot of personal experience, into objects of scholarly inquiry. In addition to introducing students to a set of theoretical perspectives through discussion of a wide range of texts and videos, this course will also incorporate discovery-based research projects that promote high-impact and reflective learning, as students learn about the practical, symbolic, and affective power of language in religious communities and practices in New York City.

### **Sounds of English LIN 130** 3 crs. 3 hrs.

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

### **World/Global Englishes LIN 140** 3 crs. 3 hrs.

The survey course will introduce students to varieties of English around the world. (e.g., African and Caribbean varieties of English, English based Pidgins and Creoles). Students will be introduced to theories of language variation, examine forces that contribute to variation (e.g., colonization, language contact, and globalization), and describe the impact of English on other languages. Attitudes toward different varieties of English will be explored, with students analyzing how we perceive varieties of English and how these perceptions affect linguistic identities and ideologies.

### **World/Global Englishes Reading Corequisite LIN 140.4** 3 crs. 6 hrs.

This course combines World/Global Englishes (LIN 140) with Academic and Critical Reading. The survey course will introduce students to varieties of English around the world (e.g., African and Caribbean varieties of English, English based Pidgins and Creoles). Students will be introduced to theories of language variation, examine forces that contribute to variation (e.g., colonization, language contact, and globalization), and describe the impact of English on other languages. Attitudes toward different varieties of English will be explored, with students analyzing how we perceive varieties of English and how these perceptions affect linguistic identities and ideologies. Students will receive an earned grade in LIN 140.4 that is equivalent to a grade earned in LIN 140.

This is an accelerated course that combines credit-bearing and developmental content. Passing LIN 140.4 is equivalent to passing ACR 94, and students will be eligible to register for ACR 95 or an ACR 95 co-requisite course. LIN 140.4 may not be taken by students who have passed LIN 140 or ACR 94 or ACR 95 or are exempt from Reading.

### **Language, Race, and Ethnicity in the US and Its Territories LIN 150** 3 crs. 3 hrs.

This course explores historical, cultural, and theoretical perspectives on the relationship between language, race, and ethnicity in the United States and its territories. It examines how language is understood to reflect, reproduce, and/or challenge and defy racial and ethnic boundaries, and how ideas about race and ethnicity influence the ways in which people

use and construe language. It covers topics such as racialization and racism, ethnicization, notions of authenticity, repertoire, codeswitching and style shifting, linguistic mocking and linguistic racism, language ideology, and identity formation. This course will examine language varieties such as Black American English and its cross-racial uses by other groups, Chicano English and Spanglish, Hawaiian English, and American Indian English.

### **Language, Race, and Ethnicity in the US and Its Territories Corequisite for Reading Proficiency LIN 150.5** 3 crs. 6 hrs.

This course combines Language, Race, and Ethnicity in the US and its Territories (LIN 150) and Academic & Critical Reading. As a LIN 150 course, students in this class will explore historical, cultural, and theoretical perspectives on the between language, race, and ethnicity in the United States and its territories. This course examines how language is understood to reflect, reproduce, and/or challenge and defy racial and ethnic boundaries, and how ideas about race and ethnicity influence the ways in which people use and construe language. It covers topics such as racialization and racism, ethnicization, notions of authenticity, repertoire, codeswitching and style shifting, linguistic mocking and linguistic racism, language ideology, and identity formation. This course will examine language varieties such as Black American English and its cross-racial uses by other groups, Chicano English and Spanglish, Asian American English, Hawaiian English, and American Indian English. As an ACR 95 course, this advanced level reading class is designed to help students master and apply a full range of college-level reading, and related skills, including critical comprehension, vocabulary, writing, flexible rates of reading, and study strategies. A variety of college-level materials are used.

This is an accelerated course that combines credit-bearing and developmental content. Students will receive an earned grade in LIN 150.5 which is equivalent to a grade earned in LIN 150. Passing LIN 150.5 meets the reading proficiency milestone requirement; students who pass LIN 150.5 are exempt from further developmental reading courses. LIN 150.5 may not be taken by students who have passed LIN 150 or ACR 95 or are exempt from Reading.

### **Language Acquisition LIN 200** 3 crs. 3 hrs.

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

*Prerequisite: Any 100-level LIN or departmental approval*

### **Language in the Helping Professions LIN 201** 3 crs. 3 hrs.

This course will explore how the discourse used in therapeutic and social welfare contexts reveals identities, attitudes, value/belief systems, and

# Course Descriptions

## ACADEMIC LITERACY AND LINGUISTICS

emotional states. We will investigate what we can learn about the therapist/social worker-client/patient relationship from the discourse each party uses, and what we can discover about the individuals involved through the language used. We will examine how people use verbal and non-verbal language to convey emotional stances and to make moral judgments, and students will examine how the language we use changes depending on who we are speaking to and what the context is (e.g. therapy, casework, child protection, etc.). Real-world data are presented in class in order for students to apply their learning of each topic to everyday practice, and the class culminates in a discourse-based process recording project, preparing students for the kind of real-world tasks required in the field. While students will focus on using discourse analysis in order to better understand social work practice and therapeutic talk, the subject matter of the course will be of interest, and use, to anyone interested in a detailed knowledge of how language, both verbal and non-verbal, is used to convey emotional stances and to make moral judgments.

*Prerequisite: Any 100-level ENG, LIN or PSY course*

### **Foundations of Bilingualism** **LIN 210** 3 crs. 3 hrs.

This introductory course provides an overview of the psychological, social, and political aspects of bilingualism. Topics covered include definitions of bilingualism, language development in bilingual children, the linguistic behaviors of bilingual speakers, language loss and maintenance, and socio-political issues pertaining to bilingual language policy and planning.

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

### **Language Teaching Practices** 3 crs. 3 hrs.

This course will provide students with an understanding of the theoretical foundations and principles of language instruction and language learning. Special emphasis will be on studying pedagogical approaches to TESOL that address the learning needs of diverse language learners in multiple settings (e.g. one-on-one or small group tutoring vs. classroom). Topics will include relationships between and identities of practitioners and learners (e.g. racial, ethnic, linguistic, typical and atypical), research-based methodologies, teaching for productive and receptive language skills, and the relationship between curriculum planning, assessment, and feedback.

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

### **Language and Power** 3 crs. 3 hrs.

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

### **LIN 220**

with relevant critical social and linguistic theories relating to power.

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

### **Forensic Linguistics** **LIN 250** 3 crs. 3 hrs.

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

*Prerequisite: ENG 201*

### **Language, Gender and Sexuality** **LIN 300** 3 crs. 3 hrs.

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

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





## ACCOUNTING

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

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

3 crs. 4 hrs.

3 crs. 4 hrs.

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

Accounting I  
3 crs. 4 hrs.

This continuation of Accounting I progresses from elementary to more advanced accounting concepts and conventions, including the use of accounting data in managerial decision making. Among topics covered are voucher system, partnership accounting, payroll preparation and taxes, and accounting for corporations. Study is made of accounting involved in the interpretation of financial statements, budgetary control, statement of cash flows, and management reports and analyses.

*Prerequisite: ACC 122*

3 crs. 4 hrs.

This course provides accounting students with the opportunity to solve accounting problems

## ACC 122

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

3 crs. 4 hrs.

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

3 crs. 4 hrs.

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

*Prerequisite: ACC 222 and ACC 241*

**3 crs. 4 hrs.**

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

*Prerequisite:* ACC 222

## 3 crs. 4 hrs.

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

# Course Descriptions

## ACCOUNTING

### **Cost Accounting I** 3 crs. 4 hrs.

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

*Prerequisite: ACC 122*

### **Government and Not-for-Profit Accounting** 3 crs. 4 hrs.

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

*Prerequisite: ACC 222*

### **ACC 350**

### **Forensic Accounting and Fraud Analysis** 3 crs. 4 hrs.

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

*Prerequisite: ACC 222*

### **ACC 370**

paid-in capital, and retained earnings. Attention is given to pronouncements issued by the Financial Accounting Standards Board and other standard-setting bodies.

*Prerequisite: ACC 330*

### **Cost Accounting II** 3 crs. 4 hrs.

### **ACC 451**

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

*Prerequisite: ACC 350*

### **ACC 430**

### **Intermediate Accounting II** 3 crs. 4 hrs.

The course is a continuation of Intermediate Accounting I. A detailed study is made of the accounting for long term debt, investments in stocks and bonds, leases, pensions, accounting for income taxes, and inflation accounting. Other topical coverage includes EPS, revenue recognition, preparation of the income statement, and the statement of cash flows. The stockholders' equity section of the balance sheet is examined, with particular reference to the accounting for capital stock, additional



## Allied Health Sciences

Room N-799B, Telephone: (212) 220-8335  
hlt@bmcc.cuny.edu

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

*Chairperson:* Everett Flannery

*Deputy Chairperson:* Lynda Carlson

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

*Assistant Professors:* Cheryl Christopher, Meghan Williams

*Senior College Laboratory Technician:* Juana Rodriguez

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

### PARAMEDIC PROGRAM

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

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

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

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

*Prerequisite:* New York State Certification as an Emergency Medical Technician  
*Corequisites:* EMC 102, EMC 301

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

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

*Corequisites:* EMC 101, EMC 301

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

This course provides students with the knowledge of appropriate assessment of the cardiac patient, the knowledge and skill to read normal electrocardiograms, recognize cardiac arrhythmias on same, operate and interpret electrocardiograms. It also provides students with the skills to use a defibrillator, and to perform defibrillation and synchronized cardioversion. Students are also provided with knowledge of local, general, and systemic effects of specific drugs, as well as the absorption rates via intravenous, subcutaneous, oral, transtracheal, and intramuscular routes of administration. Students are provided with the knowledge of the effects of alpha and beta receptors in the heart, lungs, and arteries, as well as beta blockers. Students are also provided with the knowledge of dose, dilution, action, indications and use, precautions, incompatibility, contraindications, side effects, antidotes of specific drugs, and skills of administering drugs.

*Prerequisites:* EMC 101, EMC 102  
*Corequisites:* EMC 202, EMC 302

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

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

*Prerequisites:* EMC 101, EMC 102  
*Corequisites:* EMC 201, EMC 302

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

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

*Corequisites:* EMC 101, EMC 102

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

In this second EMC/Paramedical clinical rotation course students continue their work in the hospital emergency room. In addition, clinical rotations are provided for experiences on the paramedical (advance life support) ambulance, in the operating room, and in the New York City Medical Examiner's Office.

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

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

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

*Prerequisites:* EMC 201, EMC 202, EMC 302



# Course Descriptions

## ALLIED HEALTH SCIENCES

### HEALTH INFORMATION TECHNOLOGY

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

This is the first part of a two-semester course that includes a development of medical terminology in a logical sequence. Medical terms are used in a limited number of body systems. Special attention is given to presenting medical terms in their proper context as related to: anatomy and physiology, pathology, clinical procedures, laboratory tests, and abbreviations. Students are introduced to the current official ICD-CM Coding Guidelines and given a brief history of reimbursement for health care services.  
*Corequisites:* HIT 106, HIT 107, HIT 108, CHE 118/121, BIO 425

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

This is the first of two courses that focuses on the diagnosis and treatment of body systems. Students will learn the cause, risk factors, treatment, and prevention of diseases of the body. Students are required to review medical charts and identify diseases and procedures relevant for billing purposes according to the current official ICD-CM coding guidelines.  
*Corequisites:* HIT 103, HIT 107, HIT 108

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

This course prepares the student to identify an incomplete medical record. The various hospital departments (e.g. finance, risk management, quality assurance) and regulating agencies (e.g. JCAHO), as they relate to the medical record will be covered. Students will also be exposed to alternate sites for medical charts (e.g. prison).  
*Prerequisites:* HIT 103, HIT 104, HIT 105, BIO 425, CHE 118/125  
*Corequisites:* HIT 203, HIT 204, HIT 206, BIO 426

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

This course begins with an overview of the Health Information Management (HIM) profession. Topics include contents of different types of medical records, required standards for chart documentation, divisions within the HIM department, and chart flow throughout the department. It also covers the development and use of primary and secondary indexes and registries, numbering and filing systems, and methodologies utilized for the retention, retrieval, and destruction of medical documents. Utilizing the internet, students will learn to access health-related databases and evaluate the different vendors offering filing systems and storage, including microfilm and computer hardware/software. Utilizing materials in the classroom, students will create patient charts.  
*Corequisites:* HIT 103, HIT 106, HIT 107

#### Medical Terminology HIT 110 3 crs. 6 hrs.

This course introduces students to medical terms and abbreviations associated with each body system and applicable diseases as well as associated diagnostic and therapeutic tests. Students are also introduced to the anatomy and physiology for each body system and pharmacology options for treatment of diseases including name and category of medication and

method of delivery. The correlation between medical terms, diagnosis and treatment of diseases, and medical coding is also covered.  
*Corequisites:* HIT 111, HIT 112, BIO 425, and MAT 150

#### Medical Terminology HIT 111 3 crs. 4 hrs.

This course introduces students to the variety of functions and credentials associated with the health information management (HIM) profession. Students are also introduced to the legal requirements regarding documentation based on type of facility, health information technologies specific to the profession, and organizations that provide data that influences health care services.  
*Corequisites:* HIT 110, HIT 112, BIO 425, and MAT 150

#### Principles of Health Care Reimbursement HIT 112 3 crs. 3 hrs.

This course will expose students to the different types of health insurance, payment systems based on type of services provided (e.g., long term, ambulatory, acute, outpatient, rehab, home health, and skilled nursing), components of the billing process, and the monitoring and controlling functions of the revenue cycle. Students will also be introduced to the strategies to improve the delivery and payment of healthcare services (e.g., value-based, pay-for-performance).  
*Corequisites:* HIT 110, HIT 112, BIO 425, and MAT 150

#### Medical Terminology II HIT 203 3 crs. 3 hrs.

This course is a continuation of HIT 103 and advanced study of medical terms. Basic fundamentals of word analysis are applied in a continued study of medical terms by body systems. Medical terminology is applied in case reports, X-ray reports, operative and diagnostic lists, and drug descriptions.  
*Prerequisites:* HIT 103, HIT 106, HIT 107, HIT 108, BIO 425, CHE 118/125  
*Corequisites:* HIT 204, HIT 207, HIT 208, BIO 426

#### Health Statistics HIT 204 2 crs. 3 hrs.

This course provides an in-depth coverage of statistical computations relevant to hospital inpatient and outpatient services (e.g. budget). Common statistical collection and display methodologies used for administrative decisions are covered. Utilizing data from a variety of sources (e.g. death registry), students will perform computations (e.g. average daily census) using Excel.  
*Prerequisites:* HIT 103, HIT 106, HIT 108, BIO 425, CHE 118/125  
*Corequisites:* HIT 203, HIT 207, HIT 208, BIO 426

#### Pathology and Pharmacology HIT 206 3 crs. 4 hrs.

Students will learn the cause, risk factors, treatment, and prevention of diseases of the body. Students are required to complete an assignment that requires them to review medical charts and identify diseases and procedures relevant for billing purposes according to the current official ICD-CM coding guidelines.  
*Prerequisites:* HIT 110, HIT 111 and HIT 112  
*Corequisites:* HIT 209, HIT 215, CIS 100 and BIO 426

#### Coding and Classifications Systems I HIT 207 2 crs. 3 hrs.

This course covers the historical development and current medical coding systems for diagnoses, procedures, and reimbursement systems. Students will gain entry-level competency in the use of the current ICD-CM coding system by coding inpatient charts and assigning a diagnostic related group (DRG), utilizing an internet based coding program. Students will also complete coding exercises within and outside of the classroom covering specific diseases (e.g., AIDS, Neoplasms) to learn applicable coding guidelines.  
*Prerequisites:* HIT 103, HIT 106, HIT 107, HIT 108  
*Corequisites:* HIT 203, HIT 204, HIT 208

#### Pathology of Diseases II HIT 208 3 crs. 4 hrs.

This is a continuation of HIT 106, Pathology of Diseases I, that focuses on the diagnosis and treatment of body systems. Students will learn the cause, risk factors, treatment, and prevention of diseases of the body. Students are required to review medical charts and identify diseases and procedures relevant for billing purposes according to the current official ICD-CM coding guidelines.  
*Prerequisites:* HIT 103, HIT 106, HIT 107, HIT 108  
*Corequisites:* HIT 203, HIT 204, HIT 207

#### ICD-CM PCS Coding HIT 209 4 crs. 6 hrs.

Students will learn to apply the diagnostic and procedural coding guidelines for the current ICD-CM/PCS coding systems. Students will review inpatient charts and assign the appropriate codes for diagnoses and procedures, enter the codes into an Encoder, and assign a diagnostic related group (DRG). Students will also complete coding exercises covering specific diseases (e.g., AIDS, Neoplasms) and procedures to learn applicable coding guidelines.  
*Prerequisites:* HIT 110, HIT 111, and HIT 112  
*Corequisites:* HIT 206, HIT 215, CIS 100, and BIO 426

#### Professional Practice Experience I HIT 210 3 crs. 32 hrs.

This is a supervised learning experience in affiliated clinical sites that enables the student to acquire competence in health information management procedures directly related to the course content of all previous HIT courses. Students are required to complete three projects assigned from the clinical site. Each student completes a coding software program that contains six learning modules. Students are also introduced to the "Encoder" software program, pharmacology, and reimbursement systems (e.g., prospective payment).  
*Prerequisites:* HIT 206, HIT 209, HIT 215, CIS 100, and BIO 426

#### HIM Medical/Legal Applications HIT 215 3 crs. 3 hrs.

This course covers all federal and state laws (e.g., HIPAA) that are applicable to the HIM profession. It will also cover the legal principles applicable to malpractice, New York State statutes, different types and completeness of consent forms requirements, legally acceptable release of confidential medical information including special situations (e.g., mental, drug dependence or AIDS diagnoses), and legal terms utilized within the profession.  
*Prerequisites:* HIT 110, HIT 111, and HIT 112  
*Corequisites:* HIT 206, HIT 209, CIS 100, and BIO 426

# Course Descriptions

## ALLIED HEALTH SCIENCES

### Performance Improvement and Data Analysis

3 crs. 4 hrs.

**HIT 332**

This course covers the use of review methodologies required by third party reimbursement agencies to insure that patients receive appropriate medical care. The principles of form design and quality control procedures will be examined. Students will design and create a quality evaluation form, then complete an evaluation of the quality and completeness of inpatient charts and submit a written report with graphs to illustrate and support their findings. An assessment exam of previous HIT courses is given the first week of classes as per accreditation requirements.

*Prerequisites:* HIT 203, HIT 204, HIT 207, HIT 208  
*Corequisites:* HIT 334 and CIS 207

### Coding and Classifications Systems II

**HIT 333**

2 crs. 3 hrs.

This course is a continuation of HIT 207, Coding and Classifications Systems I, and covers the historical development and current medical coding systems for diagnoses, procedures, and reimbursement systems. Students will gain entry-level competency in the use of the current ICD-CM coding system by coding inpatient charts and assigning a diagnostic related group (DRG), utilizing an internet based coding program. Students will also complete coding exercises within and outside of the classroom covering the coding of procedures, diagnostic, and therapeutic options applicable to all body systems.

*Prerequisites:* HIT 203, HIT 204, HIT 205, HIT 207, HIT 208, HIT 210, BIO 426  
*Corequisites:* HIT 331, HIT 332, CIS 106

### CPT/HCPCS Coding

4 crs. 6 hrs.

**HIT 334**

This course is a continuation of HIT 209 in further learning the current ICD-CM and Current Procedural Terminology (CPT) coding system. Students are required to code ambulatory and inpatient charts utilizing a software to assign a Diagnostic Related Group. Students will be introduced to other coding systems and clinical terminologies (HCPCS, SNOMED) and perform in class activities of each coding system.

*Prerequisites:* HIT 210  
*Corequisites:* HIT 332 and CIS 207

### Coding and Classifications Systems III

2 crs. 3 hrs.

**HIT 421**

This course is a continuation of HIT 330 in further learning the current ICD-CM coding system and Current Procedural Terminology (CPT) coding system. Students are required to code ambulatory and inpatient charts utilizing the Encoder software to assign a Diagnostic Related Group. Students will be introduced to other coding systems (HCPCS, ICD-CM) and perform in class activities of each coding system. An assessment exam of previous HIT courses is given the first week of classes as per accreditation requirements.

*Prerequisites:* HIT 331, HIT 332, HIT 333, CIS 106  
*Corequisites:* HIT 422, HIT 423, HIT 430, CIS 206

### Health Care Delivery Systems

1 cr. 1 hr.

**HIT 422**

This course covers facility and Health Information Management (HIM) department requirements to function legally and properly.

Topics include the organization and function of a cancer registry, responsibilities of medical staff committees, the requirements of health care accrediting agencies as related to the HIM department, and additional agencies that impact the department (e.g., Office of Inspector General), and health insurance.

*Prerequisites:* HIT 330, HIT 331, HIT 332, CIS 106  
*Corequisites:* HIT 421, HIT 423, HIT 430, CIS 206

### Management in the HIM Department

3 crs. 4 hrs.

**HIT 423**

This course covers the theories and techniques of management in the HIM profession. Students demonstrate their knowledge and understanding through laboratory exercises and a group project that focuses on a fictional hospital and HIM department that will be presented to the class. An assessment exam of previous HIT courses is given the first week of classes as per accreditation requirements.

*Prerequisites:* HIT 332, HIT 334, and CIS 207  
*Corequisites:* HIT 430

### Professional Practice Experience II

4 crs. 12 lab hrs.

**HIT 430**

This is a supervised learning experience in affiliated clinical sites that enables the student to perform health information management (HIM) functions related to all previous HIT courses. The focus of this practice experience is on management and coding functions. Students are required to complete three projects assigned from the practice site.

*Prerequisites:* HIT 331, HIT 332, HIT 333, CIS 106  
*Corequisites:* HIT 421, HIT 422, HIT 423, CIS 206

## RESPIRATORY THERAPY

### Fundamentals of Respiratory Therapy

4 crs. 2 hrs. 6 lab hrs.

**RTT 100**

Students are given the knowledge, skills, and attitudes basic to all patient care, with special emphasis on the basic science principles applicable to medical gases, pressure breathing devices, gas exchange, artificial ventilation, and respiration. This course also involves the study and operation of basic respiratory therapy equipment such as cannulae, masks and tents, nebulizers, flowmeters and regulators, oxygen analyzers, and oxygen supply systems.

*Prerequisite:* Matriculation in the RTT Program  
*Corequisites:* RTT 101, MAT 109

### Introduction to Respiratory Therapy Equipment

1 cr. 2 lab hrs.

**RTT 101**

This laboratory course gives the student the opportunity for hands-on learning of equipment found in Respiratory Therapy departments of affiliated hospitals. The student observes, operates, disassembles and reassembles equipment until fully competent at setting up, operating, and trouble shooting. Students become familiar with equipment used in respiratory care prior to use in direct patient contact.

*Corequisites:* RTT 100, MAT 109

### Respiratory Therapy I

4 crs. 4 hrs.

**RTT 201**

This continuation of applied science principles is fundamental to Respiratory Therapy. Special emphasis is placed on the theory of airway management, respiratory diseases, introductory pharmacology, ventilators used in IPPB

therapy, acid-base chemistry, and a knowledge of emergency care.

*Prerequisites:* RTT 100, RTT 101, CHE 118  
*Corequisites:* RTT 202, BIO 426

### Respiratory Therapy Clinical Practicum I

3 crs. 9 lab hrs.

**RTT 202**

This is a supervised clinical experience in Respiratory Therapy hospital affiliations. Students work with patients utilizing equipment such as oxygen catheters and cannulae, masks, tents, nebulizers, flowmeters and regulators, oxygen analyzers, and oxygen supply systems.

*Prerequisites:* RTT 100, RTT 101, CHE 118  
*Corequisites:* RTT 201, BIO 426

### Respiratory Therapy Summer Clinical Practicum

6 crs. 40 lab hrs.

**RTT 210**

This course is a 10-week, 40-hour-per-week practicum required of students registered in the Respiratory Therapy curriculum. The Respiratory Therapy Summer Clinical Practicum is a continuation of the clinical training and experience introduced during the second semester of the program (RTT 201 and RTT 202). The schedule is structured to rotate groups in the class through various participating clinical facilities where students will have patient bedside instruction and practice in oxygen therapy, aerosol treatment and ventilation, and bedside intensive care for adults and pediatric patients.

*Prerequisites:* RTT 201, RTT 202

### Respiratory Therapy II

3 crs. 4 hrs.

**RTT 301**

Skills in patient care are further developed and emphasis is placed on continuous ventilation and acid-base chemistry. The physiology of the cardio pulmonary system, the ethical and legal implications, and responsibilities relating to Respiratory Therapy services are discussed.

*Prerequisites:* RTT 210, BIO 426  
*Corequisites:* RTT 302, RTT 310, RTT 320

### Respiratory Therapy Clinical Practicum II

4 crs. 16 lab hrs.

**RTT 302**

This is a continuation of the supervised hospital Respiratory Therapy clinical experiences dealing with complex patient equipment such as ventilators, resuscitators, respirators, use of blood-gas analyzers, and aerosol apparatus.

*Prerequisites:* RTT 210, BIO 426  
*Corequisites:* RTT 301, RTT 310, RTT 320

### Cardio-Respiratory Physiology

2 crs. 2 hrs.

**RTT 310**

This course exceeds the scope of Anatomy and Physiology I and II, and stresses physiological properties of the heart, blood vessels and lungs, particularly as they are interrelated and as they contribute to preserving the integrity of the human nervous system. The material is taught in a clinically-oriented manner to reinforce those aspects of cardio pulmonary physiology most relevant to the care of patients.

*Prerequisites:* RTT 202, BIO 426 or departmental approval  
*Corequisites:* RTT 301, RTT 302, RTT 320

# Course Descriptions

ALLIED HEALTH SCIENCES



## **Pulmonary Function Testing**

2 crs. 1 hr. 2 lab hrs.

This course introduces students to the most common tests of pulmonary function in adults and children. Students will be required to perform these tests and interpret their significance.

*Prerequisites:* RTT 202, BIO 426, MAT 109 departmental approval  
*Corequisites:* RTT 301, RTT 302, RTT 310

## **Respiratory Therapy III**

3 crs. 3 hrs.

This course provides students with a knowledge of the various methods of sterilization, diseases and problems resulting in respiratory failure, cardio pulmonary function testing and diagnosis, pediatric respiratory care, percussive therapy and postural drainage, and administrative responsibilities of the therapist. Preparation is included for the Credentialing Examinations.

*Prerequisites:* RTT 301, RTT 302, RTT 310, RTT 320  
*Corequisites:* RTT 403, RTT 410

**RTT 320**

## **Respiratory Therapy Clinical Practicum III**

4 crs. 16 lab hrs.

This last course of supervised hospital Respiratory Therapy clinical experience continues emphasis on administration of respiratory therapy care to patients with additional work in hospital departmental operation, including patient record-keeping, reporting, and charting. Interdisciplinary team relationships are also stressed.

*Prerequisites:* RTT 301, RTT 302, RTT 310, RTT 320  
*Corequisites:* RTT 401, RTT 410

**RTT 403**

## **Fundamentals of Clinical Medicine**

2 crs. 2 hrs.

This course is an assimilation of the basic and clinical sciences from several areas of medicine, to help students develop a deeper understanding of the patho-physiological consequences of such diseases as asthma, atelectasis, pneumonia, pulmonary embolism, infant respiratory distress syndrome, and others. Independent study and student participation in teaching are encouraged.

*Prerequisites:* RTT 301, RTT 302, RTT 310, RTT 320  
*Corequisites:* RTT 401, RTT 403 or departmental approval

**RTT 410**



# Course Descriptions

## BUSINESS MANAGEMENT

### Business Management

Room F-730, Telephone: (212) 220-8205  
bec@bmcc.cuny.edu

The Business Management Department administers the Business Administration program, the Business Management program, and the Small Business/Entrepreneurship Program.

*Chairperson:* Mahatapa Palit

*Deputy Chairpersons:* Francisca Campos, Ronald Clare

*Professors:* Katherine Conway, Percy Lambert

*Associate Professors:* Nikolaos Adamou, Seungmo (Jeff) Hong, Orlando Justo, Shamira Malekar, Mary Padula, Mahatapa Palit, Ioannis Tournas, Michelle Wang

*Assistant Professors:* Francisca Campos, Hung (David) Chu, Ronald Clare, Shawn Grant, Peter Hoontis, Sahana Sen, Roderick Snipes

*Instructors:* Christian De Rojas Prats, Peter Mayer, Robert Ricci

*Lecturers:* Kenneth Anderson, Guadalupe Campos, Joel Evans, Andrea Garraway

*Senior College Laboratory Technicians:* William Guttenplan, Iona Samuels

*College Laboratory Technician:* Jocelyn Samuel

*Adjunct Faculty:* There are approximately forty adjuncts in the department.

### BUSINESS

#### Introduction to Business

**BUS 104**

3 crs. 4 hrs.

This course surveys business and industry in the United States with global growth strategy. Emphasis is placed on building Communication and Quantitative skills, including Excel spreadsheets, and an Ethical Foundation. The course introduces students to concepts in Management, Organizational Structure, Human Resources, Marketing, International Business, Finance, Computer Information Systems, Accounting, and Economics, and encourages students to explore career paths. Required of all Business majors.

#### Business Law

**BUS 110**

3 crs. 3 hrs.

This course surveys briefly the American legal system and the basic law of contracts. Reference is made to typical business transactions and, by a study of pertinent cases, how the various principles of contract law apply to them.

#### Business Law for Digital Media

**BUS 110.5**

3 crs. 3 hrs.

This course surveys the American legal system and the basic law of contracts as it relates to business in the 21<sup>st</sup> century. Reference is made to typical business transactions both traditional and electronic, and by a study of pertinent cases, how the various principles of contract law apply to them. Additionally, this course examines at how courts, legislatures, and regulators confront the major legal issues that the Internet poses. Major topics include: how legally-enforceable contracts are made online; how courts determine jurisdiction over online transactions; intellectual property rules as they relate to digital assets such as music, video, and online texts; control over Internet domain names; liability of intermediaries such as Internet Service Providers and search engines; and online privacy protections.

#### Personal Finance

**BUS 121**

3 crs. 3 hrs.

Discusses the problems involved in efficient handling of personal finance and consumption expenditure, including consumer protection, taxation, insurance, home financing, and methods of borrowing and investing money. Topics covered will include: goal setting; budgeting; banking and basic financial transactions; building, maintaining and repairing credit; credit report and scores; home/auto ownership; current regulations and practices governing consumer financial transactions, potential risks faced by individuals and families, banking services and products, insurance and investment, and planning for retirement.

#### Business Communication

**BUS 150**

3 crs. 3 hrs.

This course focuses on communication skills expected of college graduates entering into business fields. Students who successfully complete this course will be able to produce professional, clear, concise, evidence-driven, persuasive writing, spoken communication, and

visual/graphic communication. The course will emphasize the importance of being purpose-oriented and audience-aware. Examples of work to be done include writing e-mails, drafting business memos, internal and external business communications, listening skills and interpersonal communication.

*Prerequisites:* ENG 101, ENG 201 and BUS 104

#### Business Organization and Management

**BUS 200**

3 crs. 3 hrs.

This course covers the total structure and character of modern business from initial organization through grouping of essential functions into operating departments. Management and the decision-making process, financing, operations, and marketing considerations are studied, with actual cases used to illustrate problems in small and big businesses.

#### International Business (same as SBE 201)

**BUS 201**

3 crs. 3 hrs.

The world environment of business enterprise is surveyed broadly in this course. Emphasis is placed on foreign trade and investment problems, patterns and opportunities. The performance of business functions in an international context and basic terminology of international business are examined.

*Prerequisite:* BUS 104 and ECO 201

#### Business Methods

**BUS 210**

3 crs. 3 hrs.

A survey of the fundamental quantitative concepts and tools used in the field of business is presented in this course. Topics in the course include annuities, present value, compound interest, markup and markdown, graphing, equations, inventory, depreciation, breakeven cost, revenue, elasticity, inequalities, and certain aspects of linear-programming.

*Prerequisite:* MAT 150, MAT 200 or MAT 206 (for Business students only)

#### Managerial Decision Making

**BUS 220**

3 crs. 3 hrs.

This course is designed to develop the student's ability to make decisions as a manager. Cases are used to present the student with a variety of management problems. Students participate in oral and written case analysis which requires identification of the problem, proposal of alternative solutions to it, and the choice of one solution based on criteria of profitability and productivity. Students also participate in a management simulation game.

*Prerequisite:* BUS 210

#### Operations Management

**BUS 225**

3 crs. 3 hrs.

This course has been designed to prepare the students for further work in decision-making either on the job or in other institutions. The course will make use of computer programs in the construction and solutions of problems such as: production and inventory models; cost volume profit analysis; queuing theory and markov process; and resource allocation, scheduling, and simulation.

# Course Descriptions

## BUSINESS MANAGEMENT

### Human Resources Management 3 crs. 3 hrs.

This course is a survey treatment of human resources management attempting to acquaint students with the various aspects of Human Resources Management. It introduces the student to the realm of the Human Resources Manager.

### Social Entrepreneurship in Emerging Economics 3 crs. 3 hrs.

This is a study abroad course in which students will understand the unique nature, challenges, resources, and opportunities that affect social ventures in developing economies. Students will earn first-hand the very different environmental conditions under which people live and work in a different part of the world, as well as experience the spirit of social entrepreneurs who find innovative ways to solve social problems within a market economy. Through class meetings, discussions with social entrepreneurs, and on-site visits to different social ventures in India, students will experience both the structural as well as the motivational factors that need to be considered to address these social problems. This class will encourage students to reflect on the social problems that exist in the United States and consider how the innovative organizational models that they have been exposed to in this study abroad program can be applied to the problems.

## FINANCE AND BANKING

### Introduction to Finance 3 crs. 3 hrs.

This course focuses on the three general areas of 1) money and financial institutions, 2) business financial management, and 3) investments. These areas are surveyed by covering such topics as value and creation of money, the Federal Reserve System, commercial banks, short and medium term financing, and the behavior of securities markets in relation to financing the business enterprise.

*Prerequisites: MAT 051 or exemption from Elementary Algebra.*

### Commercial Credit and Collections Management 3 crs. 3 hrs.

Students are introduced to the principles and practices involved in the extension of credit in the business world. The course covers operation of the credit department, including the duties of the credit manager and credit investigators, credit analysis of financial statements, bases for credit judgment, collection procedures, legal problems, accounts receivable, financing, and factoring.

*Prerequisite: ACC 122 or departmental approval*

### Financial Management 3 crs. 3 hrs.

This course surveys principles and practices followed in the financial organization and operation of a corporation. Also considered are the financing of new and growing businesses, sources of capital, banking, and credit accommodations as well as the handling of other financial matters.

*Prerequisites: FNB 100, ACC 122*

**BUS 311**

### Consumer Credit Management 3 crs. 3 hrs.

This course emphasizes the principles, policies and practices followed in the granting of consumer and retail credit, bases for credit judgment, collection policies and procedures, government regulations, retail revolving and installment credit, charge accounts, bank credit card and non-bank credit, and the management of a consumer or retail credit department.

*Prerequisite: BUS 104 or departmental approval*

### Money and Banking 3 crs. 3 hrs.

This course is an analysis of the organization and operation of our financial system, including money and capital markets, commercial banking, and other financial institutions such as commercial finance companies. The relationship between financial and economic activity including monetary and fiscal policy is demonstrated.

*Prerequisites: FNB 100; ECO 100 or ECO 201 or ECO 202*

### Investments 3 crs. 3 hrs.

The principles and practices of investments are analyzed during this course. Students learn to recognize the quantitative and qualitative tests used in judging security values. Attention is given to the legal and financial characteristics of various types of investment securities. Personal portfolio problems and policies are considered in terms of objectives and investment decisions.

*Prerequisites: FNB 100, ACC 122*

## MARKETING

### Introduction to Marketing 3 crs. 3 hrs.

The marketing system is described, analyzed and evaluated, including methods, policies, and institutions involved in the distribution of goods from producer to consumer. Emphasis is placed on the means of improving efficiency and lowering distribution costs.

### Consumer Motivation 3 crs. 3 hrs.

This course develops the student's understanding of the relevance of consumer motivation and behavior to modern marketing techniques and strategies. It offers insight and information vital to the consumer-oriented firm. The economic, social, and psychological aspects of consumer behavior are explored.

*Prerequisite: MAR 100*

### Essentials of Advertising 3 crs. 3 hrs.

This course is designed to provide an introduction to and an overview of advertising, its use as a management tool and its place in the marketing picture. Included are: the approach to creativity, media mathematics, planning and strategy, campaign concepts, research, and media selection.

*Prerequisite: ENG 101 and MAR 100*

### Essentials of Public Relations 3 crs. 3 hrs.

The objective of this course is to introduce students to the theory and practice of public relations. Specifically, the students will learn

**FNB 240**

about the shifting relationship between advertising and PR, the roles PR professionals play in organizations and PR firms, market research, strategic planning, dealing with the media and communicating with target audiences, as well as changes under way in the field.

*Prerequisites: MAR 100 and ENG 101*

### Sales Principles and Practices 3 crs. 3 hrs.

This course is an overview of the process and management of direct selling. Topics include analyzing a product, evaluating customer needs and buying motives, handling objections, closing sales, and developing the sales-person's personality. Organization and presentation of selling proposals are required.

*Prerequisite: MAR 100*

### Retail Organization, Operation and Buying 3 crs. 3 hrs.

This course studies the management and operations of retail stores. Current practices in store layout, organization, personnel management, service to customers, expense budgeting and control, receiving, and marketing are analyzed. Methods and techniques employed by buyers in selecting new lines, assortment planning, placing orders, pricing and handling, and other phases of the buying job are investigated.

*Prerequisite: MAR 100*

### Marketing Research and Analytics 3 crs. 4 hrs. (2 hrs. lecture, 2 lab hrs.)

The broad objective of this course is to provide a fundamental understanding of marketing research methods employed by well-managed firms. The course focuses on integrating problem formulation, research design, questionnaire construction, sampling, data collection and data analytics to yield the most valuable information. The course also examines the proper use of data analytic tools, with an emphasis on the interpretation and use of results.

*Prerequisites: ENG 101, MAT 150 and (MAR 100 or PSY 100)*

### Digital Marketing and Analytics 3 crs. 4 hrs. (2 hrs. lecture, 2 lab hrs.)

The two major objectives of this course are to (i) introduce students to current marketing and advertising theory and practices on the Internet using a research-based and framework-driven approach; and (ii) to provide students the opportunity to learn to use various digital analytics methods and tools that companies use for successful implementation of their digital marketing strategies.

*Prerequisite: MAR 330*

## PUBLIC ADMINISTRATION

### Introduction to Public Affairs and Administration 3 crs. 3 hrs.

This introductory course is set within the context of contemporary political, social, environmental, and economic realities. It examines the policies and processes of governmental, nonprofit, and institutional based programs from a multidisciplinary perspective. Students are introduced to the field and profession of public administration and develop a broad understanding of the public and nonprofit sector while learning

# Course Descriptions

## BUSINESS MANAGEMENT

to think and act as an ethical community service administration professional.

### **Policy Development and Analysis** PAN 230 3 crs. 3 hrs.

This course introduces students to the public policy process and its key institutions and actors (such as legislative bodies, chief executives, administrative agencies, courts, interest groups, advocacy coalitions, and the media). The course emphasizes key parameters of public policy formulation (agenda setting, policy formulation and design, implementation, evaluation) and theories of policy change. Students will be able to differentiate policy types and tools, effectively use evidence in shaping public policy, and will appreciate the importance of context (social, economic, political, and technological) in developing effective policies.

*Prerequisite:* PAN 100

### **Research Methods in Nonprofit and Public Administration** PAN 240 3 crs. 3 hrs.

This course provides students an opportunity to develop basic qualitative and quantitative analysis skills that can be applied to public administration, nonprofit management, and policy problems; program evaluations, and critical research questions. This course will emphasize the identification and application of research techniques, interpretation of results and the use of statistics in management decision-making.

*Prerequisite:* PAN 100

### **Performance Measurement: Collecting and Interpreting Data** PAN 250 3 crs. 3 hrs.

The processes of public and nonprofit performance measurement and management are explored in depth in this course. Theories of public and nonprofit performance are reviewed with a clear focus on application in the management setting. Types of measures are reviewed, and their relationships are explored through program logic models. Selection of key performance indicators and proximate measures is discussed. Tools and methods of performance measurement, including benchmarking and trend analysis, are introduced. Data collection, analysis, and reporting are reviewed. Students learn how to align performance measurement with strategic organizational goals and objectives in order to facilitate learning and improved effectiveness.

*Prerequisite:* PAN 100

## **RISK MANAGEMENT AND INSURANCE**

### **Principles of Risk Management and Insurance** RMI 110 3 crs. 3 hrs.

This course promotes an understanding of individual and enterprise risk management and how the financial consequences of risk exposure can be managed using insurance, risk control and other financing techniques. It specifically examines how insurance offers protection against major risks faced by enterprises and individuals, how the insurance market is structured, and how and why the risk management and insurance industry is regulated. The course also provides the theories and practical applications from the industry as well as issues related to the furtherance of insurance as a viable risk

management solution. This course includes 15 hours of experiential learning component covered through interactions and discussions with professionals from the risk management and insurance industry.

*Prerequisite:* BUS 104

### **Property and Liability Insurance Principles** RMI 220 3 crs. 3 hrs.

The course presents the basic principles of insurance, introduces insurance regulation, financial performance, marketing techniques, underwriting, claims, risk management, loss exposure and insurance policies. This course will prepare students to take the AINS 21 exam towards a certification in general insurance.

*Prerequisite:* RMI 110 and ACC 122

### **Commercial Insurance Principles** RMI 230 3 crs. 3 hrs.

Analyzes commercial coverage including property, business income, inland and ocean marine, crime, equipment breakdown, general liability, auto, worker's compensation, and package policies. Satisfies the requirements for The Institutes AINS 23 examination within the Associate in General Insurance Path A Certification.

*Prerequisite:* RMI 110 and ACC 122

### **Insurance Operations** RMI 240 3 crs. 3 hrs.

The principal objective of this course is to develop an in-depth and thorough understanding of the unique operations of an insurance company including regulation, underwriting, claims, ratemaking, risk control, the financial accounting process and global strategies (including the use

of reinsurance) of an insurance organization. The course will prepare students to take the CPCU 552 exam towards a certification in general insurance.

*Prerequisite:* RMI 110 and ACC 122

## **SMALL BUSINESS/ENTREPRENEURSHIP**

### **Entrepreneurship: Product & Service Creation** SBE 100 3 crs. 3 hrs.

This course examines the building blocks of entrepreneurship, including an analysis of the entrepreneur and exploration of business opportunities. The course includes the investigation and practice of products and service creation. The emphasis will be on applying entrepreneurship concepts to a business idea and developing an entrepreneurial mindset.

*Corequisite:* Corequisite of BUS 104 only for Business majors

### **International Trade and Export** SBE 200 3 crs. 3 hrs.

This course is a survey of selected fundamental areas of international trade. The student is exposed to theory, policy, and enterprise issues of international trade, behavior of the international money environment, multinational enterprises and governments.

*Prerequisite:* BUS 104

### **International Business (same as BUS 201)** SBE 201 3 crs. 3 hrs.

The world environment of business enterprise is surveyed broadly in this course. Emphasis is placed on foreign trade and investment problems, patterns and opportunities. The performance of business functions in an





# Course Descriptions

## BUSINESS MANAGEMENT

international context and basic terminology of international business are examined.

*Prerequisite: BUS 104 and ECO 201*

### **Independent Research in Small Business** **SBE 300** 2 crs. 2 hrs.

Based on the student's interest, the student takes the initiative and major responsibility for developing a comprehensive, holistic view of a specific small business sector or industry and specific small business within that sector. The course aids the student in preparation for the business plan required in SBE 400. Approximately 30–50 hours of library research will be necessary.

*Prerequisites: SBE 100, SBE 200*

### **Small Business Management** **SBE 400** 3 crs. 3 hrs.

This course covers the scope and trends of small business in the economy. The general functions of management, factors in business success and failure, and the entrepreneur's qualifications are covered. Case studies, mathematical decision making, and microcomputer applications are integral parts of the creation of a usable business plan.

*Prerequisite: SBE 300*

## **TRAVEL AND TOURISM**

### **Tour Management** **TTA 100** 3 crs. 3 hrs.

Tour Management will introduce the students to the international aspects of tour planning and implementation. They will learn how to develop international travel programs including tour design, development and budgets, guiding, escorting, tour management and organization, ecotourism and adventure tourism. Students will travel to a country with travel and tourism professionals from the private and public sectors of this country. They will experience the cultural diversity of other countries and understand how they relate to tour management. This is a study abroad course.

### **Introduction to Travel and Tourism** **TTA 200** 3 crs. 3 hrs.

This course provides the student with a basic knowledge of travel and its various purposes: business, educational, cultural, therapeutic, recreational, and family reasons. The factors affecting demand and supply are studied in detail. The final objective is for a student to acquire a thorough knowledge of "tourism" embracing the foundations of transportation, accommodations, business, and special activities which lure a person away from home.

### **Travel Operations** **TTA 201** 3 crs. 3 hrs.

This course is designed to qualify individuals to obtain employment in airlines and steamship companies as travel consultants, reservation agents, and account representatives. In addition, this course is designed for students interested in working and eventually owning their own travel agency. Topics include air, rail and ship transportation systems; ticketing; sales methods; and travel agency financing.

*Prerequisite: TTA 200*

### **World Markets** **TTA 301** 3 crs. 3 hrs.

This course is designed to analyze the environment within which international travel, tourism, and commerce take place. The major purpose of this course is to study the markets of the world in order to develop marketing strategies and methods for travel and tourism. Differences among countries and peoples are presented in this context. Some of the specific topics covered are map study, international marketing, marketing research, logistics, and economic profiles of countries.

*Prerequisite: TTA 201*

### **Introduction to Hotels, Travel and Tourism (same as TTA 200)** **HTT 200** 3 crs. 3 hrs.

This course introduces students to the backroom operations of the hotel, travel and tourism industry. Students will learn about career opportunities in airlines/airports; cruise ships and terminals; convention centers and symphony halls, travel agencies and tour operations; leisure and recreational sports activities; travel e-zines and magazines, as well as meetings and special events.

### **Hotels, Travel and Tourism Technology (same as TTA 201)** **HTT 201** 3 crs. 3 hrs.

This course is designed for students to learn the operations of the hotel, travel and tourism industry as impacted by information technology (IT). Students will learn the IT needs of this global business and study the digitization of the back-office processes and value chains in the hospitality, travel and tourism industries that enable organizations to maximize their efficacy and effectiveness.

*Prerequisite: HTT 200*

### **World Markets (same as TTA 301)** **HTT 301** 3 crs. 3 hrs.

This course is designed to analyze the global environment of the hospitality, travel and tourism industry including the current economic, social, competitive, political-legal and technological environment that determines demand. The major purpose of the course is to provide students with a methodology to study the marketing of products and services in the hospitality, travel and tourism industry at a strategic level.

*Prerequisite: HTT 200*

# Course Descriptions

## COMPUTER INFORMATION SYSTEMS

### Computer Information Systems

Room F-930, Telephone: (212) 220-1476  
cis@bmcc.cuny.edu

The Computer Information Systems Department offers programs in Computer Operations and Computer Programming leading to the Associate of Applied Science (A.A.S.) degree. Both programs provide students with technical competence in the field of computer information systems and a basic understanding of business organization and the role of computer information systems in support of the management process. Students may prepare for a variety of entry-level positions and for transfer to senior colleges. In addition, the department offers a program in Computer Science and Geographic Information Science leading to the Associate in Science (A.S.) degree which is intended for the student who is interested in a more theoretical course of study. Students in this program are prepared for transfer to baccalaureate degree programs in computer science.

*Chairperson:* Ching Song Don Wei

*Deputy Chairpersons:* Carlos Linares, Colin Persaud

*Professors:* Yan Chen, Albert Errera, Yakov Genis, Ahmet M. Kok, Lin Leung, Hao Tang, Ching Song Don Wei

*Associate Professors:* Mohammad Azhar, Carlos Linares, Anna Salvati

*Assistant Professors:* Younes Benkarroum, Matthew Chan, Colin Persaud, Chigurupati Rani, Maryam Vatankhah, Hua Yan

*Instructors:* Darshani Jayaweera, George Nossa

*Lecturers:* Robert Greer, Jose Vargas

*Senior College Laboratory Technician:* Tak Yuen

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

### COMPUTER INFORMATION SYSTEMS

**Introduction to Computer Applications** CIS 100  
3 crs. 4 hrs.

This course develops an understanding of computer technology through the exploration of software packages on personal computers. The applications include word processing, spreadsheet, and database management. Students will also learn computer terms and concepts as well as the historical, social and economic implications of computer technology for our society.

**Introduction to Computer and Information Security** CIS 115  
3 crs. 2 hrs.

This course provides an introduction to computer and information security. The significance of information integrity, availability and confidentiality are presented to demonstrate the importance of computer and information security. Students will gain practical skills on how to recognize threats and correct vulnerabilities. Techniques of detection, prevention and recovery from intrusions by malicious software will be taught with emphasis on concepts of organizational security through the institution of policies and procedures, and establishment of business and continuity planning.

**Introduction to Data Base Applications** CIS 120  
2 crs. 3 hrs.

This course introduces the student to data base concepts and applications using state-of-the-art data base packages. The student not only studies the theory of data bases, but also implements and tests complete data base applications.

*Prerequisite:* CSC 110 or CIS 100

**Introduction to Spreadsheet Applications** CIS 140  
2 crs. 3 hrs.

This course introduces the student to spreadsheet concepts and applications using state-of-the-art spreadsheet packages. Emphasis is placed on the use of the package to solve a wide range of business problems, including, but not limited to, accounting, scheduling and statistical applications. Students will develop and test a series of projects.

*Prerequisite:* CSC 110 or CIS 100

**Computer Hardware** CIS 155  
4 crs. 3 hrs.

This course introduces students to computer hardware. Computer components such as motherboards, memory chips, disk drives, printers, scanners, storage devices, and keyboards will be covered. Students will learn how to install, maintain, upgrade and configure such hardware components. Students will also be introduced to binary, octal, and hexadecimal number systems as used in computer hardware. Students will be introduced to industry ethics, professional certifications, and career paths in the computer industry.

**Desktop Publishing Packages** CIS 160  
2 crs. 3 hrs.

This course teaches students to use desktop publishing software to prepare a variety of documents in different page layouts including alphanumerics (in assorted fonts), graphics in various file formats or a combination of both. Students will learn the basic concepts of desktop publishing and how to organize and compose a document. Not open to students from the Office Administration department.

*Prerequisite:* CSC 110 or CIS 100

**Introduction to Operating Systems** CIS 165  
3 crs. 2 hrs.

This course is an introduction to the concepts and organization of operating systems and the management of hardware and software resources of a computer. Emphasis is placed on memory, process, device and file management as well as operating system utilities. The students will be provided with basic working knowledge of computer operating system commands, functions, and management approaches in a variety of operating system environments utilizing both Graphical User Interface (GUI) and command line environments.

*Prerequisite:* CSC 101 or Departmental Approval

**Introduction to the Internet** CIS 180  
3 crs. 4 hrs.

This course introduces basic concepts of the Internet and Internetworking. The subjects covered include basic networking concepts of transmission, topology and switching; highlights of TCP/IP protocol; hardware and software needed, and Internet applications of sending and receiving e-mail, navigating through gopher holes, accessing newsgroups, and accessing other computers through telnet and World Wide Web.

*Prerequisites:* CIS 100 or MMP 100 or CSC 110

**Introduction Systems and Technologies** CIS 200  
3 crs. 2 hrs.

This course introduces students to the use of information systems in business. The dramatic changes in Information Technologies (IT) impact the ways in which companies operate and compete in local and global economies. Students will explore the global and ethical issues that have developed with the use of information systems. Working individually and in teams, the students will complete case studies on the following topics: Management Information Systems (MIS), systems analysis and design, hardware and software concerns, and telecommunications.

*Prerequisites:* Any ACC course or any BUS course and pass computer competency test or CIS 100

**Healthcare Information Technologies and Management Systems** CIS 207  
4 crs. 2 hrs.

This course will introduce the important components of Health Information Technologies (HIT) and elements, functions and operational environment of modern Health Information Systems (HIS) and their role in delivery and management of health care services, with specific emphasis on Electronic Health Records (HER). The students will apply

# Course Descriptions

## COMPUTER INFORMATION SYSTEMS

personal productivity software and internet tools to explore their impact on healthcare delivery systems and will be introduced to the components of a Health Information System with focus on database, networking and security concepts that govern it. The students will also be exposed to handling and processing patient information, tracking patient diagnostics and results, creating patient billing, maintaining medical documentation, and managing workflow. Examples of HIS applications such as Personal Health Records (PHR) and Health Information Exchanges (HIE) will be used as case studies to highlight the design and implementation considerations of Health Information Systems.

*Prerequisites:* HIT 203, HIT 204, HIT 207, HIT 208, HIT 210 and CIS 100.

*Corequisites:* HIT 331, HIT 332 and HIT 333

### **Visual BASIC** **CIS 220** 3 crs. 4 hrs.

This course covers a full range of BASIC language elements. A series of programs are completed to cover typical business, scientific, graphics, gaming and simulation applications.

*Prerequisite:* CSC 210

### **Computer Operations I** **CIS 235** 4 crs. 5 hrs.

This course presents a detailed and practical study of the operation of the mainframe computer. Students learn the command language and control statements for the IBM VM/CMS system. In addition, utility programs, disk concepts and terminal concepts along with operations in a networked environment are introduced. Students are familiarized with file handling techniques and how to compile, store, and load programs for various languages supported by the hardware.

*Prerequisite:* CSC 110

### **Computer Software** **CIS 255** 3 crs. 4 hrs.

This course will introduce students to computer software. The topics covered will include Installation, configuration, security, maintenance, administration, and troubleshooting of the operating system and other software. Students will review binary, octal, hexadecimal numbering systems used in computer systems. Industry ethics and career paths will be reviewed.

*Prerequisite:* CIS 165 or Departmental Approval

### **Advanced Internet Applications** **CIS 280** 3 crs. 4 hrs.

This course builds upon the knowledge acquired in CIS 180 and introduces the students to the applications of World Wide Web. It teaches how to produce home pages and build hyperlinks to other pages through HTML language; how to configure and install a World Wide Web server; how to use WAIS and other search engines; and to interface with other servers. Students will also be introduced to videoconferencing over the Internet.

*Prerequisite:* CIS 180

### **Introduction to Digital Forensics** **CIS 316** 3 crs. 2 hrs.

This course introduces students to the purpose of digital forensics and investigations. Using industry standard software and hardware tools,

students will learn the fundamentals of computer forensics and effective investigative strategies to acquire and analyze digital evidence for use in criminal and civil proceedings. Incident response techniques, the chain of custody for proper handling of digital evidence, guidelines for digital evidence collection and forensic reporting for law enforcement and investigations will be discussed.

*Prerequisite:* MAT 150 or MAT 160 or MAT 200 or MAT 206 and CIS 255 or Departmental Approval

### **Systems Analysis** **CIS 325** 3 crs. 4 hrs.

This course teaches the student how to analyze systems of programs and how to document these analyses. The student will learn case (computer assisted systems engineering) tools that are currently used in the field of systems analysis. Students are required to complete a semester project to analyze a complex computer system. This project will require the use of case tools to document the input and output requirements, data dictionaries, database design and normalization, ERD (entity relationship diagrams), DFD (data flow diagrams), systems flowcharts, run charts, and PERT (program evaluation review technique) charts.

*Prerequisite:* CSC 210

### **Computer Operations II/JCL** **CIS 335** 3 crs. 5 hrs.

This course introduces the student to practical experience operating a mainframe computer through the use of OS/MVS Job Control Language (JCL). The background, purpose and the concepts of operating systems as implemented through OS/MVS JCL are taught through a series of practical assignments. Also covered are the creation and execution of utility and sort/merge programs in the IBM 30XX environment.

*Prerequisite:* CIS 235 or any CIS 300-level course

### **Telecommunication Networks I** **CIS 345** 3 crs. 2 hrs. 3 lab hrs.

This course is an introductory course in telecommunications networks. It covers the fundamentals of networking concepts, such as networking media, topology, switching, and management. It will also include an introduction to Open System Interface (OSI) layered organization and the functionality of each layer.

*Prerequisite:* CIS 165 or CSC 110 or CSC 111 or Departmental Approval

### **Information Assurance** **CIS 359** 3 crs. 2 hrs. 2 lab hrs.

This course introduces the fundamentals of information security in the context of computer vulnerabilities/threats and how to safeguard computers and networks. The students will be exposed to the concepts of security planning, security technologies, security organization and the legal and ethical issues associated with implementing computer and network security.

*Prerequisite:* CSC 210, CSC 211 or CIS 255 or Departmental Approval

### **Cloud Computing** **CIS 362** 3 crs. 2 hrs. 2 lab hrs.

This course introduces students to the principles, foundations, and applications of Cloud computing. Different types of features,

standards, services, and security issues in Cloud computing will be discussed. The students will study the paradigm of computing in which dynamically scalable and often virtualized resources are offered as services over the Internet. Through hands-on assignments and projects, students will learn how to configure and program Infrastructure as a Service (IaaS), how to develop Cloud-based software applications on top of various Cloud platforms, and how to integrate application-level services built on heterogeneous Cloud platforms.

*Prerequisite:* CSC 110 or CSC 111 or departmental approval

### **Mobile Device Programming** **CIS 364** 3 crs. 2 hrs. 2 lab hrs.

This course introduces the unique requirements and methodologies necessary to develop applications for mobile devices. The course will focus on installing, developing, and testing mobile applications. Students will learn the basic framework of a mobile application, mobile user interface design, methods for storing and retrieving information, and mobile security.

*Prerequisite:* CSC 210 or Departmental Approval

### **Business Systems I** **CIS 365** 4 crs. 5 hrs.

This course is an introductory business programming course. It introduces the students to business programming concepts such as analysis, implementation, and documentation of business systems. The students write business programs using a currently used program development language. The programming assignments include report generation, data validation, sort programs and single and multidimensional tables. The students are required to test and document all programs using standard business programming methods.

*Prerequisite:* CSC 210

### **Database Driven Website Programming** **CIS 370** 3 crs. 2 hrs.

This course will familiarize students with approaches for creating web pages that interact with a database. In this course, students will learn how to use the following technologies: SQL statements to create database queries, HTML forms to realize user interface, and a programming language to implement common gateway interface (CGI).

*Prerequisite:* CSC 210

### **Web Programming I** **CIS 385** 3 crs. 2 hrs.

This course will introduce students to client-side web programming. Emphasis is placed on HTML/XHTML, JavaScript, Java Applets and CSS in order to solve elementary level application problems. Students will be assigned web projects that facilitate understating of design and programming concepts. The final project is to create a complete online web-based sales application system.

*Prerequisite:* CSC 110 or CSC 111 or Departmental Approval

### **Wireless Programming** **CIS 390** 3 crs. 2 hrs.

This course provides an introduction to programming in wireless networking environment. After a brief background of wireless technologies and their applications, a comprehensive survey of wireless application development environments



# Course Descriptions

## COMPUTER INFORMATION SYSTEMS

will be presented. Issues and considerations of wireless application development will be discussed with emphasis on: Wireless Application Protocol (WAP) used to establish communicating between devices and scripting languages and libraries such as Wireless Manipulation Language (WML) and Extensible Hypertext Markup Language (XHTML) to develop applications that use those protocols. Students will learn to design, implement and test a wireless application as a term project that is representative of commercial wireless application.

*Prerequisite: CSC 210*

### **Database Systems I** **CIS 395**

3 crs. 2 hrs. 3 lab hrs.

This course introduces the design, implementation, testing, and manipulation of database management systems. The design techniques include conceptual data modeling, entity relational modeling and normalization techniques. The databases are then implemented using structured query languages. Testing strategies verify data integrity, security, and privacy. Manipulation activities include insert, update, and delete operations.

*Prerequisite: CSC 110 or CSC 111 or Departmental Approval*

### **Systems Implementation** **CIS 420**

3 crs. 5 hrs.

Students continue from the realm of theory taught in CIS 320, Systems Analysis, to realities of practical applications. The class is divided into teams. A system is developed as a joint effort by each team as it analyzes, systematizes, programs, and writes documentation to implement its projects. In addition to the team projects, topics relevant to current computing techniques are discussed and where applicable, demonstrated to, or practiced by the class.

*Prerequisites: CIS 365 and CIS 325*

### **UNIX** **CIS 440**

3 crs. 4 hrs.

Students are introduced to the UNIX operating system, its external commands, internal structures, and text processing capabilities.

*Prerequisite: CIS 255 or CSC 110 or CSC 111 or Departmental Approval*

### **Telecommunications Networks II/LAN** **CIS 445**

3 crs. 2 hrs. 3 lab hrs.

This course is a second course in telecommunications networks with special emphasis on Local Area Networks (LAN). It covers the fundamentals of LAN technology, such as wiring and topology as well as implementation and management of LANs. Advanced topics include LAN connectivity and future LAN directions.

*Prerequisite: CIS 345*

### **Network Security** **CIS 455**

3 crs. 2 hrs. 3 lab hrs.

This course provides a comprehensive overview of network security. The topics covered are: general security concepts including authentication methods, common network attacks; and methods for safeguarding against attacks; communication security including remote access, e-mail, the World Wide Web, directory and file transfer, and wireless data;

infrastructure security that explores various network devices and media, and the proper use of perimeter topologies such as DMZs, extranets, and intranets to asymmetric and symmetric algorithms, and the types of PKI certificates and their uses; operational/organizational security is discussed as it relates to physical security, disaster recovery, and business continuity, as well as coverage of computer forensics.

*Prerequisite: CIS 345*

### **Ethical Hacking and System Defense** **CIS 459**

3 crs. 3 hrs. 2 lab hrs.

This course provides an in-depth look at network security concepts and techniques. It introduces students to the fundamentals of ethical hacking. The course focuses on the code of conduct and ethics of exploiting systems. It employs a hands-on approach when examining networking security techniques. The students will explore problem solving strategies necessary in the field of information security and learn about fundamental system defenses including security configurations and defensive software to prevent unauthorized system access.

*Prerequisite: CIS 440 and CIS 345, or Departmental Approval*

### **Business Systems II** **CIS 465**

3 crs. 5 hrs.

This course is a second course in business programming where the students are introduced to advanced programming concepts. Individual programming projects include creation and use of files, interactive screen design and generation for online input and modification, and documentation of existing systems modules through analysis of maintenance requests.

*Prerequisite: CIS 365*

### **Wireless Information Networks** **CIS 475**

4 crs. 3 hrs.

This course provides a comprehensive introduction to wireless networking technologies. It presents the hardware and software components of wireless communications with respect to transmission techniques, medium access, encoding and decoding of signals, methods of Digital Signal Processing (DSP) and routing. Different types of existing and emerging wireless networking technology standards and their applications will be examined with emphasis on their design, implementation, security and maintenance in a business environment.

*Prerequisite: CIS 345*

### **Operating Systems Concepts** **CIS 480**

3 crs. 3 hrs.

This course covers the main operating systems that are being used in the computer industry today. Emphasis is placed on OS and its libraries, systems generation, linkage, editor, JCL, and data management techniques. The course reviews other operating systems and compares them to OS.

*Prerequisite: CIS 365 or CIS 235*

### **Web Programming II** **CIS 485**

3 crs. 2 hrs.

This course introduces students to server-side web programming. Emphasis is placed on database connectivity in order to solve

intermediate level application problems using server side programming language. Students will be assigned web projects that facilitate understanding of design and programming of client server concepts. The final project consists of the creation of a web application with input, output, and database components.

*Prerequisite: CIS 385 or departmental approval*

### **Web Programming II** **CIS 485**

3 crs. 2 hrs.

This course will introduce students to server-side web programming. Emphasis is placed on database connectivity in order to solve intermediate level application problems. Students will be assigned web projects that facilitate understanding of design and programming concepts. The final project of this course will be to create an online sales application with full input, output and database components.

*Prerequisite: [(CSC 210 or CSC 211) and CIS 385] or Departmental Approval*

### **Introduction Data Science** **CIS 490**

3 crs. 2 hrs. 2 lab hrs.

This course introduces the fundamentals of managing large unstructured datasets that are in a variety of formats. The topics include the concept of big data, its characteristics (volume, velocity, variety, veracity); its data models (key value, graph etc.); its storage technologies (Hadoop); its processing tools (NoSQL, ETL, MapReduce) and its role in analytics.

*Prerequisite: CIS 395 or Departmental Approval*

## COMPUTER SCIENCE

### **Principles in Information Technology and Computation** **CSC 101**

3 crs. 2 hrs.

This course introduces the student to the principles and theories of computation and information processing. The topics include hardware and software organization, data representation, algorithm development and networking principles. Special emphasis will be placed on creation of knowledge from data; the impact of computation on daily life; role of abstraction in solving problems; and implementation of algorithms on a variety of platforms including the Internet.

### **Introduction to Data Analytics** **CSC 103**

3 crs. 4 hrs.

This course is an introduction to the analysis of data. Topics include data preparation exploratory data analysis and data visualization. Some of the most commonly used classification and clustering techniques will also be covered. Students will apply these topics to real-world problems including science, business and engineering fields.

### **Computer Programming I** **CSC 110**

4 crs. 5 hrs.

This course introduces the student to the theoretical and practical aspects of computers. The major laboratory experience is the completion of programming projects using Polya's four-step method. These projects have been carefully selected and ordered to provide the student with experience in fundamental control and data structures. All practical programming work is done on microcomputers.

