



KINGSBOROUGH COMMUNITY COLLEGE

2018-2019 Catalog

College Mission Statement

Kingsborough Community College of The City University of New York is a comprehensive community college providing both liberal arts and career education. It is dedicated to promoting student learning and development as well as strengthening and serving its diverse community. To these ends, we strive to fulfill the following goals:

- To offer a superior general education to all degree students
- To provide programs of study for those intending to transfer and those seeking immediate employment
- To promote critical reading, writing, and thinking
- To develop student competence in information literacy, oral communication, quantitative skills, and technological literacy
- To promote civic engagement, global awareness, civility, and respect for diversity
- To provide life-long learning opportunities in credit and non-credit programs for the non-traditional as well as the traditional student
- To provide comprehensive services that address student needs in order to support academic success
- To respond to the educational, social, cultural, and economic needs of the communities we serve

A College of the City University of New York

Kingsborough Community College
2001 Oriental Boulevard
Brooklyn, New York 11235-2398

<http://www.kbcc.cuny.edu>

A College of The City University of New York

The Board of Trustees of the City University of New York reserves the right to make changes of any nature in the academic programs and requirements of the City University of New York and its constituent colleges. All programs, requirements, and courses are subject to termination or change without advance notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of the City University of New York.

TABLE OF CONTENTS

ABOUT KINGSBOROUGH COMMUNITY COLLEGE	1
ACADEMIC CALENDAR	1
ACCREDITATION	2
SUPPORTING KINGSBOROUGH	3
EQUAL OPPORTUNITY, NON-DISCRIMINATION AND AFFIRMATIVE ACTION.....	3
CATALOG	4
CURRICULA	5
FACILITIES SUPPORTING ACADEMIC PROGRAMS	7
ADMISSION INFORMATION AND PROCEDURES	9
PROGRAMS FOR NEW STUDENTS	12
FRESHMAN AND TRANSFER SERVICES	13
TRANSFER POLICIES AND PROCEDURES.....	15
TESTING	18
HEALTH REGULATIONS	19
FINANCIAL AID	20
FEDERAL STUDENT AID	20
TAP	27
OTHER AID PROGRAMS	33
TUITION AND FEES	34
COURSE/COLLEGE WITHDRAWAL	37
DEGREE REQUIREMENTS	39
ACADEMIC ADVISEMENT AND ASSISTANCE	41
ACADEMIC INFORMATION.....	44
TYPES OF COURSES	45
COLLEGE CREDITS ASSIGNED FOR INSTRUCTIONAL HOURS	47
EXAMINATIONS AND GRADES	50
MAINTENANCE OF ACADEMIC STANDARDS	53
HONORS AND ENRICHED OFF CAMPUS OPPORTUNITIES	55
GRADUATION	59
ANNUAL AWARDS	59
ACADEMIC AWARDS.....	60
SPECIAL AWARDS	62
TRANSFER TO FOUR-YEAR COLLEGES AND UNIVERSITIES.....	63
DEPARTMENT OF STUDENT AFFAIRS	64
STUDENT DEVELOPMENT COURSE OFFERINGS	64
STUDENT LIFE	64
STUDENT GOVERNMENT	64
ATHLETIC ACTIVITIES	66
STUDENT SUPPORT PROGRAMS.....	68
COUNSELING AND HEALTH SERVICES.....	70
REGISTRAR'S OFFICE	72
ACADEMIC SCHEDULING.....	73
INFORMATION TECHNOLOGY SERVICES.....	73
ROBERT J. KIBBEE LIBRARY	74
SECURITY AND PUBLIC SAFETY.....	75
HOLIDAY AND EMERGENCY COLLEGE CLOSING	75
IDENTIFICATION CARDS	76
LOST AND FOUND	76
HIGH SCHOOL PROGRAMS	77

OFFICE OF CONTINUING EDUCATION, WORKFORCE

DEVELOPMENT, AND STRATEGIC COMMUNITY PLANNING.....	79
FOR THE COMMUNITY.....	83

GENERAL EDUCATION REQUIREMENTS –CUNY COMMON

CORE: PATHWAYS	84
CUNY PATHWAYS COURSES	86

THE ASSOCIATE IN ARTS (A.A.) DEGREE

Criminal Justice	92
Liberal Arts.....	94

THE ASSOCIATE IN APPLIED SCIENCE (A.A.S.) DEGREE

Computer Information Systems	113
Culinary Arts	115
Emergency Medical Services–Paramedic	117
Fashion Design.....	122
Maritime Technology.....	124
Nursing.....	126
Office Administration and Technology.....	132
Physical Therapist Assistant	135
Polysomnographic Technology	139
Retail Merchandising.....	142
Surgical Technology.....	144
Tourism and Hospitality	148
Website Development and Administration.....	151

THE ASSOCIATE IN SCIENCE (A.S.) DEGREE

Accounting	154
Biology	156
Biotechnology	159
Business Administration	161
Chemical Dependency Counseling	163
Chemistry.....	165
Community Health.....	167
Computer Science.....	170
Early Childhood Education/Child Care	172
Earth and Planetary Sciences	175
Education Studies	177
Engineering Science.....	180
Exercise Science	182
Fine Arts.....	185
Graphic Design and Illustration.....	188
Journalism and Print Media	190
Mathematics	192
Media Arts	194
Mental Health and Human Services.....	197
Physical Education, Recreation and Recreation Therapy.....	200
Physics.....	203
Science for Forensics	205
Speech Communication	207
Theatre Arts	209

CERTIFICATE PROGRAMS

Alcoholism and Substance Abuse Counseling	213
Culinary Arts and Food Management	214

COURSE DESCRIPTIONS

Accounting	215
American Politics	217
Anthropology	219
Arabic	220
Art: Art History	221
Art: Studio Art	223
Behavioral & Social Science: College Now	231
Behavioral Sciences	231
Biological Sciences	232
Business Administration	242
Chemistry	245
Chinese	248
Community Health	248
Computer Information Systems	250
Computer Programming	252
Computer Science	255
Criminal Justice	256
Culinary Arts	257
Developmental English	260
Early Childhood Education/Child Care & Education Studies	262
Earth and Planetary Science	265
Economics	268
Education	269
Emergency Medical Services	270
Engineering Science	274
English	276
English as a Second Language (ESL)	276
English Electives	278
English: College Now	283
Exercise Science	283
Fashion Design	285
Fashion Merchandising	287
French	288
Global Politics (Non-American)	289
Health Education	291
Health Science	293
Hebrew	294
Humanities	295
Italian	296
Journalism	298

Maritime Technology	298
Mass Communications	301
Mathematics	304
Mental Health & Human Services	311
Music	313
Nursing	314
Office Administration	320
Office Technology	322
Philosophy	327
Physical Education, Recreation, & Recreation Therapy (PERRT)	330
Physical Education: Co-Education Activities	333
Physical Education: Men's Activities	339
Physical Education: Women's Activities	339
Physics	340
Polysomnographic Technology	342
Psychology	344
Retail Merchandising	347
Science	348
Sociology	349
Spanish	351
Speech	355
Substance Abuse & Alcoholism Counseling	358
Surgical Technology	360
Theatre	362
Tourism & Hospitality	366
United States History	371
World History	374
Yiddish	378

FACULTY

Administrative Officers	379
Faculty & Instructional Staff	380
Professors Emeriti	411

NOTIFICATIONS, POLICIES & RULES AND REGULATIONS 424

THE CITY UNIVERSITY OF NEW YORK HISTORY 443

BOARD OF TRUSTEES AND ADMINISTRATORS 444

COLLEGES OF CUNY 445

About Kingsborough Community College

Overview

Founded in 1963, Kingsborough Community College serves approximately 30,000 students per year, offering a wide range of credit and non-credit courses in the liberal arts and career education, as well as a number of specialized programs. Kingsborough serves a widely diverse student population, represented by 142 national backgrounds and 73 national languages, and ranks among the top community colleges in the country in associate degrees awarded to minority students. The college is located on a breathtaking 70-acre campus in Manhattan Beach, on the southern tip of Brooklyn, New York. The campus overlooks three bodies of water-- Sheepshead Bay, Jamaica Bay and the Atlantic Ocean.

Our Vision

The Kingsborough Community College vision for the future offers a renewed focus on student learning that drives decision-making within the institution. The vision statement says, "Kingsborough Community College shall be an institution focused on the question, 'How do our individual and collective actions contribute to student learning?' To achieve its vision, Kingsborough strives for high quality and continuous improvement in all areas related to student learning, including the faculty, instructional programs, student services, administrative and support staff, and the campus environment. In addition, Kingsborough encourages students to take an active involvement in their own learning."

What We Offer

Kingsborough Community College is a comprehensive community college, offering a broad array of educational opportunities in line with its current mission: preparation for transfer to a four-year institution, career development, general education, adult and continuing education, and support services. The college provides developmental courses and English as a Second Language (ESL) instruction to better prepare all students to successfully complete their academic programs.

In addition, Kingsborough offers a number of programs for special populations, including the My Turn Program for senior citizens, College Now, a unique partnership with area high schools that was developed at Kingsborough and is now being replicated by colleges throughout the City, and the Leon M. Goldstein High School for the Sciences, a public school located on the Kingsborough campus.

Academic Calendar

Kingsborough conducts classes on an innovative, special academic calendar. Classes are held during a 12-week Fall session which starts in September, and ends late in December. This is followed by a 6-week Winter module which ends in February.

A 12-week Spring session starts at the beginning of March, and ends in the middle of June. This is followed by a 6-week Summer module which continues until the end of July. For further information go to http://www.kbcc.cuny.edu/sub-registration/office_of_registrar/Pages/academic_calendar.aspx

Kingsborough – Brooklyn's Community College

As Brooklyn's only community college, Kingsborough sponsors hundreds of community events each year that attract visitors to the campus, including art exhibitions, lectures, a free summer music festival, and a performing arts festival.

Looking Toward The Future

Kingsborough Community College is committed to enhancing learning opportunities for the Brooklyn community. The college has been recognized as one of the top four community colleges in the nation by the Aspen Institute's Community College Excellence Program. Kingsborough Community College is a Leader College of Achieving the Dream (AtD), a national network of community colleges focused on the development of committed leadership, use of evidence to improve policies and services, broad campus engagement, systematic institutional improvement, and increasing institutional equity. As a Leader College it will allow us to share our success with institutions around the nation and provide access to resources with which to implement new initiatives.

Following its long-standing and exemplary record, Kingsborough will continue to anticipate and respond to the ever-changing needs of its dynamic urban area. As the community experiences economic, social, and occupational shifts, Kingsborough will remain in the forefront to fulfill the needs and expectations of community members.

Accreditation

Kingsborough Community College is fully accredited and approved by the Middle States Commission on Higher Education. In addition the following program accreditations are in effect:

The *Chemical Dependency Program* and the *Alcoholism and Substance Abuse Counseling Certificate* are accredited by the National Addiction Studies Accreditation Commission (NASAC), 1001 N. Fairfax, Street Suite 201, Alexandria, VA 22314 and the New York Office of Alcoholism and Substance Abuse Services (OASAS), New York City Office, 501 7th Avenue, New York, NY 10018-5903 and Albany Office, 1450 Western Avenue, Albany, NY 12203-3526.

The *Surgical Technology Program* is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street, Clearwater, FL 33756 or phone (727) 210-2350.

The *Physical Therapist Assistant Program* is accredited by the Commission for the Accreditation of Physical Therapy Education (CAPTE), an independent part of the American Physical Therapy Association (APTA), 1111 North Fairfax Street, Alexandria, VA 22314 or phone (703) 684-2782.

The *Nursing Program* is approved by the New York State Education Department, Office of the Professions, Division of Professional Licensing Services Nurse Unit, 89 Washington Avenue, Albany, NY 12234-1000 or phone (518) 474-3817, ext. 280, and accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326 or phone (404) 975-5000.

Emergency Medical Services Paramedic (EMS-P) Program has probationary accreditation with New York State Department of Health Bureau of Emergency Medical Services, NYS Department of Health, 875 Central Avenue, Albany, NY 12206 or phone (518) 402-0996. The Kingsborough Community College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Education Programs for the Emergency Medical Services Profession (CoAEMSP). Graduates of the Kingsborough Community College Paramedic Program as eligible to take the paramedic examination at the New York State, New York City, and national level. The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is located at 25400 U.S. Highway 19 N, Suite 158, Clearwater, FL 33763 or phone (727) 210-2350, www.caahep.org As a new program that began Fall 2013, the college has graduated two classes since August 2015.

The *Polysomnographic Technology Program* has been awarded initial accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG). The Commission on Accreditation of Allied Health Education Programs (CAAHEP) is located at 25400 U.S. Highway 19 N, Suite 158, Clearwater, FL 33763 or phone (727) 210-2350, <http://www.caahep.org>. The Committee on Accreditation for Polysomnographic Technologist Education (CoAPSG) is located at 1711 Frank Avenue, New Bern, NC 28560 or phone (252) 626- 3238.

All academic programs are registered by the New York State Education Department, The University of the State of New York, Office of Higher Education, 5 North Mezzanine – Education Building, Albany, NY 12234. Accreditation documentation is available for review in the Office of Academic Affairs, A-218.

The College is a member of the American Association of Community Colleges (AACC), the American Council on Education (ACE), the Association of American Colleges and Universities (AAC&U), the Council for Advancement and Support of Education (CASE), the Council for Higher Education Accreditation (CHEA), the League for Innovation in the Community College, Leader College for the Achieving the Dream National Reform Network, the New York Community College Association of Presidents (NYCCAP), and the Middle States Commission on Higher Education.

Supporting Kingsborough

For over fifty years Kingsborough Community College has provided access, excellence and opportunity to countless students in Brooklyn and beyond, while also earning recognition as a nationwide leader among community colleges. As much as these efforts have been fueled by administrative leadership and academic ingenuity, they have also relied on the philanthropic support of Kingsborough's dedicated donors and partners. Donations to the college support student scholarships, grants, education programs, and other vital initiatives.

When making a gift to Kingsborough, donors have many options to choose from: creating an endowed or named scholarship fund, contributing to existing funds, making a bequest or planned gift, making an unrestricted gift to the KCC Foundation, and many more. To learn about how you can make a philanthropic impact on Kingsborough, contact the Vice President for Institutional Advancement, at 718-368-4539.

Funding for the college is raised through the Kingsborough Community College Foundation, Inc., a tax exempt 501 (c)(3) philanthropic organization through which individuals, foundation and corporations can make tax exempt gifts to benefit our students, faculty and college. The foundation is governed by an independent Board of Trustees which represents a wide array of prominent industries in New York City. Alumni of the college and key members of the administration also serve on the Board.

The Foundation Office is located in the Kingsborough Community College Office for Institutional Advancement, 2001 Oriental Boulevard, Brooklyn, NY 11235-2398. To reach the Office for Institutional Advancement by phone, call 718-368-4539.

Equal Opportunity, Non-Discrimination and Affirmative Action

The City University of New York ("University" or "CUNY"), located in a historically diverse municipality, is committed to a policy of equal and equal access in the workplace and in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination/sexual harassment are central to the mission of the University.

It is the policy of the University, 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, credit history, caregiver status, and/or any other legally prohibited basis in accordance with federal, state and city laws.

It is also the University's policy to provide reasonable accommodations when appropriate to individuals with caregiver status, 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, objecting to, or cooperating with a discrimination/sexual harassment investigation.

Kingsborough Community College as a constituent unit of the City University of New York (CUNY), a public university system, adheres to federal, state, and city laws and regulations regarding non-discrimination and affirmative action including among others, Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, as amended, the Age Discrimination Act of 1975, the New York State Human Rights Law and the New York City Human Rights Law. The "protected classes", as enumerated in Executive Order 11246, include American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Women. Updated federal guidelines further expanded these protected classes to include two or more races.

Kingsborough's Chief Diversity/Affirmative Action/Equal Opportunity Officer is located in the E-Cluster, E-115, and can be reached by telephone at 718-368-6896 or by email at AskOEO@kbcc.cuny.edu. The Chief Diversity Officer also serves as Kingsborough's coordinator for Section 504 of the Rehabilitation Act of 1973, the American Disabilities Act and the Title IX Amendment of the education amendments of 1972.

For the President's Message Reaffirming Principles of Nondiscrimination Policies and Affirmative Action, go to the college website at www.kbcc.cuny.edu/humanresources/Pages/affirmativeaction.aspx

Catalog

This College Catalog contains academic policies and procedures, requirements, and other information critical to academic success. The catalog is posted on the Kingsborough website by academic year.

The catalog lists all the courses required for each particular degree, along with course descriptions, to help students decide which electives are of the greatest interest and value to them. The catalog also alerts students to specific college requirements, rules and regulations, and the special opportunities and advantages available on campus.

NOTE

Degree requirements correspond to the college catalog for the term/year you entered Kingsborough OR the term/year you last changed your major.

It is in every student's best interest to become familiar with the information included in the catalog and to also seek the advice available in academic departments and the advisement centers located on campus.

After graduating from Kingsborough, alumni discover that many senior colleges, universities and professional schools frequently require a copy of the Kingsborough Community College catalog for their years of attendance, which describes course content and other details that may be needed in order to properly evaluate credits. The catalog information may also be useful and helpful for employment opportunity consideration. An online version of the catalog is available on the Kingsborough website. For the most current program information, please consult your advisor. Prospective students who are interested in attending Kingsborough should request publications about the college from the Admission Information Center located in the Regina S. Peruggi Academic Center, V-103.

Curricula

The college expects that every Kingsborough student will make consistent and determined progress toward earning a degree, seriously strive to perform well in all courses, spend approximately two hours and five minutes of outside preparation, study, and work for EACH hour of classroom instruction and be committed to taking full advantage of the opportunities the college offers for a quality education. The administration and faculty are concerned with providing education of the highest level of excellence, building basic skills, which will facilitate and encourage further learning, assisting students to develop their individual potentials to their highest levels and helping students establish a firm foundation upon which to build their future careers. Students in all programs follow courses of study designed to provide a sound general education and a carefully developed program of occupational or pre-professional education.

Kingsborough strives to provide courses in scheduled formats that facilitate student success while supporting the most conducive path to timely degree completion. Recognizing the desire to meet the multi-faceted needs of all students, courses for degree completion are offered in both day and evening formats. We do not offer any degree programs that are exclusively structured totally for either evening or weekend attendance or online completion. Students will need to work closely with designated advisors to plan for a combination of day and evening or weekend classes to complete their course of study.

Graduates who successfully complete the courses prescribed for the program of their choice can earn the degree that plan carries: the Associate in Arts (A.A.) degree, the Associate in Science (A.S.) degree or the Associate in Applied Science (A.A.S.) degree. Several one-year certificate programs are also offered.

Effective Fall 2013, The City University of New York implemented the Pathways initiative across its undergraduate colleges. Pathways establishes a new system of general education requirements and new transfer guidelines across CUNY, and by doing so reinforces CUNY's educational excellence while easing student transfer between CUNY colleges

The Associate in Arts (A.A.)

Candidates for the Associate in Arts (A.A.) degree must satisfactorily complete required credits from a wide range of Liberal Arts subjects. The college offers two Associate in Arts degrees, one in Criminal Justice and the other in Liberal Arts (with concentrations in Children's Studies, English, Global and Environmental Studies, Philosophy, Secondary Education, Spanish, and Women's and Gender Studies).

The Associate in Science (A.S.)

Candidates for the Associate in Science (A.S.) degree follow programs which closely parallel the A.A. program, but have a greater concentration in a single subject area. These programs include Accounting, Biology (with concentrations in Allied Health Transfer Option and Biology Transfer Option), Business Administration, Biotechnology, Chemical Dependency Counseling, Chemistry, Community Health (with concentrations in Gerontology, Health Services Administration, and Health Education and Promotion), Computer Science, Early Childhood Education/Child Care (with concentrations in Early Child Education/Child Care and Infancy/Toddler Development), Earth and Planetary Sciences, Education Studies (with concentrations in Birth-2nd Grade and 1st – 6th Grade), Engineering Science, Exercise Science, Fine Arts (with concentrations in Art History, Ceramics, Drawing and Painting, Photography, and Sculpture), Graphic Design and Illustration (with concentrations in Animation and Graphic Design), Journalism and Print Media, Mathematics, Media Arts, Mental Health and Human Services (with concentrations in Domestic Violence Counseling and Substance Abuse Counseling), Physical Education, Recreation and Recreation Therapy (with concentrations in Recreation and Recreation Therapy and Baccalaureate Transfer Options in Sports Management and Teaching Physical Education K-12) Physics, Science for Forensics, Speech Communication (with concentrations in Communication Studies and Speech Pathology), or Theatre Arts (with concentrations in Performance and Technical Production).

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

Candidates for the Associate in Applied Science (A.A.S.) degree follow programs which concentrate in applied fields. The professional fields in which these programs are offered include Computer Information Systems, Culinary Arts, Fashion Design, Emergency Medical Services – Paramedic, Maritime Technology (with a Marine Technician option), Nursing, Office Administration and Technology (with concentrations in, Legal, Medical, Medical Word/Information Processing, and School Word/Information Processing), Physical Therapist Assistant, , Polysomnographic Technology, Retail Merchandising (with concentrations in Fashion Merchandising and Marketing Management), Surgical Technology, Tourism and Hospitality (with concentrations in Food and Beverage Management, Hotel Management, Sports Management, and Tourism), and Website Development and Administration.

Certificate Programs

Kingsborough's certificate programs are designed to provide students with focused in-depth study and professional training. Certificate Programs are available in Alcoholism and Substance Abuse Counseling and Culinary Arts.

Facilities Supporting Academic Programs

Consistent with its Mission Statement, Kingsborough Community College takes pride in providing comprehensive services that address student needs in order to support academic success. Our facilities support our varied academic programs. The Office of Information Technology Services (ITS), working in collaboration with Academic Affairs, aims to promote the effective integration of technology into teaching and learning. ITS manages the hardware and software for all computer labs with 1,530 desktop computers, including smart boards, podium systems, and 950 wireless thin clients in 21 computerized classrooms. These labs serve to meet a wide variety of academic needs and are as varied as a diesel lab, a fashion design lab, graphic design lab equipped with Macs, and math and computer science labs. The Language Learning Labs provide students with specialized instruction in Arabic, Chinese, French, Italian and Spanish. In addition, the College opened a STEM (Science, Technology, Engineering, and Mathematics) lab as well as a Center for Academic Writing Success (CAWS) which recently expand their student facilities and capacity, reading lounge areas, classrooms and tutoring cubicles.

The 6,550 gallon shark tank, along with five other aquarium tanks containing a host of aquatic species, and other museum quality displays relating to marine and terrestrial biology, support biology courses. There are two research labs for biology and physical sciences that support research scholars programs.

The Nursing Labs are provided with actual hospital beds and equipment simulators as well as medical mannequin simulators (including pediatric, pregnant and adult mannequins). A new state-of-the-art Simulation Center for Emergency Care and the Health Sciences uses the latest high-fidelity human mannequins and actual ambulances for instruction. Surgical technology students are provided with a mock operating room where lectures are given and they receive hands-on training on medical procedures with specialized mannequins.

The award-winning Health, Physical Education and Recreation Center building contains two large gymnasiums with retractable bleachers, indoor tracks, a 26 meter swimming pool (with depths ranging from 3 feet to 12 feet), a racquetball court, a fitness center with state-of-the art cardio equipment, a separate free-weight room, yoga rooms and dance studios. The gymnasiums accommodate basketball courts, tennis courts, and volleyball courts. The exterior tennis courts have been newly refinished and there are two new baseball fields and a soccer field on artificial turf.

Art students are provided with numerous fine art studios, a photography dark room, a ceramics studio with four (4) electric kilns and two (2) gas kilns, and state-of-the-art digital Mac labs for Graphic Design, Illustration, Animation, and Digital Photography classes. The Art Gallery serves the Kingsborough and local communities through rotating exhibits of historical and contemporary artists, as well as annual faculty and student exhibitions.

The Culinary Management Center and the Oceanview Room are fully equipped cooking facilities with a realistic restaurant setting for students training in the culinary arts.

The Tourism and Hospitality program labs house software used to train students. The Opera Property Management System (PMS) Software, an industry leading system, trains students for jobs in hotel management. Virtual Enterprise MarketMaker trains students to create and operate their own virtual business. SABRE GDS (Global Distribution System) is a multi-disciplined reservation system used for making reservations for airlines, car rentals, hotels, etc.

Kingsborough's Radio Station, WKRB 90.3, serves as both an instructional lab and a fully functional station. The state-of-the-art facility incorporates three studios, an Audio Editing suite and a Smart Classroom that accommodates 20 students. The Television Studio functions as an instructional lab with a tapeless HD workflow, incorporating three full-HD cameras, a Grass Valley video switcher, graphics and theatrical lighting system. The Multimedia Editing Lab provides opportunities for students to practice skills in remote camera operation, lighting for remotes, and editing for both video and audio. Adjacent space serves as a new distribution hub for remote/field equipment for camera and lighting instruction and practicum.

The Lighthouse Theater serves as the primary production laboratory for the theatre arts program where students practice the skills that they have learned in acting, design, technical theatre, voice, musical theatre, history and general theatre coursework. The Scene Shop is a technical theatre and theatrical design classroom and laboratory where students practice skills in lighting and scenic design, as well as electrics, carpentry, stage management, and other areas of technical theatre. The Acting Studio provides

a space for students to learn the crafts of acting, voice, movement and musical theatre, serving as the theatre program's main rehearsal space.

The College has two boats that are used for training and hands-on experience that are accessible from the college's dock, which is located on campus.

The Robert J. Kibbee Library and Media Center contain collections of books and publications that are made available to students in support of their academic goals.

Kingsborough also offers a computerized testing facility with more than 150 stations.

Kingsborough's open computer labs are designed for multidisciplinary use by registered students and provide a comfortable study and research lounge area. Student Help Desks support students' varying technological needs and are an ever-present access point for students to use and receive assistance with technology for academic purposes. Staff members in these locations provide assistance with general information, computer and Wi-Fi access, student email access and password reset, and free on-campus printing. To facilitate access to education materials and programs, online assistance is available to students for log-in to, password retrieval for, and navigation to Inside Kingsborough, the mobile access site for all web-enabled devices, KBCC Mobile, Kingsborough's mobile app, KBAM, access management for self-services-tools, the CUNY portal, the University portal, CUNYfirst, the student information system, and Blackboard, the learning management system.

Our spaces support the infrastructure for teaching and learning, scholarship and research. Although the list above is not a totally inclusive listing, it is indicative of the range of facilities we provide to support our academic endeavors.

Admission Information and Procedures

Village Center for Enrollment Services

Room V-100, Ext. 6700

The Village Center for Enrollment Services, Kingsborough's one-stop for all of the enrollment areas, provides assistance and direction with admission, financial aid, registrar processes, Kingsborough ID validation, directions, and more.

Application Processing Dates

Applicants are urged to file an admission application as early as possible. Applicants who wish to enroll at Kingsborough Community College must apply online at www.cuny.edu and list Kingsborough as their first choice on the admission application. Applications that are complete by the suggested application deadline dates will receive first consideration. Application deadline dates are set by the University and generally are as follows:

Fall Term

Freshman approximately February 1

Transfer approximately February 1

Spring Term

Freshman September 15

Transfer September 15

Non-degree applicants should apply directly at the Academic Village Center. Deadlines vary based on enrollment trends. Inquire at the Village Center before submitting an application.

NOTE

- A. Application deadline dates may vary slightly from year to year. Inquire at the Academic Village Center at 718-368-6700 about possible deadline changes or extensions.
- B. Applications received after the deadline date will also be considered, but some programs may close early. Applicants should contact the Academic Village Center if filing after the application date.

Degree Seeking Applicants (Matriculated)

Applicants who plan to earn a degree should apply for matriculated status and may attend either weekdays during the day or evening and/or on weekends. However, not all majors can be completed exclusively or totally during evenings or weekends only or online.

Non-Degree Seeking Applicants (Non-Matriculated)

Applicants who wish to earn college credit without working toward a degree may request a non-degree status. Non-matriculants may, if they wish, change to matriculated status in a future term subject to the college's requirements for doing so and use their credits toward a degree. See the section on *Change of Status* for details on requirements. Non-degree students are not eligible for financial aid.

Direct On-the-Spot Admission

Applicants who currently hold a U.S. high school diploma, or have received a state High School Equivalency (HSE) diploma through the General Education Development (G.E.D.) or Test Assessing Secondary Completion (TASC™) by virtue of satisfactory scores on the examinations, or currently attend or have previously attended an accredited U.S. college, may be eligible for preliminary acceptance to Kingsborough. For further information call the Academic Village Center at 718-368-6700.

Freshman Applicants

All applicants who have never attended any college, university, or other post-secondary institution such as a trade, technical, business or health profession school, should apply as a freshman. Applicants who are high school seniors currently attending a New York City public school or a parochial or private school, should apply online for admission at www.cuny.edu. Freshman applications must include the student's official high school transcript with date of graduation, General Education Development (G.E.D.) scores, or Test Assessing Secondary Completion (TASC™) scores.