# Course Descriptions

## COMPUTER INFORMATION SYSTEMS

*Prerequisite: CSC 101, GIS 101 or Departmental Approval*

### **Introduction to Programming** **CSC 111** 4 crs. 3 hrs. 2 lab hrs.

This course is an introduction to the fundamental concepts and terms of computer science, including algorithms, problem solving techniques, data types, concept of loops, conditional statements, modular programming, pointers, arrays, strings, basic file processing, structures and simple classes. Students will use a high-level computer programming language to solve a variety of problems.

*Prerequisite: MAT 206; CSC 101 or departmental approval*

### **Computer Programming II** **CSC 210** 3 crs. 2 hrs. 3 lab hrs.

This course is a continuation of CSC 110. Students are introduced to elementary data structures, string processing, and searching and sorting techniques. Students are expected to complete several complex programs.

*Prerequisite: CSC 110, CSC 111 or Departmental Approval*

### **Advanced Programming Techniques** **CSC 211** 3 crs. 2 hrs. 3 lab hrs.

This is a second course in programming which will further develop those skills gained in CSC 111 emphasizing reliability, maintainability, and reusability. Students will be introduced to applications of Pointers, Dynamic memory allocation, Arrays, Abstract data types, Objects, classes, and object-oriented design. Additional programming topics such as Inheritance, Polymorphism, Text Processing, Exception Handling, Recursion and Templates will also be covered.

*Prerequisite: CSC 111 or departmental approval*

### **Fundamentals of Computer Systems** **CSC 215** 3 crs. 2 hrs. 2 lab hrs.

This course covers the fundamentals of computer organization and digital logic. Topics include number systems and codes, Boolean algebra, digital circuits, combinational logic design principles, sequential logic design principles, functional components of computer systems, hardware description language, and assembly language. Students will use computer aided design (CAD) tools for digital logic design, analysis and simulation.

*Prerequisite: CSC 111 and MAT 301; or departmental approval*

### **Discrete Structures** **CSC 230** 3 crs. 3 hrs.

This course covers mathematical foundations for computer science. Topics include algorithm analysis, recursion and recurrence, graph theory, trees, Boolean algebra, and modeling computation. Students will be expected to complete projects for each topic involving formal proof techniques, mathematical reasoning and/or programming.

*Prerequisite: CSC 110*

*Corequisite: MAT 206*

### **Discrete Structures and Applications to Computer Science** **CSC 231** 4 crs. 4 hrs.

This course covers the computer science applications of fundamental mathematical structures. Topics include logic, set theory, function, relations, algorithm, recursion,

recurrence relations, principle of counting, graph theory, trees, and Boolean algebra. Students will be expected to complete projects for each topic involving formal proof techniques, mathematical reasoning and/or programming.

*Prerequisite: CSC 111 and MAT 301; or departmental approval*

### **Assembler Language and Architecture I** **CSC 310** 3 crs. 4 hrs.

This course focuses on discrete structures and techniques which have direct applications in computer science. Topics include the use of monoids, groups, finite automata and Turing machines in understanding and implementing simulations, circuitry, and the encoding and decoding of information.

*Prerequisites: CSC 110, MAT 056, and MAT 200*

### **Data Structures I** **CSC 330** 3 crs. 4 hrs.

This course is an introduction to abstract data structures, their use and implementation. Storage allocation techniques, including stacks, queues, and linked lists and recursive programming will be discussed. Students will be expected to complete several programming assignments illustrating the basic concepts.

*Prerequisites: CSC 210 and CSC 230*

### **Data Structures** **CSC 331** 3 crs. 1 hr. 4 lab hrs.

This course will introduce students to linear and non-linear data structures, their use and implementation, algorithms, and software engineering techniques. Topics will include: stacks, queues, lined lists, has tables, trees, graphs, searching and sorting techniques. Asymptotic analysis of algorithms and data structures will also be discussed.

*Prerequisites: CSC 211 and CSC 231; or departmental approval*

### **Software Development** **CSC 350** 3 crs. 2 hrs. 3 lab hrs.

This course covers the fundamentals of software development, including software development life cycle, object-oriented paradigm, design patterns and event-driven programming working in teams. The students are required to develop software applications with graphic user interfaces and databases.

*Prerequisites: CSC 211 or departmental approval*

### **Assembler Language and Architecture II** **CSC 410** 3 crs. 4 hrs.

The students enhance their knowledge of Assembler Language and machine architecture by writing sophisticated programs utilizing indexing, subroutines and linkage conventions. User and system macros, conditional assembly and file input/output operations are covered.

*Prerequisite: CSC 310*

### **Data Structures II** **CSC 430** 3 crs. 4 hrs.

This course introduces students to complex data structures. Topics include the manipulation and uses of trees, graphs and heaps; the design and analysis of various searching and sorting algorithms and their applications.

*Prerequisite: CSC 330*

### **Computer Graphics** **CSC 450** 3 crs. 4 hrs.

This course is an introduction to the principles of interactive computer graphics, including input techniques and devices, display files, and two-and-three-dimensional computer graphics.

*Prerequisites: CSC 210 and CSC 230*



# Course Descriptions

COMPUTER INFORMATION SYSTEMS



## **Mathematical Foundations of Computer (same as MAT 470)**

4 crs. 3 hrs.

This course presents the mathematical concepts underlying computer networks. The course introduces probability and stochastic process, queuing analysis, and basic graph theory and relates these topics to various layers of the seven layer Open Systems Interface (OSI) organization model of computer networks. Practical laboratory projects provide concrete illustration of theoretical concepts.

*Prerequisites: MAT 302*

## **GEOGRAPHIC INFORMATION SYSTEMS**

### **Introduction to Geographic Methods**

**CSC 470**

4 crs. 3 hrs.

This course introduces the means by which geographers analyze the world to better understand geography and geographical processes. It teaches the students various methods for interpreting and analyzing spatial data including cartography, Geographic Information Systems (GIS), remote sensing, spatial statistics and survey research.

### **Introduction to Geographic Information Science**

**GIS 201**

3 crs. 2 hrs.

This course focuses on the basic principles and operation of geographic information systems (GIS). Students will study how to use computerized systems for the capture, storage, management, analysis and display of geographically referenced data and their attributes. Professional GIS software packages will be used in lab exercises to provide students with hands-on experience.

*Prerequisite: GIS 201 or departmental approval*

### **GIS Internship**

2 crs. 15 hrs.

The objective of the internship is to allow the student to put classroom theory in /major into the practice in order to gain work experience. Each student-intern will work 15 hours a week for the length of the semester. Each student-intern is assigned to an internship professor who is knowledgeable about the student's field. The internship professor helps the student secure internship placement in a work site related to the student's major, or assists the student to "reconstruct" her/his present position as an internship, or develop - by special arrangement and an internship with her/his present employer, and serves as the student's instructor and advisor during the field experience. Student interns are expected to work 15 hours a week, complete a term project assigned by the internship professor, and be evaluated by the work site supervisor. Students to be placed are expected to arrange their schedules so that they are free mornings, or afternoons, Monday-Friday, or two to three full days per week.

*Prerequisite: Completion of all remedial requirements; GPA of 3.0 in major courses; demonstrated excellence in oral and written communication (B or better in ENG 201 and SPE 100/102 or permission of the instructor); completion of CED 201; completion of at least 36 credits including prerequisites for GIS students and CIS 395, GIS 261, MAT 209.*

### **Advances Geographic Information Science**

3 crs. 2 hrs.

This is an advanced course on Geographic Information Science that builds upon the concepts covered in GIS 261. It starts with review of the principles and operation of Geographic Information Systems (GIS). Then, it discusses the topics including geoprocessing, 3D GIS, geostatistics, map design, map label,

### **GIS 325**

and map annotation. Laboratory exercises provide hands-on experience with professional GIS software. The basic programming concepts and skills in GIS application are covered. Students implement a major GIS project for a real world geography issue, which includes processes of system requirement, design, architecture, implementation, and installation.

*Prerequisite: GIS 261 and CIS 395 and (CSC110 or CSC111) or Departmental Approval*



# Course Descriptions

## COOPERATIVE EDUCATION

### Cooperative Education

#### Career Planning (Classroom Course) CED 201 2 crs. 2 hrs.

Designed to help students creatively plan their careers, the course covers self-assessment, career exploration and practical job search skills. Typically, the course includes the following topics: identifying and classifying needs, interests, values and skills; researching occupational and organizational alternatives; job search techniques and resources for employment; resume and cover letter preparation; and job interviewing and follow-up. Students who are required to register for the classroom course CED 201, Career Planning, should do so after completing all remedial requirements and accumulating more than 12 credits. After accumulating 30 credits, including 9 credits in their major, students who are matriculated with a 2.0 GPA or higher may register for Internship I (See CED 3XX).

#### Cooperative Education Internships CED 300, 400, 500 2 crs. 15 hrs.

The following internships are offered:

CED	301	Accounting Internship I
CED	401	Accounting Internship II*
CED	501	Accounting Internship III*
CED	305	Liberal Arts Internship I
CED	405	Liberal Arts Internship II*
CED	315	Computer Information Systems Internship I
CED	345	Multimedia Internship I**
CED	415	Computer Information Systems Internship II*
CED	371	Video Arts and Technology Internship I
CED	471	Video Arts and Technology Internship II*
CED	351	Office Administration Internship I
CED	451	Office Administration Internship II*
CED	551	Office Administration Internship III*
CED	361	Business Management Internship I
CED	365	Small Business/Entrepreneurship Internship I
CED	461	Business Management Internship II*
CED	561	Business Management Internship III*

Business Management Internships are in the following areas of study: Finance and Banking, General Management, Marketing, and Travel and Tourism.

*\*Registration in the CED 4XX and CED 5XX series requires special approval by the Cooperative Education Coordinator.*

*\*\*Please note that the prerequisites for CED 345 are MMP 200 and (MMP 220 or VAT 171 or ART 354).*

#### The Internship

Each student intern is assigned to an internship coordinator who is knowledgeable about the student's field. The coordinator helps the student secure internship placement and serves as the student's instructor and advisor during the field experience. In addition, the student has a unique opportunity to discuss and evaluate broader goals and career objectives on an individual basis.

Cooperative Education interns are expected to work fifteen hours a week, complete a term project assigned by the faculty coordinator, and be evaluated by the worksite supervisor. Most students work part-time, fifteen hours per week, for the length of the academic semester—longer for summers—in internships related to their majors while remaining full-time students, and receive two academic credits. Internships may be paid or unpaid.

#### Special Situations:

Students who are working complete a special version of the Internship tailored to meet their particular circumstances. Students currently working must contact their academic department to discuss how the internship requirement can be fulfilled.

Other conflicts and problems can be resolved only by discussing them with the appropriate faculty coordinator. Students should resolve all problems and concerns by the time they have accumulated 45 credits in order to avoid delaying graduation.

*For complete information visit [www.bmcc.cuny.edu/cooperative-ed/internships/](http://www.bmcc.cuny.edu/cooperative-ed/internships/).*

*It is the policy of the College to utilize employers who hire workers without regard to sex, race, color, national origin, handicap, sexual preference, or age.*



# Course Descriptions

ENGLISH

## English

Room N-751, Telephone (212) 220-8270

The English Department prepares students who have various levels of proficiency to reach an optimum level of performance in writing. The courses offered by the department enable students to qualify for graduation and to perform successfully in 4-year colleges.

All entering students are required to take the CUNY Assessment Test in Writing (CAT-W) for placement. Students who score below 56 will enroll in an appropriate remedial writing course and will not be permitted to enroll in English 101 until they complete their remedial requirements.

The English Department also offers the Writing and Literature degree, a program of classes that trains students how to think and write critically about literature, write journalism, and compose poems, plays, and stories.

*Chairperson:* Margaret Pamplin

*Deputy Chairpersons:* Jan Stahl, Zhana Yablokova

*Professors:* Steven Belluscio, Charles De Paolo, Maria DeVasconcelos, Cheryl Fish, Joyce Harte, Carlos Hernandez, Geoffrey Klock, Andrew Levy, Caroline Pari-Pfisterer, Elizabeth Primamore, Rochelle Rives, Diane Simmons, Manya Steinkoler, Erwin Wong, Zhanna Yablokova, Robert Zweig

*Associate Professors:* David Bahr, Christa Baiada, Margaret Barrow, Joseph Bisz, Page Delano, Nancy Derbyshire, Racquel Goodison, James Hoff, Dexter Jeffries, Timothy Keane, Jungah Kim, Adele Kudish, Holly Messitt, Chamutal Noimann, Stephanie Oppenheim, Margaret Pamplin, Jill Richardson, Jason Schneiderman, Kelly O. Secovnie, Jan Stahl

*Assistant Professors:* Trisha Brady, Julie Cassidy, Francisco Delgado, Angela Florschuetz, John Hodgkins, Boyda Johnstone, Rolando Jorif, Cynthia Lam, Frederick Solinger, Nettie Vinsonhaler, Jaime Weida, Mira Zaman

*Lecturers:* Domenick Acocella, Maria Alvarez, Elizabeth Berlinger, Catherine Cammillieri, Michael Destefano, Elizabeth Fow, Robert Masterson, Syreeta McFadden, Aimee Record, Lara Stapleton

*Adjunct Faculty:* There are approximately 120 adjuncts in the department.

### Intensive Writing 0 cr. 6 hrs.

This is a lower-level remedial writing course in which students are introduced to the fundamentals of writing, including punctuation, spelling, grammar, word choice, sentence structure, and paragraphing. Students are given frequent in-class writing exercises that focus on narration and description as modes of developing ideas. Conferences with instructors are frequent. This course is for students who score below 43 on the CATW, and it prepares them for English 095.

### Intensive Writing 0 cr. 6 hrs.

This is an upper-level intensive developmental writing course for students scoring between 43 and 55 on the CATW. Students are instructed in basic components of effective writing, including word selection, punctuation, spelling, grammar, sentence structure and paragraph development. Students are given frequent in-class writing exercises that focus on argumentation, narrative, and description as modes of developing ideas. Individual conferences with instructors are frequent.

### Intensive English Composition (same as ENG 101) 3 crs. 6 hrs.

Students placed in ENG 100.5 are offered extra support, afforded through additional instructional time. Students completing ENG 100.5 will have mastered the fundamentals of college-level reading and writing, including developing a thesis-driven response to the writing of others and following the basic conventions of citation and documentation. They will have practiced what Mike Rose calls the "habits of mind" necessary for success in college and in the larger world: summarizing, classifying, comparing, contrasting, and analyzing. Students will be introduced to basic research methods and MLA documentation and complete a research project. Students are required to take a departmental final exam that requires the composition of a 500 word thesis-driven essay in conversation with two texts. Successful completion of this course is equivalent to passing ENG 101.

*Prerequisite:* Students who scored between 48–55 on the CAT-W and 70 or higher on the CAT-R can take this course.

### English Composition 3 crs. 4 hrs.

English Composition is the standard freshman writing course. The course introduces students to academic writing. By its conclusion, students will be ready for English 201 and for the writing they will be asked to do in advanced courses across the curriculum. Students completing ENG 101 will have mastered the fundamentals of college-level reading and writing, including developing a thesis-driven response to the writing of others and following the basic conventions of citation and documentation. They will have practiced what Mike Rose calls the "habits of mind" necessary for success in college and in the larger world: summarizing, classifying, comparing, contrasting, and analyzing. Students will be introduced to basic research methods and

### ENG 88

MLA documentation and complete a research project. Students are required to take a departmental final exam that requires the composition of a 500 word, thesis-driven essay in conversation with two designated texts.

*Prerequisite:* Pass the CAT-R and CAT-W or Accuplacer tests.

### Creative Writing Foundations 6 crs. 3 hrs.

Through a combination of reading and writing, this course exposes students to the basics of fiction, poetry, and playwriting from the perspective of the practitioner, rather than the perspective of the critic. The class will read literature in three genres, focusing on the craft of how the pieces are structured, and how they achieve their impact on the reader. No prior knowledge of these genres is required. Through a combination of reflection, imitation, writing exercises, and writing assignments, students will produce craft analyses, their own creative works, and reflections on their own creative process.

### English Composition and Introduction to Literature in Tandem

6 crs. 7 hrs.

This course combines English 101 and 201 into a one-semester course. It is designed for students with a high level of reading and writing proficiency. Departmental permission is required.

*Prerequisite:* Pass the CATW and CATR tests

### Introduction to Literature 3 crs. 3 hrs.

This is a course that builds upon skills introduced in English 101. In this course, literature is the field for the development of critical reading, critical thinking, independent research, and writing skills. Students are introduced to literary criticisms and acquire basic knowledge necessary for the analysis of texts (including literary terms and some literary theory); they gain proficiency in library and internet research; and they hone their skills as readers and writers. Assignments move from close readings of literary texts in a variety of genres to analyses that introduce literary terms and broader contexts, culminating in an independent, documented, thesis-driven research paper. By the conclusion of English 201, students will be prepared for the analytical and research-based writing required in upper-level courses across the curriculum; they will also be prepared for advanced courses in literature.

*Prerequisite:* ENG 101

### Introduction to Literary Studies 3 crs. 3 hrs.

Introduction to Literary Studies is an inquiry into what it means to study literature, involving close reading, critical and creative analysis of a wide variety of prose fiction, drama, and poetry, and informed by an introduction to some of theoretical issues currently invigorating literary studies. In addition to works of literature, students will read critical and theoretical works. This course combines a study of literature with continued training in clear and effective expression. It is designed for prospective Writing and Literature majors and other interested students.

*Prerequisite:* ENG 101 or 121

*Corequisite:* ENG 201

### ENG 116

### ENG 121

### ENG 201

### ENG 250

# Course Descriptions

## ENGLISH

### Fundamentals of Journalism

ENG 300

3 crs. 3 hrs.

Fundamentals of Journalism offers an introduction to the practice, purpose, and history of journalism as projections about its future. The course addresses journalism in all its forms and media, e.g. film, print, radio, television, and Internet-based platforms, including Web sites, blogs, Twitter. It provides a foundation in journalism's professional code of ethics and the work of a free press to safeguard social liberty. Skills cultivated will include information gathering establishing credibility, writing, editing and dissemination.

Prerequisite: ENG 101 and ENG 201

### Journalism: News Writing

ENG 303

3 crs. 3 hrs.

This course covers the basic principles and practices of news reporting and writing. Students are taught to write single-incident news stories, conduct balanced interviews and edit their own copy, employing standard copy editing symbols and format. Emphasis is also given to the theoretical side of journalism with an overview of its history, present legal controls, ethical issues and rapidly expanding technology.

Prerequisite: ENG 201 or ENG 121

### Journalism: Feature Writing

ENG 304

3 crs. 3 hrs.

This course provides further opportunities for students to explore journalism. Students conduct interviews, cover stories around the city and write journalistic articles. Opportunities are provided for specialized coverage in areas such as politics, consumerism, science, education, finance, the arts, social change and family life. Topics include layout, headline composition and basics of journalism law.

### Creative Writing Workshop

ENG 311

3 crs. 3 hrs.

The objective of this course is to sharpen students' creative writing skills in the genres of the short story, poetry and drama, depending on students' interests and ability.

Prerequisite: ENG 121 or ENG 201

### Advanced Composition

ENG 314

3 crs. 3 hrs.

This course teaches the writing of formal and informal essays, articles, and reviews in a personal voice. Through the reading of modern and contemporary essayists students learn to identify the unique qualities of writers in order to develop an individual style applicable to the various disciplines of public and personal writing.

### Playwriting

ENG 315

3 crs. 3 hrs.

The objective of ENG 315 Playwriting is to sharpen students' creative writing skills and to teach them the elements of playwriting and character development. Through the reading of one-act plays and practice writing exercises each week, students will learn the craft of playwriting. They will write scenes and create their own one act plays.

Prerequisite: ENG 101 and ENG 201 or ENG 121

### Comics and Graphic Narrative

ENG 316

3 crs. 3 hrs.

In this course examines the unique syntax, grammar and conventions of this literary art form. It traces graphic narrative's history from the 19<sup>th</sup> Century, as a working-class commodity in print newspapers, to the mid-20<sup>th</sup> Century, when it reconfigured itself as a medium of rebellion and mode of autobiography, up to today. Through regular writing assignments, students will critically engage with the art form and recent scholarship, developing their own arguments about how certain comics communicate specific subjectivities.

Prerequisite: ENG 201

### Poetry Writing

ENG 317

3 crs. 3 hrs.

Building on the skills developed in a multi-genre workshop (ENG 116 or ENG 311), this course focuses on poetry from the perspective of a poet writing in a community of poets. Students are taught to give and receive substantive and constructive feedback on poetry in workshops. Through the study of published poems and work by peers, students develop an understanding of prosody, poetic craft, and poetic structure. An emphasis on reflection, analysis, and revision gives students the tools necessary to produce a portfolio of poems while seeing themselves as entering a community of poets with an awareness of poetry's complex and diverse histories.

Prerequisites: ENG 201 and [ENG 116 or ENG 311]

### Fiction Writing

ENG 318

3 crs. 3 hrs.

This course introduces students to fiction from the perspective of the writer. Students learn to give and receive substantive and constructive feedback in workshops. Through the study of published stories and work by peers, students develop an understanding of the basic elements of short stories such as narrative structure, characterization, point of view, scene structure, and setting. An emphasis on reflection, analysis, and revision gives students the tools necessary to produce short stories while seeing themselves as entering a writing community. Additional genres of fiction, such as micro-fiction, flash-fiction, novellas, and novel chapters, may also be included.

Prerequisites: ENG 201 and [ENG 116 or ENG 311]

### Environmental Literature and Film

ENG 320

3 crs. 3 hrs.

This is a class that will focus on a variety of timely and historical environmental and social justice issues related to sustainability at the local, national, and global level. We will read essays, fiction and poetry that establish the field of ecocriticism, then draw on readings and films that have expanded ecocriticism to include environmental justice, urban nature and we shall view films on themes related to the readings.

Prerequisite: ENG 201

### Film

ENG 321

3 crs. 4 hrs.

This is a film history and appreciation course, with special emphasis on style, techniques, genres and themes. During one double period in which a full-length film is shown, students are encouraged to take notes. In the next class

the film is discussed and analyzed. Students will read about the development of the cinema and write essays about well-known films.

Prerequisite: ENG 101 and ENG 201 or ENG 121

### Fiction into Film

ENG 322

3 crs. 4 hrs.

In this course film adaptations of 19<sup>th</sup> and 20<sup>th</sup> century fiction are compared to their original versions to determine differences and similarities between literary and cinematic technique. Films based on novels include such award-winning movies as *One Flew Over the Cuckoo's Nest*, *A Clockwork Orange*, and *To Kill a Mockingbird*. Also included are film adaptations of stories by writers such as Richard Wright, William Faulkner, Willa Cather, F. Scott Fitzgerald, Ambrose Bierce and Ernest Gaines. Students will learn terms to describe cinematic effects and techniques.

Prerequisite: ENG 101 and ENG 201 or ENG 121

### Native American/Indigenous Literatures

ENG 329

3 crs. 3 hrs.

This course examines the wide range of published works by Native/Indigenous peoples from the mainland United States and the Pacific. Course topics may include decolonization, environmental rights, language revitalization efforts, the experiences of urban Natives, and more. Students will examine the United States' history of settler colonialism while engaging each writer and work in their geographical, cultural, and historical context. Authors may include Red Jacket, E. Pauline Johnson, N. Scott Momaday, Leslie Marmon Silko, Louise Erdrich, Joy Harjo, Kathy Jetnil-Kijiner, and Craig Santos Perez.

Prerequisites: [ENG 101 and ENG 201] or ENG 121

### The Art of the Detective Story

ENG 332

3 crs. 3 hrs.

This course explores the genre of the detective story: its principal themes, plots, characters, and settings; the dramatic changes the genre has undergone (particularly in the 20<sup>th</sup> century); its relationship to other literature and new directions of the genre today. In addition, the phenomenal popularity of the detective story will be considered: who is the audience and why has the detective story attracted such a large audience?

Prerequisites: ENG 101 and 201, or ENG 121

### The Short Story

ENG 333

3 crs. 3 hrs.

This course acquaints students with the wide range and varied forms of the short story as it developed in America, Europe, and other continents. Readings will include works by male and female authors of different periods and nationalities, and some attention may be paid to the historical development of the short story as a genre, as well as the cultural contexts in which the assigned stories were written.

Prerequisite: ENG 101 and ENG 201 or ENG 121

### Children's Literature

ENG 334

3 crs. 3 hrs.

This course studies and analyzes outstanding classical, contemporary and multicultural literature for children and adolescents, arranged by genre. Students are given an overview of the evolution of the literature from



# Course Descriptions

ENGLISH

its cultural roots in myth and legend to its present role as a reflector of modern society.  
*Prerequisite: ENG 101 and ENG 201 or ENG 121*

## **Autobiography** **ENG 335** 3 crs. 3 hrs.

This course will introduce the student to autobiography in the context of literary debate: why do we read autobiography? How do we classify autobiography, as non-fiction or fiction? Works by both men and women of many cultural and socioeconomic backgrounds will be included. Students will examine the various styles, elements, as well as the recurring themes in autobiography, while working on their own "reflection of the self."

*Prerequisite: ENG 101 and ENG 201 or ENG 121*

## **Postcolonial Literature** **ENG 336** 3 crs. 3 hrs.

This course will study and analyze selected novels, short stories, poems and plays of postcolonial writers from Africa, South Asia and Southeast Asia, the English speaking Caribbean, New Zealand, Canada and Australia. The course will examine the ways in which postcolonial writers transcend a British imperial legacy of colonialism to redefine their own distinctive social and cultural worlds.

*Note: This course is crosslisted as: AFL 336.*

## **Science Fiction** **ENG 337** 3 crs. 3 hrs.

This course examines how science fiction literature envisions the impact of machine technology on the individual and society. The

human/machine interaction will be traced from early myths to contemporary science fiction, including works by Asimov, Clarke, Delaney, Gibson, Lem, Orwell, Vonnegut and Zelazny.

## **Latino/a Literature in the U.S.** **ENG 338** 3 crs. 3 hrs.

In this course, works reflecting the experiences of U.S. Latino/a writers in English are analyzed. Students will read, discuss, and write about fiction, nonfiction, poetry and drama by writers such as Julia Alvarez, Rudolfo Anaya, Gloria Anzaldua, Roberto Fernandez, Tato Laviera, Achy Obejas, Abraham Rodriguez Jr., and Piri Thomas.

*Note: Crosslisted with LAT 338*

## **Asian American Literature** **ENG 339** 3 crs. 3 hrs.

Representative works reflective of the collective experiences of Asian American writers are analyzed. American writers are analyzed. Fiction, poetry, drama and non-fiction written from Chinese, Filipino, Asian Indian, Japanese, Korean and South-East Asian cultural perspectives are discussed

## **Middle Eastern Literature** **ENG 340** 3 crs. 3 hrs.

This course surveys fiction, poetry, and drama from writers throughout the Middle East, beginning in the late 19<sup>th</sup> century and concluding in the present time. English translations of well-known literature from the Middle East, a region defined as the countries

of southwest Asia and northeast Africa, are considered in the context of such recurring themes as cultural/national identity, colonialism religion (e.g. Islam, Judaism, Christianity), gender relations and class conflict.

*Prerequisites: ENG 101 and 201, or ENG 121*

## **Modern Poetry** **ENG 345** 3 crs. 3 hrs.

The goals of this course are to stimulate an appreciation for, and an enjoyment of, poetic masterworks mainly of the 20<sup>th</sup> century. This course includes critical reading and writing; its approach is an in-depth study of poetry which has universal significance. Writers studied include T.S. Eliot, W.H. Auden, Dylan Thomas, e.e. cummings, Pablo Neruda, Langston Hughes, Theodore Roethke, Gwendolyn Brooks and Sylvia Plath.

## **Queer Literature** **ENG 346** 3 crs. 3 hrs.

This course focuses on 20<sup>th</sup> and 21<sup>st</sup> century texts within the area of Queer literature and by Queer literary artists. It covers a variety of literary and critical texts in order to introduce students to classics of Queer Literature as well as lesser-known masterpieces. The aim of this class is to expand students' conceptions about literature, sexuality, and gender and lead them to critically investigate socially-constructed ideas about gender and sexuality. Students will examine and analyze the manner in which the authors and texts subvert and challenge sexual and cultural norms.

*Prerequisite: ENG 101 and ENG 201 or ENG 121*



# Course Descriptions

## ENGLISH

### Topics in Literature 3 crs. 3 hrs.

**ENG 350/351**

This course will focus on a specific theme, concept, cultural milieu, or major author to be announced in advance. Topics for the following semester will be made available by the English Department during registration. Each section of the course will cover in-depth a single special topic, such as one of the following: the Harlem Renaissance, Literature and the Environment, Utopian and Dystopian Literature, Literature and Medicine, The Beat Generation, Literature of the Working Class, Satire in the 18<sup>th</sup> Century, Censorship and Literature, Literature of Immigration, War in Literature, Madness and Inspiration in Literature, Gay and Lesbian Literature, and Women in Shakespeare.

*Prerequisites: ENG 101 and 201, or ENG 121*

### Women in Literature 3 crs. 3 hrs.

**ENG 353**

This course focuses on the contributions of women literary artists from a variety of cultures and ethnic groups. It examines how some writers have both reflected the prevailing female stereotypes of their age and background, and also imagined the "New Woman." Enrollment is open to both women and men.

### Contemporary Urban Writers 3 crs. 3 hrs.

**ENG 358**

This course focuses on the literature of urban America since 1950 and in particular on how contemporary writers use the images and themes of the city.

### Italian American Literature 3 crs. 3 hrs.

**ENG 360**

Italian American literature surveys fiction, poetry, and drama throughout the history of Italian Americans in the United States beginning in the first half of the twentieth century and continuing into contemporary America. This literature will be considered in the context of recurring themes in the artistically framed experiences of Italian Americans beginning in the first half of the twentieth century and continuing into contemporary America: cultural-national identity conflict, anti-colonization by church and state, religion, gender relations, generational differences and relations, class conflict, for example working class vs. the bourgeois, or working class immigrant and sons and daughters vs. the dominant American culture, the problem of education in early Italian American history, the dilemma of cultural and linguistic loss, intercultural conflict, intracultural conflict, family values, oppression, social dysfunction, and assimilation.

*Prerequisites: ENG 101 and 201, or ENG 121*

### British Literature from the Medieval Era to the Eighteenth Century 3 crs. 3 hrs.

**ENG 371**

This course surveys works of English literature from its origins in pre-Norman England to the eighteenth century. The objectives are three-fold: (1) to develop the student's appreciation for literature and an acquaintance with literary masterpieces written in English during the years of this survey; (2) to introduce the student to the major political and cultural events and ideals

that shaped England during these years; (3) to illustrate how cultural and political ideals shape men's thinking and have their reflections in and are reflected by literature. Selections may include Beowulf, Chaucer's Canterbury Tales, Shakespeare's plays and Swift's writings.

### British Literature from the Romantic Era through the Twentieth Century 3 crs. 3 hrs.

**ENG 372**

This survey course is independent of English 371, which is not a prerequisite. It covers the principal figures, styles, themes and philosophies represented during three literary periods: the Romantic Era, the Victorian Age and the Twentieth Century. It exposes students to major works of literature including poetry, plays, short stories, novels and essays. It enables students to appreciate the thoughts and contributions of outstanding writers such as Keats, Wordsworth, Tennyson, Browning, Yeats and Eliot, as well as Dickens, Joyce and Lawrence.

### Introduction to Shakespeare 3 crs. 3 hrs.

**ENG 373**

This course provides careful, in-depth readings from Shakespeare's tragedies, histories and comedies. The course examines some of the main characteristics of his work, including his major themes, the development of character and plot, and the special worlds that he creates through his poetic language.

### American Literature from the Colonial Era to the Civil War 3 crs. 3 hrs.

**ENG 381**

This course surveys American literature from its colonial beginnings to the American Renaissance of the nineteenth century—from Ann Bradstreet and Cotton Mather to Walt Whitman and Herman Melville. Students learn about the cultural milieu that influenced writers, read major and representative works and sharpen their critical abilities.

### American Literature from the Reconstruction Era to the Present 3 crs. 3 hrs.

**ENG 382**

Though English 381 is not a prerequisite, this course begins where 381 leaves off and covers select fiction and poetry from the Gilded Age of the late nineteenth century to the present. Students study major writers and literary movements; and an effort is made to place literature in its cultural context. Works by such writers as Mark Twain, Emily Dickinson, Henry James, T.S. Eliot, Richard Wright, F. Scott Fitzgerald and Toni Morrison may be included.

### The American Novel 3 crs. 3 hrs.

**ENG 383**

This course focuses on the gradual emergence of the American novel both as a literary form and as a reflection and reinforcement of patterns in the fabric of American life. Representative authors may include Hawthorne, Melville and Stowe from the 19<sup>th</sup> century; Lewis, Cather, Fitzgerald, Faulkner, Hemingway and Steinbeck from the 1920s to the 1950s; and Wright and Mailer of the 1960s and 1970s.

### Modern American Drama 3 crs. 3 hrs.

**ENG 384**

The development of the American theatre since the rise of realism is traced through 1920s dramas by O'Neill, Howard, and Rice; comedies of manners by Barry and Behrman; socially conscious plays of the 1930s by Odets, Sherwood, and Hellman; and post-war dramas by Williams and Miller.

*Prerequisites: ENG 101 and 201, or ENG 121*

### World Literature I: From Antiquity to the Early Modern Era 3 crs. 3 hrs.

**ENG 391**

This course presents a global approach to literature by introducing prose, poetry and drama representative of different world cultures and historical periods, from antiquity to the early modern era. Students engage in close readings of individual texts and contextual/comparative analyses. Written and spoken activities are designed to enhance students' appreciation of literature and their awareness of the ways it arises from, shapes and reflects the world's cultures.

### World Literature II: From Early Modern Era to the Present 3 crs. 3 hrs.

**ENG 392**

This course presents a global approach to literature by introducing prose, poetry and drama representative of different cultures and historical periods, from the 17<sup>th</sup> century to the present. Students engage in close readings of individual texts and contextual/comparative analyses. Written and spoken activities are designed to enhance students' appreciation of literature and their awareness of the ways it arises from, shapes, and reflects the world's cultures.

### Jewish Literature 3 crs. 3 hrs.

**ENG 393**

This course aims to acquaint students with representative Judaic works translated from Hebrew or written in English and ranging from Biblical times to the present. The selections concentrate on those writings which have been most influential in the development of Western literature and which best convey Jewish thought, feeling, and experiences, especially in their universal application. The readings will be supplemented by exposure to Judaic music and art, including visits to museums and galleries, individual student projects, and guest lectures. No prior knowledge of the Hebrew language or Jewish culture or literature is required.

*Prerequisites: ENG 101 and 201, or ENG 121*

### Modern European Novel 3 crs. 3 hrs.

**ENG 394**

European social and political ideas as they are reflected in the works of such novelists as Gide, Silone, Koestler, Camus, Sartre, Mann, and Kafka are examined and analyzed.

*Prerequisites: ENG 101 and 201, or ENG 121*

# Course Descriptions

ETHNIC AND RACE STUDIES

## Ethnic and Race Studies

Room S-623, Telephone: (212) 220-1370  
ethnicstudies@bmcc.cuny.edu

The Department of Ethnic and Race Studies offers courses in the following areas: Asian Culture (ASN), Africana Studies (AFN), Latino Studies (LAT), Africana/Latino Studies (AFL). The courses can be used to satisfy liberal arts requirements in literature, the social science disciplines, music and art, or as electives. Courses in Ethnic and Race Studies are articulated for transfer credit. The educational objectives of the courses include enhancement of critical thinking processes and refinement of written communication skills. The pedagogical approach is interdisciplinary in concept. Students interested in subjects related to career, liberal arts or pre-professional programs should consult members of the faculty in the Department of Ethnic and Race Studies.

*Chairperson:* Patricia Mathews

*Professor:* Patricia Mathews

*Associate Professors:* Judith Anderson, Daly Guilamo-Addison

*Assistant Professors:* Lissette Acosta, Rigoberto Andino Jr., RaShelle Peck, Andrew Smallwood, Linta Varghese

*Instructors:* Leslie Martino-Velez

*Adjunct Faculty:* There are approximately 35 adjuncts in the department.

### ASIAN CULTURE (ASN)

**Chinese Culture and Heritage**  
(same as ANT 111) **ASN 111**  
3 crs. 3 hrs.

This course introduces Chinese culture and history, taking into account changes of tradition and inheritance in social, political, economic, and philosophical aspects. Cultural activities from ancient to modern times will also be covered in the class. A brief history of China and its contact with the west will also be explored. Discussion of criticism about the past and present in China will be encouraged. Films, guest speakers, and field visits will be integral to the class.

**Asian American History**  
(same as HIS 114) **ASN 114**  
3 crs. 3 hrs.

The Asian American presence from the mid-nineteenth century to the present is studied. Three periods, 1848 to 1943, 1943 to 1965, and 1965 to the present are examined. Topics are designed to focus on the impact of historical processes on the cultural, economic, and political experiences of diverse Asian American groups in urban and rural communities. The multi-ethnic aspects of Asian American communities are explored.

**An Introduction to the Middle East**  
(same as HIS 129) **ASN 129**  
3 crs. 3 hrs.

This course aims to introduce students to the Middle East, from the rise of Islam to contemporary times. It takes a cross-disciplinary approach, designed to allow students the chance to examine the region from a number of different perspectives; not only an historical one, but also those of literature, religion, economics, politics and international relations. It is hoped that, at minimum, the course will provide a sound basis by which students might better frame their understanding of the region; at maximum, that it might stimulate a desire to further explore the region in greater depth. Particularly, given the tendency if the media to view the region largely in terms of current events, it is hoped that by taking a cross-disciplinary approach, students will come to conceive of the region as a multi-dimensional; as a region with rich and varied cultural, historical and intellectual traditions; most importantly, as a region made up of people, of individuals who have many of the same desires and aspirations, the same fears and concerns, as ourselves. Given that the course constitutes a broad cross-disciplinary survey of the Middle East, it will, at times, be necessarily selective, focusing in depth on specific but representative aspects of Middle Eastern civilization. Students are thus encouraged to make reference to the "additional reading list" towards the end of the syllabus. An additional goal of the course is to consider in a more critical way the manner in which the region is portrayed in the media. Thus, periodically, we will be examining issues of topical interest.

**Asian Americans in NYC** **ASN 211**  
3 crs. 3 hrs.

According to the 2010 census, 1 in 8 New Yorkers are of Asian descent. Yet the histories and identities of Asian American communities in New York City, and on the East Coast more generally, have not been as visible in academic scholarship as Asian Americans on the West Coast. This class will examine the diverse Asian American communities that have populated the city from the late 19<sup>th</sup> century onwards through topics such as racial segregation, ethnic economies and labor, global and transnational flows, gentrification, community institutions and inter-racial community relations. One of the main goals for this class is for students to experience Asian American spaces in NYC with a scholar's eye. To this end, the class will study research methods, undertake field trips to Asian American and transnational Asian institutions and organizations, and produce a final paper based on first hand/primary research.

### LITERATURE

CROSS LISTED WITH ENGLISH

**Asian American Literature**  
(same as ENG 339) **ASN 339**  
3 crs. 3 hrs.

Representative works reflecting the collective experiences of Asian American writers are analyzed. Fiction, poetry, drama, and non-fiction written from Chinese, Filipino, Asian Indian, Japanese, Korean, and Southeast Asian cultural perspectives are discussed.

*Prerequisite:* ENG 201 or ENG 121

*Note:* ASN 339 satisfies requirements for a third semester of the English sequence.

### AFRICANA STUDIES (AFN)

**African Art (same as ART 801)** **AFN 101**  
2 crs. 2 hrs.

This is a survey course examining the function and form of African art in its past and present relationships to African cultures. The influence of African art forms on Western art is studied. Lectures, slides and visits to museums and galleries are included.

**African-American Art**  
(same as ART 802) **AFN 102**  
2 crs. 2 hrs.

The aesthetic, cultural, and social contexts of African American art are studied. Comparative studies of the art created by Haitian and African-American artists are included in the course.

**History of African Civilization**  
(same as HIS 121) **AFN 121**  
3 crs. 3 hrs.

African civilizations from the pre-historic cultures in East Africa to the decline of the West African kingdom of Songhai in 1596 are examined.

**Africa 1500 to Present**  
(same as HIS 122) **AFN 122**  
3 crs. 3 hrs.

Africa from the beginnings of the Atlantic slave trade to the end of Colonialism in the late twentieth century is examined. The effect of Colonialism on economic and cultural patterns in the African diaspora is explored.



# Course Descriptions

## ETHNIC AND RACE STUDIES

### **African-American History, 17<sup>th</sup> Century to 1865 (same as HIS 123)** **AFN 123** 3 crs. 3 hrs.

This course is a systematic examination of the participation of African American people in the political, economic and cultural history of the United States. The involvement of African Americans in abolitionism and in the development of social and cultural institutions in free black communities is analyzed.

### **African-American History, 1865 to Present (same as HIS 124)** **AFN 124** 3 crs. 3 hrs.

Reconstructions I and II, the social Darwinist years, Civil Rights activism of the 1960s, and the cumulative effects of institutionalized racism are set in an historical framework for comparative study. The course examines the impact of urbanization, institutional racism, economic, and political policies on the life experiences of African-Americans. The dynamics of cultural, social, and political interactions within the social structure of the nation since 1865 are analyzed.

### **Caribbean History (same as HIS 126)** **AFN 126** 3 crs. 3 hrs.

This course is a survey of the economic, political and cultural institutions which characterize the present nations of the Caribbean, their antecedents in the post-Emancipation period and the prospects for the future.

### **Haitian History and Culture (same as ANT 127)** **AFN 127** 3 crs. 3 hrs.

This course explores the role of economics, culture, and world diplomacy in the development of the Republic of Haiti since the Revolution of 1791. The impact of Haitian intellectual and popular thought on prose, poetry, and art is examined.

### **Black Women in the Americas and the Caribbean (same as ANT 128)** **AFN 128** 3 crs. 3 hrs.

The changing status of women in African traditional societies is compared with changes in the status of Black women in the United States, the Caribbean, and Brazil.

### **The Black Man in Contemporary Society (same as SOC 129)** **AFN 129** 3 crs. 3 hrs.

The effects of economic and social factors on socialization, status, and levels of achievement among Black men are analyzed. The impact of institutional racism and underachievement on urbanized populations is explored in terms of access, social status, and economic differentials.

### **Modern Black Political Thought (same as POL 152)** **AFN 152** 3 crs. 3 hrs.

The origins of nationalist ideologies, and political and social action in the United States, Caribbean, and Africa are examined. Political and economic developments since the late 19<sup>th</sup> century are analyzed.

### **Sociology of the Black Urban Community (same as SOC 154)** **AFN 154** 3 crs. 3 hrs.

Current theories of socialization, cultural transformation, and poverty are assessed. Field visits to recognized agencies and institutions are arranged under supervision of the instructor.

*Prerequisite: Permission of the center*

### **The Black Experience in Africa (same as SSC 253)** **AFN 253** 3 crs. 3 hrs.

Current theories of socialization, cultural transformation, and poverty are assessed. Field visits to recognized agencies and institutions are arranged under supervision of the instructor.

*Prerequisite: Permission of the center*

### **The Contemporary Black Family (same as SOC 256)** **AFN 256** 3 crs. 3 hrs.

The Black family in current urban/suburban settings and the effects of changing value systems, the single-parent family, crises in education, and economic stability are examined. Field visits to selected agencies and institutions are required.

### **African-American Writing from 18<sup>th</sup> Century to 1940** **AFN 321** 3 crs. 3 hrs.

This course is a survey of fiction, poetry, and commentary by African American writers from the 18<sup>th</sup> century through the Harlem Renaissance to 1940.

*Prerequisite: ENG 201*

### **Contemporary Black Writers** **AFN 322** 3 crs. 3 hrs.

This course is a survey of fictional and non-fictional writing by African Americans from 1940 to the present.

*Prerequisite: ENG 201*

### **Black Literature of the Caribbean** **AFN 338** 3 crs. 3 hrs.

The course examines the emergence and growth of a distinct regional literature in English and French speaking nations.

*Prerequisite: ENG 201*

## **AFRICANA/LATINO STUDIES (AFL)**

### **Economics of Urban Communities (same as ECO 111)** **AFL 111** 3 crs. 3 hrs.

This course introduces the subject of urban economics in historical and social contexts rather than as a strict analytical discipline. The causes and existence of poverty in cities, the management of federal, state and local government programs, the financing of Black enterprises, and conditions of social welfare are considered. Solutions toward developing neglected economics of urban communities are proposed.

### **Economic Development in the Dominican (same as ECO 112)** **AFL 112** 3 crs. 3 hrs.

This course analyzes the economic policies of the different political regimes in the Dominican

Republic from the end of the 19<sup>th</sup> century to the present. It studies the application and results of these policies changes brought about by these regimes in trade, industry, agriculture and population. It also examines the influence of the United States on developments in the Dominican economy during this century.

### **African Development (same as ECO 113)** **AFL 113** 3 crs. 3 hrs.

Problems of African economic and political development since 1900 are analyzed. The emergence of conditions contrary to the goals of independence and African participation in world affairs is explored.

### **Political Economy of the Caribbean (same as ECO 151)** **AFL 151** 3 crs. 3 hrs.

This is a study of the factors affecting the economies of the English and French speaking countries of the Caribbean region. The effects of international diplomacy, multinational corporate policies, educational and social determinants, and economic policies are evaluated.

### **Health Problems in Urban Communities (same as SOC 161)** **AFL 161** 3 crs. 3 hrs.

This course analyzes the relationships between economic and social factors, and the delivery of health care services in urban communities. Attention is given to community needs related to HIV/AIDS, tuberculosis, mortality rates, prevention, and education. Guest lecturers and workshops are presented.

### **The Roles of Women in a Changing World (same as ANT 210)** **AFL 210** 3 crs. 3 hrs.

This course analyzes the status and roles of women in cross-cultural perspective. Particular emphasis is given to the socio-cultural forces underlying the women's rights movements in the 19<sup>th</sup> century and the present resurgence of feminism.

## **ETHNIC STUDIES (ETH)**

### **Introduction to Ethnic Studies** **ETH 100** 3 crs. 3 hrs.

Introduction to Ethnic Studies explores the historical formation of ethnic studies in the United States. The course examines the academic field of Ethnic Studies by raising questions about the ways that race and racism shape our experiences and world across a range of time and places. In an interdisciplinary approach, the course will introduce students to a variety of terms such as ethnicity, race, class, gender, ethnic stratification, etc. The course will also teach students a variety of methodological approaches to doing ethnic studies research and major issues in the field. It places an emphasis on relationships and conflicts between diverse groups, especially how they were treated and defined in relation to each other. Broadly speaking, this course is concerned with how these groups struggle to stake out their place in a highly unequal world.

# Course Descriptions

ETHNIC AND RACE STUDIES

## Comparative Ethnic Studies I (same as SOC 125)

3 crs. 3 hrs.

This course surveys the long history of cross-racial and inter-ethnic interactions among immigrants, migrants, people of color and working people in the United States and the wider world from the era of mercantile capitalism in the sixteenth century to the present. By making inroads into the dynamic worlds that indigenous people, people of African and Latin American descent, European Americans, and Asian Americans made and remade, the course aims to reach across borders of all kinds, including national boundaries, to cultivate global, transnational and comparative perspectives on race and ethnicity. In particular, it places emphasis on relationships and conflicts between these diverse groups, especially how they were treated and defined in relation to each other. Broadly, this course is concerned with how these groups struggle to stake out their place in a highly unequal world.

## Research and Writing Methods

3 crs. 3 hrs.

The Ethnic Studies capstone will focus on special topics within the field and expertise of the instructor. It will provide a culminating experience for students by allowing them to explore a topic in-depth, engage in independent research, develop their analytic abilities and critical thinking skills, and apply concepts and theories to new cases. The capstone course will introduce students to the major theoretical perspectives, the basic research methodologies and research design issues, and the central analytical models in Ethnic Studies. Over the course of the semester, each student will engage in independent research that culminates in a research paper or project and a presentation to the class. This course will help students achieve BMCC's General Education outcomes by developing their understanding of the social sciences, strengthening their communication skills and information and technology literacy, deepening their appreciation for professional values and ethics, and encouraging and assessing critical thinking skills.

*Prerequisite: AFL 100*

## LATINO STUDIES (LAT)

### Latin American Theatre and Performance (same as THE 324)

3 crs. 3 hrs.

This survey course will look at major trends and directions in Latin American theatre by drawing on plays and performance ensembles of the mid-twentieth century to the present. We will look at the work of some of the most influential playwrights, directors, and ensembles as they grapple with their political, national, and cultural contexts, and discuss these artists' dual commitment to social conscience and artistic expression. We will read manifestos and plays by many of Latin America's major playwrights and performing artists, as well as critical writing by scholars and historians. We will also engage with documentary films and videos of performances.

*Prerequisite: SPE 100 or THE 100 or LAT 100*

ETH 125

## Puerto Rican Culture and Folklore (same as ANT 125)

3 crs. 3 hrs.

This course studies the emergence of a national culture, folklore and identity. Topics include the Taino, Spanish and African contributions to the creation of a criollo personality and character and the Puerto Rican family, race relations, the jibaro, religion, and the arts. It reviews customs, traditions, celebrations, dances, legends, songs, proverbs, and hero/underdog stories as well as the impact of the United States culture.

## History of Puerto Rico: Discovery through 19th Century (same as HIS 127)

3 crs. 3 hrs.

This course studies the history of Puerto Rico from the pre-Columbian period to the end of the 19<sup>th</sup> century. Consideration will be given to political, social, cultural and economic factors contributing to the emergence of national consciousness in the 19<sup>th</sup> century and to the events leading to the Spanish-American War in 1898.

## History of Puerto Rico: 1900 to Present (same as HIS 128)

3 crs. 3 hrs.

This course studies the historical conditions of Puerto Rico in the 20<sup>th</sup> century. The transition from a Spanish colony to an American possession is examined. The events and forces that created the present Puerto Rico are studied and analyzed in perspective. The alternatives to the problem of status commonwealth, statehood and independence are studied.

## History of Latin America (same as HIS 130)

3 crs. 3 hrs.

Survey covering from the pre-Columbian cultures, the age of discovery and exploration, colonial structures, independence movements, to contemporary Latin America, with special emphasis on the countries of the mainland (i.e., North, Central, and South America). Students will learn about the traditions and institutions of Latin American Civilization including the Iberian conquest and colonization, the role of the Catholic Church, economic and social structures, as well as problems related to government, nation-building, race and class relations, wars and Latin America's position in the world.

## History of the Dominican Republic (same as HIS 131)

3 crs. 3 hrs.

This course studies the history of the Dominican Republic from the pre-Columbian and Colonial periods to the present. It deals with the geographical, political, social and economic factors that form the Dominican nation. Emphasis is given to relations with Haiti and North America. The course also analyzes the position of the Dominican Republic in the community of Latin American nations as well as its place in today's world.

LAT 125

## Introduction to Mexican-American Studies

3 crs. 3 hrs.

This course studies the varied experiences of Mexicans in the United States from an interdisciplinary perspective. Through readings, lectures, media and discussions, students will learn about the historical, social and cultural contributions of Mexican Americans. The course will survey the history and evolution of Mexicans in the United States at the same time that it explores issues culture and identity. While the course emphasizes developments in the 20<sup>th</sup> and 21<sup>st</sup> centuries, students will also engage with developments prior to the 20<sup>th</sup> century. Students will study major political and social events that contributed to the incorporation of Mexicans into US institutions as well as become familiar with current events and perspectives regarding the experiences in today's society.

## Puerto Rican Music (same as MUS 881)

3 crs. 3 hrs.

The course will survey the musical genres of Puerto Rico and how each developed within a historical and social context, beginning with the role of music in pre-Colombian, European and African cultures up to the present.

## The Latino Experience in the U.S. (same as SOC 150)

3 crs. 3 hrs.

This course studies the varied experiences of Latinos in the United States of America. Through readings, lectures, discussions and fieldwork, students will become familiar with the group and its diverse components from North, Central and South America as well as the Caribbean, while covering representative nationalities such as Mexicans, Salvadorians, Cubans, Colombians, Ecuadorians, Puerto Ricans and Dominicans. The course will survey the history and evolution of Latinos at the same time that it explores issues of culture and identity. Other topics include family, race relations, religion, education, economic incorporation and political participation. Key issues of contemporary interest will also be explored, such as Latinos and immigration, and the impact they have on local, state and nationwide elective office.

## Politics of Puerto Rican Communities (same as POL 151)

3 crs. 3 hrs.

This course is an analysis of the political movements and parties of Puerto Rican communities in the U.S.A.; the relationships of these movements and parties toward political development in Puerto Rico; the role of the Puerto Rican in both traditional and radical political movements in the U.S.A.; and how political participation in the American process has come to contribute to a sense of community identity among Puerto Ricans in the U.S.A.

## Puerto Rican Experience in Urban U.S. Settings (same as SOC 152)

3 crs. 3 hrs.

This course studies the peculiar characteristics of the Puerto Rican migration to the U.S.

LAT 140

LAT 141

LAT 150

LAT 151

LAT 152

# Course Descriptions

## ETHNIC AND RACE STUDIES

It analyzes the processes of assimilation and adaptation to the American society as opposed to the identity and preservation of Puerto Rican cultural values. The problems of education, housing, health services, family and community, employment, and economic development are given special attention as they relate to the unique experience of the Puerto Rican in the U.S.A.

**Peoples and Cultures of Latin America and the Caribbean (same as ANT 200)** LAT 200  
3 crs. 3 hrs.

This course examines the diverse peoples and cultures that have populated Latin American and the Caribbean region since pre-Columbian times. It discusses the legacy of European colonization and the subsequent struggles for independence, formation of national identities and the quest for modernization today. The course will place particular emphasis on the production of social movements that respond to social inequality, and conflicting ideologies around ethnicity, race and gender among other factors. The readings illustrate case studies that examine a wide range of topics—ecological adaptation, food production, kinship and local politics, medical and religious beliefs and artistic expressions—from small-scale rural society to large complex urban centers throughout the continent. It will also explore how globalization, intense migration, and transnationalism have generated new notions of identity in the US today.

**Representative Puerto Rican Writers** LAT 233  
3 crs. 3 hrs.

This is an intensive study of a group of Puerto Rican writers and their reactions to different periods in the history of their country. The course includes both oral and written analyses of the important works of Eugenio Maria de Hostos, Jose de Diego, Antonio S. Pedreira, Julia de Burgos, J. L. Gonzalez, Luis R. Sanchez, and other selected writers. Each writer is studied as a man/woman reflected in his/her works, his/her unique reactions to the circumstances in which he/she has lived.

**Note:** This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language.  
*Prerequisite:* SPN 210 or departmental approval

**The Puerto Rican Family (same as SOC 234)** LAT 234  
3 crs. 3 hrs.

This course studies the Puerto Rican family as the primary unit of Puerto Rican society, reflecting the patterns and dynamics of that society. It examines the variations in family structure that have evolved from the Taino, Spanish and African cultures. The historical and economic changes that have transformed Puerto Rican society are analyzed with emphasis on their effect on the family structure. The experience of migration and its impact on the Puerto Rican family are considered. Attention is given to the problems facing the family as the unit of migration.

**Puerto Rican Theatre** LAT 235  
3 crs. 3 hrs.

This course is a study of the drama written in Puerto Rico during the Spanish Colonial period, its relation to the development of a national identity and its links to the developing drama

in Latin America. The course also studies the contemporary dramatic expression both on the island and in the U.S.A., and analyzes the different aspects and problems of a dramatic production. Actors, directors and playwrights are invited for discussions and students are required to see and study local productions.

**Note:** This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language.  
*Prerequisite:* SPN 210 or departmental approval

**Puerto Rican Economic Development (same as ECO 236)** LAT 236  
3 crs. 3 hrs.

This course analyzes the history and effects of American economic policies on contemporary Puerto Rico. Economic conditions before the American occupation are examined with the objective of comparing them with the conditions and changes after 1898. The period of sugar as a monoculture is studied as well as the great depression and its impact on Puerto Rico. The coming to power of the Popular Party, with its politics of land reform and economic development, are examined. The economic and social planning that have brought about modern Puerto Rico are analyzed.

**Puerto Rican Literature: Early Colonial** LAT 237  
3 crs. 3 hrs.

This course is a survey of Puerto Rican literature from the Spanish colonial period through the 19<sup>th</sup> century. It includes a study of the first literary expressions (both in prose and verse), a history of the various literary movements, and representative authors and their works. Written critical analyses and oral reports on selected work are required.

**Note:** This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language.  
*Prerequisite:* SPN 210 or departmental approval

**Contemporary Puerto Rican Literature** LAT 238  
3 crs. 3 hrs.

This course covers the contemporary literary expression in Puerto Rico. Authors such as Luis Pales Matos, Julia de Burgos, Diaz Alfaro, and other short story writers are studied and evaluated. The course studies and analyzes the modern novel as a reflection of the present Puerto Rican society.

**Note:** This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language.  
*Prerequisite:* SPN 210 or departmental approval

**The Short Story in the Spanish Speaking Caribbean (same as SPN 439)** LAT 239  
3 crs. 3 hrs.

This course studies the short story as major form of literary expression in the Spanish speaking countries of the Caribbean: Colombia, Cuba, the Dominican Republic, Puerto Rico, and Venezuela. It studies the development of the short story beginning with Indian legends recreated by Spaniards during the early Colonial period. Examples of short stories written during the different literary movements are studied and analyzed. The relationship between the writer and society is analyzed as well as the common history, culture, and socio-economic problems which are reflected in each story.

**Note:** This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language.  
*Prerequisite:* SPN 210 or departmental approval

**Latino/a Literature in the U.S.** LAT 338  
3 crs. 3 hrs.

In this course, works reflecting the experiences of U.S. Latino/a writers in English are analyzed. Students will read, discuss, and write about fiction, nonfiction, poetry and drama by writers such as Julia Alvarez, Rudolfo Anaya, Gloria Anzaldua, Roberto Fernandez, Tato Laviera, Achy Obejas, Abraham Rodriguez Jr., and Piri Thomas.

**Note:** Crosslisted with ENG 338  
*Prerequisite:* ENG 101 and ENG 201 or ENG 121

**Latin American and Caribbean Society** LAT 475  
3 crs. 3 hrs.

This is a summer course taught abroad in a Latin American or Caribbean country. It offers the student the opportunity to travel, to share, to live and to study in another country. From a global perspective, this course explores the history and culture of a selected Latin American or Caribbean country by focusing on religion, homeland, art, family, identity, film, economic development, social and political movements and environment as they are presented as major themes of current research and in the tangible appreciation of the student.

*Prerequisite:* A functional knowledge of the language of the country or countries visited may be required.





# Course Descriptions

HEALTH EDUCATION

## Health Education

Room N-798, Telephone (212) 220-1453  
hed@bmcc.cuny.edu

The Health Education courses provide undergraduates with the knowledge, skills, and models to enhance, promote and value their physical, emotional, social, intellectual, and spiritual health. The Health Education courses complement the other curricula in developing the whole person and focusing on individual health needs. The department offers degrees in Community Health Education, School Health Education and Public Health leading to the Associate Degree in Science (A.S.) In addition, a Gerontology Program is jointly offered with the Social Sciences, Human Services and Criminal Justice department that leads to the A.S. degree.

**Note:** 200-level HED courses do not meet the Health Education (HED 100) requirement for degree programs.

**Chairperson:** Lesley Rennis

**Deputy Chairpersons:** Lisa Grace, Gloria McNamara

**Professors:** Philip Belcastro, Lesley Rennis

**Associate Professors:** Lisa Grace, Hardaye (Sharie) R. Hansen, Michael McGee, Gloria McNamara, Yuliya Shneyderman

**Assistant Professors:** Monica Stanton-Koko, Anika Thrower

**Instructor:** Alex Evangelista

**Lecturers:** Jason Bravo, Patricia DeFillippo

**Health Education**  
2 crs. 2 hrs.

This is an introductory survey course to health education. The course provides students with the knowledge, skills, and behavioral models to enhance their physical, emotional, social, intellectual and spiritual health as well as facilitate their health decision-making ability. The primary areas of instruction include: health and wellness; stress; human sexuality; alcohol, tobacco and substance abuse; nutrition and weight management; and physical fitness. Students who have completed HED 110 - Comprehensive Health Education will not receive credit for this course.

**Comprehensive Health Education** **HED 110**  
3 crs. 3 hrs.

This course in health education offers a comprehensive approach that provides students with the knowledge, skills, and behavioral models to enhance their physical, emotional, social, intellectual and spiritual health as well as facilitate their health decision-making ability. Areas of specialization include: alcohol, tobacco and abused substances, mental and emotional health, human sexuality and family living, nutrition, physical fitness, cardiovascular health, environmental health and health care delivery. HED 110 fulfills all degree requirements for HED 100. Students who have completed HED 100 - Health Education will not receive credit for this course.

**Human Sexuality and Society** **HED 190**  
3 crs. 3 hrs.

This course explores the intersections of sexuality and culture, looking at the social construction of sexuality, the development of sexual and relationship norms through history, and the role of media and popular culture in shaping our understanding of sexuality, gender, and relationships.

**Food, Culture and Society** **HED 195**  
3 crs. 3 hrs.

Students will examine American dining rituals and patterns from colonial times through the 21<sup>st</sup> Century. Students will examine how historical events of colonization, trade, war, industrialization and weather impacted food consumption and diet in America. Using a socioecological model, students will also examine how American meal patterns are influenced by religion, race, culture, economics and politics.

**Health Education and Exercise** **HED 201**  
3 crs. 2 hrs. 2 lab hrs.

This course will develop positive health related attitudes, values, and habits to promote physical, mental and social wellness. The student will attain a broad spectrum of exercise information and skills and apply that knowledge to those skills in a laboratory fitness program, utilizing appropriate equipment to assess the function of muscular systems during physical performance. Individuals will explore the body's adaptations to aerobic, anaerobic, and resistance training.

**Drug Use in American Society** **HED 202**  
3 crs. 3 hrs.

This course examines the use of licit and illicit drugs across cultures within the context of personal health and wellness. The historical, pharmacodynamics, psychological, emotional and social aspects of licit and illicit drug use, as well as drug abuse, will serve as the foundation for this examination.

**Contemporary Health Issues** **HED 210**  
2 crs. 2 hrs.

An advanced seminar in health education, this course concentrates on an in-depth investigation of selected health problems. Emphasis is placed on social aspects of health.

**Critical Health Topics and Issues** **HED 211**  
3 crs. 3 hrs.

This course academically examines topics that health education professionals have identified as: 1) critical to the health and wellbeing of specific populations, 2) relevant to the current state of the nation's health and healthcare system, 3) representative of recent trends in health practices/theory, or 4) a significant health concern attributable to personal health behavior(s). This course provides for an in-depth analysis of the array of topics germane to the health field. Each semester one or more topics will be offered through this course.

*Prerequisite: HED 100 or HED 110*

**Habituation and Addiction and Their Prevention** **HED 215**  
3 crs. 3 hrs.

This course covers causes of alcoholism and drug abuse. It discusses ways people are introduced to harmful substances, social and personal effects of alcoholism and drug abuse, prevention, and rehabilitation techniques. Methods and materials for professional students are given special consideration.

**Human Sexuality** **HED 220**  
3 crs. 3 hrs.

This course deals with the physiological, psychological and social aspects of human sexual development and functions.

**Health Concerns of Women** **HED 225**  
3 crs. 3 hrs.

This health course is aimed to be a practical course for students and to affect their lives in a positive way. It provides an opportunity to gain information and insight into the physical, psychological, and social aspects of women's health concerns.

**Consumer Health Survey** **HED 230**  
3 crs. 3 hrs.

Historical events and contemporary factors affecting the availability, control, and monitoring of American Health Care products and services are explored. Such factors include: the private and public financing of health care, public and private monitoring of health care; and the ethical issues of medical care in America.

The purpose of the course is not to advocate any particular health care philosophy, product or

# Course Descriptions

## HEALTH EDUCATION

service, but to provide the student with the skills and factual base for making informed decisions in the health care marketplace.

### **Nutrition for Health** **HED 235** 3 crs. 3 hrs.

This course examines what the National Academy of Sciences recommends for meeting one's nutritional needs. It examines the food, beverages, and supplements that comprise one's diet and assesses their impact on health following digestion, absorption, and metabolism. The course is designed to help students make health informed choices regarding nutritional needs and goals.

### **First Aid, Safety and Cardio Pulmonary Resuscitation** **HED 240** 3 crs. 3 hrs.

Students in this course acquire knowledge essential for safe living, including the causes and preventions of accidents. The student learns the practical skills of first aid and cardio pulmonary resuscitation. Students are eligible for certification provided they meet Red Cross standards.

### **Stress: Awareness, Understanding and Management** **HED 250** 3 crs. 3 hrs.

This course is designed to provide students with a comprehensive overview of the psychological, physical, and social understanding of the stress response. The course will explore the divergent ranges of the human stress response, while emphasizing the use of positive stress in an academic setting. Opportunities will be provided for students to learn concrete scientific measures, gain practical insights, and adapt viable stress management techniques. The purpose of the course is not to advocate any one particular technique, but rather to enable students to make informed decisions about stress management approaches toward enhancing health.

### **Communication Strategies in Health Literacy, Promotion and Programming** **HED 255** 3 crs. 3 hrs.

An introduction to the United States and International field of health communication with an emphasis on theoretical constructs, practical models and applications. This course of study examines the multifaceted nature of health communication and its role in personal health behavior and public health interventions.