CUNY does not accept high school certificates, Individual Education Plan (IEP) diplomas, online, correspondence or virtual high school diplomas/credentials, or transcripts from unaccredited high schools as proof of high school graduation. Refer to the admission application for specific details.

Transfer Applicants

All applicants who have attended a college or other college-level post-secondary school must submit a Transfer Application. Applicants who have attended a post-secondary institution such as a hospital school of nursing, secretarial science school, non-college degree granting technical institute or LPN training school must file a Transfer Application; they are not eligible for transfer of credits. The application, along with an official transcript from **each** college or post-secondary school attended, must be included. If the applicant has earned less than 24 credits an official high school transcript with date of graduation or original, General Education Development (G.E.D.) or Test Assessing Secondary Completion (TASC™) scores must also be provided.

International Applicants

International applicants who are not citizens or permanent residents of the United States, whose native language is not English and whose previous education was not in English are required to take the Test of English as a Foreign Language (TOEFL) and score at least 475 if the test was taken on paper, 152 if taken on computer (CBT) or 53 if taken on the internet (IBT). Since it may take a considerable length of time for the TOEFL to be scored and many months for transcripts to arrive from outside the United States, applicants with foreign school documents are urged to complete their application for admission at least six (6) months prior to the start of the term. Kingsborough does not evaluate foreign school documents or make admission decisions for international students; all foreign school documents are evaluated by the University Application Processing Center (UAPC). The College is authorized to enroll non-immigrant alien applicants and issue U.S. Immigration form I-20 to those who are matriculated, in good academic standing and who register for at least 12 credits including equated credits. International students may not commence studies until they have an approved F-1 status.

CUNY Permit Students

Students from CUNY colleges other than Kingsborough may submit a permit request online using their CUNYfirst student self-service. Applications must be filed well in advance of the deadline date established by Kingsborough since several areas must approve the permit. Students who register and subsequently cancel their permit without deleting their course(s) are subject to penalty grades from Kingsborough. These students may also be subject to tuition liability for the permit course(s). Students on permit to Kingsborough from another CUNY college will pay tuition for the permit course(s) at their home college. For more information, refer to <https://epermit.cuny.edu>

My Turn Applicants

Room F-219, Ext. 5079

My Turn is a tuition free college education program for New York State residents 60 years of age and older. Proof of age and New York State residency must be submitted with the admission application. My Turners come into the program as non-degree students and have the choice of matriculating after one (1) semester. My Turn students do not pay tuition. However, an admission application must be submitted and a registration fee, paid each term (Fall/Winter and Spring/Summer), is required. Contact the My Turn office for application deadlines and program information.

Second Degree Applicants

Students returning for a second degree file as a transfer applicant and must apply using the CUNY admission application. For further information call 718-368-6700, or go to V-101.

Readmission

A former student who wishes to return to Kingsborough should complete a Readmission Form. After payment of the required readmission application fee, submit the completed Readmission Form to the Registrar's Office, A-101, after obtaining approval from Health Services, A-108, as well as the Residency Office, V-101. United States veterans are exempt from the readmission fee. Consult the College's web page for readmission deadlines; applications should be filed early since readmission deadlines are well before the start of the upcoming term.

NOTE

Students who have received their degree from Kingsborough should refer to the section above, *Second Degree Applicants*.

Readmission After Academic Dismissal

Former students who were academically dismissed from Kingsborough Community College may apply for readmission according to the guidelines provided in their dismissal letter. A letter of appeal should be addressed to the College Committee on Admission and Academic Standing. The appeal letter, along with a paid Readmission Application, should be submitted to the Registrar's Office, A-101. Consult the Registrar's home page at www.kbcc.cuny.edu for full details of the process and for deadline dates. Appeals should be submitted well before the start of any term.

Change of Status from Non-Degree to Degree

Non-degree students who request a change to degree (matriculated) status must meet the following requirements:

1. Have an official transcript certifying high school graduation or its equivalent on file in the Registrar's Office, A-101.
2. Complete the required CUNY Assessment Tests
3. Be in good academic standing (at least a 2.00 cumulative grade point average) at the end of the current 12-week session.

If a college was attended previously, the following criteria must be met:

1. Meet requirements in 1, 2 and 3 listed above.
2. Have an official copy (copies) of previous college(s) transcript(s) on file in the Registrar's Office, A-101.

If the cumulative grade point average at the previous college(s) was below a 2.00, the completion of a minimum of 12 credits or 12 equated credits will be required at Kingsborough Community College with at least a 2.00 cumulative grade point average. In the event of a student completing all equated credits, the academic progress units are used in place of attempted credits to determine the student's grade point average. Consult the Academic Calendar for filing dates and deadlines.

Programs for New Students

College Discovery

Room L-516, Ext. 5520

The College Discovery Program (CD) is a CUNY Higher Education Opportunity Program for students who demonstrate college potential, but who might otherwise be excluded because of academic or economic circumstances. CD students receive academic and career counseling, tutorial services and financial assistance. The CD program offers students a unique opportunity to continue to a baccalaureate program by transferring to CUNY (SEEK), SUNY (EOP), and private college (HEOP) programs in 96 colleges across the New York State area, where they continue to receive financial and academic assistance. Prospective students must apply before entering the college by completing the Special Program section of the CUNY Admission Application. In addition, they must complete the Free Application for Federal Student Aid (FAFSA), available at www.fafsa.ed.gov and New York State Tuition Assistance Program (TAP) application, available at www.tapweb.org. Students are accepted into the program only during the fall term. For additional information go to <http://www.kbcc.cuny.edu/cd/Pages/default.aspx>

CUNY Baccalaureate for Unique and Interdisciplinary Studies

Room A-228, Ext. 5029

The City University of New York Baccalaureate for Unique and Interdisciplinary Studies (formerly the CUNY Baccalaureate Program) allows academically able students the opportunity to design individualized programs of study that complement their academic, professional, and personal goals. The program is well-suited for students who wish to pursue areas of study not available as majors at either their home college or elsewhere within the University. This is CUNY's most flexible, versatile degree, making it particularly beneficial for working adults; the program also offers a comprehensive transfer policy.

Working one-on-one with CUNY faculty mentors, students create their own single or double "areas of concentration" (e.g. single or double majors), many of which are often interdisciplinary. Recent examples include Engineering Psychology, Marketing Anthropology, Urban Sustainability, International Human Rights, Environmental Biology, Community Development and Technology, and Food Studies and Entrepreneurship. Students may take courses at any CUNY college, including the Graduate Center, School of Professional Studies, and City College Center for Worker Education, and are encouraged to pursue independent research, fieldwork, study abroad, and other academic opportunities.

CUNY BA, as it is commonly known, accepts up to 68 transfer credits earned at the community college level, and up to 90 credits in total. Qualified Kingsborough students can be in the program while working towards their associate degree (and will be able to take courses at the senior colleges at the same time). To be eligible for admission, students must have completed at least 15 college credits with at least a 2.50 grade point average, and must have an idea for an interdisciplinary or otherwise unique area of concentration. For more information, speak with the KCC-CUNY BA Campus Coordinator or visit <http://cunyba.gc.cuny.edu/>

New Start Program
Room M-101, Ext. 4911

The New Start Program assists students who have experienced academic difficulty at participating senior colleges. Eligible students are admitted to Kingsborough in good academic standing and they may enroll in any of Kingsborough's degree programs on a full- or part-time basis. Up to 30 previously earned college credits can be applied toward an associate degree at Kingsborough. New Start students are offered specialized support services, including counseling and academic advisement. After graduation from Kingsborough, students may continue their education at a senior college under the CUNY transfer policy.

Freshman and Transfer Services

Freshman Services

Room F-123, Ext. 4806

Freshman Services is aimed at assisting freshman students make a comfortable and successful transition to Kingsborough Community College. The office helps to lessen the anxieties of students who have never attended college before by offering accurate information, support services and a place where they can make a connection with an advisor who will address any concerns they may have.

Freshman Services is responsible for advising and registering all incoming freshmen, Pre-Enrollment Services, Academic Advisement, Socials/Open House events and workshops. For further information contact freshman.services@kingsborough.edu

Transfer Success Center

Room M-101, Ext. 4911

Transfer Services advisors are available to meet with students who are transferring into Kingsborough. Services include educating students on Kingsborough degree requirements and college policies, providing course equivalency information for students transferring into Kingsborough, and completing the transfer application process. Additional information is available at www.kbcc.cuny.edu/transfer/Pages/In.aspx

New Student Orientation

Room M-201, Ext. 5243

New Student Orientation takes place twice a year. Orientation assists incoming students with their transition to college. Entering a new college setting can be a bit frightening. Students are in a new environment, with new people, and have much more independence than ever before. Orientation is aimed at alleviating some of the anxiety surrounding these issues as well as providing an opportunity for students to meet other incoming students, receive information about college resources and programs, and enjoy Kingsborough's beautiful college campus. Additional information is available at <http://www.kbcc.cuny.edu/fye/Pages/orientation.aspx>

Military and Veteran Affairs Office

Room C-106, Ext. 5472

The Military and Veteran Affairs Office (MAVA) serves the needs of prospective and enrolled active military personnel, reservists, veterans, and their dependents, spouses and survivors. MAVA aids in applying for and certification of students who are eligible to receive education benefits under various Department of Veteran Affairs (DVA) programs. In this role, the MAVA team facilitates a smooth transition and reintegration into the college community. MAVA provides counseling and advisement services, academic program information, and certifies eligible students to receive DVA education benefits while maintaining productive relationships with the Veterans Administration and other agencies serving veterans. All active military personnel, reservists, veterans and their dependents, spouses and survivors receive priority enrollment at the College each semester. For further information go to http://www.kbcc.cuny.edu/sub-other/sub-student_current/serve/Pages/default.aspx

New Americans Center

Room V-101, Ext. 5600

The New Americans Center is a one-stop citizenship center offering free immigration services at Kingsborough Community College and the Brooklyn community at large, including confidential one-on-one consultations with an immigration attorney and/or paralegal. The Center provides assistance with citizenship application, issues relating to student visas, spousal visas, renewal of alien cards, and family deportation petitions, and general legal counseling relating to maintaining and acquiring immigration status in the United States.

Transfer Policies and Procedures

The consideration of transfer credit is determined by course equivalencies, including expected learning outcomes, with those of the College's curricula and standards. Kingsborough Community College applies the guidelines listed below in order to award academic credit for prior learning.

Transfer Policies:

Advanced Standing Credit

A maximum of 30 credits will be accepted toward degree completion through the combined options of testing and course transfer, provided that each course was completed with a satisfactory grade, the course content is equivalent to a Kingsborough course and the course is appropriate to the student's graduation requirements.

Awarded Credit

Credit will be awarded for courses from a regionally accredited non-CUNY college in which the grade earned was "C" or better. In those cases where a grade of "C-" carries two quality points on a four point scale, transfer credit will be granted. Courses with a grade value of "pass" or "satisfactory" will be accepted as transfer credits when the transcript states that a "pass" or "satisfactory" is equivalent to a "C" or above. All passing grades are accepted from CUNY colleges.

Transfer courses will be awarded credit with no grade value (quality points) assigned. Transfer credits approved by Kingsborough Community College are counted towards attempted and completed credits. Transfer credits are not counted towards the grade point average (GPA).

Students may also earn academic credit through nationally recognized examinations. The college also awards advanced standing credit through sources like the Advanced Placement Examinations (AP Exam) of the Educational Testing Service and the College-Level Examination Program (CLEP) of the College Entrance Examination Board, when the matriculated student has met all the prerequisites for that course. Each academic department will determine for its disciplines, which, if any, exams are acceptable. The college will exempt or award no more than two (2) courses based on these exams and the credit awarded will count towards the transfer credit maximum of 30 credits. CUNY has determined that the passing score for AP exams is 3 or better. Students requesting transfer credit should contact the Registrar's Office, A-101, or call 718-368-5136.

Kingsborough does not evaluate foreign school documents or make admission decisions for international students; all foreign school documents are evaluated by the University Application Processing Center (UAPC). Once they have evaluated foreign documents, the Registrar's Office at Kingsborough can conduct an evaluation of earned credits.

Pathways Transfer Policies for Common Core Courses

Once given, Common Core credit cannot be taken away, but a subsequent CUNY receiving college can designate additional completed courses as meeting Common Core requirements.

For within-CUNY transfers, the sending college will designate which of a student's completed courses have fulfilled Common Core requirements on their campus. Receiving colleges cannot subtract from a student's list of completed courses that fulfill the Common Core. Courses that were not included in the Common Core at the sending college but are equivalent to courses that fulfill Common Core requirements at the receiving college will be coded as fulfilling the requirement upon transfer. The receiving college may also evaluate additional courses not designated by the sending college as fulfilling Common Core requirements regardless of course equivalency based on an evaluation of whether the course meets the Pathways learning outcomes. In consultation with the student, the receiving college may change the Pathways requirement designation for a course to a different Pathways requirement designation, if doing so would be in a student's best interest, and if the receiving college finds that the course meets the learning outcomes of the other Pathways area.

For transfers from outside CUNY, receiving colleges will evaluate courses in the context of the Common Core learning outcomes. Courses evaluated as fulfilling Common Core requirements by the first CUNY receiving college will maintain that designation if the student later transfers to another CUNY college. The second (or later) CUNY receiving college must accept Common Core designations as determined by the first CUNY college, but may also evaluate any additional courses not designated by the sending college as fulfilling Common Core requirements to assess whether these courses meet the second (or later) CUNY receiving college's own requirements.

The rules above apply only to the evaluation of courses for the Common Core and not to any courses taken for the major or as electives. In the evaluation of credits for the major, each CUNY college will evaluate the courses if there are multiple transfers. Exception: Courses that have been designated as Gateway Courses into majors will be accepted for major credit and/or credit as prerequisites for that major at all CUNY colleges that offer that major. That designation will be accepted at any CUNY college to which the student might subsequently transfer.

Pathways Appeals

Students can appeal to the Pathways Appeals Officer, located in A-228, for course reevaluation, following denial or restriction of transfer credit(s) for courses determined through their transfer credit evaluation.

If the appeal is denied by Kingsborough, the student can file an appeal to the CUNY Office of Academic Affairs (OAA). Information concerning appeals to the CUNY Office of Academic Affairs (OAA) can be found at the following website <https://www.cuny.edu/academics/initiatives/pathways/rightsandresponsibilities/appealsprocess.html>

Military Transfers

Kingsborough can transfer in courses recommended for college credit by the American Council on Education (ACE) at <http://www.acenet.edu/>

This organization has faculty who review, evaluate and recommend college credit for courses and training offered at a wide range of institutions. Many courses are not recommended for college credits. The ACE website lists the participating organizations and the specific courses they recommend for college credit. To request the application of ACE recommended credits to your degree, have the institution where you took the course(s) send an official transcript which details the ACE recommendations.

Course Age

In general, courses will be considered for transferability regardless of their age. However, the Nursing program restricts the age of Biology courses to be less than 10 years.

Change of Curriculum

When submitting a Change of Status Application form to change your Plan/Major, you should also file an Application for Advanced Standing for the new Plan/Major to have your credits re-evaluated to fit the requirements of your new degree. These forms must be submitted to the Registrar's Office, A-101.

Developmental Courses

Developmental courses are not accepted as transferred courses. However, Math courses equivalent to Kingsborough's Elementary Algebra, MAT M200, course are shown on the transcript, with no credits earned, to ensure proper Math placement.

Second Degree Students

Students who have received an associate's degree from Kingsborough may apply for a second degree from the College. Second degree applicants must file a transfer application at the Admissions Office. Applicants may be required to pay the application fee. Students pursuing a second degree are required to complete a minimum of 30 credits towards the current associate's degree in residence.

Certificate Programs

Matriculated students may request transfer credits be evaluated. At least one-half of the total number of credits needed for the certificate must be taken in residence.

Transfer Procedures:

Transfer of Credits

Transfer students who have previously attended a college or other college-level post-secondary school must submit a Transfer Application along with an official transcript from **each** college or post-secondary school attended. If the applicant has earned less than 24 credits, an official high school transcript with date of graduation, or High School Equivalency (HSE) diploma attained either through successful completion of the General Education Development exam (G.E.D.) or Testing Assessment Secondary Completion (TASC™) must also be provided.

Only official transcripts or score reports sent directly to Enrollment Services from the issuing institutions/organizations or delivered in a signed, sealed envelope will be reviewed. Facsimiles and/or unsealed documents are not considered official. Official documents for credits earned prior to admission should be submitted no later than the end of the first session or module of attendance to meet subsequent course prerequisites and provide for accurate academic planning for degree completion. External courses and exams completed while currently in attendance should be submitted as soon as possible.

Students who have transferred from Kingsborough Community College without earning an associate degree or certificate may complete program requirements by transferring back two (2) courses or eight (8) credits that have been successfully earned at other institutions and are approved as equivalent to the degree requirements of a program of study at the College, in accordance with the 30 credit maximum transfer credit policy noted above.

Appeal Procedures

It is possible that errors in the articulation of coursework or prior learning can occur. In the event a student believes that this has occurred, he or she should contact the Office of the Registrar to discuss the evaluation results with a transfer evaluator and provide any additional documentation needed to assist with the review (e.g., an updated transcript or college catalog, syllabus, or other documentation from the sending institution).

If this issue has not been resolved, then the student can appeal to the Chairperson of the individual academic department to which the course belongs.

Testing

Testing Office

Room T-602, Ext. 4975

The City University of New York mandates that all incoming degree-seeking students, as well as students entering the upper division, meet standards of proficiency in the basic skill areas of reading, writing and mathematics. In addition the University requires students in both associate and baccalaureate programs to demonstrate their command of certain vital academic skills by the time they attain their 60th credit.

Accommodations for a required test based on disabilities are granted to students in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students who wish to seek such an accommodation must be registered with the College's office serving students with disabilities.

Freshman Course Placement

AFTER acceptance by the College, but BEFORE registration, entering matriculated students (and non-degree students attempting to achieve matriculation) will be required to demonstrate basic skills proficiency. This requirement can be met by meeting the exemption criteria or by taking the CUNY Assessment Tests in Reading, Writing, and Math. Results of these tests, and/or pre-college exemptions, determine specific course assignments in appropriate English and mathematics courses.

Skills Assessment Testing

Approximately 5,000 students are tested each year. The tests evaluate student skills in reading, writing and mathematics. All incoming degree-seeking students are required to take these examinations or be otherwise exempted.

The results of the examinations are key to determining the need for developmental instruction, as well as placement in the sequence of English and mathematics courses.

Basic Skills Proficiency

Students must meet standards of proficiency in the basic skills areas of reading, writing and mathematics established by the University. In addition, the CUNY Board of Trustees has mandated that students meet a University-wide minimal level of skills proficiency before entrance to the upper division. Consequently, students will be tested in these areas by taking the CUNY Assessment Tests in Reading, Writing, and Math after admission, but prior to their first registration, to determine whether they meet the minimal University standards. Those who initially fail to meet requirements will be given appropriate developmental instruction to assist them to achieve the required skills competency levels.

Health Regulations

New York State Public Health Laws 2165 and 2167 dictate that there are certain immunization requirements that must be met prior to registration:

NYSPHL #2165 requires all students who were born after December 31, 1956 to submit to the College proof of immunity against measles, mumps and rubella (MMR).

NYSPHL #2167 requires the College to distribute information to students on meningococcal disease (or meningitis) along with a meningococcal meningitis vaccination response form. Upon receipt of the above, students must complete the response form and submit it to the College.

NOTE

Students will not be allowed to register unless the above requirements are met.

All medical records and examination reports should be forwarded to the Office of Health Services, A-108.

ADDITIONAL NOTE

- A. The College will not release medical records without signed authorization from the student. Students who are under 18 years of age will need a parent or legal guardian to authorize the release.
- B. First aid, emergency treatment, psychological counseling and referral, educational, preventive and advisory services are available. Registered Nurses are in attendance whenever classes are in session. Any accident or illness incurred during schools hours or en route to the College should be reported immediately to the Office of Health Services.
- C. The College does not monitor individual student participation in physical education or athletics. Students are responsible for following the advice of their physicians or health care providers in these matters. The College will take no responsibility whatsoever for any injury which may be suffered should a student participate without advice or against medical advice and for any injury sustained as a result of physical incapacity.

Financial Aid

Office of Financial Aid

Room U-201, Ext. 4644

Financial assistance is available to students to help pay for their educational costs. Kingsborough Community College participates in the Federal and State financial aid programs as well as other aid programs.

All matriculated students who wish to be considered for financial aid must complete the Free Application for Federal Student Aid (FAFSA) or the FAFSA Renewal Application annually by visiting <http://www.fafsa.gov>. By completing the FAFSA, a student may be eligible to receive Title IV aid such as Pell, the Federal Supplemental Education Opportunity Grant (FSEOG), the Federal Work Study Program (FWS), and the Federal Direct Loan Program. Before completing the FAFSA application, a dependent student must create an FSA ID by visiting www.studentaid.gov/FSAid. For dependent students, one of the dependent student's parents will also need to create an FSA ID. An independent student will only need to create an FSA ID for him or herself. The FAFSA must be completed for each academic year a student is enrolled in college.

Legal New York State residents must also complete the New York State, Tuition Assistance Program Application (TAP) with New York State Higher Education Services Corporation (NYSHESC) to be considered for TAP. The TAP Application can be completed electronically at www.tapweb.org.

To receive maximum consideration for the different financial aid programs it is suggested that students submit their applications for the next academic year as soon as possible. The FAFSA is available beginning October 1st of each year.

IMPORTANT NOTES

- A. All currently enrolled students who have applied for financial aid must check their "To-Do-List" in the CUNYfirst portal to verify whether additional documents and/or actions are required by the Office of Financial Aid to complete their financial aid application.
- B. The award year at Kingsborough Community College consists of two terms, Fall and Spring. The Fall term includes a 12-week Fall session and a 6-week Winter module. The Spring term includes a 12-week Spring session and a 6-week Summer module. In order to receive full-time financial aid for any term, a student must register/(preregister) for at least 12 equated credits for both the session and module (Fall/Winter or Spring/Summer) by the seventh day of the 12-week session, e.g. by the seventh day of either the Fall or Spring session.
- C. In some cases, financial aid is paid close to the beginning of the Fall or Spring session and covers both that session and the module (Fall/Winter or Spring/Summer). If a student fails to attend the module (either Winter or Summer), they may have to repay a portion of their aid.

Federal Student Aid Programs

To be eligible for Federal Financial Aid, a student must:

1. Be a citizen or eligible non-citizen of the United States.
2. Have a valid Social Security Number.
3. Have a high school diploma or High School Equivalency (HSE) diploma, either through passing the General Education Development (G.E.D.) exam or Testing Assessment Secondary Completion (TASC™) or the student must pass an independently administered test approved by the U.S. Department of Education, or meet other standards that New York State establishes that are approved by the U.S. Department of Education.
4. Be enrolled in an eligible program as a regular student seeking a degree or certificate.
5. Maintain academic progress (as defined in the Satisfactory Academic Progress Requirements for Federal Aid Programs section).
6. Not owe a refund on a federal student grant or be in default on a federal student loan.

7. Register (or already be registered) with the Selective Service System, if male and not currently on active duty in the U.S. Armed Forces.
8. Not have a conviction for the possession or sale of illegal drugs for an offense that occurred while receiving federal student aid (such as grants, work-study, or loans).

The Pell Grant

The Pell grant is available to eligible matriculated full-time or part-time students. Students must meet federal academic standards to receive this grant. The award amount is based on need, which is determined by the FAFSA.

IMPORTANT NOTES

- A. There is a limit to the total amount of Pell a student may receive in his/her lifetime, which is equal to 600%. Pell may be awarded for a maximum of 30 equated/developmental credits, excluding English as a Second Language (ESL) courses.
- B. Non-degree students and those holding foreign student visas are NOT ELIGIBLE to receive federal financial aid.

The Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) is a federally sponsored program, administered by the College and is available to exceptionally needy students. In order to receive FSEOG, a student must be a Pell grant recipient. The FSEOG is an extremely limited fund, which is generally awarded to the earliest FAFSA applicants. The maximum grant awarded annually is based on the availability of funding.

Federal Work-Study (FWS) Program

The Federal Work Study (FWS) Program provides part-time jobs to students with financial need, allowing them to earn money to help pay for their educational expenses. The program encourages community service work and work related to the student's course of study. Employment may be located on, or off-campus, and may take place during the academic year (including vacation periods) and/or during the summer months. Students are paid by the hour. Wages for the program are at least equal to the current federal minimum wage. The amount earned by the student cannot exceed the total FWS award. When assigning work hours, the employer/supervisor and work study coordinator will consider the student's award amount, his/her class schedule and the student's academic progress. Recipients are required to maintain Satisfactory Academic Progress (SAP). The FWS is an extremely limited fund which is generally awarded to the earliest FAFSA applicants. Eligibility for this program is based on need. Need is determined by the FAFSA.

NOTE: Acceptance of the FWS award does not guarantee employment.

For Previous Recipients of the Federal Perkins Loan Program (FPL)

Although the Federal Perkins Loan Program (FPL) is no longer funded, any student who previously received a loan is expected upon completion of study, withdrawal from the college, or upon falling below half-time (6 credits), to complete an Exit Counseling Session. There will be a nine-month grace period before repayment of the loan begins at a 5% simple interest rate for up to a 10-year repayment period.

The Federal Direct Loan Programs

The William D. Ford Federal Direct Loan (Direct Loan) Program is the largest federal student loan program. Under this program, the U.S. Department of Education is your lender. There are two types of Direct Loans available:

- 1. Direct Subsidized Loan:** Direct subsidized loans are for students who have demonstrated financial need. The federal government subsidizes these loans, so the loans do not accumulate any interest until the student begins repayment. Subsidized student loans are interest-free loans that are backed by the federal government.
- 2. Direct Unsubsidized Loan:** There is no requirement to demonstrate financial need. Interest accrues from the time the funds are disbursed until the loan is paid in full. A borrower can choose either to pay the interest or allow it to accumulate until repayment begins. The government guarantees the loan, but does not subsidize the interest, which means the government does not pay the interest while the student is in school.

In order to receive any of the above federal loans, an applicant must attend at least half-time (six credits), be in good academic standing, and maintain satisfactory progress toward their degree. The loan amount borrowed cannot exceed the cost of attendance minus the expected family contribution (EFC) and other financial aid. Loan proceeds cannot be disbursed until 30 days after the first day of class, and will be disbursed in two separate installments. Loan repayment begins six months after the student is no longer in attendance, falls below six credits per semester, or the student graduates. Direct Loans have a six-month grace period before payments are due. Borrowers can take up to 10 years to repay the loan.

NOTE: All loan recipients who complete their degree requirements, withdraw from the college, or fall below six (6) credits must complete an Exit Counseling Session by visiting www.Studentloans.gov

IMPORTANT NOTES

- All loans are subject to an origination fee before they are disbursed. The 2018-2019 origination fee for Federal Direct Subsidized and Unsubsidized Loans is: 1.062%.
- Federal student loan Interest rates are set annually, with new rates taking effect on July 1st of each year. The 2018-2019 interest rate for Federal Direct Subsidized and Unsubsidized Loans is: 5.045%

Annual Loan Limits for Subsidized and Unsubsidized Loans

	Subsidized	<i>Unsubsidized</i>	<i>Total Subsidized & Unsubsidized</i>
Dependent Students			
1st Year	\$3,500	\$2,000	\$5,500
2nd Year	\$4,500	\$2,000	\$6,500
Independent Students			
1st Year	\$3,500	\$6,000	\$9,500
2nd Year	\$4,500	\$6,000	\$10,500

1. **The Direct Parent PLUS Loan:** These loans are made to parents of dependent undergraduate students to help pay for education expenses not covered by other financial aid. The Parent PLUS loan is not need-based, but requires credit approval.

IMPORTANT NOTES

- A. All loans are subject to an origination fee before they are disbursed. The 2018-2019 origination fee for Federal Direct Parent PLUS Loans is: 4.248%
- B. Interest rates are subject to the market rate and are published each May. The 2018-2019 interest rate for Federal Direct Parent PLUS Loans is: 7.595%

Consolidation Loan

A Direct Consolidation Loan allows students to consolidate (combine) multiple federal education loans into one loan. The result is a single monthly payment instead of multiple payments. Loan consolidation gives access to additional loan repayment plans and forgiveness programs. There is no application fee to consolidate your loans. A Direct Consolidation Loan has a fixed interest rate for the life of the loan. Loans must be in repayment (or have entered the grace period) before they can be consolidated. If the loan is in default, the loan can be consolidated only if, before applying for consolidation, satisfactory repayment arrangements have been made with the holder of the loan.

NOTE:

Consolidation does not increase existing loan limits.

Return of Title IV Funds

A student is awarded Title IV Federal Aid with the assumption that they will complete the entire period for which they were awarded. The Higher Education Act of 1965, as amended, requires a student to earn Title IV funds on a pro rata basis. When a student ceases enrollment in all courses in a given session or module after the session or module begins, the U.S. Department of Education requires the college to determine if the student earned some portion of the federal aid awarded.

Depending on a student's eligibility, federal financial aid awards, such as the Pell grant, FSEOG, or Direct Loans, are awarded based on whether the student is enrolled full-time (12 or more equated credits), 3/4 time (9 to 11 equated credits), half-time (6 to 8 equated credits), or less than halftime (1 to 5 equated credits) as of the end of the add/drop period. The last day to add/drop courses is the seventh day of classes of a term, which is the Financial Aid Certification of Enrollment Date. On the Financial Aid Certification of Enrollment Date, the Office of Financial Aid will lock in a student's enrollment status for the entire term (this includes the 12-week session and 6-week module).

For example, if a student starts the term as full-time (12 or more equated credits), but drops courses to part-time status (6 to 8 equated credits) by the end of the add/drop period, then the student's financial aid awards will be adjusted to part-time aid based on eligibility. This means that the student may incur a balance and will be required to repay Kingsborough Community College a portion of the refunds or financial aid awards he/she may have received.

On the seventh day of the 12-week session, a student's enrollment status is locked for the term, which means financial aid award amounts will be based on enrollment at the time the Office of Financial Aid locks it in. Courses that are dropped after the seventh day of classes, but before the official withdrawal period begins, will be assigned a grade of "WD" for financial aid purposes. A student who receives all "W" type grades ("W," "WA," "WD," or "WU") in a given session or module will have the federally mandated Return of Title IV Aid (R2T4) calculation performed. Based on this calculation, a portion of the aid might need to be returned to the Federal Government and the student might incur a balance due to Kingsborough Community College.

Failure to Attend Registered Courses ("WN" Grades)

To qualify for Federal or State financial aid, one of the requirements, is that a student must complete registration and begin attending their classes. If a student receives a financial aid payment (made to the college or made to the student as a refund) for

classes, he/she never attended a "WN" grade is assigned to the student and the student must return the payment immediately to Kingsborough Community College.

To avoid receiving an overpayment of financial aid, it is important that a student drops any courses well before the first day of classes if they will not be attending Kingsborough Community College. Students will be held responsible for any charges and over payments of financial aid they have received and do not return due to failure to start attendance at Kingsborough Community College.

For further details regarding financial aid go to http://www.kbcc.cuny.edu/sub-financial_aid/Pages/default.aspx

Satisfactory Academic Progress (SAP) for Federal Financial Aid Programs

Satisfactory Academic Progress (SAP) is defined as the successful completion of coursework toward an eligible degree or certificate. Federal regulations require the Office of Financial Aid to monitor the academic progress of students receiving financial aid. Students must remain in good academic standing to receive funding under the Federal Student Aid Programs.

Kingsborough Community College's SAP Standards:

1. Applies to all students who wish to establish or maintain financial aid eligibility.
2. Applies to the student's entire academic record, whether or not financial aid was received for prior terms of enrollment.
3. Includes a minimum grade point average, minimum completion rate, and total number of credits earned and/or semesters enrolled.

Federal regulations require the College to establish and apply reasonable standards of Satisfactory Academic Progress for the purpose of the receipt of financial assistance under the programs authorized by Title IV of the Higher Education Act. The programs subject to this rule include, but are not limited to the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study (FWS), Federal Direct Loans (Subsidized and Unsubsidized), and Federal PLUS (Parent) loans. Failure to meet the requirements listed below will result in the suspension of financial aid eligibility.

There are three components to maintaining SAP:

Grade Point Average (GPA), Pace of Progression (Completion Rate), and Maximum Timeframe.

These standards are all cumulative, meaning that the Office of Financial Aid looks at a student's entire academic record. Each of the components is further discussed below.

1. Minimum GPA: To be in good academic standing a student at Kingsborough Community College must earn a minimum grade point average based on the number of credits they have attempted. The table below shows the minimum GPA standards required for students to maintain eligibility for federal student aid:

Credits Attempted	Required Cumulative GPA
0.5 – 11.5 credits	a minimum GPA of 0.00
12 – 23 credits	a minimum GPA of 1.50
24 – 35 credits	a minimum GPA of 1.75
36+ credits	a minimum GPA of 2.00

2. Pace of Progression (Completion Rate): A student is also required to maintain a pace that will enable them to successfully complete a percentage of all attempted credits each academic year. To maintain "pace" requirements, a student at Kingsborough Community College must earn a certain percentage of the total number of credits they attempt according to the table below.

Attempted*	12	18	24	30	36	42	48
Earned	0	2	4	6	13	19	23
%	0	10	15	20	35	43	46

Attempted*	54	60	66	72	78	84	90
Earned	27	33	39	44	49	55	61
%	50	54	58	60	62	65	67

*Attempted credits and credits earned are accumulated at the end of each term. Attempted credits include

- All credits from courses for which a student is registered as of the first day of the term (this includes credits taken during enrollment as a non-degree student).
- All credits for courses in which the student registered, but subsequently withdrew from or failed.
- Transfer credits from another school that are accepted and applied towards a degree/major by Kingsborough Community College

Earned credits include:

- All credits completed with grades of "A," "B," "C," "D," or "P".
- Transfer credits that are accepted and applied towards a degree/major by Kingsborough Community College

Grades of "F," "FIN," "W," "WA," "WD," "WN," "*WN," "WU," "INC," or "Z" count as attempted credits, however, they do not count as earned credits.

Incomplete Grades (INC): Incompletes are counted as attempted credits. A student can make up an "INC" grade by the end of the 10th week of the following session. Only then will the course/credits be counted towards the grade point average calculation and completed credits. If a student does not complete that course by the end of the 10th week of the following 12-week session, the "INC" will change to a failing grade ("FIN") which negatively affects the GPA.

Developmental (Remedial) Courses: Developmental hours are not counted towards the grade point average, attempted credits, or completed credits. A student will not receive federal student aid for more than 30 developmental hours.

Transfer Credits: Transfer credits approved and applied towards a degree/major by Kingsborough Community College are counted towards attempted and completed credits. Transfer credits are not counted towards the grade point average.

Repeated Courses: All repeated courses affect the financial aid Satisfactory Academic Progress calculations. A repeated course, along with the original attempted course, will be counted as attempted credit hours. For further information on repeated courses reference the *Grades* section of this catalog.

3. Maximum Timeframe: A student must complete their degree or certificate within a maximum timeframe, which is equal to 150% of the published length of their chosen degree program or certificate measured in academic years. For example, if the length of an A.A., A.S., or A.A.S. degree program is 60 credits, the maximum period to receive Financial Aid may not exceed 90 (60 X 1.5 = 90) attempted credits. Students who have reached the maximum time frame will become ineligible for financial aid.

IMPORTANT NOTES

- A. Repeated courses can generally be counted towards degree requirements. However, each time a student attempts courses, they are included as part of the attempted credit record.
- B. Readmitted, transfer, or second degree students may have special situations that impact their SAP calculation.
- C. Students readmitted to Kingsborough Community College under the Forgiveness Policy should meet with a SAP counselor to discuss the impacts of the Forgiveness Policy as it relates SAP standards.

Time of Evaluation

In order to determine students' compliance with the SAP standards, the Office of Financial Aid reviews academic records once per year; at the end of each academic year (Spring term) once grades have been posted and finalized by the Registrar. SAP review includes all terms of the student's attendance, including summer and winter modules. Students attending classes during the summer module, will have their SAP re-evaluated after summer grades have been posted and finalized by the Registrar.

Financial Aid Suspension

If a student fails to meet one of the SAP criteria, they will be placed on financial aid suspension for the following academic year and will be ineligible to receive federal student aid, such as the Pell grant, FSEOG, Federal Work Study, and Federal Direct Student Loans.

Students who lose financial aid eligibility due to not meeting SAP requirements may:

1. Earn the necessary GPA or credits to meet the minimum requirements while not receiving federal financial aid
2. Submit a SAP Appeal.

Satisfactory Academic Progress Appeal

When a student becomes ineligible for financial aid due to a failure to meet SAP standards, an opportunity is given to appeal for further financial aid consideration. In some cases, a student's failure to be in compliance with one or more areas of the SAP policy is due to events beyond their control. If such extenuating circumstances can be documented for the specific term(s) when the SAP standards were not met, a student may submit a SAP Appeal with supporting documentation to a SAP Counselor in the Office of Financial Aid. Appeals are considered on an individual basis; depending on the nature of the appeal, the number of appeals the student has submitted and/or the student's academic record.

SAP appeals must be based on extenuating circumstances which affected the student's academic performance. Examples of possible extenuating circumstances are:

- serious illness,
- severe injury,
- death of a family member, or
- other similar situations.

SAP appeals are reviewed on a continuous basis. The student will be notified as to whether the appeal is approved or denied. If the appeal is approved, the student becomes eligible to receive federal student aid.

SAP Probation

A SAP appeal must be submitted and approved before a student can be placed on SAP probation. The student is given specific requirements that must be met in order to maintain financial aid eligibility in the future. **IF** SAP requirements are still **not** met within the probationary term the student will again become **ineligible** for financial aid and may need to submit another SAP appeal.

Academic Plan

If it is determined that the student will require more than one semester to meet SAP, the student will be placed on probation with an Academic Plan. At the end of the term, the student must meet SAP or meet the requirements of the Academic Plan.

NOTE:

Students whose financial aid eligibility has been reinstated under an academic plan and are making progress under that plan are considered to be eligible students for Title IV purposes.

New York State Aid Programs

The Tuition Assistance Program (TAP)

Sponsored by the State of New York, TAP provides tuition assistance for New York State residents who are matriculated and enrolled full-time, i.e., a minimum of 12 credits and/or chargeable hours in the major, a minimum of six (6) credits must be in credit-bearing courses, and recipients must be income-eligible, as defined by TAP. A student must reapply for TAP on an annual basis. The application may either be completed by clicking on the TAP link which is displayed on the confirmation page once the FAFSA is submitted or by visiting New York State Higher Education Services Corporation (NYS-HESC) directly at: www.tapweb.org. Like the FAFSA the TAP application may be completed beginning October 1st each year. For further details go to <https://www.hesc.ny.gov/>

A TAP award year at Kingsborough Community College consists of the fall session and winter module ("Fall Term") as well as the spring session and summer module ("Spring Term"). For additional information regarding TAP eligibility requirements, visit www.hesc.ny.gov and/or the Kingsborough website, http://www.kingsborough.edu/sub-financial_aid/Pages/default.aspx

A student whose application for TAP is approved will receive an award certificate from NYS-HESC. The amount of the TAP award is scaled according to the level of study, tuition charges, the verified net-taxable income, and the number of TAP payments previously received. For 2018-2019 the maximum TAP award a student attending Kingsborough Community College may receive is \$4,800.

A community college student is limited to three (3) years of TAP eligibility, or six (6) full-time TAP payments for a total of thirty-six (36) TAP points.

If a student receives the award certificate prior to registration, tuition will be reduced by the amount stated on the certificate. If a certificate is received after registration, a student must pay the tuition at the time of registration and will receive a refund of the TAP award during the 12-week session.

Eligibility for TAP

To be eligible for TAP, a student must be:

1. A New York State resident,
2. A U.S. citizen or permanent resident,
3. Matriculated,
4. Income eligible,
5. Enrolled full-time (a minimum of 12 credits/chargeable hours required in the student's major) by the seventh day of the 12-week session.
6. Able to meet minimum standards of satisfactory academic standing, academic progress, and program pursuit as defined by NYS-HESC.
7. Must have a U.S. high school diploma, earned a high school equivalency diploma through Test Assessing Secondary Completion (TASC™), formally known as G.E.D., or pass a federally approved Ability to Benefit test (ATB). The ATB test must be taken and passed prior to the twenty-first (21) day of classes of the 12- week session.

8. And, enrolled for and successfully pass a minimum of twelve (12) credits, three (3) of which must be required for their degree/major if they are graduating at the end of the term. The award will not be made until graduation has been confirmed by the Registrar's Office.

Satisfactory Academic Progress for New York State Financial Aid Programs

To receive payments under New York State Tuition Assistance Programs (TAP) a student must maintain good academic standing. The good academic standing requirement for New York State financial aid programs consists of two components: **academic progress** and **pursuit of program**. This requirement applies to all students receiving payments from either TAP or the Aid for Part-Time Study (APTS) Program.

A student who fails to pursue a program of study or who fails to make satisfactory academic progress will lose TAP eligibility for the following semester. Additional information/explanation is available from the TAP Certification Office, U-201.

To be in good academic standing for TAP, a student should be aware of the following:

- The need to attain a minimum grade point average as specified in the charts below for each payment requested.
- A student uses six (6) TAP points for every full-time TAP payment received. A student can receive a maximum of six (6) semesters or 36 points of TAP while seeking an associate degree. For some special programs a student can earn an additional year of TAP.
- A student must be enrolled full-time, that is, enrolled for at least 12 credits that meet the requirements of their degree/major.
- In a student's first TAP term, they must take at least three (3) degree credits as part of their full-time course load. A minimum of six (6) degree credits must be taken every term after the first TAP payment.
- If a student repeats a course that was previously passed, the repeated course cannot be counted towards full-time enrollment for TAP purposes. If repeating a course that was previously failed, that course can be included towards full-time enrollment for TAP purposes.
- Developmental courses can be counted for TAP purposes. However, to qualify for TAP a student must always be registered for a minimum of twelve (12) credits and/or chargeable hours that apply toward their degree/major to qualify for a full-time payment; refer to the charts that follow.
- To receive TAP payments, you must make academic progress towards a degree/major. The minimum academic requirements are indicated in the charts that follow.

IMPORTANT NOTES

- A. A student who withdraws from all courses during a term will lose eligibility for TAP in the subsequent term.
- B. A student on probation or continued probation who makes satisfactory academic progress during this probationary period and continues to maintain their academic standing will regain their eligibility for TAP.
- C. A repeated credit course cannot be included as part of a student's minimum full-time or part-time course load for New York State financial aid purposes, except in the following cases: (1) when the repeated course was previously failed, (2) when the course was previously passed, but with a grade too low to be accepted in the enrolled degree/major, or (3) when a course may be repeated and credit earned each time.
- D. A repeated non-credit (developmental) course cannot be included as part of a student's minimum full-time or part-time course load for New York State financial aid purposes if: (1) a student has already received two payments for that course or (2) a student has previously received passing grades for that course.
- E. Loss of TAP eligibility: A student who fails to meet the standards of academic program pursuit, academic progress, and/or attendance will lose their TAP eligibility. In addition, a student who registers for courses without having met these standards will be liable and billed for the full amount of their TAP award retroactively.
- F. A transfer student or a student planning a change of curriculum/major should first review their status with an Academic Advisor and a Financial Aid Counselor in order to insure their continuing TAP eligibility status at Kingsborough Community College.

- G. **Waiver Policy:** A student who can demonstrate that exceptional circumstances beyond their control caused them to have a substandard academic record may be eligible for a one-time, undergraduate waiver of the TAP regulations. A waiver will be granted to a student in these exceptional cases only when (1) there is a reasonable probability that a student will regain good academic standing, (2) full documentation of the circumstances is presented, (3) the waiver is recommended by the College Committee on Admissions and Academic Standing after the student has met with the appropriate college official, and (4) the waiver is approved by the College Committee on Admissions and Academic Standing.

A student who wishes to apply for a TAP waiver must submit a written appeal to the Registrar's Office, A-101. There are three types of TAP waivers: (1) one time, (2) medical/health (student health-related), or (3) "C" grade waiver based on undue hardship.

Satisfactory Academic Progress Tables for New York State Financial Aid Programs

Refer to the chart that applies to you; First TAP Award received:

1. after 7/1/2010
2. between 7/1/2006 and 6/30/2010
3. before 7/1/2006
4. ADA TAP eligible student

First NYS TAP Award received AFTER July 1, 2010

Meeting the Academic Progress Standard requires that a student:

- accumulates at least 15 degree credits by the end of the 2nd TAP-supported term and at least 15 credits each term thereafter, and
- attain the minimum grade point average as specified in the table below for each payment requested.

To receive TAP payment #:

	1	2*	3	4	5	6***
Have earned at least this # of credits	0	6	15	27	39	51
With at least this GPA:	0	1.30	1.50	1.80	2.00	2.00

* A transfer student must register for at least six (6) degree/major credits to receive TAP.

*** Each TAP payment is equivalent to six (6) TAP points. A student is only allowed thirty-six (36) points or six (6) payments at a two-year institution.

First NYS TAP Award received BETWEEN July 1, 2006 and June 30, 2010

Meeting the Academic Progress Standard requires that a student:

- accumulates at least 9 degree credits by the end of the 2nd TAP-supported term and between nine 9 and 15 credits each term thereafter, and
- attain the minimum grade point average as specified in the table below for each payment requested.

To receive TAP payment #:

	1	2*	3	4	5	6***
Have earned at least this # of credits	0	3	9	18	30	45
With at least this GPA:	0	.50	.75	1.30	2.00	2.00

* A transfer student must register for at least six (6) degree/major credits to receive TAP.

*** Each TAP payment is equivalent to six (6) TAP points. A student is only allowed thirty-six (36) points or six (6) payments at a two-year institution.

First NYS TAP Award received BEFORE July 1, 2006

Meeting the Academic Progress Standard requires that a student:

- accumulates at least 6 degree credits by the end of the 2nd TAP-supported term and between 12 and 15 credits each term thereafter, and
- attain the minimum grade point average as specified in the table below for each payment requested.

To receive TAP payment #:

	1	2*	3	4	5	6***
Have earned at least this # of credits	0	6	18	31	45	60
With at least this GPA:	0	1.00	1.20	2.00**	2.00	2.00

* A transfer student must register for at least six (6) degree/major credits to receive TAP.

** A student who has two (2) years of TAP or the equivalent must have a 2.00 GPA or higher to remain eligible for TAP.

*** Each TAP Payment is equivalent to six (6) TAP points. A student is only allowed thirty-six (36) points or six (6) payments at a two-year institution.

ADA Students and ADA TAP Eligibility

Based on New York State Higher Education Services Corporation (NYS-HESC) regulations, an Americans with Disability Act (ADA) student is required to take only courses in their degree/major to qualify for an ADA TAP award.

Associate Program 2015-2016 Semester and Thereafter ADA Part-time Students

Meeting the Academic Progress Standard requires that a student:

- attain the minimum grade point average as specified in the table below for each payment requested.

Before being certified for payment #:

	1	2*	3	4	5	6	7	7
Have earned at least this # of credits	0	3	9	18	30	42	51	60
With at least this GPA:	0	1.30	1.50	1.80	2.00	2.00	2.00	2.00

* A transfer student must register for at least six (6) degree/major credits to receive TAP.

Aid for Part-Time Study (APTS)

The Aid for Part-Time Study (APTS) Program is sponsored by the State of New York and was established to provide tuition assistance for part-time, matriculated students who are New York State residents.

Eligibility for APTS

APTS is not an entitlement program. Therefore, awards are limited.

To be eligible, a student must:

1. Be enrolled part-time in an approved undergraduate degree program in New York State (part-time is defined as at least six [6] but not more than 11 chargeable hours),
2. Meet income eligibility requirements,
3. Be a legal New York State resident,
4. Be either a U.S. citizen or permanent resident,
5. Have a tuition liability of at least \$100 per year,
6. Have remaining TAP eligibility,
7. NOT be in default of any Title IV Student Loans,
8. Be enrolled in courses required for their degree/major, and
9. Must have a U.S. high school diploma, earned a high school equivalency diploma through Test Assessing Secondary Completion (TASC™), formally known as G.E.D., or passed a federally approved Ability to Benefit test (ATB). The ATB test must be taken and passed prior to the twenty-first day (21) of classes of the 12-week session.

APTS Awards

The money available for all participating institutions is set each year in the New York State budget. The amount received by a participating college is determined by the school's percentage of the state's total part-time enrollment.

Satisfactory Progress for APTS

Recipients must be in good academic standing in accordance with New York State's rules and regulations.

NOTE:

If receiving APTS as a part-time student, a student has two (2) terms to meet the credit accrual and grade point average requirement that a full-time student must achieve in one (1) term.

Part-Time Tuition Assistance Program (PT-TAP)

Part-Time TAP (PT-TAP) is a New York State program implemented in the 2007-2008 academic year. It allows a student to receive partial TAP payments for taking between six (6) and 11 credits. This program is available to CUNY students who meet the specified requirements. Because PT-TAP is a grant, it does not have to be paid back.

To be PT- TAP eligible a student must meet the following requirements:

1. Be a New York State resident,
2. Submit the FAFSA application and the TAP application by the posted deadline,
3. Be admitted into a degree program,
4. Be a first-time freshman in the 2006-2007 academic year or thereafter,
5. Have earned 12 credits or more in each of the two consecutive preceding terms, for a minimum of 24 credits,
6. Maintain a cumulative grade point average of 2.00 or higher,
7. Register for at least six (6) credits, but less than 12 credits,
8. Maintain good academic standing, and
9. Meet all of the TAP eligibility requirements.

The Excelsior Scholarship

Will enable many New York State residents to attend a CUNY college tuition-free. The Excelsior Scholarship Provides full in-state tuition for eligible CUNY students up to \$5,500 minus any amounts received from TAP, Pell or other scholarships.

For 2018 the combined household federal adjusted gross income must be less than \$110,000 to qualify for the award.

Recipients of this award must:

1. File the FAFSA and the TAP applications,
2. Attend full-time, and
3. Complete 30 credits per year.

Awardees must also agree to reside exclusively in New York State and not be employed in any other State for a continuous number of years equal to the duration of the award received. The Excelsior Scholarship will be applied to each qualifying student's financial aid package after all other aid, including Pell, TAP, City Council Scholarship, college scholarships, and other grants or scholarships have been applied.

For information about other New York State Grants, Scholarships and Loan Programs, visit: <https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid.html#horizontalTab2>

Other Aid Programs

New York City Council Merit Scholarship Program

The New York City Council Merit Scholarship rewards New York City high school graduates who have proven their ability to succeed academically while they were in high school. Students may receive \$800 per year (\$400 per semester). Please note scholarship awards amounts may vary for each academic year.

There is no separate application for the scholarship. Students are automatically considered for the award when they apply for admission to CUNY.

To qualify a student must:

1. Be a U.S. citizen or eligible non-citizen
2. Be a Resident of New York City
3. Graduate from a New York City high school with at least an 80(C) College Academic Average (CAA) average
4. Pass at least twelve (12) college preparatory courses in high school
5. Enroll at a CUNY college as a full-time student within one year of graduating from high school
6. Register as a full-time student (12+ credits) each semester (except summer) and maintain at least a 3.00 cumulative grade point average (GPA)
7. Attend CUNY before attending any other post secondary institution
8. Graduate high school beginning June 2014

To satisfy Progress and Pursuit requirements, students must:

1. Maintain continuous full-time (12+ credits) enrollment within the City University of New York system
2. Maintain a cumulative grade point average (GPA) of 3.00 or higher

Students pursuing an associate degree may receive the NYC Council Merit Scholarship for a maximum of six (6) semesters. The award is not restored once it has been lost.

For information about other additional scholarships that may be offered to CUNY students, visit: <http://www2.cuny.edu/financial-aid/scholarships/new-york-city-scholarships/>

Tuition and Fees

Bursar's Office
Room A-205, Ext. 5416

TUITION AND FEES SET FORTH IN THIS PUBLICATION ARE SUBJECT TO CHANGE BY THE BOARD OF TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK.

Tuition is charged each term* and is payable at registration. New York State TAP Awards (where the student can prove eligibility with an Award Certificate) reduces or eliminates the student's liability on the day of registration.

No student will be permitted to register for a new term unless, and until, any indebtedness to the college is resolved. Payments may be made with cash, personal check, or money order made payable to Kingsborough Community College. Credit card payments (Visa, MasterCard, Discover, or American Express) can be made only online. Registration is not complete until all fees are paid.

KINGSBOROUGH COMMUNITY COLLEGE, UNDER THE JURISDICTION OF THE CITY UNIVERSITY OF NEW YORK, PROVIDES FOR REDUCED TUITION RATES FOR NEW YORK CITY AND STATE RESIDENTS. PLEASE REFER TO THE RESIDENCY REQUIREMENTS BELOW.

Matriculated New York City Residents

Students must have at least 12 consecutive months of residency in New York State which includes six (6) months of consecutive residency in New York City immediately preceding the first day of classes.

FULL-TIME:

- * 12 or more credits⁺ or 12 or more equated credits⁺⁺
- * \$2,400 plus non-refundable required fee of \$226.45

PART-TIME:

- * Less than 12 credits⁺ or less than 12 equated credits⁺⁺
- * \$210 per credit⁺ or equated credit⁺⁺ plus non-refundable required fee of \$121.45

NON-DEGREE - NEW YORK CITY RESIDENTS:

- * \$265 per credit⁺ or equated credit⁺⁺ plus non-refundable required fees

NON-DEGREE - NON-RESIDENTS:

- * \$420 per credit⁺ or equated credit⁺⁺ plus non-refundable required fees

NOTE

Students who reside in counties outside New York City but within New York State must present a valid certificate of residence from their county fiscal office in order to complete the registration process. Contact the Bursar's Office for more information.

Matriculated Non-Certificate Eligible Out-of-City Residents, Out-of-State Residents and International Students (F1 Visa Status)

The flat, full-time tuition rate has been eliminated for nonresidents. Non-resident students must pay per credit rates for all terms (including modules).

FULL-TIME:

* 12 or more credits⁺ or 12 or more equated credits⁺⁺

* \$320 per credit or equated credit plus non-refundable required fees

PART-TIME:

* Less than 12credits⁺ or less than 12 equated credits⁺⁺

* \$320 per credit⁺ or equated credit⁺⁺ plus non-refundable required fees

International students who have an alien registration card must present it to the Admission Office. Prior to paying their tuition and/or on the first day of classes, the Admission Office determines residency status for tuition purposes.

NOTE

*A term consists of both the fall session and winter module or the spring session and summer module.

+ The number of credits for each course is indicated with course title and description.

++ Equated credits pertain to non-credit developmental courses. See course descriptions.

Required Fees (NOT Refundable)

Consolidated Services Fee (ALL students)	\$15.00
--	---------

Student Activity Fee Per Term (including University Senate Fee, Technology Fee and Consolidated Services Fee):

Full-Time Students	\$226.45
--------------------	----------

Part-Time Students	\$121.45
--------------------	----------

Application (Freshman Students)	\$65.00
---------------------------------	---------

Application (Transfer Students)	\$70.00
---------------------------------	---------

Readmission to the College

(Contact Registrar at 718-368-5136, A-101)	\$20.00
--	---------

Special or Makeup Examinations (College permission to take an exam at other than scheduled times):

First Examination	\$25.00
-------------------	---------

Additional Examinations (each)	\$5.00
--------------------------------	--------

Transcripts to other than CUNY schools (each)	\$7.00
Duplicate Receipt Fee (each)	\$10.00
Replacement ID Card Fee	\$10.00
Senior Citizens (60 years old or over as of the first day of classes with proof of age and NYC/NYS residence) pay an administrative registration fee plus a Consolidated Services Fee (per term)	\$80.00
New York City Department of Education Cooperating Teacher (includes Consolidated Services fee) per term	\$40.00

Penalty Fees

A. Late Registration	\$25.00
(to enroll after last day of regular registration)	
B. Program Change	\$18.00
This fee is waived when:	
1. the college initiates the change	
2. a course is dropped without replacement	
C. Non-payment/Late Payment Service Fee	\$15.00
D. Payment Reprocessing	\$20.00
(payment with a personal check which is not honored by the bank)	
E. Reinstatement Fee	\$25.00

IMPORTANT NOTE

All tuition and fee schedules are subject to change without prior notice, at any time, upon action of the Board of Trustees of the City University, The City and/or State of New York. Should fees or tuition be increased, payments previously made to the College will be counted as partial payment. Notification of additional amounts due, time, and method of payment will be sent to individuals involved.

Tuition Refund Policy

In general, no portion of the Student Activity, Miscellaneous, Penalty or Special Fees will be refunded. A student who withdraws after the scheduled opening date of the session, or during the term, will receive tuition refunds according to the schedule below.* Full-time students who decrease their credit load will be charged per credit.

* Students entering Military Service may qualify for a refund other than as listed. The Registrar should be notified of the military status at the time of withdrawal.

Date of Formal Withdrawal from Course(s) or College	Fall and Spring Sessions	Winter and Summer Modules
Before scheduled opening date	100%	100%
Within six (6) calendar days after scheduled opening date	75%	50%
Between seventh and twelfth calendar days after scheduled opening date	50%	25%
Between thirteenth and seventeenth calendar days after scheduled opening date	25%	NONE
Beyond seventeenth calendar day after scheduled opening date	NONE	NONE

Federal Refund Policy for Title IV Federal Aid Recipients

All Kingsborough students who are Federal Financial Aid recipients and totally withdraw within the sixty (60) percent point of the term may be required to repay a portion of any Federal aid received.

College/Course Withdrawal

Registrar's Office
Room A-101, Ext. 5136

Withdrawal from the College

Students who find it necessary to withdraw from the college may do so using self-service in CUNYfirst. The date that the withdrawal is completed in CUNYfirst is considered the official date of withdrawal from the college. No portion of the Student Activity, Special, Penalty or Miscellaneous Fees is refundable except when a student's registration is cancelled or when the college cancels courses.