### **Fitness and Cardiovascular Health** **HED 260** 3 crs. 2 hrs. 2 lab hrs.

This course focuses on preventive heart care utilizing: nutritional plans, cardiovascular stress management, cardiovascular knowledge, and individualized cardiovascular fitness programs. In the classroom and fitness laboratory, students explore, devise and practice educational and fitness strategies to improve their overall cardiovascular health.

### **Health Perspectives of Death and Dying** **HED 270** 3 crs. 3 hrs.

The course experience provides students, utilizing Dubos' Multidimensional Health Model, an understanding of death and dying from a physiological, emotional, spiritual,

and behavioral perspective with additional emphasis on legal and ethical issues. Topics to be explored include: therapeutic care plans as they relate to diseases and disorders of the terminally ill; medical preparation for death, inclusive of DNI (do not intubate), DNR (do not resuscitate) and health proxy laws; an examination of the emotional and physiological impact on the health of the caregiver as well as that of the terminal patient; an examination of funeral rituals and grieving practices involved in the healing process of bereavement, as well as unique circumstances of death involving suicide and euthanasia. Overall, the course explores death within the multiple dimensions of health and wellness on the continuum of the life cycle.

*Prerequisite: HED 110 or HED 100 for which a "B" grade or above has been earned.*

### **Environmental and Occupational Health** **HED 276** 3 crs. 3 hrs.

This course introduces students to physical, chemical and biological hazards found in the environment and public health risks associated with workplace and community exposure to them. The historical, economic, and cultural forces contributing to and inhibiting solutions to occupational and environmental safety and public health problems are analyzed. Topics include air and water quality, climate change, waste disposal, occupational health issues, exposure to toxic materials and others.

*Prerequisite: HED 110*

### **History and Principles of Health** **HED 280** 3 crs. 3 hrs.

This course will examine the history of health and illness from a population perspective. The course will present students with past, present and future key public health topics and their application to public health strategies to prevent or minimize health problems among culturally diverse populations and across the lifespan. This course will present students with foundational knowledge in public health by examining policy, practice, and methods in the United States and abroad.

*Prerequisite: HED 110*

### **Social and Behavioral Determinants of Health** **HED 285** 3 crs. 3 hrs.

This course present students a cognitive and affective foundation to explore psychological, social, and cultural determinants of health behavior. Students will explore the several theories and principles that can be used to define how human behaviors and social factors influence health in general and their application for public health professionals in community settings. The course will cover social issues and factors that place people in various socioeconomic groups (gender, race, ethnicity, and place of birth) at different risk levels for premature mortality and poor health.

### **Principles and Practices of Behavior Change** **HED 290** 3 crs. 3 hrs.

This course is designed to instill in students a foundation knowledge in the social and behavioral determinants that influence health status. Students will develop writing skills for

effectively communicating about psychological issues in public health. The course will provide students with an opportunity to examine the causes of behavior in the home, school, and community settings, examine how environmental variables may be manipulated in order to increase appropriate behavior, models of behavior change for students, and learn about the legal and ethical issues in behavior change.

*Prerequisite: HED 110 and HED 280*

### **Epidemiology for Public Health Practice** **HED 295** 3 crs. 3 hrs. 1 lab hr.

This course presents basic principles and methods of public health epidemiology. Particular emphasis is on applying epidemiologic methods to public health problems such as measures of disease frequency, study designs and bias, effect modification, outbreak investigations, screening, causality and ethical issues. Students will develop skills to interpret and evaluate health information from published epidemiologic studies.

*Prerequisite: HED 110 and HED 280*

### **Applied Biostatistics in Public Health** **HED 296** 3 crs. 3 hrs. 1 lab hr.

This course will provide students with the basic knowledge and skills of data management, statistical techniques, and measurement in public health research. It will concentrate on interpretation and comprehension of graphical and statistical techniques most often used in public health research and practice. Topics covered will include vital statistics, descriptive and inferential statistics, multi-variable analysis, and measurement methods. Students will acquire practical skills of data management and statistical analysis through the use of computer software.

*Prerequisite: HED 110, HED 280 and MAT 150*

### **Introduction of Community Health Education** **HED 301** 3 crs. 3 hrs.

Health educators promote, maintain, and improve individual and community health by assisting individuals and communities to adopt healthy behaviors. This is accomplished primarily through the planning, implementation, monitoring, and evaluation of programs designed to encourage healthy lifestyles, policies, and environments.

The purpose of this course is to provide students with an overview of the field of community health education and an opportunity to develop skills in needs assessment and program planning. We will review the importance of health behavior as a contributor to current public health problems. Students will learn how to use the planning frameworks for conducting needs assessments and designing and evaluating health promotion programs. Theories of health behavior will be introduced and their applications explored. Examples of health education and health promotion programs will be presented from health care, community, school and workplace settings.

*Prerequisite: HED 110 or HED 100 for which a "B" grade or above has been earned.*

# Course Descriptions

HEALTH EDUCATION

## Health Counseling

3 crs. 4 hrs.

This course is designed to provide health education students with an understanding of theories and models upon which behavior change is based and with strategies to impact health behavior change. Students will acquire basic health behavior counseling and coaching skills and practice principles involved in motivation and program adherence and retention. Each student will gain experience working in the field of community health education through a field placement assignment.

*Prerequisite:* HED 110 or HED 100 for which a "B" grade or above has been earned.

## Global Nutrition and Disease

3 crs. 3 hrs.

This course explores the global aspects of nutrition in relation to health and disease. Students will examine factors that contribute to hunger, malnutrition, nutrition-related diseases and chronic diseases. Students will examine nutrition epidemiology and consequences of malnutrition in terms of morbidity and mortality.

## HED 302

Students will also examine political mechanism that affect delivery of quality food and nutrition services, such as legislation, policies and practices. Students will develop cultural competencies needed for effective nutrition intervention as well as explore agricultural techniques needed for sustainable development.

*Prerequisite:* HED 110

## Nutrition Across the Lifespan

3 crs. 3 hrs.

This course examines current concepts in human nutrition as applied to individual needs that are based upon research conducted with gender and age groups in each stage of the life span.

*Prerequisite:* HED 110

## HED 341

## Cross Cultural Health Education/ Peru and U.S.

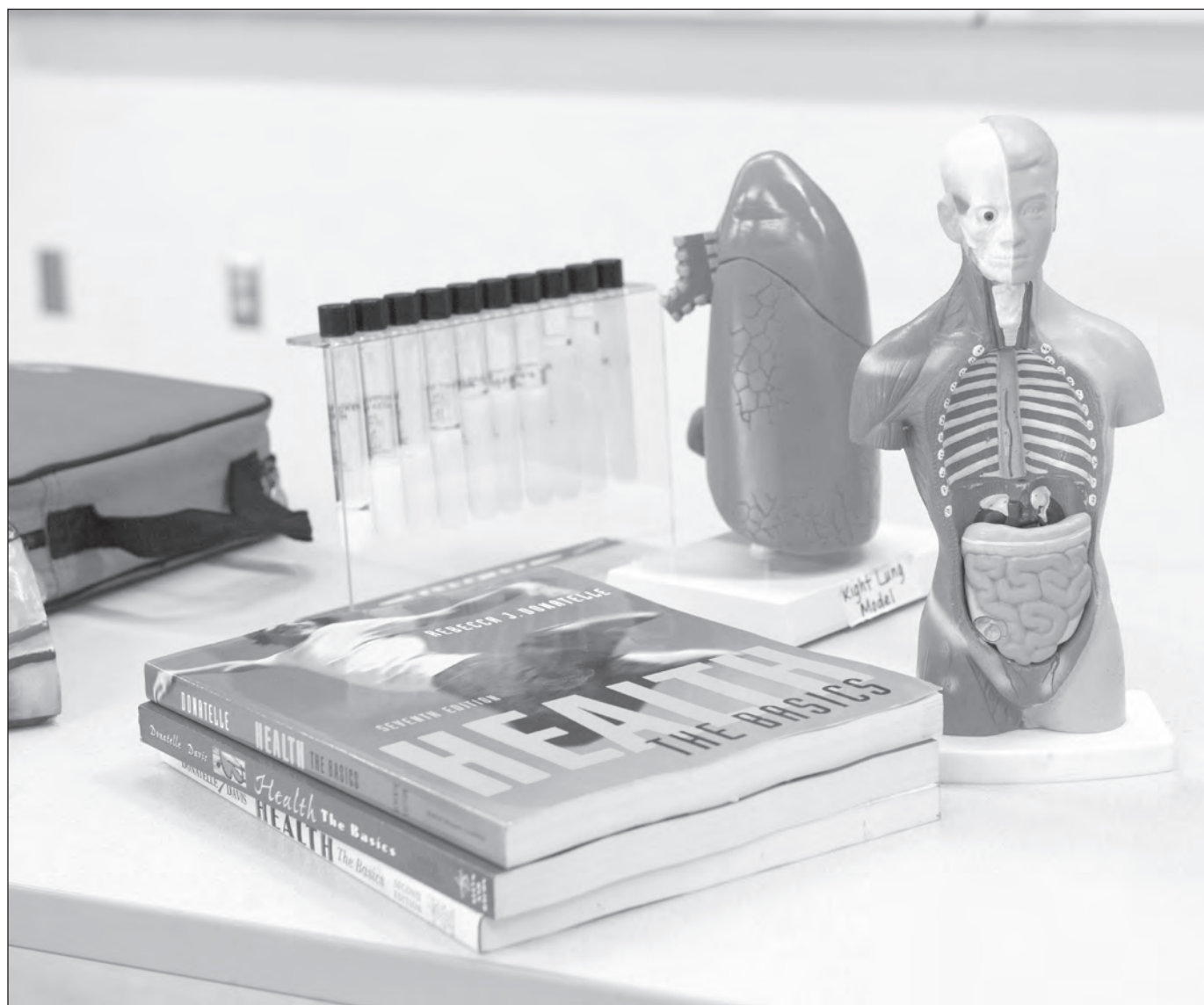
3 crs. 4 hrs.

This Study Abroad course will expose students to the rich history and culture of inhabitants of the Andes. Class sessions will be based in the city of Cusco, Peru, the former capital of the Inca Empire. Cusco is an ancient colonial

city built on Inca monuments, and has been declared a World Heritage site by the UN. Field trips and hosting with local families will expose students to the culture, health practices, and beliefs of the Andean people. The course will be based at the Centro Tinku, a cultural center dedicated to exchanges between students and inhabitants of the Andes. Students will compare and contrast Peruvian and U.S. access to health care in colonial times and the present, complementary and alternative medicines, and health outcomes.

*Prerequisite:* HED 110 or NUR 112

## HED 476





# Course Descriptions

## MATHEMATICS

### Mathematics

Room N-599, Telephone (212) 220-1335

Every student enrolled in a degree program is required to take at least one college-level course in mathematics. The courses are designed to help students appreciate the logical structure of mathematics and the scope of mathematics in modern society. Procedures and ideas are emphasized, as are the development of applications and skills. In general, the courses offered by the Department attempt to strengthen and enrich the student's basic understanding of mathematics. In addition, the Department offers courses for students who may be required to take remediation.

*Chairperson:* Fred Peskoff

*Deputy Chairpersons:* Stephen

Featherstonhaugh, Allan Felix, Michael George, Barbara Lawrence, Oleg Muzician, Jason Samuels

*Professors:* Nkechi Agwu, David Allen, Michael George, Annie Yi Han, Leonid Khazanov, Barbara Lawrence, Jaewoo Lee, Oleg Muzician, Kathleen Offenholley, Fred Peskoff, Jean Richard, Jason Samuels, Abdramane Serme, Brett Sims, Claire Wladis, Lina Wu, Marcos Zyman

*Associate Professors:* Chokri Cherif, Jenna Hirsch, Nadarajah Kirupaharan, Christopher McCarthy, Glenn Miller, Alla Morgulis, Lucio Prado, Klement Teixeira

*Assistant Professors:* Bernard Beecher, Vladimir Bercov, Dale Dawes, Johannes Familton, Stephen Featherstonhaugh, Jorge Florez, Avraham Goldstein, Elisabeth Jaffe, Aradhana Kumari, Susan Licwinko, Sarah McAllister, Micah Miller, Yevgeniy Milman, Serine Ndiaye, Ivan Retamoso, Andrew Stout, Hong Yuan

*Instructors:* Mostaque Ahmed, Daniel Gil, Fatima Prioleau

*Lecturers:* Theirry Agbotouedo, Daniela Bardac-Vlada, Sandra Boer, Julio Conte, Mahmoud Diarrassouba, Francki Elve, Liana Erstenyuk, Allan Felix, Ellen Inkelis, Mark Jagai, Karl Levy, Adam Zuming Li, Emmanuel Paki, Dwight Pierre, Frederick Reese, Bruce Sanford, Shahin Uddin, Mildred Whitener, Ke Xin

*Senior College Laboratory Technicians:* David Lorde, Alioune Seye

*College Laboratory Technicians:* Eric Ning Bai, Yanli Liu, Shaoshao Yang

*Adjunct Faculty:* There are approximately 165 adjuncts in the department.

#### Basic Mathematics 0 cr. 4 hrs.

This is a course in arithmetic skills and the rudiments of algebra. Topics covered include whole numbers, fractions, decimals, percents, proportions, signed numbers, and solving simple linear equations.

*Pre/Corequisites:* Corequisite: ESL 62. Students who score less than 26 on the COMPASS Pre-algebra exam are eligible to take MAT 8.

#### Basic Arithmetic and Algebra 0 cr. 6 hrs.

This course is a combination of arithmetic and elementary algebra. It includes the arithmetic of integers, fractions, decimals, and percent. In addition, such topics as signed numbers, algebraic representation, operations with polynomials, factoring, the solution of simultaneous linear equations of two variables, and graphing are covered. Students who passed MAT 12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5.

#### Mathematics Literacy with Computational Support 0 cr. 6 hrs.

This developmental course provides an alternative and accelerated pathway to the college-level liberal arts mathematics courses. The course will focus on applications of numerical reasoning to make sense of the world around us. Applications of arithmetic, proportional reasoning and algebra are emphasized. Lessons focusing directly on supporting students' computational skills are embedded in the course according to relevance to the following topic. This course cannot be used as a prerequisite for MAT 56 and is not suited for Science, Technology, Engineering or Math (STEM) students. Students who passed MAT 12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5.

#### Mathematics Literacy Quantway I 0 cr. 4 hrs.

This developmental course provides an alternative and accelerated pathway to the college-level liberal arts mathematics courses. The course will focus on applications of numerical reason to make sense of the world around us. Applications of arithmetic, proportional reasoning and algebra are emphasized. This course cannot be used as a prerequisite for MAT 56 and is not suited for Science, Technology, Engineering or Mathematics (STEM) students. Students who passed MAT 12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5.

#### Elementary Algebra 0 cr. 4 hrs.

This course is the first algebra course offered at the College. It includes such topics as algebraic representation, signed numbers, operations with polynomials, factoring, the solution of linear equations, the coordinate system, the solution of simultaneous linear equations of two variables, and graphing. This course is designed to prepare students for

#### MAT 8

the CUNY Freshman Skills Assessment Test required for transfer to the upper division of CUNY, as well as for more advanced math courses. If a student passes MAT 12, the student should not register for MAT 51, since MAT 12 combines MAT 8 and MAT 51. Students who passed MAT 12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5.

#### MAT 12

#### Intermediate Algebra and Trigonometry 0 cr. 6 hrs.

#### MAT 56

This course is the second algebra course offered at the college. It is open to students who have completed elementary algebra or its equivalent. It includes such topics as: factoring, solutions of linear and quadratic equations, trigonometric relationships, exponents, logarithms, and the graphs of quadratic equations. Students who passed MAT 12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5. Students who have passed MAT 56.5 cannot take MAT 206.5.

#### MAT 14

#### Elementary and Intermediate Algebra with Trigonometry

#### MAT 56.5

0 cr. 7 hrs.

This course is a combination of elementary algebra and intermediate algebra including trigonometry. It includes such topics as properties of real numbers, polynomials and factoring, equations and inequalities in one and two variables, systems of linear equations and inequalities, rational expressions and functions, rational exponents and roots, quadratic functions, exponential and logarithmic functions, and an introduction to trigonometry. This course is recommended for eligible students that wish to take a one-semester accelerated path to MAT 206. Students who passed MAT 12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5. Students who have passed MAT 56.5 cannot take MAT 206.5.

#### MAT 41

#### Fundamentals of Mathematics I 4 crs. 4 hrs.

#### MAT 100

This course includes the study of several mathematical systems. The role of mathematics in modern culture, the role of postulational thinking in all of mathematics, and the scientific method are discussed. The course considers topics such as: the nature of axioms, truth and validity; the concept of number; the concept of set; scales of notation; and groups and fields.

*Prerequisite:* MAT 12, MAT 14, MAT 41, MAT 51, or MAT 161.5.

#### Mathematics for Health Sciences 3 crs. 3 hrs.

#### MAT 104

This course covers computations and measurements essential in the health science professional fields with an emphasis on nursing. Topics include units and systems of measurement, reconstitution of powdered medications, oral and parenteral dosage calculations, adult and pediatric dosage calculations based on body weight, intravenous calculations, and pediatric medication calculations. Students who passed

# Course Descriptions

## MATHEMATICS

MAT 104.5 cannot take MAT 104 course. Students who passed MAT 104 course cannot take MAT 104.5 course.

*Prerequisite:* MAT 12, MAT 14, MAT 41, MAT 51, or MAT 161.5.

### **Mathematics for Health Sciences with Elementary Algebra** **MAT 104.5** 3 crs. 3 hrs.

This course covers computations and measurements essential in the health science professional fields with an emphasis on nursing. Topics include systems of measurement and conversions, dosage computations by formula, dimensional analysis, and ratio-proportion methods, reconstitution of powdered medications, oral and parenteral dosage calculations, adult and pediatric dosage calculations based on body weight and body surface area (BSA), intravenous calculations, titration, and pediatric critical care medication calculations. Supplemental co-requisite topics from elementary algebra and quantitative literacy cover review of real numbers, fractions and decimals, linear models, proportional reasoning, basic linear and literal equations, exponents, radicals, and operations related to health care professions.

### **Mathematics for Respiratory Therapy** **MAT 109** 3 crs. 3 hrs.

This course covers topics in intermediate algebra and emphasizes problems and applications in respiratory therapy. It includes such topics as: algebraic representation, factoring, approximate numbers, significant digits and scientific notation, first and second degree equations with applications, ratio and proportions, square roots, radicals and exponents, logarithms, graphing linear equations, vectors and the metric system.

### **Fundamentals of Mathematics I** **MAT 110** 3 crs. 3 hrs.

This course includes the study of several mathematical systems. The role of mathematics in modern culture, the role of postulational thinking in all mathematics, and the scientific method are discussed. The course considers topics such as the nature of axiom truth and validity; the concept of number; the concept of sets; scales of notation, and groups and fields.

*Note:* This course satisfies the Pathways: Mathematical and Quantitative Reasoning requirement.

*Prerequisite:* MAT 12, MAT 14, MAT 41, MAT 51, or MAT 161.5.

### **Fundamentals of Mathematics I with Algebra** **MAT 110.5** 3 crs. 5 hrs.

MAT 110.5 is a Fundamentals in Mathematics course with algebra concepts useful in the selected topics. This course includes the study of several mathematical systems after covering the selected algebraic concepts. The role of mathematics in modern culture and the role of postulational thinking in all mathematics are discussed. The course considers topics such as the nature of axiom, truth and validity, the notion of a set, groups, and counting principles.

### **Explorations in Scientific Mathematical Research (same as SCI 111)** **MAT 111** 3 crs. 4 hrs.

This course will introduce the processes involved in research. Students will be designing

and performing experiments and analyzing the results. Objectives are to understand the scientific method, interpret statistics, and appreciate mathematical research. Computers will be used for statistics, graphing, pattern recognition, and word processing. Recommended for mathematics- and science-oriented liberal arts students as a liberal arts elective. Not open to Science or Engineering Science majors.

*Prerequisite:* One year of college science

### **Modern Applied Mathematics** **MAT 125** 4 crs. 4 hrs.

This course is a survey of modern mathematics and its applications developed after the 18<sup>th</sup> century. The emphasis is on using mathematics to model the political, economic and aesthetic aspects of modern day society. Topics include graph theory, linear programming, game theory, number theory, and mathematical growth and patterns.

### **Introduction to Statistics (same as MAT 150.5)** **MAT 150** 4 crs. 4 hrs.

This course covers basic statistics, including: measures of central tendency, measures of dispersion, graphs, correlation, the regression line, confidence intervals, the significance of differences, and hypothesis testing, including z-tests, t-tests, and chi-square tests.

*Prerequisite:* MAT 12, MAT 14, MAT 41, MAT 51, or MAT 161.5.

### **Statistics with Algebra (same as MAT 150)** **MAT 150.5** 4 crs. 6 hrs.

Statistics with algebra is a statistics course (4 credits and 60 hours) with an additional 30 hours focusing on elementary algebraic concepts useful in statistics. After covering the selected algebraic concepts, the course covers the study of basic statistics. It includes measures of central tendency, measures of dispersion, graphs, probability, the binomial distribution, the normal distribution, sampling distributions, the chi-square distribution, t-tests, estimation and hypothesis testing, correlation and regression. Students who passed MAT 12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5.

### **College Algebra** **MAT 156** 3 crs. 3 hrs.

This course is a college algebra course. Topics include algebra of the real numbers, algebraic, exponential and logarithmic functions and their graphs, systems of linear equations, inequalities and absolute values.

### **Elementary and College Algebra** **MAT 156.5** 3 crs. 5 hrs.

This course combines topics from elementary and college algebra. Topics include algebra of the real numbers, algebraic, exponential and logarithmic functions and their graphs, systems of linear equations, inequalities and absolute values.

### **Quantitative Reasoning** **MAT 160** 4 crs. 4 hrs.

The course aims to teach students how to think competently about quantitative information.

Students learn how to take real world problems, translate them into mathematics, and solve them. Topics include thinking critically, numbers in the real world, financial management, statistical reasoning, probability, and mathematical modeling. Students who passed MAT 12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5.

### **Topics in Quantitative Reasoning** **MAT 161** 3 crs. 3 hrs.

This course aims to teach students how to think competently about quantitative information. Students learn how to take real world problems, translate them into the language of mathematics, and solve them. Topics include thinking critically, numbers in the real world, financial management, statistical reasoning, probability, and mathematical modeling. This course satisfies the mathematics requirement for the CUNY Core. It is recommended for students who do not intend to pursue mathematics, science or any curriculum requiring the students to take Calculus. Students who passed MAT 12, MAT 14, MAT 41, MAT 51, MAT 56, MAT 160, MAT 161, MAT 56.5, MAT 150.5 cannot take MAT 161.5.

*Note:* This course satisfies the Pathways: Mathematical and Quantitative Reasoning requirement.

### **Mathematics Literacy and Quantitative Reasoning** **MAT 161.5** 3 crs. 6 hrs.

This course aims to teach students how to interpret quantitative information, analyze quantitative data, and make inferences in contexts involving mathematical concepts. Topics include proportional reasoning, interpreting percentages, units and measurement, thinking critically, numbers in the real world, financial management, statistical reasoning, probability, and linear and exponential modeling. This course satisfies the mathematics requirement for the CUNY Pathways. This course cannot be used as a pre-requisite for MAT 56 and is not suited for Science, Technology, Engineering or Mathematics (STEM) majors or any major that requires MAT 56.

### **Introduction to Discrete Mathematics** **MAT 200** 4 crs. 4 hrs.

This course covers fundamental mathematical topics associated with computer information systems, including: numeration systems; sets and logic; Boolean algebra, functions, and elementary switching theory; combinatorics; mathematical induction; permutations; combinations; binomial coefficients; and distributions.

*Prerequisite:* MAT 56, MAT 56.5 or MAT 206.5

### **Fundamentals of Mathematics II** **MAT 202** 3 crs. 3 hrs.

This course covers an axiomatic approach to mathematical relations, operations, and the real number system.

*Prerequisite:* MAT 100

### **Precalculus** **MAT 206** 4 crs. 4 hrs.

This course covers basic algebraic and trigonometric skills, algebraic equations,

# Course Descriptions

## MATHEMATICS

and functions. Topics include: mathematical induction, complex numbers, and the binomial theorem.

*Prerequisite:* MAT 56 or MAT 56.5.

### Intermediate Algebra and Precalculus (same as MAT 206)

**MAT 206.5**

4 crs. 8 hrs. (Lecture: 6 Recitation: 2)

This course integrates Intermediate Algebra and Trigonometry with Precalculus. Topics include properties of real numbers, polynomials and factoring, equations and inequalities in one and two variables, systems of linear equations, rational expressions and functions, rational exponents and roots, quadratic functions, exponential and logarithmic functions, and trigonometric functions.

### Mathematical Problem Solving

**MAT 208**

2 crs. 2 hrs.

This is a Liberal Arts elective course. It will focus on the general steps in the problem-solving process and the use of problem-solving strategies espoused by Polya, et al. Problems will include non-routine exercises taken from mathematics journals and competitions, and famous problems from the history of mathematics.

*Prerequisite:* MAT 12 or MAT 51, if needed; also MAT 56

### Statistics

**MAT 209**

4 crs. 4 hrs.

This course covers statistical concepts and techniques with applications. Topics include probability, random variables, the binomial

distribution, the hyper-geometric distribution, measures of central tendency, the normal distribution, precision and confidence intervals, sample design and computer projects.

*Prerequisite:* MAT 206 or MAT 206.5

### Mathematics for Elementary Education I

4 crs. 4 hrs.

This course covers the first half of the mathematics recommended by the National Council of Teachers of Mathematics (NCTM) for prospective elementary school teachers, including problem solving, sets, logic, numeration, computation, integers, rational and real numbers, and number theory. This course meets the mathematics requirement only for students in the ECE program. Students who have taken MAT 100 may not receive credit for this course.

*Prerequisite:* MAT 56, MAT 56.5 or MAT 206.5

### Mathematics for Elementary Education with Algebra

**MAT 214.5**

4 crs. 8 hrs.

This course covers mathematics recommended by the National Council of Teachers of Mathematics (NCTM) for prospective elementary school teachers, including problem solving, numeration, computation, real numbers, and number theory with an additional 60 hours focusing on intermediate algebra concepts. MAT 214.5 focuses on a learner-oriented approach to teaching mathematics. Emphasis is placed on mathematical concepts and skills, as well as

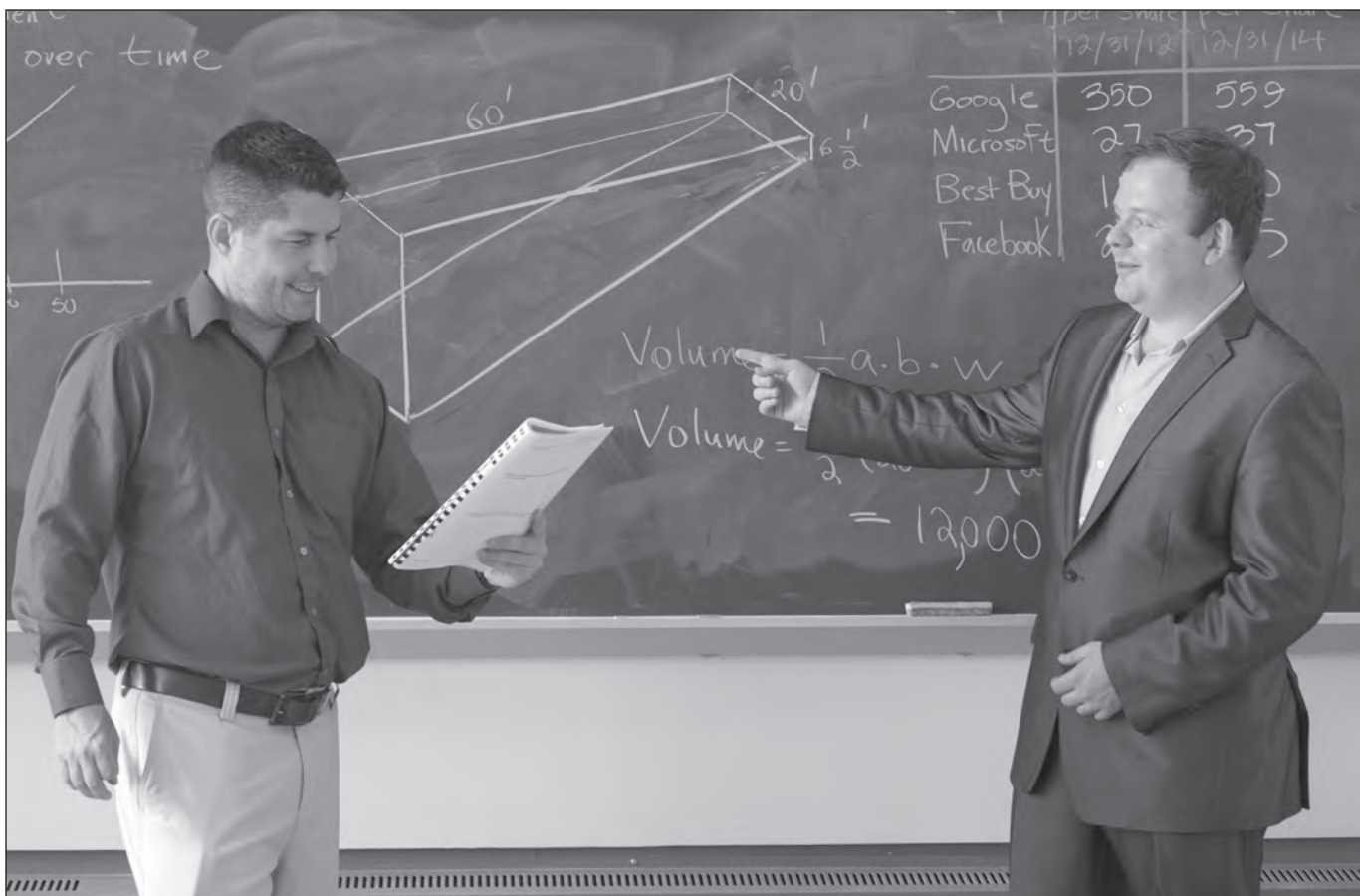
techniques of inquiry and critical thinking. The course includes a survey of elementary mathematical concepts with appropriate materials to assist teachers in the classroom setting. MAT 214.5 meets the mathematics requirement for students who plan to teach on the elementary school level. In addition, the course will cover topics from MAT 56, Intermediate Algebra, including such topics as properties of real numbers, polynomials and factoring, equations and inequalities in one and two variables, systems of linear equations and inequalities, rational expressions and functions, rational exponents and roots, quadratic functions, exponential and logarithmic functions, and an introduction to trigonometry.

This course will consist of:

1. Numeration Systems
2. Alternate Algorithms and Methods of Computation
3. Number Theory and Types of Numbers
4. Rational and Irrational Numbers, Measurement
5. Problem Solving and Patterns
6. Sets and Logic

Algebra Topic will be infused throughout the course (see end of this syllabus for more detail).

The topics correspond with the NCTM strands of Number and Number Sense, including developing early number concepts and number sense, developing whole-number





# Course Descriptions

## MATHEMATICS

place-value concepts, developing meanings and strategies for the operations, developing fraction concepts and strategies for fraction computation, developing concepts of decimals and percents, patterns and algebra, including developing algebraic thinking: generalizations, patterns, and functions, and measurement, including developing measurement concepts.

*Prerequisite: Student must have passed or be exempt from MAT 51 or MAT 12*

### **Mathematics for Elementary Education II** **MAT 216** 4 crs. 4 hrs.

This course covers the second half of the mathematics recommended by NCTM for prospective elementary school teachers, including probability, statistics, plane and transformational geometry, congruence, and similarity. This course meets the mathematics requirements ... for students in the ECE program. Students who have taken MAT 150 may not receive credit for this course.

*Prerequisite: MAT 214*

### **Introduction to Geometry** **MAT 300** 4 crs. 5 hrs.

An introduction to Euclidean geometry and some topics from Non-Euclidean Geometry. Topics to be covered in Euclidean geometry include foundations of geometry such as lines, angles, triangles, polygons, circles, solids as well as coordinate geometry and transformations. Non-Euclidean geometry will cover a brief introduction to axion systems, parallelism and hyperbolic geometry.

*Prerequisite: MAT 206 or the equivalent with departmental approval*

### **Analytic Geometry and Calculus I** **MAT 301** 4 crs. 6 hrs.

This is an integrated course in analytic geometry and calculus, applied to functions of a single variable. It covers a study of rectangular coordinates in the plane, equations of conic sections, functions, limits, continuity, related rates, differentiation of algebraic and transcendental functions, Rolle's Theorem, the Mean Value Theorem, maxima and minima, and integration.

*Prerequisite: MAT 206 or MAT 206.5*

### **Analytic Geometry and Calculus II** **MAT 302** 4 crs. 6 hrs.

This course provides an introduction to the concepts of formal integration. It covers the differentiation and integration of algebraic,

trigonometric, and transcendental functions. Topics include the definite integral, the antiderivative, areas, volumes, and the improper integral.

*Prerequisite: MAT 301*

### **Analytic Geometry and Calculus III** **MAT 303** 4 crs. 6 hrs.

This course is an extension of the concepts of differentiation and integration to functions of two or more variables. Topics include partial differentiation, multiple integration, Taylor series, polar coordinates and the calculus of vectors in one or two dimensions.

*Prerequisite: MAT 302*

### **Bridge to Advanced Mathematics** **MAT 310** 3 crs. 3 hrs.

This course is designed to prepare students for an advanced mathematics curriculum by providing a transition from Calculus to abstract mathematics. The course explores the logical and foundational structures of mathematics, with an emphasis on understanding and writing proofs. Topics include logic, methods of proof, mathematical induction, axiomatic approach to group theory, number theory, set theory, relations and functions, Cantor's theory of countability, and the development of the real number system. Throughout the course, students will be actively engaged in understanding, verifying and writing proofs, and will be introduced to methods of mathematics research.

*Prerequisite: MAT 302*

### **Linear Algebra** **MAT 315** 3 crs. 3 hrs.

This course covers matrices, determinants, systems of linear equations, vector spaces, eigenvalues and eigenvectors, Boolean algebra, switching circuits, Boolean functions, minimal forms, Karnaugh maps.

*Prerequisite: MAT 302, or permission of the department*

### **Abstract Algebra** **MAT 320** 3 crs. 3 hrs.

This course covers the standard material comprising an introduction to group and ring theory: set theory and mappings; groups, normal subgroups, and quotient groups; Sylow's Theorem; rings, ideals, and quotient rings, Euclidean rings, polynomial rings.

*Corequisite: MAT 315*

### **Finite Mathematics** **MAT 402** 4 crs. 4 hrs.

This course covers compound statements, sets and subsets, partitions and counting,

probability theory, vectors, matrices, and linear programming.

*Prerequisites: MAT 12 or MAT 51, if needed; also MAT 56*

### **Mathematical Foundations of Computer Networking (same as CSC 470)** **MAT 470** 4 crs. 3 hrs.

This course presents the mathematical concepts underlying computer networks. The course introduces probability and stochastic process, queuing analysis, and basic graph theory and relates these topics to various layers of the seven layer Open Systems Interface (OSI) organization model of computer networks. Practical laboratory projects provide concrete illustration of theoretical concepts.

*Prerequisites: MAT 302*

### **Ordinary Differential Equations** **MAT 501** 3 crs. 3 hrs.

This is a first course in the theoretical and applied aspects of ordinary differential equations. Topics include: first-order equations, exact equations, linear equations, series solutions, Laplace transforms, Fourier series, and boundary value problems.

*Prerequisite: MAT 302*

### **History of Mathematics** **MAT 505** 3 crs. 3 hrs.

The course follows the growth of mathematics from its empirical nature in Egypt and Babylonia to its deductive character in ancient Greece wherein the roots of the calculus will be identified. The concept of number and the development of algebra, with Hindu, Arabic, and medieval contributions are discussed. The rise of analytic geometry, the calculus, and the function concept are examined. Finally, the trend towards greater rigor and abstraction is considered including formal axiomatic systems and Godel's Incompleteness Theorem.

*Prerequisite: MAT 302*

### **Advanced Calculus I** **MAT 601** 4 crs. 4 hrs.

The course presents the logical structure on which the foundations of the calculus have been based: construction of the real number system, mathematical induction, limits and continuity in precise formulation, functions of several variables, point sets in higher dimensions; uniform continuity, and elements of partial differentiation.

*Prerequisite: MAT 303 or departmental approval*

# Course Descriptions

## MEDIA ARTS AND TECHNOLOGY

### Media Arts and Technology

Room N-622, Telephone: (212) 346-8525  
mea@bmcc.cuny.edu

The Media Arts and Technology (MEA) Department provides a dynamic education in the fast growing field of digital design and communication technology. From computer graphics to web design, and from programming for games and animation to storytelling in HD video, the MEA Department offers a variety of courses and areas of study focused on the exciting future of media in the post digital age. MEA studies can lead students to positions in the film and television industry, electronic journalism, web design and development, audiovisual production, advertising design, game design, animation and the entertainment industry.

The MEA Department combines extensive hands-on experience with theoretical coursework in a comprehensive academic program. MEA students work in a state-of-the-art digital environment in BMCC's media labs, television studios, audio studio, and post-production laboratories.

Students choose a course of study from four areas:

Animation and Motion Graphics

Multimedia Programming and Design

Video and Technology

All MEA students complete an internship, arranged through the College, at professional media facility. Students earn an Associate in Science (A.S.) degree and may transfer to a 4-year college.

*Chairperson:* Christopher Stein

*Deputy Chairpersons:* Josephine Culkin, Shari Mekonen

*Professors:* Josephine Culkin, Shari Mekonen, Christopher Stein, Philip Weisman

*Associate Professors:* Janet Esquirol, Anna Pinkas, M. George Stevenson

*Assistant Professors:* Carlo Diego, Revital Kaiser, Agustin McCarthy, Melanie Oram, Anastassios Rigopoulos, Owen Roberts, James Sayegh, Jamal Sullivan

#### ANIMATION

##### Introduction to 2D Animation

ANI 260

3 crs. 4 hrs.

Students will learn to design and create motion graphics for multimedia, building projects appropriate both for internet applications and for film and video. Students will learn how to use a vector-based animation program such as Flash MX and animation and visual effects compositing programs to create original work. An emphasis will be placed on planning projects and developing narratives through the use of storyboards.

*Prerequisite:* MMP 100 or MMA 100

##### Introduction to Video Graphics (same as MMP 301)

ANI 301

3 crs. 3 hrs.

This course offers an introduction to designing two-dimensional computer generated video graphics. Students create graphics to television productions, such as opening titles for programs to be used in live studio situations and for integration in post-production editing. Students are introduced to motion graphics in 2D and 2+D digital graphic applications.

*Prerequisite:* VAT 161 or VAT 171 or MMP 250

##### 2D Animation Projects

ANI 360

3 crs. 4 hrs.

This is a 2D animation production course following MMP 260. Students will use an industry standard 2D animation software, to make original animations in traditional hand-drawn animation as well as cutout and stop-motion animation. Students will learn production pipeline techniques for creating animation for broadcast, film and effects animation. Students will learn to design characters and objects and to choreograph scenes; controlling character movement, lighting, sound, and camera direction. Small groups will produce short animations. Upon completion of the course, each student should have a "demo reel ready" completed animation

*Prerequisite:* MMP 260 or ANI 260

##### Introduction to 3D Animation

ANI 401

3 crs. 4 hrs.

Students will learn to construct 3D motion graphics for video, film, game, multimedia and internet applications. Students will use an advanced CGI program to make original animations in a three-coordinate space. Students will learn to model three-dimensional objects and to choreograph scenes, controlling character movement, lighting, sound, and camera directions.

*Prerequisite:* MMP 100 or MMA 100

##### 3D Animation Projects

ANI 402

3 crs. 4 hrs.

This course follows ANI 401. Students will use an advanced CGI program, to make original animations in a three-coordinate space. Students will learn to model three-dimensional objects and to choreograph scenes, controlling character movement, lighting, sound, and camera direction. Small groups will produce short animations.

*Prerequisite:* ANI 401

*Cerequisite:* ENG 101 and MAT 1xx or higher.

#### MEDIA ARTS

##### Professional Development and Career Planning in Media Arts and Technology

MEA 201

2 crs. 2 hrs.

In this course students are instructed in industry appropriate methods to creatively plan their careers. Students learn about self-assessment, career exploration, and practical job search skills. In this course, students will identify the techniques used to identify target markets, negotiate with clients, apply sound business management principles, and successfully self-promote. The course includes the following topics: how to identify and classify your career needs, interests, values, and skills; researching occupational and organizational alternatives; job search techniques and resources for employment; resume and cover letter preparation; portfolio presentation; job interviewing and follow-up.

*Prerequisite:* ANI 401 or two MMA 200 and higher classes or two MMP 200 and higher classes or two of VAT 161, VAT 165, VAT 171, VAT 261, VAT 265, VAT 271.

##### Media Arts and Technology Internship

MEA 371

2 crs. 11.5 hrs.

The objective of the internship is to allow the student to put classroom theory in her/his major into practice in order to gain work experience. Each student-intern is assigned to a coordinator who is knowledgeable about the student's field. The coordinator helps the student secure internship placement in a work site related to the student's major, or assists the student to "reconstruct" her/his present position as an internship, or develop—by special arrangement—an internship with her/his present employer, and serves as the student's instructor and advisor during the field experience. Over a semester the Media Arts and Technology Internship requires a total of 150 hours, including but not limited to, hours at the internship site. In this course MEA students are expected to: intern approximately 10 hours a week, complete a term project assigned by the coordinator, and be evaluated by the work site supervisor. Students to be placed are expected to arrange their schedules so that they are free mornings or afternoons, Monday–Friday, or two to three full days per week.

*Prerequisite:* Departmental Approval

#### MEDIA STUDIES

##### Introduction to the Moving Image

MES 140

3 crs. 2 hrs 2 lab hrs.

Introduction to the Moving Image gives students an introductory grounding in the history, aesthetics, and critical theory of narrative and non-narrative motion pictures, television, and animation. Students will gain a global perspective of how moving image works evolved from the birth of cinema to the current multiplicity of screens and screen works; special attention will be drawn to the theoretical and practical techniques unique to moving images and the tension between the media's apparent "realism" and the manipulations required to achieve it.

# Course Descriptions

MEDIA ARTS AND TECHNOLOGY

## **Introduction to Contemporary Media** MES 152 3 crs. 3 hrs.

This course introduces students to varied applications of contemporary media in business, entertainment, and the public sector. Students study the processes of media production, the systems for media distribution, and the roles of media professionals. The course surveys the history of modern communications and the terminology of the media industry. Students examine the complex connections between technology, content, style, and audience response in the creation of media productions.

## **Script Writing** MES 153 3 crs. 3 hrs.

This course focuses on writing treatments and scripts for the screen and video. Students learn the basics of visualizing narratives in 3-act structure; how to identify fiction and non-fiction genres; how to create character and story; how to research and write treatments and outlines; how to write single-column screenplays for narratives and two-column scripts for documentary scripts; and how to give and receive critiques on script work. Throughout, students will develop the basic skills necessary to write and revise scripts for upper-level VAT production classes and beyond.

## **World History of Animation** MES 160 3 crs. 3 hrs.

World History of Animation introduces students to seminal works of animation across time and cultures. The course discusses the evolution of the art form through the lens of technical innovations, socio-political contexts, and aesthetic movements. Students will study works ranging from large productions to independent and experimental shorts, and the influence of different international productions on one another, including Asian and European works and creators.

## **Television Writing** MES 251 3 crs. 3 hrs.

This course will focus on writing television outlines and scripts for network, premium cable outlets, and streaming services. Students will learn the basics of developing concepts, creating character, and breaking story. They will discover how to properly format television scripts and how to research and write television bible documents including outlines, description of the world documents, and episode springboards. This course will allow students to participate in a Writers' Room environment as they receive instruction on how to give and receive critiques on script work. Ultimately, each student will cultivate the basic skills necessary to write and develop television scripts for upper-level production classes and beyond.

*Prerequisite: MES 153 or departmental permission*

## **MULTIMEDIA**

### **Foundations of Digital Graphic Design** MMA 100 3 crs. 4 hrs.

This image-based course will introduce graphic design as the foundation upon which effective visual communication is built. Investigation of the elements and principles

of graphic design will lead to specific design problems and their solution. The development of ideas and the ability to communicate them effectively will be covered. Discussion of both vector and bitmap-based digital graphic platforms will begin progress toward industry-standard computer proficiency.

### **Typography and Layout** (same as ART 215) MMA 215 3 crs. 4 hrs.

This course will explore type design and its application in visual communication. Students will learn to manipulate type properties to design meaningful and effective graphic communication. The use of industry-standard desktop publishing software will be covered as well as will be applied to a range of typographic solutions.

*Prerequisite: MMA/ART 100*

### **Digital Imaging for Graphic Design** (same as ART 225) MMA 225 3 crs. 4 hrs.

This course continues the study of digital imaging as it relates to graphic design. A course philosophy for this class is the introduction of photographic images as a basis for approaching 2D design concepts. During the semester, this course shall cover digital input, editing, archiving and the beginning of the study of digital output. Conceptual and technical digital shooting assignments will be assigned to expand students' skills and support topics covered in class. Reading and writing will focus on the use of technology in propelling digital imaging and design.

*Prerequisite: MMA 100 or ART 100 or ART 101*

### **Visual Communication and Design** (same as ART 235) MMA 235 3 crs. 4 hrs.

This class builds upon principles and skills learned in Foundations of Digital Design. Students will apply principles underlying effective visual communication to increasingly complex design problems. Projects may include poster design, symbols and logos, editorial design, information design, visual identity and branding and other design systems. Critical analysis of design problems and the creative design process will be emphasized. Students will complete reading and writing assignments in addition to problems in visual communications and design.

*Prerequisite: MMA 100 or ART 100 or ART 101*

### **Introduction to Multimedia** MMP 100 3 crs. 4 hrs.

This course introduces students to the fundamentals of multimedia production. In a hands-on class, students will learn the essentials of program design and authoring software in an integrated computer environment. Students will learn how to combine graphics, audio and text to create programs for industrial and educational applications.

### **Multimedia Design** MMP 200 3 crs. 4 hrs.

Building on the principles learned in introduction to multimedia, students will learn to manipulate graphics and text in more sophisticated ways for use in print layout as

well as multimedia. An emphasis will be placed on design concepts for the creation of pages.

*Prerequisite: MMP 100*

### **Multimedia Design** MMP 200 3 crs. 4 hrs.

Building on the principles learned in introduction to multimedia, students will learn to manipulate graphics and text in more sophisticated ways for use in print layout as well as multimedia. An emphasis will be placed on design concepts for the creation of pages.

*Prerequisite: MMP 100 and MMA 100*

### **Multimedia Programming I** MMP 210 3 crs. 4 hrs.

This course introduces the basic concepts of programming for multimedia. Students will learn the principles of object-oriented programming and how to create scripts for the manipulation of graphics, audio and text to construct a web-based multimedia presentation.

*Prerequisite: MMP 100*

### **Programming for Multimedia** MMP 220 4 crs. 5 hrs.

This course introduces the basic concepts of programming for multimedia. Students will learn the principles of object oriented programming and how to create scripts for the manipulation of video, graphics, and text to construct a complete multimedia presentation.

*Prerequisite: MMP 100*

### **Interaction Design with Multimedia Programming** MMP 230 4 crs. 5 hrs.

Students will learn to design interfaces and manipulate graphics, text, video and other multimedia elements through a scripting language such as Flash ActionScript. An emphasis will be placed on planning projects and using programming concepts for the development of games, e-commerce and dynamic multimedia applications.

*Prerequisite: MMP 100*

### **Web Design** MMP 240 3 crs. 4 hrs.

This course will introduce students to the process and techniques of web design. Effective website design and site architecture will be explored through class assignments and critique of existing websites. Hands-on experience designing web pages while using web authoring software and coding HTML manually will be emphasized. Graphic, audio, and animation applications, which allow for image and sound development, will be introduced.

*Prerequisite: CIS 180 or MMP 100*

### **Digital Film Fundamentals** MMP 250 3 crs. 4 hrs.

This course is a comprehensive, workshop-style survey that explores the fundamental concepts and skills required to produce nonfiction digital video pieces. Taught from the ground up, this class will explore planning and pre-production, pitching the concept, basic camera usage, sound recording, interview techniques and non-linear editing strategies. There will be an emphasis on group dynamics, accurate documentation, and rotating crew positions.

*Prerequisite: MMP 100*



# Course Descriptions

## MEDIA ARTS AND TECHNOLOGY

### **Introduction to Video Game Design**      **MMP 270** 3 crs. 4 hrs.

This course introduces game design principles and video game production practices. Game history, theory and design principles will be covered through lecture, discussion and readings. Readings in the form of texts, videos and games will be assigned for written analysis and discussion. The course will review game production historically and current practices for game development including software, environments and production process. Students will learn topics such as character design, setting and level design, interaction programming, sound design, user testing design and analysis, presenting ideas, giving and interpreting critique and feedback. Production assignments include asset creation of graphics, animation and sound, programming game interactions, creating user testing forms and concept presentations. Students will work individually and/or in groups to develop and complete a video game throughout the semester. Game production environments such as Web/JavaScript, Unity, Unreal Engine, Game Maker, Godot Engine or others could be used. Asset creation will be done with software such as Photoshop, Illustrator, Animate, Piskel, cfxr, Audacity, Audio Tool and others.

*Prerequisite:* MMP 100

### **Type in Motion**      **MMP 280** 3 crs. 4 hrs.

This course will cover the fundamentals of animated type. It will adapt and expand traditional typographic principles for dynamic and interactive media. Students will explore typographic elements in space and time with the objective of creating meaningful and expressive animation. Computer animation techniques will be introduced and demonstrated in class. Potential applications include websites, online advertisements, movie titles and broadcast design.

*Prerequisite:* MMP 100

### **Topics in Media Arts and Technology**      **MMP 300** 3 crs. 4 hrs.

MEA 300 will focus on a specific theme, concept, technology or methodology to be announced in advance. Topics for the following semester will be made available by the Media Arts and Technology Department during registration. Each section of the course will cover in depth a single special topic related to media arts and technology, such as one of the following: User Experience Design, Physical Computing, 3D and Laser Printing, Game Design, Documentary Film Production, Experimental Film, Journalism, Media Production, Project Management, Interactive Media, Augmented Reality, Virtual Reality, Television News Production.

*Prerequisite:* Any 200-level or above MMP, MMA, VAT or ANI course

### **Introduction to Video Graphics (same as VAT 301)**      **MMP 301** 4 crs. 3 hrs.

This course offers an introduction to designing two-dimensional computer generated video graphics. Students create graphics to television productions, such as opening titles for

programs to be used in live studio situations and for integration in post-production editing. Students are introduced to motion graphics in 2D and 2+D digital graphic applications.

*Prerequisite:* VAT 161 or VAT 171, and CIS 100

### **Multimedia Programming II**      **MMP 310** 3 crs. 4 hrs.

This course builds on the programming, media manipulation and presentation skills developed in MMP 210 - Multimedia Programming I. Students will learn the multimedia application design process, from planning through production. Using media creation and programming software tools, students will build user-friendly web and multimedia applications.

*Prerequisite:* MMP 210

### **Multimedia Networks**      **MMP 320** 4 crs. 5 hrs.

This course will introduce the fundamentals of computer communications and its effects on multimedia applications, the OSI reference model, communication protocols, transmission media will be discussed and their impact on the performance of multimedia applications will be examined. Different network design strategies and their tradeoffs will be addressed to enhance students' understanding of computer networks for multimedia.

*Prerequisite:* MMP 100 and MMP 220

### **Content Development for the Web**      **MMP 340** 3 crs. 4 hrs.

This course teaches principles and practices of writing and editing for the Web. It covers issues such as writing for an online audience, structuring content across Web pages and integrating text with other media elements. Emphasis is given to writing strategies that exploit the interactive capabilities of the Web.

*Prerequisites:* ENG 201 or ENG 121 and MMP 100 or CIS 180

### **Advanced Web Design**      **MMP 350** 3 crs. 4 hrs.

This course gives the students the tools to build standards compliant, accessible, dynamic websites. Students will incorporate client-side and server-side scripting with advanced CSS to create intuitive and interactive web interfaces. The learning will take place in the context of a content management system. Contemporary web development processes and platforms will be explored. A foundational knowledge of programming concepts, HTML, CSS and design for the web is required for this course.

*Prerequisites:* MMP 240

### **Introduction to 3D Motion Graphics for Video, Film, Game, Multimedia and Internet (same as VAT 401)**      **MMP 401** 3 crs. 4 hrs.

Students will learn to construct 3D motion graphics for video, film, game, multimedia, and Internet applications. Students will use advanced CGI Program to make original animations in a three-coordinate space. Students will learn to model three-dimensional objects and to choreograph scenes, controlling character movement, lighting, sound and camera directions.

*Prerequisite:* VAT 301, or MMP 200 and ART 224

### **Distributed Multimedia Applications**      **MMP 420** 4 crs. 5 hrs.

This course will introduce the concept of designing and constructing a distributed multimedia presentation. It will cover issues of synchronization between applications, partitioning of relevant applications and interaction management for multimedia applications distributed over a network. The students will be expected to design and implement a simple distributed multimedia application.

*Prerequisite:* MMP 320

### **Multimedia Project Lab**      **MMP 460** 4 crs. 5 hrs.

Students will work collaboratively to plan, design and create a complete project to be stored on a CD ROM. Projects may be drawn from such applications as: information kiosks; computer-assisted instruction; and creation of world wide web sites.

*Prerequisites:* MMP 200 and [any 200-level MMP or MMA course]

## VIDEO ARTS AND TECHNOLOGY

### **Introduction to Video Technology**      **VAT 100** 3 crs. 3 hrs.

This course explains how video technology works and how that technology is put into practice to create video content. It covers the fundamentals of contemporary media technology including understanding video image formation, data compression, as well as picture and sound generation and manipulation. Lab exercises introduce students to the operations of cameras, video-recording systems, lighting instruments, microphones and the uses of SMPTE Time Code. Students also learn basic practical and aesthetic concepts of filmmaking by pre-producing and filming in-class exercises.

### **Introduction to Corporate Media Applications**      **VAT 150** 3 crs. 3 hrs.

This course introduces students to the many industrial applications of the state-of-the-art media. New technologies and current industrial communication problems are covered. Students study the history of modern communications and each student is given a glossary of technical terms. The course covers corporate needs for artists, designers, photographers, camera operators, video-technicians, multi-image programmers, lighting technicians, and film and video editors.

### **Script to Screen**      **VAT 151** 3 crs. 3 hrs.

This course will cover all aspects of the pre-production phase of media production. Students will learn how to write treatments and scripts for documentary and news formats, corporate and industrial videos, public service announcements, commercials, screenplays and teleplays. The course will also cover such aspects of pre-production as script breakdown, budgeting, scheduling, crew hiring, equipment rental and securing locations.

*Prerequisite:* SPE 100

# Course Descriptions

## MEDIA ARTS AND TECHNOLOGY

### **Introduction to Media Applications** VAT 152 3 crs. 3 hrs.

This course introduces students to varied applications of contemporary media in business, entertainment, and the public sector. Students study the processes of media production, the systems for media distribution, and the roles of media professionals. The course surveys the history of modern communications and the terminology of the media industry. Students examine the complex connections between technology, content, style, and audience response in the creation of media productions.

*Prerequisite: SPE 100 or SPE 102*

### **Scriptwriting** VAT 153 3 crs. 3 hrs. 1 lab hr.

This course focuses on writing treatments and scripts for the screen and video. Students learn the basics of visualizing narratives in 3-act structure; how to identify fiction and non-fiction genres; how to create character and story; how to research and write treatments and outlines; how to write single-column screen plays for narratives and two-column scripts for documentary scripts; and how to give and receive critiques on script work. Throughout, students will develop the basic skills necessary to write and revise scripts or upper-level VAT production classes and beyond.

### **TV Studio Production I** VAT 161 3 crs. 2 hrs. 1 lab hr.

This course is an introduction to all aspects of basic studio television production. Students produce multi-camera TV programs in a fully equipped TV studio. Students learn to perform the functions of a director, floor manager, camera operator, audio engineer, lighting director, and technical director.

*Prerequisite: VAT 100 and MES 153*

*Corequisite: MES 152*

### **Sound for Performance/Digital Media I** VAT 165 3 crs. 3 hrs.

This course is an introduction to the use of audio technology in theatre, television, motion pictures and multimedia. Students will be introduced to the fundamental principles of acoustics and sound recording. Tools, such as various mixing boards, microphones and recorders, will be introduced in the context of theatrical and television production. Sound design for live venues and multimedia presentations will be introduced as well. Assignments will include practical exercises. Lab assignments are required.

*Prerequisite: VAT 100 and MES 153*

*Corequisite: MES 152*

### **Remote Production/Video Editing I** VAT 171 3 crs. 2 hrs. 1 lab hr.

Students in this course write, produce, film, direct, and edit original projects as they learn directing and editing concepts and skills for both fiction and non-fiction digital filmmaking. Emphasis is given to post-production techniques, from basic video and audio editing to final exporting. The class is taught in a state-of-the-art digital lab using industry-standard software. This course builds upon the knowledge that students acquired in VAT 100-Introduction to Video Technology and MES 153- Script Writing, including the fundamentals of writing, directing, camera operation, lighting and sound recording.

*Prerequisite: VAT 100 and MES 153*

*Corequisite: MES 152*

### **TV Studio Production II** VAT 261 3 crs. 2 hrs. 1 lab hr.

This course builds upon VAT 161 and focuses on the skills needed to successfully plan and complete a multi-camera professional studio

production. Classes are conducted in a state-of-the-art, fully equipped TV studio. Students master the techniques and workflow required to produce programming according to industry standards and practices. Student work is screened, discussed and critiqued to deepen understanding of the art and craft of television.

*Prerequisite: VAT 161 or permission of the department*

### **Sound for Performance/Digital Media II** VAT 265 3 crs. 3 hrs.

This course concentrates on the post-production aspects of audio production. Sound effects editing, Automatic Dialogue Replacement (ADR), Foley editing and music replacement will be covered in the context of television and motion picture post-production. Mastering of recordings for distribution will also be covered. Students will be expected to work on projects using media server technology, allowing for simultaneous picture and sound editing. Collaborative projects will also be included. Lab assignments are required.

*Prerequisite: VAT 165*

### **Remote Production/Video Editing II** VAT 271 3 crs. 4 hrs.

This course builds upon VAT 171. It reinforces the skills needed to successfully plan, shoot, edit, and refine remote video productions. The course includes advanced techniques in digital cinematography, digital editing and audio and visual effects.

*Prerequisite: VAT 171 or DEPT.*

### **Lighting for Television** VAT 302 3 crs. 3 hrs.

This course will cover the fundamentals of lighting for television. Students will learn the principals of lighting techniques and



# Course Descriptions

## MEDIA ARTS AND TECHNOLOGY

study the various types of instruments and peripherals used. Besides lectures, there will be hands-on demonstrations both in the studio and on location.

*Prerequisite:* VAT 161 or VAT 171

### **Cinematography** VAT 303 3 crs. 4 hrs.

This course teaches students about the art and techniques of digital cinematography. Topics are: the use of studio and remote digital video cameras; lighting for digital cinematography; camera movement, camera angles, continuity, and composition; interpreting a director's vision; and digital workflow. Throughout the course, the history and art of cinematography is explored through screenings, text and other analyses.

*Prerequisite:* VAT 161 or VAT 171

### **Experimental Film** VAT 310 3 crs. 4 hrs.

This course will explore the use of moving pictures (film, video, and digital) as a form of expression and as an innovative means to strengthen media literacy utilizing both narrative and non-narrative strategies. Noteworthy works from the annals of avant-garde film and video will be screened and reviewed as a basis for the concepts and techniques that will be employed. The course includes advanced techniques in digital cinematography, digital editing and audio and visual effects. The hands-on video projects for this course include the Experimental Expedition collaboration, the Abstract Expressionist, Structural, and the Word and Image Interaction videos.

*Prerequisite:* VAT 161 or VAT 165 or VAT 171 or departmental permission

### **Directing Actors for Camera** VAT 311 3 crs. 4 hrs.

Directing Actors for Camera focuses on directors working with actors and actors working with directors on preparing and presenting scenes in both three-camera and single camera environments. Working in actors enrolled in a simultaneously scheduled section of THE 280 Acting for the Camera, directors will audition/cast, prepare/rehearse, and direct/perform three scenes that present increasing levels of complexity that will then be edited and presented on video. Classes will be conducted in fully equipped production spaces utilizing professional cameras and editing suites. Students' work is screened, discussed and critiqued to deepen their understanding of the art and craft of directing/being directed.

*Prerequisite:* [VAT 161 and VAT 171] or departmental permission

### **Multi-Camera Remote Production** VAT 312 3 crs. 4 hrs.

VAT 312 is a Multi-Camera Television Field Production class designed to further develop students' growth as television producers, directors and crew members. Building on skills developed in VAT 161, the course combines theoretical, practical, and intuitive approaches to aesthetic, organizational, and ethical problems specific to the production of televised event coverage as found throughout the broadcast industry. Students will be exposed to a range of creative and technical challenges associated with live remote production. Communication protocols, multi-camera switching, graphic design and production, audio aesthetics

and engineering systems integration are the primary areas of concentration.

*Prerequisite:* Any 200-level MMD, VAT, or ANI course and [VAT 161 or THE 110] or departmental permission

### **Documentary Production** VAT 313 3 crs. 4 hrs.

This course introduces students to the art and craft of documentary filmmaking. A focus on analyzing non-fiction filmmaking history, storytelling techniques, genres, approaches, and current practices will take place throughout the semester. Students will learn about documentary proposal research and writing, budgeting, pre-production, production, and editing as they develop and write a proposal and produce, shoot, edit, and revise a short documentary video project for use in their portfolios.

*Prerequisite:* VAT 161 or VAT 165 or VAT 171 or departmental permission

### **Introduction to 3D Motion Graphics for Video, Film, Game, Multimedia and Internet** VAT 401 3 crs. 4 hrs.

Students will learn to construct 3D motion graphics for video, film, game, multimedia, and Internet applications. Students will use advanced CGI Program to make original animations in a three-coordinate space. Students will learn to model three-dimensional objects and to choreograph scenes, controlling character movement, lighting, sound and camera directions.

*Prerequisite:* VAT 301, or MMP 200 and ART 224



# Course Descriptions

MODERN LANGUAGES

## Modern Languages

Room S-601, Telephone: (212) 220-8105

The Modern Language Department's principal objectives are to develop fluency in the written and spoken language and to familiarize students with foreign literature and culture. All courses are given in the foreign language unless otherwise specified. A language laboratory with the latest equipment provides students with additional practice. The language laboratory is an essential part of all language classes.

The department offers a Modern Languages major with concentrations in French, Italian, and Spanish. This program of study leads to an Associate in Arts (A.A.) degree.

*Chairperson:* Eda Henao

*Deputy Chairpersons:* Silvia Alvarez-Olarra, Maria Enrico

*Professors:* Peter Consenstein, Rafael Corbalán, Maria De Los Angeles Donoso Macaya, Maria Enrico, Eda Henao, Sophie Martinez, J. Thomas Means, Nidia Pullés-Linares, Alister Ramírez, Silvia Roig, Francisca Suárez-Coalla, Kristina Varade, Alejandro Varderí

*Associate Professors:* Silvia Alvarez-Olarra, Margaret Carson, Rachel Corkle, Laurie Lomask, Ling Luo, Chun-Yi Peng, Marilyn Rivera, Lisa Sarti, Valérie Thiers-Thiam

*Assistant Professors:* Teresa Darwich Alcaraz, German Garrido

*Lecturers:* Patrizia Comello Perry, Fanny Rodriguez

*Instructors:* Edward Nevarez, Rosana Wong

*Senior Laboratory Technicians:* Andres Amador, Alessandra Peralta-Avila

*College Laboratory Technicians:* Dino Garcia, Adela George, Giada Geraci, Mohamed Safaini

*Adjunct Faculty:* There are approximately 40 adjuncts in the department.

## AMERICAN SIGN LANGUAGE

**Elementary American Sign Language I ASL 105**  
3 crs. 4 hrs. 1 lab hr.

American Sign Language 105 is a beginner course designed to develop skill in a form of manual communication used primarily by American-born deaf person in interpersonal (face-to-face) relations. The main objective is develop signed communication skills, comprehension skills, sign literacy and expressive skills, and develop a further awareness of culture of deaf and hard of hearing users of ASL.

**Elementary American Sign Language II ASL 106**  
3 crs. 4 hrs.

American Sign Language 106 is a second semester language course. The main objective is to improve signed communication skills, expand comprehension skills, increase sign literacy and expressive skills, and develop a further awareness of culture of deaf and hard of hearing users of ASL.

*Prerequisite:* ASL 105 or departmental placement test

## ARABIC

**Elementary Arabic I ARB 105**  
3 crs. 4 hrs. 1 lab hr.

Elementary Arabic I is a complete beginner-level course for students who have had no previous background in Arabic. Listening, speaking, reading and writing are emphasized with an introduction to Arabic culture.

**Elementary Arabic II ARB 106**  
3 crs. 4 hrs. 1 lab hr.

Students will continue the study of basic Arabic begun in ARB 105. They will also further their skills in listening comprehension, speaking, reading and writing in Arabic.