From a Course

After consultation with an academic advisor, a student may withdraw from a course using self-service in CUNYfirst. The date that the withdrawal is completed in CUNYfirst is considered the official date of withdrawal from the college, *NOT the last date of class attendance*.

If a student withdraws from a course during the first 17 days of the fall or spring session (or the first seven [7] days of the winter or summer module), that course will be deleted from the student's transcript.

If a student withdraws from a course after the deletion period but before a deadline that approximately coincides with completion of 2/3 of the session (see Academic Calendar for specific date), the student will receive a "W" grade for that course.

If a student registers for a course, does not attend classes, and fails to officially withdraw from the course, the student will be assigned a "WN" grade for that course.

Degree Requirements

To satisfy the requirements for the associate degrees a variety of requirements must be satisfied. While some are applicable to all degrees others are specific to individual majors. Refer to details found later in this catalog.

In general, the requirements will include:

1. **College Requirements**
 - a. Successful completion of or exemption from the CUNY Assessment Tests in Reading, Writing and ACCUPLACER CUNY Assessment Test in Math and successful completion of any required developmental courses
 - b. Writing Intensive Course - One (1) course
 - c. Civic Engagement - Two (2) Civic Engagement experiences
2. **CUNY Pathways Common Core**
 - a. Required Core - Depending on the major, credits in English Composition, Mathematical and Quantitative Reasoning, and Life and Physical Sciences
 - b. Flexible Core - Courses in World Cultures and Global Issues, U.S. Experience in its Diversity, Creative Expression, Individual and Society, and Scientific World
3. **Requirements of the Major and Elective Credits**

Specified courses as required for the major by the academic department for each degree program as well as any electives
4. **Cumulative Grade Point Average (GPA)**

A minimum cumulative grade point average of 2.00 on Degree and Certificate programs
5. **Matriculated Status**

Must be matriculated during the last term of attendance at Kingsborough
6. **Residency**

30 credits must be completed in residency at Kingsborough
7. **Minimum Credits for the Degree**

A minimum of 60 credits is required for all degree programs. However, some programs require additional credits. Consult the pages within this catalog for the credit information on each major.

Note:

Some degree programs may have their own grade regulations for course enrollment and/or continuation in the program. A review of degree requirements occurs during registration advisement and can be verified on the Student Advisement Degree Audit.

Writing Intensive Courses

CUNY's Writing Across the Curriculum Program was established in 1999 through a Board of Trustees resolution "to ensure that writing instruction is regarded as a common responsibility and that the development of writing proficiency becomes a focus of the entire undergraduate curriculum." In Fall 2010, Kingsborough made a commitment to writing in all the disciplines. Students who entered Kingsborough or changed their major in or after Fall 2010 must complete at least one writing intensive course before graduation. While there are a variety of options for fulfilling the writing intensive requirement, writing intensive sections are only offered in the fall and spring sessions.

Writing intensive courses are identified as such in the course attribute field of the Class Search section in CUNYfirst.

Civic Engagement

Kingsborough accepts as a fundamental principle that education requires social awareness, an acceptance of social responsibility and active participation in meeting the challenges of a modern society. Through civic engagement, we recognize our mutual responsibility to care for each other in the college, in our communities, and on our planet. This responsibility may be accomplished through political activity, community service, engagement in leadership roles, advocacy, or becoming informed on

issues that relate to social change. Therefore, civic engagement at Kingsborough seeks to foster civic awareness while providing the skills needed for our students to actively participate in their communities.

How Students Will Satisfy the Civic Engagement Requirement

Beginning Fall 2013, students are required to have a minimum of **two (2) civic engagement experiences** before graduation. No additional courses are needed to fulfill this requirement. Please see an academic advisor before registering. There are three ways to satisfy this requirement:

1. **Certified Civic Engagement (CE) Course**

Certain courses required for the major, and/or to fulfill the CUNY Core, include civic engagement as essential and integral to their learning outcomes. In such a course, a student must pass the course to satisfy one of their CE experiences. These courses are indicated on CUNYfirst.

2. **Component Civic Engagement (CE) Course**

A portion of some courses' contents—particular topics, chapters, activities, field trips—is devoted to civic engagement. Such a course offers students an opportunity to link academic concepts and a commitment to the community. This option will require approval from the Office of Academic Affairs, A-218.

3. **Non-Course Related Civic Engagement (CE)**

Students who wish to satisfy a civic engagement experience independent of a Kingsborough course must obtain prior approval. Non-course-related experiences will be publicized as they become available. ***Please note that this option is currently ONLY available for select non-course related experiences such as Service Learning opportunities (for further information go to https://www.kbcc.cuny.edu/service_learning/Pages/default.aspx) or participation in campus events such as ECO-Fest.**

Academic Advisement and Assistance

Academic Advisement

Academic Advisement

Room D-124, Ext. 6696

Academic Advisement supports and promotes campus-wide year-round advising, for all majors, while recognizing the autonomous nature of advising within the academic departments. Academic advisors strive to maintain a supportive environment where advising is a holistic process where continuing students receive academic guidance and clarification about their academic, career and life goals. During this process, Academic advisors serve as facilitators of communication who work to encourage students to become more knowledgeable and responsible for planning their academic careers. All students should make an appointment to obtain academic advising for their respective majors at least once each semester throughout their academic careers.

Accelerated Study in Associate Programs (ASAP)

Room M-211, Ext. 5616

CUNY's Accelerated Study in Associate Programs (ASAP) assists students in earning associate degrees by providing a range of financial, academic, and personal supports including comprehensive and personalized advisement, career counseling, tutoring, tuition waivers, MTA MetroCards, and additional financial assistance to defray the cost of textbooks. ASAP also offers special class scheduling options to ensure that ASAP students get the classes they need, are in classes with other ASAP students, and attend classes in convenient blocks of time to accommodate their work schedules so that they can earn their degrees as soon as possible. As students approach graduation, they receive special support to help them transfer to four-year colleges or transition into the workforce, depending on their goals.

Career Development and Experiential Learning

Room C-102, Ext. 5115

The Center for Career Development and Experiential Learning offers career counseling to all Kingsborough students, from their first day on campus through graduation. The mission of the Center is to prepare students with specific knowledge to find, organize, and utilize career resources as they progress through various stages of career exploration. Career advisors assist students in career planning and in the development of skills needed in the job search. Listings of part- and full-time jobs, as well as internships, are available to students via the KCC Online Jobs Board. The Career Center's recruitment events, such as Job Fairs and On-Campus Recruitment, bring representatives from major corporations, government, and social service agencies to the campus. Job search assistance is offered to all students from résumé writing to interview technique workshops. For more information on the jobs board go to <https://kbcc-csm.symplicity.com/students/index.php>

Evening Advisement

Room M-101, Ext. 4911

Evening Advisement provides academic advisement to students attending classes part-time, students who take a majority of their classes in the evening, and non-matriculated students. Academic Advisors provide continuing students with guidance, clarification about their degree requirements, and the necessary tools to become more knowledgeable and responsible for planning their academic careers. Students are encouraged to meet with an advisor at least once each semester.

Academic Assistance

Center for Academic Writing Success (CAWS)

Room L-219, Ext. 5405

The Center for Academic Writing Success (CAWS) serves as a resource for all students in English courses as well as any student requiring assistance with a writing assignment. The primary goal of CAWS is to help students develop their own academic skills in essay writing, rethinking and revising papers, or identifying and correcting their own mistakes in writing. The Center offers a variety of free services such as walk-in tutoring, one-on-one tutoring contracted with an individual tutor for an entire semester, and group tutoring.

Center for Math and Technology (CMAT)

Room F-206, Ext. 5808

The Center for Math and Technology provides a supportive and welcoming learning environment to all Kingsborough students currently enrolled in math or computer courses. Our highly qualified tutors are dedicated to providing reassurance and expert guidance to every student. By tailoring our services to each student's needs, and by ensuring access and availability to all students, the CMAT team fosters student success in mathematics and technology. CMAT currently offers free walk-in tutoring to students currently enrolled in a math class or classes with a math component. Tutoring is available individually or in a small-group setting. CMAT has a Math Computer Lab (MCL) with 24 computers and a teacher's station. It is available for math and computer science classes, for current Kingsborough math and computer science students, or students who need to work on specialized computer programs or to complete their courses work. The MCL is also available for special programs. CMAT provides support in collaboration with Math faculty.

Tutorial and Academic Support Center

Room L-605, Ext. 5118

The Tutorial Academic Support Center is primarily responsible for supporting students' general welfare and academic progress throughout their academic career. Free tutoring is offered to enrolled students in almost all subject areas. Sessions are in either one-on-one or in a small-group format. The goal of the Center is to assist all students with locating the resources necessary to successfully complete their coursework.

Immersion Program

Room D-106, Ext. 5358

The Immersion Program is a CUNY-wide initiative offering incoming Fall freshmen and continuing Kingsborough students tuition-free developmental classes and workshops. Incoming Fall freshmen who have not passed one or more of the CUNY Assessment Tests can join the Summer Immersion Program (SIP) in the Summer prior to their first semester at Kingsborough in order to complete all or part of their English and/or math developmental requirement(s). Immersion courses are specifically designed to help students pass the CUNY Assessment Tests. Day and evening courses are offered to accommodate a variety of schedules. Academic, career, and personal counseling are available to the incoming summer cohort who also have access to all campus facilities while in the SIP. Continuing Kingsborough students may enroll in the year-round Multiple Repeater Math Workshops or Express Math classes offered in the winter or summer modules. For more information go to www.kbcc.cuny.edu/immersion

STEM Lab

Room L-115, Ext. 6876

Kingsborough's state-of-the-art laboratory is designed to encourage incoming students to explore career opportunities in STEM (Science, Technology, Engineering and Mathematics) education curricula. The STEM lab exposes students to cloud-based hands-on innovative activities that relate to real-world applications.

Academic Information

Developmental Courses

Developmental courses are specifically designed and required for students who have not passed the CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math. Developmental courses are non-credit (zero credits).

Basic Courses

Basic courses are courses that individual Kingsborough departments feel are essential for college students so that they may learn the fundamental and basic concepts of a discipline. Some basic courses require prerequisite courses or departmental permission. This is indicated within the course description.

Advanced Courses

Advanced courses are courses that individual Kingsborough departments feel are important as follow-up courses to explore, either in breadth or depth, the areas of knowledge to which students have been introduced while taking the basic courses.

Cross-Listed Course

A cross-listed course is one that is offered by more than one discipline or department, but has the same content and in which students should expect to have the same or similar experience. An example is MAT 9100 - Biostatistics/BIO 9100 - Biostatistics.

Equated Credits

Weekly class hours in developmental courses for which credit is not given are, for certain purposes, counted as equated credits. For example:

MAT M100 4 hours 0 credits AND 4 equated credits

MAT M200 4 hours 0 credits AND 4 equated credits

Credits

Credits are points granted for courses taken at the college. The number of credits is usually based on one credit for each weekly class hour. In some cases, the number of required hours may exceed the number of credits granted (e.g., science and physical education courses). For example:

CHM 1200 6 hours 4 credits

HIS 1100 3 hours 3 credits

PEC 2000 2 hours 1 credit

Course Load

Matriculated students register for a specific degree in a particular curriculum or plan. To be considered a full-time student, a student must enroll in a program of study carrying a minimum of 12 credits and/or 12 equated credits during the fall and spring terms. Part-time students carry fewer than 12 credits and/or equated credits.

While it is possible to carry a full-time evening program, not all Kingsborough degree programs are available for full-time evening study. Non-department required degree courses can be used for necessary basic courses and credits before completing department requirements in the day session. Advisors are available for consultation.

Prerequisite Requirements

A course or test that one must pass, or skills set that is required, before enrolling in a basic course or more advanced course.

Corequisite Requirements

A course that must be taken at the same time that you enroll in a particular course and in conjunction with that course.

Pre-/Corequisite Requirements

Courses that can be completed before enrolling in a particular course, or at the same time as a particular course.

Student Attendance Policy

A student who has been absent 15% of the total number of instructional hours that a class meets during a session or module may be considered excessively absent by the instructor. The instructor may consider excessive absences as a factor in the assignment of a student's grade.

Assessment of Student Learning Outcomes

Instructors usually distribute a syllabus on the first day of class that identifies student learning goals and objectives, and lists the requirements of the course. He or she will choose approaches to teaching that are designed to help you meet these outcomes, and will assess how well you have achieved them through exams and/or assignments, as appropriate to the course.

Types of Courses

Independent Study

The college offers students the opportunity to take a limited number of credits outside the traditional course structure as Independent Study, designated by the course number "8100." Students registering for such courses undertake a prescribed program of individual and/or group research and may attend seminars or workshops dealing with their field of study. All work will be conducted under the supervision of the assigned instructor and will be evaluated and graded by the instructor.

Successful completion of the "8100" courses generally requires from one (1) to three (3) hours per week and earns from one (1) to three (3) credits per term. These courses are open ONLY to upper freshmen and sophomore students who have an overall "B" average (3.00 grade point average) in the subject area, with departmental approval. Students will be permitted to take no more than six (6) credits of Independent Study in any one area and no more than 12 credits toward the degree.

Learning Communities

Learning Communities, cohorts of 25 or fewer students, enroll during a term in anywhere from two to five courses that are linked together. These courses are linked around a common theme and students are encouraged to think in an integrative way. Faculty teaching these courses collaborate with each other, as well as with advisors, librarians, and tutors, in order to offer students additional support.

Research has shown that students who participate in learning communities are more successful in completing courses and obtaining their degrees, and students report better connections to faculty and with each other. Kingsborough offers a variety of learning communities, which may include a Freshman Year Seminar (SD 1000) or an Integrative Seminar. For English as a Second Language (ESL) students, the accelerated College English program (ACE) offers students a year-long learning community experience in which students can earn eight (8) credits in the first session.

Topical and Pilot Courses

In addition to the courses described in the catalog, the college offers a group of courses that meet the immediate needs and interests of various members of the student population or gauge the appropriateness or popularity of new subject areas. These topical and pilot courses are designated by the course number "8200." These courses appear as listed in CUNYfirst for the term in which they are offered.

College Credits Assigned for Instructional Hours

Kingsborough Community College complies with New York State Department of Education, Middle States Commission on Higher Education and U.S. Department of Education definitions and standards of credit hours assigned to instruction. The College assigns credits based on the hours and mode of instruction (whether instruction is delivered as a lecture, in a classroom, laboratory or studio setting, or through an out-of-classroom field or clinical experience). In all cases where the hours assigned per credit differ from the standards of practice, the hours exceed the number of credits, and are based on the practice of a particular discipline and subject matter at this college or are compliant with individual professional or accreditation standards.

The College utilizes the Carnegie Unit to define one semester credit. The Carnegie semester credit is equivalent to a minimum of one hour (defined as 50 minutes) of instructional work plus two hours (100 minutes) of individual work per week per semester. This is based on a 15-week semester. Based on its 12-week semester, Kingsborough Community College defines a credit hour as 60 minutes per week plus a session (typically two hours) for a final examination in the 13th week. In a 12-week semester out of class time is two hours and five minutes per credit per week. Thus, for example, a three credit course would require six hours and fifteen minutes of individual work per week.

Kingsborough Community College encourages experimentation and innovation in the delivery of instruction, which may result in occasional variations in credits assigned for instructional hours of a course. Additional instructional hours may be assigned in coursework identified to be critical for academic progress. The rationale for assigning credits for instructional hours for every course offered for college credit is reviewed and approved by College Council.

College Credits Assigned by Instructional Mode

Lecture

Courses that meet to engage multiple students in various forms of direct faculty instruction. For example:

Credits Awarded **1 credit**

Minimum Instructional Time (60 minutes per week):

Per 12-Week Session 720 minutes

Per Final 120 minutes

Session Total (12 weeks + Final): 840 minutes

Credits Awarded **3 credits**

Minimum Instructional Time (180 minutes per week):

Per 12-Week Session 2160 minutes

Per Final 120 minutes

Session Total (12 weeks + Final): 2280 minutes

Laboratory

Courses that focus primarily on experiential activities that support student learning and are under the direct supervision of a faculty member in a laboratory setting. Minimum contact time is based on two (2) times the amount of contact time of a lecture (2:1). For example:

Credits Awarded	1 credit
Minimum Lab Instructional Time (120 minutes per week):	
Per 12-Week Session	1440 minutes
Per Final	120 minutes
Session Total (12 weeks + Final):	1560 minutes

Credits Awarded	4 credits
Minimum Lab Instructional Time (480 minutes per week):	
Per 12-Week Session	5760 minutes
Per Final	120 minutes
Session Total (12 weeks + Final):	5880 minutes

Laboratory hours per credit in health care related disciplines are assigned according to the standards for these disciplines at this college or to comply with accreditation requirements.

Independent Study

Courses that permit a student to study under an instructor's guidance a subject or topic in depth beyond the scope of a regular course. The instructor regularly interacts with the student and directs student outcomes with periodic and final evaluation by the instructor. Minimum credit hours (corresponding to one [1] to three [3] credits) are determined based on faculty instructional contact minutes and student outside work. Such courses match the amount of time and work using the examples above.

Studio

Courses taught as applied study on a private or semi-private basis. In the visual arts, instructional hours in studio settings are assigned four (4) hours of work per week for three (3) credits in recognition of the experiential, creative, skills-building nature of the work. In performance disciplines, hours are assigned according to the demands of the specific work, such as work on theatre, video or digital productions.

Professional Field/Clinical Placement

Courses developed for job related or practical skills in a particular discipline. These courses allow for observation, participation, and field work, and are generally offered off-campus at an approved site. Components of this type of instruction include a combination of supervised time by approved experts outside the college, student assignments, and time supervised by a college instructor.

Where the work takes place in out-of-classroom professional field or clinical settings, credits are assigned to instructional hours in order to accommodate the requirements of each field. At least one (1) classroom hour per week is assigned to out-of-classroom courses for work with the course instructor.

Hybrid

A "blended" course composed of both online learning and classroom learning. Courses may be designated "Partially Online" where up to 32% is online, or "Hybrid" where 33% to 80% is online. (Courses which are 100% face-to-face with some course content or assignments online are designated "Web-Enhanced.")

Credit hours are equivalent to courses that are delivered completely through face-to-face modality using the examples listed above.

Online (Asynchronous)

Courses offered entirely online and without any required face-to-face class meetings. Courses may be designated "Online" in which 80% but less than 100% is online, or "Fully Online" where 100% (including all exams) are online.

Courses should be consistent in terms of quality, assessment, learning outcomes, requirements, etc. as courses offered face-to-face. Students are expected to be academically engaged through means which would include, but are not limited to, submitting an academic assignment, taking an examination, an interactive tutorial, or computer-assisted instruction, attending a virtual study group assigned by the instructor, contributing to an academic online discussion, and engaging in contact with the faculty member and class peers related to the academic subject of the course.

Credit hours are equivalent to courses that are delivered completely through face-to-face modality using the examples listed above.

Accelerated Courses

Courses offered outside a standard 12-week session in which the credit hours offered are the same as the standard session courses. The content and substantive learning outcomes are the same as those in the standard session.

Accelerated courses must meet the total amount of instructional and student work time as the examples above even if delivered in an accelerated format.

Examinations and Grades

Examinations

Mid-Term

Mid-term status is provided orally by instructors and it is not entered on the permanent record.

Final

Students are responsible for meeting examination schedules. The final examination schedule is available on the college's website by approximately the ninth week of the session or the fourth week of the module. Students who have a conflict with a final examination schedule must immediately report to the Registrar's Office, A-101, for rescheduling. Students can access their final grades online via their CUNYfirst account.

Makeup Final

Students who miss final examinations for legitimate reasons may apply for makeup examinations. Generally, permission is granted only to students who maintain passing grades up to the final examination period. For each makeup examination, a Petition for Final Makeup Examination form with the instructor's signature must be completed and received in the Registrar's Office by the deadline date on the Academic Calendar. Refer to the *Required Fees* section under *Tuition and Fees* in this catalog to determine applicable fees.

Grades

Grades indicate how well a student is doing academically. They deserve careful attention as evidence of good progress and as an indication of the need for counseling and/or for increased effort.

Standard Grades

Students receive an official grade for each course at the end of each session and module. This becomes part of the permanent record. The standard grades are:

Kingsborough Community College Official Grading System

Grade	Definition
A+, A, A-	Excellent
B+, B, B-	Good
C+, C,	Satisfactory
C-, D+, D	Passing
F	Failure

Grade	Quality Points	Grade	Quality Points
A+	4.0	C+	2.3
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	F	0.0

INC Doing passing work, but missing an assignment or an examination; changes to a "FIN" if work is not made up by the 10th week of the next 12-week session

FIN Failure as a result of an Incomplete

NC Minimum level of proficiency not met for certain specific compensatory courses.

P Passed, but course not counted in computing cumulative average

R Minimum level of proficiency not met for developmental courses

S High-level of proficiency in MAT M200 course in effect prior to Fall 2018

W Withdrew officially

WA Withdrawn administratively due to immunization noncompliance

WD Withdrew Drop, a grade assigned when a student who has attended at least one class session drops a class after the Financial Aid Certification Date during the program adjustment period

WN Withdrawn/never attended; a non-punitive grade

*WN Withdrawn/never attended; counts as failure (in effect prior to Fall 2010)

WU Withdrew unofficially; counts as failure

Y Yearly course; grade assigned at the end of year

Z Instructor did not submit grade in effect prior to Fall 2018

This course has been successfully completed in a subsequent semester and is not calculated in the cumulative average (Examples: #F, #WU)

Incomplete ("INC") Grade

The grade of "INC" (Incomplete) is assigned only when the course requirement has not been completed for good and sufficient reasons and where there is a reasonable expectation that the student can complete the requirements for the course.

Withdrawal ("W") Grade

The grade of "W" (Withdrawal Without Penalty) is applied when the student has submitted a Withdrawal Form to the Registrar's Office by the due date listed on the College's Academic Calendar.

Repeat ("R") Grade

The grade of "R" does not count in computing the scholastic index. It is given to a student in a developmental course who does not meet the minimum requirements at the completion of the session or module. A student who receives the "R" grade in the same developmental component three (3) times will NOT be permitted to repeat that course again.

"S" Grade

The "S" grade does not count in computing the scholastic index. It is assigned when a student has a minimum grade of 88 on the CUNY Elementary Algebra Final Exam (CEAFE). The student must also have an overall class average of 85.

Grade Change Appeals

Students may appeal a final grade to the Committee for Academic Review NO LATER than the end of the term following the term in which the grade was given. The term is defined as fall/winter or spring/summer. For example, students wishing to appeal grades assigned during the fall/winter term must file an appeal no later than the end of the following spring/summer term. Likewise, students wishing to appeal grades assigned during the spring/summer term must file an appeal no later than the end of the following fall/winter term. Students interested in filing an appeal can complete the appeal form at the following link <http://www3.kingsborough.edu/Pages/IntakeRequest.aspx>.

Calculating the Grade Point Average

The grade point average (GPA) is obtained by multiplying the grade point value by the number of credits for the course, then totaling the grade points and dividing by total credits. See the Official Grading System above for grade point values.

Course	Grade	Point Value		Credits	Grade Points
English	A-	3.7	X	4	= 14.8
French	D	1.0	X	3	= 3.0
Music	C+	2.3	X	3	= 6.9
Physics	B+	3.3	X	4	= 13.2
History	F	0.0	X	3	= 0.0
		TOTAL 10.3	TOTAL 17	GRADE POINT TOTAL 37.9	

Grade Point Average (37.9 quality points divided by 17 credits) equals 2.23, or almost a "C+" average.

Repeating Courses

Students may register to repeat a course if they received an "F," "W," "R," "NC," "WN," or "WU" grade. Effective September 1, 1990, if a student repeats a course in which an "F" or an administrative failing grade ("WU") was originally earned and subsequently earns a passing grade of "C" or better in the same course, the original failing grade will remain on the student's transcript but will no longer be computed into the grade point average. The total number of failing credits earned during enrollment in CUNY which may be deleted is 16. Students who wish to replace an "F" grade earned before September 1, 1984 must first receive approval from the Committee on Academic Review. Appeals may be filed in A-228.

A course in which a grade of "C-" or below was received may be repeated **only** if a more advanced course in that discipline has **not** been completed. Students who receive a "C" grade or better in any course offered at the college MAY NOT REPEAT that course.

The regulations above do NOT apply to students in the EMS-Paramedic, Nursing, Physical Therapist Assistant, Polysomnographic Technology, or Surgical Technology programs. These programs have their own grade regulations.

Maintenance of Academic Standards*

Scholastic Standing

The measure of scholastic standing is based on the number of graded credits and/or equated credits taken and the grades received.

The following table is used when evaluating a student's academic progress.

Attempted Credits or Equated Credits	Minimum Cumulative GPA
12 to 23 ½	1.50
24 to 35 ½	1.75
36 and over	2.00

Students who fail to achieve these standards will be placed on probation for one term, and if unable to correct their deficiencies during that term, will be dismissed from the college. Students who receive financial aid must maintain these standards. The normal academic appeals procedure of the college will continue to consider individual cases and to make such exceptions to the implementation of these guidelines as unusual circumstances may warrant.

**Kingsborough Community College Council action*

Appeal for Reinstatement Process

Students who are dismissed from the college for academic reasons may appeal to the Committee on Admissions and Academic Standing for readmission after one term. Students should pay the required readmission application fee and submit the completed readmission application, along with a letter of appeal documenting the reason for poor scholarship addressed to the College Committee on Admissions and Academic Standing, to the Registrar's Office, A-101. Consult the College's web page for readmission deadlines; applications should be filed early since readmission deadlines are well before the start of the upcoming term.

If the Committee believes the records indicate that the student will be able to make satisfactory progress toward earning the degree within a reasonable period of time, the student may be readmitted. If at the end of the spring term of readmission, the student's academic level has not been raised to CUNY's standards, nor has adequate progress in achieving the appropriate

standards been shown, the student will be dismissed. The College reserves the right to revise the academic dismissal policy as deemed necessary.

Forgiveness Policy

Students who have been out of Kingsborough for a period of five (5) years or more and whose grade point average was below 2.00 may be readmitted in good academic standing by appealing to the Committee on Admissions and Academic Standing. Any prior failing grades, while still reflected in their record, would not be calculated in their grade point average to determine their standing. These students would be readmitted as students on academic probation. The forgiveness policy will be applied only once to a student's academic record.

Honors and Enriched Off Campus Opportunities

Academic Honors

Dean's List

Room A-228

The Dean's List at Kingsborough Community College is established every term to honor matriculated students who have achieved academic excellence. To be eligible for inclusion on the Dean's List in a given term (defined as 12-week session and 6-week module), day or evening students must meet the following criteria:

1. have completed all developmental course work prior to the term under consideration for Dean's List
2. earn a minimum of 12 credits
3. achieve a grade point average (GPA) of 3.50 or higher for the term under consideration
4. not have grades of " D," " F," " FIN," " INC," " R," or "WU" at the time the list is produced and
5. be in good academic standing (have a minimum cumulative grade point average [GPA] of a 2.00)

Attainment of the Dean's List becomes part of students' permanent record and appears on their transcript. Students do not need to apply to be considered for the Dean's List. If eligible, they are automatically placed on the List.

Dean's List Scholarship

To further reward students for their achievement and to encourage them to continue to pursue academic excellence, freshmen students who are placed on the Dean's List in their first two semesters and attend Kingsborough full-time for a third semester may qualify for the Dean's List Scholarship of \$30 (transfer students and students who receive the WAVE scholarship are not eligible). Students do not need to apply to be considered for the Scholarship. If eligible, they will be contacted automatically and will be presented with the scholarship check during the Dean's List Ceremony.

Honor Societies

Chi Alpha Epsilon

College Discovery

Room L-516, Ext. 5781

Chi Alpha Epsilon Honor Society was founded at West Chester University of Pennsylvania in 1989. The Delta Pi Chapter at Kingsborough Community College was established in May 2012. The honor society was formed to recognize the academic achievements of students admitted to the college through non-traditional criteria and who are admitted to opportunity programs such as College Discovery, TRiO, and many others. The eligibility requirements are completion of ENG 1200 and maintaining a 3.00 or higher cumulative grade point average for two consecutive terms. Students are expected to engage in civic engagement activities, expand on leadership skills and always strive for excellence. For additional information go to www.chialphaepsilon.com

Mu Alpha Theta

Mathematics & Computer Science Department
Room F-309, Ext. 5931

Sponsored by the Mathematical Association of America, Mu Alpha Theta is the national two-year college mathematics honor society (www.mualphatheta.org). It is dedicated to inspiring keen interest in mathematics, developing strong scholarship in the subject, and promoting the enjoyment of mathematics in two-year college students. Membership is open to students who complete eight (8) or more credits in mathematics courses numbered 1500 or higher and/or in computer science courses while maintaining at least a "B" grade in those courses, and receive the recommendation of the Mathematics Department faculty.

Phi Beta Lambda

Business Department
Room M-355, Ext. 5555

Phi Beta Lambda (www.fbla-pbl.org) is a national business honor society for college students who have an interest in business. Students who have maintained a cumulative grade point average of "B" after completing 30 credits or more at Kingsborough, and who have given service to the Business Department, are eligible for membership.

Phi Theta Kappa

Room M-377, Ext. 5365

The Phi Theta Kappa International Honor Society of the Two-Year College was established in 1918. Today, it's the largest honor society in American higher education, with more than 1.5 million members and 1,200 chapters located in all 50 states and abroad. The Phi Theta Kappa Chapter at Kingsborough Community College, Xi Kappa, was established in 1965, shortly after the College was founded. In March 2006, Kingsborough's chapter was awarded the Phi Theta Kappa "Horizon Award" for the most revitalized chapter and in 2015 it was recognized as one of the Top 100 Chapters nationwide. Xi Kappa is a very positive force in the lives of Kingsborough students and offers tremendous opportunities for members to enrich their education while at Kingsborough by participating in a rich menu of co-curricular, on- and off-campus activities and events.

The purpose of Phi Theta Kappa is to nurture academic excellence at the college by promoting an intellectual climate and a special sense of community among the college's highest achieving students. The hallmarks of Phi Theta Kappa to which members pledge fidelity are scholarship, leadership, fellowship and service. Phi Theta Kappa affords numerous benefits to its members including thousands of dollars in transfer scholarships offered by many four-year colleges and universities. For a complete listing of scholarships for Phi Theta Kappa members go to <http://www.ptk.org/default.aspx>

To be eligible for Xi Kappa chapter membership, a student must have:

1. earned 12 or more credits (beyond developmental courses)
2. achieve a grade point average of 3.50 or higher with no grades of "D," "F," "FIN," "INC," "R," or "WU" and
3. passed the CUNY Assessment Tests in Reading and Writing.

Membership in Phi Theta Kappa requires a one-time \$65 lifetime membership fee, which is sent to the international headquarters of Phi Theta Kappa. In return, members receive a membership package containing a membership certificate, ID number, and the Society's gold pin of excellence. In addition, members' permanent transcript will note that they are a member of the Phi Theta Kappa Honor Society, and at graduation, they will be eligible to purchase and wear the Society's gold silk stole and tassel and be seated in a special section.

If you are eligible to join Xi Kappa, an email is sent at the beginning of each fall and spring term with details regarding the online application and payment.

There is a symbiotic relationship between the Xi Kappa Chapter and the Honors Program at Kingsborough. Both are housed in the Honors House in M-377, providing Honors students with an intellectual gathering place. For additional information go to <http://www.kbcc.cuny.edu/honors/Pages/ptk.aspx>

Sigma Alpha Pi

Career Development and Experiential Learning Room C-102, Ext. 5115

Sigma Alpha Pi (National Society of Leadership and Success) is a lifetime membership in one of the largest college leadership honor societies in the United States. The society is by invitation only for students with a grade point average of 3.00 or higher. Eligible students will receive a registration code in the invitation to register for the fall or spring session. If students do not receive an invitation but have a grade point average of 3.00 or higher, they are encouraged to nominate themselves through the society's website at societyleadership.org To receive more information email leadershipsociety@kbcc.cuny.edu

Honors Program

The Honors Program

Room M-377, Ext. 5365

The Kingsborough Honors Program provides students who have a 3.20 or higher grade point average with the opportunity to challenge themselves academically in Honors classes that emphasize critical thinking, independent research, analytical writing, oral debate, and public speaking.

Students can select from a variety of Honors coursework: they can enroll in All-Honors courses, which are smaller in size than regular classes and where all participants have a 3.20 or higher grade point average, or add an Honors Enrichment Component (HEC) to one of their regular courses. Highly motivated students may also work with a professor to do a substantial research project called an Honors Contract, which usually involves writing a 10-page paper using documentation appropriate to the discipline to earn Honors credit.

The Honors Program celebrates student success. *Distinctions: The Honors Student Journal*, founded in 2005, is the bi-annual publication of the Kingsborough Honors Program. Honors students are urged to submit and are assisted in publishing their papers in *Distinctions*. Students who do outstanding work on a paper or project in an Honors or non-Honors course are encouraged to share it with the college community by taking part in an Honors Symposium held each term.

An "Honors" designation is entered on the student's transcript for every Honors course taken. Honors academic participation is also noted in the commencement program for students who have successfully completed a minimum of nine (9) or more Honors credits.

The Honors Program also seeks to enrich students' lives outside of the classroom. Through participation in a number of special programs, such as the Presidential Scholars Honors Program, the Honors Representatives Program, and Honors sponsored student groups, such as the Honors Club, Phi Theta Kappa Two-Year College Honor Society, and Student World Assembly, honors students are encouraged to "act locally and think globally."

The ultimate aim of the Honors Program is to enable students to become "Citizen-Scholars" who have a strong academic and co-curricular résumé that enables them to successfully transfer to top public and private four-year colleges and universities. As a result of their involvement in the Honors Program, many students are competitive candidates for scholarships.

The criteria for admission into the Honors Program are as follows:

1. Day or Evening, full-time or part-time students who have completed 12 credits or more in residence at Kingsborough and have passed CUNY Assessment Tests in Reading and Writing, earned a grade of "B" or higher in ENG 1200 or ENG 2400, and have maintained a cumulative grade point average of 3.20 or higher are eligible to participate in the Honors Program.
2. Kingsborough students who have accumulated less than 12 credits locally with a grade point average of at least 3.20, but have additional transfer credits, may participate in the Honors Program if they can produce transcripts of their transferred credits showing a grade point average of 3.20 or higher.
3. Transferring students with 12 transferred credits or more who have passed CUNY Assessment Tests in Reading and Writing and have a cumulative grade point average of 3.20 or higher for their transferred credits will be allowed to participate in the Honors Program upon presentation of their transcripts to the Honors Program Director.
4. Entering freshmen who have a high school average of 85 or higher, and/or a combined SAT score of 950, and/or who have passed all parts of the CUNY Assessment Tests in Reading, Writing and ACCUPLACER CUNY Assessment Test in Math, are eligible to participate in the Honors Program. They must present a one- to two-page essay expressing their interest in the Honors Program to the Honors Program Director.
5. High school students entering Kingsborough with College Now credits who received a "B+" or higher in every College Now course they have taken and have maintained a high school average of 80 are eligible to participate in the Honors Program.

The Honors Office in M-377 and Honors Lounge in M-378 serve as a one-stop shop for all Honors needs and services. Interested students should visit the Honors House to learn more about the Honors Program and the numerous co-curricular opportunities available both on- and off-campus to Honors students. For more information go to www.kbcc.cuny.edu/honors

Enriched Off Campus Opportunities

Exploring Transfer Summer Program at Vassar College

Room M-377, Ext. 5365

The award-winning Vassar College Exploring Transfer Program (<http://eter.vassar.edu>) is a five-week summer program designed to give qualified community college students the opportunity to explore their transfer options while experiencing education at a four-year residential college. Students enroll in two (2) interdisciplinary courses team-taught by community college and Vassar faculty, earn six (6) academic credits, stay in dormitory housing on the Vassar campus and eat their meals in the campus dining halls. Vassar College covers the cost of the courses, housing, food and books. In return, the program asks that students come with an eagerness to learn and a desire to challenge themselves academically, transcending boundaries previously thought impossible. Applications for this program become available in the spring.

Graduation and Awards

Graduation

Eligibility for graduation requires the completion of one of the programs of study, as outlined within the *Programs and Course Requirements* section of this catalog, with an overall minimum cumulative grade point average of 2.00 (at least a "C" average) for all courses taken at Kingsborough Community College, passing scores on, or exemption from, all CUNY Assessment Tests, a passing grade in a Writing Intensive course, and, effective Fall 2013, the completion of a minimum of two (2) civic engagement experiences before graduation. Some departments also require a minimum grade point average for specific courses; refer to the *Programs and Course Requirements* section of this catalog for degree requirements.

Students can review their progress towards graduation on-line anytime by checking the Student Advisement Degree Audit by accessing http://www.kbcc.cuny.edu/sub-registration/office_of_registrar/Pages/degree_works.aspx

Each of the three graduation filing periods (for an August, January, or June degree) has a deadline. **In order to graduate and be issued a diploma, all students must file an application for graduation by the deadline given in the Academic Calendar during the current filing period so their records can be reviewed.** The student must be matriculated during their last term of attendance at Kingsborough Community College. Students cannot matriculate for the winter or summer modules. An online application is available **only** to students currently enrolled. To file online once the filing period opens go to CUNYfirst, Academics, Student Center.

In order to receive a Kingsborough degree, a student is required to have completed the final 30 credits toward that degree while enrolled at Kingsborough. Where one or more credit-bearing courses to be included in this sum are to be earned at another institution, prior permission must be obtained from the Committee on Academic Review. Each request for permission will be considered case-by-case on the merits of the individual circumstances. No permission will be granted if the total of the course credits result in less than 30 Kingsborough credits completed for the degree.

A graduate whose cumulative grade point average is between 3.50 and 4.00 shall be graduated with honors. The term "With Honors" will be inscribed on the student's diploma and noted in the commencement program.

Annual Awards

Annual awards are given to graduating students who achieve academic excellence in their various disciplines, and to students who give outstanding service to the college through student government and other student activities. The Faculty Committee on Awards administers the annual Awards Program. The Awards Ceremony is part of the two-day Commencement Exercises at Kingsborough and is usually held in the evening before Commencement. Families and friends of the awardees are invited to the annual Awards Ceremony to share in the celebration of the students' success.

The Faculty Committee on Awards also selects the valedictorian. All students who have achieved a cumulative grade point average of 4.00 and have no more than 12 transfer credits accepted to Kingsborough are invited to audition for the valedictorian speech.

For students who are graduating and beginning to apply to four-year colleges, contact the Transfer Success Center in M-101 or call at 718-368-4911 for information on transfer scholarship opportunities offered by four-year colleges.

Honors and Phi Theta Kappa students are urged to contact the Honor's House in M-377 or call 718-368-5365 for prestigious scholarships.

Academic Awards

For information about Academic Awards, contact the Department Chair that is presenting the award.

Department of Art:

Fine Arts Award
Graphic Design and Illustration Award

Department of Behavioral Sciences:

Behavioral Sciences Award
Chemical Dependency Counseling Award
Early Childhood Education Award
Education Studies Award
Mental Health and Human Services Program Award
Substance Abuse Counseling Certificate Award

Department of Biological Sciences:

Biological Sciences Department Award
Biotechnology Award
Physical Therapist Assistant Program Award
Dr. Carol Biermann Endowed Scholarship Award for Excellence in Biological Sciences

Department of Business:

Accounting Program Award
Business Administration Program Award
Fashion Design Award
McGarvey Business and Service Award
Maxine McGarvey Scholarship Award
Office Administration and Technology Award
Retail Merchandising Program Award
Murray Rothenburg Scholarship Award
Mark and Laurie Seruya and Mark and Gina Levy Endowed Scholarship Award

Department of Communications and Performing Arts:

Communications Award (Funded in Memory of Amy Bergenfeld)
Media Technology and Management Award
Speech Communications Award Theater Arts Award

Department of English:

English Award
Journalism and Print Media Program Award

Department of Foreign Language:

Foreign Language Award
Hebrew/Yiddish Award (Funded in Memory of Louis Milrod)

Department of Health, Physical Education and Recreation:

Community Health Program Award
Exercise/Personal Training Program Award
Health, Physical Education and Recreation Award
Physical Education Program Award
Recreation and Recreation Therapy Award

Department of History, Philosophy and Political Science:

History Studies Award
Dr. Bernard Klein Memorial Award for Excellence in History, Philosophy, and Political Science
Philosophy Studies Award
Political Science Award
Lawrence Suss Memorial Award for Excellence in History, Philosophy, and Political Science

Department of Mathematics and Computer Science:

Computer Information Systems Award
Computer Science Program Award
Mathematics Program Award
Mu Alpha Theta Scholarship Award

Department of Nursing:

Nursing Scholastic Award
Paramedic Program Award
Surgical Technology Award

Department of Physical Sciences:

Chemistry Award
Earth and Planetary Science Award
Engineering Science Award
Physics Program Award

Department of Student Development:

New Start Program (Funded by Chase Philanthropies)

Department of Tourism and Hospitality:

Culinary Arts Program Award
Maritime Technology Award
Tourism and Hospitality Award
Virtual Enterprise Award (In Memory of Jeffrey Ladman)

Other:

Dr. Francis Kralijic-Curran Liberal Arts Scholarship
Women's Studies Program Award

Special Awards

For information about Special Awards, contact the Executive Director of Enrollment Management and Financial Aid.

Gladys Brooks Foundation Scholarship Endowment for Student Leadership and Academic Excellence
Creative Writing Scholarship Award
CUNY EDGE Awards for Academic Excellence
Joan De Freitas Endowed Scholarship
Israel and Julia Glasser Scholarship for Political Science
James Goetz Endowed Scholarship
Robert Lawrence and Karen Denard Goldman Community Health Endowed Scholarship Award
Rachelle Goldsmith College Now Program Award
Leon M. Goldstein Scholarship Award for Academic Excellence and Community Service
Patricia Hazelwood Spirit of Community Health Award
Otis Hill Scholarship
Honors Curriculum Strand in Nursing Achievement Certificate
Honors Program Award
Karen Karlin G.E.D. Scholarship
Saul W. Katz Endowed Scholarship Fund
KCC Alumni Association Scholarship Award
Charlotte Keller Marmaros Scholarship for Promising Professionals in Gerontology
Gerry Kenney Fund for Outdoor Writers
Lucille Nieporent Memorial Award
Nursing Alumni Scholarship for Excellence in Service to Others
Regina S. Peruggi Endowed Scholarship
President's Award for Distinguished Scholarship
Presidential Honors Scholars Certificate
Retirees Scholarship Award
Harry Ritchin Memorial Scholarship for Promising Professionals in Geriatrics
Science Scholars Award (Funded in Honor of Dean Thelma Malle)
David B. Silver Scholarship Award
Millie and Maurice Singer Scholarship Award
Student Leadership Service Award
Valedictorian Award (Funded in Memory of Fred F. Addes)
WAVE Scholarship Awards

Student Services Awards:

Certificate of Recognition
Bronze Awards
Silver Awards
Gold Awards

Special Service Awards:

Childcare Center Memorial Service Award
Library Award
Anthony F. Russo Student Leadership Service Award
Student Ambassador Service Award
Student Service Award

Transfer to Four-Year Colleges and Universities

Transfer Success Center

Room M-101, Ext. 4911

Transfer Services advisors are available to meet with students who are transferring out of Kingsborough. Services include providing CUNY course equivalency information, researching colleges, exploring transfer options, and assisting with the transfer application processes. Additional information is available at <http://www.kbcc.cuny.edu/career/transfer/Pages/Out.aspx>

CUNY Transfer Policy

If you have graduated from a CUNY community college and would like to apply to a CUNY four-year college, you must complete a Transfer Admission Application. Admission to a CUNY four-year college is guaranteed, although not necessarily to the program or college of your first choice, if you have earned an Associate in Arts, Associate in Sciences and Associate in Applied Sciences degree with a 2.00 cumulative grade point average or higher.

If you have graduated or will graduate as a part of the CUNY Justice Academy, you do not need to fill out a Transfer Admission Application; for more information visit <http://www.jjay.cuny.edu/cuny-justice-academy>

SUNY Transfer Policy

The SUNY Transfer Guarantee Program pledges that "A New York State resident who wishes to transfer from a State University of New York two-year college, including all community colleges throughout the state, and who possesses, or who will have, an Associate in Arts or Associate in Science degree at the time of transfer, is guaranteed an opportunity to continue education on a full-time basis at a senior campus of the University." All other students, with or without a degree, may apply for admission to SUNY units but the guarantee does not extend to them. For more information visit www.suny.edu

Private College Transfer Policies

Students who wish to transfer to a private college should check the websites, catalogs, and directories of the college they wish to attend.

Articulation Agreements

A transfer articulation agreement is a written contract between Kingsborough Community College and a four-year college or university that contains agreed upon courses or programs that will transfer over to that particular four-year institution. This is an assurance that if students complete courses or academic programs at Kingsborough with satisfactory grades (as specified by the receiving institutions), apply and are accepted to the four-year institution, those completed courses or programs will be applied toward the baccalaureate degree before transferring to a four-year college.

Kingsborough maintains, and continually updates and expands, its transfer articulation agreements; visit A-228 for further information about articulation agreements or go to the college website at <http://www.kbcc.cuny.edu/Projects/transartic/Pages/welcome.aspx>

Department of Student Affairs & Student Support Programs

Room A-216, Ext. 5563

The mission of the Department of Students Affairs is to provide an inclusive environment in which students engage in innovative, stimulating, and high quality learning opportunities designed to facilitate personal growth and academic success. Our students will exemplify the core values of leadership, civic engagement, civility, and responsible global citizenship while moving forward successfully toward their academic and career goals.

Additional areas under the Department of Student Affairs include, Career Development and Experiential Learning, College Discovery, Evening Advisement, Freshman Services, New Start Program, New Student Orientation, Office of Military and Veteran Affairs, and Transfer Success Center. Information regarding these areas can be found throughout this catalog.

Student Development Course Offerings

SD 1000 - Freshman Seminar

1 Credit(s) Hours: *1 hr.*

This freshman seminar course assists incoming students in their college transition, facilitates interactive learning, and helps to develop knowledge and skills important for attaining academic success. In order to provide students with an opportunity to develop personally, academically, and socially, the course addresses the topics of learning styles, skills for academic success such as note taking and time management, career exploration, academic policies and procedures, information literacy and diversity. Students are encouraged to think critically, to develop an academic plan, and to learn outside of the classroom through out-of-class experience events such as slam poetry, yoga, and cultural diversity workshops. The class also promotes the development of a strong bond between students and their instructor as well as with the college community. This course supports Learning Communities.

SD 1100 - Career and Life Planning

1 Credit(s) Hours: *1 hr.*

Students have an opportunity to explore careers with emphasis on their interests, abilities, aptitudes and college experiences. They learn how to plan for future work and leisure time. Topics include the nature of work, contemporary changes in careers and work ethic, self-assessment, jobs, and changing lifestyles. Current labor market information is introduced followed by intensive, individual research and exploration of occupations. Instruction and practical assignments explore the dynamics and techniques of job-seeking, decision-making, goal-planning and priority-setting.

SD 1200 - Strategies for College Success

1 Credit(s) Hours: *1 hr.*

This course examines typical problems encountered in college and the strategies to overcome these difficulties. It offers an assessment of personal academic strengths and weaknesses and an examination of the internal and external barriers to academic success. Students are assigned a counselor/advisor to explore issues that often correspond to the course curriculum.

Student Life Office

Room C-123, Ext. 5597

The Department of Student Affairs' co-curricular activities program, coordinated by the Office of Student Life, is designed to enrich students' total college experience. The mission of the Office of Student Life is to provide programs and services that

support the activities of student organizations to sponsor and support extra- and co-curricular activities designed to supplement students' classroom experiences, and to contribute to students' personal and intellectual development.

Students and faculty work together to make decisions in areas of college governance and leadership training. Opportunities are available for students to participate on College Council, the Kingsborough Community College Association, and many other college-wide committees.

Over 80 student organizations, organized and administered by students with assistance from full-time faculty and staff advisors, develop academic, cultural, educational and social programs. Included are team sports and athletics, theater, special interest groups, social groups, a radio station, newspaper, yearbook, literary and arts journal and a student ambassador program.

Many events, open to all students, are scheduled throughout the term. They include lectures, films, art exhibits, socials, music and videos. Dates and campus locations of events are published monthly in an events newsletter and in Scepter, the college student newspaper, as well as posted on easels, the college website, and on Facebook. In addition, students can subscribe to the Student Life Text Messaging Service. To sign-up for the service simply text *@KCCEvents to 81010*

Student Government Association (SGA)

Room C-D-201

Student Government Association (SGA) represents the student voice in matters of governance and decision-making on campus. SGA students sit on campus- and university-wide committees and boards to address everything from student complaints and curriculum changes to campus policies and allocation of funds. SGA students meet regularly with student constituents, academic department chairs, and with campus administration. SGA also works with the University Student Senate (USS) and CUNY administration to drive change, and support lobbying efforts with the local and state government. Membership in SGA is limited and is based on election, as set forth in the SGA Constitution.

Campus Activities Board (CAB)

Room F-201

Campus Activities Board (CAB) is the main student programming entity on campus. Each year, CAB hosts a variety of events to entertain, educate, and build community on campus. Past events have included trivia, laser tag, trips to amusement parks and Broadway shows, novelty/giveaway events, live performers, and more. CAB also works to support the programming efforts of the other student organizations on campus through, mentoring, volunteer assistance, and even sponsorships. All students are welcome to join CAB and/or attend CAB events across campus.

Clubs and Organizations

Room C-123, Ext. 5597

From academic and social, to ethnic and special concerns, the more than 80 clubs and organizations at Kingsborough Community College reflect the diverse interests and activities of both day and evening students. Club involvement can introduce a student to new cultural experiences, help develop valuable leadership and organizational skills required in all aspects of life, and can lead to lasting friendships. The number and types of clubs and organizations change constantly as students' interests and concerns change. Students interested in creating a new club on campus should obtain a "Petition to Organize and Establish an Organization" from the Office of Student Life. Student Life staff will provide guidance through the process.

Student Activities Résumé

Room C-123, Ext. 5597

The Student Activities Résumé Program provides students with official documentation of their involvement in campus activities that would be of value when applying to a four-year college or for a professional position. Students may apply for a résumé at any time, but it is recommended to wait until after awards night in June so that all accolades can be included.

Student Ambassador Program

Room C-123, Ext. 5597

Student Ambassadors serve as peer mentors throughout campus. They can be found giving directions at the information booth, mentoring first-semester students in the Opening Doors Learning Communities, providing support through the ESL program or Men's and Women's Centers, and everywhere in between. Student Ambassadors also help with campus events from the annual Block Party and Springfest to award ceremonies and Commencement. Interested students must have a cumulative GPA of a 2.00 and complete an 8-week training program, offered each Spring.

Radio Station WKRB

Room U-227, Ext. 5817

The college's student-operated FM station, WKRB-FM, broadcasts on 90.3 MHz and covers South Brooklyn and major portions of Queens and Staten Island and webcasts at <http://www.wkrb.org/> Serving approximately 200,000 listeners each week, WKRB provides entertainment, public affairs and community-oriented programming 365 days a year. Students in the Broadcast curriculum use the newly refurbished station as the lab in which to learn every aspect of radio broadcasting.

Student Handbook

Room A-216, Ext. 5563

The *Student Handbook*, an important resource and guide, provides students with information on all aspects of college life - - campus rules and regulations, academic standards, counseling and related services, special programs, student activities, and more. Published in PDF format, *The Student Handbook* is available for download on the Kingsborough website.

Student Publications

Room M-230, Ext. 5603

Student publications provide an outlet for the expression of ideas, opinions, creativity and talent.

- *Scepter*, the college newspaper, prints college news, reviews college activities and sports, carries letters, opinions, commentary and items of interest to Kingsborough students and faculty.
- *Antheon*, the college literary and arts journal, encourages the expression of student poetry and fiction and the visual arts.
- *Odyssey*, the college yearbook, offers students an opportunity to produce an overview of the academic year and its graduates.
- *Orenda Comics*, the college comic book.
- *Kingsloop*, the college online magazine.

All publications are written, produced, managed and distributed by Kingsborough students with a faculty advisor. They are supported by the KCC Association and have been cited for excellence.

Athletic Activities

Room G-110, Ext. 5737

The Office of the Vice President for Student Affairs offers a program of intramural, recreation, and athletic activities geared to promote a variety of interests and skills.

Intramurals

The intramurals program is designed to enable students to participate in a wide variety of athletic and recreational activities on a voluntary basis.

The program consists of individual and team events such as touch football, volleyball, 3-man basketball, soccer, ping pong, handball, 5K run, and chess. In many of these intramural tournaments, Kingsborough students compete against each other with the winner representing the college in the CUNY-wide intramural championship. All events are co-educational.

Recreation

The recreation program offers students an opportunity to participate, at their own convenience, in sports and physical fitness activities including basketball, swimming, tennis, handball, racquetball, and training with weights, ping-pong and run/walk fitness hours.

Athletics

The Athletic Program is renowned in the northeastern part of the United States, offering men and women the opportunity to participate in a wide range of sports. Emphasis is placed upon promoting enjoyment, fitness, skill development, athletic and scholastic knowledge, and sportsman-like competition.

For women, the growing program includes varsity basketball, cross country, soccer, tennis, track (indoor and outdoor) and volleyball teams. The women's program is sanctioned by The City University of New York Athletic Conference (CUNYAC), the local conference, and by Region XV District of the National Junior College Athletic Association (NJCAA) on the regional, district and national levels.

Male varsity team programs include baseball, basketball, cross country, tennis, track (indoor and outdoor) and soccer teams.

The men's program is sanctioned by The City University of New York Athletic Conference (CUNYAC), the local conference, and by Region XV District of the National Junior College Athletic Association (NJCAA) on the regional, district and national levels.

Kingsborough also has a co-educational cheerleading team that supports the Athletics Department in various campus events. The cheerleading team support the men's and women's basketball teams and competes in the annual CUNY cheerleading championships against CUNY senior colleges.

Kingsborough is a member of The City University of New York Athletic Conference (CUNYAC), Region XV District of the National Junior College Athletic Association (NJCAA). There are 24 regions and 10 more encompassing districts geographically within NJCAA.

Victorious teams in the Regional structure compete against each other to determine District champions in each sport. Many of Kingsborough's teams and individual athletes have won national and regional awards and gone on to win scholarships to four-year colleges in their sports.

The College will not monitor student participation in physical education, open recreation, intramurals, or athletics. Students are responsible for following the advice of their physicians in these matters. The College will take no responsibility whatsoever for any injury students may suffer should they participate without medical advice, or against medical advice, or for any injury suffered as a result of any physical incapacity.

Student Support Programs

Access-Ability Services (Students with Disabilities)

Room D-205, Ext. 5175

Access-Ability Services (AAS) is committed to opening doors of equal opportunity to students with disabilities at Kingsborough Community College. The goal of AAS is to equalize educational opportunities and to provide access through appropriate academic accommodations. Access-Ability Services serves as a disability resource, promotes equity, and provides appropriate accommodations and assistance to Kingsborough students with disabilities. Students with disabilities who want to utilize accommodations are asked to complete an "Application for Academic Accommodations" and submit supporting documentation. For further information go to <http://www.kbcc.cuny.edu/access-ability/Pages/welcome.aspx>

Child Development Center

Room V-105, Ext. 5868

As a service for students who are parents, Kingsborough's Child Development Center accepts a limited number of children, ages 18 months through nine (9) years, each term. The children receive low-cost professional care and education, including meals, at this licensed facility. The Center is open Monday through Thursday from 7:00 am to 10:30 pm and Friday from 7:00 am to 5:30 pm, September through July, and from 8:00 am to 4:00 pm on Saturdays during the fall and spring terms. All Kingsborough students are eligible to apply for a slot for their child, according to their class schedule. Priority is given to full-time matriculated students. Fees are based on the number of hours children are enrolled; when possible, subsidized rates available through public funding are offered to parents who qualify. To apply, parents are encouraged to place their name on the Center's waiting list.

The Center also offers Pre-K for All (PKA), which is a free full-day pre-school program through the New York City Department of Education. Children must be four (4) years old to participate in PKA.

CUNY EDGE

Room T4-216, Ext. 4660

The mission of CUNY EDGE is to help students who are receiving public assistance achieve academic excellence, graduate on time, and find employment by focusing on personal and professional development, and by equipping students with the necessary skills to succeed in college and the work place.

CUNY EDGE, formerly known as the C.O.P.E. Program, offers advisement on classes and career, seminars on ways to succeed in college and work, cafeteria or bookstore vouchers for program participants, connection to internship and job resources, and tutoring in various subjects.

Men's Resource Center

Room U-218, Ext. 5864

The Men's Resource Center provides academic and peer support to self-identified men of color to help empower them and improve their college experience. Services provided to help students achieve their goals include professional and peer mentoring, intensive academic support, networking with other students, career exploration, and cultural and educationally-focused trips and activities.

Student Success Center

Room M-201, Ext. 5243

The mission of the Student Success Center is to develop and implement holistic retention initiatives within the Department of Student Affairs. The office works with first year freshmen, our Kingsborough In the Neighborhood partners, non-degree students, readmitting students and students at risk for dismissal. Current initiatives include implementing academic advisor caseloads for out targeted student populations and facilitating workshops that empower students to take an active role in their learning to overcome academic and financial barriers.

Single Stop

Room V-231, Ext. 5411

Single Stop connects Kingsborough students to the benefits and resources for which they may qualify. A free 10-minute benefits screening can potentially point the way to help with rent, groceries, and/or health insurance. In addition, students can receive the following free services: legal aid, financial counseling, and tax preparation

TRiO Student Support Services

Room D-205, Ext. 5175

TRiO addresses the academic and vocational needs of students with disabilities or who are first-generation or low income. The program provides advisement, counseling, tutorials, technology and academic workshops, transfer assistance, and other initiatives such as academic coaching. Intakes are available throughout the calendar year.