*Prerequisite:* ARB 105 or departmental placement test

**Elementary Arabic for Speakers of Arabic ARB 107**  
3 crs. 4 hrs. 1 lab hr.

This is an elementary Arabic course for students who can speak Arabic but have no formal training in the language. Students who have taken ARB 105 and /or ARB 106 will not receive credit for this course. This course is designed to help heritage speakers of Arabic to enhance their reading and writing competence of the target language in the formal and high-level register. The course especially focuses on improving students' Arabic grammar, usage, and their critical reading and writing strategies in Arabic through project-based assignments. This course is taught in Arabic.

*Prerequisite:* Departmental approval based on language proficiency exam

**Intermediate Arabic I ARB 200**  
3 crs. 3 hrs. 1 lab hr.

This course offers students an opportunity to enhance their Arabic reading, writing, speaking and comprehension skills through active class use of vocabulary and grammar. The course's balanced four-skills approach endeavors to prepare students to use the language in a natural way for communication in a variety of situations. It emphasizes the

use of language for oral communication without neglecting the other basic language skills. This class will use reading and writing activities to extend students' grasp of vocabulary and grammatical structures and to further their comprehension of and ability to express themselves in Arabic.

*Prerequisite:* ARB 106 or ARB107 or departmental approval

**Intermediate Arabic II ARB 210**  
3 crs. 4 hrs.

This course is designed to advance student proficiency and communication in Modern Standard Arabic. The structural and grammatical usages of Arabic are emphasized, as necessary linguistic tools for the improvement of the learner's proficiency and fluency. The overall intended learning objective is to enable students to critically analyze Arabic texts and discourses, and express ideas in Arabic at an appropriate level. Advanced Arabic focuses on reading extracts of articles from journals, magazines, and newspapers, while incorporating music, advanced texts, and watching audio/video excerpts from major Arabic outlets.

*Prerequisite:* ARB 200 or departmental approval

## CHINESE

**Chinese I CHI 101**  
3 crs. 3 hrs. 1 lab hr.

This course is for students who have no previous background in Modern Chinese (Mandarin). The pronunciation is that of Peking. Skills in comprehension, reading, and writing are developed, but emphasis is on speaking.

**Chinese II CHI 102**  
3 crs. 3 hrs. 1 lab hr.

This is the continuation of the study of Chinese, developing and strengthening skills in comprehension, speaking, reading, and writing. The pronunciation taught is that of Peking. Emphasis is on speaking.

*Prerequisite:* CHI 101 or departmental approval

**Elementary Chinese I CHI 105**  
3 crs. 4 hrs. 1 lab hr.

This course is for students who have had no previous background in Mandarin Chinese. Grammar is taught inductively and simple texts are read. Speaking, reading, and writing are emphasized.

*Prerequisite:* Departmental Placement

**Elementary Chinese II CHI 106**  
3 crs. 4 hrs. 1 lab hr.

Students will continue the study of basic Chinese grammar begun in CHI 105. They will also further their skills in listening comprehension, reading and writing in Chinese.

*Prerequisite:* CHI 105 or Departmental Placement

**Elementary Chinese for Heritage Speakers CHI 107**  
3 crs. 3 hrs.

This course is designed for heritage students of Chinese who have some listening and speaking skills in Mandarin or other Chinese dialects. The focus is on reading, writing, and grammar, along with improvement of oral communication skills. Students will be introduced to the Romanized writing system (pinyin). Characters

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## MODERN LANGUAGES

writing and recognition are emphasized. Students who have taken CHI 105 and/or CHI 106 will not receive credit for this course.

*Prerequisite: Departmental Approval*

### Literature, Culture, and Civilization of China CHI 170E

3 crs. 3 hrs.  
This liberal arts elective is an introductory course to the Chinese language and culture through text, discourse, and films. The course is geared to the understanding of present day problems of post-socialist China. Topics include Chinese dialects, literature, arts, gender, food, media, education, etc. Materials are drawn from a mixture of news and scholarly articles, as well as documentaries. All assignments and term papers are in English.

### Intermediate Chinese I CHI 200

3 crs. 3 hrs.  
This course includes a review of grammar plus the study of Chinese civilization and selected readings in Chinese literature. Self-expression through oral and written reports is emphasized.

*Prerequisite: CHI 106 or CHI 107 or departmental approval*

### Chinese Culture and Civilization CHI 203

3 crs. 3 hrs.  
This course involves intensive oral work consisting of discussions of Chinese popular culture. Drills in pronunciation, intonation and rhythm as well as several oral presentations are included throughout the course. Videos will be screened during lab time and discussed during class sessions. A wide variety of topics ranging from pop culture to major social and political issues will be discussed.

*Prerequisite: CHI 200 or departmental approval*

### Intermediate Chinese II CHI 210

3 crs. 3 hrs.  
This is an intensive writing and reading course in Chinese language. While developing integrated language skills, it emphasizes writing and critical analysis of content materials. The texts concentrate on Chinese contemporary and classical literary writings, as well as texts treating Chinese culture and history.

*Prerequisite: CHI 200 or departmental approval*

### Modern Chinese Film CHI 411

3 crs. 3 hrs.  
This course will introduce representative Chinese films during the 20<sup>th</sup> century. This course will examine the social and cultural impact of films from China, Hong Kong and Taiwan over six basic periods: before the 1930s, 1930–40s, 1949–1966, 1966–1976, 1976–90s, 21<sup>st</sup> century. Students will develop academic competence in critical thinking and literary appreciation from historical and cultural perspectives. Readings, written work and oral reports will be in Chinese.

*Prerequisite: CHI 210 and/or department approval or any Chinese 400 level course*

### 20<sup>th</sup> Century Chinese Literature CHI 440

3 crs. 3 hrs.  
A study of 20<sup>th</sup> century Chinese literary development, this course examines the literary writings, major authors and literary movements in cultural and historical contexts. The course also reviews the development of China's ethnic minority literature, the growth of popular

literature, and the evolution of regional literature. Course readings include selected writings from four historical periods: 1900–16, 1917–49, 1949–85 and 1986–2000. Written projects and oral reports are required.

*Prerequisite: CHI 210 or departmental approval or any other 400-level Chinese course, except CHI 476*

### Chinese Civilization and Language CHI 476

3 crs. 3 hrs.  
This is a study abroad course that further develops students' Chinese language skills and expands their knowledge of Chinese culture and social development. The course is offered as the major part of the Study-Abroad-in-China Program, which includes a combination of class meetings, seminars and field trips to places of historic interest and cultural importance. The course provides opportunities for students to gain first-hand experience about contemporary Chinese cultural life. While participating in skill-based language learning activities that improve students' competence in listening, speaking, reading and writing, the course gives students opportunities to attend lectures that provide information about Chinese cultural patterns, customs, literature, history, social development and traditions of art and music. The course adopts a unique transcultural-linguistic approach to instruction that efficiently facilitates and enhances the learning of Chinese language and culture.

*Prerequisite: CHI 106 or above or departmental approval*

## FRENCH

### French I FRN 101

4 crs. 4 hrs. 1 lab hr.

This is a course for students who have had no previous background in French. Grammar is taught inductively and simple texts are read. Speaking, reading, and writing are emphasized.

### French II FRN 102

4 crs. 4 hrs. 1 lab hr.

In this continuation of French I, grammar, composition, oral comprehension of simple literary texts are developed supplemented by readings and analysis of French texts.

### Elementary French I FRN 105

3 crs. 4 hrs. 1 lab hr.

This course is for students who have had no previous background in French. Grammar is taught inductively and simple texts are read. Speaking, reading, and writing are emphasized.

*Prerequisite: Departmental Placement*

### Elementary French II FRN 106

3 crs. 4 hrs. 1 lab hr.

Students will continue the study of basic French grammar begun in FRN 105. They will also further their skills in listening comprehension, reading and writing in French.

*Prerequisite: FRN 105 or Departmental Placement*

### Elementary Intensive French 1 & 2 FRN 121

6 crs. 6 hrs. 2 lab hrs.

This intensive course combines French 105 and 106 into a one-semester course. It is designed for students who have had no previous background in French. Students develop their skills in listening, comprehension,

speaking and writing in French, supplemented by readings and analysis of simple French texts. In addition to building vocabulary on everyday life, students develop the ability to make questions and to describe themselves and others, their environment, preferences and lifestyles in French. In the second half of the semester, students are introduced to past tenses, and develop their ability to narrating events and describing people and situations in the past. The course also exposes students to different forms of French and Francophone cultures through music and short film clips. Since the goal is to enhance students' speaking and writing abilities in French, French will be the main language spoken in class.

### Basic Conversational French FRN 150

3 crs. 3 hrs.

This course for non-native students having mastered two semesters of French is designed to build confidence and competence in conversing in French.

*Prerequisite: FRN 106 or FRN 121 or departmental permission*

### Intermediate French I FRN 200

3 crs. 3 hrs.

This course includes a review of grammar plus the study of French civilization and selected readings in French literature.

### French Film and Conversation FRN 204

3 crs. 3 hrs.

This course involves intensive oral work consisting of discussions of French/Francophone films. Communicative activities and drills in pronunciation, intonation and rhythm are included as well as several oral presentations throughout the course. A wide variety of topics ranging from everyday life problems to major social and cultural issues will be discussed. Readings, written work, and discussions will be in French.

*Prerequisite: FRN 200 or departmental approval*

### Intermediate French II FRN 210

3 crs. 3 hrs.

While reviewing advanced grammar, students are trained in literary analysis through the works of modern French authors.

*Prerequisite: FRN 200 or departmental approval*

### French Caribbean Literature in Translation FRN 260E

3 crs. 3 hrs.

This course covers literature of Martinique, Guadeloupe, and Haiti as well as their respective diasporas across the globe, in English translation, with a focus on ideas and literary movements developed in connection to the colonial and post-colonial contexts. Readings, discussions and written work are conducted in English, but students who wish to read and write in French will be encouraged to do so.

*Prerequisite: ENG 101*

### French-Speaking Women Writers in Translation FRN 261E

3 crs. 3 hrs.

This course examines the literary works of prominent French-speaking women writers, from the Middle Ages to the 21<sup>st</sup> century, with an emphasis on fiction, poetry and essays on the question of women's condition in different

# Course Descriptions

MODERN LANGUAGES

periods and geographical locations. While key female authors from continental France are included, the course also explores writings by women from various French-speaking locations across the globe. Readings and classwork conducted in English.

*Prerequisite: ENG 201 or ENG 121*

## **Advanced French Grammar FRN 300**

3 crs. 3 hrs.

The course reviews advanced grammar and syntax and includes composition exercises, with emphasis on developing advanced oral and written proficiency in French. Through the close analysis of texts on a wide range of cultural and social issues, students will learn strategies for writing organized, compelling essays. Students are expected to complete extensive grammar exercises, participate in discussions in class, and write short essays. Readings, written work, and discussions will be in French.

*Prerequisite: FRN 210 or departmental approval*

## **Francophone Literature FRN 400**

3 crs. 3 hrs.

This course explores literature written in French from countries outside of France. Works from French Canada, the Caribbean islands (Guadeloupe, Martinique, and Haiti) as well as North and West Africa will be included. Themes highlighting cultural and social differences with France will be discussed. Readings, written work, and oral reports will be in French.

*Prerequisite: FRN 300, or any FRN 400 level course (except FRN 476), or departmental approval*

## **French Literature from the Middle Ages to the 17<sup>th</sup> Century FRN 430**

3 crs. 3 hrs.

The chronological evolution of French literature and its relation to French culture, history, and ideas are studied. Major works by

representative authors from the 16<sup>th</sup>, 17<sup>th</sup> and early 18<sup>th</sup> centuries are read and discussed with emphasis on ideas and style. Written and oral reports are required.

*Prerequisite: FRN 300, or any FRN 400 level course (except FRN 476), or departmental approval*

## **French Literature from the 18<sup>th</sup> and 19<sup>th</sup> Centuries FRN 435**

3 crs. 3 hrs.

This course concentrates on the literature of the Enlightenment and the 19<sup>th</sup> century as reflected in the poetry, fiction, and essays of a variety of authors in connection with ideas and styles developed during this period and/or with France's historical relations across the globe. Written and oral reports are required. This course may be taken before French V.

*Prerequisite: FRN 300, or any FRN 400 level course (except FRN 476), or departmental approval*

## **French Literature from the 20<sup>th</sup> and 21<sup>st</sup> Centuries FRN 440**

3 crs. 3 hrs.

In this study of major 20<sup>th</sup> century and contemporary thinkers, writers and literary movements, emphasis is placed on contributions that help define what it means to be French. Main authors from continental France are included, but attention is also given to writers from the Maghreb, Sub-Saharan Africa and/or the Caribbean.

*Prerequisite: FRN 300, or any FRN 400 level course (except FRN 476), or departmental approval*

## **Literature and Cinema from West Africa FRN 446**

3 crs. 3 hrs.

This course introduces students to literature and cinema from French speaking West African countries. We will study various works from the 1950s up to the present through five major themes: oral tradition, cultural alienation, social and political criticism, women's condition and the old/new generation conflict. Documents

studied will include novels, documentaries, fiction, films and songs. Some of the authors to be considered include: D.T. Niane, Camara Laye, Ahmadou Kourouma, Sembene Ousmane, Djibril Diop Mambety, Maraima Ba and Safi Faye. This course is taught in French.

*Prerequisite: FRN 300, or any FRN 400 level course (except FRN 476), or departmental approval*

## **Advanced French Composition FRN 456**

3 crs. 3 hrs.

The objective of this course is to continue developing advanced oral and written proficiency in French through critical analysis of different texts covering a wide range of contemporary cultural and social issues. Emphasis is placed on writing persuasive and argumentative essays. Students are expected to keep a journal, a vocabulary log, actively participate in discussions in class, and write short essays. Readings, written work, and discussions will be in French.

*Prerequisite: FRN 300, or any FRN 400 level course (except FRN 476), or departmental approval*

## **Existentialism in French Literature FRN 460**

3 crs. 3 hrs.

The course brings to life the essentials of existentialist philosophy in plays and novels of French authors such as Sartre and Camus, with modern insights into the age-old question of free choice and predestination, the relevancy or irrelevancy of God, commitment or alienation, and the meaning or the absurdity of life. Readings are in French; class discussions and written work in English/French.

*Prerequisite: FRN 300, or any FRN 400 level course (except FRN 476), or departmental approval*

## **The Individual and Society in 19<sup>th</sup> Century French Literature FRN 461**

3 crs. 3 hrs.

In this course students will read major French authors of the nineteenth century to analyze





# Course Descriptions

## MODERN LANGUAGES

the relationship between the individual and a society undergoing critical changes in the wake of political revolutions. Special attention will be given to how individual and collective identities such as class, sex, and race are being defined and reshaped in an age that proclaims Libert ,  galit , fraternit . Readings are in French; discussion and written work in English or French.

*Prerequisite: FRN 300, or any FRN 400 level course (except FRN 476), or departmental approval*

**History of French Drama and Theater** **FRN 462**  
3 crs. 3 hrs.

This is a history survey of the theories of French Theater evolved from the Greek Tragedy through medieval, classical Romantic, Realistic, Symbolist and Surrealist theater up to Avant-garde Theater and the Theater of the Absurd. Readings are in French, discussion in English.

*Prerequisite: FRN 300, or any FRN 400 level course (except FRN 476), or departmental approval*

**Modern French Civilization** **FRN 470**  
3 crs. 3 hrs.

The main aspects of French life and culture as expressed in social, intellectual, and philosophical history are studied in this course. Emphasis is given to the geographic situation, economic, and social changes; the main trends of thought in French tradition, and their impact on modern France. Readings are in French, discussion in English and French.

*Prerequisite: FRN 200 or departmental approval*

**Intermediate and Advanced French Abroad** **FRN 476**  
3 crs. 3 hrs.

This is a study abroad course that will further develop students' four skills of listening, speaking, reading and writing in French. Students will consolidate their knowledge of grammar through contextualized analysis. Students will also do further work on selected contemporary themes related to French society and institutions (e.g., the press in France, cinema, food, etc.)

*Prerequisite: FRN 106 or FRN 121 or departmental approval*

## GERMAN

**German I** **GER 101**  
4 crs. 4 hrs. 1 lab hr.

This is a course for students who have had no previous background in German. Grammar is taught inductively and simple texts are read. Skills in comprehension, speaking, reading, and writing are developed.

**German II** **GER 102**  
4 crs. 4 hrs. 1 lab hr.

In this continuation of German I, grammar, composition, conversation, reading and analysis of simple literary texts are covered.

*Prerequisite: GER 101 or departmental approval*

## ITALIAN

**Italian I** **ITL 101**  
4 crs. 4 hrs. 1 lab hr.

This course is for students who have had no previous background in Italian. Grammar is taught inductively and simple texts are read. Skills in comprehension, speaking, reading and writing are developed.

**Italian II**  
4 crs. 4 hrs. 1 lab hr.

In this continuation of Italian I, grammar, composition, conversation, and reading of Italian texts are covered.

*Prerequisite: ITL 101 or departmental approval*

**Elementary Italian I**  
3 crs. 4 hrs. 1 lab hr.

This course is for students who have had no previous background in Italian. Grammar is taught inductively and simple texts are read. Speaking, reading, and writing are emphasized.

*Prerequisite: Departmental Placement*

**Elementary Italian II**  
3 crs. 4 hrs. 1 lab hr.

Students will continue the study of basic Italian grammar begun in ITL 105. They will also further their skills in listening comprehension reading and writing in Italian.

*Prerequisite: ITL 105 or Departmental Placement*

**Elementary Intensive Italian 1 & 2** **ITL 121**  
6 crs. 6 hrs. 2 lab hrs.

This intensive course combines Italian 105 and 106 into a one-semester course. It is designed for students who have had no previous background in Italian. Students develop their skills in listening, comprehension, speaking and writing in Italian, supplemented by readings and analysis of simple Italian texts. In addition to building vocabulary on everyday life, students develop the ability to make questions and to describe themselves and others, their environment, preferences and lifestyles in Italian. In the second half of the semester, students are introduced to past tenses, and develop their ability to narrate events and describe people and situations in the past. The course also exposes students to different forms of Italian and Italian culture through music and short film clips. Since the goal is to enhance students' speaking and writing abilities in Italian, Italian will be the main language spoken in class.

**Literature, Culture and Civilization of Italy** **ITL 170E**  
3 crs. 3 hrs.

This liberal arts elective is an introduction to the evolution and development of Italian culture and civilization through the literary and artistic features, geared to the understanding of present day problems of modern European Italy and the Italian-American people. Readings are in English, and term papers are in English.

**Intermediate Italian I** **ITL 200**  
3 crs. 3 hrs.

Study in this course includes a review of grammar and of composition. Modern prose is read, discussed and analyzed.

**Italian Film and Conversation** **ITL 204**  
3 crs. 3 hrs.

This course involves intensive oral and written work consisting of discussions of Italian films in context. Several essays will be written in Italian. Drills in pronunciation, intonation and rhythm are included as well as several oral presentations throughout the course. Films will be screened during lab time and discussed

**ITL 102**

during class sessions. A wide variety of topics ranging from everyday life problems to major social and political issues will be discussed.

*Prerequisite: ITL 200 or departmental approval*

**Italian Cinema in Context** **ITL 205E**  
3 crs. 3 hrs.

Taught in English, this course provides a historical introduction to Italian cinema, first concentrating on examples of iconic genres and movements, such as the classics of neorealism, and auteurs of the '50s, '60s and '70s. For the contemporary strand, we will focus on situating the films in the historical and cultural contexts that have shaped the past several decades of Italian social life. We will examine issues of representation and production of societal values, e.g., gender, family relations, and national identity vs. local cultures. No knowledge of Italian is required.

**Intermediate Italian II** **ITL 210**  
3 crs. 3 hrs.

This intensive writing course emphasizes comprehension, writing, and analysis of Italian contemporary and classical texts.

*Prerequisite: ITL 200 or departmental approval*

**The Modern Italian Short Story** **ITL 260**  
3 crs. 3 hrs.

This course involves intensive written and oral work consisting of discussions of Italian short stories. Drills in advanced grammar are included as well as several oral presentations throughout the course. Readings will be assigned for homework and discussed during class sessions. Students are expected to write a journal for weekly submission and discussion, keep a vocabulary log, actively participate in discussions in class, and prepare one paper and one oral presentation on the literature covered. Readings, written work, and discussions will be in Italian.

*Prerequisite: ITL 200 or department approval*

**Advanced Italian** **ITL 300**  
3 crs. 4 hrs.

Italian 250 is for students who can communicate comfortably in sentence-length discourse and who can link sentences into simple paragraphs with some ease. The present, future and past tenses are reviewed and more complex grammar structures are introduced. Authentic literary readings solidify students' communication skills by providing themes for class discussions and written assignments and as a context for the practice of grammar structures. Language laboratory work may be assigned.

*Prerequisite: ITL 200 or departmental approval*

**Modern Italian Theater** **ITL 312E**  
3 crs. 3 hrs.

Taught in English, this course will engage students in reading, analyzing, and discussing selected Italian plays from the 18<sup>th</sup> to the 20<sup>th</sup> century, focusing on seminal authors, such as Goldoni, Marinetti, Pirandello, Ginzburg, Maraini and Fo. The aim is to provide an introduction to the history of Italian Theater, spanning from the decline of the Commedia dell'Arte to Naturalism and the questioning of the conventional stage. We will address some crucial cultural issues, such as the rural poetics of Verismo, the crisis of bourgeois

# Course Descriptions

MODERN LANGUAGES

values, the artistic avant-garde and the clutches of the Fascist censorship, up to the raise of female authorship and political theater in contemporary Italian theater.

## **Survey of Italian Literature** **ITL 330** 3 crs. 3 hrs.

A survey of Italian literature and its relation to Italian culture and ideas are studied. Selections from major works by representative authors are read and discussed. A wide variety of topics from Dante to contemporary literature will be covered. Written and oral reports are required. Students are expected to keep a reflection journal, keep a vocabulary log, actively participate in discussions in class, and prepare 3 short papers and one oral presentation on the literature covered. Readings, written work, and discussions will be in Italian.

*Prerequisite:* ITL 210 or departmental approval

## **SPANISH**

### **Spanish I** **SPN 101** 4 crs. 4 hrs. 1 lab hr.

This course is for students who have had no previous background in Spanish. Grammar is taught inductively and simple texts are read. Speaking, reading and writing are emphasized

### **Spanish II** **SPN 102** 4 crs. 4 hrs. 1 lab hr.

In this continuation of Spanish I, grammar, composition and oral comprehension are developed and supplemented by readings or Spanish texts. Students who have taken SPN 103 will not receive credit for this course.

*Prerequisite:* SPN 101 or departmental approval

### **Elementary Spanish for Speakers of Spanish** **SPN 103** 4 crs. 4 hrs. 1 lab hr.

This is an elementary Spanish course for students who can speak Spanish but have no formal training in the language. Students who have taken SPN 101 and/or SPN 102 will not receive credit for this course.

*Prerequisite:* Knowledge of spoken Spanish and departmental approval

### **Elementary Spanish I** **SPN 105** 3 crs. 4 hrs. 1 lab hr.

This course is for students who have had no previous background in Spanish. Grammar is taught inductively and simple texts are read. Speaking, reading, and writing are emphasized students who have taken SPN 103 will not receive credit for this course.

*Prerequisite:* Departmental Placement

### **Elementary Spanish II** **SPN 106** 3 crs. 4 hrs. 1 lab hr.

In this continuation of Spanish I, grammar, composition and oral comprehension are developed and supplemented by readings or Spanish texts. Students who have taken SPN 107 will not receive credit for this course.

*Prerequisite:* SPN 105 or Departmental Placement

### **Elementary Spanish for Speakers of Spanish I** **SPN 107** 3 crs. 4 hrs. 1 lab hr.

This is an elementary Spanish course for students who can speak Spanish but have no formal training in the language. Students who

have taken SPN 101 and/or SPN 102 will not receive credit for this course.

*Prerequisite:* Knowledge of spoken Spanish and Departmental Placement

### **Elementary Spanish for Speakers of Spanish II** **SPN 108** 3 crs. 4 hrs. 1 lab hr.

This is the second course in a series of four basic language courses for heritage learners. This group of students can speak Spanish but need to continue formal training in the language. The course aims at reinforcing and expanding on students' familiarity with Hispanic culture, which serves as a context for the development of linguistic skills, such as reading comprehension, lexical expansion, spelling, writing, and grammatical accuracy, among other things. Students who have taken SPN 105 and/or SPN 106 will not receive credit for this course.

*Prerequisite:* SPN 107 or Departmental Placement

### **Elementary Intensive Spanish 1 & 2** **SPN 121** 6 crs. 6 hrs. 2 lab hrs.

This intensive course combines Spanish 105 and 106 into a one-semester course. It is designed for students who have had no previous background in Spanish. Students develop their skills in listening, comprehension, speaking and writing in Spanish, supplemented by readings and analysis of simple Spanish texts. In addition to building vocabulary on everyday life, students develop the ability to make questions and to describe themselves and others, their environment, preferences and lifestyles in Spanish. In the second half of the semester, students are introduced to past tenses, and develop their ability to narrate events and describe people and situations in the past. The course also exposes students to different forms of Spanish and Spanish cultures through music and short film clips. Since the goal is to enhance students' speaking and writing abilities in Spanish, Spanish will be the main language spoken in class.

### **Spanish Conversation** **SPN 130** 2 crs. 2 hrs.

Designed primarily for Health/Medical area students, this course emphasizes the practice of conversation based on medical terminology and useful expressions and idioms. Classes will be assigned according to the student's background in Spanish. Use is made of the language laboratory.

### **Basic Spanish Conversation** **SPN 150** 3 crs. 3 hrs.

This course for non-native speaking students may follow the two semester sequence in Spanish. It is designed to build confidence and competence in conversing in Spanish.

*Prerequisite:* SPN 106 or SPN 121 or departmental approval

### **Intermediate Spanish I** **SPN 200** 3 crs. 3 hrs.

Study in this course includes a review of grammar and reading plus discussion of selected works by modern authors. Self-expression through oral and written reports is emphasized.

*Prerequisite:* SPN 106 or SPN 121 or departmental approval

### **Spanish Film and Conversation** **SPN 204** 3 crs. 3 hrs.

This course involves intensive oral work consisting of discussions of Hispanic films. Drills in pronunciation, intonation and rhythm are included as well as several oral presentations throughout the course. Films will be screened during class sessions or as homework assignments. Readings, written work, and discussions will be in Spanish.

*Prerequisite:* SPN 200 or SPN 108 or departmental permission

### **Intermediate Spanish for Speakers of Spanish** **SPN 207** 3 crs. 3 hrs. 1 lab hr.

Spanish 207 is the third course in the heritage speaker sequence. This is an intermediate 1 course for speakers of Spanish who are in the process of refining their formal study of standard Spanish. The course is designed to build on the language base students already possess. The primary purpose of the course is to further develop students' reading, writing, listening, and speaking skills. This course will use reading and writing activities to extend students' grasp of vocabulary and grammatical structures and to further their comprehension of and ability to express themselves in Spanish. Activities will be largely devoted to providing practice through form-based and communicative activities.

*Prerequisite:* SPN 108 or departmental permission based on the results of the language proficiency exam

### **Intermediate Spanish II** **SPN 210** 3 crs. 3 hrs.

This intensive writing course emphasizes comprehension, writing, and analysis of contemporary and classical texts.

*Prerequisite:* SPN 200 or departmental approval

### **Advanced Spanish** **SPN 300** 3 crs. 3 hrs.

This course complies with the last semester of Spanish for Heritage Learners who are completing the basic language requirements. In this course, students will improve their writing skills and increase their vocabulary through readings of material written for native speakers of the Spanish language in order to become more confident in their ability to speak Spanish in public, as well as in reading and writing in their heritage language. Students are expected to read, write and discuss in Spanish the reading topics selected for class. The course will pay close attention at reviewing aspects of grammar, spelling and speech which are troublesome for students who do not fully master cultivated Spanish.

*Prerequisite:* SPN 210 or SPN 207 or departmental approval

### **Literature and Civilization of Latin America** **SPN 370** 3 crs. 3 hrs.

The evolution of Spanish-American civilization is studied through literature to enhance understanding of present-day problems and potentialities. Emphasis falls on the relevance of the topography of the regions, the Spanish conquest and colonization, conflicts among cultures and religions of the indigenous peoples: Hispanic settlers, Africans, and recent immigrants; oral and written transmissions of traditions; the struggle for independence; movements for political, social, and economic

# Course Descriptions

## MODERN LANGUAGES

reforms; the cultural obstacles, the emergence of linguistic distinctiveness and the quest for self-realization are studied. Readings are in Spanish, discussions are in English or Spanish.

*Prerequisite: SPN 207 or SPN 210 or departmental permission*

### Literature and Civilization of Spain **SPN 371** 3 crs. 3 hrs.

This course offers a diachronic approach to the evolution of Spain through the examination of its social, political and cultural manifestations. By paying particular attention to its linguistic, regional, economic, and ethnical diversity as well as to the complex relationships held throughout the centuries between Spain and the rest of the world, this course also promotes a richer understanding of some of the current situations faced by this country.

*Prerequisite: SPN 207 or SPN 210 or departmental permission*

### Latin American Women Writers **SPN 400** 3 crs. 3 hrs.

This course introduces students to a representative sampling of Latin American women writers from the colonial period to the twentieth century. The course will disseminate a body of literature, which is represented minimally in Hispanic literature courses. Feminism, machismo, motherhood, sexual and political activism and the role of women as writers are some of the issues that will be explored and discussed during the semester.

*Prerequisite: SPN 300 or any SPN 400 level course (except SPN 476) or departmental approval*

### Latin American Theater **SPN 410** 3 crs. 3 hrs.

This course is a survey of major trends in Spanish-American theatre from pre-Columbian times to the present with emphasis on 20<sup>th</sup> century theatre. Among the authors who will be studied are: Gonzalez Eslava, Ruiz De Alarcon, Sor Juana Ines De La Cruz, Florencio Sanchez, Rodolfo Usigli, Egon Wolff, Augusto Boal, Jose Triana, Jorge Diaz, Luis Rafael Sanchez, Griselda Gambaro, Isadora Aguirre.

*Prerequisite: SPN 300 or any SPN 400 level course (except SPN 476) or departmental approval*

### Introduction to Spanish Theatre **SPN 420** 3 crs. 3 hrs.

This course is an introduction to Spanish theatre through the reading and analysis of the major playwrights—Lope de Vega, Calderón, Moratín, El Duque de Rivas, Galdós, Benavente—from the Seventeenth Century to the Generation of 1898.

*Prerequisite: SPN 300 or any SPN 400 level course (except SPN 476) or departmental approval*

### Introduction to Spanish Poetry of the 20<sup>th</sup> Century **SPN 425** 3 crs. 3 hrs.

This course is an in-depth study of the poetry of representative Spanish poets with emphasis on the generation of 1927. Poets studied include Góngora, Bécquer, Machado, Alberti, Lorca, León Felipe, and José A. Goytisolo.

*Prerequisite: SPN 300 or any SPN 400 level course (except SPN 476) or departmental approval*

### Creative Writing in Spanish **SPN 426** 3 crs. 3 hrs.

This course focuses on advanced composition skills and writing techniques. It helps students to fine tune their grammar and develop their own creative voice through the reading of representative and contemporary authors and the writing of a variety of personal narrations, both fictional and non-fictional such as memoirs/mini-autobiographies, short stories and blogs.

*Prerequisite: SPN 300 or any SPN 400 level course (except SPN 476) or departmental approval*

### Medieval and Golden Age Spanish Literature **SPN 430** 3 crs. 3 hrs.

A chronological study is made of Spanish literature against its cultural and ideological background. Major works by representative writers from the Middle Ages to the end of the Golden Age are read and analyzed. Readings include selections from the “Poema de Mio Cid,” Don Juan Manuel, Jorge Manrique, Fernando de Rojas, Cervantes, Quevedo, and Calderon de la Barca. Written and oral reports are required.

*Prerequisite: SPN 300 or any SPN 400 level course (except SPN 476) or departmental approval*

### Spanish Literature of the 18<sup>th</sup> and 19<sup>th</sup> Centuries **SPN 435** 3 crs. 3 hrs.

This course is a survey of the representative authors of the 18<sup>th</sup> and 19<sup>th</sup> centuries—Moratin, el Duque de Rivas, Larra, Becquer, Zorilla and Galdos—with emphasis on neoclassicism, romanticism, and realism in the novel, theater and poetry of the period. Reading and oral reports are required.

*Prerequisite: SPN 300 or any SPN 400 level course (except SPN 476) or departmental approval*

### The Short Story in the Spanish Speaking Caribbean (same as LAT 239) **SPN 439** 3 crs. 3 hrs.

This course studies the short story as major form of literary expression in the Spanish speaking countries of the Caribbean: Colombia, Cuba, the Dominican Republic, Puerto Rico, and Venezuela. It studies the development of the short story beginning with Indian legends recreated by Spaniards during the early Colonial period. Examples of short stories written during the different literary movements are studied and analyzed. The relationship between the writer and society is analyzed as well as the common history, culture, and socio-economic problems which are reflected in each story.

**Note:** This course is taught in Spanish and satisfies the Liberal Arts requirement for Modern Language.

*Prerequisite: SPN 300 or any SPN 400 level course (except SPN 476) or departmental approval*

### Spanish Literature of the 20<sup>th</sup> and 21<sup>st</sup> Centuries **SPN 440** 3 crs. 3 hrs.

The major authors and literary movements of the 20<sup>th</sup> century in Spain are studied with emphasis on representative genres. Works of Unamuno, Ortega, Machado, Juan R. Jimenez, Salinas, Garcia Lorca, Cela and others are analyzed. Written and oral reports are required.

*Prerequisite: SPN 300 or any SPN 400 level course (except SPN 476) or departmental approval*

### Colonial and 19<sup>th</sup> Century Latin American Literature **SPN 445** 3 crs. 3 hrs.

Spanish-American Literature This course involves a chronological history of Spanish-American literature from the Colonial period to the 19<sup>th</sup> century. Readings include selections from el Inca Garcilaso, Sor Juana Ines de la Cruz, Sarmiento, Jose Hernandez, Palma, Marti, Dario, and others. Written and oral reports are required.

*Prerequisite: SPN 300 or any SPN 400 level course (except SPN 476) or departmental approval*

### Latin American Literature of the 20<sup>th</sup> and 21<sup>st</sup> Centuries **SPN 450** 3 crs. 3 hrs.

The major authors and literary movements of the late 19<sup>th</sup> and 20<sup>th</sup> centuries are studied. Works of Quiroga, Reyes, Neruda, Vallejo, Carpentier, Borges, Rulfo, Fuentes, Marques and others are analyzed. Written and oral reports are required.

*Prerequisite: SPN 300 or any SPN 400 level course (except SPN 476) or departmental approval*

### Advanced Spanish Grammar and Composition **SPN 455** 3 crs. 3 hrs.

The course reviews advanced grammar and syntax and includes composition exercises, with emphasis on developing advanced oral and written proficiency in Spanish. Through the close analysis of texts on a wide range of cultural and social issues, students will learn strategies for writing organized, compelling essays. Students are expected to complete extensive grammar exercises, participate in discussions in class, and write short essays.

*Prerequisite: SPN 300 or any SPN 400 level course (except SPN 476) or departmental approval*

### Advanced Spanish Composition **SPN 456** 3 crs. 3 hrs.

The objective of this course is to continue developing advanced oral and written proficiency in Spanish through critical analysis of different texts covering a wide range of contemporary cultural and social issues. Emphasis is placed on writing persuasive and argumentative essays. Readings, written work, and discussions will be in Spanish.

*Prerequisite: SPN 300 or any SPN 400 level course (except SPN 476) or departmental approval*

### Literature, Culture and Civilization **SPN 472** 3 crs. 3 hrs.

This course is a survey of the literature, culture and civilization of the Greater Antilles (Cuba, Puerto Rico, Santo Domingo, Haiti and, Jamaica) geared to the understanding of their heritage as it is presachievements. Readings are mainly in English; class discussions are in English, Spanish, and any other modern language.

*Prerequisite: SPN 300 or any SPN 400 level course (except SPN 476) or departmental approval*

### Intermediate and Advanced Spanish Abroad **SPN 476** 3 crs. 3 hrs.

This is a study abroad course in which students will enhance their language skills and knowledge of a foreign culture through class meetings, seminars, and on-site visits to places



# Course Descriptions

MODERN LANGUAGES

of historic and cultural importance. They will be immersed in the language of the country and attend language and literature courses.

*Prerequisite: SPN 106 or SPN 121 or SPN 108 or departmental approval*

## **Spanish and Latin American Texts into Films**

**SPN 480**

3 crs. 3 hrs.

This course will introduce students to film adaptations of Spanish and Latin American novels, short stories, diaries and theater plays in the context of the literary and film debate: how does film “translate” text? Should the film be “faithful” to the text? If so, faithful to what aspects, plot dialogue, chronology, social and psychological and socioeconomic backgrounds will be included. Special attention will be given to the study of nationality, gender and sexual differences within Spanish and Latin American societies. Students will examine the connections between text and film, as well as the fundamentals of written and visual identification with the cinematic and textual apparatus.

*Prerequisite: SPN 211*

## **New York Literature in Spanish**

**SPN 485**

This course consist of a survey of all literary production in Spanish created in New York from the 19<sup>th</sup> century to the present, mainly focusing on those authors who have lived and written here, whose work was influenced by the circumstance of coming and staying in this city and who are weaving the unique history of literature written in Spanish in New York. Readings and classwork will be conducted in Spanish.

*Prerequisite: SPN 300 or any SPN 400 level course (except SPN 476) or departmental approval*

## **Introduction to Translation and Interpretation Theory**

**TRS 201**

3 crs. 3 hrs.

In this introductory course students learn about the processes and strategies of translation and interpretation as well as available resources. This course includes translation and interpretation ethics, types of translation and interpretation and the history of the profession. Students are introduced to the use of interpretation and translation in law, the health professions, and financial businesses. It also introduces terminology and resources that can be used in computer aided interpretation and translation. Students explore how computer-assisted interpretation and translation has affected the industry as they learn to use interpretation and translation tools and create lists of commonly used terminology. There is emphasis on interpretation and translation into the native language with some practice in the opposite direction.

*Prerequisite: ENG 101 and Spanish at the intermediate-low level (SPN 200/SPN 108 or above). Language level will be determined with language proficiency exams administered by the Modern Languages Department.*

## **Introduction to Translation and Interpretation for the Professions**

**TRS 202**

3 crs. 3 hrs.

TRS 232 invites the student to continue her/his development as a Spanish-English and/or English-Spanish translator and interpreter to complement the theoretical

and practical techniques developed in TRS 231 into the professional ambit; namely, healthcare, business/finance, and law. Aside from honing technique across languages as both an art and a science, students are introduced to crosscultural considerations, ethics and best practices of both translation and interpretation.

*Prerequisite: ENG101 and Spanish at the intermediate-low level (SPN 200/SPN 108 or above). Language level will be determined with language proficiency exams administered by the Modern Languages Department.*

## **Spanish Translation & Interpretation for Healthcare**

**TRS 233**

3 crs. 3 hrs.

This is a theory based fully online course dealing with English-Spanish translation and interpretation for health care. As such, it addresses the communication needs in settings such as hospitals, clinics, physician's offices, dental offices, outpatient facilities, pharmacies, etc. Among the topics or scenarios to be covered are: Spanish-speaking clients and their health; specialized terminology (e.g., anatomic, physiological, neurological, cardiovascular, oncological, obstetrical, orthopedic, medical instruments and devices); communication with administrative personnel (e.g., admission, payment, insurance); patient's medical history (present illness and past history); personal, social and family history; the physical examination; emergency room; labor and delivery; surgery; medication and prescriptions; diet; treatments; drug overdose; patient instructions; dental visit and treatment; authorizations, consents and signature forms; and visits with different types of specialists (e.g., neurologist, orthopedist, cardiologist, psychiatrist).

*Prerequisite: TRS 201 and TRS 202*

## **Spanish Legal Translation and Interpretation**

**TRS 234**

3 crs. 3 hrs.

This is a theory-based course dealing with English-Spanish translation and interpretation for legal domain. The course will help students to translate and interpret legal texts and arguments, to write documents and to express themselves using legal vocabulary. The class will be taught in Spanish and will cover a broad mix of practical legal terminology, vocabulary and conversational skills. Special attention will be placed on the practice of writing to be used in law offices, courtrooms and similar settings. Translation and interpretation skills will be developed through forum discussions, reports and asynchronously activities using Voice Thread. In addition, the emphasis will be also placed on cultural issues that may affect successful interaction with Spanish-Speaking individuals and families faced with matters concerning the law.

*Prerequisite: TRS 201 and TRS 202*

## **Spanish Translation and Interpretation for Business and Finance**

**TRS 235**

3 crs. 3 hrs.

This is a theory-based course dealing with English-Spanish translation and interpretation for financial/business domain. It will prepare students for successful communication in the Hispanic commercial world by building up on their existing knowledge and emphasizing

practical, real-life use of oral and written Spanish. This course is designed to introduce students to essential business interpretation and translation using terminology and language situations in common business contexts, reinforcing strategies for understanding, interpreting, translating and responding to new information. This course will also help the student to be alert to the importance of cultural awareness in doing business in Spanish-speaking countries or with Hispanics in the United States.

*Prerequisite: TRS 201 and TRS 202*

## **Capstone Project**

### **Translation/Interpretation**

**TRS 245**

3 crs. 3 hrs.

This capstone project in translation is designed, developed, and documented using an e-portfolio. The capstone project is done under instructor supervision and realized on a specialized area of translation according to the student's area of interest and language pair. The possible specializations include commercial, legal, or medical. Students need to combine the project with an internship or apprenticeship in an appropriate organization, such as a health center, courthouse, international corporation, governmental or non-governmental organization. Students must complete a project contract with the instructor prior to initiating the project and must keep a weekly journal on their e-portfolio.

*Prerequisite: TRS 231, TRS 232 and two of the following courses: TRS 233, TRS 234, or TRS 235*

# Course Descriptions

## MUSIC AND ART

### Music and Art

Room F-1130, Telephone: (212) 220-1464  
music&art@bmcc.cuny.edu

Courses in music and art are designed to provide a broad exposure to the fine and performing arts, art history and music literature. Students develop an awareness of the beauty of music and art and their meanings. They also learn to enjoy and participate as spectators and viewers or as trained amateurs and professionals. The Music and Art Department offers an Art Foundations major focusing on Art History that leads to the Associate (A.A.) degree and an Art Foundations major in Studio Art that leads to an Associate in Science (A.S.) degree. Students pursuing the Studio Art can choose from program electives in Drawing, Digital Imaging, Painting, Sculpture, or Photography.

*Chairperson:* Eugenia Yau

*Professors:* Simon Carr, Sarah Haviland, Peter Hollerbach, Howard Meltzer, Thaddeus Radell, Eugenia Yau

*Associate Professors:* Quentin Angus, Peter (Xico) Greenwald, Maureen Keenan, Carla Machiavello, Sarah Madole, Siobhan McBride, Jessica Ramirez, Robert Reed, Elizabeth Towery, Terttu Uibopuu

*Assistant Professors:* Miguel Arisa, Patricia Genova, Yiu-Hsuan Liao, Yan Yang

*Adjunct Faculty:* There are approximately 76 adjuncts in the department.

### ART

#### Digital Imaging Studio I

3 crs. 4 hrs.

This course will introduce digital art image making, editing and design techniques as a foundation upon which an effective visual language is built. Beginning with an investigation of the elements and principles of digital design, students will discover a broad range of visual ideas, concepts and techniques to use in creating images. Expressing, evaluating and communicating ideas with visual images is a primary focus of this course. During the semester, students will use imaging and design software consistent with that in use by artists and other visual professions as a beginning step towards professional-standard computer proficiency.

#### Survey of Art History I

3 crs. 3 hrs.

This introduction to art history includes the study of painting, sculpture, architecture and other media by surveying the Paleolithic period through the Late Gothic period using a global approach. This exploration of art and architecture in terms of history, social context, meaning and style will promote a general understanding of the development of art and style in different cultures and the effects of cultural exchange on the arts. Discussions of techniques, media, composition, and figure representation will provide an understanding of key concepts in the arts.

#### Survey of Art History II

3 crs. 3 hrs.

Using a global approach, this introduction to art history includes the study of painting, sculpture, architecture and other media by surveying the Renaissance through the start of the twentieth century. The exploration of techniques, media, composition, and figure representation will provide an understanding of key concepts in the arts with additional focus on the historical and social context, which developed the meaning and changing styles in different cultures as well as the effects of cultural exchange through the arts.

#### Modern and Contemporary Art

3 crs. 3 hrs.

This introduction to Modern and Contemporary art history includes the study of painting, sculpture, architecture and other media by surveying the development and evolution of artistic styles using a global approach. Emphasis will be placed on groundbreaking artistic movements in context to their historical framework. Students will learn the importance of innovative practices, techniques and new avenues of exploration, by understanding the socio-political and cultural events that influenced artists to create groundbreaking works, which have led the way to Contemporary Art.

#### Color and Design I

3 crs. 4 hrs.

This course provides an introduction to basic color theory and to fundamental elements and principles of two-dimensional design. Through

#### ART 101

studio exercises, students explore concepts of color theory and develop skills working with traditional drawing, painting and mixed media. Through design projects, students apply learned skills, work with principles of design, and engage in creative problem solving relating theory to practice.

#### Art Survey I

2 crs. 2 hrs.

This introduction to art principles and terms includes the study of the plastic arts: nature, content, and form. The meaning of illusion and abstraction, style and the changing concept of reality in art throughout history are explored. Selected paintings, sculpture, and architecture are examined.

#### History of Graphic Design

3 crs. 3 hrs.

This survey course traces the history of graphic design from the origins of graphic imagery and writing systems to contemporary graphic design. Emphasis will be placed on the development of visual communication and typography, impact of the Industrial Revolution on design, the Modernist era's effect on visual communication, impact of the desktop publishing revolution and the development of contemporary techniques of information design.

#### Introduction to Latin American Art

3 crs. 3 hrs.

This survey examines the art and architecture of Latin America from the pre-Columbian era to the present. The course begins with an analysis of pre-Hispanic iconography, styles, traditions, and techniques in Meso, Central, South America, and the Caribbean. The art of colonial Latin America will be explored to understand the cultural complexity that characterized Spanish colonialism. The development of Modern art in Latin America, following independence and nation building in the 19<sup>th</sup> century, will be discussed as a series of responses to the influence of international movements and ideas. The course culminates in the exploration of Contemporary Latin American and Latina/o art, including Chicana/o art. Museum visit required.

#### Introduction to African Art

3 crs. 3 hrs.

This survey examines African artifacts, arts, and architecture from Prehistory to the present by introducing several cultures and regions and the production of art objects in each. Both Pre- and Post-Colonial Africa will be considered to understand influences on indigenous African art, as well as the influence of African art forms on "Western" art. Emphasis is placed on distinguishing and analyzing the functions and forms of art Objects produced by diverse African cultures created in relation to socio-political frameworks. Attention will be given to "traditional concepts" of art history and so-called "primitive" art. This will promote a basic understanding of the development of African visual traditions.

#### ART 110

#### ART 113

#### ART 125

#### ART 126

# Course Descriptions

MUSIC AND ART

## **Photography I** 3 crs. 3 hrs.

This course offers students an introduction to the art of creating photographs. Basic technical, theoretical, and aesthetic aspects inherent to contemporary photography are presented. During the semester, a range of camera techniques, including exposure, depth of field, shutter speed and composition are investigated. Reading, writing, and oral assignments will reflect on both technical aspects of photography and on contemporary practice.

**Note:** a 35mm SLR camera with fully manual controls is required for this class.

## **3D Design: Materials and Methods**      **ART 143** 3 crs. 3 hrs.

ART 143 is a hands-on studio course exploring the fundamentals of three-dimensional design and creative thinking for students in all disciplines. The course introduces the elements and principles of 3D design used across fields of art, design, and business to solve 3-dimensional problems. It focuses on spatial issues of line, plane, volume, and mass in a variety of materials including wire, paper, board, mixed media, as well as some digital tools. Emphasis is placed on critical thinking and the creative process of ideation and problem-solving, moving from research and concept to model, revision, and completed design.

## **Drawing I**      **ART 161** 2 crs. 2 hrs.

This course covers basic drawing problems aimed at the achievement of manual skills in freehand drawing, drawing from objects from nature and conceptual drawings.

## **Drawing Studio I**      **ART 166** 3 crs. 3 hrs.

This introductory course covers a range of basic approaches to drawing and addresses the development of manual skills in freehand drawing, drawing of objects from nature and idea-oriented approaches to drawing. This course will satisfy drawing requirements for transfer within the CUNY system, as well as professional art schools.

## **Life Drawing Studio I**      **ART 168** 3 crs. 3 hrs.

This course introduces students to a basic study of representing the human body. Students work from nude models using a variety of techniques and media while investigating the basics of skeletal and muscular anatomy. This course will satisfy drawing requirements for transfer within the CUNY system, as well as professional art schools.

*Prerequisite:* ART 161 or ART 166

## **Painting Studio I**      **ART 174** 3 crs. 3 hrs.

This three credit course is designed to have the beginning student explore painting techniques, with an introduction to the use of various media. Strong emphasis is placed on formal concerns (figure and objects). This course will satisfy painting requirements for transfer within the CUNY system as well as professional art schools.

**ART 133**

## **Comic Art I** 3 crs. 3 hrs.

This introductory course covers a range of techniques and concepts as they concern visual storytelling. Through class exercises and assignments, students will learn to create narratives that effectively combine images and text while developing drawing, design and script writing skills. Outcomes can be applied to working in film, animation, and other two-dimensional or three-dimensional graphic narratives. Through lectures, research and production, students will expand their visual vocabulary while broadening the influences on their work.

*Prerequisite:* ART 161 or ART 166 or departmental permission

## **Sculpture Studio I**      **ART 183** 3 crs. 3 hrs.

This is an introductory studio course exploring three-dimensional sculptural form, using both traditional and contemporary materials and methods. Clay and other media are used in hands-on practice as a means of expression and for understanding the language of sculpture, including focus on the creative process from idea to completion. This course is intended to satisfy basic sculpture requirements for transfer within CUNY, as well as professional art programs.

## **Digital Creative Studio**      **ART 203** 3 crs. 2 hrs. 2 lab hrs.

This course will use digital imaging principles as an essential part of photographic editing. Fundamental digital imaging skills will include input, editing, archiving and output as part of the creative process. A range of approaches to producing, processing and printing digital images will be explored as they relate to current practices.

*Prerequisite:* ART 101 or Permission of the Department

## **Typography and Layout**      **ART 215** 3 crs. 4 hrs.

This course will explore type design and its application in visual communication. Students will learn to manipulate type properties to design meaningful and effective graphic communication. The use of industry-standard desktop publishing software will be covered as well as will be applied to a range of typographic solutions.

*Prerequisite:* ART/MMA 100

## **Pre-Columbian Art of Mesoamerica and the Andes**      **ART 221** 3 crs. 3 hrs.

This course investigates the history of art produced by indigenous people of Mesoamerica and the Andes region of South America from 2000 BCE to 1535 CE. We will study significant artworks, including mural paintings, sculptures, architecture, and portable objects, in relation to the socio-historical contexts in which they were created. We also will explore the distinctive artistic styles, forms, and aesthetics of Pre-Columbian art along with themes, beliefs, and diverse cultural characteristics associated with them.

## **Digital Imaging for Graphic Design**      **ART 225** 3 crs. 4 hrs.

This course continues the study of digital imaging as it relates to graphic design. A course philosophy for this class is the introduction of photographic images as a basis

**ART 176**

for approaching 2D design concepts. During the semester, this course shall cover digital input, editing, archiving and the beginning of the study of digital output. Conceptual and technical digital shooting assignments will be assigned to expand students' skills and support topics covered in class. Reading and writing will focus on the use of technology in propelling digital imaging and design.

*Prerequisite:* ART/MMA 100

## **Design I: Introduction to Painting and Drawing Techniques**      **ART 230** 2 crs. 2 hrs.

For the beginning student, critical and artistic ability are developed by executing problems of two-dimensional design such as color relationships, composition, pattern, line, shape, and texture. Emphasis is placed on exploring aspects of design and techniques as they apply to the student's work.

## **Visual Communication and Design**      **ART 235** 3 crs. 4 hrs.

This course builds upon principles and skills learned in Foundations of Digital Design. Students will apply principles underlying effective visual communication to increasingly complex design problems. Projects may include poster design, symbols and logos, editorial design, information design, visual identity and branding and other design systems. Critical analysis of design problems and the creative design process will be emphasized. Students will complete reading and writing assignments in addition to problems in visual communications and design.

*Prerequisite:* ART/MMA 100

## **Photographic Studio and Light I**      **ART 237** 3 crs. 3 hrs.

This course introduces students to working with studio lighting as in a professional graphic studio. The assignments will introduce a range of lighting systems including tungsten, studio and portable flash, natural light, and mixed sources. Artistic and technical problems associated with portraiture, still life, product and fine art photography will be addressed. Hand-held meters, flash meters, lighting accessories, filters, and an introduction to medium and large format cameras will be covered during the semester. Through lectures, research and production of new work, students will expand their understanding of light and lighting while broadening the influences on their work.

*Prerequisite:* ART 133, ART 236 or departmental permission

## **Advanced Photography**      **ART 238** 3 crs. 3 hrs.

This course further develops students' understanding and expertise in using a hand-held camera as an image-making tool. During the semester, we shall investigate a range of camera techniques, and approaches to specific topics allowing students to explore the canon of photography. The course will explore light and film characteristics utilizing both color slide film and digital capture. Readings will center on photography's recent history and forays into critical theory. A research project and paper, along with a comprehensive oral presentation will centre on contemporary photography.

*Prerequisite:* ART 133, ART 236 or departmental permission



# Course Descriptions

## MUSIC AND ART

### **3D Design: Materials and Methods** ART 243 3 crs. 3 hrs.

This course is a hands-on studio course exploring three-dimensional design problems, geared to the advanced student who wishes to expand his/her knowledge of formal issues of mass, volume, and shape in a variety of materials. Emphasis is placed on the creative process and problem-solving, moving from idea to revision to completed design. This course is intended to satisfy 3D design requirements for transfer within CUNY, as well as professional art programs.

*Prerequisite:* ART 105, ART 181, ART 183 or ART 230

### **Asian Art History** ART 251 3 crs. 3 hrs.

This course investigates the history and development of Asian Art, including East Asia, South Asia, and Southeast Asia, from the Neolithic period to the nineteenth century. We will study significant artworks, including paintings, sculpture, and architecture, in relation to the socio-historical contexts in which they were created. We also will explore distinctive artistic styles, forms, and aesthetics of Asian art along with themes, beliefs, and diverse cultural characteristics associated with them.

### **Drawing Studio II** ART 266 3 crs. 3 hrs.

This course, a continuation of ART 166, emphasizes formal drawing concerns, such as design, composition, and the introduction of a variety of new media. Advanced projects include still-life, landscape, perspective, portraiture and rendering the human figure. This course will satisfy drawing requirements for transfer within the CUNY system, as well as professional art schools.

*Prerequisite:* ART 161, ART 166 or permission of the department

### **Portrait Drawing** ART 270 3 crs. 3 hrs.

This course covers basic approaches to drawing a portrait, anatomical study and discussion of portraiture as a genre. Students will study concepts including contour line, value, composition, measuring and space. Students will study the figure with an emphasis on the head, neck and shoulders, the skull, muscles, landmarks and planar structure. Through focused, observational drawing of portraits, students will heighten visual awareness, improve drawing skills and deepen their understanding of the human form.

*Prerequisite:* ART 166 or ART 269 or departmental permission

### **Painting Studio II** ART 274 3 crs. 3 hrs.

This course continues the development of technical, analytical, and perceptual skills and enhances the advancement of an individual approach to painting. The course will satisfy studio requirements for transfer within the CUNY system as well as professional art schools.

*Prerequisite:* ART 171 or ART 174

### **Comic Art II** ART 276 3 crs. 3 hrs.

This course is designed to extend the skills and abilities of students who can already combine images and text through drawings, designs and script writing. Students will create

several theme-based assignments as if working professionally in the two-dimensional or three-dimensional graphic narrative field. In-class project development will include the sharing of multiple-scenario outcomes. Through lectures, research, and production, students will expand their visual vocabulary while broadening the variety of influences of their own work.

*Prerequisite:* ART 176 or departmental permission

### **Sculpture Studio II** ART 283 3 crs. 3 hrs.

This intermediate sculpture course is an extension of ART 183. Directed toward individual study, students continue to explore their interest in sculpture, including modeling, carving, and assemblage in clay, plaster, and mixed media. In addition, students learn the casting process, and practice visual and verbal analysis through writing and critiques. This course is intended to satisfy intermediate sculpture requirements for transfer within CUNY as well as to professional art programs.

*Prerequisite:* ART 181, ART 183 or departmental approval

### **Figure Sculpture I** ART 285 3 crs. 3 hrs.

This intermediate course introduces a range of basic approaches to sculpting the figure; students will develop the skills needed to accurately sculpt from life. Students' observational and reasoning skills are developed by providing a clear understanding of the fundamental principles of sculpting. Emphasis is placed on Gesture, Proportion, and Form. These three principles build on one another with a focus on accurately portraying observations, resulting in three-dimensional life studies in clay.

*Prerequisite:* ART 183 or departmental permission

### **Medieval Art: The Age of Faith and Migration** ART 290 3 crs. 3 hrs.

This course is designed as a survey of Medieval Europe after the fall of the Roman Empire through the Gothic Period and the beginnings of the Renaissance. A study of the artistic and architectural traditions borrowed from antiquity and the new developments of the periods discussed will be conducted to develop an understanding of the broader context of the migrating peoples and the Christian traditions spreading throughout the regions as Modern Europe is born.

*Prerequisite:* ENG 101 and (ART 102 or ART 104)

### **Renaissance and Baroque Art: The Age of Discovery** ART 292 3 crs. 3 hrs.

This course provides an overview of the Fifteenth through Seventeenth Centuries in Europe, with a focus on the discoveries made in the arts and beyond. In an age when patrons and artists considered themselves intellectuals and explorers, this course will examine individual artists, artworks, materials and techniques, and the ever-growing need to "create" something new. Students will conduct their own exploration of the contextual topics surrounding the arts, the lasting influences, and the influences on and by other cultures transmitted through trade and travel.

*Prerequisite:* ENG 101 and (ART 102 or ART 104)

### **Ancient Greece and Rome: Classical Art** ART 293 3 crs. 3 hrs.

This course is designed as a survey of the Greco-Roman traditions in the art and architecture of ancient Greece and Rome. Major works, themes, techniques and artists will be presented to better understand the influences on the arts from previous periods and diverse cultures, as well as the continuing influences of antiquity through the ages. The course will also focus on the historical and cultural issues that provide context for the works of art including philosophical, social, religious, political and economic influences.

*Prerequisite:* ENG 101 and (ART 102 or ART 104)

### **18<sup>th</sup> and 19<sup>th</sup> Century Art: The Age of Enlightenment and Industry** ART 294 3 crs. 3 hrs.

The survey of Eighteen-and Nineteenth-Century Art traces the development of the visual arts throughout the Age of Enlightenment and the Industrial Revolution from c. 1700 to 1900 in Europe and North America. Emphasis will be placed on the chronological development of style from the Baroque, to the Rococo, Neo-Classical, Romantic, Realist, and Impressionist Movements, as well as the development of photography, and the foundations laid for the arts and artists of the 20<sup>th</sup> century

*Prerequisite:* ART 102 or ART 104, ENG 101

### **African-American Art** ART 295 3 crs. 3 hrs.

This course examines the role of African-American artists from the Antebellum period to Contemporary Art. It focuses on historical, social, and political contexts, meanings, and will promote a general understanding of the development of art forms and styles from different periods. Although emphasis is placed on visual traditions of sculpture, painting, performance art, photography, video, media technologies, focus will also be placed on "folk art" traditions. A visit to a museum is required.

*Prerequisite:* ENG 101 and (ART 102 or ART 104)

### **Documentary and Narrative Photography** ART 300 3 crs. 3 hrs.

This course introduces students to concepts and approaches in shooting still photographs for use in visual communication including photojournalism, documentary, and personal narrative. The assignments explore a range of techniques and ideas as they relate to the specific photographic genres, including light and use of lighting, narrative, and the ethics of fact vs. fiction. Through lectures, research and production of new work, students will expand their understanding of these genres in photography.

*Prerequisite:* ART 236 or departmental permission

### **Digital-Imaging Post Production** ART 303 3 crs. 4 hrs.

This course covers advanced digital image retouching and editing. Students learn digital editing and retouching skills at a professional level. Issues relating to these skills include color calibration and retouching ethics. Through introduction to new material, research, and the

# Course Descriptions

## MUSIC AND ART

production of new images, students will expand their technical and visual skills relating to retouching photographic images.

*Prerequisite: ART 236 and ART 100 or departmental approval*

### **Print Process and Portfolio Lab** **ART 315** 3 crs. 2 hrs.

This course covers two topics essential for students who intend on pursuing careers in graphic design: prepress production and portfolio design. Students will learn the art and science of preparing and optimizing graphic files for print on commercial offset lithography printers as well as on personal inkjet printers. This course will also guide students through the creation of a cohesive design portfolio, showcasing their creative and technical skills.

*Prerequisite: (ART 101 and ART 203) or departmental permission*

### **Commercial Photography and Career Strategies** **ART 335** 3 crs. 3 hrs.

This course gives students an understanding of the realities of running a small photography business. Students are introduced to building a commercial photography portfolio and how to promote it. The basics of record keeping, budgeting, career and business planning, estimating, billing, contracts and writing standard business forms are also introduced during this course. Communicating through email and social media outlets is emphasized. Students also learn various options and aspects of working in the editorial and in the fine art world and how to strive to be employed as a photographer.

*Prerequisite: ART 133 or ART 236 or departmental permission*

### **Photography II** **ART 233** 3 crs. 2 hrs. 2 lab hrs.

This introductory course covers digital photography printing including basic retouching and editing. Students will learn the importance of digital workflow, and how it pertains to professional post-production scenarios. Beginning with downloading images from cameras or capture devices, students will learn to use appropriate naming and filing conventions, meta data, basic editing and retouching images, archiving, and digital printing. Through introduction to new material, research, and printing new images, students will expand their technical and visual skills beyond the initial image.

*Prerequisite: ART 101, ART 133, ART 236 or departmental permission*

### **Drawing Studio III** **ART 366** 3 crs. 3 hrs.

This course develops advanced drawing skills in representing the figure within an environment. An important component includes learning to use a variety of drawing techniques, both historical and contemporary. Individual projects are pursued by students and specific techniques are introduced as they relate to the work being created. Class review of ongoing work and projects by students will constitute the core of the class in addition to individual tutorials. A sketchbook is kept, for homework assignments. A research paper and presentation are done at mid-semester.

*ART 166, (ART 266 or ART 168) or department permission*

### **Life Drawing Studio II** 3 crs. 3 hrs.

This advanced life drawing course is a continuation of ART 168. It continues the investigation of drawing the human figure with increased technical ability, exploring historical techniques and the use of more complex poses. This course will satisfy drawing requirements for transfer within the CUNY system, as well as professional art schools.

*Prerequisite: ART 164 or ART 168*

### **Painting Studio III** **ART 374** 3 crs. 3 hrs.

Painting III, ART 374, continues the development of technical, analytical and perceptual skills necessary to create a painting. The course enhances the development of an individualized approach to image making and the development of the student as an artist. This class emphasizes independent projects that give the student a chance to develop a body of personal work, and emphasizes the development of a portfolio. ART 374 is designed to transfer within the CUNY system, as well as professional art schools.

*Prerequisite: ART 274 or instructor approval*

### **Sculpture Studio III** **ART 383** 3 crs. 3 hrs.

This advanced sculpture course is an extension of ART 283. Through in-depth projects, students refine their skills in sculpture, with a focus on larger scale and installations using contemporary materials and techniques. In addition, students learn the use of specialized tools, and practice visual and verbal analysis through writing and critiques. This course is intended to satisfy advanced sculpture requirements for transfer within CUNY as well as to professional art programs.

*Prerequisite: ART 281, ART 283, or departmental approval*

### **Final Project Lab** **ART 420** 3 crs. 4 hrs.

This capstone course for all Studio Art Majors covers a range of topics relating to the business of being an artist and pursuing a career in the arts. Students will develop their portfolios for transfer to a senior college or to begin their professional careers. During the semester, students will create a professional online presence, write an artist statement, generate a five-year plan for their work, research writing strategies for grants and residencies, prepare and document their work to enter shows. In addition, students will explore a range of options in their career paths through guest lectures, gallery and museum visits. Students will prepare, select and hang their work in the annual student show.

*Prerequisite: Departmental permission*

### **Final Thesis Lab** **ART 450** 3 crs. 3 hrs.

This capstone course for all Studio Art Majors covers a range of topics relating to the business of being an artist and pursuing a career in the arts. Students will develop their portfolios for transfer to a senior college or to begin their professional careers. During the semester, students will create a professional online presence, write an artist statement, generate a five-year plan for their work, research writing strategies for grants and residencies, prepare and document their

work to enter shows. In addition, students will explore a range of options in their career paths through guest lectures, gallery and museum visits. Students will prepare, select and hang their work in the annual student show.

*Prerequisite: Departmental permission*

### **African Art (same as AFN 101)** **ART 801** 2 crs. 2 hrs.

This is a survey course examining the function and form of African art in its past and present relationships to African cultures. The influence of African art forms on Western art is studied. Lectures, slides and visits to museums and galleries are included.

### **African-American Art** **ART 802** 2 crs. 2 hrs.

The aesthetic, cultural, and social contexts of African-American art are studied. Comparative studies of art created by Haitian and African-American artists are included in the course.

## MUSIC

### **Fundamentals of Music** **MUS 101** 1 cr. 2 hrs.

This is a preparatory course in rudiments designed for the layman. A study of notation, rhythm, scales and keys, intervals, and chord structures.

### **Understanding Music** **MUS 102** 3 crs. 3 hrs.

PA listening approach for the understanding of Western music. Students will explore musical examples across various genres with particular attention paid to styles, form, and compositional techniques as related to music history. Credit can be granted for MUS 102 or MUS 103 but not both.

### **Music and Western Society** **MUS 103** 3 crs. 3 hrs.

MUS 103 is an introduction to the music of European tradition and its relation to and influence on contemporary culture through a variety of listening experiences. The course will emphasize the place of music in society as well as influences by and on other cultures. Selected musical works, most dating from the 16<sup>th</sup> century through the present, are the subject of exploration. Credit will be granted for MUS 102 or MUS 103 but not both.

### **The World of Jazz** **MUS 104** 3 crs. 3 hrs.

This introductory survey explores the musical and social histories of jazz from its American origins to its global present. Its focus encompasses jazz's development in the United States, its impact around the world, and the contributions of musicians who have shaped its creative and cultural significance. Requiring no prior knowledge of music, students will develop the analytical listening skills required to identify both the music's defining stylistic features and its leading figures. In addition to the music itself this course will examine the meanings jazz has acquired in its diverse geographical, social and historical contexts. Credit will be granted for MUS 109 or MUS 104 but not both

# Course Descriptions

## MUSIC AND ART

### Exploring Music 3 crs. 3 hrs.

This course will introduce beginning keyboard skills, reading and writing music in western musical notation, lead sheet symbols, basic music theory, and simple musical composition. Elements of rhythm and rhythmic notation will be approached through popular musical examples.

### Worldbeat! Global Music Introduction 2 crs. 2 hrs.

The course is designed to encourage critical listening by bringing the student into direct contact with music of Western and non-Western cultures. It stresses the elements of music: rhythm, melody, harmony, texture, tone, and color by studying and analyzing their juxtapositions, and their total effect on musical forms and styles of the world. Musical illustrations are analyzed not only in musical terms but in relation to important historical, geographical, and ethnological factors.

### Introduction of World Music 3 crs. 3 hrs.

This introductory survey course explores the world's music cultures with emphases on traditional and popular music styles. Ranging from local ritual musical practices to global commercial hip hop, this course considers the world's music in relation to broad historical, cultural, and social contexts. Requiring no prior knowledge of music, students will become familiar with basic principles of musical organization as well as the culturally specific ways in which people engage them. Through guided listening, assigned readings, critical writings, and focused discussion this course will cultivate an understanding of and appreciation for the world's musical and cultural diversity by examining the important link between music and the society that produces it.

### Introduction to African-American Music 2 crs. 2 hrs.

This course covers the history of Black music in the United States from slavery to present, including a thorough investigation of African backgrounds of the music of slavery, the blues, jazz, gospel, rhythm and blues, as well as Black music in Western art forms. Extensive listening and attendance at live musical performances are required.

### Bebop to Hip-Hop 3 crs. 3 hrs.

MUS 109 explores the music of Bebop and Hip-Hop, their social relevance, global influence and popularity, along with societal interpretation and criticism. From Louis Armstrong, Dizzy Gillespie and Charlie Parker to Mos Def, Tupac and Jay-Z and beyond, MUS 109 demonstrates that while each of these genres of music is distinct, possessing its own conventions, performance practices, and formal qualities, they are also grounded in similar techniques and conceptual frameworks identified with African American musical traditions. Credit will be granted for only MUS 109, or 122, or MUS 104.

MUS 105

### Music I: Introduction to Music 2 crs. 2 hrs.

The ability to listen to music intelligently and to recognize specific styles, forms, and idioms are developed in this course. Consideration is given to musical aspects of the historical eras from the early Christian period to the present. Students are required to attend concerts and do assigned reading and listening.

### Music Theory I: Fundamentals of Music Theory 2 crs. 3 hrs.

This course is an introduction to essentials in four voice part-writing, voice leading, composing a soprano line to a given bass, and harmonizing a given soprano in 17<sup>th</sup> and 18<sup>th</sup> century chorale style. There will be some analysis of Bach chorales.

### Musicianship I and II 1 cr. 2 hrs.

Sight singing, ear training, rhythmic reading, and dictation are coordinated with MUS 112 and MUS 212.

*Prerequisite for MUS 113: MUS 101 or departmental approval*  
*Prerequisite for MUS 213: MUS 105, MUS 113 or departmental approval*

### Music Business 3 crs. 3 hrs.

MUS114 is an introduction to the modern-day music industry. The course explores aspects of the music business including: branding, marketing and publicity, social networks, music licensing, publishing, copyright, royalties, and performing rights associations, philanthropic organizations and grant writing, electronic press kit creation, crowd funding, the online subscription models, music in film, TV and games, and job searching strategies, all as it relates to current industry trends.

### Music and Movement in Learning (same as EDU 204) 3 crs. 3 hrs.

This course is a hands-on approach to incorporating music and movement into the classroom. The course provides an overview of current and traditional music methodologies, philosophies, and techniques for early childhood and K-12 education. The class will study vocal, instrumental, and movement based methods such as Dalcroze, Kodaly, Orff, Suzuki, and Technology-Based Music Instruction in the classroom. The course will emphasize a basic understanding of musical principles, as well as how to write and implement music and movement lesson plans that meet national and New York state educational guidelines.

### Music Theory I 3 crs. 3 hrs.

This course is the first level of music theory courses that focuses on the analysis of fundamental musical materials and stylistic comprehension of music, primarily of the 18<sup>th</sup> century.

*Prerequisite: MUS 105 or MUS 123*

MUS 110

### Aural Skills I 2 cr. 3 hrs.

This course is the first level of aural skills. Students will develop skills in sight-singing as well as rhythmic, harmonic, and melodic dictation.

*Prerequisite: MUS 105 or MUS 123*

### Keyboard Workshop I 1 cr. 2 hrs.

This course is the first level of keyboard workshop. Students will develop piano keyboard skills through technical exercises, harmonization exercises, scales and arpeggios, harmonic progressions, sight-reading, transposition, improvisation, score-reading, accompanying, and keyboard ensemble work.

*Prerequisite: MUS 105 or MUS 123*

### Woodwind Class 1 cr. 2 hrs.

This course is open to all students and designed to teach beginning students how to play a woodwind instrument. Instruction is given for flutes, clarinets, saxophones, and other instruments.

### Methods: Woodwinds 1 cr. 2 hrs.

This course introduces music students to the basic principles of playing woodwind instruments and prepares prospective teachers to work with beginning woodwind players. Students will develop beginning level performance proficiency and acquire pedagogical understanding of advanced techniques. Attention is given to methods of group instruction used in K-12.

*Prerequisite: Entrance is by placement exam or successful completion of MUS 105 or by permission of the department*

### The World of Hip-Hop 3 crs. 3 hrs.

MUS 122 traces the creation and evolution of Hip-Hop Culture from the 1970s to the present. The transition of rap music from counter-culture, to sub-culture, to mainstream culture will be explored. Hip-Hop cultural elements including, but not limited to, graffiti, breakdancing (rockin' and pop-lockin'), fashion, sexism/misogyny, racism, immigration, poverty, politics, urban planning, media, gender, and American foreign relations will inform the exploration of the world of Hip-Hop. Credit will be granted for MUS 109 or MUS 122 but not both.

### Digital Music and Recording 3 crs. 3 hrs.

This course will introduce students to the basic concepts of music production and skills needed in a home-studio environment. Students will learn how to set up a basic home recording studio, utilize Digital Audio Workstations (DAWs), program beats, create songs using software synthesizers and loops and record vocals, instruments and sounds with microphones.

*Prerequisite: Entrance is by placement exam or successful completion of MUS 105 or by permission of the department*

### Music Notation Software 2 crs. 2 hrs.

This course will introduce the basics of using computer software for music notation, including note and symbol input with



# Course Descriptions

## MUSIC AND ART

computer keyboard and MIDI controller. Students will create original compositions as their final project.

*Prerequisite:* Entrance is by placement exam or successful completion of MUS 105 or by permission of the department

### **Strings** **MUS 125** 1 cr. 2 hrs.

This course is open to all students and introduces beginning level proficiency on the violin, viola, cello or double bass. Students will develop basic note reading skills and will perform basic tunes and exercises to demonstrate tone production and intonation.

### **Methods: Upper Strings- Violin and Viola** **MUS 126** 1 cr. 3 hrs.

This course introduces music students to the basic principles of violin and viola playing and prepares prospective teachers to work with beginning string players. Students will develop beginning level performance proficiency, and acquire pedagogical understanding of advanced techniques. Attention is given to methods of group instruction used in K-12.

*Prerequisite:* Entrance is by placement exam or successful completion of MUS 105 or by permission of the department

### **Methods: Lower Strings- Cello & String Bass** **MUS 127** 1 cr. 3 hrs.

This course introduces music students to the basic principles of cello and string bass playing and prepares prospective teachers to work with beginning string players. Students will develop beginning level performance proficiency, and acquire pedagogical understanding of advanced techniques. Attention is given to methods of group instruction used in K-12.

*Prerequisite:* Entrance is by placement exam or successful completion of MUS 105 or by permission of the department

### **Women in Music** **MUS 129** 3 crs. 3 hrs.

MUS 129 is an exploration of the different roles of women have played in the creation and dissemination of music both in the present and the past. The course will focus on their influence by and on the traditions and cultures, among others, of Europe, the Americas, Africa, the Middle East and East Asia.

### **Brasswind Class** **MUS 130** 1 cr. 2 hrs.

This course is open to all students and designed to teach beginning students how to play a brass instrument. The class introduces basic brass technique, reading notation and transposition and simple repertoire. The first half of the class will focus on trumpet; horn and low brass will be introduced in the second half.

### **Methods: Brass** **MUS 131** 1 cr. 3 hrs.

This course introduces music students to the basic principles of playing brass instruments and prepares prospective teachers to work with beginning brass players. Students will develop beginning level performance proficiency and acquire pedagogical understanding of advanced techniques. Attention is given to methods of group instruction used in K-12.

*Prerequisite:* Entrance is by placement exam or successful completion of MUS 105 or by permission of the department

### **Percussion** 1 cr. 2 hrs.

This course is open to all students and designed to acquaint beginning students with the world of percussion. Students will gain basic music reading skills as well as basic percussion techniques on a variety of percussion instruments.

### **Methods: Percussion** **MUS 136** 1 cr. 3 hrs.

This course introduces music students to the basic principles of playing percussion instruments and prepares prospective teachers to work with beginning percussionists. Students will develop beginning level performance proficiency and acquire pedagogical understanding of advanced techniques. Attention is given to methods of group instruction used in K-12.

*Prerequisite:* Entrance is by placement exam or successful completion of MUS 105 or by permission of the department

### **Jazz and Popular Music Theory I** **MUS 137** 3 crs. 3 hrs.

The first level of jazz and popular music. MUS 137 introduces the harmonic and voice-leading syntax of Western popular music. Although emphasis is given to North American and European popular music genres from the 1950s to the present, a wide variety of global practices will be considered, as well as the application of theoretical knowledge to composing and analysis.

*Prerequisite:* MUS 117 or departmental approval

### **Jazz and Popular Music Aural Skills I** **MUS 138** 3 cr. 3 hrs.

The first level of jazz and popular music aural skills, MUS138 introduces the syntax of Western popular music through rhythm, singing, sight-singing, and dictation exercises. Although emphasis is given to North American and European popular music genres from the 1950s to the present, a wide variety of global practices will be considered, as well as the application of theoretical knowledge to practical musicianship skills.

*Prerequisite:* MUS 118 or departmental approval

### **Piano Class I** **MUS 140** 1 cr. 2 hrs.

Designed for study of the piano as secondary instrument, the course includes acquaintance with the keyboard, scales, chords, sight reading, transposition and elementary piano repertoire.

### **Piano Class II** **MUS 150** 1 cr. 2 hrs.

Designed for study of the piano as secondary instrument, the course includes acquaintance with the keyboard, scales, chords, sight reading, transposition and elementary piano repertoire.

*Prerequisite:* MUS 105 and MUS 140 or DEPT. PERMIT

### **Voice Class I** **MUS 160** 1 cr. 2 hrs.

This course is open to all students and first level of a two-semester sequence in solo singing. Students will learn basic principles of voice production including breathing and singing diction. Elementary songs, poise, posture, and stage presence are addressed.

### **MUS 135** **Methods: Voice** **MUS 161** 1 cr. 3 hrs.

This course introduces music students to the basic principles of singing and prepares prospective teachers to work with beginning singers. Students will develop beginning level performance proficiency and acquire pedagogical understanding of advanced techniques. Attention is given to methods of group instruction used in K-12.

*Prerequisite:* Entrance is by placement exam or successful completion of MUS 105 or by permission of the department

### **College Chorus I** **MUS 165** 1 cr. 3 hrs.

This course is open to all students and the first level of a four-semester sequence in choral singing. Students will learn, rehearse and perform standard choral literature. Diverse works are explored, from the great works of the past to the present day. Students are required to participate in all performances. Ensembles perform at least one concert per semester.

### **College Chorus II** **MUS 166** 1 cr. 3 hrs.

This course is open to all students and the second level of a four-semester sequence in choral singing. Students will learn, rehearse and perform standard choral literature. Diverse works are explored, from the great works of the past to the present day. Students are required to participate in all performances. Ensembles perform at least one concert per semester.

*Prerequisite:* MUS 165

### **College Chorus III** **MUS 167** 1 cr. 3 hrs.

This course is open to all students and the third level of a four-semester sequence in choral singing. Students will learn, rehearse and perform standard choral literature. Diverse works are explored, from the great works of the past to the present day. Students are required to participate in all performances. Ensembles perform at least one concert per semester. Students at this level will be expected to take leadership responsibilities in the ensemble.

*Prerequisite:* MUS 166

### **College Chorus IV** **MUS 168** 1 cr. 3 hrs.

This course is open to all students and the fourth level of a four-semester sequence in choral singing. Students will learn, rehearse and perform standard choral literature. Diverse works are explored, from the great works of the past to the present day. Students are required to participate in all performances. Ensembles perform at least one concert per semester. Students at this level will be expected to take leadership responsibilities in the ensemble.

*Prerequisite:* MUS 167

### **Voice Class II** **MUS 170** 1 cr. 2 hrs.

This course is open to all students and the second level of a two-semester sequence in solo singing. Students will learn basic principles of voice production including breathing and singing diction. Elementary songs, poise, posture, and stage presence are addressed.

*Prerequisite:* MUS 160

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### Guitar Class I

1 cr. 2 hrs.

This course is open to all students and the first level of a two-semester sequence in guitar playing. Students will learn guitar repertoire in a variety of styles, including modern chordal accompaniments for simple popular, rock and jazz songs. Fundamentals such as tuning the instrument, open position chords, technique (finger style and plectrum), theory and notation (music notation and tablature), alternate tunings, and basic aural recognition (scales and chords) will also be covered.

### Methods: Guitar

1 cr. 3 hrs.

This course introduces music students to the basic principles of guitar playing, and prepares prospective teachers to work with beginning guitar players. Students will develop beginning level performance proficiency, and acquire pedagogical understanding of advanced techniques. Attention is given to methods of group instruction used in K-12.

*Prerequisite:* Entrance is by placement exam or successful completion of MUS 105 or by permission of the department

### Guitar Class II

1 cr. 2 hrs.

This course is open to all students and the second level of a two-semester sequence in guitar playing. Students will learn guitar repertoire in a variety of styles, including modern chordal accompaniments for simple popular, rock and jazz songs. Fundamentals such as tuning the instrument, open position chords, technique (finger style and plectrum), theory and notation (music notation and tablature), alternate tunings, and basic aural recognition (scales and chords) will also be covered.

*Prerequisite:* MUS 180

### 16<sup>th</sup> Century Counterpoint

1 cr. 2 hrs.

The study 16<sup>th</sup> Century Style Species Counterpoint. This is a class in strict composition based on the theoretical work of Johann Joseph Fux. Elements of 16<sup>th</sup> Century counterpoint and its counterpart in 18th century music theory will be introduced through composition and analysis. Particular attention will be given to the works of Palestrina, Lassus, and Victoria as models of composition.

*Prerequisite:* MUS 105 or Departmental Permission

### Music Theory II: Elementary Harmony

2 crs. 3 hrs.

This is a course in part-writing, using triads and diatonic seventh chords, with inversions and non-harmonic tones. The course includes study of short musical forms, analysis and composition of short examples.

*Prerequisite:* MUS 112

### Music Theory II

3 crs. 3 hrs.

This course is the second level of music theory courses that focuses on the analysis of fundamental musical materials and stylistic comprehension of music, primarily of the 18<sup>th</sup> century.

*Prerequisite:* Entrance is by placement exam, or successful completion of MUS 117 with grade of "C" or higher, or by permission of the department

MUS 180

### Aural Skills II

2 crs. 3 hrs.

This course is the second level of aural skills. Students will develop skills in sight-singing as well as rhythmic, harmonic, and melodic dictation.

*Prerequisite:* Entrance is by placement exam, or successful completion of MUS 118 with grade of "C" or higher, or by permission of the department

### Keyboard Workshop II

1 cr. 2 hrs.

This course is the second level of keyboard workshop. Students will develop piano keyboard skills through technical exercises, harmonization exercises, scales and arpeggios, harmonic progressions, sight-reading, transposition, improvisation, score-reading, accompanying, and keyboard ensemble work.

*Prerequisite:* Entrance is by placement exam, or successful completion of MUS 119 with grade of "C" or higher, or by permission of the department

### Music in World Culture

2 crs. 2 hrs.

The course is designed to encourage critical listening by bringing the student into direct contact with music of Western and non-Western cultures. It stresses the elements of music-rhythm, melody, harmony, texture, tone, color-by studying and analyzing their juxtapositions, and their total effect on musical forms and styles of the world. Musical illustrations are analyzed not only in musical terms but in relation to important historical, geographical and ethnological factors.

### Musical Theatre: Acting the Song, Level I (same as THE 222)

3 crs. 3 hrs.

This course is the first level of a two-semester sequence in musical theatre singing performance skills. Students will be introduced to acting through song, correct vocal techniques and sound production. The interpretation of lyrics as well as the understanding of character, time period and musical style will be emphasized.

*Prerequisite:* THE 210 and MUS 170, or permission of the instructor and admission is by audition held in Music and Art Department

### Introduction to Digital Music

3 crs. 4 hrs.

This course will introduce students to the basics of using a computer for music: musical notation technology, MIDI technology, digital audio technology and recording studio techniques.

*Prerequisite:* MUS 105 or instructor's approval

### African-American Music

2 crs. 2 hrs.

This course covers the history of Black music in the United States from slavery to present, including a thorough investigation of African backgrounds of the music of slavery, the blues, jazz, gospel, rhythm and blues, as well as Black music in Western art forms. Extensive listening and attendance at live musical performances are required.

MUS 218

### Basics of Digital Music Production

1 cr. 2 hrs.

This course will introduce students to the basics of recording and editing with computer software and to software plugins and synthesizers. Students will record performances, learn to edit and enhance recorded sounds, create new sounds, and create soundscapes.

*Prerequisite:* MUS 105, placement exam or departmental permission

### Jazz and Popular Music Theory II

3 crs. 3 hrs.

The second level of jazz and popular music theory, MUS237 continues the harmonic and voice-leading syntax of Western popular music. Although emphasis is given to North American and European popular music genres from the 1950s to the present, a wide variety of global practices will be considered, as well as the application of theoretical knowledge to composing and analysis.

*Prerequisite:* MUS 137 or departmental approval

### Jazz and Popular Music Aural Skills II

3 cr. 3 hrs.

The second level of jazz and popular music aural skills, MUS238 continues the exploration of Western popular music through rhythm, singing, sight-singing, and dictation exercises. Although emphasis is given to North American and European popular music genres from the 1950s to the present, a wide variety of global practices will be considered, as well as the application of theoretical knowledge to practical musicianship skills.

*Prerequisite:* MUS 138 or departmental approval

### Piano Class III and IV

1 cr. 2 hrs.

Continuation of MUS 140 and MUS 150.

### Concert Choir I

1 cr. 3 hrs.

This course is the first level of a four-semester sequence in choral performance skills. Students will study and perform repertoire from the Renaissance to the present day. Accompanied and a cappella compositions will be studied with an emphasis on proper blend, vowel placement, clear diction and adherence to healthy vocal habits. Students are required to participate in all performances. Ensembles perform at least one concert per semester.

*Prerequisite:* Permission of the department and admission is by audition

### Concert Choir II

1 cr. 3 hrs.

This course is the second level of a four-semester sequence in choral performance skills. Students will study and perform repertoire from the Renaissance to the present day. Accompanied and a cappella compositions will be studied with an emphasis on proper blend, vowel placement, clear diction and adherence to healthy vocal habits. Students are required to participate in all performances. Ensembles perform at least one concert per semester.

*Prerequisite:* MUS 265

MUS 235

MUS 181

MUS 190

MUS 207

MUS 212

MUS 217

MUS 219

MUS 220

MUS 222

MUS 225

MUS 230

MUS 237

MUS 238

MUS 240, MUS 250

MUS 265

MUS 266

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## **Concert Choir III** **MUS 267** 1 cr. 3 hrs.

This course is the third level of a four-semester sequence in choral performance skills. Students will study and perform repertoire from the Renaissance to the present day. Accompanied and a cappella compositions will be studied with an emphasis on proper blend, vowel placement, clear diction and adherence to healthy vocal habits. Students are required to participate in all performances. Ensembles perform at least one concert per semester. Students at this level will be expected to take leadership responsibilities in the ensemble.

*Prerequisite: MUS 266*

## **Concert Choir IV** **MUS 268** 1 cr. 3 hrs.

This course is the fourth level of a four-semester sequence in choral performance skills. Students will study and perform repertoire from the Renaissance to the present day. Accompanied and a cappella compositions will be studied with an emphasis on proper blend, vowel placement, clear diction and adherence to healthy vocal habits. Students are required to participate in all performances. Ensembles perform at least one concert per semester. Students at this level will be expected to take leadership responsibilities in the ensemble.

*Prerequisite: MUS 267*

## **Jazz Performance Workshop I** **MUS 301** 1 cr. 3 hrs.

This course is the first level of a four-semester sequence in jazz performance skills. Students will focus on the study of improvisational concepts, chord progressions, interpretation, conception, phrasing, harmonic awareness, dynamic sensitivity, rhythmic and melodic development, and phrase construction. Students are required to participate in performances. Ensembles perform at least one concert per semester.

*Prerequisite: Permission of the department and admission is by audition*

## **Jazz Performance Workshop II** **MUS 302** 1 cr. 3 hrs.

This course is the second level of a four-semester sequence in jazz performance skills. Students will focus on the study of improvisational concepts, chord progressions, interpretation, conception, phrasing, harmonic awareness, dynamic sensitivity, rhythmic and melodic development, and phrase construction. Students are required to participate in performances. Ensembles perform at least one concert per semester.

*Prerequisite: MUS 301*

## **Jazz Performance Workshop III** **MUS 303** 1 cr. 3 hrs.

This course is the third level of a four-semester sequence in jazz performance skills. Students will focus on the study of improvisational concepts, chord progressions, interpretation, conception, phrasing, harmonic awareness, dynamic sensitivity, rhythmic and melodic development, and phrase construction. Students are required to participate in performances. Ensembles perform at least one concert per semester. Students at this level will be expected to take leadership responsibilities in the ensemble.

*Prerequisite: MUS 302*

## **Jazz Performance Workshop IV** **MUS 304** 1 cr. 3 hrs.

This course is the fourth level of a four-semester sequence in jazz performance skills. Students will focus on the study of improvisational concepts, chord progressions, interpretation, conception, phrasing, harmonic awareness, dynamic sensitivity, rhythmic and melodic development, and phrase construction. Students are required to participate in performances. Ensembles perform at least one concert per semester. Students at this level will be expected to take leadership responsibilities in the ensemble.

*Prerequisite: MUS 303*

## **Orchestral Performance I** **MUS 305** 1 cr. 3 hrs.

The course includes the study, preparation, and performance of representative works of the standard, contemporary, and musical theater orchestral literature.

## **Orchestral Performance II** **MUS 306** 1 cr. 3 hrs.

The course includes the study, preparation, and performance of representative works of the standard, contemporary, and musical theater orchestral literature.

## **Orchestral Performance III** **MUS 307** 1 cr. 3 hrs.

Continuation of MUS 305 and MUS 306.

## **Orchestral Performance IV** **MUS 308** 1 cr. 3 hrs.

Continuation of MUS 305 and MUS 306.

## **Music Theory II : Advanced Harmony** **MUS 312** 2 crs. 3 hrs.

Chromatic harmony, including altered chords, secondary dominant, the dominant ninth and dominant thirteenth, modulation, analysis and short original compositions are studied.

## **Musicianship III, Musicianship IV** **MUS 313, MUS 413** 1 cr. 2 hrs.

Continuation of MUS 113 and MUS 213.

## **Music Theory III** **MUS 317** 3 crs. 3 hrs.

This course is the third level of music theory courses that focuses on the analysis of fundamental musical materials and stylistic comprehension of music, primarily of the 18<sup>th</sup> century.

*Prerequisite: Entrance is by placement exam, or successful completion of MUS 217 with grade of "C" or higher, or by permission of the department*

## **Aural Skills III** **MUS 318** 2 crs. 3 hrs.

This course is the third level in aural skills. Students will develop skills in sight-singing as well as rhythmic, harmonic, and melodic dictation.

*Prerequisite: Entrance is by placement exam, or successful completion of MUS 218 with grade of "C" or higher, or by permission of the department*

## **Keyboard Workshop III** **MUS 319** 1 cr. 2 hrs.

This course is the third level of keyboard workshop. Students will develop piano keyboard skills through technical exercises, harmonic progressions, sight-reading, transposition, improvisation, score-reading, accompanying, and keyboard ensemble work.

*Prerequisite: Entrance is by placement exam, or successful completion of MUS 219 with grade of "C" or higher, or by permission of the department*

## **Arranging I** **MUS 351** 2 crs. 2 hrs.

Beginning with fundamentals and continuing through large ensemble arranging, the course includes composing for various ensemble combinations. Contemporary techniques such as those of Stockhausen, Ornette Coleman, Penderecki, Persichetti, etc., are explored.

*Prerequisite: MUS 212 or departmental approval*

## **Arranging II** **MUS 352** 2 crs. 2 hrs.

Continuation of MUS 351.

## **Music Theory IV: Advanced Harmony** **MUS 412** 2 crs. 3 hrs.

Chromatic harmony, including altered chords, secondary dominant, the dominant ninth and dominant thirteenth, modulation, analysis and short original compositions are studied.

## **Aural Skills IV** **MUS 418** 2 crs. 3 hrs.

This course is the fourth level in aural skills. Students will develop skills in sight-singing as well as rhythmic, harmonic, and melodic dictation.

*Prerequisite: Entrance is by placement exam, or successful completion of MUS 318 with grade of "C" or higher, or by permission of the department*

## **Keyboard Workshop IV** **MUS 419** 1 cr. 2 hrs.

This course is the fourth level of keyboard workshop. Students will develop piano keyboard skills through technical exercises, harmonic progressions, sight-reading, transposition, improvisation, score-reading, accompanying, and keyboard ensemble work.

*Prerequisite: Entrance is by placement exam, or successful completion of MUS 319 with grade of "C" or higher, or by permission of the department*

## **Wind Ensemble I** **MUS 501** 1 cr. 3 hrs.

This course is the first level of a four-semester sequence in wind ensemble performance skills. Students will focus on the study, preparation, and performance of representative works of the standard and contemporary band and wind ensemble literature. Students are required to participate in all performances. Ensembles perform at least one concert per semester.

*Prerequisite: Permission of the department and admission is by audition.*

## **Wind Ensemble II** **MUS 502** 1 cr. 3 hrs.

This course is the second level of a four-semester sequence in wind ensemble



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## MUSIC AND ART

performance skills. Students will focus on the study, preparation, and performance of representative works of the standard and contemporary band and wind ensemble literature. Students are required to participate in all performances. Ensembles perform at least one concert per semester.  
*Prerequisite: MUS 501 or permission of Department*

### Wind Ensemble III MUS 503

1 cr. 3 hrs.

This course is the third level of a four-semester sequence in wind ensemble performance skills. Students will focus on the study, preparation, and performance of representative works of the standard and contemporary band and wind ensemble literature. Students are required to participate in all performances. Ensembles perform at least one concert per semester. Students at this level will be expected to take leadership responsibilities in the ensemble.  
*Prerequisite: MUS 502*

### Wind Ensemble IV MUS 504

1 cr. 3 hrs.

This course is the fourth level of a four-semester sequence in wind ensemble performance skills. Students will focus on the study, preparation, and performance of representative works of the standard and contemporary band and wind ensemble literature. Students are required to participate in all performances. Ensembles perform at least one concert per semester. Students at this level will be expected to take leadership responsibilities in the ensemble.  
*Prerequisite: MUS 503*

### Instrumental Ensemble I MUS 510

1 cr. 2 hrs.

The instrumental ensemble is designed to develop the performance capability and technique of students who play a musical instrument. The repertoire is selected for both personal development and for public performances at college functions and concerts.

### Instrumental Ensemble II MUS 520

1 cr. 2 hrs.

The instrumental ensemble is designed to develop the performance capability and technique of students who play a musical instrument. The repertoire is selected for both personal development and for public performances at college functions and concerts.

### Instrumental Ensemble III MUS 530

1 cr. 2 hrs.

Continuation of MUS 510 and MUS 520.

### Instrumental Ensemble IV MUS 540

1 cr. 2 hrs.

Continuation of MUS 510 and MUS 520.

### Brass Ensemble I MUS 601

1 cr. 3 hrs.

This course is the first level of a four-semester sequence in brass ensemble performance skills. Students will focus on the study, preparation, and performance of representative works of the standard and contemporary brass ensemble literature. Students are required to participate in all performances. Ensembles perform at least one concert per semester.  
*Prerequisite: Permission of the Department and admission is by audition*

### Brass Ensemble II MUS 602

1 cr. 3 hrs.

This course is the second level of a four-semester sequence in brass ensemble performance skills. Students will focus on the study, preparation, and performance of representative works of the standard and contemporary brass ensemble literature. Students are required to participate in all performances. Ensembles perform at least one concert per semester.

### Brass Ensemble III MUS 603

1 cr. 3 hrs.

This course is the third level of a four-semester sequence in brass ensemble performance skills. Students will focus on the study, preparation, and performance of representative works of the standard and contemporary brass ensemble literature. Students are required to participate in all performances. Ensembles perform at least one concert per semester. Students at this level will be expected to take leadership responsibilities in the ensemble.  
*Prerequisite: MUS 602*  
*Corequisite: MUS 601 or permission of Department*

### Brass Ensemble IV MUS 604

1 cr. 3 hrs.

This course is the fourth level of a four-semester sequence in brass ensemble performance skills. Students will focus on the study, preparation, and performance of representative works of the standard and contemporary brass ensemble literature. Students are required to participate in all performances. Ensembles perform at least one concert per semester. Students at this level will be expected to take leadership responsibilities in the ensemble.  
*Prerequisite: MUS 603*

### Private Instruction MUS 611–648

1 cr. ½ hr.

Beginning with scales and arpeggios, this is a study of standard repertoire with emphasis on stylistic interpretation. In addition the student develops sight-reading skills. Entry into private instruction must be approved by the chairperson following an audition.

### Private Instruction MUS 635

1 cr. 1 hr.

Beginning with scales and arpeggios, this is a study of standard repertoire with emphasis on stylistic interpretation. In addition the student develops sight-reading skills.

### Applied Studies: Strings I MUS 651

Violin, Viola, Cello & Double Bass  
2 crs. 3 hrs.

This course is the first level of a four-semester sequence in string performance skills. This course will build on the basic principles of technique and performing on one of the string instruments: violin, viola, cello or double bass. Students will develop performance proficiency, and acquire pedagogical understanding of advanced string techniques. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly

one-hour individual lesson and two-hour studio lab.

*Prerequisite: Permission of the department and admission is by audition*  
*Corequisite: MUS 701, MUS 702, MUS 703, MUS 704 or departmental permission*

### Applied Studies: Strings II MUS 652

Violin, Viola, Cello & Double Bass  
2 crs. 3 hrs.

This course is the second level of a four-semester sequence in string performance skills. This course will build on the basic principles of technique and performing on one of the string instruments: violin, viola, cello or double bass. Students will develop performance proficiency, and acquire pedagogical understanding of advanced string techniques. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite: MUS 651*  
*Corequisite: MUS 701, MUS 702, MUS 703, MUS 704 or departmental permission*

### Applied Studies: Strings III MUS 653

Violin, Viola, Cello & Double Bass  
2 crs. 3 hrs.

This course is the third level of a four-semester sequence in string performance skills. This course will build on the basic principles of technique and performing on one of the string instruments: violin, viola, cello or double bass. Students will develop performance proficiency, and acquire pedagogical understanding of advanced string techniques. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite: MUS 652*  
*Corequisite: MUS 701, MUS 702, MUS 703, MUS 704 or departmental permission*

### Applied Studies: Strings IV MUS 654

Violin, Viola, Cello & Double Bass  
2 crs. 3 hrs.

This course is the fourth level of a four-semester sequence in string performance skills. This course will build on the basic principles of technique and performing on one of the string instruments: violin, viola, cello or double bass. Students will develop performance proficiency, and acquire pedagogical understanding of advanced string techniques. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite: MUS 653*  
*Corequisite: MUS 701, MUS 702, MUS 703, MUS 704 or departmental permission*

### Applied Studies: Piano I MUS 656

2 crs. 3 hrs.

This course is the first level of a four-semester sequence in piano performance skills. The course will focus on the technical and artistic development of students through assigned exercises and piano repertoire. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite: Permission of the department and admission is by audition*  
*Corequisite: MUS 165, MUS 166, MUS 167, MUS 168, MUS 265, MUS 266, MUS 267, MUS 268 or departmental permission*

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## **Applied Studies: Piano II** 2 crs. 3 hrs.

**MUS 657**

This course is the second level of a four-semester sequence in piano performance skills. The course will focus on the technical and artistic development of students through assigned exercises and piano repertoire. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 656  
*Corequisite:* MUS 165, MUS 166, MUS 167, MUS 168, MUS 265, MUS 266, MUS 267, MUS 268 or departmental permission

## **Applied Studies: Piano III** 2 crs. 3 hrs.

**MUS 658**

This course is the third level of a four-semester sequence in piano performance skills. The course will focus on the technical and artistic development of students through assigned exercises and piano repertoire. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 657  
*Corequisite:* MUS 165, MUS 166, MUS 167, MUS 168, MUS 265, MUS 266, MUS 267, MUS 268 or departmental permission

## **Applied Studies: Piano IV** 2 crs. 3 hrs.

**MUS 659**

This course is the fourth level of a four-semester sequence in piano performance skills. The course will focus on the technical and artistic development of students through assigned exercises and piano repertoire. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 658  
*Corequisite:* MUS 165, MUS 166, MUS 167, MUS 168, MUS 265, MUS 266, MUS 267, MUS 268 or departmental permission

## **Applied Studies: Woodwinds I** 2 crs. 3 hrs.

**MUS 661**

This course is the first level of a four-semester sequence in woodwind performance skills. In this course students will study their woodwind instrument of specialty. Concepts and skills covered in the class include techniques of tone production, technical facility, and a survey of the solo and ensemble repertoire. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* Permission of the department and Admission is by audition  
*Corequisite:* MUS 501, MUS 502, MUS 503, MUS 504 or departmental permission

## **Applied Studies: Woodwinds II** 2 crs. 3 hrs.

**MUS 662**

This course is the second level of a four-semester sequence in woodwind performance skills. In this course students will study their woodwind instrument of specialty. Concepts and skills covered in the class include techniques of tone production, technical facility, and a survey of the solo and ensemble repertoire. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 661  
*Corequisite:* MUS 501, MUS 502, MUS 503, MUS 504 or departmental permission

## **Applied Studies: Woodwinds III** 2 crs. 3 hrs.

**MUS 663**

This course is the third level of a four-semester sequence in woodwind performance skills. In this course students will study their woodwind instrument of specialty. Concepts and skills covered in the class include techniques of tone production, technical facility, and a survey of the solo and ensemble repertoire. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 662  
*Corequisite:* MUS 501, MUS 502, MUS 503, MUS 504 or departmental permission

## **Applied Studies: Woodwinds IV** 2 crs. 3 hrs.

**MUS 664**

This course is the fourth level of a four-semester sequence in woodwind performance skills. In this course students will study their woodwind instrument of specialty. Concepts and skills covered in the class include techniques of tone production, technical facility, and a survey of the solo and ensemble repertoire. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 663  
*Corequisite:* MUS 501, MUS 502, MUS 503, MUS 504 or departmental permission

## **Applied Studies: Brass I** 2 crs. 3 hrs.

**MUS 666**

This course is the first level of a four-semester sequence in brass performance skills. In this course students will study their brass instrument of specialty. Concepts and skills covered include techniques of tone production, technical facility, and a survey of introduction to the solo and ensemble repertoire on the student's instrument. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* Permission of the department and admission is by audition  
*Corequisite:* MUS 501, MUS 502, MUS 503, MUS 504 or departmental permission

## **Applied Studies: Brass II** 2 crs. 3 hrs.

**MUS 667**

This course is the second level of a four-semester sequence in brass performance skills. In this course students will study their brass instrument of specialty. Concepts and skills covered include techniques of tone production, technical facility, and a survey of introduction to the solo and ensemble repertoire on the student's instrument. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 666  
*Corequisite:* MUS 501, MUS 502, MUS 503, MUS 504 or departmental permission

## **Applied Studies: Brass III** 2 crs. 3 hrs.

**MUS 668**

This course is the third level of a four-semester sequence in brass performance skills. In this course students will study their brass instrument of specialty. Concepts and skills

covered include techniques of tone production, technical facility, and a survey of introduction to the solo and ensemble repertoire on the student's instrument. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 667  
*Corequisite:* MUS 501, MUS 502, MUS 503, MUS 504 or departmental permission

## **Applied Studies: Brass IV** 2 crs. 3 hrs.

**MUS 669**

This course is the fourth level of a four-semester sequence in brass performance skills. In this course students will study their brass instrument of specialty. Concepts and skills covered include techniques of tone production, technical facility, and a survey of introduction to the solo and ensemble repertoire on the student's instrument. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 668  
*Corequisite:* MUS 501, MUS 502, MUS 503, MUS 504 or departmental permission

## **Applied Studies: Voice I** 2 crs. 3 hrs.

**MUS 671**

This course is the first level of a four-semester sequence in vocal performance skills. Students will be introduced to basic techniques in vocal production: alignment, breathing, vowels, resonance, and energy. Students will learn one or more pieces in the following languages: English, Italian, German, or French. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* Permission of the department and admission is by audition  
*Corequisite:* MUS 165, MUS 166, MUS 167, MUS 168, MUS 265, MUS 266, MUS 267, MUS 268 or departmental permission

## **Applied Studies: Voice II** 2 crs. 3 hrs.

**MUS 672**

This course is the second level of a four-semester sequence in vocal performance skills. Students will be introduced to basic techniques in vocal production: alignment, breathing, vowels, resonance, and energy. Students will learn one or more pieces in the following languages: English, Italian, German, or French. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 671  
*Corequisite:* MUS 165, MUS 166, MUS 167, MUS 168, MUS 265, MUS 266, MUS 267, MUS 268 or departmental permission

## **Applied Studies: Voice III** 2 crs. 3 hrs.

**MUS 673**

This course is the third level of a four-semester sequence in vocal performance skills. Students will be introduced to basic techniques in vocal production: alignment, breathing, vowels, resonance, and energy. Students will learn one or more pieces in the following languages: English, Italian, German, or French. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 672  
*Corequisite:* MUS 165, MUS 166, MUS 167, MUS 168, MUS 265, MUS 266, MUS 267, MUS 268 or departmental permission

# Course Descriptions

## MUSIC AND ART

### **Applied Studies: Voice IV** 2 crs. 3 hrs.

**MUS 674**

This course is the fourth level of a four-semester sequence in vocal performance skills. Students will be introduced to basic techniques in vocal production: alignment, breathing, vowels, resonance, and energy. Students will learn one or more pieces in the following languages: English, Italian, German, or French. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 673  
*Corequisite:* MUS 165, MUS 166, MUS 167, MUS 168, MUS 265, MUS 266, MUS 267, MUS 268 or departmental permission

### **Applied Studies: Guitar I** 2 crs. 3 hrs.

**MUS 676**

This course is the first level of a four-semester sequence in guitar performance skills. Students will be assigned technical exercises and works to be performed. Music theory, aural skills, sight-reading and musicianship appropriate to the level of practical ability will also be covered. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* Permission of the department and admission is by audition  
*Corequisite:* MUS 705, MUS 706, MUS 707, MUS 708 or departmental permission

### **Applied Studies: Guitar II** 2 crs. 3 hrs.

**MUS 677**

This course is the second level of a four-semester sequence in guitar performance skills. Students will be assigned technical exercises and works to be performed. Music theory, aural skills, sight-reading and musicianship appropriate to the level of practical ability will also be covered. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 676  
*Corequisite:* MUS 705, MUS 706, MUS 707, MUS 708 or departmental permission

### **Applied Studies: Guitar III** 2 crs. 3 hrs.

**MUS 678**

This course is the third level of a four-semester sequence in guitar performance skills. Students will be assigned technical exercises and works to be performed. Music theory, aural skills, sight-reading and musicianship appropriate to the level of practical ability will also be covered. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 677  
*Corequisite:* MUS 705, MUS 706, MUS 707, MUS 708 or departmental permission

### **Applied Studies: Guitar IV** 2 crs. 3 hrs.

**MUS 679**

This course is the fourth level of a four-semester sequence in guitar performance skills. Students will be assigned technical exercises and works to be performed. Music theory, aural skills, sight-reading and musicianship appropriate to the level of practical ability will also be covered. Juries and recitals of solo

performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 678  
*Corequisite:* MUS 705, MUS 706, MUS 707, MUS 708 or departmental permission

### **Composition I** 3 crs. 3 hrs.

**MUS 681**

This course is the first level of a four-semester sequence in music composition for advanced music students. Students will work on projects under the supervision of the instructor. Compositional techniques will be explored and relevant repertoire will be analyzed.

*Prerequisite:* Entrance is by successful completion of MUS 217 or by permission of the department  
*Corequisite:* Departmental permission

### **Composition II** 3 crs. 3 hrs.

**MUS 682**

This course is the second level of a four-semester sequence in music composition for advanced music students. Students will work on projects under the supervision of the instructor. Compositional techniques will be explored and relevant repertoire will be analyzed.

*Prerequisite:* Entrance is by successful completion of MUS 681 or by permission of the department  
*Corequisite:* Departmental permission

### **Composition III** 3 crs. 3 hrs.

**MUS 683**

This course is the third level of a four-semester sequence in music composition for advanced music students. Students will work on projects under the supervision of the instructor. Compositional techniques will be explored and relevant repertoire will be analyzed.

*Prerequisite:* Entrance is by successful completion of MUS 682 or by permission of the department  
*Corequisite:* Departmental permission

### **Composition IV** 3 crs. 3 hrs.

**MUS 684**

This course is the fourth level of a four-semester sequence in music composition for advanced music students. Students will work on projects under the supervision of the instructor. Compositional techniques will be explored and relevant repertoire will be analyzed.

*Prerequisite:* Entrance is by successful completion of MUS 683 or by permission of the department  
*Corequisite:* Departmental permission

### **Applied Studies: Percussion I** 2 crs. 3 hrs.

**MUS 686**

This course is the first level of a four-semester sequence in percussion performance skills. Students will be assigned technical exercises and works to be performed on a variety of percussion instruments. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* Permission of the department and admission is by audition  
*Corequisite:* MUS 501, MUS 502, MUS 503, MUS 504 or departmental permission

### **Applied Studies: Percussion II** 2 crs. 3 hrs.

**MUS 687**

This course is the second level of a four-semester sequence in percussion performance skills. Students will be assigned technical exercises and works to be performed on a variety of percussion instruments. Juries and recitals of solo performances will be required. All applied studies

for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 686  
*Corequisite:* MUS 501, MUS 502, MUS 503, MUS 504 or departmental permission

### **Applied Studies: Percussion III** 2 crs. 3 hrs.

**MUS 688**

This course is the third level of a four-semester sequence in percussion performance skills. Students will be assigned technical exercises and works to be performed on a variety of percussion instruments. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 687  
*Corequisite:* MUS 501, MUS 502, MUS 503, MUS 504 or departmental permission

### **Applied Studies: Percussion IV** 2 crs. 3 hrs.

**MUS 689**

This course is the fourth level of a four-semester sequence in percussion performance skills. Students will be assigned technical exercises and works to be performed on a variety of percussion instruments. Juries and recitals of solo performances will be required. All applied studies for music majors include a weekly one-hour individual lesson and two-hour studio lab.

*Prerequisite:* MUS 688  
*Corequisite:* MUS 501, MUS 502, MUS 503, MUS 504 or departmental permission

### **String Ensemble I** 1 cr. 3 hrs.

**MUS 701**

This course is the first level of a four-semester sequence in string ensemble performance skills. Students will focus on the study, preparation, and performance of representative works of the standard and contemporary string orchestra literature. Students are required to participate in all performances. Ensembles perform at least one concert per semester.

*Prerequisite:* Permission of the department and admission is by audition

### **String Ensemble II** 1 cr. 3 hrs.

**MUS 702**

This course is the second level of a four-semester sequence in string ensemble performance skills. Students will focus on the study, preparation, and performance of representative works of the standard and contemporary string orchestra literature. Students are required to participate in all performances. Ensembles perform at least one concert per semester.

*Prerequisite:* MUS 701

### **String Ensemble III** 1 cr. 3 hrs.

**MUS 703**

This course is the third level of a four-semester sequence in string ensemble performance skills. Students will focus on the study, preparation, and performance of representative works of the standard and contemporary string orchestra literature. Students are required to participate in all performances. Ensembles perform at least one concert per semester. Students at this level will be expected to take leadership responsibilities in the ensemble.

*Prerequisite:* MUS 702



# Course Descriptions

MUSIC AND ART

## **String Ensemble IV** 1 cr. 3 hrs.

**MUS 704**

This course is the fourth level of a four-semester sequence in string ensemble performance skills. Students will focus on the study, preparation, and performance of representative works of the standard and contemporary string orchestra literature. Students are required to participate in all performances. Ensembles perform at least one concert per semester. Students at this level will be expected to take leadership responsibilities in the ensemble.

*Prerequisite: MUS 703*

Students at this level will be expected to take leadership responsibilities in the ensemble.

*Prerequisite: MUS 707*

## **Puerto Rican Music (same as LAT 141)**

**MUS 881**

3 crs. 3 hrs.

The course will survey the musical genres of Puerto Rico and how each developed within a historical and social context, beginning with the role of music in pre-Colombian, European and African cultures up to the present.

## **Guitar Ensemble I** 1 cr. 3 hrs.

**MUS 705**

This course is the first level of a four-semester sequence in guitar ensemble performance skills. Students will study and perform repertoire from the Baroque to the present day. The course will focus on active participation in the process of preparing for performance including listening skills, sight-reading, intonation, rhythm, tone, and ensemble precision. Students are required to participate in all performances. Ensembles perform at least one concert per semester.

*Prerequisite: Permission of the department and admission is by audition*

## **Guitar Ensemble II** 1 cr. 3 hrs.

**MUS 706**

This course is the second level of a four-semester sequence in guitar ensemble performance skills. Students will study and perform repertoire from the Baroque to the present day. The course will focus on active participation in the process of preparing for performance including listening skills, sight-reading, intonation, rhythm, tone, and ensemble precision. Students are required to participate in all performances. Ensembles perform at least one concert per semester.

*Prerequisite: MUS 705*

## **Guitar Ensemble III** 1 cr. 3 hrs.

**MUS 707**

This course is the third level of a four-semester sequence in guitar ensemble performance skills. Students will study and perform repertoire from the Baroque to the present day. The course will focus on active participation in the process of preparing for performance including listening skills, sight-reading, intonation, rhythm, tone, and ensemble precision. Students are required to participate in all performances. Ensembles perform at least one concert per semester. Students at this level will be expected to take leadership responsibilities in the ensemble.

*Prerequisite: MUS 706*

## **Guitar Ensemble IV** 1 cr. 3 hrs.

**MUS 708**

This course is the fourth level of a four-semester sequence in guitar ensemble performance skills. Students will study and perform repertoire from the Baroque to the present day. The course will focus on active participation in the process of preparing for performance including listening skills, sight-reading, intonation, rhythm, tone, and ensemble precision. Students are required to participate in all performances. Ensembles perform at least one concert per semester.

# Course Descriptions

## NURSING

### Nursing

Room S-730, Telephone: (212) 220-8230  
nursing@bmcc.cuny.edu

The Nursing Department offers a program leading to the Associate of Applied Science (A.A.S.) degree. Students are then eligible to take the New York State Licensure Examination for Registered Nursing (RN). Students may matriculate in a day or part-time evening/weekend sequence.

**Note:** Because of budgetary and Board of Trustees restrictions, only a limited number of highly qualified and motivated students are admitted into the BMCC Nursing Program. The College does not guarantee entry into the Program.

**Chairperson:** Judy Eng

**Professors:** Hyacinth Martin

**Associate Professors:** Sung Gwak

**Assistant Professors:** Edna Asknes, Anne Bove, Josephine Britanico, Audrey Burnett, Melissa Butler, Charity Bynoe, Romeo Cayanan, Monique Cayo, Kathy Cunningham, Marcelle Edinboro, Judy Eng, Paula Lewis, Leasha Lindsay, Catherine Mbewe, Abdur Raheem Nizar-Moses, Laura Penalo, Estelle Press, Christy Solorio

**Nursing Academic Advisor:** Yvonne Padmore

**Senior College Laboratory Technicians:** Marianne Mylene Cu, Heather Evans-Tracey

**Adjunct Faculty:** There are approximately 40 adjuncts in the department.

#### **Nursing Process I: Fundamentals of Patient Care**

**NUR 112**

8 crs. 4 hrs. 12 lab hrs.

This course is an introduction to the bio-psycho-social, cultural, and spiritual factors that influence the nursing care of any patient/client who needs minimum assistance in the maintenance of health. Concepts and principles are stressed in relation to the application of the nursing process to basic nursing care. Clinical experiences are provided in general hospitals and a nursing home.

**Prerequisite:** Completion of the Pre-Clinical sequence  
**Corequisites:** BIO 426

#### **Nursing Process II: Obstetrical and Psychiatric Nursing Care**

**NUR 211**

8 crs. 4 hrs. 12 lab hrs.

This course is composed of a seven-week Maternal and Newborn Care component and a seven-week psychiatric Mental Health Nursing component. The Maternal and Newborn Care component focuses on the role of the nurse in the care of the child-bearing family during the antepartal, intrapartal, and the postpartal phases of the maternity cycle, as well as the immediate care of the normal newborn and premature infant. The Psychiatric Mental Health Nursing Component introduces the student to basic mental concepts, interventions in crisis and family violence, severe mental health disorders, and substance use disorders highlighting treatment for individuals and families within the community.

**Prerequisites:** NUR 112, BIO 426  
**Corequisites:** BIO 420, ENG 201

#### **Nursing Process III: Pediatric and Basic Medical-Surgical Nursing Care**

**NUR 313**

8 crs. 4 hrs. 12 lab hrs.

This course is composed of a seven-week component in Nursing Care of Children and a seven-week component in Basic Medical-Surgical Nursing Care. The Pediatric Nursing component focuses on the child's physical, social, and emotional reaction to illness, the nurse's role in providing support to the child and the members of his/her family during periods of stress. Emphasis is placed upon differences between each phase of growth and development trends in care and measures utilized to promote a healthy childhood and

adolescence. The Basic Medical-Surgical Nursing component builds upon previous learned nursing knowledge and techniques already introduced. Major emphasis is placed upon common recurring health problems. Psycho-social nursing techniques are emphasized as they relate to the care of the client with selected health problems.

**Prerequisites:** NUR 211 and all previous prerequisites  
**Corequisite:** SPE 100

#### **Nursing Process IV: Medical-Surgical Nursing**

**NUR 411**

8 crs. 4 hrs. 12 lab hrs.

This course is composed of a semester of medical-surgical nursing. It is a continuation of medical-surgical nursing introduced in NUR 313. There is an emphasis on selected medical-surgical problems and students receive supervision of more advanced medical-surgical nursing skills in the hospital and lab

**Prerequisites:** NUR 313 and all previous prerequisites  
**Corequisite:** NUR 415

#### **Professional Issues in Contemporary Nursing Practice**

**NUR 415**

2 crs. 2 hrs.

With an emphasis on the process of transitioning from Student Nurse to Registered Professional Nurse, Professional Issues in Contemporary Nursing Practice surveys the issues, challenges and current trends faced by the new Associate Degree Nurse as an individual practitioner, and as a member of the nursing profession. This course encourages students to think critically about the nursing profession and career opportunities, historical and theoretical nursing frameworks, the legal and ethical aspects of nursing, cultural and social issues, standards of nursing practice, delegation and supervision, communication and inter-professional collaboration, technology in the clinical setting, evidence based practice and quality improvement.

**Prerequisite:** NUR 112, NUR 211 and NUR 313  
**Corequisite:** NUR 411

**Restricted to students registered in NUR 411 (seniors).**

**Note:** Nursing courses are sequential; Clinical Nursing cannot be completed in less than two (2) years. All students are required to take the Kaplan Specialty Exam at the end of each semester. The fee is paid by the student.

Fourth semester students are also required to take the Kaplan Comprehensive Exam at the end of the semester. The fee is paid by the student. Failure to take the Kaplan Exam as scheduled will result in a grade of "Incomplete" (INC).



# Course Descriptions

SCIENCE

## Science

Room N-699, Telephone: (212) 220-1305  
science@bmcc.cuny.edu

The courses offered by the Science Department are designed to meet the needs of students with specific interests in science and career goals in this field. The courses introduce students to the study of fundamental scientific laws and theories and provide knowledge, basic skills and appreciation of science as a human enterprise.

Programs offered by the Science Department include: Biotechnology Science, Engineering Science, Science, Science for Forensics and Science for Health Professions. All programs lead to the Associate in Science (A.S.) degree.

*Chairperson:* Joel Hernandez

*Deputy Chairpersons:* Carlos Alva, Lauren Goodwyn, Rafael Niyazov

*Professors:* Mahmoud Ardebili, Susie Boydston-White, Ling Chen, Anthony Creaco, Brahmadeo Dewprashad, Kathleen Ford, Matthew Geddis, Lauren Goodwyn, Alexander Gossiau, Joel Hernandez, Lalitha Jayant, Adolfin Koroch, Charles Kosky, Jun Liang, Desmond McKernan, Abel Navarro, Sarah Salm, Edgar Schnebel, Jane Tezapsidis, Lauren Wickstrom, Chiaki Yanagisawa, Hasan Yumak, Igor Zaitsev, Shengkun Zhang

*Associate Professors:* Miguel Castro Nunes Fiolhais, Patricia DeLeon, Ozgur Ecevit, Jose Fernandez Romero, Yasemin Gurcan, Friedrich Hoffman, David Krauss, Levent Kurt, Catarina Mata, Quinn Minor, Peter Nguyen, Rafael Niyazov, Christine Priano, Shanti Rywkin, Kibrewossen Tesfagiorgis, Daniel Torres Rangel, Shana Tribiano, Shalva Tsiklauri, Nanette Van Loon, Sumeyra Yumak

*Assistant Professors:* Jamal Ali, Carlos Alva, Upali Aparajita, Elsie Beaupierre, Marcos Betancourt, Carlos Chaparro, Jason Danison, Nipa Deora, Joanna Giza, Luis Gonzalez Urbina, Canan Karaalioglu, Brian Rafferty, Aileen Romu, Maria Lourdes Serrano de la Pena

*Instructors:* Rami Alsaber, Lamiaa Seyam

*Lecturers:* Katarzyna Chung, Manita Pavel

*Senior College Laboratory Technicians:* Faisel Adem, Carol Gambino, Chiu Hong Lee, Christopher Salami, Christopher Thompson

*College Laboratory Technicians:* Edgard Delgado, Apollo Gazali, Senahid Halilovic, Barys Korzun, Carmen Rivera

*Adjunct Faculty:* There are approximately 90 adjuncts in the department.

## ASTRONOMY

### Astronomy: General Theory

AST 108

3 crs. 3 hrs.

This course is an introductory survey course of topics in astronomical theory, especially for students who are not science-oriented. A selected number of basic topics in astronomy are carefully examined and interpreted. The relevance of the scientist and his/her work to the lives of non-scientists is continually examined.

*Corequisite:* AST 109

### Astronomy: General Observations

AST 109

3 crs. 3 hrs. 2 lab hrs.

This course serves as an observational introduction to astronomy, especially for students who are not science oriented. A selected number of basic topics in astronomy are carefully examined and subjected to observational verification. The relevance of the scientist and his/her work to the lives of non-scientists is continually examined.

*Corequisite:* AST 108

### General Astronomy

AST 110

4 crs. 3 hrs. 2 lab hrs.

This course introduces students to the world beyond the earth. The methods of astronomy and our knowledge of the structure of the universe are presented as an ongoing human endeavor that has helped shape modern man as he/she takes his/her first steps into space.

### Astronomy: Observations and Models

AST 111

4 crs. 2 hrs. 3 lab hrs.

This course will focus on how astronomers have made observations, and used those observations to construct models of our universe. Students will collect their own observations and use them to test models of our universe.

## BIOLOGY

### General Biology Theory

BIO 108

3 crs. 3 hrs.

General Biology presents an overview of many important topics in the natural sciences today and provides relevant background material from the physical sciences. It traces life from its beginning (cells) to the development of multi-cellular organisms. It covers topics such as evolution, the cell, macromolecules, energy relationships, inheritance, molecular genetics, biotechnology, and body systems.

*Corequisite:* BIO 109

### General Biology

BIO 109

3 crs. 1 hr. 2 lab hrs.

General Biology presents an overview of many important topics in the natural sciences today and provides relevant background material from the physical sciences. It traces life from its beginning (cells) to the development of multi-cellular organisms. It covers topics such as taxonomy, the cell, macromolecules, photosynthesis, inheritance, molecular genetics, and body systems. This class includes a 1 hour lecture and a 2 hour lab session. The lecture hour will be an expansion of the lecture content covered in the co-requisite class BIO 108 - information needed to carry out experiments in the 2 hour hands-on laboratory experience.

*Corequisite:* BIO 108

### General Biology

BIO 110

4 crs. 5 hrs. 2 lab hrs.

Basic cellular structure, tissue organization, physiological process, reproduction, and genetics are studied. Special attention is given to selected zoological specimens with particular emphasis upon man.

### Human Biology

BIO 111

4 crs. 3 hrs. 2 lab hrs.

Introduction to the structure and function of the human body with emphasis on both the physiological mechanisms in health and disease, as well as concepts and current issues in human biology. Topics include: the molecules of life, cells, tissues, and organ system homeostasis; the skeleton, muscles, the heart, blood, skin, the sensory mechanisms of the eye, ear, taste, touch, and perception; nervous, endocrine, respiratory systems, the brain, genetics, and immune system, infectious diseases, cancer and nutrition.

### Biology I

BIO 210

4 crs. 3 hrs. 3 lab hrs.

This two-semester course acquaints students with the basic properties of living systems: metabolism, growth, responsiveness and reproduction at the cellular and organism levels as illustrated by assorted plants and animals. Two terms required.

*Corequisite for BIO 210 is ENG 101 and any 100 level math or higher excluding MAT 150.5 and MAT 161.5*

*Prerequisite for BIO 220 is BIO 210 and any 100 level math or higher excluding MAT 150.5 and MAT 161.5*

### Biology II

BIO 220

4 crs. 3 hrs. 3 lab hrs.

This two-semester course acquaints students with the basic properties of living systems: metabolism, growth, responsiveness and reproduction at the cellular and organism levels as illustrated by assorted plants and animals. Two terms required.

### Fundamentals of Microbiology

BIO 230

4 crs. 6 hrs.

BIO 230 is a general Microbiology that teaches students about microorganisms' evolution, structure, metabolism and genetics. The course also covers the essentials of microbial ecology, the interactions of microorganisms with other living organisms as well as how microorganisms can be used in different industries. The laboratory section will introduce students to several techniques for isolation, culture, differentiation and identification of microorganisms. Also, students will be exposed to current approaches to analyze DNA and proteins.

*Prerequisite:* BIO 220 and CHE 201

### Genetics

BIO 240

4 crs. 6 hrs.

Genetics is designed as a one-semester course covering the fundamental concepts of classical, molecular, and human genetics. The student gains a background that facilitates a greater understanding of recent advances in molecular biology and human inheritance.

*Prerequisite:* BIO 220

*Corequisite:* CHE 202 or 220



# Course Descriptions

## SCIENCE

### Cell Biology

4 crs. 6 hrs.

**BIO 260**

The goal of this course is to provide students with a detailed understanding of the molecular mechanisms underlying cellular processes introduced in BIO 210/220—the structure, function and specializations of the cell. This will be accomplished through a combination of lecture and laboratory sessions providing both theory and application. The course will include study of subcellular structure and function, gene expression, protein activity, cell regulation and cell-to-cell communication.

*Prerequisite:* BIO 220 and CHE 202  
*Corequisite:* CHE 230

### Plant Biology

4 crs. 6 hrs.

**BIO 270**

This course is designed to provide students with the fundamentals of plant biology such as anatomy, morphology, growth and development, reproduction, genetics, physiology, plant ecology and an overview of evolution and the importance of plants in society. This course includes hands on laboratory experience and life plant materials integrated with the lecture content.

*Prerequisite:* BIO 220  
*Corequisite:* CHE 202 or departmental approval

### Microbiology

4 crs. 6 hrs.

**BIO 420**

Micro-organisms pathogenic to humans: their characteristics, pathogenicity and modes of transmission are studied. Instruction includes a study of the sterile technique and maintenance of the sterile field. Required in selected programs in the Health Sciences; available to other students through Departmental approval.

*Prerequisites:* BIO 426 and CHE 118, or CHE 121, or departmental approval

### Anatomy and Physiology I

4 crs. 6 hrs.

**BIO 425**

This two-semester course explores the human body as an integrated, functional complex of systems. Terminology, structure and function of each organ-system, with emphasis on their interrelationships, are explained. Required of students in the health services technologies; available to all other students for elective credit.

*Prerequisite for BIO 426 is BIO 425. Two terms required.*  
*Prerequisite:* CHE 118 or CHE 121, or departmental approval  
**Note:** BIO 425 and BIO 426 do not meet the science requirements in the liberal arts curriculum.

### Anatomy and Physiology II

4 crs. 6 hrs.

**BIO 426**

This two-semester course explores the human body as an integrated, functional complex of systems. Terminology, structure and function of each organ-system, with emphasis on their interrelationships, are explained. Required of students in the health services technologies; available to all other students for elective credit.

*Prerequisite for BIO 426 is BIO 425. Two terms required.*  
*Prerequisite:* CHE 118 or CHE 121, or departmental approval  
**Note:** BIO 425 and BIO 426 do not meet the science requirements in the liberal arts curriculum.

## BIOTECHNOLOGY

### Introduction to Biotechnology

5 crs. 4 hrs. 2 lab hrs.

**BTE 201**

This course introduces the student to theory and laboratory practices in biotechnology with emphasis on the impact of biotechnology on daily life, health, ethics and society. The course is designed to impart the skills needed for entry-level jobs or to continue on a career path in biotechnology, by exposing students to

a variety of careers, laboratory techniques and social issues in the biotechnology industry.

*Prerequisite:* BIO 220 and CHE 201

## CHEMISTRY

### Concepts in Chemistry

3 crs. 3 hrs.

**CHE 108**

This is a survey course that introduces essential topics in atomic and molecular structure, chemical and physical properties, and chemical reactivity. These concepts will form a basis for understanding biological applications and environmental issues.

*Corequisite:* CHE 109

### Concepts in Chemistry Laboratory

3 crs. 1 hr. 2 lab hrs.

**CHE 109**

This course investigates chemical concepts through laboratory experiments on structure, chemical reactions, and energy changes. Experiments will that relate to biological chemistry and environmental measurements will also be included. Concepts relevant to the laboratory experiments will be discussed.

*Corequisite:* CHE 108

### General Chemistry

4 crs. 3 hrs. 2 lab hrs.

**CHE 110**

This course is designed specifically for the non-science major. It explores the world of atoms and molecules and relates this submicroscope world to the daily life of the student. Topics to be discussed include plastics, foods, the environment, genetics, and drugs.

### Fundamentals of Chemistry

4 crs. 3 hrs. 2 lab hrs.

**CHE 118**

This is a one-semester course designed especially to meet the needs of students in the



# Course Descriptions

SCIENCE

Health Technology Programs. Topics include modern atomic theory and an introduction to the molecular basis of matter through the study of chemical principles and reactions. Lecture and laboratory are integrally related.

## **Fundamentals of Organic Chemistry** **CHE 120** 4 crs. 3 hrs. 2 lab hrs.

This is an introduction to the chemistry of carbon compounds. The lecture emphasizes structure and bonding, reaction mechanisms, synthesis, stereochemistry, and applications to biological chemistry. The laboratory experiments illustrate the lecture topics.