KCC Urban Farm

Between T8 and T2, Ext. 6578

Established in 2011, the mission of KCC Urban Farm is to grow a variety of produce organically and to catalyze thought, dialogue, and action around food system issues. Managed by staff, students, and faculty, the quarter-acre site includes approximately 7,000 square feet for cultivation and learning experiences for the entire Kingsborough community. The Farm produces approximately 4,000 pounds of fresh vegetables each year most of which are distributed to students for free in partnership with Single Stop. KCC Urban Farm is an outdoor laboratory for examining how a wide range of issues intersect with our food system. KCC's Urban Farm has become a place for Kingsborough students to explore sustainability issues in an engaging, hands-on environment.

Counseling and Health Services

Counseling and Health Services oversees Counseling Services, the Student Wellness Center, Health Services, and the Women's Center.

Counseling Center

Room D-102, Ext. 5975

All currently enrolled Kingsborough students are eligible to receive free and confidential personal counseling through the Counseling Center. In the Counseling Center students will find trained and caring mental health professionals committed to providing services in a safe, supportive environment free of judgment.

The mission of the Counseling Center is to facilitate meaningful personal growth and the fullest academic development of each individual. The staff assists students with adjustment, as well as behavioral, emotional and/or academic challenges. Counselors also provide the Kingsborough Community with ongoing education regarding mental health issues and consultation/assessment in crisis situations

Through counseling, students can gain assistance in developing positive coping strategies to help balance the challenging demands of school and personal life such as stress, trauma, family concerns, loss, anxiety, depression, and life transitions.

Specific services available include individual and group counseling and when appropriate, referrals to outside community mental health agencies and substance abuse treatment programs. The Counseling Center also offers English as a Second Language (ESL) support services. ESL support services is a component of the Counseling Center that was created with the goal of assisting ESL students with adjustment to the college. Services available include personal counseling, group support, workshops based on student needs and interests, referral, resources, and the opportunity to assist other ESL students through ESL peer mentorship.

Student Wellness Center

Room A-108 E and F, Ext. 5300

The Student Wellness Center (SWC) is a unit within Counseling and Health Services. The Student Wellness Center provides health and mental health education, and supportive services in an integrated and holistic way. Its main objective is to provide a safe place on campus that takes into account the diverse needs and backgrounds of Kingsborough's students and to promote self-care. During each visit a Wellness Counselor will provide the student with a level of support where their challenges will be respectfully addressed and kept confidential. The Wellness Counselor will also help to facilitate an environment where the student will be able to address their concerns, create a plan, and/or problem solve and will develop health solutions targeted toward positive changes and transformation. In addition to wellness visits, SWC services include, but are not limited to mental health screenings, preventative psychoeducational events, HIV testing, and recruitment to health insurance. SWC services and programs are provided by physical and mental health professionals, peer educators, and undergraduate and graduate level interns.

For further information go to <http://www.kingsborough.edu/CounselingServices/Pages/WhatistheStudentWellnessCenter.aspx>

Health Center

Room A-108, Ext. 5684

The Health Services Office reviews student medical forms and evaluates the health status of students, facilitates the removal of physical or emotional barriers to learning, and ascertains the need for special adaptations of the college program to ensure the maximum development of each student. First aid, emergency treatment, educational, preventative and advisory services are provided through the Health Services Office. Registered nurses are present when classes are in session to assist students with specific health problems. Any accident or illness incurred during school hours or en route to the college should be reported immediately.

Women's Center

Room M-382, Ext. 4700

The Women's Center offers women and non-traditional students a supportive place to gather, socialize, and network. The Center partners with academic departments, programs, and clubs to co-sponsor lectures, workshops, and seminars exploring educational, professional, and lifestyle issues. In addition, they form peer support groups in response to students' needs and schedules. Services include individual and group mental health counseling.

Registrar's Office

Room A-101, Ext. 5136

The Registrar's Office maintains academic records for all students and is responsible for the registration of students into classes after they have been admitted to the college. A prerequisite to attend classes is the completion of registration each term, following instructions from the Registrar's Office. Students who do not receive information about a registration appointment by the start of announced registration periods should immediately contact the Registrar's Office. No student is considered registered until all appropriate forms are filed with the Registrar's Office and tuition and fees are paid.

The following services performed by the Registrar's Office are available upon application:

- Advanced Standing Evaluation of Transfer Credit*
- Certification of enrollment to outside agencies
- Change of:
 - Address, name and/or social security number
 - Curriculum (Plan)*
 - Grades
 - Matriculation Status (Degree/Non-Degree)*
 - Session (Day to Evening/Evening to Day)*
- Final Examinations--Conflicts/Makeups*
- Graduation*
- Permit to attend other CUNY colleges; see CUNY Portal for filing dates
- Readmission
- Records access
- Transcripts
- Withdrawal from college and/or course(s)*

*The latest Academic Calendar, with information on filing dates and deadlines, is available on the college's website.

Change of Curriculum (Plan)

For any curriculum/plan change, except Emergency Medical Service/Paramedic, Nursing, Physical Therapist Assistant, Polysomnographic Technology, and Surgical Technology* which have special admission requirements, students must file the appropriate form in the Registrar's Office following the deadline dates on the Academic Calendar.

The new curriculum goes into effect the term following the student's application. The most recent information on college policy, and all proper forms for a change of plan or change of session, is available in the Registrar's Office.

*Please refer to the *Department and Course Descriptions* section for further information

Kingsborough Permit-Out Students

Kingsborough students may submit a permit request online using their CUNYfirst Student Self-Service. Applications must be filed well in advance of the deadline date established by the other CUNY college (host college) since several areas must approve the permit. Students who register and subsequently cancel their permits without deleting their course(s) at the CUNY host college are subject to penalty grades. These students may also be subject to tuition liability for the permit course(s). Kingsborough students on permit to another CUNY college will pay tuition for the permit course(s) at Kingsborough. For more information, go to http://www.kbcc.cuny.edu/sub-registration/office_of_registrar/Pages/e-permit.aspx

Academic Scheduling

Room A-113, Ext. 5686

The Office of Academic Scheduling is responsible for the preparation of the Schedule of Classes and allocation of all academic rooming assignments. Other responsibilities include oversight of the Registration Help Center. For more information email Academic_Scheduling@kbcc.cuny.edu

Information Technology Services

The Office of Information Technology Services (ITS) at Kingsborough, working in collaboration with Academic Affairs, aims to promote the effective integration of technology into teaching and learning. ITS provides students, faculty, and staff with access and continual support to CUNYfirst and college email accounts, network accounts for access to labs, wireless resources, ePortfolio, audio/video conferencing technology for remote learning, and CUNY Portal accounts for access to the Student Advisement Degree Audit and the Blackboard e-learning system.

ITS offers faculty and student laptop loaners (for ASAP, Honors, and other special programs) and short-term student laptop loans (via the Media Center and M-224).

ITS also manages the hardware and software for all computer labs, including Smart Boards, podium systems and wireless thin clients. ITS also provides open lab access for the use of registered students, faculty, and staff. ITS manages the 167 systems (107 systems in T-610, 22 systems in T-611, 28 systems in T-612, and 10 accessibility stations in T-605) used for placement testing located in the T-6 building. In addition to providing WLAN services to all staff and faculty offices, ITS manages the campus-wide Wi-Fi network providing wireless access for guests, students, faculty, and staff.

ITS provides training for faculty and staff in the use of CUNYfirst, Blackboard, and the Microsoft suite, and voice, video and web conferencing services for students, faculty, and staff. In addition, ITS provides phone and voice mail service and manages the public address system for the entire campus.

ITS manages the ID card system. The system provides access for faculty to labs and computerized classrooms based on their class schedule.

Responsibilities also cover all aspects of web services including the Kingsborough public website, the college intranet, the hosting infrastructure, as well as a mobile app, which includes updated course schedules, the campus map, and directory information. These components are maintained and updated on a daily/hourly basis. Requests for service include revisions to outdated webpage materials, construction of new websites, updating of course schedules, promulgation of calendar events, correction of all official college information and policies as reflected on the college website, and connection to the wider CUNY environment, e.g., CUNYfirst, CUNY-wide events, etc.

ITS manages the Digital Signage Solution throughout the campus, providing maintenance and support for LCD/Plasma Screens, and assisting college departments with the development and distribution of digital slides.

The Office also manages the legacy student systems (CIS and SIMS), supports the Transfer Articulation module (TreQ), SAM (Student Admission Management) system, TEV (Teacher Evaluation System), Next English Placement system, Math Test Score Application system, and several desktop applications for tutorial services and the Nursing Department.

Faculty and staff can receive technical assistance by phoning the HelpDesk at 718-368-6679, visiting offices located in L-117 or M-224, or by sending an email to helpdesk@kbcc.cuny.edu

A web based request form is available on the Kingsborough website.

Students can receive technical assistance by calling the HelpDesk at 718-368-6679 or visiting offices located in L-106 and L-107 in The Robert J. Kibbee Library, or in M-200 or M-224 in the MAC Building, to assist with matters regarding CUNYfirst, email,

Blackboard, the CUNY Portal, test scores, and lab hours and schedules. Students can also receive help by contacting the Student HelpDesk by email at helpdesk@students.kbcc.cuny.edu

All computer users are responsible for using the facilities in an effective, efficient, ethical and lawful manner. To learn more about the services and policies of the Office of Information Technology Services, visit <http://www.kbcc.cuny.edu/its/Pages/default.aspx>

Robert J. Kibbee Library

Room L-200, Ext. 5637

The Library and Media Center is the major learning resource facility at the college. Students and faculty are provided with a rich variety of materials to support the curriculum, meet information needs, and assist in study, in research, in stimulating cultural development, satisfying special interests and academic curiosity. Professional librarians offer reference and research services and are available to promote and facilitate full utilization of all library resources.

The Library's high-quality collection includes more than 646,000 carefully selected reference and circulating books in print and electronic formats; over 75,900 online periodicals, more than 22,000 bound periodicals, and over 8,100 microfilms. Additional resources include a Reserve Collection of over 4,000 textbooks. The Library also has an online public access catalog (CUNY+) which provides access to Kingsborough's library holdings and those of the other CUNY colleges as well. Also available is Web access to over 141 electronic databases (full text and bibliographic).

Additional services include computer work stations with access to the Internet, library instruction sessions to facilitate information literacy, home access to most electronic databases, e-mail notices of books being held and of overdue books, online renewal of Kingsborough library books, photocopiers (nominal charge), microfilm reader/printers, prominent display of new books which may be borrowed, exhibits in wall and floor display cases, and bulletin boards for notice of campus events.

In the Media Center (L-115, Ext. 5044) there are a variety of non-print materials and media services that serve the needs of several departments, students and faculty. Among materials available are audio and video recordings, numerous music and language recordings, and a laptop loan program. Media reference service is available throughout the academic year. The "Learning Lab," which consists of a 36-carrel audio listening facility, L-102, is used to provide instructional classes in the foreign languages.

For further information visit the library's website at <https://www.kbcc.cuny.edu/kcclibrary/Pages/default.aspx>

Security and Public Safety

Department of Public Safety

Room L-202, Ext. 5069

Kingsborough's public safety staff strives to provide an environment that fosters the opportunity and the freedom for the entire Kingsborough community to grow intellectually while in the pursuit of educational excellence.

Dedicated to a community-oriented approach to policing and campus safety, the department is responsible for many aspects of campus security including crime prevention, law enforcement, subsequent investigation, emergency preparedness, asset protection, and campus access control. Several public safety officers are state-certified emergency medical technicians (EMTs) trained to respond to health emergencies on campus.

Anyone concerned about a student and his or her behavior should make an Assessment and Care Team (ACT) referral. These referrals were created to identify, investigate, assess, refer, monitor and take action in response to behaviors exhibited by Kingsborough students that may pose a threat to the college community. ACT will assess the situation and make recommendations for action. For more information go to the college website at <http://www.kbcc.cuny.edu/act/Pages/default.aspx>

Public Safety escorts are available daily, 24-hours a day, seven (7) days a week to all students, faculty, and staff on campus. If you are working late on campus call Extension 5069 for an escort to the parking lot or bus stop 15 minutes before you need to leave.

In case of emergency, call 7777 from any campus phone or use one of the many emergency pull-box stations located throughout the campus.

All incidents of a criminal or non-criminal nature should be immediately reported to the Public Safety department. The department will expeditiously respond to the condition reported, investigate and make necessary notifications to campus administrators or if necessary, off-campus resources.

For more information about Kingsborough's Department of Public Safety visit Kingsborough's website at <http://www.kbcc.cuny.edu/Pages/default.aspx>

Holidays and Emergency College Closing

CUNY Alert System

Students, faculty and staff can receive text or voice alerts of campus emergencies or weather related closings via cell phone, home phone, and/or email by enrolling in the free CUNY Alert System. To enroll, visit <http://www2.cuny.edu/news/cuny-alert/>

Emergency Closings

In the event of emergency college closings, due to inclement weather or other factors over which the college has no control, students can get up-to-the-minute information by listening to the following television or radio stations, by viewing their websites for instructions, or by going to the Kingsborough Community College website at www.kbcc.cuny.edu

Radio Stations and Websites

WCBS 880 <https://wcbs880.radio.com/>

1010 WINS www.1010wins.com

WKRB 90.3 www.wkrb.org

Television Channels and Websites

NY1 www.ny1.com

WNBC 4 www.nbcnewyork.com

Holiday Closings

The Academic Calendar lists holidays when the college is closed and when classes are not in session. For the Academic Calendar go to <http://www.kbcc.cuny.edu/Pages/default.aspx>

Identification Cards

The Department of Public Safety will issue a photo identification (I.D.) card upon first registering as a student. I.D. cards are updated electronically each session and module thereafter once tuition and fees have been paid. While on campus, students are required to carry, and upon request, present a valid I.D. to any college official, including public safety officers. Spot checks are conducted at the main gate and on campus throughout the year.

Students who lose or misplace their Kingsborough identification card must first pay a replacement fee at the Bursar's Office, A-205, and then proceed to the Department of Public Safety with the receipt for a replacement identification card.

Stolen I.D. cards must be reported, by the owner, to the Police Department and to the Department of Public Safety. A replacement card will be issued, at no cost, upon delivery of a Police Department case number or police report.

Lost and Found

Lost and found items should be turned in to Public Safety Officers for processing. If the property is turned in with identification enclosed, they will make every effort to contact the owner. Illegal contraband or weapons are immediately vouchered with the New York City Police Department.

High School Programs

Behavioral Sciences Research Methodology Project

Room F-102, Ext. 5170

This program offers high school students enrolled in the College Now program the opportunity to learn about research methodology by taking two (2) 4-credit college courses: Introduction to Research (BEH 7000) during their upper junior year and Conducting Research (BEH 7100) during the fall term of their senior year.

The courses are taught by Kingsborough faculty and utilize the latest in computer research technology. The goal of the program is to develop participants' skills in research, analytical thinking and critical reasoning. Individual projects will be submitted to the Intel Science Talent Search in the Behavioral and Social Sciences category and other scholarship competitions.

College Now Program

Room F-102, Ext. 5170

College Now is a nationally recognized City University of New York/Department of Education initiative designed to help students make a smooth transition from high school to college. The program, conceived at Kingsborough Community College in 1983 and expanded by the University in 1998, operates at over 350 public high schools throughout New York City and at all CUNY colleges.

Kingsborough Community College currently offers College Now programs at 39 New York City high schools. The program is open to eleventh and twelfth grade students. Those who express interest in the program take developmental and/or college-level coursework tailored to their academic needs and interests. Among the college-level offerings are courses in Business (BA 1000), Social Sciences (BSS 100), Communications (COM 1100), Humanities (HUM 100), Science (SCI 100) and Student Development (SD 1000 and SD 1100). Developmental offerings include courses in English (ENG BW00, ENG W100, ENG W200, ESL BW100, and ESL BW200) and Mathematics (MAT 1CN and MAT 3CN). The courses are offered before or after the regular high school day. Students may earn up to 12 college credits, tuition-free, while in the program.

College Focus Summer Program at Kingsborough Community College

Room F-102, Ext. 5170

This free program offered in the summer and during the school year, is designed to help high school students improved their skills in math and/or English with the goal of eliminating or decreasing student's need to enroll in developmental coursework upon entry to a CUNY or other college of their choice. All students will have access to tutoring. Students in the summer program will also have recreation and college success workshops and receive a MetroCard and breakfast and lunch on a daily basis. Applications for the program will be accepted on a rolling basis until classes are full.

Early College Initiative (ECI)

Room M-392, Ext. 6678

Kingsborough Early College Secondary School (KECSS) is one of 17 Early College Initiative (ECI) public schools supported by The City University of New York (CUNY) that blend a rigorous college-prep curriculum with the opportunity to earn both a high school diploma and an associate degree while in high school – at no cost to students and their families. Located in the Manhattan Beach section of Brooklyn, New York KECSS serves students in the 6th through 12th grades.

Liberty Partnership Program (LPP)

Room F106A, Ext. 5094

Established in 1989, Kingsborough's Liberty Partnership Program (LPP) has been committed to its goal of helping to retain and successfully graduate at-risk high school students. Funded by the New York State Department of Education, the LPP offers our students compensatory and supportive services, which are designed to increase their motivation and ability to complete secondary school and see entry into post-secondary education and meaningful employment.

Partners in Academic Success and Support (PASS)

Room D-124, Ext. 5767

The mission of the PASS Program is to enrich the educational experience of Liberty Partnership Program (LPP) students by linking them with a Kingsborough Community College student enrolled in the Mental Health and Human Services program. By providing high school students with an introduction to higher education, while being guided by a mentor, the students may establish future career goals and realize that higher education is necessary to attain their goals.

Leon M. Goldstein High School for the Sciences

Goldstein High School is an empowered New York City public high school located on the campus of Kingsborough Community College. Opened in 1993, it has an enrollment of over 1000 students. The school offers an enriched and challenging curriculum in the sciences, mathematics and humanities that exceeds city and state requirements. It also offers a variety of extracurricular activities including PSAL sports teams, theater arts, musical concerts and clubs. Direct all inquiries about the high school to 718-368-8500.

Office of Continuing Education, Workforce Development, and Strategic Community Planning

Office of Continuing Education, Workforce Development and Strategic Community Partnerships

Room A-214, Ext. 5051

As an integral part of its mission as a community college, Kingsborough is deeply committed to providing residents of Brooklyn with varied opportunities for personal growth, educational and career advancement, and life-long learning and enrichment. As our vibrant borough resurges economically with many new businesses and industries, Kingsborough is actively engaging with them to better prepare our residents for present and future jobs. We are also embarking on a number of strategic community partnerships to help reduce the borough's significant economic disparities across its highly diverse communities, by better preparing residents for middle-income jobs and beyond. Working in close collaboration with Academic Affairs, Student Affairs, and Enrollment Management, the Office of Continuing Education, Workforce Development and Strategic Community Partnerships develops innovative multiple pathways for student recruitment, retention, completion and career success.

Equity in the Borough Campaign

The "Equity in the Borough Campaign" is a signature initiative of Kingsborough's Strategic Community Partnerships. The Campaign engages community-based organizations, Brooklyn Public Library branches, high schools, industry/business partners, hospitals, and local elected officials to create a coordinated synergy to serve the residents of the borough, especially those living in communities under-served by Kingsborough. The College has researched and identified three rather distant communities from the Kingsborough campus ("Focused Areas") with high levels of poverty: Canarsie, Cypress Hills and Sunset Park. We are offering non-credit and credit programming at partnership sites and will ultimately offer credit classes and establish satellite presence in the Focused Areas to serve the residents and adjoining neighborhoods. The College Experience program offers mini lessons in various subjects taught by Kingsborough's faculty to inspire and engage prospective students and Admissions and Financial Aid specialists are at hand to answer any questions regarding enrolling at Kingsborough.

Industry Partnerships and Articulated Pathways: The CXM Academy

The Office engages industry and business partners to ensure our workforce training programs and degree offerings provide knowledge and skills that lead to career-track jobs with opportunities for growth and advancement for our students. An innovative model of education and workforce development is the Customer Experience Management (CXM) Academy, with National Grid as the anchor partner and nine more companies as committed partners. A significant number of our students come from disadvantaged communities in Brooklyn, and this model serves as a career pathway to customer service jobs at these companies. Students are placed in paid employment at the partner sites while at Kingsborough, and have the opportunity to advance within the company as their education and experience progresses. The Academy is another equity initiative designed to eventually propel these residents to middle-income wages. Students are trained intensively on core social/soft skills and competencies through the Resources for Educational and Employment Opportunities (REEO) Program before they are referred to business/industry partners.

Publications

The Office publishes a Continuing Education catalog four (4) times each year, which is its major promotional vehicle for its offerings. The Office also publishes various brochures: "Your Pathway to Test Prep and Beyond," "Your Pathway to Personal Enrichment," "Your Pathway to Higher Education," "Your Pathway to Career and Professional Development," and "Your Pathway to Healthcare Programs." Additional brochures are also produced quarterly for the College For Kids, SAT, corporate training, and grant programs. Newspaper advertisements are produced in seven (7) languages and distributed in language-appropriate neighborhoods. Students should visit the website of Continuing Education for additional and up-to-date information at <http://www.kbcc.cuny.edu/continuinged>

Business Training and Development

The College, through the Office of Continuing Education, Workforce Development and Strategic Community Partnerships contributes to the economic vitality of the region by proactively reaching out and creating educational partnerships with business, industry and agencies, and linking the resources of the College with the workforce development needs of the region. The College assists with management and support staff training by providing needs assessment, course design, instructional services, evaluations and certificates of completion. Offered onsite or on the Kingsborough campus, these activities provide the business community with cost effective, comprehensive, quality programs to improve competitiveness by upgrading workforce skills, and retraining for newly created jobs.

The Continuing Education and Workforce Development offices are also combining resources to deliver credit/non-credit training programs funded by private and public agencies. For example, a Health Coach training program was designed to meet a growing demand for Maimonides Hospital and its network. New York Alliance for Careers in Healthcare (NYACH), Kingsborough's Community Health degree program, and Community Care of Brooklyn (CCB) – the Maimonides led Performing Provider System (PPS) – developed and launched a health coach training program which began Summer 2016. The program prepares experienced medical assistants (or the equivalent) or newly hired health coaches to excel in the position. Participants enroll in two (2) college level courses for a total of six (6) credits: HPE1200- Concepts of Wellness and COH8202- Patient Engagement Techniques in Community Health.

Other Business Training Collaborations, Grants, and Contract Courses: Privately and Publicly Supported

The Office of Continuing Education offers courses and services for specialized target populations and program providers. Offered under the aegis of the College and various public agencies, funded programs may serve, for example, adult learners in need of vocational counseling, literacy and English language instruction, job readiness skills, and job training. The Office of Continuing Education also designs and provides courses for the employees of local businesses, and industry and municipal agencies. Some of our collaborations include:

- Department of Youth and Community Development
- Culinary and Food Operations Training
- Northeast Resiliency Consortium -- Food Service Upgrade
- CUNY Fatherhood Academy
- Community Care of Brooklyn/Maimonides -- Health Coach Training
- Fortune Society Culinary Arts Program
- Capitol One, Implementing a Data-Tracking Strategy to Inform Institutional Growth & Improve Student Outcomes Project
- America's Promise U.S. Department of Labor (DOL) grant through CUNY TechWorks
- Health Careers and Education, Petrie Foundation
- Workforce Development Initiative in Culinary Arts
- WIA ELL Steps to Success -- ESL/Food Handlers Grant Program
- Free ESL Adult Literacy Grant Program

- Food Stamp Employment & Training (FSET) Venture II Grant Program
- Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) Venture IV Grant
- Targeted Assistance Grant Program (TAG) -- Contract with JCCGCI
- AHRC Basic Culinary Skills
- C-CAP (Careers through Culinary Arts Program) Spring Chefs Program

Most Popular Programs

English as a Second Language (ESL)

Diagnostic testing and counseling precede placement in appropriate-level instruction classes for adults whose first language is not English. Instructional levels range from survival skills for those with no command of English to advancement skills for employees in fields such as healthcare or business who wish to refine their English language skills.

High School Equivalency (TASC™)

Preparation for the Test Assessing Secondary Completion (TASC™) examination includes a diagnostic/prescriptive assessment, practice in test-taking, instruction in content areas, critical thinking, writing skills development, and counseling for both career development and college admission. For adults not yet ready for high school completion, basic education courses are also provided.

Certificate Programs

Certificate programs with carefully designed sequences of courses, are offered on a non-credit basis, exempt from liberal arts general education requirements, and of considerably shorter duration than degree programs at the College. The Continuing Education certificate programs nevertheless require commitment to a sustained and rigorous course of study. They are designed for adults seeking entry-level employment requiring skills in disciplines such as bookkeeping, business administration, accounting, medical billing and coding, paralegal, alcohol and substance abuse counseling, event and meeting planning, make-up artistry, word processing, pre-licensure, and continuing education requirements for insurance and real estate.

Healthcare Institute Programs

Healthcare is the largest single employer in Brooklyn. With that in mind, the Office of Continuing Education has partnered with the applicable certifying bodies to deliver the best possible training for those interested in entering or advancing in the healthcare field. Certification programs are offered in EMT, Certified Patient Care Technician, Certified Billing and Coding Specialist, Certified Medical Administrative Assistant, Certified Pharmacy Technician, Certified EKG Technician, Certified Nurse Aide, Certified Phlebotomy Technician, Certified Medical Assistant, and a host of other allied healthcare certifications and re-certification courses.

Career Advancement Courses

Tailored to the needs of adults re-entering the job market or seeking to update or upgrade skills for current jobs, career advancement courses build skills in keyboarding, word processing, information technology, customer-service, supervisory skills, and other business office skills. Career planning is facilitated by courses which introduce the adult learner to occupational options.

CUNY Language Immersion Programs (CLIP)

The CLIP Program is designed for students who have been accepted by CUNY colleges but whose English skills need refining before they can register with CUNY as a matriculated student. CLIP is an intensive 25-hour-a-week immersion program. After completion, it is expected that the student will register with the CUNY college of their choice.

The Taxi Institute

The Office of Continuing Education is an approved city-wide provider of the 24-hour test-preparation training for the New York City Taxi & Limousine Commission's (TLC) Operators (Hack) and For Hire Vehicle (FHV) Licenses, in addition to a three-hour Wheelchair Access Vehicle (WAV) and other mandatory training programs stipulated by the TLC. All testing is done at Kingsborough, an approved TLC testing site.

College For Kids (CFK)

Children, ages five (5) through 13, can attend a combination of academic and activity classes on Saturdays and/or Sundays during winter, spring and fall semesters, or Monday through Thursday during the summer, for four (4) or six (6) weeks. The College For Kids program is designed so parents can enroll in a Testing Assessing Secondary Completion (TASC™) or certificate program class while their child is attending CFK program.

Most classes are small and all instructors are dedicated and highly qualified so that children enjoy enrichment activities not ordinarily provided in the public schools. Courses may include, but are not limited to reading and math, creative writing, hands-on instruction in arts, crafts, and musical instruments, fishing, photography, as well as swimming, tennis, gymnastics, dance, self-defense, cricket and soccer. A special sub-section of College For Kids program offers intensive test preparation courses in language arts, mathematics, science and social studies, to prepare third and fourth graders for mandatory State exams given for those grades.

SAT Preparation Program

This program for high school students offers instruction drill, and simulated testing in verbal, math, and test-taking strategy skills in preparation for college entrance examinations. Counseling, advisement on college selection, the application process, financial assistance and scholarship programs are also included.

Liberal Arts

A variety of liberal arts courses serve adults who wish to explore their current interests in the humanities, politics, psychology, foreign languages, and other areas. Adults also register in short-term liberal arts courses to sample the experience of formal instruction in established disciplines, deciding whether they wish to enroll in the College's credit-based courses and degree programs.

Workforce Development

Building T-7, Ext. 4637

As an integral part of the Office of Continuing Education, Workforce Development, and Strategic Community Partnerships, Workforce Development provides New York's under - and unemployed residents with the training and skills necessary to advance their current careers or continue toward achieving a higher educational goal. This is accomplished through a series of programs and initiatives in partnership with Kingsborough's Office of Continuing Education and other departments within Kingsborough, as well as other CUNY and non-CUNY partners. In addition, the office connects with local businesses to develop training that meet the needs of New York's continually changing economy. The Center is committed to providing our students with the most relevant training and hands-on employment services that will positively serve their long-term career and educational goals.