*Prerequisite:* CHE 118, or CHE 121, or departmental approval

## **Fundamentals of General, Organic and Biological Chemistry I** **CHE 121** 4 crs. 3 hrs. 2 lab hrs.

This course is a two-semester course sequence that introduces principles and concepts of general, organic and biological chemistry. The laboratory will provide experimental applications of these chemical topics. They are liberal arts electives. They are recommended for students intending to transfer to bachelor's degree Allied Health Science curricula. CHE 121-122 cannot be granted credit to fulfill degree requirements for Science (A.S.) and Engineering Science (A.S.).

Students intending to apply for admission to programs such as Dentistry, Exercise Physiology, Medical Laboratory Science, Medicine, Pharmacy, Physician Assistant, Physical Therapy, or Veterinary Medicine need to enroll in CHE 201 instead of CHE 121 to meet admission or curricula requirements for these programs.

Students intending to apply for admission to programs such as Diagnostic Medical Imaging (Sonography), Exercise Science, Public Health, Radiology, or X-ray technician need to determine whether admission or curricula requirements for these programs require CHE 121 or CHE 201.

## **Fundamentals of General, Organic and Biological Chemistry** **CHE 122** 4 crs. 3 hrs. 2 lab hrs.

This course is a two-semester course sequence that introduces principles and concepts of general, organic and biological chemistry. The laboratory will provide experimental applications of these chemical topics. They are liberal arts electives. They are recommended for students intending to transfer to bachelor's degree Allied Health Science curricula. CHE 121-122 cannot be granted credit to fulfill degree requirements for Science (A.S.) and Engineering Science (A.S.).

Students intending to apply for admission to programs such as Dentistry, Exercise Physiology, Medical Laboratory Science, Medicine, Pharmacy, Physician Assistant, Physical Therapy, or Veterinary Medicine need to enroll in CHE 201 instead of CHE 121 to meet admission or curricula requirements for these programs.

Students intending to apply for admission to programs such as Diagnostic Medical Imaging (Sonography), Exercise Science, Public Health, Radiology, or X-ray technician need to determine

whether admission or curricula requirements for these programs require CHE 121 or CHE 201.

## **Fundamentals of Biochemistry** **CHE 125** 4 crs. 3 hrs. 3 lab hrs.

This course is an introduction to the principles of biochemistry that studies the structure, function, energetics and metabolism of biomolecules. The laboratory emphasizes biochemical techniques.

*Prerequisite for CHE 120, CHE 122 or departmental approval*

## **College Chemistry I** **CHE 201** 4 crs. 4 hrs. 2 lab hrs.

This is a two-semester course sequence that involves the study of chemical principles including atomic and molecular theories, molecular structure, and reactivity. The laboratory will include experiments illustrating the chemical principles. CHE 201-202 two terms required.

## **College Chemistry II** **CHE 202** 4 crs. 4 hrs. 2 lab hrs.

This is a two-semester course sequence that involves the study of chemical principles including atomic and molecular theories, molecular structure, and reactivity. The laboratory will include experiments illustrating the chemical principles. CHE 201-202 two terms required.

## **Quantitative Analysis** **CHE 205** 4 crs. 3 hrs. 2 lab hrs.

This course discusses the principles of classical and instrumental techniques in analytical chemistry. Laboratory experiments include gravimetric, volumetric and instrumental methods of analysis.

*Prerequisite:* CHE 202 and MAT 206

## **Organic Chemistry I** **CHE 230** 5 crs. 3 hrs. 2 lab hrs.

This two-semester course sequence is the study of the structure and properties of the fundamental classes of organic compounds with emphasis on reactivity, reaction mechanisms, stereochemistry, electronic theory, and applications to allied fields. Two terms are required.

*Prerequisite for CHE 230 is CHE 202 or 220*

*Prerequisite for CHE 240 is CHE 230*

## **Organic Chemistry II** **CHE 240** 5 crs. 3 hrs. 2 lab hrs.

This is a two-semester course sequence that involves the study of chemical principles including atomic and molecular theories, molecular structure, and reactivity. The laboratory will include experiments illustrating the chemical principles. CHE 201-202 two terms required. Required in A.S. (Science) and A.S. (Engineering Science). Fulfills science requirement for A.A. (Liberal Arts).

*Prerequisite for CHE 202 is CHE 201*

## **ENGINEERING**

### **Elements of Engineering Design** **ESC 111** 1 cr. 2 hrs.

This course provides an introduction to engineering practice through hands-on investigations, computer applications, and design projects in the fields of structures and robotics. All investigations and design projects are performed in groups and presented in oral

and/or written form. Computers are used for documentation, data analysis and robot control.

*Prerequisites:* MAT 206, CHE 201 or CHE 210, PHY 215 or departmental approval

### **Computer Aided Analysis for Engineering** **ESC 113** 2 crs. 3 hrs.

This course introduces topics important for engineers. Computer aided analysis techniques are introduced and used for the design and modeling of engineering systems such as electrical circuits, pipelines, signal and image processing, aircraft engines, orbits and trajectories, protein molecules and sewer treatment.

*Corequisites:* MAT 206, CHE 201 or CHE 210, PHY 215 or departmental approval

### **Engineering Graphics** **ESC 130** 2 crs. 3 hrs.

This is a course in fundamental engineering drawing and industrial drafting-room practice. Lettering, orthographic projection, auxiliary views, sections and conventions, pictorials, threads and fasteners, tolerances, detail drawing dimensioning and electrical drawing; introduction to computer-aided graphics are covered.

### **Engineering Graphics: AutoCAD** **ESC 131** 2 crs. 4 hrs.

This course provides the students with a basic working knowledge of Computer Aided Drafting. Through the use of engineering drawings, students develop skills in the use of a mainstream computer assisted drawing software package like AutoCAD for Civil Engineering. Methods and procedures are developed for solving practical drafting problems encountered in construction projects using Computer Aided Drafting methods. Students will learn the sequence of commands and/or steps required to start, create, save and plot CAD drawings. Skills are also developed in the reading and interpretation of typical working drawings from construction projects.

### **Engineering Mechanics** **ESC 200** 4 crs. 4 hrs.

This is a course in statics and dynamics and designed for engineering students. Among the topics covered are forces, equilibrium, friction, kinematics and dynamics of a particle, work and energy, linear and angular motion, and rotational dynamics of a rigid body.

*Prerequisites:* PHY 225 and MAT 302, or departmental approval

### **Engineering Mechanics I** **ESC 201** 3 crs. 4 hrs.

This course is a three-dimensional vector treatment of the static equilibrium of particles and rigid bodies. Topics include: equivalent force and coupled systems, static analysis of trusses, frames machines, friction, properties of surfaces and rigid bodies, particle kinematics, path variables, cylindrical coordinates and relative motion. Elements of design are incorporated in the course.

*Prerequisites:* ESC 130, MAT 302 and PHY 225 and SCI 120, or SCI 121, or departmental approval

### **Engineering Mechanics II** **ESC 202** 3 crs. 4 hrs.

This course is a three-dimensional vector treatment of the kinematics of rigid bodies

# Course Descriptions

## SCIENCE

using various coordinate systems. Topics include: relative motion, particle dynamics, Newton's laws, energy and mechanical vibrations. Elements of design are incorporated in the course.

*Prerequisites:* ESC 130, ESC 201, PHY 225  
*Corequisite:* MAT 501 or departmental approval

### **Thermodynamics I** **ESC 211**

3 crs. 4 hrs.

This course covers introductory concepts and definitions; Absolute temperature, Work, heat, First Law and applications, Second Law, Carnot Theorem, entropy, thermodynamic state variables and functions, reversibility, irreversibility, ideal gas mixtures, mixtures of vapors and gas, humidity calculations.

*Corequisites:* CHE 201 and PHY 225

### **Circuits and Systems I** **ESC 221**

4 crs. 6 hrs.

This course covers circuit elements and their voltage-current relations; Kirchoff's Laws, elementary circuit analysis; continuous signals; differential equations; first order systems and second order systems. Students will simulate circuits on the computer. A laboratory component is integrated into the course.

*Prerequisite:* PHY 225 and ESC 113  
*Corequisite:* MAT 501 or departmental approval

### **Switching Systems and Logic Design** **ESC 223**

3 crs. 4 hrs.

This course includes the analysis and design of combinational and sequential circuits and their applications to digital systems. The use of integrated circuits in the design of digital circuits is illustrated in the laboratory experiments.

*Prerequisites:* MAT 302, PHY 225, and SCI 120 or SCI 121, or departmental approval

## **ENVIRONMENTAL SCIENCE**

### **Environmental Science** **ENV 250**

4 crs. 3 hrs. 2 lab hrs.

Environmental Science is a basic science class designed to incorporate the chemical and biological background needed to understand the current environmental issues facing our society. The topics covered include the basic principles of ecology, pollution, population growth, wildlife management, water resources and quality among others. Fundamental to the course is an understanding of scientific method and its application to dealing with complex environmental issues.

*Prerequisites:* BIO 210, BIO 220, CHE 201 and CHE 202

## **GEOLOGY**

### **Geology I** **GLY 210**

4 crs. 5 hrs.

This course covers fundamental principles of geology encompassing the study of minerals and rocks, geological processes, interpretation of topographic and geological maps and techniques of remote sensing. This is a program elective in Engineering Science.

## **PHYSICS**

### **General Physics Theory** **PHY 108**

3 crs. 3 hrs.

This course serves as an introduction to general physics theory, especially for students who are not science oriented. A selected number of

basic topics in physics are carefully examined and interpreted. Topics include mechanics, heat and thermodynamics, electromagnetism, optics, atomic and nuclear physics. The relevance of the scientist and his/her work to the lives of non-scientists is continually examined.

### **General Physics Experiments** **PHY 109**

3 crs. 1 hr.

This course serves as an experimental introduction to general physics, especially for students who are not science oriented. A selected number of basic topics in physics are carefully examined and subjected to experimental verification. The relevance of the scientist and his/her work to the lives of non-scientists is continually examined.

*Corequisite:* PHY 108

### **General Physics** **PHY 110**

4 crs. 3 hrs. 2 lab hrs.

This course serves as an introduction to Physics, especially for students who are not science-oriented. A selected number of basic physical ideas are carefully examined and interpreted non-mathematically. The relevance of the scientist and his/her work to the lives of non-scientists is continually examined.

### **Physics I** **PHY 210**

4 crs. 4 hrs. 2 lab hrs.

This classroom and laboratory two-semester course includes the study of concepts and principles of physics in the areas of mechanics, heat and thermodynamics, sound, electricity and magnetism, light, and atomic physics plus an introduction to quantum physics and relativity theory. Algebra and simple trigonometry are used. Two terms required.

*Prerequisite for PHY 220 is PHY 210*

### **University Physics I** **PHY 215**

4 crs. 4 hrs. 2 lab hrs.

This is a two-semester course for students in science and engineering. Concepts of calculus are introduced and used when necessary. The lecture and laboratory exercises pertain to mechanics, fluids, heat and thermodynamics, wave motion, sound, electricity, and magnetism, geometric and physical optics, and an introduction to modern physics.

*Co-requisite:* MAT 302.

*Note:* Students cannot receive credit for both PHY 210 and PHY 215, or PHY 220 and PHY 225.

### **Physics II** **PHY 220**

4 crs. 4 hrs. 2 lab hrs.

This classroom and laboratory two-semester course includes the study of concepts and principles of physics in the areas of mechanics, heat and thermodynamics, sound, electricity and magnetism, light, and atomic physics plus an introduction to quantum physics and relativity theory. Algebra and simple trigonometry are used. Two terms required.

*Prerequisite for PHY 220 is PHY 210*

### **University Physics II** **PHY 225**

4 crs. 4 hrs. 2 lab hrs.

This is a two-semester course for students in science and engineering. Concepts of calculus are introduced and used when necessary. The lecture and laboratory exercises pertain to mechanics, fluids, heat and thermodynamics,

wave motion, sound, electricity, and magnetism, geometric and physical optics, and an introduction to modern physics.

*Prerequisite:* PHY 215 and MAT 302

*Note:* Students cannot receive credit for both PHY 210 and PHY 215, or PHY 220 and PHY 225.

### **Modern Physics** **PHY 240**

3 crs. 4 hrs.

This is an introduction to atomic and nuclear physics, relativity, solid state physics, and elementary particles.

*Prerequisite:* PHY 225

*Corequisite:* MAT 501 or departmental approval

### **The Physics of Music** **PHY 400**

4 crs. 3 hrs. 2 lab hrs.

The course is designed to give the student a fundamentally qualitative understanding of all the physical processes associated with the production, reproduction, and perception of musical sounds. This course may fulfill the physics requirement in the VAT Curriculum.

## **SCIENCE**

### **Explorations in Scientific Mathematical (same as MAT 111)** **SCI 111**

3 crs. 4 hrs.

This course will introduce the processes involved in research. Students will be designing and performing experiments and analyzing the results. Objectives are: to understand the scientific method, interpret statistics, and appreciate mathematical research. Computers will be used for statistics, graphing, pattern recognition and word processing. Recommended for mathematics and science oriented liberal arts students as a liberal arts elective. Not open to Science or Engineering Science majors.

*Prerequisite:* One year of college science

### **Computer Methods in Science** **SCI 120**

4 crs. 3 hrs. 2 lab hrs.

This course teaches a computer language and emphasizes application of programming methods for the sciences and engineering. Numerical methods will be applied to examples gleaned from physics, chemistry, and biology and engineering.

*Prerequisite:* MAT 206

### **Computer Methods in Science (Pascal)** **SCI 121**

4 crs. 3 hrs. 2 lab hrs.

This course is similar in scope and assignments to SCI 120 but utilizes the Pascal programming language.

### **Introduction to Microprocessors** **SCI 140**

4 crs. 3 hrs. 2 lab hrs.

This is a study of a typical microprocessor and interfacing techniques. Concepts of electricity and its application to digital circuits are introduced as needed for purposes of control and measurement of analog quantities such as current, voltage, and temperature.

*Prerequisite:* MAT 206

### **Nutrition** **SCI 150**

3 crs. 3 hrs.

This is an introduction to the fundamental principles of human nutrition. The nutrient



# Course Descriptions

## SCIENCE

composition of various foods is examined as well as the manner in which the nutrients are metabolized and used by the human body.

*Prerequisite: One semester of science or departmental approval.*

### **The Science of Food**

**SCI 151**

3 crs. 3 hrs.

This course provides an overview of the scientific principles underlying the nutritional value, storage, handling, preparation and safety of food. There is an emphasis on chemical changes and interactions in food.

*Prerequisite: CHE 121.*

### **Man and Environment**

**SCI 410**

3 crs. 3 hrs.

This course is a study of the interaction of man and his environment. Topics examined include ecology, air and water pollution, pesticides, radioactivity, power generation, noise pollution, waste disposal, population control, food additives, and food contamination. This course is offered as an elective in all curricula.

*Prerequisite: One semester of any science*

### **Scientific Instrumentation**

4 crs. 2 hrs. 2 lab hrs.

This course covers the theory and practice and quantitative method with special attention to instrumentation currently employed such as optical, electro-chemical, chromatographic, and radio-chemical techniques. The physicochemical theory and operating characteristics of the instrumentation are stressed. The laboratory emphasizes measurements of biological and environmental significance.

*Prerequisite: 1 year of laboratory science or departmental approval.*

### **Pathophysiology**

**SCI 510**

3 crs. 3 hrs.

This course studies alterations of normal physiological processes. Included in the course are the basic principles of pathophysiology as well as application of these principles to specific organ systems.

*Prerequisites: BIO 426 and CHE 118 or CHE 121, or permission of the department*

### **SCI 430**

### **Pharmacology**

3 crs. 3 hrs.

Fundamental principles and concepts in pharmacology are considered. Particular attention is given to drug action and interaction, and to the effect of drugs and toxic substances in the human organism. This course is required in selected programs in Allied Health Sciences; available to all other students for elective credit. It is recommended that students complete HIT 103, Medical Terminology I, before registering for this course.

*Prerequisite: BIO 426 and CHE 118 or CHE 121, or permission of the department*

### **SCI 530**



# Course Descriptions

SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

## Social Sciences, Human Services, and Criminal Justice

Room N-651, Telephone: (212) 220-1210  
socialscience@bmcc.cuny.edu

The Social Sciences and Human Services Department offers courses in eight liberal arts disciplines and courses specific to the Human Services and Criminal Justice Programs. All of its courses aim to broaden and deepen understanding of the complex social, economic and political issues which face modern society. To achieve these aims, students are trained in the rational analysis of pertinent phases of human experience. Liberal arts courses are offered in the disciplines of Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology and Sociology. The Human Services program offers courses specific to the AS degree in Human services as well.

**Note:** Students requiring ESL 62, ENG 88 or ACR 94 must complete these courses before enrolling in Social Science courses.

**Chairperson:** Sangeeta Bishop

**Deputy Chairpersons:** Roger Foster, Rifat Salam, Janice Walters

**Professors:** Matthew Ally, Roger Foster, Robin Isserles, Ting Lei, Charles Post, Lisa Rose, Elizabeth Wissenger

**Associate Professors:** Sheldon Applewhite, Arto Artinian, Aldo Balardini, Warren Benfield, Sangeeta Bishop, C. Ray Borck, Peter Bratsis, Melissa Brown, David Caicedo, Shenique Davis, Daniel DePaulo, Alex d'Erizans, Ilir Disha, Albert Duncan, Yana Durmysheva, Christine Farias, Erik Freas, Deborah Gambis, Maram Hallak, Jose Haro, Rose Kim, Mariya Komolova, Jacob Kramer, Geoffrey Kurtz, Marci Littlefield, Nicole Lopez-Jantzen, Man Wai Alice Lun, Maria Pagan-Rivera, Khushmand Rajendran, Diana Rickard, Kelly Rodgers, Michelle Ronda, Rifat Salam, Paula Saunders, Amy Sodaro, Brenda Vollman, Janice Walters, Meryem Zaman

**Assistant Professors:** Henry Bulley, Liza Chowdhury, Andres Colapinto, Antoinette Deluca, Esin Egit, Monica Foust, Debra Greenwood, Paoyi Huang, Heather James, Stephanie Laudone, Kenneth Levin, Shirley Leyro, Satenik Margaryan, Schneur Zalman Newfield, Cara O'Connor, Christina Oney, Jason Ostrowe, Jennifer Pastor, Miriam Santos, Shruti Sharma, Vernon Smith, Ross Tippit, Glenni Valoy, Jamie Warren

**Instructors:** Marcelino Guillen, Theodora Leontaridis, Rajendran Pottayil

**Lecturers:** Gerard Clock, William Roane

### ANTHROPOLOGY

**Introduction to Anthropology** **ANT 100**  
3 crs. 3 hrs.

The evolution and behavior of human beings as cultural animals are the focus of this course. Students are introduced to the basic concepts and methods of the major divisions of anthropology: physical, social and cultural; archeology and linguistics. Emphasis is placed on preliterate societies to facilitate the study of the interrelation of various aspects of culture.

**Chinese Culture and Heritage** **ANT 111**  
(same as ASN 111)  
3 crs. 3 hrs.

In this course students will inquire into the nature of classical traditions of Chinese culture. A range of Chinese texts in translation and associated materials will be explored to develop knowledge of the literary and philosophical foundations of Chinese culture. Lectures and readings are in English.

**Language and Culture** **ANT 115**  
(same as LIN 100)  
3 crs. 3 hrs.

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

**Puerto Rican Culture and Folklore** **ANT 125**  
(same as LAT 125)  
3 crs. 3 hrs.

This course studies the emergence of a national culture, folklore and identity. Topics include the Taino, Spanish and African contributions to the creation of a Criollo personality and character and the Puerto Rican family, race relations, the Jibaro, religion, and the arts. It reviews customs, traditions, celebrations, dances, legends, songs, proverbs, and hero/underdog stories as well as the impact of the United States culture.

**Haitian History and Culture** **ANT 127**  
(same as AFN 127)  
3 crs. 3 hrs.

This course explores the role of economics, culture, and world diplomacy in the development of the Republic of Haiti since the Revolution of 1791. The impact of Haitian intellectual and popular thought on prose, poetry, and art is examined.

**Black Women in the Americas and the Caribbean** (same as AFN 128) **ANT 128**  
3 crs. 3 hrs.

The changing status of women in African traditional societies is compared with changes in the status of Black women in the United States, the Caribbean, and Brazil.

**Peoples and Cultures of Latin America and the Caribbean** (same as LAT 200) **ANT 200**  
3 crs. 3 hrs.

This course examines the diverse peoples and cultures that have populated Latin American and the Caribbean region since pre-Columbian times. It discusses the legacy of European colonization and the subsequent struggles for independence, formation of national identities and the quest for modernization today. The course will place particular emphasis on the production of social movements that respond to social inequality, and conflicting ideologies around ethnicity, race and gender among other factors. The readings illustrate case studies that examine a wide range of topics—ecological adaptation, food production, kinship and local politics, medical and religious beliefs and artistic expressions—from small-scale rural society to large complex urban centers throughout the continent. It will also explore how globalization, intense migration, and transnationalism have generated new notions of identity in the US today.

**The Roles of Women in a Changing World** (same as AFL 210) **ANT 210**  
3 crs. 3 hrs.

This course analyzes the status and roles of women in cross-cultural perspective. Particular emphasis is given to the socio-cultural forces underlying the women's rights movements in the 19<sup>th</sup> century and the present resurgence of feminism.

### CRIMINAL JUSTICE

**Introduction to Criminal Justice** **CRJ 101**  
3 crs. 3 hrs.

Criminal Justice is the field that studies formal social control. This course covers the processing of crime by agents of formal control (police, courts, and institutional corrections). The general focus is on understanding the complex interactions of structures and agents in the system. Of particular concern are discretion and diversity in law enforcement, due process in criminal courts, and the punishment-rehabilitation dichotomy in corrections. The ultimate goal is to provide a critical foundation that prepares students for the challenges of a career in criminal justice.

**Criminology** **CRJ 102**  
3 crs. 3 hrs.

This is an introductory and foundational course in the study of crime and justice. It is designed to introduce students to the various historical and contemporary theories and empirical research used to understand deviant and criminal behavior. This course takes a critical approach to the study of the definition and measurement of crime, as well as applications of these theories to practice and in policy. Offending and victimization, as these relate to specific crime types (i.e., white collar crime, violent crime, sex crime, drug related crimes, etc.) will be explored.

*Prerequisite:* SOC 100

# Course Descriptions

SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

## **Constitutional Law** 3 crs. 3 hrs.

This course provides a historical overview of the relationship of the states of the Bill of Rights, and how the Supreme Court has interpreted the powers of the federal government. The effect of the due process clause of the Fourteenth Amendment on the application of the Bill of Rights to the states is examined through a study of the leading Supreme Court decisions related to criminal justice. Topics include characteristics and powers of the three branches of government, the principles governing the operation of the Bill of Rights, and the variables affecting the formulation of judicial policy.

*Prerequisite: POL 100*

## **Policing**

3 crs. 3 hrs.

This course is intended to broaden the student's understanding of the origins and development of law enforcement agencies in the United States. Moreover, the course will examine the complex role of the police in a democratic society in the criminal justice system. An emphasis will be placed on recruitment, the training process and the importance of diversity, particularly among larger police departments in the U.S. The course will also examine contemporary legal issues and modern strategies such as community, evidence-based, intelligence-led and predictive policing.

*Prerequisite: CRJ 101*

## **Corrections**

3 crs. 3 hrs.

This course examines the history of criminal punishment in Western society, emphasizing the United States. The course highlights social forces (political, religious, economic, and technological) shaping punishment; reviews common theories (deterrence, retribution, rehabilitation, incapacitation, and restoration) and examines how theory relates to policy. The course takes a critical approach to correctional systems and policies by considering disparities and structural inequalities. Empirical evidence is used to examine contemporary crises of punishment (i.e., mass incarceration, school-to-prison pipeline) as well as prison culture, staffing, privatization, and prisoner civil rights. Alternatives to traditional punishment, especially restorative justice models, are explored.

*Prerequisite: CRJ 101*

## **Criminal Law**

3 crs. 3 hrs.

This is an introductory course in the study of criminal law. The focus is on how it functions in and affects modern society, with a particular emphasis on understanding both the objectives and the limitations of law as an apparatus of social control. This course will cover the principles underlying the definition of crime, the purpose of punishment, and the general doctrines, such as attempt, causation and conspiracy. Throughout the course, a review of U.S. Supreme Court ruling and their role in the evolving nature of theory of criminal law will also be covered.

*Prerequisite: CRJ 101*

**CRJ 200**

## **Criminal Justice and the Urban Community**

3 crs. 3 hrs.

This course takes a critical approach to the study of crime and justice in urban settings. Course materials examine contemporary crime-related issues that affect urban communities within a historical and sociological context. The course highlights the intersections of deviant behavior and the criminal justice system within the structures of class, race, gender, and power inequalities. Topics explored may include racial profiling, juvenile delinquency, media representations of crime, policing, the war on drugs, and prisoner re-entry.

*Prerequisite: CRJ 101 and CRJ 102*

## **Selected Topics in Criminology**

3 crs. 3 hrs.

This course will explore a significant topic, concept, theme or methodology of interest in the field of criminology, which studies crime as a social phenomenon. Topics for the following semester will be chosen by the instructor and will be made available during registration. Each section of the course will cover in depth a single special topic related to criminology, such as one of the following: Race and Crime; Gender and Crime; Media/Culture and Crime; Drugs and Crime; Theories of Juvenile Offending and Justice; Critical Criminology; Cultural Criminology; Crime and Social Problems; Criminal Deviance; Green Criminology; Elite Crime/White Collar Crime; Cyber criminology; Organized Crime; Immigration (or Migration and crime); Victimology; Violent Crime; Fear of Crime; Perspectives on Terrorism; Narrative, Ethnographic or Qualitative methodologies; Feminist Criminology.

*CRJ 102 and one 200 level Social Science course*

## **Selected Topics in Criminal Justice**

3 crs. 3 hrs.

This course will study a significant topic, concept, theme or methodology of interest in the field of criminal justice, including an understanding of institutional theory and practice. Topics for the following semester will be chosen by the instructor and will be made available during registration. Each Section of the course will cover in depth a single special topic related to criminal justice, such as one of the following: Administration of justice (policing, corrections, and /or courts); Comparative Criminal Justice (policing, corrections, and/or courts); Class, Sexuality and/or Gender and the Law; Immigration and the Law; Criminal Justice Ethics; Civil rights and Criminal Procedure; Criminal Law; Jurisprudence; Probation and Parole; Practices of Counter Terrorism; Juvenile Justice.

*CRJ 101, POL 100, and one 200 Social Science course*

## **ECONOMICS**

### **Introduction to Economics**

3 crs. 3 hrs.

This course provides an introduction to the fundamental economic concepts of production, consumption and price determination, as developed by economists over the last two centuries for understanding market economies. The class introduces students to the role of markets and economic policy in our

**CRJ 204**

contemporary global economy at the individual and societal level. The topics to be explored in the course span the areas of economics and economic history, and may include the banking system, social insurance programs, international trade, market regulations, the role of unions, and the federal budget. The student will come away with a broad understanding of economic issues, methods, ideas, and history.

## **Economics of Urban Communities (same as AFL 111)**

3 crs. 3 hrs.

This course introduces the subject of urban economics in historical and social contexts rather than as a strict analytical discipline. The causes and existence of poverty in cities, the management of federal, state and local government programs, the financing of Black enterprises, and conditions of social welfare are considered. Solutions toward developing neglected economics of urban communities are proposed.

## **Economic Development in the Dominican Republic in the 20<sup>th</sup> Century (same as AFL 112)**

3 crs. 3 hrs.

This course analyzes the economic policies of the different political regimes in the Dominican Republic from the end of the 19<sup>th</sup> century to the present. It studies the application and results of these policies-changes brought about by these regimes in trade, industry, agriculture and population. It also examines the influence of the United States on developments in the Dominican economy during this century.

## **African Development in the 20<sup>th</sup> Century (same as AFL 113)**

3 crs. 3 hrs.

Problems of African economic and political development since 1900 are analyzed. The emergence of conditions contrary to the goals of independence and African participation in world affairs is explored.

## **Political Economy of the Caribbean (same as AFL 151)**

3 crs. 3 hrs.

This is a study of the factors affecting the economies of the English and French speaking countries of the Caribbean region. The effects of international diplomacy, multinational corporate policies, educational and social determinants, and economic policies are evaluated.

## **Macroeconomics**

3 crs. 3 hrs.

This course is intended primarily for those students who intend to pursue professional careers in fields such as economics, finance, management, and administration. It is also open to highly motivated students in other areas. Topics include: national income and national product; saving, consumption, investment, the multiplier theory, fiscal policy, inflation, employment and business cycles. The student will also be acquainted with money, banking, and central bank monetary policies, as well as some of the more significant theories of international trade and economic development.

**ECO 111**

**ECO 112**

**ECO 113**

**ECO 151**

**ECO 201**

**ECO 100**



# Course Descriptions

## SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

### Microeconomics 3 crs. 3 hrs.

ECO 202

This course is an introduction to the topics of microeconomics, which include market supply and demand, theories of the firm and individual behavior, competition and monopoly, externalities, public goods, and income distribution. Students will learn ways to analyze the basic economic activities of consumption and production, and how to evaluate the allocation of resources and products achieved through markets. The role of government policy in addressing markets failures will be emphasized throughout the course, with special focus on contemporary economic problems.

### Environmental Economics 3 crs. 3 hrs.

ECO 215

This course introduces students to the economic analysis of environmental issues and problems related to the allocation of natural resources as well as the role of government in dealing with environmental problems. Students will develop the capacity to understand economic and policy issues related to environmental and natural resource exploitation, the micro- and macroeconomic foundations of environmental theory and policy, and discuss and evaluate current environmental policies in the United States. Students will learn about the economics of externalities and natural resource management, including theoretical concepts, models of analysis, and theoretical debates among orthodox and heterodox interpretations.

*Prerequisite: ECO 100 or ECO 201 or ECO 202*

### International Economics 3 crs. 3 hrs.

ECO 221

International trade, capital movements and foreign exchange markets lay the basis for global economic analyses and policy debates. Balance of payments problems include liquidity and growth, exchange rate systems, and tendencies for internal and external balance. Applied areas range from international financial institutions to issues of economic integration and development. Other topics involve history of the International Monetary Fund, World Bank, Euro Zone and Emerging Markets.

*Prerequisites: ECO 100 or ECO 201 or ECO 202*

### Economic History 3 crs. 3 hrs.

ECO 223

Economic History is a discipline which integrates history and economics. The marriage of these two disciplines enables us to look critically at the impact that ideas, institutions, and individuals have upon our economy, how such elements affect our economy, and ultimately our own lives and experiences. Together these disciplines enable us to understand local, national and global economic relationships, and observe how policies, theories, and behaviors affect our society economically, socially, and politically. This course traces the economic development of the world economy - the focus is on Europe and North America - from medieval times up to the present. The first major topic concerns the transition from feudalism to capitalism, that is, the replacement of one major system of economic and social organization by

another. Once we have examined the origins of capitalism, we shall follow its progress from its early mercantile phase, through the industrial revolution up to the international order established after the Second World War.

*Prerequisite: ECO 201 or ECO 202*

### Public Economics 3 crs. 3 hrs.

ECO 225

This course is an introduction to the economic analysis of the role of government in capitalist economies. The subjects covered in this course include the provision of public goods, remedies for externalities, the generation of public revenue through taxation, the method of cost-benefit analysis, and voting mechanisms for the representation of social preferences. Additional topics to be discussed include policies implemented for the maintenance of social welfare and social insurance programs, like public education and healthcare, and unemployment insurance. While other economies will be discussed periodically, attention throughout the course will be given to the United States economy.

*Prerequisite: ECO 201 or ECO 202*

### Development Economics 3 crs. 3 hrs.

ECO 226

This course develop students' critical thinking on the economic development process and introduce them to the basic issues and concepts of Development. The course covers the political economy of the development process and the challenges of formulating and implementing development policy in developing countries and Small Island Developing States (SIDS). The evolution of development theory is treated as a contest of competing development paradigms, ranging from the Classical Modernization Paradigm, and alternative perspectives on development which emphasize dependency, world systems, human development, participatory development, sustainable development, poverty and inequality, culture, and gender, to the post-modernist challenges to 'development discourses' expressed in Post-development. The policy implications and problems raised with each discursive wave in the development process and under 'neo-liberal' globalization are expressly flagged, with special attention paid to the policy and development challenges faced by developing countries including SIDS.

*Prerequisite: ECO 201 or ECO 202*

### Economics of Antitrust and Regulation 3 crs. 3 hrs.

ECO 229

This course will introduce students to anti-trust law and government policy regarding industry competition. Students will survey the economic theories of imperfect competition and the history of the regulation of competition within the United States. The motivation, formation and execution of government regulation will be discussed, along with economic analyses of the impact of regulations. Topics to be covered may also include mergers, natural monopolies, anti-competitive strategies, deregulation oversight, and the regulation of utilities and public enterprises.

*Prerequisite: ECO 202*

### Feminist and Gender Economics 3 crs. 3 hrs.

ECO 230

Feminist economics critically analyzes both economic theory and economic life through the lens of gender, and advocates various forms of feminist economic transformation. The objective is to retain and improve economic analysis by ridding the discipline of the biases created by the centrality of distinctively masculine concerns. We will look at feminist critiques of, and alternatives to, mainstream economics methodology and view and "economic man" the firm, and the economy itself. Other themes in the course will be racial-ethnic, class, and country differences among women.

*Prerequisite: ECO 201 or ECO 202*

### Labor Economics 3 crs. 3 hrs.

ECO 235

This course is an introduction to the analysis of labor markets in advanced capitalist economies with primary reference to the United States economy. Aside from discussing the determinants of the supply and demand of labor and the qualities of labor market equilibrium, the course may cover the dominant theories of ancillary issues, like the determinants of labor productivity, wage differentials, and the role of incentive pay. Several topics of importance to the general welfare of society may also be covered, such as migration, education, labor market discrimination, and government programs to address unemployment.

*Prerequisite: ECO 202*

### Puerto Rican Economic Development Since 1898 (same as LAT 236) 3 crs. 3 hrs.

ECO 236

This course analyzes the history and effects of American economic policies on contemporary Puerto Rico. Economic conditions before the American occupation are examined with the objective of comparing them with the conditions and changes after 1898. The period of sugar as a monoculture is studied as well as the great depression and its impact on Puerto Rico. The coming to power of the Popular Party, with its politics of land reform and economic development, are examined. The economic and social planning that have brought about modern Puerto Rico are analyzed.

### Behavioral Economics 3 crs. 3 hrs.

ECO 240

This course is an introduction to behavioral economics, which is the use of the methods of psychology to evaluate economic models of decision making and the collection of theories derived therefrom. The course reviews behavioral economics in the context of different economic models of decision making: decisions made under conditions of uncertainty, judgments of risk and probability, intertemporal decision making, and strategic interaction. Topics may include framing effects, prospect theory, menu dependence, endowment effects, confirmation bias, hyperbolic discounting, social preferences, and the utilization of behavioral economics for public policy.

*Prerequisite: ECO 202 and MAT 209*

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## Competition and Strategy 3 crs. 3 hrs.

ECO 245

This course introduces students to the economic analysis of strategic interaction and competition among firms in imperfectly competitive markets. While the focus of the course is on the behavior of businesses in an oligopoly, basic concepts of game theory will also be applied to a variety of situations facing firms. The course will cover various types of games (normal-form, sequential, repeated interaction) and bargaining theory, as well as the economic theory of contracts and asymmetric information situations. Topics covered in the course may also include vertical/horizontal integration, auctions, principal-agent relations, and market design.

*Prerequisite: ECO 202*

## Money and Banking (same as FNB 250) 3 crs. 3 hrs.

ECO 250

This course is an analysis of the organization and operation of our financial system, including money and capital markets, commercial banking, and other financial institutions such as commercial finance companies. The relationship between financial and economic activity including monetary and fiscal policy is demonstrated.

*Prerequisite: FNB 100 or ECO 100 or ECO 201 or ECO 202*

## GEOGRAPHY

### Introduction to Human Geography 3 crs. 3 hrs.

GEO 100

This course introduces students to the key concepts and principles of human geography. The course is designed to show how world geographic conditions such as climate, landform, natural resources, soil, space and ecology have influenced human culture and civilization over time.

### Environmental Conservation: Resource Management 3 crs. 3 hrs.

GEO 226

This course introduces students to environmental studies with a focus on policy and management of resources. The course will examine issues pertaining to sustaining our resource base (biodiversity, food, soil, water, and energy) and how humans have impacted these key elements of the natural system. The goals of the course are to introduce students to the trends in human impact and management of the natural environment and provide a background to debates on sustainability and conservation.

*Prerequisite: GEO 100*

### Population Geography 3 crs. 3 hrs.

GEO 241

Population geography examines the dynamics of populations and their patterns of spatial settlement through time. Specifically, it will examine the main characteristics, changing size, and geographic distribution of populations, particularly in this age of intense globalization. The course covers four main themes in global population: mobility and settlement; population and environment; population increase and decrease; and urbanization. Because of the broad scope of this subject matter, this course will provide a general overview of the scale of

the diverse and complex patterns that operate between people and landscape.

*Prerequisite: GEO 100*

## GENDER AND WOMEN'S STUDIES

### Introduction to Gender and Women's Studies 3 crs. 3 hrs.

GWS 100

This introductory level, interdisciplinary course explores the basic concepts and perspectives of Gender & Women's Studies from an intersectional angle; that is, examining the ways in which gender intersects with race, ethnicity, nationality, class, sexuality, sexual identity, disability, and other categories. The concepts of gender—the roles, behaviors, activities, and attributes that a society considers appropriate for men and women—privilege and oppression, intersectionality, and feminist praxis will be at the core of this course. After a background in the history and significance of Gender & Women's Studies as a field of study, you will learn to critically examine how institutionalized privilege and oppression shape individual lives and intersecting identity categories.

### Gender and Women's Studies Capstone 3 crs. 3 hrs.

GWS 300

The Gender and Women's Studies Capstone course will be a culmination and synthesis of students' work in the GWS program. Over the course of the semester, students will explore a topic in GWS in-depth; they will sharpen their analytic abilities and critical thinking skills while engaging in an independent research and/or experiential learning project. Through course readings and individual and/or group work, students will apply interdisciplinary concepts, theories and methods to real life experiences, resulting in a research paper or project and a presentation to the class.

*Prerequisite: GWS 100 and two GWS electives*

## HISTORY

### Western Civilization: From Ancient to Early Modern Times 3 crs. 3 hrs.

HIS 101

This course analyzes the societies of Western civilization from their origin to early modern times. The major social, economic, political, religious and intellectual developments are examined and their impact on the development of modern Western civilization is traced.

### Western Civilization: The Emergence of the Modern World 3 crs. 3 hrs.

HIS 102

This course traces the growth of the modern Western world to the present. It surveys the political, economic and social foundations of contemporary civilization.

### History of Science and Technology 3 crs. 3 hrs.

HIS 111

In this historical survey of the emergence and development of a recognizable science and technology, the interrelationships between science and technology will be brought out. Some of the principal topics considered include

science and technology in prehistory; ancient Babylonian, Egyptian, and Greek science and culture; Medieval medical technology and science; the scientific revolution of the seventeenth century; Darwinian evolution; the conquest of epidemic diseases; and the development of nuclear weapons. Critical analysis will cover the nature of scientific ideas, the scientific method and scientific change; the structure of scientific communities; relations between science, technology, and medicine; and the place of science in modern society.

### Asian American History (same as ASN 114) 3 crs. 3 hrs.

HIS 114

The Asian American presence from the mid-nineteenth century to the present is studied. Three periods, 1848–1943, 1943–1965, and 1965 to the present are examined. Topics are designed to focus on the impact of historical processes on the cultural, economic, and political experiences of diverse Asian American groups in urban and rural communities. The multi-ethnic aspects of Asian American communities are explored.

### World History I 3 crs. 3 hrs.

HIS 115

This course offers a survey of human history in a global context, beginning with the birth of civilization and running up through the beginnings of the Renaissance in Europe. This historical development of fundamental cultural, political and social institutions will be examined through an analysis of recurring themes in world history. Topics include the earliest civilizations of the Middle East, India, China and the Americas; the beginnings of the world's major faiths, such as Confucianism, Daoism, Hinduism, Buddhism, and Judaism; the history of ancient Greece and Rome; the pre-Islamic history of the Middle East; the early histories of Africa, the Far East and the Americas; Islamic History; medieval European history; the Renaissance. It should be noted that, with respect to those topics generally associated with the "West" (i.e., Europe—for instance, ancient Greece and Rome and the Renaissance), these will be considered within a more global context; developments in Europe then will be considered in terms of its interaction with other global regions, likewise, as reflective of analogous responses to common societal, cultural and environmental challenges. Indeed, the course will address the question of whether the familiar dichotomy of "West" and "East" is, in fact, a meaningful one.

### World History II 3 crs. 3 hrs.

HIS 116

The course offers a survey of human history in a global context, beginning with the Renaissance in Europe and running up to the present. The historical development of fundamental cultural, political and social institutions will be examined through an analysis of recurring themes in world history. Topics include the respective histories of the world's great religions, the European Renaissance, the Protestant Reformation, the European Enlightenment, the development

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(and continuing pervasiveness) of nationalism, Western imperialism and colonialism, the First and Second World Wars, the Cold War, and decolonization. It should be noted that those topics generally associated with the "West" (for instance, nationalism) will be considered within a more global context; likewise, developments in Europe and North America will be considered in terms of their interaction with other global regions and/or as reflective of analogous responses to similar societal, cultural and environmental challenges. Indeed, the course will address the question of whether the familiar dichotomy of "West" and "East" is, in fact, a meaningful one.

**Early American History: Colonial Period to Civil War** **HIS 120**  
3 crs. 3 hrs.

In this course, the history of the United States from the Colonial period to the Civil War is studied and the major political, economic, and social problems of the new nation are analyzed.

**History of African Civilization (same as AFN 121)** **HIS 121**  
3 crs. 3 hrs.

African civilizations from the pre-historic cultures in East Africa to the decline of the West African kingdom of Songhai in 1596 are examined.

**Africa 1500 to Present (same as AFN 122)** **HIS 122**  
3 crs. 3 hrs.

Africa from the beginnings of the Atlantic slave trade to the end of Colonialism in the late twentieth century is examined. The effect of Colonialism on economic and cultural patterns in the African diaspora is explored.

**African American History: 17<sup>th</sup> Century to 1865 (same as AFN 123)** **HIS 123**  
3 crs. 3 hrs.

This course is a systematic examination of the participation of African American people in the political, economic and cultural history of the United States. The involvement of African Americans in abolitionism and in the development of social and cultural institutions in free black communities is analyzed.

**African-American History: 1865 to Present (same as AFN 124)** **HIS 124**  
3 crs. 3 hrs.

Reconstructions I and II, the social Darwinist years, Civil Rights activism of the 1960s, and the cumulative effects of institutionalized racism are set in an historical framework for comparative study. The course examines the impact of urbanization, institutional racism, economic, and political policies on the life experiences of African-Americans. The dynamics of cultural, social, and political interactions within the social structure of the nation since 1865 are analyzed.

**Modern American History: Civil War to Present** **HIS 125**  
3 crs. 3 hrs.

This continued study of American history emphasizes the emergence of an industrial economy, an urban society, world responsibility and the expanded federal government.

**Caribbean History (same as AFN 126)** **HIS 126**  
3 crs. 3 hrs.

This course is a survey of the economic, political and cultural institutions which characterize the present nations of the Caribbean, their antecedents in the post-Emancipation period and the prospects for the future.

**History of Puerto Rico: Discovery through 19<sup>th</sup> Century (same as LAT 127)** **HIS 127**  
3 crs. 3 hrs.

This course studies the history of Puerto Rico from the pre-Columbian period to the end of the 19<sup>th</sup> century. Consideration will be given to political, social, cultural, and economic factors contributing to the emergence of national consciousness in the 19<sup>th</sup> century and the events leading to the Spanish-American War in 1898.

**History of Puerto Rico: 19<sup>th</sup> Century to Present (same as LAT 128)** **HIS 128**  
3 crs. 3 hrs.

This course studies the historical conditions of Puerto Rico in the 20<sup>th</sup> century. The transition from a Spanish colony to an American possession is examined. The events and forces that created the present Puerto Rico are studied and analyzed in perspective. The alternatives to the problem of status, commonwealth, statehood, and independence are studied.

**An Introduction to the Middle East (same as ASN 129)** **HIS 129**  
3 crs. 3 hrs.

Recent events have seen a growing interest in that part of the world commonly referred to as the Middle East. This course aims to introduce students to the Middle East, from the rise of Islam to contemporary times. It takes a cross-disciplinary approach, designed to allow students the chance to examine the region from a number of different perspectives; not only an historical one, but also those of literature, religion, economics, politics and international relations. It is hoped that, at minimum, the course will provide a sound basis by which students might better frame their understanding of the region; at maximum, that it might stimulate a desire to further explore the region in greater depth. Particularly, given the tendency if the media to view the region largely in terms of current events, it is hoped that by taking a cross-disciplinary approach, students will come to conceive of the region as a multi-dimensional; as a region with rich and varied cultural, historical and intellectual traditions; most importantly, as a region made up of people, of individuals who have many of the same desires and aspirations, the same fears and concerns, as ourselves. Given that the course constitutes a broad cross-disciplinary survey of the Middle East, it will, at times, be necessarily selective, focusing in depth on specific but representative aspects of Middle Eastern civilization. Students are thus encouraged to make reference to the "additional reading list" towards the end of the syllabus. An additional goal of the course is to consider in a more critical way the manner in which the region is portrayed in the media.

Thus, periodically, we will be examining issues of topical interest.

**History of Latin America (same as LAT 130)** **HIS 130**  
3 crs. 3 hrs.

Survey covering from the pre-Columbian cultures, the age of discovery and exploration, colonial structures, independence movements, to contemporary Latin America, with special emphasis on the countries of the mainland (i.e., North, Central, and South America). Students will learn about the traditions and institutions of Latin American Civilization including the Iberian conquest and colonization, the role of the Catholic Church, economic and social structures, as well as problems related to government, nation-building, race and class relations, wars and Latin America's position in the world.

**History of Dominican Republic (same as LAT 131)** **HIS 131**  
3 crs. 3 hrs.

This course studies the history of the Dominican Republic from the pre-Columbian and Colonial periods to the present. It deals with the geographical, political, social, and economic factors that form the Dominican nation. Emphasis is given to relations with Haiti and North America. The course also analyzes the position of the Dominican Republic in the community of Latin American nations as well as its place in today's world.

**History of Women** **HIS 225**  
3 crs. 3 hrs.

This course in social and intellectual history examines ideas about women and women's status in society in selected periods of history. Emphasis is placed on the reading and interpretation of primary source material. Topics included are: the historiography of women's history; examples of matriarchy; women in the Ancient Near East; Greece and Rome in the Middle Ages and the Renaissance; the role of women in the American slave and plantation society; women in the modern capitalist and socialist worlds.

*Prerequisite: Any history course or GWS 100*

**Conflict in the Middle East** **HIS 226**  
3 crs. 3 hrs.

The course will address in a historical context the political, social, economic and ideological factors underlying the various conflicts that have confronted the Middle East, beginning with post-First World War period and ending with more recent developments, with the aim of helping students better appreciate their root causes and complexities.

*Prerequisite: Any Social Science course*

**History Research and Writing Methods** **HIS 275**  
3 crs. 3 hrs.

This course will provide a culminating experience for students enrolled in the History Major by allowing them to explore a topic in-depth, engage in independent research, develop their analytic abilities and critical thinking skills, and apply concepts and theories to new cases. The course will focus



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on special topics within the field and expertise of the instructor. It will introduce students to major theoretical perspectives, basic research methodologies and research design issues, and central analytical models in history. The course will call upon students to write historical research papers involving library research and analysis of multiple sources. Students will spend the first third of the semester reading and analyzing examples of academic historical work. They will then write their own research papers, based on topics of their own choosing, while working in conjunction with both peers and the instructor to revise these papers.

*Prerequisite:* ENG 201 and [(HIS 101 and HIS 102) or (HIS 115 and HIS 116) or (HIS 120 and HIS 125) or Departmental Approval]

## HUMAN SERVICES

**Introduction to Human Services and Social Work** HUM 101  
3 crs. 3 hrs.

This course introduces students to the field of Human Services and the profession of Social Work. Those human services which deal with social and personal problems are explored as well as the knowledge base, the skills base and the values base of the social work profession. Students are exposed to the methods of working with people as individuals, in groups and on a community level. This course meets the requirements as a liberal arts elective in social science.

**Human Services Skills** HUM 201  
3 crs. 3 hrs.

The course is designed to train students in the use of helping skills and techniques utilized in the field of human services. Some of the areas covered in the course include interviewing and counseling, making referrals, assessment, group process and behavioral techniques. Course content will include completion of web-based professional certification(s) such as; child abuse identification and prevention, psychological first aid, and elder abuse identification and prevention, thus preparing students for field experience/internships and human services employment.

*Prerequisite:* HUM 101

**Introduction to Gerontology** HUM 211  
3 crs. 3 hrs.

This course provides students with a basic understanding of the interrelationships between the physical, intellectual, social and psychological aspects of the aging process in contemporary society. Problems particular to aging are explored as well as policies and programs which have been developed to deal with them.

**Introduction to Disabilities and Behavior Change** HUM 212  
3 crs. 3 hrs.

This course focuses on the psychological and sociological aspects of disabling conditions, and the approaches to effecting the person's habilitation/rehabilitation through behavior change.

**Child Welfare** HUM 213  
3 crs. 3 hrs.

This course is a survey of child welfare as a field of Social Work practice. Course content includes the relationships of parents, children and society;

the development of old and new governmental programs for children; the impact on the family of child welfare policies, and the future of child welfare programs in the United States.

**Field Experience in Human Services I** HUM 301  
3 crs. 1 hr.

Students are placed for one day per week in human service settings where they learn firsthand about agency structure and function, the activities of human service professionals, and the application of human service skills. Settings include community centers, hospitals, family service agencies, community residences for the developmentally disabled, senior citizen centers, homeless shelters, child psychiatry clinics, etc. A one hour weekly class session reinforces the agency experience through case presentations and group discussion. This course is open only to students enrolled in the Human Services curriculum. *Please note:* This course has 1 hour lecture and 7 internship hours per week.

*Prerequisite:* HUM 101 and [HUM 201 or Gerontology major]

**Field Experience in Human Services II** HUM 401  
3 crs. 1 hr.

This course follows the same format as HUM 301, Field Experience in Human Services I. Remaining in the same field placement, the student deepens his/her knowledge and strengthens his/her skills through continued practice and supervision. This course is open only to students enrolled in the Human Services curriculum. *Please note:* This course has 1 lecture hour and 7 internship hours per week. This course meets the requirements as a liberal arts elective in social science.

*Prerequisite:* HUM 301

**Social Welfare Programs and Policies** HUM 411  
3 crs. 3 hrs.

This course will acquaint students with the social welfare system of the United States. An historical perspective helps to illuminate the evolution of current policies, programs and practices. Poverty in the U.S. is analyzed as well as the specific programs which have been developed to alleviate it. Cross-cultural approaches to social welfare are also examined. This course meets the requirements as a liberal arts elective in social science.

*Prerequisite:* POL 100

## PHILOSOPHY

**Philosophy** PHI 100  
3 crs. 3 hrs.

The study of philosophy helps students develop analytic skills and gain an appreciation of the general philosophical problems with which human beings have grappled throughout Western civilization. Basic philosophic problems such as free will and determinism, the criteria which justify ethical evaluations, the philosophical considerations which are relevant to belief or disbelief in God, and knowledge and illusion are examined during this course.

**Logic** PHI 110  
3 crs. 3 hrs.

The course focuses on principles of sound thinking and valid argument in order to develop

skills in analysis and evaluation of inductive and deductive reasoning. Students learn to discriminate between valid and invalid argument, using as tools the techniques of formal and symbolic logic.

**Cultural and Ethical Issues in Science and Technology** PHI 111  
3 crs. 3 hrs.

In considering ethical positions ranging from animal rights to environmental philosophies of radical ecology, and studying the impact of new reproductive technologies and other biotechnologies on the (so-called) Third World, students learn about advances made by working scientists and feminist philosophers in contextualizing science and technology. A special attempt will be made to study cultural factors as class, gender, and race in order to understand the responsibilities of scientists and technologists for the uses of their knowledge; the ethics of scientific research; and truth and fraud in science and engineering.

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

This course is designed to develop the mind and help sharpen students' ability to think clearly, logically, thoroughly, critically and effectively. Through substantive readings, structured writings assignments and ongoing discussions, students will learn to use analytical skills in reading, writing, oral presentations, researching, and listening. Students will examine concrete examples from their own experience and readings and contemporary issues in the media to learn how to analyze issues, solve problems and make informed decisions in academic, professional, and personal lives.

**Ethics** PHI 120  
3 crs. 2 hrs.

This course will examine major historical and contemporary perspectives in moral philosophy. We will consider questions such as "Are there universal moral values?"; "Are ethical conduct and self-interest compatible?"; "What is the source of our ethical obligations (God? Society? Or Reason?) and how can we justify them?" and "How does globalization impact ethical theory?" The course will look at what attributes and qualities make up a successful ethical theory and will compare competing approaches to ethical decision-making. Throughout the course, the emphasis will be on real-world ethical issues that arise in contemporary life and society.

**Great Issues in Philosophy** PHI 200  
3 crs. 3 hrs.

This course provides an in-depth discussion of some of the great issues of philosophy. It applies analytical and logical tools for clarification of these issues with emphasis on recent/contemporary philosophical developments. Using a cross-cultural perspective, there is a focus on select topics such as ethical codes and moral conduct, political order, social justice, religious experiences and beliefs, science and knowledge and the nature of consciousness.

*Prerequisite:* PHI 100 or 110, PHI 210

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### Philosophy of Mind 3 crs. 3 hrs.

This course offers an examination of philosophical topics concerning the mind and consciousness. What is consciousness? What is the relation between the mind and the brain? What purpose does consciousness serve in humans and animals? Topics may include neuroscientific and evolutionary theories of consciousness, the nature of "self" and subjective experience, free will, dualism vs. materialism, and artificial intelligence, among others.

*Prerequisite:* Any 100-level PHI or CRT course

### POLITICAL SCIENCE

#### American Government 3 crs. 3 hrs.

POL 100

The history, development, and intellectual origin of American government are studied and analyzed. Special consideration is given to the structure and operation of the executive, legislative and judiciary branches, and the role of government and politics in a modern industrial society.

#### Introduction to Politics 3 crs. 3 hrs.

POL 110

This class involves students in observation and critical analysis of political affairs. Topics and themes will include both American and global perspectives and both contemporary and historical cases. The class introduces a range of approaches to the study of politics, such as empirical research, quantitative analysis, theoretical questioning, and the examination of literary or artistic works. Central concepts will include politics, power, government, conflict, and justice.

#### Politics of Technology and Science 3 crs. 3 hrs.

POL 111

Science, technology and society is constructively and deconstructively theorized within fields of knowledge known as textual and political economies. In considering competing intellectual traditions in creating a theory of science, technology, and society, themes such as the relationship between science, technology and the state; social epistemology; laboratory science studies; feminist perspectives on science and technology; ecological foundations for science and technology; and the globalization of science and technology will be discussed. This course will provide acquaintance with the everyday context of working scientists and technologists.

#### Gender and Politics 3 crs. 3 hrs.

POL 120

This course uses gender as a lens of analysis for studying politics, with an emphasis on the United States. It will explore how participation, including voting, campaigning, office holding, and activism, has been gendered and how ideals of citizenship have differed for men and women, taking into account the ways that gender intersects with other categories such as race and ethnicity. The course will cover the historical development of men's and women's political roles, the ways gender inequality has been sustained and contested in various political contexts, and selected current issues and debates.

PHI 210

#### Politics of Puerto Rican Communities (same as LAT 151) POL 151

3 crs. 3 hrs.

This course is an analysis of the political movements and parties of Puerto Rican communities in the U.S.A.; the relationships of these movements and parties toward political development in Puerto Rico; the role of the Puerto Rican in both traditional and radical political movements in the U.S.A.; and how political participation in the American process has come to contribute to a sense of community identity among Puerto Ricans in the U.S.A.

#### Modern Black Political Thought (same as AFN 152) POL 152

3 crs. 3 hrs.

The origins of nationalist ideologies, and political and social action in the United States, Caribbean, and Africa are examined. Political and economic developments since the late 19<sup>th</sup> century are analyzed.

#### World Politics 3 crs. 3 hrs.

POL 210

This course considers the basic factors involved in international relations. The components of nationalism, the state system, and the concept of politics as the crucial form of interstate relationship are discussed and examined. A systematic study is made of capabilities, goals and methods of interstate relations, considering the underlying principles, forces, patterns, and problems which historically characterize international organization and the political systems of the world.

*Prerequisite:* POL 100 or POL 110

#### Urban Politics 3 crs. 3 hrs.

POL 220

This course explores the politics of cities, with special emphasis on New York City and with attention to institutions and organizations active in urban politics, urban public policy issues, and interactions between cities and other levels of government. Themes may include the roots of urban public life, the historical development and importance of cities, and current challenges to urban communities.

*Prerequisite:* POL 100 or POL 110

#### Power in American Politics 3 crs. 3 hrs.

POL 230

This course investigates the nature of power, order, and authority and examines how they appear in American life. What is power? How is it exercised, both inside and outside government? What brings order to a community? How can authority be legitimate? Themes that may be studied in this class include American political institutions, organizations, culture, and thought; class, race, and gender in the United States; and literary portrayals or classic theories of power.

*Prerequisite:* Any 100-level Social Science course

#### Comparative Politics 3 crs. 3 hrs.

POL 240

This course provides an introduction to the comparative study of political institutions, political cultures, public policy, and forms of political action. Taking examples from different parts of

the world, the course examines the development and contemporary workings of various political systems, emphasizing basic concepts and methods of comparative analysis.

*Prerequisite:* POL 100 or POL 110

#### Political Theory 3 crs. 3 hrs.

POL 260

This course examines political ideas and explores ways of thinking about politics. The course will address classic works of political thought from ancient to modern, contemporary political debates, or perennial questions about human nature, freedom, community, and justice.

*Prerequisites:* Any Social Science course

#### Thinking with the Greeks 3 crs. 3 hrs.

POL 476

This is a summer course taught abroad in Greece. Ancient Greek thinkers and the experiences of the ancient polis will be studied with a view to their influence, validity, and contemporary relevance. Readings will include Plato and Aristotle, among others.

### PSYCHOLOGY

#### Introduction to Psychology 3 crs. 3 hrs.

PSY 100

The course introduces students to the scientific study of behavior and mental processes. Students will learn about current perspectives, historical roots and scientific methods in psychology. Topics within major areas of psychology may include biopsychology, human development, learning, cognition, social processes, personality and psychological disorders.

#### Social Psychology 3 crs. 3 hrs.

PSY 200

The course introduces students to major theories and scientific findings in social psychology emphasizing personal and situational behavior. Research and application in the areas of social thinking, social influence and social relations are discussed. Topics include, but are not limited to, attitudes and beliefs, conformity, prejudice, group behavior and leadership, communication and persuasion.

*Prerequisite:* PSY 100

#### Psychology of Death and Dying 3 crs. 3 hrs.

PSY 210

This course will cover the psychology of death and dying in our society. Throughout the semester we will examine the attitudes and values about death and dying, the developmental processes on death and dying as well as the sociocultural-perspectives, both the legal and ethical concerns of death and dying, as well as the issues of grief and bereavement. The text and supplemental readings will provide the groundwork for the assignments and class discussions. Students will be expected to remain open to different experiences, feelings and values.

*Prerequisite:* PSY 100

#### Behavioral Statistics 3 crs. 3 hrs.

PSY 220

This course will provide an introduction to statistical methods utilized in the behavioral sciences. Topics that will be discussed include

# Course Descriptions

SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

probability theory, descriptive statistics, correlation/regression, t-test, ANOVA, and chi-square. Students will also learn how to analyze data using statistical software and how to report their results in APA style.  
*Prerequisite: PSY 100*

## **Brain and Behavior PSY 225** 3 crs. 3 hrs.

This course introduces students to the relationship between the brain, human behavior, and experience. Topics may include: the structures and functions of the brain, and the neurological bases for learning, memory, sensation and perception, motivation and emotion, gender, addiction, and psychological disorders.  
*Prerequisite: PSY 100*

## **Psychology of Personality PSY 230** 3 crs. 3 hrs.

The course focuses on exploring, critically evaluating and applying theories and concepts to the study of personality psychology. It also discusses research, assessment and influences of personality on human behavior and everyday life.  
*Prerequisite: PSY 100*

## **Developmental Psychology PSY 240** 3 crs. 3 hrs.

This course explores cognitive, emotional, and behavioral changes across the lifespan. Attention is given to how biological sociocultural factors shape the individual.  
*Prerequisite: PSY 100*

## **Psychology of Women PSY 245** 3 crs. 3 hrs.

This course involves the interpersonal and institutional socialization of women in contemporary American society and the effect of these processes on individual personality through an examination of existing roles and exploration of alternatives.  
*Prerequisite: PSY 100, SOC 100, or SSC 100*

## **Child Psychology PSY 250** 3 crs. 3 hrs.

This course explores biological, cognitive, and emotional growth from conception through adolescence. Attention is paid to the interplay of individual and sociocultural factors that influence the course of psychological development.  
*Prerequisite: PSY 100*

## **Cognitive Psychology PSY 255** 3 crs. 3 hrs.

The course is designed to introduce the students to historical, cultural and contemporary perspectives as well as scientific research in cognitive psychology. Topics include but are not limited to memory, perception, language, problem solving, decision making and cognitive neuroscience.  
*Prerequisite: PSY 100*

## **Abnormal Psychology PSY 260** 3 crs. 3 hrs.

This course focuses on historical perspectives, contemporary trends, theoretical models and scientific research in the assessment and classification of mental illness. The etiology and treatment of psychological disorders are discussed with emphasis on the role of biological, cognitive, psychodynamic and

sociocultural factors.  
*Prerequisites: PSY 100*

## **Research Psychology PSY 265** 4 crs. 4 hrs.

The course is designed to introduce the students to psychological research. Students will learn about the research process by analyzing the ethical issues in research, conducting literature reviews, collecting, analyzing and interpreting the data, as well as summarizing and presenting the findings. Students may be presented with an opportunity to work with faculty on designing and implementing a research project. The course includes both theoretical and applied (lab) components.  
*Prerequisite: PSY 100 and two PSY 200-level courses*

## **Foundations of Black Psychology (same as AFN 271) PSY 271** 3 crs. 3 hrs.

The course presents Black experiences through a psychological lens. Leaning on the work of leading Black psychologists and other theorists, this course examines critical issues related to race, ethnicity, education, Black families and other social factors embedded in both contemporary and historical contexts.  
*Prerequisite: PSY 100*

## **Cultural Psychology PSY 280** 3 crs. 3 hrs.

The course will examine theoretical and methodological approaches and challenges to studying the impact of culture on psychological processes and how people construct cultural meaning. Topics may include: definition and methods of cultural psychology, self and identity, motivation and emotion, cognition and perception, morality, mental health, and migration and cultural assimilation. Implications of cultural psychology for social policy and clinical practice will be discussed.  
*Prerequisite: PSY 100*

## **Industrial-Organizational Psychology PSY 290** 3 crs. 3 hrs.

Industrial-Organizational (I-O) Psychology applies the principles of scientific psychology to the study of human behavior in organizations and workplace settings. Topics may include but are not limited to job analysis, employee selection, training and development, evaluation of performance, job satisfaction, leadership, organizational culture, structure, development and communication.  
*Prerequisite: PSY 100*

## **SOCIOLOGY**

### **Introduction to Sociology SOC 100** 3 crs. 3 hrs.

This course studies the social world and how it has evolved over time, as well as how individuals are influenced and structured by social interactions in small groups and by larger social forces. The course covers major sociological theories and research methods, and key concepts such as culture, socialization, social class, race/ethnicity, gender, technology, social inequality, and social change.

## **Sociology of Urban Education SOC 110** 3 crs. 4 hrs.

This course examines the barriers to the completion of high school by urban high school students and presents the "mentor model" as one way to support and help students achieve in the school environment. Students taking this course will spend a minimum of 20 hours serving as a mentor to a student from a nearby high school.  
*Prerequisite: Permission of department*

## **Understanding Technological Society SOC 111** 3 crs. 3 hrs.

This is a problem-centered and task-oriented course that integrates the humanities and the theories and practices of science and social sciences into the leading public issues of technological society. By emphasizing the close connections between science and technology, social institutions, and cultural values, students will learn how social institutions directly affect technological development and professional careers. The course also analyzes today's "global village," the changing relations between East and West and the Third World, and worldwide development and environmental issues.

## **Comparative Ethnic Studies I (same as AFL 125) SOC 125** 3 crs. 3 hrs.

This course surveys the long history of cross-racial and inter-ethnic interactions among immigrants, migrants, people of color and working people in the United States and the wider world from the era of mercantile capitalism in the sixteenth century to the present. By making inroads into the dynamic worlds that indigenous people, people of African and Latin American descent, European Americans, and Asian Americans made and remade, the course aims to reach across borders of all kinds, including national boundaries, to cultivate global, transnational and comparative perspectives on race and ethnicity. In particular, it places emphasis on relationships and conflicts between these diverse groups, especially how they were treated and defined in relation to each other. Broadly, this course is concerned with how these groups struggle to stake out their place in a highly unequal world.