For the Community

On Stage At Kingsborough at The Leon M. Goldstein Performing Arts Center

Ext. 5596

On Stage at Kingsborough's mission is to bring artistically and culturally diverse, multi-disciplinary performances from masters of the form to the varied communities in and around the college. They strive to create an environment where the arts are an accessible and integral part of life, and a community gathering place for inspiration, conversation, and breathtaking performances. World-class dance, music, theatre, and family performances are presented in the Leon M. Goldstein Performing Arts Center from September to May and our Intimate Jazz at the Lighthouse series is presented in the The Lighthouse, featuring floor-to-ceiling ocean views. Our Hot Summer Nights! free outdoor concert series takes place at Kingsborough's Lighthouse Bandshell every July. The Art Smart school-time program attracts more than 7,000 New York City public school children for weekday performances of professional children's shows. Discounted tickets to the mainstage performances are available for Kingsborough students and alumni, CUNY faculty/staff, and groups. For information about upcoming performances, or to purchase tickets, call 718-368- 5596 or stop by the box office at the Leon M. Goldstein Performing Arts Center, Monday through Friday between 10:00 am and 5:00 pm. For more information visit <http://www.onstageatkingsborough.org/>

General Education Requirements - CUNY Common Core: Pathways

General Education for All Degree Programs

Kingsborough's mission statement begins with the following two goals:

1. to offer an excellent general education to all degree students
2. to develop students' competence in written and oral communication, quantitative skills, critical thinking, research, and technological literacy

The first goal is addressed in these statements of outcomes:

- Students will choose from a wide range of liberal arts and sciences courses in order to develop the knowledge, skills, and appreciation of disciplines beyond their majors
- Students will increase their knowledge of self and of their physical, social, and cultural environment

The second goal is addressed in these statements of outcomes:

- Students will demonstrate mastery of quantitative skills
- Students will demonstrate their problem-solving skills through their ability to analyze, compare, and evaluate ideas
- Students will demonstrate effective oral and written communication
- Students will use technology to acquire and manage knowledge

Readiness for Academic Success

The City University of New York assesses college readiness by CUNY-wide reading, writing and mathematics placement tests. A passing score in reading and writing is required for credit English courses and may be required for selected courses offered by other Departments. The passing score for credit mathematics courses depends on the level of mathematical skills and knowledge required for a particular course. A passing score in all three tests is required (prerequisite) for almost all laboratory science courses.

Developmental English and mathematics courses and workshops are required for matriculants who have not passed the respective CUNY placement test. The specific developmental courses students

CUNY Pathways Initiative

Approved by the CUNY Board of Trustees in June 2011, the Pathways Initiative, which went into effect September 2013, assures that all three parts of an undergraduate curriculum – general education, major, and elective courses – will count toward graduation requirements among all CUNY colleges. This initiative allows students to experience a broad range of liberal arts courses while assuring the many students who transfer from one CUNY college to another that their credits will transfer, therefore helping them graduate on time.

Pathways will apply to:

- new freshmen
- transfer students starting in September 2013 and thereafter

Students changing majors should meet with their advisors to see how liberal arts credits already earned apply to the new CUNY Common Core.

Current students who continue in the same major can choose to stay with the requirements in place when they entered CUNY, as listed in the college catalog for their start date, or to opt into the new Pathways curriculum.

All CUNY undergraduates will be required to complete the 30-credit CUNY Common Core except students in Associate in Applied Science Programs.

Pathways Components

CUNY's Pathways initiative offers a new framework for general education. It consists of two parts: (1) the Common Core for all CUNY colleges, requiring 30 general education credits and (2) the College Option, requiring students who transfer to a four-year CUNY college to take six (6) to 12 additional credits at the four-year college, as specified by the student's status when they enter the four-year CUNY College.

CUNY Common Core at Kingsborough

The new CUNY Common Core consists of two parts: a "**Required Core**" portion and a "**Flexible Core**" portion. Courses that have been approved for the CUNY Common Core at the time of publication of this catalog are identified in the Course Descriptions Section of this catalog.

Required Core

In the Required Core, **depending on the major**, students must take:

- Six (6) credits in English Composition I and II (ENG 1200 and ENG 2400)
- Three (3) credits in Life and Physical Sciences
- Three (3) credits in Mathematical and Quantitative Reasoning

Flexible Core

Depending on the major, students take between three (3) and six (6) three-credit liberal arts and sciences courses from the following five (5) areas, with no more than two (2) courses in any discipline or interdisciplinary field (e.g., no more than two psychology courses):

- A. World Cultures and Global Issues
- B. U.S. Experience in its Diversity
- C. Creative Expression
- D. Individual and Society
- E. Scientific World

Pathways Approved Courses

Required Core

English Composition

- ENG 1200 – English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)

Life and Physical Sciences

- BIO 100 - Topics in Biology 3 Credit(s)
- BIO 1100 - Human Anatomy and Physiology I 4 Credit(s)
- BIO 1200 - Human Anatomy and Physiology II 4 Credit(s)
- BIO 1300 - General Biology I 4 Credit(s)
- BIO 1400 - General Biology II 4 Credit(s)
- BIO 3300 - Introduction to Modern Concepts of Biology 4 Credit(s)
- CHM 200 - Introduction to Green Chemistry 3 Credit(s)
- CHM 1100 - General Chemistry I 4 Credit(s)
- CHM 1200 - General Chemistry II 4 Credit(s)
- EPS 3100 - Meteorology 4 Credit(s)
- EPS 3200 - Oceanography 4 Credit(s)
- EPS 3300 - Physical Geology 4 Credit(s)
- EPS 3500 - Introduction to Astronomy 4 Credit(s)
- EPS 3600 - Planetology: A Trip Through the Solar System 4 Credit(s)
- EPS 3800 - Introduction to Earth Science 4 Credit(s)
- PHY 1300 - Advanced General Physics I 4 Credit(s)
- PHY 1400 - Advanced General Physics II 4 Credit(s)
- SCI 3700 - Developments in the Physical Sciences (with Laboratory) 3 Credit(s)
- SCI 5100 - Physical Sciences and the Environment (with Laboratory) 3 Credit(s)
- SCI 7000 - The Science of Nutrition (with Laboratory) 3 Credit(s)

Mathematical and Quantitative Reasoning

- MAT 4A0 - Mathematical and Quantitative Reasoning 3 Credit(s)
- MAT 500 - Introduction to Mathematical Thought 3 Credit(s)
- MAT 700 - Principles of Mathematics 3 Credit(s)
- MAT 900 - College Algebra 3 Credit(s)
- MAT 1400 - Analytic Geometry and Pre-Calculus Mathematics 4 Credit(s)
- MAT 1500 - Calculus I 4 Credit(s)
- MAT 1600 - Calculus II 4 Credit(s)
- MAT 2000 - Elements of Statistics 3 Credit(s)
- BA 2200 - Business Statistics 4 Credit(s)
- MAT 2200 - Business Statistics 4 Credit(s)

- BIO 9100 - Biostatistics 4 Credit(s)
- MAT 9100 - Biostatistics 4 Credit(s)

Flexible Core

Group A: World Cultures and Global Issues

- ANT 3700 - Introduction to Anthropology 3 Credit(s)
- ANT 3800 - Human Rights 3 Credit(s)
- ARB 100 - Elementary Arabic I 3 Credit(s)
- ARB 200 - Elementary Arabic II 3 Credit(s)
- ART 3000 - Art and Activism 3 Credit(s)
- ART 3300 - Survey of Art History: From Ancient to Renaissance Art 3 Credit(s)
- ART 3400 - Survey of Art History: From Renaissance to 19th Century Art 3 Credit(s)
- ART 3700 - Survey of Non-Western Art 3 Credit(s)
- ART 5000 - Latin American Art 3 Credit(s)
- CHI 200 - Elementary Chinese II 3 Credit(s)
- ENG 3200 - World Literature 3 Credit(s)
- FR 100 - Elementary French I 3 Credit(s)
- FR 200 - Elementary French II 3 Credit(s)
- FR 5700 - Haitian Culture and Civilization 3 Credit(s)
- HEB 100 - Elementary Hebrew I 3 Credit(s)
- HEB 200 - Elementary Hebrew II 3 Credit(s)
- HEB 300 - Intermediate Hebrew I 3 Credit(s)
- HIS 3100 - Europe: Napoleon to Hitler, 1789 to 1945 3 Credit(s)
- HIS 3600 - Europe in the Twentieth Century 3 Credit(s)
- HIS 4400 - The Nazi Holocaust 3 Credit(s)
- HIS 5100 - The Ancient World 3 Credit(s)
- HIS 5200 - Europe in the Middle Ages: Politics, Culture and Society 3 Credit(s)
- HIS 5300 - Russian History: 1860 to the Present 3 Credit(s)
- HIS 7000 - Historical Geography 3 Credit(s)
- HS 4100 - Global Health Issues 3 Credit(s)
- IT 100 - Elementary Italian I 3 Credit(s)
- IT 200 - Elementary Italian II 3 Credit(s)
- MUS 2700 - Music in World Cultures 3 Credit(s)
- PHI 6800 - Ethical Problems in Business and Society 3 Credit(s)
- PHI 7000 - Introduction to Philosophical Problems 3 Credit(s)
- PHI 7700 - Philosophy of Religion 3 Credit(s)
- PHI 7800 - Philosophy in Asian Traditions 3 Credit(s)
- PHI 7900 - Global Ethics 3 Credit(s)
- POL 5200 - Comparative Government 3 Credit(s)
- POL 5900 - International Relations 3 Credit(s)
- POL 7500 - Women in Politics 3 Credit(s)
- POL 9300 - Global Politics 3 Credit(s)

- SOC 3900 - The Sociology of Religion 3 Credit(s)
- SPA 100 - Elementary Spanish I 3 Credit(s)
- SPA 200 - Elementary Spanish II 3 Credit(s)
- SPA 300 - Intermediate Spanish 3 Credit(s)
- SPA 400 - Readings in Hispanic Literature 3 Credit(s)
- SPA 1800 - Proper Models of Spanish Grammar and Conversation for Native Speakers 3 Credit(s)
- SPA 3400 - Spanish America: Culture, Art and Music 3 Credit(s)
- SPE 2600 - Intercultural Communication 3 Credit(s)
- THA 6800 - History of the Theatre: Origins to Jacobean 3 Credit(s)

Group B: U.S. Experience in Its Diversity

- ART 4700 - History of American Art 3 Credit(s)
- ENG 4800 - American Environmental Literature 3 Credit(s)
- HIS 100 - The American Cities: An Introduction 3 Credit(s)
- HIS 1100 - American Civilization I 3 Credit(s)
- HIS 1200 - American Civilization II 3 Credit(s)
- HIS 1500 - Era of the Civil War: 1828 to 1877 3 Credit(s)
- HIS 1700 - U.S. History in a Global Context: From The Colonial Period Through The Civil War 3 Credit(s)
- HIS 1800 - U.S. History in a Global Context: From Reconstruction to Present 3 Credit(s)
- HIS 1900 - Civil Rights and Related Movements 3 Credit(s)
- HIS 2000 - The Immigrant in American Society 3 Credit(s)
- HIS 2100 - Popular Culture in America 3 Credit(s)
- HIS 5000 - African-American History 3 Credit(s)
- HIS 5900 - Modern America: 1920 to Present 3 Credit(s)
- HIS 6200 - History of New York City 3 Credit(s)
- HIS 6800 - Women in American History 3 Credit(s)
- POL 5100 - American Government and Politics 3 Credit(s)
- POL 5400 - The American Presidency 3 Credit(s)
- POL 5500 - American Political Parties 3 Credit(s)
- SOC 3200 - Urban Sociology 3 Credit(s)
- SOC 3600 - Race and Ethnicity 3 Credit(s)
- THA 6700 - History of the American Musical Theatre 3 Credit(s)

Group C: Creative Expression

- ART 3100 - Survey of Art History: Prehistory to the Present 3 Credit(s)
- ART 3500 - Modern Art: From 1880 to 1945 3 Credit(s)
- ART 3600 - Modern Art: From 1945 to Present 3 Credit(s)
- ART 3800 - Renaissance Art 3 Credit(s)
- ART 3900 - History of Women in Art 3 Credit(s)
- ART 9500 - Modern Architecture and the Environment 3 Credit(s)
- ART 9800 - History of Modern Sculpture 3 Credit(s)
- ENG 3000 - Introduction to Literature 3 Credit(s)
- ENG 4000 - Short Fiction 3 Credit(s)
- ENG 4200 - Poetry 3 Credit(s)
- ENG 4300 - Drama 3 Credit(s)

- ENG 5600 - Creative Writing: Fiction 3 Credit(s)
- ENG 6500 - Literature and Film 3 Credit(s)
- HEB 3000 - Hebrew Literature in Translation I 3 Credit(s)
- HEB 3100 - Hebrew Literature in Translation II 3 Credit(s)
- HUM 100 - Modern Humanities: Arts and Ideas 3 Credit(s)
- MCF 4000 - Film: The Creative Medium 3 Credit(s)
- MCF 4300 - Film Genre 3 Credit(s)
- MUS 2100 - Introduction to Jazz 3 Credit(s)
- MUS 2200 - Music of the 20th Century 3 Credit(s)
- MUS 2400 - Opera 3 Credit(s)
- MUS 3000 - Rudiments of Theory 3 Credit(s)
- MUS 3100 - Introduction to Music 3 Credit(s)
- PHI 7500 - Philosophy of the Beautiful - Aesthetics 3 Credit(s)
- SPA 3100 - Readings in Spanish-American Literature in Translation 3 Credit(s)
- SPA 5500 - History and Civilization of Spain 3 Credit(s)
- SPE 1000 - Survey of Communication 3 Credit(s)
- SPE 1100 - Basic Communication Skills and Practice 3 Credit(s)
- SPE 2100 - Effective Public Speaking 3 Credit(s)
- SPE 2700 - Oral Interpretation 3 Credit(s)
- THA 5000 - Introduction to Theatre Arts 3 Credit(s)
- THA 5100 - Play Analysis 3 Credit(s)
- YD 3000 - Yiddish Literature in Translation 3 Credit(s)

Group D: Individual and Society

- ANT 3900 - Sexuality and Culture 3 Credit(s)
- BSS 100 - Behavioral and Social Science: The Individual and His/Her World 3 Credit(s)
- ECO 1200 - Macroeconomics 3 Credit(s)
- ECO 1300 - Microeconomics 3 Credit(s)
- HS 4000 - Drugs: The Individual and Society 3 Credit(s)
- HS 5200 - Human Sexuality 3 Credit(s)
- HS 6000 - Urban Agriculture: Social, Cultural, and Health Perspectives 3 Credit(s)
- MCM 3000 - Mass Media 3 Credit(s)
- MCF 4400 - Film and Society 3 Credit(s)
- PHI 7100 - History of Ancient Philosophy 3 Credit(s)
- PHI 7200 - History of Modern Philosophy 3 Credit(s)
- PHI 7400 - Introduction to Ethics 3 Credit(s)
- PHI 7600 - Ethics and Morality in the Health Professions 3 Credit(s)
- POL 5000 - Clash of Political Ideas: Introduction to Political Theory 3 Credit(s)
- PSY 3000 - Child and Adolescent Development 3 Credit(s)
- PSY 3200 - Human Growth and Development 3 Credit(s)
- PSY 3300 - Social Psychology 3 Credit(s)
- PSY 3600 - Abnormal Psychology 3 Credit(s)
- PSY 3700 - Psychology of Gender 3 Credit(s)
- SOC 3100 - Introduction to Sociology 3 Credit(s)
- SOC 3300 - Social Problems: Institutions In Crisis 3 Credit(s)
- SOC 3500 - Sociology of the Family 3 Credit(s)

- SOC 3800 - Sociology of Gender 3 Credit(s)
- SPE 1200 - Interpersonal Communication 3 Credit(s)
- SPE 2500 - Small Group Communication 3 Credit(s)

Group E: Scientific World

- BA 2200 - Business Statistics 4 Credit(s)
- MAT 2200 - Business Statistics 4 Credit(s)
- BIO 1100 - Human Anatomy and Physiology I 4 Credit(s)
- BIO 1200 - Human Anatomy and Physiology II 4 Credit(s)
- BIO 1300 - General Biology I 4 Credit(s)
- BIO 1400 - General Biology II 4 Credit(s)
- BIO 2800 - Biology of Women 3 Credit(s)
- BIO 3700 - Human Genetics 3 Credit(s)
- BIO 3900 - The Biology of Aging 3 Credit(s)
- BIO 4900 - People and the Environment - Biological Emphasis 3 Credit(s)
- BIO 7000 - The Biology of Nutrition 3 Credit(s)
- BIO 9100 - Biostatistics 4 Credit(s)
- MAT 9100 - Biostatistics 4 Credit(s)
- CHM 1100 - General Chemistry I 4 Credit(s)
- CHM 1200 - General Chemistry II 4 Credit(s)
- CP 1000 - Computer Science Concepts, Tools and Methods 3 Credit(s)
- CP 1100 - Introduction to Computers and Computer Applications 4 Credit(s)
- CS 1200 - Introduction to Computing 4 Credit(s)
- CS 13A0 - Advanced Programming Techniques 4 Credit(s)
- EPS 3100 - Meteorology 4 Credit(s)
- EPS 3200 - Oceanography 4 Credit(s)
- EPS 3300 - Physical Geology 4 Credit(s)
- EPS 3500 - Introduction to Astronomy 4 Credit(s)
- EPS 3600 - Planetology: A Trip Through the Solar System 4 Credit(s)
- EPS 3800 - Introduction to Earth Science 4 Credit(s)
- MAT 900 - College Algebra 3 Credit(s)
- MAT 1400 - Analytic Geometry and Pre-Calculus Mathematics 4 Credit(s)
- MAT 1500 - Calculus I 4 Credit(s)
- MAT 1600 - Calculus II 4 Credit(s)
- PHI 7300 - Logic: Theories of Argumentation 3 Credit(s)
- PSY 1100 - General Psychology 3 Credit(s)
- PHY 1300 - Advanced General Physics I 4 Credit(s)
- PHY 1400 - Advanced General Physics II 4 Credit(s)
- SCI 100 - Issues and Adventures in Science 3 Credit(s)
- SCI 3700 - Developments in the Physical Sciences (with Laboratory) 3 Credit(s)
- SCI 5100 - Physical Sciences and the Environment (with Laboratory) 3 Credit(s)

Associate in Arts

Students in the Liberal Arts program are exposed to the humanities, social sciences, science, and mathematics. The objectives are similar to the prescribed courses frequently found in the first two years of baccalaureate liberal arts programs. Students who plan to continue their studies and earn higher degrees, find that their Kingsborough Associate in Arts degree serves as a solid foundation for transfer to a four-year or professional college. Provisions for smooth transfer between Kingsborough and CUNY, SUNY and many private colleges are in effect.

The A.A. in Criminal Justice is a joint program with John Jay College of Criminal Justice and part of the CUNY Justice Academy.

Criminal Justice, A.A.

HEGIS: 5505.00

PROGRAM CODE: 32563

PROGRAM DIRECTOR: Dr. Michael Barnhart

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Criminal Justice degree program requirements, graduates will:

1. demonstrate effective communication skills
2. demonstrate basic knowledge of criminal law and the rights of individual citizens
3. describe the procedures involved in criminal investigations
4. demonstrate critical thinking skills within the context of evaluating the complexity of criminal justice issues
5. describe the role of the criminal justice officer in the community, and the organization and administration of the various entities in the criminal justice system
6. identify the procedures involved in criminal investigations
7. explain the ethical responsibilities of criminal justice professionals
8. recognize the application of physical and biological sciences to criminal justice
9. explain victimization, including who victims are, the effects of victimization on victims and society, the rights of victims, and processes for including victims in the criminal justice system
10. explain the correctional process
11. explain the theory, structure and function of the juvenile system
12. recognize social and political trends within society that influence areas of criminal justice including an understanding of the processes by which laws are made, enacted, and changed
13. describe the basic theories that form the foundation of the criminal justice discipline and the historical developments of the criminal justice system in the United States
14. explain the theory and structure of the courts

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core Courses are specified for a category they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (6 Courses, 18 Credits):

When Flexible Core Courses are specified for a category they are strongly suggested and/or required for the major One course from each Group A to E. **and** one (1) additional course from any Group. **No more than two courses can be selected from the same discipline**

A. World Cultures and Global Issues Designated Course

B. U.S. Experience in its Diversity Designated Course

- POL 5100 - American Government and Politics 3 Credit(s)

C. Creative Expression Designated Course

D. Individual and Society Designated Course

- SOC 3100 - Introduction to Sociology 3 Credit(s)

E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (9 Courses, 27 Credits):

- POL 5100 - American Government and Politics 3 Credit(s)
- POL 6300 - Introduction to Criminal Justice 3 Credit(s)
- POL 6400 - Crime and Punishment 3 Credit(s)
- POL 6600 - Constitutional Law 3 Credit(s)
- POL 6700 - The American Legal System: The Courts 3 Credit(s)
- POL 7200 - Minorities and the Criminal Justice System 3 Credit(s)
- CRJ 6900 - Policing 3 Credit(s)
- CRJ 7000 - Corrections and Sentencing 3 Credit(s)
- SOC 3100 - Introduction to Sociology 3 Credit(s)

Electives:

3 to 9 credits sufficient to meet required total of 60 credits. *If elective credit is available, a computer applications course is recommended.*

Total Credits: 60

Liberal Arts - Children's Studies Concentration, A.A.

HEGIS: 5649.00

PROGRAM CODE: 01044

PROGRAM DIRECTOR: TBD

CONCENTRATION COORDINATOR: Dr. Peter Fiume

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes

Upon successful completion of the Liberal Arts degree program requirements, graduates will:

1. think critically
2. communicate effectively
3. comprehend the methods and products of scientific inquiry
4. grasp the significance of the historical process
5. demonstrate an aesthetic sensibility
6. develop an appreciation for the traditions and practices of world cultures
7. explore diverse academic and career options

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core Courses are specified for a category they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (6 Courses, 18 Credits):

To complete the degree within **sixty (60)** credits students **must** select courses that fulfill Major, Concentration **AND** Flexible Core Requirements** One course from each Group A to E. **and** one (1) additional course from any Group. **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (9 Courses, 27 Credits):

To complete the degree within **sixty (60)** credits students **must** select courses that fulfill Major, Concentration, **AND** Flexible Core Requirements**

- Arts 3 Credit(s) **or**
- Media and Film Studies 3 Credit(s) **or**
- Music 3 Credit(s) **or**
- Theatre 3 Credit(s)
- AND**
- Speech 3 Credit(s)**
- Literature 3 Credit(s)**
- Philosophy 3 Credit(s)**
- American Politics 3 Credit(s)**
- American History 3 Credit(s)**
- AND**
- World History 3 Credit(s) **or**
- Anthropology 3 Credit(s)**
- AND**
- Psychology 3 Credit(s)**
- Sociology 3 Credit (s)**

Children's Studies Concentration (13 Courses, 39 to 40 Credits):

To complete the degree within **sixty (60)** credits students **must** select courses that fulfill Major, Concentration, **AND** Flexible Core Requirements**

- Art 3 Credit(s)** **or**
- Media and Film Studies 3 Credit(s)** **or**
- Music 3 Credit(s)** **or**
- Theatre 3 Credit(s)**
- AND**
- English Literature 3 Credit(s)**
- Speech 3 Credit(s)**
- Philosophy 3 Credit(s)**
- PSY 1100 - General Psychology 3 Credit(s)
- AND**
- PSY 3200 - Human Growth and Development 3 Credit(s) **or**
- PSY 2400 - Psychological Disorders in Young Children 3 Credit(s)

AND

- SOC 3100 - Introduction to Sociology 3 Credit(s)
- SOC 3500 - Sociology of the Family 3 Credit(s)
- **Two (2)** History courses 6 Credit(s) **

Select two (2) courses from the following (6 credits):

- Art 3 Credit(s)
- Foreign Language 3 Credit(s)
- Literature 3 Credit(s)
- Media and Film Studies 3 Credit(s)
- Music 3 Credit(s)
- Speech 3 Credit(s)
- Theatre 3 Credit(s)

Select one (1) course from the following (3 to 4 credits):

In addition to the CUNY Core required Math and Science, select **one (1)** course from the following (3 to 4 credits):

- Biology 3 to 4 Credit(s)
- Mathematics 3 to 4 Credit(s)
- Computer Science 3 to 4 Credit(s)
- Physical Sciences 3 to 4 Credit(s)

Electives:

0 credits sufficient to meet required total of 60 credits.

Notes:

- **To complete the degree within **sixty (60)** credits students must select courses that fulfill Major, Concentration, **AND** Flexible Core Requirements. This concentration does **not** limit the number of Flexible Core courses that may also fulfill the requirements for the major.
- This concentration articulates with the B.A. in Children and Youth Studies at Brooklyn College.

Total Credits: 60

Liberal Arts - English Concentration, A.A.

HEGIS: 5649.00

PROGRAM CODE: 01044

PROGRAM DIRECTOR: TBD

CONCENTRATION COORDINATOR: Dr. Jane Weiss

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Liberal Arts degree program requirements, graduates will:

1. think critically
2. communicate effectively
3. comprehend the methods and products of scientific inquiry
4. grasp the significance of the historical process
5. demonstrate an aesthetic sensibility
6. develop an appreciation for the traditions and practices of world cultures
7. explore diverse academic and career options

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core Courses are specified for a category they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective

Flexible Core (6 Courses, 18 Credits):

To complete the degree within **sixty (60)** credits students **must** select courses that fulfill Major **AND** Flexible Core Requirements** One course from each Group A to E. **and** one (1) additional course from any Group. **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (9 Courses, 27 Credits):

To complete the degree within **sixty (60)** credits students **must** select courses that fulfill Major **AND** Flexible Core Requirements**

- Arts 3 Credit(s) **or**
 - Media and Film Studies 3 Credit(s) **or**
 - Music 3 Credit(s) **or**
 - Theatre 3 Credit(s)
- AND**
- Speech 3 Credit(s)
 - Literature 3 Credit(s)
 - Philosophy 3 Credit(s)
 - American Politics 3 Credit(s)
 - American History 3 Credit(s)
- AND**
- World History 3 Credit(s) **or**
 - Anthropology 3 Credit(s)
- AND**
- Psychology 3 Credit(s)
 - Sociology 3 Credit(s)

English Concentration (3 Courses, 9 Credits):

Certain courses also satisfy Flexible Core and Major Requirements

Select **three (3)** courses from the following literature and creative writing courses (9 credits):

- ENG 3000 - Introduction to Literature 3 Credit(s) **through**
- ENG 7800 - Contemporary African-American Literature 3 Credit(s)
- **Excluding** ENG 5500 - Cultural/Linguistic Aspects of Teaching Language 3 Credit(s)

Electives:

0 credits sufficient to meet required total of 60 credits.

Total Credits: 60

Liberal Arts - General, A.A.

HEGIS: 5649.00

PROGRAM CODE: 01044

PROGRAM DIRECTOR: TBD

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Liberal Arts degree program requirements, graduates will:

1. think critically
2. communicate effectively
3. comprehend the methods and products of scientific inquiry
4. grasp the significance of the historical process
5. demonstrate an aesthetic sensibility
6. develop an appreciation for the traditions and practices of world cultures
7. explore diverse academic and career options

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core Courses are specified for a category they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (6 Courses, 18 Credits):

When Flexible Core Courses are specified for a category they are strongly suggested and/or required for the major. One course from each Group A to E. **and** one (1) additional course from any Group. **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (9 Courses, 27 Credits):

No more than **four (4)** of the following **nine (9)** courses may also satisfy a CUNY Flexible Core requirement:

- Arts 3 Credit(s) **or**
 - Media and Film Studies 3 Credit(s) **or**
 - Music 3 Credit(s) **or**
 - Theatre 3 Credit(s)
- AND**
- Speech 3 Credit(s)
 - Literature 3 Credit(s)
 - Philosophy 3 Credit(s)
 - American Politics 3 Credit(s)
 - American History 3 Credit(s)
- AND**
- World History 3 Credit(s) **or**
 - Anthropology 3 Credit(s)
- AND**
- Psychology 3 Credit(s)
 - Sociology 3 Credit(s)

Electives:

3 to 15 credits sufficient to meet required total of 60 credits.

Total Credits: 60

Liberal Arts - Global and Environmental Studies Concentration, A.A.