## **The Black Man in Contemporary Society (same as AFN 129) SOC 129** 3 crs. 3 hrs.

The effects of economic and social factors on socialization, status, and levels of achievement among Black men are analyzed. The impact of institutional racism and underachievement on urbanized populations is explored in terms of access, social status, and economic differentials.

## **The Latino Experience in the U.S. (same as LAT 150) SOC 150** 3 crs. 3 hrs.

This course studies the varied experiences of Latinos in the United States of America. Through readings, lectures, discussions and fieldwork, students will become familiar with the group and its diverse components from North, Central



# Course Descriptions

## SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

and South America as well as the Caribbean, while covering representative nationalities such as Mexicans, Salvadorians, Cubans, Colombians, Ecuadorians, Puerto Ricans and Dominicans. The course will survey the history and evolution of Latinos at the same time that it explores issues of culture and identity. Other topics include family, race relations, religion, education, economic incorporation and political participation. Key issues of contemporary interest will also be explored, such as Latinos and immigration, and the impact they have on local, state and nationwide elective office.

**Puerto Rican Experience in Urban U.S. Settings (same as LAT 152)** **SOC 152**  
3 crs. 3 hrs.

This course studies the peculiar characteristics of the Puerto Rican migration to the U.S. It analyzes the processes of assimilation and adaptation to the American society as opposed to the identity and preservation of Puerto Rican cultural values. The problems of education, housing, health services, family and community, employment, and economic development are given special attention as they relate to the unique experience of the Puerto Rican in the U.S.A.

**Sociology of the Black Urban Community (same as AFN 154)** **SOC 154**  
3 crs. 3 hrs.

Current theories of socialization, cultural transformation, and poverty are assessed. Field visits to recognized agencies and institutions are arranged under supervision of the instructor.

*Prerequisite: SOC 100 or ANT 100*

**Health Problems in Urban Communities (same as AFL 161)** **SOC 161**  
3 crs. 3 hrs.

This course analyzes the relationships between economic and social factors, and the delivery of health care services in urban communities. Attention is given to community needs related to HIV/AIDS, tuberculosis, mortality rates, prevention, and education. Guest lecturers and workshops are presented.

*Prerequisite: SOC 100 or ANT 100*

**Social Problems** **SOC 200**  
3 crs. 3 hrs.

A close relationship exists between the social problems and the values and structures regarded by society as normal and stable. In this course, students apply sociological principles, theory, methods, and research toward an understanding of social problems.

*Prerequisite: SOC 100*

**Gender and Society** **SOC 210**  
3 crs. 3 hrs.

This course examines the role of gender in society, with a focus on gender as a social construction and a system of inequality that shapes contemporary society and its institutions. Topics may include the relationship of biology and gender, gender and sexuality, feminist theory, the influence of gender on institutions such as the family, schools, workplace, media, politics, etc., gender and violence, and the intersection of gender, race and ethnicity, and class.

*Prerequisite: SOC 100*

**Art, Culture & Society** **SOC 220**  
3 crs. 3 hrs.

This course examines the role of arts and culture in society, with an emphasis on the social meanings, interpretation and impact of art, arts institutions, and art worlds. The roles of the artist and art world will be considered in relation to race, ethnicity, gender, sexuality, and social class. Questions of the politics, policy, and labor involved in arts and culture will be addressed. *Prerequisite: Any 100-level social science course*

*Prerequisite: Any 100-level social science course*

**Race and Ethnicity** **SOC 230**  
3 crs. 3 hrs.

This course focuses on sociological approaches to the study of racial and ethnic relations and their impact on social life. The relations between racial and ethnic groups in the United States will be examined from a social-structural and social-psychological perspective. This course will examine historical and contemporary constructions of identity, assimilation stratification and interaction between majority and minority groups.

*Prerequisite: SOC 100*

**The Puerto Rican Family (same as LAT 234)** **SOC 234**  
3 crs. 3 hrs.

This course studies the Puerto Rican family as the primary unit of Puerto Rican society, reflecting the patterns and dynamics of that society. It examines the variations in family structure that have evolved from the Taino, Spanish and African cultures. The historical and economic changes that have transformed Puerto Rican society are analyzed with emphasis on their effect on the family structure. The experience of migration and its impact on the Puerto Rican family are considered. Attention is given to the problems facing the family as the unit of migration.

*Prerequisite: SOC 100 or ANT 100.*

**Urban Sociology** **SOC 240**  
3 crs. 3 hrs.

This course involves a sociological analysis of the modern city and the urban way of life. Among the topics discussed are: the growth and decline of urban neighborhoods; social forces responsible for the modern urban community; urban ecology; urban blight and shifts in the residential distribution of racial, ethnic, and income groups; plans and policies for urban development; and the future of the central city.

*Prerequisite: SOC 100*

**The Family** **SOC 250**  
3 crs. 3 hrs.

This course examines the basic functions of the family in contemporary society. The social processes involved in courtship, marriage, parenthood, alternative family models, the roles of family members, and the relationship between the various models and the community will be examined.

*Prerequisite: SOC 100 or ANT 100*

**The Contemporary Black Family (same as AFN 256)** **SOC 256**  
3 crs. 3 hrs.

The Black family in current urban/suburban settings and the effects of changing value systems, the single-parent family, crises in education, and economic stability are examined. Field visits to selected agencies and institutions are required.

*Prerequisite: SOC 100 or ANT 100*

**Sociology of Health and Illness** **SOC 260**  
3 crs. 3 hrs.

Health intersects with every aspect of our daily lives as well as institutions and larger social structures. This course examines the social construction of health and medicine, with a focus on political, cultural, and economic forces that shape meaning of health, as well as medical institutions and other responses to illness. Topics may include sociological perspectives of health and illness; inequality produced through social factors including sex/gender, race/ethnicity, and socioeconomic status; medicalization and social control; issues related to an aging society; and the health care system.

*Prerequisite: SOC 100*

**Sociology Capstone** **SOC 350**  
4 crs. 4 hrs.

This Sociology Capstone will focus on special topics within the field and expertise of the instructor. It will provide a culminating experience for students by allowing them to explore a topic in-depth, engage in independent research, develop their analytic abilities and critical thinking skills, and apply concepts and theories to new cases. The capstone course will introduce students to the major theoretical perspectives, the basic research methodologies and research design issues, and the central analytical models in Sociology. Over the course of the semester, each student will engage in independent research that culminates in a research paper or project and a presentation to the class.

*Prerequisite: ENG 100.5 or ENG 101 and two SOC course electives, one of which must be a 200-level course.*

## SOCIAL SCIENCE

**Field Experience in Italy** **SSC 150**  
3 crs. 3 hrs.

This course offers the student Social Science field experience in Italy. Orientation, seminars with guest lecturers, field trips to sites of historic interest, and cultural tours are an integral part of the travel program. The field experience base of operations is a university in Italy.

**The Black Experience in Africa (same as AFN 253)** **SSC 253**  
3 crs. 3 hrs.

This course is designed to provide the student with an introduction to the cultures of selected African nations through travel, structured reading, and lectures conducted on the campuses of African colleges and universities. Requirements include a term paper. This course and LAT 475 are part of the Department of Ethnic and Race Studies' Study Abroad Program.

# Course Descriptions

SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE

## **Latin American Caribbean Society (same as LAT 475)**

**SSC 475**

3 crs. 3 hrs.

This is a summer course taught abroad in a Latin American or Caribbean country. It offers the student the opportunity to travel, to share, to live and to study in another country. From a global perspective, this course explores the history and culture of a selected Latin American or Caribbean country by focusing on religion, homeland, art, family, identity, film, economic development, social and political movements and environment as they are presented as major themes of current research and in the tangible appreciation of the student.

*Prerequisite: A functional knowledge of the language of the country or countries visited may be required.*

## **URBAN STUDIES**

### **Introduction to Urban Studies**

**URB 100**

3 crs. 3 hrs.

Urban Studies is an interdisciplinary field that introduces students to a variety of topics and issues in urban community development. Through a variety of lenses which draw on sociology, economics, political science, and anthropology students will learn how to analyze our global economy and culture. In this class students learn where cities come from, how they grow, thrive, and decline, how they are organized, how urban problems arise, how they have been previously addressed, and how to plan cities of the future. Students will study and learn about topics that are frequently the subject of debates on urban life such as diversity, poverty, sustainability, segregation, environmental change, underemployment, gentrification, homelessness, community planning, health services, and urban politics.

### **Special Topics in Urban Studies**

**URB 300**

3 crs. 3 hrs.

More than half of earth's people currently reside in urban settlements, and that figure is projected to grow. Urban life presents unique opportunities and challenges. This course will focus in-depth on a particular topic related to urban life, from a variety of perspectives in the social sciences including Sociology, Political Science, and Criminal Justice. The topic may change each semester, and will be announced in advance. Possible topics include: Contemporary Urban Problems; Government, Politics, and the Policy-Making Process; and Community Organizing and Community Organizations. Students might also get an opportunity to intern at a local organization or public office.

*Prerequisite: URB 100*



# Course Descriptions

SPEECH, COMMUNICATIONS, AND THEATRE ARTS

## Speech, Communications, and Theatre Arts

Room S-628, Telephone: (212) 220-8090  
spe.com.the@bmcc.cuny.edu

The courses offered by the Department of Speech, Communications, and the Theatre Arts are aimed at developing and enriching skills in communications and/or performance. The electives in Speech (SPE) introduce students to voice and diction, oral interpretation, public speaking, the mass media and interpersonal communication. The department offers programs in Communication Studies (A.A.) and Theatre (A.S.).

*Chairperson:* Tzu-Wen (Vincent) Cheng

*Deputy Chairpersons:* Felecia Harrelson, Benjamin Powell, Karl Williams

*Professors:* Tzu-Wen (Vincent) Cheng, Diane Dowling, Hollis Glaser, Katherine Kavanagh, Susana Powell, Nadia Zukic

*Associate Professor:* Elizabeth Chaney, Bertie Ferdman, Benjamin Haas, Christopher Jackson, Anthony Naeake, Benjamin Powell, Brianne Waychoff

*Assistant Professors:* Naseer Alomari, Charles Burks, Antoine Hardy, Eva Kolbusz-Kijne, Christopher Moss, Leopold Murphy, Scott Tulloch

*Instructors:* Joseph Hutcheson, Angela Polite, Carline Romain, Claudia Terry

*Lecturers:* Kenneth Antrobus, Gillian Bonanno, Mila Brisbon, Janet Douglas Pryce, Felecia Harrelson, Mark Janis, Alkis Papoutsis, Lee Ritchey, Kerry Ruff, Karl Williams

*College Laboratory Technician:* Jose Ventura

*Adjunct Faculty:* There are approximately 50 adjuncts in the department.

### COMMUNICATIONS STUDIES

**Introduction to Communication Studies** COM 100  
3 crs. 3 hrs.

Introduction to Communication Studies is a survey course that examines major research areas, perspectives, and theories within the field of communication studies. The course will introduce and review key approaches to the study of human interaction, rhetoric, language, persuasion, and cultural processes across diverse contexts. Specifically, the course provides an interdisciplinary framework from which students will think seriously about how culture and society are constructed in our communicative practices, explore how language and meaning structure our reality, as well as examine the social, cultural, and political impacts of human communication as it unfolds in varied fields including interpersonal communication and conflict resolution, intercultural communication, rhetoric, media studies, as well as organizational and small-group communication.

**Introduction to Digital Communication and Culture** COM 150  
3 crs. 3 hrs.

This course introduces students to the major critical methods, policy issues, and creative forms involved in contemporary digital media in the United States and across the globe. The course will foster discussion regarding the ways digital media affects ways of thinking, availability and access to ideas and cultures, ways of storing knowledge and memory, and avenues for cultural resistance and activism.

Students will engage with academic and popular texts to analyze the history and evolution of the role of digital communication in human interaction and culture. Through written reflections, analysis of media, lectures, and films, students will consider how digital media functions in educational, professional, and social contexts.

**Interpersonal Communication** COM 240  
3 crs. 3 hrs.

The course introduces the basic concepts and theories of interpersonal communication in personal, educational and business settings. This includes a study of self as communicator, the effect of language on others, verbal and nonverbal expression of thoughts and feelings, and factors which contribute to effective communication.

*Prerequisite:* SPE 100 or permission of department

**The Mass Media** COM 245  
3 crs. 3 hrs.

The focus of this course is to provide an understanding of the influence and impact on our lives and society by the mass media. The course examines the history, law, technology, economics and politics of the mass media through independent study, field trips, etc. Students are encouraged to be aware of techniques of influence used by the mass media to influence and determine social and political values. In addition, students learn to develop tools for critical analysis of and standards for discriminating consumption of the mass media.

*Prerequisite:* SPE 100 or permission of department

**Conflict Resolution** COM 250  
3 crs. 3 hrs.

The emphasis of this course is on developing communication behaviors that productively manage conflict; it is structured to integrate communication theory with practical application. Through readings, lectures, sample conflict cases, and interviews, as well as through in-class discussion and exercises, this course will address both intra-personal and inter-personal conflicts that occur in diverse settings, examine the sources of these conflicts, and analyze the factors that influence how we identify, define, manage, and defuse these conflicts.

*Prerequisite:* SPE 100 or SPE 102

**Intercultural Communication** COM 255  
3 crs. 3 hrs.

This course is designed to provide an understanding of intercultural principles and perspectives when communicating with people from diverse cultures. Consideration will be given to both verbal and nonverbal communication processes in the "American" culture, co-cultures, contact cultures, and popular culture. Through readings, lectures, response papers, and interviews, as well as through in-class discussion and exercises, this course will explore how culture shapes communication, how situations are framed through cultural lenses, and how histories, perceptions, values, contexts, aspects of stereotypes, and ethnocentrism all contribute to the complexity of intercultural communication.

*Prerequisite:* SPE 100 or SPE 102

**Small Group Communication** COM 260  
3 crs. 3 hrs.

This is a class in small group communication. It covers communication dynamics such as group development, decision-making, discussion, leadership, roles, norms, and conflict. Text and lectures focus on small group communication theory, concepts, and processes. A significant part of the class consists of learning the material through class exercises, participation in a variety of small groups, and reflecting on those experiences.

**Introduction to Rhetoric and Public Address** COM 270  
3 crs. 3 hrs.

Students survey benchmark rhetorical perspectives and apply them to analyze various "texts" of the contemporary public sphere, such as: speech; public oratory; radio; television; film and news media; digital media; images; architectural landscapes and geographic place. Students will be introduced to the history of the rhetorical tradition and become acquainted with a wide range of analytical approaches. This introduction to rhetoric and public address aims at empowering students to actively participate in civic discourse and advocacy by honing their ability to critically analyze and respond to rhetorical appeals.

*Prerequisite:* ENG 101



# Course Descriptions

SPEECH, COMMUNICATIONS, AND THEATRE ARTS

## Gender and Communication

3 crs. 3 hrs.

The purpose of this course is to raise students' awareness regarding the ways in which gender is created, maintained, and/or changed through cultural expectations and interaction. Students will gain theoretical insights and develop analytical skills to identify gendered expectations, and to learn how such expectations serve to limit behavior for people of all genders. The course will enhance understanding of how predominant social assumptions and communication norms can devalue and silence women and other non-dominant groups, and how students can become change agents to enhance our collective lives.

*Prerequisite: SPE 100*

## Communication Studies Internship

2 crs. 15 hrs.

The objective of the internship is to allow the student to put classroom theory in his/her major into practice in order to gain work experience. Each student-intern will work 15 hours a week for the length of the semester. Each student-intern is assigned to an internship professor (a faculty member who is knowledgeable about the student's field. The internship professor helps the student secure internship placement in a worksite related to the student's major, or assists the student to "reconstruct" his/her present position as an internship; or develop-by special arrangement—an internship with his/her present employer, and serves as the student's instructor and advisor during the field experience. Student interns are expected to work 15 hours a week, complete a term project assigned by the internship professor, and be evaluated by the worksite supervisor. Students to be placed are expected to arrange their schedules so that they are free mornings or afternoons, Monday–Friday or two to three full days per week.

*Prerequisites: Completion of all remedial requirements and an overall GPA of 3.0 or 3.0 in major classes; a B or better in ENG 201 and SPE 100 or permission of the instructor; completion of CED 201; completion of at least 36 credits of coursework, including prerequisites listed below: COM students must have completed: COM 240, COM 245, COM 250, VAT 152*

## SPEECH

### Fundamentals of Public Speaking

3 crs. 3 hrs.

The aim of this course is to develop effective skills in speech communication. The student examines how to generate topics and organized ideas, masters elements of audience psychology and practices techniques of speech presentation in a public forum. All elements of speech production and presentation are considered.

### Fundamentals of Public Speaking for Non-Native Speakers

3 crs. 3 hrs.

This course is recommended for those whose native language is not English. It addresses fundamentals of speech communication, as does SPE 100, but provides special emphasis in vocabulary building, pronunciation, and enunciation. Classwork is implemented through the use of recordings, individual and group drills, interpersonal exercises, oral readings, and impromptu and prepared group discussions and

COM 265

speeches. Weekly speech tutoring is required. This course satisfies the equivalent for, and may be taken instead of, SPE 100. Credit is given for SPE 102 or SPE 100, but not for both classes.

### Voice and Articulation

3 crs. 3 hrs.

This course is designed for those students who wish to improve their speech communication in the business and professional environment. Study of voice and articulation, development of auditory discrimination, utilization of individual and group exercises, and application of speech in group discussions and interviews are covered. This class is particularly recommended for those whose native language is not English as well as those desiring additional improvement in speech and language.

*Prerequisite: SPE 100 or SPE 102*

### Introduction to Contemporary Media Applications (same as VAT 152)

3 crs. 3 hrs.

This course introduces the key concepts of preparing a media project with the development of a needs analysis and a treatment for client proposals. The basics of scripting, graphics, and audio and video elements are covered. These elements are then illustrated in detailed discussions of contemporary media, including film and video production. Students progress to discussion of satellite and Internet technologies that include teleconferencing, business, television and video news releases. Multimedia implementation is then covered by analyzing case studies in electronic press kits and website design.

### Oral Interpretation

3 crs. 3 hrs.

This course is devoted to the reading aloud of various works of literature, such as poetry, prose or drama, in order to develop an awareness of the voice and body as an instrument of communication, and to instill an appreciation of the beauty and sensitivity of the English language.

### Advanced Public Speaking

3 crs. 3 hrs.

The aim of the course is to provide the student with advanced experiences in the preparation and analysis of oral presentations for professional, nonprofessional, and academic situations. A detailed study of the principles and theories of public speaking is made. The course includes the presentation of student speeches.

*Prerequisite: SPE 100 or permission of department*

## THEATRE

### Introduction to Theatre

3 crs. 3 hrs.

The collaborative nature of the theatrical event will be explored in readings, presentations, play attendance, papers and creative projects. Contributions of the playwright, actor, director, designer, architect, critic, producer and audience will be investigated through selected periods, genres, theatre spaces and styles of production. The student's potential roles and responsibilities in creating theatre will be emphasized.

## Acting I

3 crs. 3 hrs.

Basic acting skills, a method of approaching a role, a working vocabulary, and the responsibilities of the actor will be studied through improvisations, theatre games, and performance of scenes or monologues from plays and other dramatic material studied in class.

## Voice and Movement for the Actor

1 cr. 1 hr.

An introduction to voice and body work. Students will participate in warm-ups and exercises that promote concentration, relaxation, trust, vocal resonance, physical flexibility, and strength.

## Elements of Production

3 crs. 3 hrs. 1 lab hr.

This course is designed to give the student a comprehensive overview of the fundamentals of professional theatre production, including the basic skills and technical theories involved in scene design, stagecraft, stage properties, costuming, lighting, and sound. Physical theatre layout, crew organization and responsibilities, safety requirements, and practical experience in building and running a production will be taught. Students will serve on a crew for a BMCC theatre event.

*Prerequisite: THE 100*

## Scenic Practicum

1 cr. 1 hr. 2 lab hrs.

This course provides practical training, working side-by-side with designers and technicians to build and run the current production. Focus is on scenic and prop creation, including an introduction to common tools and basic construction techniques with an emphasis on safety. The areas in which students gain experience are determined by their interest and availability.

*Prerequisite: THE 121*

## Costume Practicum

1 cr. 1 hr. 2 lab hrs.

This course provides practical training, working side-by-side with designers and technicians to build and run the current production. Focus is on costume technology and wardrobe crew. The areas a student gains experience are determined by their interest and availability.

*Prerequisite: THE 121*

## Performance Practicum

1 cr. 1 hr. 2 lab hrs.

This variable topics course provides practical training in rehearsal, performance and production practices, including acting, stage management, and running crew. The play to be produced will be announced at registration. Enrollment is by audition only. Course may be taken up to three times for credit.

## Special Topics Practicum

1 cr. 1 hr. 2 lab hrs.

This variable topics course provides practical training in an aspect of theatre production, such as lighting, scenic painting, or sound. The student will be introduced to the specialized tools and techniques of the topic, with an emphasis on safety. The major content of the course will focus

THE 110

THE 115

THE 121

THE 125

THE 126

THE 127

THE 128

# Course Descriptions

## SPEECH, COMMUNICATIONS, AND THEATRE ARTS

on the needs of the current production, and the topic for each section announced at registration. May be taken for credit up to three times in three different topic areas.

*Prerequisite: THE 121*

### **Stage Management** **THE 140** 3 crs. 3 hrs.

This course is designed to help students develop the skills and knowledge essential to execute stage management duties in preproduction work, rehearsal and performance of theatrical productions. Students will examine dramatic texts from the perspective of the stage manager. The stage management skills gained will also provide practical insights into many fields, including film, television, special events, and any business where timely, effective communication and coordination between groups is essential.

*Prerequisite: THE 100*

### **Theatre Management: Exploring Theaters of New York City and Beyond** **THE 141** 3 crs. 3 hrs.

Drawing from examples and occasional guest speakers from the New York theatre world, this course provides an introduction to the theory, principles and practices of theatre management. Students will create their own fictional theatre company, applying the principles of mission structure, and financial planning. Practical experience in management is gained through crew assignments. Oral and written presentations, resulting in a casework, aim to sharpen communication skills and prepare students for further study in theatre management.

*Prerequisite: THE 100*

### **Acting I** **THE 210** 3 crs. 3 hrs.

This course continues the study of methods and exercises introduced in Acting I to develop the actor's skills, and moves on to an in-depth study of scene analysis and characterization. Creating an ensemble and exposure to different historical periods will be emphasized.

*Prerequisite: THE 110*

### **Page to Stage** **THE 220** 3 crs. 3 hrs. 1 lab hr.

This course is designed to give the student experience in all the aspects of bringing a play

to production. As the play is cast, rehearsed, designed, built, advertised, and performed for an audience, students will learn about the responsibilities and collaboration between the different participants involved in theatre production. Students will have the opportunity to hone their acting skills, and must also contribute to at least one other aspect of the production.

*Prerequisites: THE 125 or THE 126 or THE 127 or THE 128*

### **Musical Theatre: Acting the Song, Level I (same as MUS 222)** **THE 222** 3 crs. 3 hrs.

This course is the first level of a two-semester sequence in musical theatre singing performance skills. Students will be introduced to acting through song, correct vocal techniques and sound production. The interpretation of lyrics as well as the understanding of character, time period and musical style will be emphasized.

*Prerequisite: THE 210 and MUS 170, or permission of the instructor and admission is by audition held in Music and Art Department*

### **Theatre Externship** **THE 258** 3 crs. 3 hrs.

Students serve as interns for a production company in the entertainment industry. The work of the internship can include technical skills, front-of-house, marketing, performance, directing, choreography or other aspects of production, including publications and other media.

*Prerequisite: THE 125 and departmental approval*

### **Acting for the Camera** **THE 280** 3 crs. 3 hrs.

This course will train the advanced acting student in natural, proficient acting for the camera. Techniques and acting methods will be taught in BMCC's state-of-the-art studio; students will work in front of the camera and will be able to view their own performances on tape.

*Prerequisite: THE 210 and audition*

### **History of Theatre** **THE 300** 3 crs. 3 hrs.

A survey of theatre of the world from its ritual origins to Jacobean England. Major periods explored through reading and viewing significant plays, studying the sociological forces that led to different theatrical forms, theatre architecture, methods of production, playwrights and the relevance of these plays and theatrical forms today.

*Prerequisite: THE 100 and ENG 201 or ENG 121*

### **Women in US-American Theater** **THE 305** 3 crs. 3 hrs.

This course explores, analyzes, and examines women's contribution to US-American theater, beginning with Colonial women up to contemporary women. The course will investigate how women have contributed and continue to contribute as playwrights, actors, directors, managers, producers, and through women's collectives to the evolution of US-American theater. Most materials are available to students without costs, through open source material, e-resources, or on reserve in the BMCC library.

*Prerequisite: ENG 201*

### **Advanced Theatre Workshop** **THE 310** 3 crs. 3 hrs.

This studio course is designed to provide students with advanced creative techniques to deepen their skills as performers. Topics are presented by visiting theatre practitioners in a workshop series. Focus is on creating original work in the following areas: devised work, dance and movement for actors, and solo work. Exercises and improvisation are designed to enhance concentration, imagination, resonance, movement and will culminate into performances after each section. Students will create and workshop performances with a focus on learning new approaches to language, structure and movement. The course emphasizes the collaborative nature of theatre. Appropriate research and reading will be required in addition to artistic assignments.

*Prerequisite: THE 110, THE 121 and audition or departmental permission*

### **Playwriting (same as ENG 315)** **THE 315** 3 crs. 3 hrs.

The objective of THE 315: Playwriting is to sharpen students' creative writing skills and to teach them the elements of playwriting and character development. Through the reading of one-act plays and practice writing exercises each week, students will learn the craft of playwriting. They will write scenes and create their own one-act plays.

*Prerequisite: ENG 101 and ENG 201, or ENG 121*

### **Latin American Theatre and Performance (same as LAT 124)** **THE 324** 3 crs. 3 hrs.

This survey course will look at major trends and directions in Latin American theatre by drawing on plays and performance ensembles of the mid-twentieth century to the present. We will look at the work of some of the most influential playwrights, directors, and ensembles as they grapple with their political, national, and cultural contexts, and discuss these artists' dual commitment to social conscience and artistic expression. We will read manifestoes and plays by many of Latin America's major playwrights and performing artists, as well as critical writing by scholars and historians. We will also engage with documentary films and videos of performances.

*Prerequisite: SPE 100 or THE 100 or LAT 100*

### **Acting: Solo Performance** **THE 328** 3 crs. 3 hrs.

The aim of this course is to develop students' understanding of the history and practice of North American solo performance in the 20<sup>th</sup> and 21<sup>st</sup> centuries. Students will both encounter various artists' performance work via readings and archival video, and make their own performances throughout the course of the semester. The course will expand students' knowledge of historical solo performances and both character driven and autobiographical performance. The course will also introduce students to the history of performance. The course will also introduce students to the history of performance art and ask them to contemplate its role in the history of solo performance.

*Prerequisite: THE 210 or audition for professor*



## Teacher Education

Room S-616, Telephone: (212) 220-1274  
teachereducation@bmcc.cuny.edu

Programs in the Teacher Education Department are designed to provide students with a strong foundation in early childhood (birth to second grade) or childhood (first to sixth grade) education. These programs also give students substantial background in the liberal arts and sciences.

The Early Childhood Education Program offers students the choice of focusing on infants and toddlers from birth to three (ECI) or preschoolers and early elementary school age children ages 3 to 8 (ECP). In addition, a large percentage of early childhood majors choose to continue their education at 4-year colleges in order to become head teachers with initial New York State certification. Upon completion of the program requirements in Early Childhood Education, the Associate in Science (A.S.) degree is awarded.

The Childhood Program is jointly registered with City College. In addition to a solid foundation in the liberal arts and sciences, students will take two or three educational foundations courses that prepare them to continue their studies in Childhood (EDU) or Bilingual Childhood Education (EDB) for Spanish, Haitian Creole or Mandarin leading to initial New York State certification for elementary school teachers (first through sixth grades). Childhood courses may be taken as electives by students who wish to continue in teacher education at the 4-year college but are not enrolled in either of the teacher education degree programs. Upon completion of the program requirements in Childhood Education, the Associate in Arts (A.A.) is awarded.

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

*Chairperson:* Yolanda Medina

*Deputy Chairperson:* Cara Kronen

*Professors:* Mohammed Ahmeduzzaman, Yolanda Medina, Jean Yves Plaisir

*Associate Professors:* Rebecca Garte, Jennifer Gilken, Ruth Guirguis, Cara Kronen, Jennifer Longley, Mindi Reich-Shapiro

*Assistant Professors:* Kirsten Cole, Leslie Craig, Meghan Raimundo,

*Instructors:* Laura Kujo, Janice Szarko

*Adjunct Faculty:* There are approximately nine adjuncts in the department.

### BILINGUAL CHILDHOOD EDUCATION

**Schools in a Linguistically Diverse American Society:** EDB 202  
4 crs. 3 hrs. 1 lab hr.

This course focuses on the historical, sociological, philosophical and linguistic foundations of bilingual education. It analyzes how educational practices and schools influence society in general, while also exploring issues affecting the academic achievements of bilingual and language minority groups in particular. Students participate in a minimum of 30 hours of course-related fieldwork.

*Prerequisite:* EDU 201

### CHILD CARE/EARLY CHILDHOOD EDUCATION

**Psychological Foundations of Early Development and Education** ECE 110  
3 crs. 4 hrs.

This course examines the psychological and psychosocial foundations of early childhood and relates these foundations to educational practice with your children, birth to eight years. It focuses on historical and contemporary theories of childhood development. Early learning is considered in relation to biological factors, child and family factors, program factors and social factors, particularly in diverse urban settings. Young children's physical, cognitive, communicative, social and emotional development is explored as contributors to and as consequences of early learning experiences. This course requires 15 hours of fieldwork.

**Infant Care and Curriculum** ECE 209  
4 crs. 4 hrs.

This course focuses on the theories, methods and materials of early childhood education for infants (birth to 18 months), with emphasis on addressing developmental needs and culturally appropriate practices in their education and care. The following topics are explored in depth: social, emotional, cognitive and physical development of infants; basic principles of infant care giving, including providing culturally sensitive and consistent care; arrangement of the environment and developmentally appropriate experiences to promote infant growth and learning; the role of parents and establishing partnerships with families.

*Prerequisite:* Grade of "C" or better in ECE 110

**Social Foundations of Early Care and Education** ECE 210  
3 crs. 4 hrs.

This course provides an overview of the social context of early care and education. It focuses on the historical, philosophical, sociological, and political foundations of programs for young children, birth to eight years. The following topics will be explored in depth: Historical and contemporary theories of early childhood education, multicultural and social ecological factors in early care and schooling, particularly for diverse urban settings; early childhood programming; family and community involvement; advocacy, trends and current issues in early childhood practice. This course requires 30 hours of fieldwork.

*Prerequisite:* Grade of "C" or better in ECE 110

**Curriculum for Young Children I** ECE 211  
4 crs. 4 hrs.

This course is an introduction to the theories, methods and materials of curriculum planning in early childhood education (preschool to 2nd grade), with an emphasis on providing developmentally and culturally appropriate learning environments and experiences that encourage creativity in young children. The following topics are explored in depth: the intellectual and emotional importance of fostering creativity, the role of play in learning, the design of effective arts-based learning environments; the role of visual arts, music, movement and language arts/emergent literacy in developing children's cognitive, social-emotional, physical, language and self-help skills. Course work includes workshops in planning and implementing creative arts experiences for your children.

*Prerequisite:* Grade of "C" or better in ECE 110

**Infants and Toddlers Practicum I: Observing and Recording** ECE 308  
4 crs. 6 hrs.

This is a fieldwork course focusing on the observation and assessment of infants and toddlers. It requires supervised participation in an assigned early childhood education setting (birth to 36 months) and attendance at a weekly seminar. Students will learn the appropriate use of assessment and observation strategies to document the development, growth, play and learning of infants and toddlers; and how authentic assessment methods can be used to tailor curriculum to promote children's success. Recording strategies, rating systems, child studies/portfolios, and various assessment tools are explored. Students spend a minimum of 60 hours in the field.

*Prerequisite:* Grade of "C" or better in ECE 209 and ECE 210

**Toddler Care and Curriculum** ECE 309  
3 crs. 2 hrs. 2 lab hrs.

This course is a continuation of ECE 209, focusing on the theories, methods and materials of early childhood education for toddlers (ages 18 months to 36 months). The following topics are explored in-depth: social, emotional, cognitive, physical and self-help development of toddlers; basic principles of toddler caregiving, including providing culturally sensitive and consistent care; arrangement of the learning environment



# Course Descriptions

## TEACHER EDUCATION

and developmentally and culturally appropriate experiences to promote toddler growth and learning; the role of parents and establishing partnerships with families.

*Prerequisite:* Grade of "C" or better in ECE 209 and ECE 210

### **Early Childhood Practicum I: Observing and Recording** **ECE 311** 4 crs. 6 hrs.

This is a fieldwork course focusing on the observation and assessment of young children. It requires supervised participation in an assigned early childhood education setting (preschool to second grade) and attendance at a weekly seminar. Students will learn the appropriate use of assessment and observation strategies to document the development, growth, play and learning of young children; and how authentic assessment methods can be used to tailor curriculum to promote children's success. Recording strategies, rating systems, child studies/portfolios, and various assessment tools are explored. Students spend a minimum of 60 hours in the field.

*Prerequisite:* Grade of "C" or better in ECE 210 and ECE 211

### **Curriculum for Young Children II** **ECE 312** 3 crs. 2 hrs. 2 lab hrs.

This course is a continuation of ECE 211, focusing on the theories, methods and materials of curriculum planning in early childhood education (preschool to 2nd grade). The emphasis in this course is on providing developmentally and culturally appropriate learning environments and experiences that encourage foundational social scientific, mathematic and scientific thinking and skills in young children. The following topics are explored in-depth: social studies as a lens by which young children can explore our diverse ethno-cultural society and their place in it; the use of materials and play-based techniques to facilitate ways of constructing everyday mathematical ideas; the creation of environments and experiences that stimulate children's scientific curiosity and playful exploration of our natural and human-made world; the use of block/construction and cooking experiences for the integration of social studies, mathematics, science, literacy and the arts. Course work includes workshops in planning and implementing inquiry/play-based experiences for young children.

*Prerequisite:* Grade of "C" or better in ECE 210 and ECE 211

### **Infants and Toddlers Practicum II: Pedagogy for Infants and Toddlers** **ECE 409** 4 crs. 8 hrs.

This is a capstone fieldwork course that enables students to demonstrate their competencies teaching infants and toddlers. It requires supervised participation in an assigned early childhood education setting (birth to 36 months) and attendance at a weekly seminar. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development

and learning for infants and toddlers with diverse learning styles and needs. Students spend a minimum of 90 hours in the field.

*Prerequisite:* Grade of "C" or better in ECE 308 and ECE 309

### **Educational Foundations and Pedagogy for the Exceptional Child** **ECE 410** 3 crs. 2 hrs. 2 lab hrs.

This course examines the education of children (birth to 8 years) with special needs, along with the historical, social, cultural, and legal foundations of special education in the U.S. It explores the causes and effects of various exceptionalities, including: emotional, intellectual, physical, visual, auditory, orthopedic, speech and/or language and giftedness. Techniques for differentiated learning and universal design are analyzed; issues of ethno-cultural diversity are explored, including methods for working with the families of children with special needs in respectful non-biased ways. This course requires 25 hours of fieldwork.

*Prerequisite:* Grade of "C" or better in ECE 308 and ECE 309 or Grade of "C" or better in ECE 311 and ECE 312

### **Early Childhood Practicum II: Pedagogy for Young Children** **ECE 411** 5 crs. 8 hrs.

This is a capstone fieldwork course that enables students to demonstrate their competencies teaching young children. It requires supervised participation in an assigned early childhood education setting (preschool to 2nd grade) and attendance at a weekly seminar. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for infants and toddlers with diverse learning styles and needs. Students spend a minimum of 90 hours in the field.

*Prerequisite:* Grade of "C" or better in ECE 311 and ECE 312

### **Childhood Education Observing Children and Their Development** **EDU 201** 4 crs. 4 hrs.

This course focuses on children's physical, cognitive, linguistic and socio-emotional development, and the related implications

for learning. Within the context of race, class and culture, the following topics are explored in depth: the nature of intelligence, gender identity, attachment and other psychosocial attributes (typical and atypical). Students participate in a minimum of 15 hours of course-related fieldwork.

*Prerequisites:* PSY 100

### **Urban Schools in a Diverse American Society** **EDU 202** 4 crs. 4 hrs.

This course provides an overview of the social context of schooling within the diversity of American society. It focuses on the historical, philosophical, social, and political foundations of education, especially in urban settings. The following topics are explored in depth: the notion of schooling, multicultural education, tracking, funding, school reform, and issues of inequality and privilege. Students participate in a minimum of 15 hours of course-related fieldwork.

*Prerequisite:* EDU 201 or EDS 201

### **Art in Education** **EDU 203** 3 crs. 2 hrs. 2 lab hrs.

This course is an introduction to the theories, methods and materials for integrating visual arts into the elementary school curriculum. Through reading, writing, and viewing of visual art and participation in hands-on studio projects, student will explore the intellectual and emotional importance of expressing creativity through visual art.

### **Music and Movement in Learning (same as MUS 116)** **EDU 204** 3 crs. 2 hrs. 1 lab hr.

This course will prepare future elementary school teachers to bring music to the classroom. Elementary level vocal music will be studied with an emphasis on singing, conducting, and choreographing. The first several weeks will be devoted to gaining an understanding of rhythmic notation through written work and score study. An understanding of time signatures and meter will be emphasized through classroom and homework. Subsequent lessons will focus on pitch and reading melodies. An understanding of basic musical forms such as binary and ternary will be gained with consideration given to body movement. Each student will prepare a sample lesson plan for teaching movement in a simple choral piece and teach it to the class. Discussion



# Course Descriptions

TEACHER EDUCATION

of standard public school requirements for lesson planning will be included.

## SECONDARY EDUCATION

### Adolescent Learning and Development

3 crs. 3 hrs.

EDS 201

This course will prepare future elementary school teachers to bring music to the classroom. Elementary level vocal music will be studied with an emphasis on singing, conducting, and choreographing. The first several weeks will be devoted to gaining an understanding of rhythmic notation through written work and score study. An understanding of time signatures and meter will be emphasized through classroom and homework. Subsequent lessons will focus on pitch and reading melodies. An understanding of basic musical forms such as binary and ternary will be gained with consideration given to body movement. Each

student will prepare a sample lesson plan for teaching movement in a simple choral piece and teach it to the class. Discussion of standard public school requirements for lesson planning will be included.

### Special Topics

#### in Secondary School Education

3 crs. 3 hrs.

EDS 202

This course focuses on literacy development, second language acquisition and special education accommodation strategies, which constitute three major competency areas in the professional development and the education process of middle and secondary school teachers. In addition to providing firm theoretical groundings in those three overarching and interlocking topics, class sessions will address issues of particular concern to and interest of both middle and secondary education candidates.

*Prerequisite: PSY 100*





# CUNY/BMCC Special Programs

## CUNY/BMCC Special Programs

The City University of New York (CUNY) and BMCC provide educational programs to help you develop beyond your academic degree requirements. The following special programs are available:

### **CUNY Baccalaureate Degree Program**

The CUNY Baccalaureate Degree Program enables self-directed, academically strong, highly motivated students to design their own academic course of study under the guidance of faculty mentors. If the student has unique academic goals or career objectives and is interested in designing a completely individualized course of study leading to the B.A. or B.S. degree, then this program offers a singular opportunity. Campus Coordinator of the CUNY Baccalaureate is Prof. Rolando Jorif, Room N-751.

### **Directed/Independent Study**

The Directed/Independent Study Program is available for advanced students to work independently of a formal classroom situation.

This option is available for approved BMCC courses. A maximum of 9 credits may be earned. For information on eligibility and enrollment procedures, please contact the Department Chairperson of your particular field of interest.

### **BMCC Transfer Programs**

To help our graduates make a seamless transition to a senior college, BMCC has formalized articulation agreements with a

number of academic programs at senior institutions such as the following:

The Community College Transfer Opportunity Program (CCTOP) is a partnership between BMCC and New York University (NYU). Transfer agreements have been worked out between the two colleges that will enable students to transfer at least 60 college credits to a related program of study at NYU. For further information, please visit the Academic Advisement and Transfer Center in Room S-108.

The NYU Pipeline Opportunities for Inter-College STEM Education (POISE) program creates a pipeline for sophomore-standing BMCC students from underrepresented minority groups pursuing STEM (science, computer science, engineering, psychology, and math) disciplines. These students will be supported and mentored by BMCC and NYU faculty, staff, and students, in addition to the ongoing support provided by BMCC. <http://www.bmcc.cuny.edu/academics/special-programs.jsp>

The Vassar College Summer Exploring Transfer Program is an intensive five-week program designed to expand transfer options by introducing community college students to a 4-year residential liberal arts college experience. Thirty-five students (approximately 6 from BMCC) from seven community colleges from New York City and upstate counties live full time in a residence hall on the Vassar campus in Poughkeepsie, NY while taking interdisciplinary, liberal arts courses. Each three-credit course is transferable. The courses are team taught by faculty members from Vassar and the

participating community colleges. Past courses included The Idea of Difference in Literature and Society; Examination of Power in Literature and Political Theory; and The American Mosaic.

Tuition, room, meals, and textbooks are paid for in full by the program. Participants have full access to the Vassar College Library, computing, and athletic facilities. The program begins in mid June and ends in mid July. During the five-week class period, private 4-year colleges come to recruit students, offering scholarships. For further information, contact Prof. Cara O'Connor at [coconnor@bmcc.cuny.edu](mailto:coconnor@bmcc.cuny.edu) or Prof. Jamie Warren at [jwarren@bmcc.cuny.edu](mailto:jwarren@bmcc.cuny.edu).

### **GUIDE Program**

The GUIDE program is a partnership between NYU's Gallatin School of Individualized Study and the Borough of Manhattan Community College (BMCC). Gallatin faculty and advisers mentor several high-achieving BMCC students, preparing them to succeed as full-scholarship juniors and seniors in Gallatin's rigorous liberal arts BA-degree program.

The GUIDE program is an invite-only program. BMCC will identify a cohort of eligible students who will be invited to attend an information session and submit an application.

GUIDE is tailored to students interested in studying social justice, which is understood broadly to include: social movements, law and governance, urban democracy, economics, identity formation, political literature and art, arts activism, and environmental studies.





## Center for Continuing Education and Workforce Development

Through the Center for Continuing Education and Workforce Development, Borough of Manhattan Community College responds to community needs by providing specialized classes and employment services. The non-credit tuition classes offered throughout the year cover a broad spectrum of topics to meet the ever-changing needs and interests of our adult community. The bounty of courses, seminars and workshops in our catalogue is our response to help learning become a lifelong venture and to help you reach your personal and professional goals.

In response to an increasingly competitive job market, the Center also supports multiple initiatives in retraining and upgrading job skills through partnerships with other community and state organizations that focus on underemployed and unskilled workers.

Please contact our office at (212) 346-8410 for additional information or visit our website at [www.bmcc.cuny.edu/ce](http://www.bmcc.cuny.edu/ce).

### Free HSE, Pre-HSE, ESL, and Literacy Classes

These classes are available to students who satisfy the eligibility requirements. All applicants must be U.S. citizens or permanent residents, 19 years of age or older and unemployed, under-employed, or on public assistance.

### CUNY Language Immersion Program (CLIP)

This program is for individuals who are CUNY freshman, have limited English proficiency, and want to study English as a Second Language (ESL) before beginning college credit courses. Classes meet for 25 hours each week and students may stay for one, two, or three semesters. There are day and evening classes. For more information call (212) 665-2740.

**CLEP-the College Level Examination Program (CLEP)** allows you to demonstrate college-level achievement through a series of exams in undergraduate college courses. There are currently 2,900 colleges that grant credit and/or advanced standing for CLEP exams. BMCC is an open testing center and administers all 34 computer based exams in its secure testing laboratory. To request the next available exam date call (212) 346-8410.

### Business Training Center

*Business Owners, Training Managers, Human Resource Professionals*

The Business Training Center can make arrangements for in-house presentation of Continuing Education programs, courses, workshops, and seminars, which can be designed to the specifications of your organization. Companies and organizations may also arrange to send employees on campus for training at a special tuition rate or on a contractual basis. Certificates of Completion will be awarded for such programs. For further information, please contact Jose Flores at (212) 346-8615.

### On-Site Consultative

Our business representative will consult with you to design training that meets your company's needs. If you have 10 or more employees who would benefit from these training sessions, please call Jose Flores (212) 346-8615 to set up a consultation to discuss your company's needs.

### Information Technology

IT continues to be one of the fastest-growing job sectors in the workforce. Continuing Education offers intensive certification programs in the most widely used networking technology, media arts and office software programs. Whether just starting, or wanting to continue to add to your skills we can help you build from the ground up.

Here are the courses we offer:

#### *CISCO Network Academy*

- CCNA
- CCNP
- Security

#### *Programming*

- C++
- Python
- JAVA
- Ruby

#### *Business Intelligence and Analytics*

- Data warehousing and Business Intelligence
- SQL
- Tableau

#### *Web Development Program*

- HTML5
- CSS
- JavaScript

To learn more, visit our website at [www.bmcc.cuny.edu/ce](http://www.bmcc.cuny.edu/ce) or call (212) 346-8410.

### Media Arts

Whether you're an amateur, a seasoned pro, or just looking to invest in a new hobby, BMCC is ready to help you fulfill your creative vision through the power of modern digital technology. Our Film and Graphic design courses are taught in state-of-the-art Mac Labs and are facilitated by veteran artists and industry experts in film and graphic design.

- Photoshop
- Illustrator
- InDesign

To learn more, visit our website at [www.bmcc.cuny.edu/ce](http://www.bmcc.cuny.edu/ce) or call (212) 346-8410.

### Allied Health

Allied Health is one of the high growth job sectors in our economy. To keep pace with the growing baby-boomer population and advances in modern medicine, hospitals, doctor's offices, and clinics will continue to rely upon medical professionals. The work Allied Health professionals perform ranges from the administrative duties like Billing and Coding to more hands-on careers such as and Medical Assistant Specialists and Electronic Health Records. Here are the courses we offer:

- Basic Cardiac Life Support
- Basic Spanish for Healthcare Professionals
- Hemodialysis
- Medical Assistant Specialist
- Medical Billing and Coding

### Professional Development

Professional Development focuses on career enhancement and functional marketplace expertise through the acquisition, or development of project management and leadership skills, business writing fluency, and increased knowledge and proficiency in QuickBooks and Microsoft Office programs including Excel and PowerPoint. Here are the courses we offer:

- Advanced QuickBooks
- Basic Accounting with QuickBooks
- Intermediate Spanish
- Notary
- Professional Writing
- Speaking in Public

To learn more, visit our website at [www.bmcc.cuny.edu/ce](http://www.bmcc.cuny.edu/ce) or call (212) 346-8410.

### Online Career Training

If you are considering a career change, or are ready to move up the corporate ladder, Continuing Education offers a wide range of certificate and certification programs that will help you accomplish your goal. Our programs include job search strategies, business and marketing writing, legal programs plus much more.

To learn more about our online programs, visit our website [www.bmcc.cuny.edu/ce](http://www.bmcc.cuny.edu/ce) or call our office for additional information (212) 346-8410.

# Academic Grading

## Academic Grading

### GRADING SYSTEM

Final Grades are given at the end of the semester for each course. Grades assigned at the completion of a course are as follows:

### QUALITY POINTS

#### Grade Definition Index

A	93–100% .....	4.0
A-	90–92% .....	3.7
B+	87–89% .....	3.3
B	83–86% .....	3.0
B-	80–82% .....	2.7
C+	77–79% .....	2.3
C	73–76% .....	2.0
C-	70–72% .....	1.7
D+	67–69% .....	1.3
D	63–66% .....	1.0
D-	60–62% .....	0.7
F	Failure .....	0.0
S	Satisfactory .....	—
U	Unsatisfactory (counts as Failure).....	0.0
W	Withdrew (withdrawal from class between 4 <sup>th</sup> and 10 <sup>th</sup> weeks; non Failure) .....	—
WA	Administrative Withdrawal (assigned by the Registrar's Office for administrative reasons, e.g. lack of immunization) .....	—
WD	Drop Withdrawal (drop from class during second and third weeks).....	—
WU	Prior to fall 2021: Withdrew Unofficially (counts in GPA computation; same as Failure. If a student completely stopped participating at any time during the term prior to the culminating experience for the course without officially withdrawing then he/she should receive a "WU" grade). Effective Fall 2021: Withdrew Unofficially (does not count in GPA computation. If a student completely stopped participating at any time during the term prior to the culminating experience for the course without officially withdrawing then s/he should receive a "WU" grade) .....	0.0
WN	Never participated (instructor initiates this grade during verification of enrollment for not participating at all during the first week of classes) .....	—
R	The "R" grade means a course may be repeated. ....	—
NC	No credit granted (restricted to credit bearing courses) .....	—
INC	Semester's work incomplete. "INC" is issued at the instructor's discretion. The "INC" grade reverts to an "FIN" if a change is not made by the following deadlines: Spring and summer semesters, November 1; fall semester, March 15. ....	—
AUD	Course not taken for credit or grade: "AUD" appears on transcript.....	—
PEN	Grade pending disciplinary action.....	—

FIN	"F" from Incomplete .....	0.0
CR	Transfer credit from another institution.....	—

### Grade-Point Average (GPA)

After completion of a course, you are issued a letter grade. Most letter grades have a numerical point value (see Grading System Chart on this page). To compute your Grade-Point Average, multiply the number of points shown for the letter grade by the number of credits for that course. Divide the total number of points earned in all courses by the total number of credits. For example:

Course	Final Grade	Point Value	Credits	Points Earned
English I	B+	3.3	x 3 =	9.9
Precalculus	A	4.0	x 4 =	16.0
Introduction to Business	WU	0.0	x 3 =	0.0
Art Survey I	A-	3.7	x 2 =	7.4
Fundamentals of Speech	B	3.0	x 3 =	9.0
Health				

$$\text{GPA} = \frac{\text{Points Earned}}{\text{Credits Attempted}} = \frac{42.3}{17.0} = 2.49$$

Education	F	0.0	x 2 =	0.0
Total Points				17.0 42.3

Only courses taken at Borough of Manhattan Community College, or on permit to another CUNY college, are computed in the cumulative Grade Point Average.

### GRADING POLICY

#### Class Participation

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each 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 may, at the discretion of the instructor, incur an official absence.

#### "F"/"C-" and Lower Grade Policy

The following is the current college policy regarding the retaking of courses for which a student has already received a grade of "C-" or below. Effective September 1, 1995, the College has adopted the following variant on the City University's policy on computing grades:

1. When an undergraduate student receives an earned academic grade of "F" or an administrative failing grade and the student subsequently retakes the course and

receives a higher grade, the initial grade of "F" will no longer be computed into the grade point average. The "F" grade, however, will remain on the transcript.2. In addition to the "F" Grade Policy, BMCC's policy provides students with the option of retaking any course with a grade which carries less than 2.0 quality points; this includes "C-", "D+", "D" and "D-". This policy allows any later higher grade for the retaken course to forgive the earlier grade. For example: If a student receives a "D-" in a course and retakes the course and receives a "D+", the "D+" will replace the "D-" in the student's GPA. However, the "D-" will remain on the student's transcript. If the grade for the retaken course is the same or lower than the previous grade, then the credits will not count toward the student's degree but will count in the GPA.

While BMCC and other colleges have initiated a variety of changes to CUNY's original policy, the number of retaken credits that can be deleted from the grade point average shall be limited to 16 for the duration of the student's undergraduate enrollment in any institution in The City University of New York. This policy is applicable to grades earned after September 1, 1984.

Students should remember that repeating a course may limit their ability to meet the satisfactory academic performance requirements for receipt of Federal and State financial aid. Also, repeated courses for which students have already received an acceptable passing grade will not be included as part of the student's minimum full-time or part-time course load for State financial aid purposes

#### "NC" Grade

BMCC "NC" grade will only apply to earned "F" grade. A freshman (a student who has earned 30 credits or less) may apply to take a maximum of 8 credits, or 2 classes under this policy. Nursing students may apply for a "NC" grade to be assigned once during their 2<sup>nd</sup>–4<sup>th</sup> clinical semesters. All students must meet the following requirements: (1) Students must opt-in by the withdrawal deadline, and (2) Students must continue attending the class, complete all assignments, and take the final exam to qualify.

**Note:** Students who transfer to another institution should take into account that "NC" grade may be treated as "F" grade.

#### Appeal of Grades

You may make a request to change a final earned grade issued by an instructor. Grades "A" through "U" are earned grades. Only the instructor who issued the grade can change it; however, the following steps are available for further review:

- The chairperson of the department
- The Dean of Academic Affairs

**Note:** The deadline for appealing past grades is one year after the end of the semester in which the grades were issued.

#### Repeating of "C" or Better Courses

Students should not repeat a course if a passing grade has been received or if transfer credit has been accepted for a course completed at another institution. However, if you repeat a course for which you have received an earned grade of "C" or better, the repeated course will not count towards your cumulative GPA or cumulative credits but will appear on the transcript.

# Academic Grading

## Academic Standing

While enrolled at BMCC, your academic performance is continually evaluated in order that you and the College can determine how you are progressing in your studies. Your evaluation is based upon your cumulative Grade-Point Average (GPA). The following minimum retention standards must be met:

Cumulative Credits Attempted	Minimum Cumulative Grade Point Average (GPA)
0–12.....	1.50
13–24.....	1.75
25–upward.....	2.00

Based on Summer/Winter grade(s) if a student's GPA is above the retention standard, the student is reinstated in Good Standing and an appeal with the Committee on Academic Standing will not be required for dismissed students.

## Transcripts of Academic Record

Students can access their unofficial transcript, course history and grades via CUNYfirst as long as student has their CUNYfirst username and password.

Please visit the Registrar's website ([www.bmcc.cuny.edu/registrar](http://www.bmcc.cuny.edu/registrar)) for information.

**Note:** Official transcripts of work taken at other institutions (including high school) which were presented to BMCC become the property of the college and cannot be copied or reissued.

## Graduation Requirements\*

To be eligible for graduation from BMCC, you must:

- successfully complete all the required courses and credits in your program of study;
- earn at least a 2.0 GPA;
- complete at least 15 credits in residence\*\*, if you are an advanced standing student;
- submit an application for graduation online through CUNYfirst by the deadline in your graduating semester;
- effective Spring 2008, entering students will be required to pass a writing intensive course beyond ENG 201 in order to graduate. Effective Spring 2018, any student possessing a bachelor degree or higher will be exempt from this policy.

*\*Your graduation semester will be the end of the semester in which you finish all of your coursework or file for graduation, whichever is later. Graduation requirements are subject to change without notice any time at the discretion of the administration and the Board of Trustees of The City University of New York.*

*\*\* Effective fall 2022, the residency requirement for graduation from BMCC with an associate degree was changed from at least 30 credits in residence to at least 15 credits in residence.*

## Special COVID-19 Flexible Grading Policy for the Spring 2020 Semester

As part of The City University of New York's response to the COVID-19 pandemic, during the Spring 2020 semester, all students shall have the option to convert any or all of the (A–F) letter grades they earn in their classes, to Credit/No Credit (CR/NC) grading.

- During the Spring 2020 semester, all students shall have the option to convert any or all of the (A–F) letter grades, including plus or minus variations, they earn in their classes, to Credit/No Credit grading.
- Students shall be able to make this decision up to 20 business days after the University's final grade submission deadline. Once selected, the Credit/No Credit option cannot be reversed.
- If a student chooses to exercise this option, a passing letter grade (A, B, C, or D including +/-) will convert to "CR" with credit for the class being awarded, while a failing grade (F) will convert to "NC," with no credit awarded. Credit/No Credit grades will not impact the student's GPA.
- Courses taken for a letter grade will continue to be included in the semester and general GPA, while courses taken for a Credit/No-Credit grade will be excluded, just as is the case with such courses taken at a student's home institution.

- If a student exercises the option of Credit/No Credit, the Credit (CR) grade will not negatively impact the student's satisfactory progress toward degree completion.
- Students with Credit/No Credit grades will be able to transfer those courses across colleges within CUNY, per current CUNY policy.
- The Special COVID-19 Flexible Grading Policy shall apply to coursework completed on Permit and will not affect Board of Trustees Policy 1.14 – Policy on Coursework Completed on Permit.
- Students placed on academic probation by their institution at the start of the Spring 2020 semester shall not be penalized with academic dismissal based upon their grades earned this semester.
- The Special COVID-19 Flexible Grading Policy shall not affect the University standards of student retention and progress in accordance with Board of Trustees Policy 1.26.
- Before choosing this grading option for one or more of their classes, students shall consult with their academic and financial aid advisors regarding potential impact to their financial aid, licensure requirements, and graduate school admissions.
- The Special COVID-19 Flexible Grading Policy shall supersede and override all undergraduate and graduate program-level grading policies currently in effect at CUNY colleges and schools, including those related to required and elective courses within the major, minor, general education (Pathways), pre-requisite courses, honors courses,

courses taken on permit and maximum number of credits that a student can earn with Credit/No Credit grades.

- The grade glossary, attached to each transcript, will be updated to include a notation denoting that all Spring 2020 grades, including "CR" or "NC," were earned during a major disruption to instruction as a result of the COVID-19 pandemic.
- The Special COVID-19 Flexible Grading Policy shall apply to all CUNY colleges and schools, except the School of Law and the School of Medicine, which may develop their own Pass/Fail policies, subject to approval of the Board of Trustees, to conform to norms in legal and medical education.
- The Special COVID-19 Flexible Grading Policy, which shall be effective April 1, 2020, applies to the Spring 2020 semester only and that the Chancellor, may, in his discretion, to meet public health emergency policies and practices, extend this policy to future semesters, if necessary and report such extension to the Board of Trustees immediately.
- The Special COVID-19 Flexible Grading Policy shall be codified in the Manual of General Policy as Policy 1.4. and cannot be overwritten by any individual units of the University, including presidents, provosts, or college councils.
- The policy will remain in effect for the Spring 2020 semester and will be reviewed by the Chancellor and extended as necessary to meet public health emergency policies and practices.

## Special COVID-19 Flexible Grading Policy for the Fall 2020 Semester

As part of The City University of New York's response to the COVID-19 pandemic, during the Fall 2020 semester, students shall have the option to convert some or all of the (B+ through F) letter grades they earn in their classes, to Credit/No Credit (CR/NC) grading, per the provisions below:

- During the Fall 2020 semester, all students shall have the option to convert any or all of their B+ through F grades they earn in their classes, to Credit/No Credit grading except NUR, EMC, HIT and RTT-designated courses.
- Students will be able to make this decision for eligible courses between December 24, 2020 and January 12, 2021. Once selected, the CR/NC option cannot be reversed.
- If a student chooses to exercise this option for an eligible course, a passing letter grade (B+ through D-) will convert to "CR" with credit for the class being awarded, while a failing grade (F) will convert to "NC," with no credit awarded. Credit/No Credit grades will not impact the student's GPA.
- Courses taken for a letter grade will continue to be included in the semester and general GPA, while courses taken for a Credit/No Credit grade will be excluded, just as is the case with such courses taken at a student's home institution.



# Academic Grading

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5. If a student exercises the option of Credit/No Credit, the Credit (CR) grade will not negatively impact the student's progress toward degree completion.
6. Students with Credit/No Credit grades will be able to transfer those courses across colleges within CUNY, per current CUNY policy.
7. The Fall 2020 CR/NC Policy shall apply to coursework completed on Permit and will not affect Board of Trustees Policy 1.14 – Policy on Coursework Completed on Permit.
8. Students placed on academic probation by their institution at the start of the Fall 2020 semester who choose Credit/No Credit grades shall not be penalized with academic dismissal based upon their grades earned this semester.
9. The Fall 2020 CR/NC Policy shall not affect the University standards of student retention and progress in accordance with Board of Trustees Policy 1.26.
10. Before choosing this grading option for one or more of their classes, students shall consult with their academic and financial aid advisors regarding potential impact to their financial aid, licensure requirements, and graduate school admissions.
11. The grade glossary, attached to each transcript, will be updated to include a notation denoting that all Fall 2020 grades, including CR or NC, were earned during a major disruption to instruction as a result of the COVID-19 pandemic.

## Honors and Awards

### Dean's List

The Office of the Vice President of Academic Affairs places students with a semester Grade-Point Average of 3.3 or better on the Dean's List. At the end of the semester, you must meet the following qualifications to be a recipient of this honor (no Dean's List certificates are awarded for courses taken during the Summer or Winter Session):

- You must be matriculated.
- You must be registered in credit-bearing courses only.
- Students registered in remedial courses are not eligible for Dean's List.
- Full-time students must complete 12 or more credits in one semester with a passing grade for each course taken.
- Part-time students must complete 12 or more credits in two consecutive semesters with a passing grade for each course taken.
- Students receiving grades of "INC," "WU," "WN," "WA" or "PEN" are not eligible for Dean's List.

### Graduating with Honor

Students who graduate with a cumulative 3.30 GPA or better are designated as Graduating with Honor.

### Presidential Award

The President of the College presents this award to the full-time student who has exhibited qualities of leadership, academic excellence and popularity among the students and faculty.

### The Dean's Award

The Dean of Academic Affairs presents this award to the full-time student graduating "With High Distinction" (the highest cumulative Grade-Point Average).

### The Vice President for Student Affairs Award

This award is presented by the Vice President for Student Affairs to the student deemed to have outstanding citizenship and dedication to the College community.

### Borough of Manhattan Community College Fund, Inc. Scholarships

These scholarships are awarded to two categories of students:

- (a) To entering freshmen with high school averages of at least 85%.
- (b) To continuing BMCC students who have at least a 3.00 G.P.A.; who maintain a full-time course load; who have completed at least one semester with at least 12 content credits prior to application, and demonstrate financial need.

Applications are available from the offices of: the Vice President for Student Affairs, Room S-350; the Counseling Center, Room S-343; and the Financial Aid Office, Room N-365.

### Abner B. Rosenfield Scholarship

This \$1000.00 scholarship is awarded annually to a member of the graduating class who demonstrates scholarship and outstanding citizenship. Eligible candidates for this scholarship must have a minimum GPA of 3.8, must be a member of the graduating class, and must demonstrate evidence of contributing to the College community and to the community at large. Effective communication skills are a must.

### Josh Wolfson Accounting Scholarship

The Josh Wolfson Accounting Scholarship is awarded annually to a full-time accounting graduate from Borough of Manhattan Community College. The scholarship, named in honor of Professor Josh Wolfson of the Accounting department, is awarded in recognition of academic achievement and excellence in accounting. These graduating students must be U.S. citizens or permanent residents, have earned an "A-" or better in all accounting courses, and have a minimum GPA of 3.5.

### Ellsworth Janifer/Aaron Benjamin Memorial Awards

The Black Faculty and Staff Association of BMCC, in honor of its past presidents, Dr. Aaron Benjamin (former member of the Modern Languages Department) and Dr. Ellsworth Janifer (former chairperson of the Music and Art Department), presents Commemorative Scholarship Awards to graduating students. The awards are in the following categories: Ideals of Ellsworth Janifer/Aaron Benjamin, Academic Excellence, Contribution to the College Community, and Contribution to the Black Community.

### Martin B. Dworkis Memorial Award

This commemorative award, in honor of Martin B. Dworkis, the first President of BMCC, is presented to the athlete with the highest cumulative Grade Point Average.

### Alexander Morrissey Award

A commemorative scholarship in honor of the late A. Alexander Morrissey, who was Director of Community Relations at BMCC, is awarded each year by the English Department for excellence in journalism.

### Roger B. Dooley Award

The Roger B. Dooley Award for creative writing is a commemorative award in honor of the late Roger B. Dooley, the first chairperson and long-standing member of BMCC's English Department.

### Billie Ehrenberg Award

The Billie Ehrenberg Award for general excellence in English is a commemorative award in honor of the late Billie Ehrenberg, assistant professor of the English Department.

### Louis and Caroline Salit Award

A commemorative award in honor of Louis and Caroline Salit is presented for Excellence in French.

### Phi Theta Kappa International Honor Society

Phi Theta Kappa is the international honor society of 2-year institutions. Membership is by invitation after a student achieves a 3.5 grade point average on completing 12 credits at BMCC. The society is recognized by the American Association of Community Colleges as the official honor society of 2-year colleges.

### Departmental Honors

Each academic department of the College presents awards and honors to graduates who have exhibited significant achievements in their studies.

### Honors Program

The BMCC Honors Program offers high achieving students additional challenges in their coursework. Eligible students are provided with rigorous academic challenges beyond the normal parameters of a course's requirements. Working in close conjunction with a faculty member, students will extend their knowledge of the theoretical or practical aspects of the course and develop or enhance their writing, critical thinking, analytical, and problem solving skills. For further information about the Honors Program, please visit [www.bmcc.cuny.edu/honors](http://www.bmcc.cuny.edu/honors).

# Rules and Regulations

## Rules and Regulations

### Transfer Credits

Advanced standing students, once they are admitted and registered at BMCC, may have earned credits from another institution transferred to BMCC, provided they have departmental approval. BMCC students taking courses at other CUNY colleges and BMCC students who have not attended the College recently must contact the Admissions Office for transfer credit procedures and evaluation.

### Academic Probation

Students are placed on academic probation if their GPA falls below the minimum retention standards. During the probationary period, students maintain their academic standing with the College but are limited to 14 credits until they attain the minimum required GPA (See Academic Standing, p. 111). Students on academic probation or special probation who obtain an overall GPA of 2.0 or higher are automatically restored to good academic standing. Students who have been academically dismissed and have a grade appeal pending will be reinstated if they prevail in their appeal and, as a result, their overall GPA is 2.0 or higher.

### Dismissal

Students whose GPA falls below minimum retention standards for two consecutive semesters are academically dismissed.

Academically dismissed students may not attend BMCC or any CUNY college for at least one semester unless they are eligible to file an appeal as set forth below, and the appeal has been granted by the Committee on Academic Standing.

### Application for Readmission to the College after First Academic Dismissal

A student who is academically dismissed once may be readmitted to the College on special probation if the student meets all of the following criteria:

1. has not attended BMCC for at least one semester;
2. has a cumulative grade point average of 1.8 or more;
3. has, in consultation with a Student Life counselor or any academic advisor, developed an academic success plan.

Students meeting the above criteria may file a readmission application with the Registrar's Office and must do so by the deadline set by the college.

*Students who are academically dismissed twice are not readmitted to BMCC except as set forth below (see Sections: **Students Academically Dismissed More than Once** and **Students Who Are Academically Dismissed and Who Wish to Appeal Asserting Extenuating Circumstances**).*

### Appeal of Dismissal

Academic dismissal may be appealed as set forth below by submitting a completed appeal form to the Committee on Academic Standing. Documentary evidence must be provided in support of the appeal. Written recommendation from a Student Life college counselor or any

academic advisor must also be submitted. Appeal forms are available in the Counseling Center (Room S-343) or the Registrar's Office (Room S-315).

### Students Academically Dismissed Once—Conditions for Appeal for Special Probation

1. Students who have been academically dismissed once who have a GPA of 1.8 or higher and wish to attend the following semester may file an appeal with the Committee on Academic Standing for immediate reinstatement on special probation.
2. Students who have been academically dismissed once who have a GPA below 1.8 and have not attended for a semester may file an appeal with the Committee on Academic Standing for reinstatement on special probation.

### Students Academically Dismissed More than Once

Students who are academically dismissed more than once are eligible to file an appeal for readmission if the student meets one of the following criteria:

1. The student's GPA during the semester that he/she was on special probation is 2.0 or higher; or
2. The student only took remedial courses during the semester he/she was on special probation and received a passing grade for each course taken; or
3. The student received only grades of W or WN during the semester he/she was on special probation.

### Students Who Are Academically Dismissed and Who Wish to Appeal Asserting Extenuating Circumstances

Students who are academically dismissed and who do not meet the above grounds for appeal may file an appeal for an immediate reinstatement asserting extenuating circumstances. In the application for reinstatement, the student must provide legal and/or official documentation of the extenuating circumstances that made it impossible for the student to meet minimum retention standards and must provide evidence that they are capable of performing at the level required to prevent further dismissal.

Appeals for a third or subsequent dismissal will be granted only in extremely rare instances and when it is clear that the student can return to good academic standing within one semester.

### Withdrawal from the College

For any reason, if you do not wish to continue your studies at BMCC and you are currently enrolled, log into CUNYfirst to officially withdraw from classes. Ensure that you receive a "Message" notation indicating grades of "W"s have been assigned.

If you do not officially withdraw from classes, you will receive a "WU" grade which is calculated in your cumulative grade-point average as "F."

In general, you have until the tenth week of classes to officially withdraw from the College with a "W" grade. After the tenth week, withdrawal from the College will not be

accepted. Students who completely withdraw from the College will not be eligible for TAP or APTS the following semester.

### Henderson Rules

The tradition of the University as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Higher Education provide that:

"THE PRESIDENT. The president, with respect to his/her education unit, shall:

- a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his/her jurisdiction;
- b. Be the advisor and executive agent of the Board and of his/her respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of any of its committees and the policies, programs and lawful resolutions of the several facilities;
- c. Exercise general superintendence over the concerns, officers, employees, and students of his/her educational unit."

### RULES

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he/she interfere with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/College when they are acting



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in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

3. Unauthorized occupancy of University/College facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of University College equipment and/or supplies.

4. Theft from, or damage to University/College premises or property, or theft of or damage to property of any person on University/College premises is prohibited.

5. Each member of the academic community or an invited guest has the right to advocate his/her position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/College, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

7. Disorderly or indecent conduct on University/College-owned or controlled property is prohibited.

8. No individual shall have in his/her possession a rifle, shotgun, or firearm or knowingly have in his/her possession any other dangerous instruments or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/College without the written authorization of such educational institution. Nor shall any individual have in his/her possession any other instrument or material which can be used and is intended to inflict bodily harm on any individual or damage upon a building or the grounds of the University/College.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees on University/College premises, or as part of any university or college activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

11. The unlawful possession, use, or distribution of alcohol by students or employees on University/College premises or as part of any University/College activities is prohibited.

## PENALTIES

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or other member of the Instruction staff or member of the classified staff engaging in any manner in conduct prohibited under substantive rules 1–11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of The City University of New York or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member or other member of the instructional staff, or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be subject to ejection, and/or arrest by the civil authorities.

4. Any organization which authorized the conduct prohibited under substantive rules 1–11 shall have its permission to operate on campus rescinded.

Penalties 1–4 shall be in addition to any other penalty provided by law or The City University Trustees.

## APPENDIX

Sanctions defined:

A. Admonition. An oral statement to the offender that he/she has violated university rules.

B. Warning. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may cause far more severe disciplinary action.

C. Censure. Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

D. Disciplinary Probation. Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

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

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

G. Expulsion. Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

H. Complaint to Civil Authorities.

I. Ejection.

## The University Policy

### on Drug and Alcohol Education

RESOLVED, That the University Policy on Drug and Alcohol Education, adopted by the Board of Trustees of The City University of New York on March 30, 1987, be amended to read as follows: The City University affirms its continuing commitment to drug and alcohol education on campus. The University is committed to the development and conduct of educational and support programs directed toward the use and abuse of drugs and alcohol, both legal and illegal. Implementation of this policy, which provides the framework for educational and support programs directed toward the use and abuse of drugs and alcohol, is the responsibility of the individual colleges consistent with their governance plans and established disciplinary procedures. Each of the individual colleges shall incorporate into its program the annual distribution to each student and employee of the standards of conduct that prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on the College's property or as part of college activities and a statement of the sanctions for violation; a description of the applicable local, State, and Federal legal sanction for the unlawful possession or distribution of illicit drugs and alcohol; a description of the health risks associated with the use of illicit drugs and the abuse of alcohol; and a description of any drug or alcohol-related counseling, treatment, rehabilitation, or re-entry programs available to students or employees. Each college shall review the effectiveness of its program at least once every two years, implementing such changes as may be necessary.

*Explanation:* The Federal Drug-Free Workplace Act of 1988 and its implementing regulations require that a recipient of a Federal grant approved and awarded after March 18, 1989 "certify to the contracting agency that it will provide a drug-free workplace" by complying with certain statutory requirements. The requirements are the publication and circulation to employees of a drug abuse policy that prohibits the unlawful manufacture, distribution, possession, and use of unlawful drugs in the workplace; specifies the penalties for violation of the policy; conditions employment upon employee willingness to abide by the policy; and requires employees to notify the employer of drug-related criminal convictions for unlawful conduct which occur

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in the workplace. The Council of Presidents and collective amendments, which will bring the University into compliance with the Drug-Free Workplace Act of 1988. Although these amendments apply only to employees of the University, Section 15.1 of the University Bylaws provides that students of the University "... shall obey the laws of the City, State, and Nation ...". Students are thus already prohibited from engaging in conduct of the nature that is prohibited by proposed substantive rule 10.

Adoption of these amendments will also complement the University's commitment, as reflected in March 30, 1987 to the development and conduct of educational and support programs directed toward the use and abuse of drugs and alcohol, both legal and illegal.

## **Drug-Free Campus Policy and Standards of Conduct**

Borough of Manhattan Community College of The City University of New York affirms its continuing commitment to drug, tobacco, and alcohol education on campus. It is committed to the development of educational and support programs directed toward the use and abuse of drugs, tobacco, and alcohol, whether legal or illegal.

The inappropriate use of alcohol and other drugs threatens the health and safety of students, employees, their families, fellow students, the general public, as well as adversely impairs performance. Towards promoting health, safety, and a positive learning and working environment, Borough of Manhattan Community College of The City University of New York is committed to preventing alcohol and other drug related problems among all members of the College community.

The unlawful possession, use or distribution of alcohol or other drugs by anyone, either on College property or at College-sponsored activities, is prohibited. Any person who is determined to have violated this policy will be subject to intervention by College officials.

As a condition of employment, an employee of Borough of Manhattan Community College of The City University of New York must notify his/her supervisor if he or she is convicted of a drug related offense involving the workplace within (5) days of conviction. The College is required to notify the appropriate granting or contracting federal agency within ten (10) days of receiving notice of any such conviction. (Drug-Free Workplace Act of 1988.34 CFR Part 88, Subpart F.)

This policy and its requirements are consistent with the College's desire to promote health and safety and are in accordance with the requirements of the Drug-Free Workplace Act of 1988 and the Drug-Free School and Communities Act Amendments of 1989.

Students are expected to comply with the Rules of Conduct printed in the College Bulletin and/or the Student Handbook. A student who is experiencing difficulty with alcohol or chemical dependency may be referred to the Dean of Students, Room S-343. Students may also be referred by members of the instructional

staff or may seek assistance directly. The Dean of Students may take disciplinary action or recommend that the student meet with a counselor for appropriate referral or assistance through self-help organizations or other outside intervention agencies.

## **Reservation of Right to Deny Admission**

The College reserves the right to deny admission to any student if in its judgment, the presence of that student on campus poses an undue risk to the safety or security of the College or the College community. That judgment will be based on an individualized determination taking into account any information the College has about a student's criminal record and the particular circumstances of the College, including the presence of a child care center, a public school or public school students on the campus.

## **The Board of Trustees of The City University of New York Bylaws** (Revised September 30, 1998)

### **ARTICLE XV - STUDENTS\***

#### **Section 15.4: Student Disciplinary Procedures**

##### *Complaint Procedures:*

- a. A University student, employee, organization, department or visitor who believes she/he/it is the victim of a student's misconduct (hereinafter "complainant") may make a charge, accusation, or allegation against a student (hereinafter "respondent") which if proved, may subject the respondent to disciplinary action. Such charge, accusation, or allegation must be communicated to the chief student affairs officer of the college the respondent attends.
- b. The chief student affairs officer of the college or her or his designee shall conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or her or his designee shall advise the respondent of the allegation against her or him, explain to the respondent and the complainant their rights, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. The preliminary investigation shall be concluded within thirty (30) calendar days of the filing of the complaint, unless:
  - (i) said complaint involves two or more complainants or respondents; or
  - (ii) said complaint involves a matter that is also under investigation by law enforcement authorities. In those cases, the preliminary investigation shall be completed within sixty (60) calendar days. Further, if the matter has been previously investigated pursuant to the CUNY Policy on Sexual Misconduct, the chief student affairs officer shall dispense with a preliminary investigation and rely on the report completed by the Title IX Coordinator. Following the completion of the preliminary investigation, the chief student affairs officer or designee shall take one of the following actions:

1. Dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not

warrant disciplinary action. The individuals involved shall be notified that the complaint has been dismissed;

2. Refer the matter to mediation (except in cases involving allegations of sexual assault, stalking or other forms of sexual violence); or
3. Prefer formal disciplinary charges.
- c. In cases involving the CUNY Policy on Sexual Misconduct, both the Complainant and Respondent may be accompanied by an advisor of their choice (including an attorney) who may assist and advise throughout the entire process, including all meetings and hearings. Advisors may represent a party and fully participate at a hearing, but may not give testimony as a witness.
- d. In the event that a respondent withdraws from the college after a charge, accusation or allegation against a respondent has been made, and the college prefers formal disciplinary charges, the respondent is required to participate in the disciplinary hearing or otherwise to resolve the pending charges and shall be barred from attending any other unit of the university until a decision on the charges is made or the charges are otherwise resolved. Immediately following the respondent's withdrawal, the college must place a notation on her/his transcript that she/he "withdrew with conduct charges pending." If the respondent fails to appear, the college may proceed with the disciplinary hearing in absentia, and any decision and sanction shall be binding, and the transcript notation, if any, resulting from that decision and penalty shall replace the notation referred to above.

##### *Mediation Conference:*

- e. The college may offer the respondent and the complainant the opportunity to participate in a mediation conference prior to the time the disciplinary hearing takes place in an effort to resolve the matter by mutual agreement (except in cases involving sexual assault, stalking and other forms of sexual violence). The conference shall be conducted by a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:
  1. An effort shall be made to resolve the matter by mutual agreement through such process as the mediator deems most appropriate; provided, however, that the complainant must be notified of her/his right to end the mediation at any time
  2. If an agreement is reached, the faculty or staff member conducting the conference shall report her/his recommendation to the chief student affairs officer for approval and, if approved, the complainant and the respondent shall be notified, and a written memorandum shall be created memorializing the resolution and any consequences for non-compliance.

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3. If no agreement is reached within a reasonable time, or if the respondent fails to appear, the faculty or staff member conducting the conference shall refer the matter back to the chief student affairs officer who may prefer disciplinary charges, or, if charges have been preferred, proceed to a disciplinary hearing.
4. The faculty or staff member conducting the mediation conference is precluded from testifying at a college hearing regarding information received during the mediation conference, or presenting the case on behalf of the college.

## Notice of Charges and Hearing:

- f. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered to the respondent, or sent by certified or overnight mail and email to the address appearing on the records of the college. Notice shall also be sent in a similar manner to the complainant to the extent the charges relate to her/him/it. The chief student affairs officer is also encouraged to send the notice of charges to any other e-mail address that he or she may have for the respondent and the complainant. The hearing shall be scheduled within a reasonable time following the filing of the charges or the mediation conference. Notice of at least seven (7) calendar days shall be given to the respondent in advance of the hearing unless the respondent consents to an earlier hearing. The respondent is permitted one (1) adjournment as of right. Additional requests for an adjournment must be made at least five (5) calendar days prior to the hearing date, and shall be granted or denied at the discretion of the chairperson of the faculty-student disciplinary committee. If the respondent fails to respond to the notice, appear on the adjourned date, or request an extension, the college may proceed in absentia, and any decision and sanction shall be binding.
- g. The notice shall contain the following:
  1. A complete and itemized statement of the charge(s) being brought against the respondent including the rule, bylaw or regulation she/he is charged with violating, and the possible penalties for such violation.
  2. A statement that the respondent and the complainant have the right to attend and participate fully in the hearing including the right:
    - (i) to present their side of the story;
    - (ii) to present witnesses and evidence on their behalf;
    - (iii) to cross-examine witnesses presenting evidence;
    - (iv) to remain silent without assumption of guilt; and
    - (v) to be assisted or represented by an advisor or legal counsel at their expense; if the respondent or the complainant requests it, the college shall assist in finding a legal counsel or advisor.

3. A warning that anything the respondent says may be used against her/him at a non-college hearing.

## Pre-Hearing Document Inspection:

- h. At least five (5) calendar days prior to the commencement of a student disciplinary hearing, the college shall provide the respondent and the complainant and/or their designated representative, with similar and timely access to review any documents or other tangible evidence that the college intends to use at the disciplinary hearing, consistent with the restrictions imposed by Family Education Rights and Privacy Act ("FERPA"). Should the college seek to introduce additional documents or other tangible evidence during, or some time prior to, the disciplinary hearing, the respondent and the complainant shall be afforded the opportunity to review the additional documents or tangible evidence. If during the hearing the complainant or the respondent submits documentary evidence, the chairperson may, at the request of any other party grant an adjournment of the hearing as may be necessary in the interest of fairness to permit the requesting party time to review the newly produced evidence.

## Admission and Acceptance of Penalty Without Hearing:

- i. At any time after receiving the notice of charges and hearing but prior to the commencement of a disciplinary hearing, the respondent may admit to the charges and accept the penalty that the chief student affairs officer or designee determines to be appropriate to address the misconduct. This agreed upon penalty shall be placed on the respondent's transcript consistent with sections u and v herein. Before resolving a complaint in this manner, the chief student affairs officer must first consult with the complainant and provide the complainant an opportunity to object to the proposed resolution, orally and/or in writing. If a resolution is reached over the complainant's objection, the chief student affairs officer or designee shall provide the complainant with a written statement of the reasons supporting such resolution, and the complainant may appeal the decision to enter into the resolution to the president.

## Emergency Suspension:

- j. The president or her/his designee may in emergency or extraordinary circumstances, temporarily suspend a student pending an early hearing as provided in this bylaw section 15.4. to take place within not more than twelve (12) calendar days, unless the student requests an adjournment. Such suspension shall be for conduct which impedes, obstructs, impairs or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution. Prior to the commencement of a temporary suspension of a student, the college shall give the student oral notice (which shall

be confirmed via email to the address appearing on the records of the college) or written notice of the charges against her/him and, if she/he denies them, the college shall forthwith give the student an informal oral explanation of the evidence supporting the charges and the student may present informally her/his explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter. The complainant shall be notified in the event that an emergency suspension is imposed against a student, and/or when the suspension is subsequently lifted to the extent that the suspension involves the complainant in the same manner notice is given to the student.

## Faculty-Student Disciplinary Committee Structure:

- k. Each faculty-student disciplinary committee shall consist of two (2) faculty members or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), and two (2) student members and a chairperson, who shall be a faculty member. A quorum shall consist of the chairperson and any two (2) members, one of whom must be a student. Hearings shall be scheduled promptly (including during the summers) at a convenient time and efforts shall be made to insure full student and faculty representation.
- l. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the faculty of that college to receive training training upon appointment and to serve in rotation as chairperson of the disciplinary committee. The following schools shall be required to select two (2) chairpersons: CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism. If none of the chairpersons appointed from the campus can serve, the president, at her/his discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary committee and decide and make all rulings for the committee. She/he shall not be a voting member of the committee but shall vote in the event of a tie.
- m. The faculty members shall be selected by lot from a panel of six (6) elected biennially by the appropriate faculty body from among the persons having faculty rank or faculty status. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) faculty members. The HEO members shall be selected by lot from a



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panel of six (6) HEO appointed biennially by the president. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) HEO's. The student members shall be selected by lot from a panel of six (6) elected annually in an election in which all students registered at the college shall be eligible to vote. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) students. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than four (4) consecutive years. Notwithstanding the above, in cases of sexual assault, stalking and other forms of sexual violence, the president shall designate from the panels one (1) chairperson, two (2) faculty/HEO members, and two (2) students, who shall be specially trained on an annual basis, and who shall constitute the faculty-student disciplinary committee in all such cases.

- n. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the respective faculty, HEO, or student panel by lottery.
- o. Each academic year, the chief student affairs officer, and her or his designee, shall appoint/identify one or more college employees to serve as presenters for the hearings. This list shall be forwarded to the Office of the Vice Chancellor for Student Affairs, and the Office of the General Counsel and Sr. Vice Chancellor for Legal Affairs prior to the first day of the academic year.
- p. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

## Faculty-Student Disciplinary Committee Procedures:

- q. The following procedures shall apply to faculty-student disciplinary proceedings:

### Hearing:

1. The chairperson shall preside at the hearing. The chairperson shall inform the respondent of the charges, the hearing procedures and her or his rights.
2. All faculty student disciplinary committee hearings are closed hearings unless the respondent requests an open public hearing. Notwithstanding such requests, the chairperson shall not permit an open hearing in cases involving allegations of sexual assault, stalking, or other forms

of sexual violence. Furthermore, the chairperson has the right to deny the request and hold a closed hearing when an open public hearing would adversely affect and be disruptive to the committee's normal operations. In the event of an open hearing, the respondent must sign a written waiver acknowledging that those present will hear the evidence introduced at the hearing

3. After informing the respondent of the charges, the hearing procedures, and her or his rights, the chairperson shall ask the respondent to respond. If the respondent admits the conduct charged, the respondent shall be given an opportunity to explain her/his actions before the committee and the college shall be given an opportunity to respond and present evidence regarding the appropriate penalty. If the respondent denies the conduct charged, the college shall present its case. At the conclusion of the college's case, the respondent may move to dismiss the charges. If the motion is denied by the committee, the respondent shall be given an opportunity to present her or his defense.
4. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may rule on the admissibility of the evidence and may exclude irrelevant, unreliable or unduly repetitive evidence. In addition, if any party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude from the hearing room all persons who are to appear as witnesses, except the respondent and the complainant.
5. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, an audio recording or the equivalent. The college must assign a staff member for each hearing, with the sole responsibility of ensuring that the hearing is recorded in its entirety. No other recording of the proceedings may be permitted. A respondent who has been found to have committed the conduct charged after a hearing is entitled upon request to a copy of such a record without cost upon the condition that it is not to be disseminated except to the respondent's representative or attorney. In the event of an appeal, both the respondent and the complainant are entitled upon request to a copy of such a record without cost, upon the condition that it is not to be disseminated except to their representatives or attorneys.
6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.
7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties

and render a determination. In the event the respondent is found to have committed the conduct charged, the committee shall then determine the penalty to be imposed.

8. The college, the respondent and the complainant are permitted to have lawyers or other representatives or advisors act on their behalf during the pendency of a disciplinary action, which shall include the calling and examining of witnesses, and presenting other evidence. Any party intending to appear with an attorney shall give the other party 5 (five) calendar days' notice of such representation.
9. The chairperson of the faculty-student disciplinary committee retains discretion to limit the number of witnesses and the time of testimony for the presentations by any party and/or their representative.
10. In the event that the respondent is charged with a sexual assault, stalking or other forms of sexual misconduct, neither the respondent nor the complainant shall be permitted to cross-examine the other directly. Rather, if they wish to, the respondent and the complainant may cross-examine each other only through a representative. If either or both of them do not have a representative, the college shall work with them to find a representative to conduct such cross-examination. In the alternative, the complainant and respondent may provide written questions to the chairperson to be posed to the witness.
11. In a case involving the CUNY Policy on Sexual Misconduct:
  - a) Evidence of the mental health diagnosis and/or treatment of a party may not be introduced.
  - b) Evidence of either party's prior sexual history may not be introduced except that (i) evidence of prior sexual history between complainant and respondent is admissible at any stage of the hearing, and (ii) past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the stage of that hearing related to penalty

### Penalty Phase:

12. If the respondent has been found responsible, then all parties may introduce evidence related to the respondent's character including any past findings of a respondents' responsibility for domestic violence, stalking, or sexual assault or any other sexual violence. The College may introduce a copy of the respondent's previous disciplinary record; including records from any CUNY institution the respondent has attended, where applicable, provided the respondent was shown a copy of the record prior to the commencement of the hearing. The previous disciplinary record shall be submitted to the committee in a sealed envelope, bearing the respondent's signature across the seal, and shall only be opened if the respondent has been found to have committed the conduct charged. The previous disciplinary

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records, as well as documents and character evidence introduced by the respondent, the complainant, and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained. The complainant and respondent may also provide or make an impact statement. Such evidence and impact statements shall be used by the committee only for the purpose of determining an appropriate penalty if the charges are sustained.

## Decision:

13. The committee shall deliberate in closed session. The committee shall issue a written decision, which shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.
14. The respondent shall be sent a copy of the faculty-student disciplinary committee's decision within seven (7) calendar days of the conclusion of the hearing, by regular mail and e-mail to the address appearing on the records of the college. In cases involving two or more complainants or respondents, the respondent shall be sent a copy of faculty-student disciplinary committee's decision within fourteen (14) calendar days of the conclusion of the hearing. The chief student affairs officer is also encouraged to send the decision to any other e-mail address that he or she may have for the respondent. The decision shall be final subject to any appeal. In cases involving a crime of violence or a non-forcible sex offense, as set forth in FERPA, the complainant shall simultaneously receive notice of the outcome of the faculty-student disciplinary committee's decision as it relates to the offense(s) committed against the complainant, in the same manner as notice is given to the respondent.
15. When a disciplinary hearing results in a penalty of dismissal or suspension for one term or more, the decision is a university-wide penalty and the respondent shall be barred from admission to, or attendance at, any other unit of the university while the penalty is being served.

## Appeals:

16. A respondent or a complainant may appeal a decision of the faculty-student disciplinary committee to the president on the following grounds: (i) procedural error, (ii) newly discovered evidence that was not reasonably available at the time of the hearing, or (iii) the disproportionate nature of the penalty. The president may remand for a new hearing or may modify the penalty either by decreasing it (on an appeal by the respondent) or increasing it (on an appeal by the complainant). If the president is a party to the dispute, her/his functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor or her or his designee. If the penalty after appeal to the president is one of dismissal or suspension for one term or more, a respondent or a complainant may

appeal to the board committee on student affairs and special programs. The board may dispose of the appeal in the same manner as the president.

17. An appeal under this section shall be made in writing within fifteen (15) calendar days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or the board committee as the case may be. Within three (3) calendar days of the receipt of any appeal, either to the president or the board committee on student affairs and special programs, the non-appealing party shall be sent a written notice of the other party's appeal. In addition, the respondent and/or the complainant shall have the opportunity to submit a written opposition to the other party's appeal within fifteen (15) calendar days of the delivery of the notice of receipt of such appeal.
18. The president shall decide and issue a decision within fifteen (15) calendar days of receiving the appeal or within fifteen (15) calendar days of receiving papers in opposition to the appeal, whichever is longer. The board committee shall decide and issue a decision within five (5) calendar days of the meeting at which it hears the appeal.

## Notations on Transcripts:

19. In cases in which a respondent has been found responsible for a Clery Act reportable crime of violence, the college must place a notation on her/his transcript stating that she/he was suspended or expelled after a finding of responsibility for a code of conduct violation. In all other cases, the college must place a notation of the findings and penalty on a respondent's transcript unless a mediation agreement, the committee's decision, or the decision on any appeal under section 15.4(p), expressly indicate otherwise.
20. A notation of expulsion after a respondent has been found responsible for a Clery Act reportable crime of violence shall not be removed. In all other cases, a notation of expulsion, suspension or any lesser disciplinary penalty shall be removed, as a matter of right, upon the request of the respondent to the Chief Student Affairs Officer made, four years after the conclusion of the disciplinary proceeding or one year after the conclusion of any suspension, whichever is longer. If a finding of responsibility for any violation is vacated for any reason, any such notation shall be removed.

## SECTION 15.5. ACTION BY THE BOARD OF TRUSTEES.

Notwithstanding the foregoing provisions of this article, the board of trustees reserves full power to suspend or take other appropriate action against a student or a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or units of the university in the use of its facilities

or in the achievement of its purposes as an educational institution in accordance with procedures established by the board of trustees.

## SECTION 15.6. COLLEGE GOVERNANCE PLANS.

The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.

**Campus Behavior Code** In order to ensure the continuance and enhancement of the positive image and reputation of all members of the College community and in the interest of promoting student and faculty welfare at the College and the safety and security of our entire College community, the following Code of Behavior is in effect:

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

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

*Alcoholic beverages are not permitted at any College (department or program) event to which students are invited or expected to participate.*

Any form of cheating is prohibited. Any student violating the code of behavior or any law or regulation established by the College, and by the city, state or federal government (including the use of drugs) shall be subject to formal disciplinary procedures as outlined in Articles 15.3 to 15.5 of the Board of Higher Education Bylaws and sanctions as listed in the Board of Higher Education Bylaws and Article 129A of the Education Law. The initiation of disciplinary procedures requires a predisciplinary hearing before a counselor from the Office of the Dean of Students as set up in line with the requirements of the Bylaws of the Board of Trustees immediately following an incident which is judged to be an infraction of law or Behavior Code to determine whether or not the case should be referred to the Student-Faculty Discipline Committee. As a result of emergency or extraordinary circumstances, a student may be suspended for a period not to exceed seven (7) schools days. A hearing must be held within that same time period unless the student agrees or consents to an extension of the time.

If the charges are of sufficient nature and have not been settled at the predisciplinary hearing, a formal hearing will be scheduled before the Faculty-Student Discipline Committee as specifically outlined in Article 15.3 of the Bylaws of the Board of Trustees.

Students as a result of this hearing or failure to appear at the hearing may be subject to immediate and permanent suspension which may apply to all units of The City University of New York. All students involved will be advised of the various levels of appeal under the Bylaws of the Board of Education.

## Damage to College Equipment

Any student who damages any school equipment is required to pay the costs of repair or replacement.

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## BMCC Policy on Plagiarism

Plagiarism is the presentation of someone else's words, ideas, or artistic/scientific/musical/technical work as one's own creation. A student who copies or paraphrases published or online material, or another person's research, without properly identifying the source(s) is committing plagiarism.

Plagiarism violates the ethical and academic standards of our college. Students will be held responsible for such violations, even when unintentional. To avoid unintended plagiarism, students should consult with their instructors about when and how to document their sources. The library also has both print and digital guides designed to help students cite sources correctly.

Plagiarism carries a range of penalties commensurate with the severity of the infraction. The instructor may, for example, require the work to be redone, reduce the course grade, fail the student in the course, or refer the case to the Faculty-Student Disciplinary Committee (see Article 15.4 of the Bylaws of the Board of Trustees). Cases referred to that committee could result in suspension or expulsion from the College.

## Student Records Policy

The Family Educational Rights and Privacy Act (FERPA) gives students certain rights with respect to their "Education Records."

A student's affirmative consent is generally required to disclose personally identifiable information ("PII") contained in a student's Education Records to a third person. (The procedure for providing affirmative consent to have particular information shared with certain individual(s) is set out below.) Not all student records are, however, included in the definition of "Education Records" protected by FERPA. See below for a list of student records that are not "Education Records." For instance, certain law enforcement unit, employment, health care provider, and parent's financial records are not "Education Records."

In addition, FERPA permits, and sometimes requires, the disclosure of PII from students' Education Records without a student's consent if the disclosure meets certain conditions.

One such exception is "Directory Information" which is specific limited information contained in Education Records. See below for a list of Directory Information. The disclosure of this information is not generally considered harmful or an invasion of privacy under FERPA. Unless a student affirmatively requests that such information not be shared, it may be disclosed by the college to third parties with a legitimate interest in the information. (The procedure for affirmatively directing that Directory Information not be shared, unless another applicable FERPA exception applies, is set out below.)

Another exception to the affirmative consent requirement is disclosure to "School Officials" with a legitimate educational interest in the record. See below for a description of those included as "School Officials." It should be noted that students may not block release of their names, identifiers or email addresses in classes in which the students are enrolled, and

may not refuse to display student ID cards or badges.

Other exceptions include disclosure in connection with a health or safety emergency, and disclosure of de-identified records and information where the student is not personally identifiable. See below for additional categories of records that are exceptions to the affirmative consent requirement.

The FERPA rights of students are:

### 1. *The right to inspect and review "Education Records."*

If students want to review their Education Records, they should submit a written request that identifies the specific Education Record(s) they wish to inspect to the Registrar's Office. If the records are not maintained by the Registrar, the Registrar's Office will advise them of the correct official to whom the request should be addressed.

Requests should be granted or denied in writing (which may be by email) within 45 days of receipt. If the request is granted, students 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, students may appeal to the college's FERPA Appeals Officer. The appeal should identify the particular record(s) requested access to, the date the original request for access was, the person the request was made to, and the reasons why the students believes they have a right of access to the record(s). Additional information regarding the appeal procedures will be provided if the request is denied.

Keep in mind that certain records are not "Education Records" subject to this mandatory access under FERPA. See below for student records that are not considered Education Records.

### 2. *The right to request the amendment of Education Records that the student believes are inaccurate, misleading or otherwise violate your privacy rights under FERPA.*

Students may ask the college to amend a record that they believe is inaccurate, misleading or otherwise violates the privacy rights under FERPA. Students should write to the college official responsible for the record, clearly identify the part of the record they want changed, and specify why they believe it is inaccurate, misleading or violates the privacy rights.

If the college decides not to amend the record as requested, the college will notify the student of the decision and advise them of their right to a hearing before the college's FERPA Appeals Officer. Additional information regarding the hearing procedures will be provided to the student if the request to amend is denied.

### 3. *The right to consent or withdraw consent to disclosure of personally identifiable information ("PII") contained in Education Records to specific individuals, except to the extent that FERPA authorizes disclosure without consent.*

If students want to consent the disclosure of certain PII contained in their Education Records to a designated person, they should submit a FERPA Release Form to the Registrar's Office. If students want to withdraw that consent, they should execute the lower portion of the form withdrawing the earlier consent. If the Education Record that

students want to give someone else access to is not maintained by the Registrar's Office, the form should be provided to the college official who maintains the information.

Again, keep in mind that not all student records are "Education Records" under FERPA, and that there are many circumstances where a student's affirmative consent to disclosure is not required. See footnotes below.

### 4. *The right to appeal the alleged denial of FERPA rights to the college's FERPA Appeals Officer (described above), and the right to appeal the decision of that Officer (or the Officer's failure to issue a timely decision) to the:*

General Counsel and Vice Chancellor for Legal Affairs  
The City University of New York  
205 East 42nd Street  
New York, NY 10017

An appeal to the General Counsel and Vice Chancellor must be in writing and must be made within 30 days of the college FERPA Appeals Officer's decision. It must include a copy of the determination of the college's FERPA Appeals Officer, and the reasons why the student disagrees with the decision. Students may also file with the General Counsel and Vice Chancellor if they do not get notice of a hearing after filing the college appeal concerning denial of a request to amendment, or if they do not receive a decision within 30 days of the hearing.

### 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 address of the office that administers FERPA is:*

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5920

### 6. *The right to direct that "Directory Information" not be disclosed to third parties (unless another exception to FERPA applies).*

"Directory Information" is specific limited information contained in Education Records. See below for a list of Directory Information. The disclosure of this information is not generally considered harmful or an invasion of privacy under FERPA. One of the primary purposes of Directory Information is to allow the college to include this type of information in certain school publications, such as on-line directories, yearbooks, Dean's list and other recognition lists, commencement programs, and sports activity materials. Unlike PII which requires the affirmative consent to disclose (unless another exception applies), Directory Information may be disclosed by the college to parties having a legitimate interest in the information, unless a student specifically requests that it not be. (Of course, the information may still be disclosed if a FERPA exception applies.)

By filing a Non-Disclosure of Directory Information Form with the Registrar's Office, students may direct that, unless another FERPA exception applies, the "Directory Information" may not be released to third parties. See below for a list of Directory Information. Students' direction not to disclose Directory Information to third parties will



# Rules and Regulations

remain in effect unless and until they withdraw it which may be done at any time. The same form is used to withdraw the request.

## *7. The right to inspect and review the college's record of disclosures.*

Except for disclosures to School Officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of Directory Information, and disclosures to the student, FERPA regulations require the college to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

### **Defined Terms**

**Student records that are not considered Education Records** protected under FERPA

A student has no right to review, and the college need not permit inspection of the following types of records:

- confidential letters and confidential statements of recommendations
- financial records of the student's parent(s)
- records that are in the sole possession of the maker
- records maintained on behalf of a college by its law enforcement unit, employment records of a college employee who is also a student
- records made by a health care provider
- records which pertain to a student but were generated after the student is no longer in attendance, grades on peer graded papers before they are recorded by a teacher
- any other record that is privileged or otherwise inaccessible to the student pursuant to law or regulation

**"Directory Information"** consists of:

- name
- attendance dates (semesters and sessions, not daily records)
- photograph
- 8-digit student ID number (but only if the ID number cannot be used to gain access to education records without one or more factors that authenticate the user's identity)
- enrollment status (full or part-time, undergraduate or graduate, etc.)
- level of education (credits completed), degree enrolled for and major field of study
- participation in official recognized activities and sports (teams)
- height and weight (for members of athletic teams only)
- degrees, honors, and awards received
- Address, email address, and telephone number also constitute Directory Information, but disclosure of this information may only be released to employees of the University and its constituent colleges for the purpose of conducting legitimate University business. These three categories of Directory Information may not be shared with individuals and organizations outside the University (unless some other exception to FERPA applies).

**"School Official"** includes:

- a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff)
- a person or company with whom the college or University has contracted as its agent to

provide a service instead of using University employees or officials and a contractor, consultant, volunteer or other party to whom a college or the University has outsourced services or functions that would be otherwise performed by employees

- a person serving on the Board of Trustees
- a student serving on an official committee, such as a disciplinary committee
- an individual assisting another school official in performing his or her tasks
- the State Comptroller and his or her agents and representatives for the purpose of conducting audits

### **Disclosure without Student Consent**

Other circumstances under which, and people to whom, disclosure may be made without student consent include the following:

- To certain parties in an emergency if the information is necessary to protect the health or safety of the student or other individuals
- To an official or employee of another educational institution in connection with the student's enrollment or transfer
- To designated government authorities including the U.S. Comptroller General, Attorney General, and Secretary of Education and certain State and Local educational authorities
- In connection with an audit or evaluation of Federal- or State-supported education programs, or the enforcement of or compliance with Federal legal requirements that relate to those programs
- In connection with financial aid or which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, the amount of the aid, the conditions of the aid, or to enforce the terms and conditions of the aid
- To comply with a judicial order or lawfully issued subpoena
- To an organization conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction
- To accrediting organizations to carry out their accrediting functions
- To the general public, the final results of a disciplinary proceeding, if the college determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense, and has committed a violation of the college's policies with respect to these allegations
- To the student's parent(s) or legal guardian(s) if the student is a dependent for IRS tax purposes
- To parent(s) or legal guardian(s) of a student under age 21 regarding the student's violation of any law or college rule governing the use or possession of alcohol or a controlled substance if the college determines the student committed a disciplinary violation
- In litigation and administrative proceedings involving the student and CUNY, or with respect to complaints by the student to a government entity, accrediting or licensing organization
- If the disclosure concerns sex offenders or others required to register pursuant to law

- To certain government agencies entitled to specific PII about foreign students with F or J visas
- To a child welfare agency legally responsible for the care and protection of a student who is in a foster care placement
- Disclosure of de-identified records and information is permitted if the college has reasonably determined that the student is not personally identifiable, taking into account other reasonably available information
- Disclosure of certain specific information (and information otherwise made available to other employers as "Directory Information") is required to US military recruiters.

### **Withholding Student Record Data**

"According to University policy, a student who is financially delinquent or in default of any of their financial accounts at the College, University, or other agency of the State or Federal Government for which the College is an agent, will not be permitted to complete registration, or be issued a copy of their grades, a transcript, certificate or degree, nor receive funds under any campus based student assistance program. (University Report, Fiscal Affairs, Section CIV, April 23, 1979.)"

### **Immunization Requirements**

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

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

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

NYS Health Law 2165, in effect since July, 1989, requires that students born after 1956 submit to Health Services Room N-303, documented proof of measles, mumps, and rubella immunization or immunity. Please refer to the information you received in your admissions packet or visit our website at [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu) for detailed options that will allow you to select which one completes your requirements.

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

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

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

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your admissions packet or visit our website at [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu) for details.

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

No Meningitis vaccines are offered by our office.

Students are welcome to print the forms from the website and are also welcome to fax completed forms to Health Services at (212) 220-2367. If students choose to fax, please follow up with a phone call to ensure receipt and that all is complete. The fax number is (212) 220-8255.

## Notice of Non-Discrimination

It is the policy of The City University of New York—applicable to all colleges and units—to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without discriminating on the basis of actual or perceived race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, status as a victim of domestic violence/stalking/sex offenses, unemployment status, caregiver or familial status, prior record of arrest or conviction, or any other legally prohibited basis in accordance with federal, state and city laws. This policy is set forth in CUNY's Policy on Equal Opportunity and Non-Discrimination. CUNY's Policy on Sexual Misconduct prohibits all forms of sexual misconduct, including sexual harassment, gender harassment and sexual violence. Inquiries concerning sexual misconduct or sex discrimination may be made to the individuals specified in that Policy or may be referred to the U.S. Department of Education, Office for Civil Rights. It is also the University's policy to provide reasonable accommodations and academic adjustments, when appropriate, to individuals with disabilities, individuals observing religious practices, individuals who have pregnancy or childbirth-related medical conditions and victims of domestic violence/stalking/sex offenses. The process for addressing these issues is set forth in CUNY's Procedures for Implementing Reasonable Accommodations and Academic Adjustments. Retaliation for reporting or opposing discrimination, cooperating with an investigation of a discrimination complaint, or requesting an accommodation or academic adjustment is also prohibited. To access CUNY's Policy and Procedures on Equal Opportunity and Non-Discrimination, Policy on Sexual Misconduct, and Procedures for Implementing Reasonable Accommodations and Academic Adjustments, please visit these links:

<http://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/hr/policies-and-procedures/CUNYPolicy-Equal-Opportunity-and-Non-Discrimination-010115-procedures.pdf>

<http://policy.cuny.edu/wp-content/uploads/sites/6/page-assets/general-policy/EDITED-CUNY-Policy-on-Sexual-Misconduct-2018-with-links-8.2.2018.pdf>

<http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/>

*The following people have been designated at the Borough of Manhattan Community College to handle inquiries and complaints relating to CUNY's Policy on Equal Opportunity and Non-Discrimination and Policy on Sexual Misconduct and to ensure compliance with CUNY's Procedures for Implementing Reasonable Accommodations and Academic Adjustments:*

Odelia Levy, Esq. Chief Diversity Officer Title IX & Title 504 Coordinator  
OLevy@bmcc.cuny.edu or 212-220-1236  
199 Chambers Street, Room S701

Theresa Wade, Esq. Deputy Director of Diversity & Title IX Compliance  
TWade@bmcc.cuny.edu or 212-220-1273

## The City University of New York Policy on Equal Opportunity and Non-Discrimination

### I. Policy on Equal Opportunity and Non-Discrimination

The City University of New York ("University" or "CUNY"), located in a historically diverse municipality, is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the University.

It is the policy of the University—applicable to all colleges and units—to recruit, employ, retain, promote, and provide benefits to employees (including paid and unpaid interns) and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws.<sup>1</sup>

It is also the University's policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, employees who have pregnancy or childbirth-related medical conditions, or employees who are victims of domestic violence/stalking/sex offenses.

This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.

### Prohibited Conduct Defined

*Discrimination* is treating an individual differently or less favorably because of his or her protected characteristics—such as race, color, religion, sex, gender, national origin, or any of the other bases prohibited by this Policy.

*Harassment* is a form of discrimination that consists of unwelcome conduct based on a protected characteristic that has the purpose or effect of unreasonably interfering with an

individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment. Such conduct can be spoken, written, visual, and/or physical. This policy covers prohibited harassment based on all protected characteristics other than sex. Sex-based harassment and sexual violence are covered by CUNY's Policy on Sexual Misconduct.

<sup>1</sup> As a public university system, CUNY adheres to federal, state and city laws and regulations regarding non-discrimination and affirmative action. Should any federal, state or city law or regulation be adopted that prohibits discrimination based on grounds or characteristics not included in this Policy, discrimination on those additional bases will also be prohibited by this Policy.

*Retaliation* is adverse treatment of an individual because he or she made a discrimination complaint, opposed discrimination, or cooperated with an investigation of a discrimination complaint.

### II. Discrimination and Retaliation Complaints

The City University of New York is committed to addressing discrimination and retaliation complaints promptly, consistently and fairly. There shall be a Chief Diversity Officer at every college or unit of the University, who shall be responsible for, among other things, addressing discrimination and retaliation complaints under this Policy. There shall be procedures for making and investigating such complaints, which shall be applicable at each unit of the University.

### III. Academic Freedom

This policy shall not be interpreted so as to constitute interference with academic freedom.

### IV. Responsibility for Compliance

The President of each college of the University, the CUNY Executive Vice Chancellor and Chief Operating Officer, and the Deans of the Law School, Graduate School of Journalism, School of Public Health and School of Professional Studies and Macaulay Honors College, have ultimate responsibility for overseeing compliance with these policies at their respective units of the University. In addition, each vice president, dean, director, or other person with managerial responsibility, including department chairpersons and executive officers, must promptly consult with the Chief Diversity Officer at his or her college or unit if he or she becomes aware of conduct or allegations of conduct that may violate this policy. All members of the University community are required to cooperate in any investigation of a discrimination or retaliation complaint.

Part of Policies and Procedures adopted and approved effective November 27, 2012, Cal. No.4; and revised policy amended and adopted December 1, 2014, Cal. No. C., with effective date of January 1, 2015; Cal. Item C.

## Complaint Procedures Under The City University of New York's Policy on Equal Opportunity and Non-Discrimination

### 1. Reporting Discrimination and/or Retaliation

The University is committed to addressing discrimination and/or retaliation complaints promptly, consistently and fairly.

Members of the University community, as well as visitors, may promptly report any allegations

# Rules and Regulations

of discrimination or retaliation to the individuals set forth below:

- A. Applicants, employees, visitors and students with discrimination complaints should raise their concerns with the Chief Diversity Officer at their location.
- B. Applicants, employees, visitors and students with complaints of sexual harassment or sexual violence, including sexual assault, stalking, domestic and intimate violence, should follow the process outlined in CUNY's Policy on Sexual Misconduct.
- C. There are separate procedures under which applicants, employees, visitors and students may request and seek review of a decision concerning reasonable accommodations for a disability, which are set forth in CUNY's Procedures on Reasonable Accommodation.

## *2. Preliminary Review of Employee, Student, or Visitor Concerns*

Individuals who believe they have experienced discrimination and/or retaliation should promptly contact the Chief Diversity Officer at their location to discuss their concerns, with or without filing a complaint. Following the discussion, the Chief Diversity Officer will inform the complainant of the options available. These include seeking informal resolution of the issues the complainant has encountered or the college conducting a full investigation. Based on the facts of the complaint, the Chief Diversity Officer may also advise the complainant that his or her situation is more suitable for resolution by another entity within the University.

<sup>1</sup> These Procedures govern any complaint of discrimination and/or retaliation, except complaints of sexual harassment and sexual violence, which are covered by CUNY's Sexual Misconduct Policy. These procedures are applicable to all of the units and colleges of the University. The Hunter College Campus Schools may make modifications to these procedures, subject to approval by the University, as appropriate to address the special needs of their elementary and high school students.

These Procedures are intended to provide guidance for implementing the University Policy on Equal Opportunity and Non-Discrimination. These Procedures do not create any rights or privileges on the part of any others.

The University reserves the right to alter, change, add to, or delete any of these procedures at any time without notice.

## *3. Filing a Complaint*

Following the discussion with the Chief Diversity Officer, individuals who wish to pursue a complaint of discrimination and/or retaliation should be provided with a copy of the University's complaint form. Complaints should be made in writing whenever possible, including in cases where the complainant is seeking an informal resolution.

## *4. Informal Resolution*

Individuals who believe they have been discriminated or retaliated against may choose to resolve their complaints informally. Informal resolution is a process whereby parties can participate in a search for fair and workable solutions. The parties may agree upon a variety of resolutions, including but not limited to modification of work assignment, training for a department, or an apology. The Chief Diversity Officer will determine if informal

resolution is appropriate in light of the nature of the complaint. Informal resolution requires the consent of both the complainant and the respondent and suspends the complaint process for up to thirty (30) calendar days, which can be extended upon consent of both parties, at the discretion of the Chief Diversity Officer.

Resolutions should be agreed upon, signed by, and provided to both parties. Once both parties reach an informal agreement, it is final. Because informal resolution is voluntary, sanctions may be imposed against the parties only for a breach of the executed voluntary agreement.

The Chief Diversity Officer or either party may at any time, prior to the expiration of thirty (30) calendar days, declare that attempts at informal resolution have failed. Upon such notice, the Chief Diversity Officer may commence a full investigation.

If no informal resolution of a complaint is reached, the complainant may request that the Chief Diversity Officer conduct a full investigation of the complaint.

## *5. Investigation*

A full investigation of a complaint may commence when it is warranted after a review of the complaint, or after informal resolution has failed.

It is recommended that the intake and investigation include the following, to the extent feasible:

### *a. Interviewing the complainant.*

In addition to obtaining information from the complainant (including the names of any possible witnesses), the complainant should be informed that an investigation is being commenced, that interviews of the respondent and possibly other people will be conducted, and that the President<sup>2</sup> will determine what action, if any, to take after the investigation is completed.

### *b. Interviewing the respondent.*

In addition to obtaining information from the respondent (including the names of any possible witnesses), the respondent should be informed that a complaint of discrimination has been received and should be provided with a written summary of the complaint unless circumstances warrant otherwise. Additionally, the respondent should be informed that an investigation has begun, which may include interviews with third parties, and that the President will determine what action, if any, to take after the investigation is completed. A respondent employee who is covered by a collective bargaining agreement may consult with, and have, a union representative present during the interview.

The respondent must be informed that retaliation against any person who files a complaint of discrimination, participates in an investigation, or opposes a discriminatory employment or educational practice or policy is prohibited under this policy and federal, state, and city laws. The respondent should be informed that if retaliatory behavior

is engaged in by either the respondent or anyone acting on his/her behalf, the respondent may be subject to disciplinary charges, which, if sustained, may result in penalties up to and including termination of employment, or permanent dismissal from the University if the respondent is a student.

### *c. Reviewing other evidence.*

The Chief Diversity Officer should determine if, in addition to the complainant, the respondent, and those persons named by them, there are others who may have relevant information regarding the events in question, and speak with them. The Chief Diversity Officer should also review documentary evidence that may be relevant to the complaint.

## *6. Withdrawing a Complaint*

A complaint of discrimination may be withdrawn at any time during the informal resolution or investigation process. Only the complainant may withdraw a complaint. Requests for withdrawals must be submitted in writing to the Chief Diversity Officer.

The University reserves the right to continue with an investigation if it is warranted. In a case where the University decides to continue with an investigation, it will inform the complainant.

In either event, the respondent must be notified in writing that the complainant has withdrawn the complaint and whether University officials have determined that continuation of the investigation is warranted for corrective purposes.

<sup>2</sup> References to the President in these Procedures refer to the Executive Vice Chancellor and Chief Operating Officer and the Deans of the Law School, Graduate School of Journalism, CUNY School of Public Health, School of Professional Studies and Macaulay Honors College, wherever those units are involved, rather than a college.

## *7. Timeframe*

While some complaints may require extensive investigation, whenever possible, the investigation of a complaint should be completed within sixty (60) calendar days of the receipt of the complaint.

## *8. Action Following Investigation of a Complaint*

a. Promptly following the completion of the investigation, the Chief Diversity Officer will report his or her findings to the President. In the event that the respondent or complainant is a student, the Chief Diversity Officer will also report his or her findings to the Chief Student Affairs Officer.

b. Following such report, the President will review the complaint investigation report and, when warranted by the facts, authorize such action as he or she deems necessary to properly correct the effects of or to prevent further harm to an affected party or others similarly situated. This can include commencing action to discipline the respondent under applicable University Bylaws or collective bargaining agreements.

c. The complainant and the respondent should be apprised in writing of the outcome and action, if any, taken as a result of the complaint.



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d. The President will sign a form that will go into each investigation file, stating what, if any, action will be taken pursuant to the investigation.

e. If the President is the respondent, the Vice Chancellor of Human Resources Management will appoint an investigator who will report his/her findings to the Chancellor. The Chancellor will determine what action will be taken. The Chancellor's decision will be final.

## 9. Immediate Preventive Action

The President may take whatever action is appropriate to protect the college community in accordance with applicable Bylaws and collective bargaining agreements.

## 10. False and Malicious Accusations

Members of the University community who make false and malicious complaints of discrimination, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

## 11. Anonymous Complaints

All complaints will be taken seriously, including anonymous complaints. In the event that a complaint is anonymous, the complaint should be investigated as thoroughly as possible under the circumstances.

## 12. Responsibilities

### a. Responsibilities of the President:

- Appoint a Chief Diversity Officer responsible for addressing complaints under this Policy
- Ensure that the Chief Diversity Officer is fully trained and equipped to carry out his/her responsibilities.
- Ensure that managers receive training on the Policy.
- Annually disseminate the Policy and these Procedures to the entire college community and include the names, titles and contact information of all appropriate resources at the college. Such information should be widely disseminated, including placement on the college website.

### b. Responsibilities of Managers:

Managers must take steps to create a workplace free of discrimination, harassment and retaliation, and must take each and every complaint seriously. Managers must promptly consult with the Chief Diversity Officer if they become aware of conduct that may violate the Policy.

For purposes of this policy, managers are employees who either (a) have the authority to make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities; or (b) have the authority to make recommendations on tangible employment decisions that are given particular weight. Managers include vice presidents, deans, directors, or other persons with managerial responsibility, including, for purposes of this policy, department chairpersons and executive officers.

### c. Responsibilities of the University Community-at-Large:

- Members of the University community who become aware of allegations of discrimination or retaliation should encourage the aggrieved individual to report the alleged behavior.
- All employees and students are required to cooperate in any investigation.

Some Relevant Laws Concerning Non-discrimination and Equal Opportunity

*Section 1324b of the Immigration and Nationality Act* prohibits employers from intentional employment discrimination based upon citizenship or immigration status, national origin, and unfair documentary practices or "document abuse" relating to the employment eligibility verification or Form I-9 process. Document abuse prohibited by the statute includes improperly requesting that an employee produce more documents than required by the I-9 form, or a particular document, such as a "green card", to establish the employee's identity and employment authorization; improperly rejecting documents that reasonably appear to be genuine during the I-9 process; and improperly treating groups of applicants differently when completing the I-9 form.

*Executive Order 11246*, as amended, prohibits discrimination in employment by all institutions with federal contracts and requires affirmative action to ensure equal employment opportunities.

*Title VII of the Civil Rights Act of 1964*, as amended, prohibits discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other terms, conditions, and privileges of employment) on the basis of race, color, religion, national origin, or sex.

*Title VI of the Civil Rights Act of 1964* prohibits discrimination or the denial of benefits because of race, color, or national origin in any program or activity receiving federal financial assistance.

*Equal Pay Act of 1963*, as amended, requires that men and women performing substantially equal jobs in the same workplace receive equal pay.

*Title IX of the Education Amendments of 1972* prohibits discrimination or the denial of benefits based on sex in any educational program or activity receiving federal financial assistance.

*Age Discrimination in Employment Act*, as amended, prohibits discrimination against individuals who are age 40 or older.

*Section 504 of the Rehabilitation Act of 1973* defines and forbids acts of discrimination against qualified individuals with disabilities in employment and in the operation of programs and activities receiving federal financial assistance.

*Section 503 of the Rehabilitation Act of 1973* requires federal contractors and subcontractors to take affirmative action to employ and advance in employment qualified individuals with disabilities.

*Vietnam Era Veterans' Readjustment Act of 1974*, as amended, requires government contractors and subcontractors to take affirmative action to employ and advance in employment disabled and other protected veterans.

*Uniformed Services Employment and Reemployment Rights Act of 1994*, as amended, prohibits employment discrimination based on military status and requires reemployment following military service in some circumstances.

*Americans with Disabilities Act of 1990*, as amended, prohibits discrimination on the basis of disability.

*Genetic Information Nondiscrimination Act of 2008* prohibits employment discrimination based on genetic information.

*New York City Human Rights Law* prohibits discrimination based on age (18 and older), race, creed, color, national origin, gender (including gender identity and expression), disability, marital status, partnership status, sexual orientation, alienage or citizenship status, arrest or conviction record, unemployment status, or status of an individual as a victim of domestic violence, sex offenses or stalking.

*New York City Workplace Religious Freedom Act* requires an employer to make accommodation for an employee's religious needs.

*New York State Education Law Section 224-a* requires institutions of higher education to make accommodations for students who are unable to attend classes or take examinations due to their religious beliefs.

*New York State Human Rights Law* prohibits discrimination based on race, creed, color, national origin, sexual orientation, military status, sex, age (18 and older), marital status, domestic violence victim status, disability, predisposing genetic characteristics or prior arrest or conviction record.

*New York City Pregnant Workers Fairness Act* provides that employers provide pregnant employees with reasonable accommodations for the employee's pregnancy, childbirth, or a medical condition related to pregnancy or childbirth.

Effective as of January 1, 2015 and revised on August 29, 2016.

## Cuny Policy on Sexual Misconduct

On August 12, 2020, the CUNY Board of Trustees adopted a revised Policy on Sexual Misconduct, effective August 14, 2020. This revised Policy supersedes and replaces CUNY's prior policy and will govern CUNY's response to allegations of Sexual Misconduct based on conduct alleged to have occurred on or after August 14, 2020. The revised Policy was necessitated by changes to the federal regulations implementing Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §§ 1681-1688. These new regulations were announced on May 6, 2020, and became effective on August 14, 2020.

Although the new regulations significantly limit the behavior that constitutes Sexual

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Harassment within the definitions of Sexual Misconduct, CUNY will continue to investigate, prosecute and adjudicate all allegations of Sexual Misconduct that fall outside the new narrower definition of Title IX Sexual Harassment. Further, CUNY's revised Policy allows for close scrutiny of all reported allegations of Sexual Misconduct. CUNY remains committed to ensuring that its students, faculty, and staff learn and work in an environment free from Sexual Misconduct. CUNY will continue its zero-tolerance toward any form of Sexual Misconduct, while complying with the mandates of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §§ 1681-1688.

Lastly, CUNY is resolute in its mission to respond to any allegation of Sexual Misconduct that may affect the CUNY community.

To review the CUNY Policy on Sexual Misconduct in its entirety, please visit:

<http://policy.cuny.edu/wp-content/uploads/sites/6/page-assets/general-policy/EDITED-CUNY-Policy-on-Sexual-Misconduct-2018-with-links-8.2.2018.pdf>

If you have any questions about the Policy on Sexual Misconduct or wish to file a complaint, please contact the Office of Compliance and Diversity:

Odelia Levy, Esq. Chief Diversity Officer Title IX & Title 504 Coordinator  
OLevy@bmcc.cuny.edu or 212-220-1236  
199 Chambers Street, Room S701

Theresa Wade, Esq. Deputy Director of Diversity & Title IX Compliance  
TWade@bmcc.cuny.edu or 212-220-1273  
199 Chambers Street, Room S701

## **No Smoking Policy**

Following the enactment of the New York City Clean Air Act, a Smoking Policy was adopted in 1988 for units of The City University of New York including Borough of Manhattan Community College. The Clean Air Act was adopted in response to findings of the Surgeon General of the United States that passive exposure to cigarette smoke (second-hand or passive smoke) is linked to a variety of negative consequences. For overall health and safety concerns, and following the classification by the U.S. EPA of second-hand smoke as a Class A carcinogen, with input from faculty, staff, and students, the College became a *smoke-free* campus in April 1993. Smoking is not permitted on the premises of Borough of Manhattan Community College at either 199 Chambers Street or 70 Murray Street. The administrator designated to review issues/complaints related to the College's *No Smoking* policy is the Labor Designee and Counsel to the President, Michael Reyes, Room S-701.

# BMCC Administration and Staff

## OFFICE OF THE PRESIDENT

Anthony E. Munroe  
*President*  
Christopher Shults  
*Dean for Institutional Effectiveness and Strategic Planning*  
Thomas Volpe  
*Director of Publications*  
Odelia Levy  
*Chief Diversity Officer and Special Advisor to the President*  
Eli Abdallah  
*Interim Executive Director of BMCC Tribeca Performing Arts Center*

## OFFICE OF THE SENIOR VICE PRESIDENT OF ACADEMIC AFFAIRS

Erwin J. Wong  
*Provost/Senior Vice President of Academic Affairs*  
David P. Barnett  
*Acting Dean of Academic Affairs*  
Janice Zummo  
*Associate Dean of Academic Affairs for Support Services*  
Antoinette McKain  
*Director of Evening/Weekend Programs*  
Carei Thomas  
*Director of Academic Advisement and Transfer*  
Odaelys Pollard  
*Director of Research*  
Sara Crosby  
*Director of BMCC Learning Academy*  
Deanne Southwell  
*Executive Director, ASAP*  
Greer McPhaden  
*Director of Faculty Appointments*  
Peter Williams  
*Director of College Now*  
Ashtian Holmes  
*Director UMLA*  
Argenis Rodriguez  
*Director of CUNY EDGE*  
Sharon Reid  
*Director of Internships and Experiential Learning*  
Gregory Bryant  
*MECA Liaison*  
Gregory Farrell  
*Director of the Learning Resource Center*  
Thomas Harbison  
*Director of Digital Education Center*  
Igwe Williams  
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Founded in 1847, The City University of New York (CUNY) is the nation's leading public urban university. It is noted for its commitment to academic excellence and its open admissions policy. Comprised senior colleges, six community colleges, a graduate school, a law school, and a medical school with a full-time faculty of 6,000 and more than 70 research centers and institutes, the City University ranks among the country's major research institutions.

Nearly 250,000 students are currently registered at the City University. This includes both full-time graduate and undergraduate students enrolled in credit-bearing courses.

The following are some of the services provided by CUNY to help students and prospective students with their educational needs:

### Office of Admissions Services (OAS)

The Office of Admissions Services (OAS) assists all prospective students and applicants who are interested in attending one of the Colleges of the The City University of New York. The office is located at 1114 Avenue of the Americas (15th floor) in Manhattan and includes the following divisions:

The Information Center provides information about CUNY admissions procedures, international student admissions, financial aid, CUNY programs the Seek/College Discovery Program and General Equivalency Diplomas (GED). The Center is open Monday through Thursday from 9:00 AM to 6:00 PM and Friday from 12:00 PM to 5:00 PM. ID is required to enter the building.

The High Schools Services and Community Outreach divisions disseminate pre-admissions information about CUNY to students and guidance counselors in all New York City schools and most of the large community agencies. OAS administers the Test of English as a foreign Language (TOEFL) and its Publications Office prepares CUNY's Freshman and Transfer Guides.

### University Application Processing Center (UAPC)

The University Processing Center (UAPC) processes all freshman and advanced standing transfer applications and evaluates all foreign educational documents. Application inquiries should be directed to OAS.

### Right to Know

In 1998, the federal government passed higher education amendments. This requires colleges to disclose completion or graduation rates and transfer out rates to current and to prospective students beginning July 1, 2000. Current and prospective students may obtain this information at the Registrar's Office, Room S-315.

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# Registered Programs

## INVENTORY OF REGISTERED PROGRAMS

Program Name	Program Code	HEGIS Code	Degree Awarded	Date Registered
Accounting	01080	5002	A.A.S.	3/72
Accounting	35613	5002	Certificate	4/15
Accounting for Forensic Accounting	35014	5002	A.S.	11/11
Animation and Motion Graphics	37124	5012	A.S.	1/15
Art Foundations: Art History	37485	5610.00	A.A.	6/15
Art Foundations: Studio Art	37484	5610.00	A.S.	6/15
Bilingual Childhood Education	28377	5649	A.A.	11/03
Biotechnology Science	33675	5604	A.S.	3/10
Business Administration	01076	5004.00	A.S.	3/72*
Business Management	79416	5004	A.A.S.	8/79
Child Care/Early Childhood Education	81256	5503	A.S.	7/81
Childhood Education	28378	5649	A.A.	11/03
Children and Youth Studies	39382	5699.00	A.A.	1/18
Communication Studies	35127	5606	A.A.	1/12
Community Health Education	36607	5506	A.S.	3/14
Computer Information Systems	91517	5103	A.A.S.	10/91
Computer Network Technology	91518	5104	A.A.S.	10/91
Computer Science	92040	5101.00	A.S.	1/92
Criminal Justice	33085	5505	A.A.	6/09
Critical Thinking and Justice	42168	4903.00	AA	03/22
Digital Marketing	39274	5004.00	A.S.	11/17
Economics	38400	5622.00	A.A.	10/16
Engineering Science	89095	5609	A.S.	4/89
Ethnic Studies	39750	5603.00	A.A.	7/18
Financial Management	39275	5003.00	A.S.	11/17
Gender and Women's Studies	38689	5649.00	A.A.	2/17
Geographic Information Science	36021	0701	A.S.	5/13
Gerontology	37583	5506.20	A.S.	7/15
Health Informatics	36821	5213	Certificate	5/14
Health Information Technology	01094	5213.00	A.A.S.	3/72
History	37532	5622.00	A.A.	6/15
Human Services	91516	5506	A.S.	1/91
Liberal Arts	01079	5649	A.A.	3/72
Linguistics and Literacy	39387	5649.00	A.A.	1/18
Mathematics	19458	5617	A.S.	11/94
Modern Languages	37472	5611.00	A.A.	6/15
Multimedia Programming and Design	21882	5008	A.S.	5/12
Music	39033	5610.00	A.S.	7/17
Nursing	01093	5208.1	A.A.S.	9/67
Nursing/Dual Degree with CUNY School of Professional Studies	40090	5208.1	A.A.S.	1/19
Paramedic	88036	5299	A.A.S.	2/88
Political Science	42272	5622.00	AA	05/22
Psychology	38147	5620.00	A.A.	5/16
Public and Nonprofit Administration	41029	5508.00	A.S.	7/20
Public Health	38660	5299.00	A.S.	2/17
Respiratory Therapy	01096	5215	A.A.S.	3/72
School Health Education	36867	5608	A.S.	8/14
Science	19052	5649	A.S.	9/93
Science for Forensics	32756	5619	A.S.	2/09
Science for Health	38145	5604.00	A.S.	5/16
Secondary Education for Mathematics and Science	35379	5503	A.S.	4/12
Small Business/Entrepreneurship	92039	5004	A.A.S.	1/92
Social Studies for Secondary Education	40031	2205.00	A.A.	12/18
Sociology	37471	5622.00	A.A.	6/15
Spanish Translation for the Health, Legal and Business Professions	40354	5611.00	Certificate	5/19
Theatre	25134	5610	A.S.	7/01
Urban Studies	42169	2214.00	AA	09/22
Video Arts and Technology	82563	5008	A.S.	5/12
Writing and Literature	22639	5615	A.A.	3/00

**Note:** Enrollment in other than registered or otherwise approved programs may jeopardize your eligibility for certain student aid awards.

\* Program revised from A.A. to A.S. effective 7/30/18









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