HEGIS: 5649.00

PROGRAM CODE: 01044

PROGRAM DIRECTOR: TBD

CONCENTRATION COORDINATOR: Dr. Jason Leggett

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Liberal Arts degree program requirements, graduates will:

1. think critically
2. communicate effectively
3. comprehend the methods and products of scientific inquiry
4. grasp the significance of the historical process
5. demonstrate an aesthetic sensibility
6. develop an appreciation for the traditions and practices of world cultures
7. explore diverse academic and career options

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core Courses are specified for a category they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (6 Courses, 18 Credits):

To complete the degree within **sixty (60)** credits students **must** select courses that fulfill Major, Concentration **AND** Core Requirements** One course from each Group A to E. **and** one (1) additional course from any Group. **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course **
- B. U.S. Experience in its Diversity Designated Course **
- C. Creative Expression Designated Course **
- D. Individual and Society Designated Course **
- E. Scientific World Designated Course **

Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (9 Courses, 27 Credits):

To complete the degree within sixty (60) credits students must select courses that fulfill Major, Concentration, AND Common Core Requirements**

- Arts 3 Credit(s)** **or**
 - Media and Film Studies 3 Credit(s)** **or**
 - Music 3 Credit(s)** **or**
 - Theatre 3 Credit(s)**
- AND**
- Speech 3 Credit(s)
 - Literature 3 Credit(s)**
 - Philosophy 3 Credit(s)**
 - American Politics 3 Credit(s)**
 - American History 3 Credit(s)**
- AND**
- World History **or**
 - Anthropology 3 Credit(s)**
- AND**
- Psychology 3 Credit(s)**
 - Sociology 3 Credit(s)**

Global and Environmental Studies Concentration (4 Courses, 12 Credits):

To complete the degree within **sixty (60)** credits students **must** select a minimum of **five (5)** courses that fulfill Major, Concentration, **AND** Common Core Requirements**

- ART 9500 - Modern Architecture and the Environment 3 Credit(s) ** **or**
 - ENG 4800 - American Environmental Literature 3 Credit(s) **
- AND**
- PHI 7900 - Global Ethics 3 Credit(s) ** **or**
 - POL 5800 - Environmental Politics 3 Credit(s) **
- AND**
- POL 7100 - International Organizations 3 Credit(s) ** **or**
 - POL 9300 - Global Politics 3 Credit(s) **
- AND**
- SCI 3700 - Developments in the Physical Sciences (with Laboratory) 3 Credit(s) ** **or**
 - SCI 5100 - Physical Sciences and the Environment (with Laboratory) 3 Credit(s) ** **or**
 - BIO 4900 - People and the Environment - Biological Emphasis 3 Credit(s)

Electives:

0 credits sufficient to meet required total of 60 credits.

Notes:

- **To complete the degree within **sixty (60)** credits students must select courses that fulfill Major, Concentration, **AND** Flexible Core Requirements. This concentration does **not** limit the number of Flexible Core courses that may also fulfill the requirements for the major.

Total Credits: 60

Liberal Arts - Philosophy Concentration, A.A.

HEGIS: 5649.00

PROGRAM CODE: 01044

PROGRAM DIRECTOR: TBD

CONCENTRATION COORDINATOR: Dr. Richard Legum

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Liberal Arts degree program requirements, graduates will:

1. think critically
2. communicate effectively
3. comprehend the methods and products of scientific inquiry
4. grasp the significance of the historical process
5. demonstrate an aesthetic sensibility
6. develop an appreciation for the traditions and practices of world cultures
7. explore diverse academic and career options

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core Courses are specified for a category they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective

Flexible Core (6 Courses, 18 Credits):

To complete the degree within **sixty (60)** credits students must select courses that fulfill Major **AND** Flexible Core Requirements** One course from each Group A to E. **and** one (1) additional course from any Group. **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (9 Courses, 27 Credits):

To complete the degree within **sixty (60)** credits students must select courses that fulfill Major **AND** Flexible Core Requirements**

- Art 3 Credit(s) **or**
- Media and Film Studies 3 Credit(s) **or**
- Music 3 Credit(s) **or**
- Theatre 3 Credit(s)
- AND**
- Speech 3 Credit(s)
- Literature 3 Credit(s)
- Philosophy 3 Credit(s)
- American Politics 3 Credit(s)
- American History 3 Credit(s)
- AND**
- World History 3 Credit(s) **or**
- Anthropology 3 Credit(s)
- AND**
- Psychology 3 Credit(s)
- Sociology 3 Credit(s)

Philosophy Concentration (3 Courses, 9 Credits):

Certain courses also satisfy Flexible Core and Major Requirements

Select **three (3)** courses from the following philosophy courses (9 credits):

- PHI 7000 - Introduction to Philosophical Problems 3 Credit(s) **through**
- PHI 7900 - Global Ethics 3 Credit(s)

Electives:

0 credits sufficient to meet required total of 60 credits.

Total Credits: 60

Liberal Arts - Secondary Education Concentration, A.A.

HEGIS: 5649.00

PROGRAM CODE: 01044

PROGRAM DIRECTOR: TBD

CONCENTRATION COORDINATOR: Dr. Peter Fiume

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Liberal Arts degree program requirements, graduates will:

1. think critically
2. communicate effectively
3. comprehend the methods and products of scientific inquiry
4. grasp the significance of the historical process
5. demonstrate an aesthetic sensibility
6. develop an appreciation for the traditions and practices of world cultures
7. explore diverse academic and career options

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core Courses are specified for a category they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective

Flexible Core (6 Courses, 18 Credits):

To complete the degree within **sixty (60)** credits students **must** select courses that fulfill Major, Concentration **AND** Flexible Core Requirements** One course from each Group A to E. **and** one (1) additional course from any Group. **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (9 Courses, 27 Credits):

To complete the degree within **sixty (60)** credits students **must** select courses that fulfill Major, Concentration **AND** Flexible Core Requirements**

- Art 3 Credit(s) **or**
 - Media and Film Studies 3 Credit(s) **or**
 - Music 3 Credit(s) **or**
 - Theatre 3 Credit(s)
- AND**
- Speech 3 Credit(s)
 - Literature 3 Credit(s)
 - Philosophy 3 Credit(s)
 - American Politics 3 Credit(s)
 - American History 3 Credit(s)
- AND**
- World History 3 Credit(s) **or**
 - Anthropology 3 Credit(s)
- AND**
- Psychology 3 Credit(s)
 - Sociology 3 Credit(s)

Secondary Education Concentration (4 Courses, 12 Credits):

Certain courses also satisfy Flexible Core and Major Requirements *

- PSY 3500 - Educational Psychology 3 Credit(s)
- Select **three (3)** courses in an academic area in which you are interested in teaching 9 Credit(s) *

Electives:

0 credits sufficient to meet required total of 60 credits.

Total Credits: 60

Liberal Arts - Spanish Concentration, A.A.

HEGIS: 5649.00

PROGRAM CODE: 01044

PROGRAM DIRECTOR: TBD

CONCENTRATION COORDINATOR: Dr. Alfonso García Osuna

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Liberal Arts degree program requirements, graduates will:

1. think critically
2. communicate effectively
3. comprehend the methods and products of scientific inquiry
4. grasp the significance of the historical process
5. demonstrate an aesthetic sensibility
6. develop an appreciation for the traditions and practices of world cultures
7. explore diverse academic and career options

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core Courses are specified for a category they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective

Flexible Core (6 Courses, 18 Credits):

To complete the degree within **sixty (60)** credits students **must** select courses that fulfill Concentration AND Flexible Core Requirements** One course from each Group A to E. **and** one (1) additional course from any Group. **No more than two courses can be selected from the same discipline**

A. World Cultures and Global Issues Designated Course

B. U.S. Experience in its Diversity Designated Course

- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (9 Courses, 27 Credits):

- Art 3 Credit(s) **or**
- Media and Film Studies 3 Credit(s) **or**
- Music 3 Credit(s) **or**
- Theatre 3 Credit(s)
- AND**
- Speech 3 Credit(s)
- Literature 3 Credit(s)
- Philosophy 3 Credit(s)
- American Politics 3 Credit(s)
- American History 3 Credit(s)
- AND**
- World History 3 Credit(s) **or**
- Anthropology 3 Credit(s)
- AND**
- Psychology 3 Credit(s)
- Sociology 3 Credit(s)

Spanish Concentration (3 Courses, 9 Credits):

To complete the degree within **sixty (60)** credits students **must** select courses that fulfill Concentration **AND** Flexible Core Requirements** Majors electing this concentration must take the following three (3) courses for a total of nine (9) credits dependent upon Language Placement Examination Score:

Beginner:

- SPA 100 - Elementary Spanish I 3 Credit(s)
- SPA 200 - Elementary Spanish II 3 Credit(s)
- SPA 300 - Intermediate Spanish 3 Credit(s)

Intermediate:

- SPA 300 - Intermediate Spanish 3 Credit(s)
- SPA 400 - Readings in Hispanic Literature 3 Credit(s)
- SPA 1800 - Proper Models of Spanish Grammar and Conversation for Native Speakers 3 Credit(s)

Advanced:

- SPA 1800 - Proper Models of Spanish Grammar and Conversation for Native Speakers 3 Credit(s)
- Two (2) Spanish Literature/Culture Courses 6 Credit(s)

Electives:

0 to 15 credits sufficient to meet required total of 60 credits.

Total Credits: 60

Liberal Arts - Women's and Gender Studies Concentration, A.A.

HEGIS: 5649.00

PROGRAM CODE: 01044

PROGRAM DIRECTOR: TBD

CONCENTRATION COORDINATORS: Dr. Red Washburn

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Liberal Arts degree program requirements, graduates will:

1. think critically
2. communicate effectively
3. comprehend the methods and products of scientific inquiry
4. grasp the significance of the historical process
5. demonstrate an aesthetic sensibility
6. develop an appreciation for the traditions and practices of world cultures
7. explore diverse academic and career options

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core Courses are specified for a category they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective

Flexible Core (6 Courses, 18 Credits):

To complete the degree within **sixty (60)** credits students **must** select courses that fulfill Major, Concentration, **AND** Flexible Core Requirements** One course from each Group A to E. **and** one (1) additional course from any Group. **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (9 Courses, 27 Credits):

To complete the degree within **sixty (60)** credits students **must** select courses that fulfill Major, Concentration, **AND** Flexible Core Requirements**

- Art 3 Credit(s) **or**
 - Media and Film Studies 3 Credit(s) **or**
 - Music 3 Credit(s) **or**
 - Theatre 3 Credit(s)
- AND**
- Speech 3 Credit(s)
 - Literature 3 Credit(s)
 - Philosophy 3 Credit(s)
 - American Politics 3 Credit(s)
 - American History 3 Credit(s)
- AND**
- World History 3 Credit(s) **or**
 - Anthropology 3 Credit(s)
- AND**
- Psychology 3 Credit(s)
 - Sociology 3 Credit(s)

Women's and Gender Studies Concentration (4 Courses, 12 Credits):

Certain courses also satisfy Flexible Core and Major Requirements

- HIS 6600 - Introduction to Women's and Gender Studies 3 Credit(s)
- AND**

Select three (3) courses in Women's and Gender Studies from the following courses (9 credits):

- ANT 3900 - Sexuality and Culture 3 Credit(s) **or**
- ART 3900 - History of Women in Art 3 Credit(s) **or**
- BIO 2800 - Biology of Women 3 Credit(s) **or**
- ENG 6700 - Women in Literature 3 Credit(s) **or**
- HIS 6800 - Women in American History 3 Credit(s) **or**
- PSY 3700 - Psychology of Gender 3 Credit(s) **or**
- SOC 3800 - Sociology of Gender 3 Credit(s) **or**

Women's and Gender Studies sections of the following courses:

- MCF 4400 - Film and Society 3 Credit(s) **or**
- MCM 3000 - Mass Media 3 Credit(s) **or**
- MUS 3100 - Introduction to Music 3 Credit(s) **or**
- PSY 1100 - General Psychology 3 Credit(s) **or**
- SOC 3100 - Introduction to Sociology 3 Credit(s)

Electives:

0 to 15 credits sufficient to meet required total of 60 credits.

Notes:

- ******To complete the degree within **sixty (60)** credits students must select courses that fulfill Major, Concentration, **AND** Flexible Core Requirements. This concentration does **not** limit the number of Flexible Core courses that may also fulfill the requirements for the major.

Total Credits: 60

Associate in Applied Science

The Kingsborough Associate in Applied Science degree programs were specifically designed for students who wish to start a career on a semi-professional level immediately after graduating from the college. The essential liberal arts courses are included to equip students with knowledge, understanding and career flexibility allowing for the option to continue for further education.

Computer Information Systems, A.A.S.

HEGIS: 5101.00

PROGRAM CODE: 01055

PROGRAM DIRECTOR: Dr. David Salb

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Computer Information Systems degree program requirements, graduates will:

1. analyze, design, implement, and understand computer based solutions and apply them to real world applications
2. demonstrate the ability to maintain current knowledge of emerging and changing information technology
3. demonstrate proficiency in programming concepts and techniques by creating logically sound and efficient algorithms
4. demonstrate the ability to analyze and troubleshoot computer problems and identify appropriate solutions
5. demonstrate the ability to identify computer techniques, skills, and tools to meet end user needs
6. comprehend the structure of a computing system, design of its basic components, and interaction of hardware and software

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 13 Credits):

When Required Core Courses are specified for a category, they are required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course MAT 1400 - Analytic Geometry and Pre-Calculus Mathematics 4 Credit(s) **OR**
- Mathematical & Quantitative Reasoning Course MAT 2200 - Business Statistics 4 Credit(s) **or**
- Mathematical & Quantitative Reasoning Course BA 2200 - Business Statistics 4 Credit(s)
- Life & Physical Sciences Course 3 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Flexible Core (3 Courses, 9 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. Select **one (1)** course from **three (3)** Groups A to E for a total of **nine (9)** credits. **Each Course Must be in a Different Discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Major Requirements (11 Courses, 37 to 39 Credits):

- CP 500 - Introduction to Computer Programming 4 Credit(s)
- CP 2100 - C++ Programming 1 4 Credit(s)
- CP 2200 - C++ Programming 2 4 Credit(s)
- CIS 1200 - Introduction to Operating Systems 3 Credit(s)
- CIS 1500 - Applied Computer Architecture 3 Credit(s)
- CIS 3100 - Introduction to Database 3 Credit(s)
- **AND**
- ACC 1100 - Fundamentals of Accounting I 4 Credit(s) **or**
- BA 1100 - Fundamentals of Business 3 Credit(s) **or**
- BA 1200 - Business Law I 3 Credit(s)
- **AND**
- HE 1400 - Critical Issues in Personal Health 1 Credit(s)

Select three (3) courses from the following (12 to 13 credits)

- CP 6200 - Java Programming 2 4 Credit(s)
- CP 7100 - Programming in Unix/Linux 5 Credit(s)
- CIS 2100 - Introduction to Web Page Development 4 Credit(s)
- CIS 2200 - HTML Authoring and Javascript 4 Credit(s)
- CIS 3200 - Advanced Database Programming 4 Credit(s)
- CIS 4500 - Network Server Administration 4 Credit(s)

Electives:

0 to 1 credit sufficient to meet required total of 60 credits

Total Credits: 60

Culinary Arts, A.A.S.

HEGIS: 5404.00

PROGRAM CODE: 33507

PROGRAM DIRECTOR: Prof. Mark D'Alessandro

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Culinary Arts degree program requirements, graduates will:

1. become familiar with the purchasing, storage, and handling of meat, fish, poultry and dry goods in a food service environment
2. demonstrate proper selection and use of equipment in a commercial kitchen setting
3. demonstrate their understanding of food service management tools, (menu, recipe detail cost cards, specification sheets, inventory, prep sheets, production sheets) and the ability to use them successfully
4. have learned safe food handling for the foodservice and demonstrate their ability to strategize their approach to food safety in a commercial foodservice setting
5. demonstrate the ability to identify appropriate cooking techniques for a menu item and demonstrate competency in deployment of those techniques
6. demonstrate the ability to scan a variety of foodservice styles (American/Russian and French) for the appropriate balance of colors, textures, proportion and nutrition
7. demonstrate the ability to discuss appropriate food and beverage pairing
8. demonstrate an understanding of wine, beer and spirits service
9. demonstrate an understanding of management structures for front and back of house operations
10. demonstrate the ability to identify a food business opportunity and develop a plan for creation of that business

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

* Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (3 Courses, 9 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. Select **one (1)** course from **three (3)** Groups A to E for a total of **nine (9)** credits. Each Course Must be in a Different Discipline. **Each Course Must be in a Different Discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (14 Courses, 38 Credits):

- CA 990 - Culinary Concepts 3 Credit(s)
- TAH 7100 - Introduction to Professional Food Service 3 Credit(s)
- CA 100 - Culinary Arts I: Skills 3 Credit(s)
- CA 200 - Culinary Arts II: Major Techniques 3 Credit(s)
- CA 1100 - Baking and Pastry 3 Credit(s)
- CA 2100 - Food Safety and Sanitation Certification 1 Credit(s)
- AND
- CA 300 - Garde Manger and Charcuterie 3 Credit(s) **or**
- CA 1200 - Patisserie 3 Credit(s)
- AND
- CA 6000 - Beverage Management 3 Credit(s) **or**
- TAH 4300 - Event Catering Management 3 Credit(s)
- AND
- CA 7200 - Restaurant and Food Service Operations 3 Credit(s)
- CA 7400 - Menu and Dining Room Management 3 Credit(s)
- CA 9000 - Global Culinary Improvisation 3 Credit(s)
- CA 9200 - Internship in Culinary Arts 3 Credit(s)
- CA 5000 - Food and Beverage Cost Control 3 Credit(s)
- HE 1400 - Critical Issues in Personal Health 1 Credit(s)

Electives:

1 credit sufficient to meet required total of 60 credits

Total Credits: 60

Emergency Medical Services

THE A.A.S. IN EMERGENCY MEDICAL SERVICES HAS A LIMITED NUMBER OF SEATS AVAILABLE FOR ADMISSION.

ALL FIRST-TIME FRESHMAN AND TRANSFER STUDENTS ARE ENROLLED AS LIBERAL ARTS (A.A.) STUDENTS. ONCE STUDENTS SATISFACTORILY COMPLETE A SEQUENCE OF COURSES THEY WILL BE CONSIDERED INTO THE EMS MAJOR.

The Paramedic Program provides the professional skills and knowledge for a health care career as an entry-level Paramedic. The Paramedic is the highest level of the health care provider outside of the hospital setting. The program introduces the theory and practice of Emergency Medical Services and the role of the Paramedic in the area of prehospital care via the classroom, laboratory and actual clinical settings such as hospitals and ambulances. After successful completion of the program, students will be eligible to sit for the Paramedic-level examination in New York City, New York State and the National Registry.

Admission Requirements

To be considered for the Paramedic Program, students must pass the CUNY Assessment Tests in Reading, Writing, and Math or satisfy all requirements for existing developmental coursework.

Students must complete BIO 1100, ENG 1200, EMS 100, and EMS 101 with a minimum grade of "C" as well as two of the following courses: BIO 1200, ENG 2400, PSY 1100, or any 3-credit Math and Quantitative Reasoning course with a minimum grade of "C" prior to placement in the first paramedic-level course (EMS 210).

Students must also have a minimum of 200 patient contact hours as an Emergency Medical Technician (EMT) prior to registration in EMS 210.

Students must meet with the Program Director.

Retention Criteria

Criteria for retention in the Paramedic Program mandates that students:

1. Earn a minimum of a "C" grade in the following general education courses: ENG 2400, BIO 1200, PSY 1100, and any 3-credit Math and Quantitative Reasoning course. Students who earn less than a grade of "C" may repeat the course ONE TIME and must earn at least a grade of "C" in the repeated course. Students may not repeat more than two general education courses.
2. Earn a minimum grade of "C" in all EMS courses.
3. Earning less than a "C" grade in an EMS course may repeat the course ONE TIME (subject to space and availability). The minimum grade for EMS courses that are repeated is a "C."
4. Who earn a second grade of less than a "C" in any EMS course will be dismissed from the Paramedic Program.

Any student who has not attended EMS courses for two or more consecutive semesters cannot be readmitted into the Paramedic Program unless qualifying examinations have been passed in sequential order of the courses previously completed. These qualifying examinations can be repeated only once. In addition, the student must demonstrate clinical competency by passing a clinical practical examination prior to returning to any of the clinical courses.

In order to receive an A.A.S. in Emergency Medical Services- Paramedic, a student must complete the final 24 credits toward that degree while enrolled at Kingsborough.

Certification Requirements

According to New York State Department of Health Bureau of Emergency Medical Services (NYS DOH BEMS) policy, the requirements for all EMTs/Paramedics are:

- Complete the Application for Emergency Medical Services Certification (DOH-65), including affirmation regarding criminal convictions
- Successfully complete an approved New York State EMT-B or AEMT course
- Achieve a passing score on the practical and written certification examinations
- Must be at least 18 years of age by the end of the month in which they are scheduled to take the written certification examination
- Knowledge and skills required show need for high school or equivalent education
- Ability to communicate effectively via telephone and radio equipment
- Ability to lift, carry and balance up to 125 pounds (250 pounds with assistance)
- Ability to interpret oral, written and diagnostic form instructions
- Ability to use good judgment and remain calm in high stress situations
- Ability to be unaffected by loud noises and flashing lights
- Ability to function efficiently without interruption throughout an entire work shift
- Ability to calculate weight and volume ratios
- Ability to read English language, manuals and road maps
- Ability to accurately discern street signs and addresses
- Ability to interview patients, patient family members and bystanders
- Ability to document, in writing, all relevant information in prescribed format in light of legal ramifications of such
- Ability to converse, in English, with coworkers and hospital staff with regard to the status of the patient
- Possesses good manual dexterity with ability to perform all tasks related to the highest quality patient care
- Ability to bend, stoop and crawl on uneven terrain
- Ability to withstand varied environmental conditions such as extreme heat, cold and moisture
- Ability to work in low light situations and confined spaces
- Ability to work with other providers to make appropriate patient care decisions

For more information regarding this policy, you can refer to www.health.ny.gov/professionals/ems/policy/00-10.htm

New York State DOH BEMS Policy on Criminal Conviction:

In accordance with the provisions of the State Emergency Medical Services (EMS) Code - 10 NYCRR Part 800, applicants for EMS certification or recertification must not have been convicted of certain misdemeanors or felonies. The Department will review all criminal convictions from any federal, military, state and/or local jurisdiction to determine if such convictions fall within the scope of those specified in Part 800, or to determine if the applicant for certification represents a potential risk or danger to patients or the public at large.

The regulation does not prevent an applicant with a criminal conviction from attending and completing all of the requirements of an EMS course. However, it may prevent the applicant from becoming certified in New York State until the Department has conducted a review and investigation of the circumstances of the conviction(s) and made a determination that the applicant does not demonstrate a risk or danger to patients. For more information about this NYS DOH BEMS policy, refer to www.health.ny.gov/professionals/ems/policy/09-05.htm

Paramedic Clinical Courses

Following the successful completion of the EMT component of the program, students will enroll in paramedic-level clinical courses and will participate in actual patient care on ambulances and in various departments at different hospitals.

Malpractice Insurance – Health Clearance - CPR Certification – Criminal Background Check

Prior to the registration for the practicum, students in the Paramedic Program are required to obtain a criminal background check. In addition, students must obtain health clearance from the Kingsborough Community College Office of Health Services, A-108. Students can obtain information regarding annual physical examination, immunizations, and tuberculosis testing from the Office of Health Services.

Prior to registration in their first practicum, students must also obtain CPR certification and provide documentation of malpractice insurance valid for the entire semester to the Paramedic Program Office, located in T2-280. Information on obtaining CPR certification and malpractice insurance is available in the Paramedic Program Office.

Students are required to purchase uniforms as per the policy and procedures of the Paramedic Program. They may opt to purchase individual protective goggles.

This program's academic requirements are demanding, and students are cautioned to plan their work schedules and extracurricular activities with this in mind. In addition to the classroom and laboratory hour requirements, students are required to, at a minimum, participate in one eight-hour clinical rotation at a hospital and two eight-hour rotations on an ambulance per week.

Both the New York State Department of Health Bureau of Emergency Medical Services and the New York State Education Department have approved Kingsborough Community College to offer the Paramedic Program.

Disability Services

It is college policy to provide reasonable accommodations to students with disabilities. Any student with a documented disability who may need accommodations is requested to speak directly to Access-Ability Services, D-205, (718) 368-5175. All discussions will remain confidential.

Emergency Medical Services - Paramedic (EMS-P), A.A.S.

HEGIS: 5299.00

PROGRAM CODE: 35164

PROGRAM DIRECTOR: Prof. Kirt Bowen

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Emergency Medical Services – Paramedic (EMS-P) degree program requirements, graduates will:

1. understand his/her roles and responsibilities as an entry-level paramedic within an EMS system, and how these roles/responsibilities differ from other levels of providers
2. integrate comprehensive knowledge of EMS systems, safety/well-being of the paramedic and medical/legal and ethical issues, which is intended to improve the health of EMS personnel, patients, and the community
3. integrate scene and patient assessment findings with knowledge of epidemiology and pathophysiology to form a field impression and treatment/disposition plan for a patient with special needs and patients of all ages
4. apply fundamental knowledge of principles of public health and epidemiology including public health emergencies, health promotion, and illness and injury prevention.
5. integrate comprehensive knowledge of pharmacology to formulate a treatment plan intended to mitigate emergencies and improve the overall health of the patient.

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 13 Credits):

When Required Core Courses are specified for a category, they are required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s)
- Life & Physical Sciences Course BIO 1100 - Human Anatomy and Physiology I 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary

Flexible Core (2 Courses, 7 Credits):

The following **two (2)** courses are required in the major and also satisfy CUNY Flexible and Required Core, Scientific World (Group E) requirement:

E. Scientific World Designated Course:

- BIO 1200 - Human Anatomy and Physiology II 4 Credit(s)
- AND**
- PSY 1100 - General Psychology 3 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Major Requirements (10 Courses, 40 Credits):

- EMS 100 - Emergency Medical Technician - Basic 5 Credit(s)
- EMS 101 - EMT - Basic Clinical I 1 Credit(s)
- EMS 210 - Paramedic I 7 Credit(s)
- EMS 211 - Paramedic Clinical I 2 Credit(s)
- EMS 220 - Paramedic II 5 Credit(s)
- EMS 221 - Paramedic Clinical II 3 Credit(s)
- EMS 230 - Paramedic III 7 Credit(s)
- EMS 231 - Paramedic Clinical III 2 Credit(s)
- EMS 240 - Paramedic IV 5 Credit(s)
- EMS 241 - Paramedic Clinical IV 3 Credit(s)

Electives:

0 credits sufficient to meet required total of 60 credits

Total Credits: 60

Fashion Design, A.A.S.

HEGIS: 5012.00

PROGRAM CODE: 32755

PROGRAM DIRECTOR: Prof. Katharine Nareski (Interim)

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Fashion Design degree program requirements, graduates will:

1. understand the nine head proportions of fashion figure (croquis)
2. discover which of the three media they are most comfortable and adept with
3. understand the basics of shading the three dimensional figure
4. use the croquis developed in Fashion Sketching For Fashion Designers I (FD 1100) as a basis for original designs
5. render design ideas into finished sketches for portfolio presentation
6. create original design sketches based on fabric samples (swatches)
7. graphically represent garment construction for sample garment production, using notes where necessary
8. plot and cut patterns in PDS
9. operate a straight stitch sewing machine to construct garments
10. sew seams, pleats, darts, pockets, collars, welts, zippers, invisible zippers, and gathers
11. use a professional draping dress form

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

* Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (3 Courses, 9 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. Select one (1) course from three (3) Groups A to E for a total of nine (9) credits. Each Course Must be in a Different Discipline

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course*

* Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (13 Courses, 37 Credits):

- FD 1100 - Fashion Sketching for Fashion Designers 3 Credit(s)
- FD 1200 - Fashion Sketching for Fashion Designers II 3 Credit(s)
- FD 1300 - Computerized Fashion Design 3 Credit(s)
- FD 1400 - Garment Construction 3 Credit(s)
- FD 2000 - Flat Patternmaking 3 Credit(s)
- FD 2100 - Fashion Design I 3 Credit(s)
- FD 2200 - Fashion Design II 3 Credit(s)
- FD 2300 - Design Trends and Aesthetics 3 Credit(s)
- FD 2500 - Advanced CAD for Fashion Design 3 Credit(s)
- FM 3500 - Textile and Non-Textile Analysis 3 Credit(s)
- BA 6000 - Introduction to Computer Concepts 3 Credit(s)
- HE 1400 - Critical Issues in Personal Health 1 Credit(s)

Majors with a grade point average equal to or greater than 3.00

Fashion Design Majors with a grade point average equal to or greater than 3.00 must take FD 9200 to complete the major requirement:

- FD 9200 - Field Experience in Fashion Design 3 Credit(s)

Majors with less than a 3.00 grade point average

Fashion Design Majors with less than a 3.00 grade point average must take FD 81XX – to complete the major requirement:

- FD 81XX - Independent Study 1-3 Credit(s)

Electives:

2 credits sufficient to meet required total of 60 credits

Total Credits: 60

Maritime Technology, A.A.S.

HEGIS: 5403.00

PROGRAM CODE: 86081

PROGRAM DIRECTOR: Prof. John Nappo

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Maritime Technology degree program requirements, graduates will:

1. understand traditional and modern seamanship skills as it relates to different propulsion systems
2. understand the topic of coastal piloting and navigation and the proper installation of electronic equipment
3. demonstrate safe operation and maintenance of vessels
4. demonstrate prevention and safety response in first aid, personal survival, social responsibility and fire prevention
5. understand operational theory of internal combustion engines and their use in power generation and propulsion systems
6. understand hydraulic systems and their application to vessel steering, winching equipment and vessel trim systems

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 13 Credits):

When Required Core Courses are specified for a category, they are required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- **For Marine Technician Option:** MAT 2000 - Elements of Statistics 3 Credit(s)
- Life & Physical Sciences Course EPS 3200 - Oceanography 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Flexible Core (3 Courses, 9 Credits):

When Flexible Core Courses are specified for a category, they are required for the major. Nine (9) credits with one (1) course from three (3) Groups A to E. For Marine Technician Option Group E is satisfied by Course Shown. Each Course Must be in a Different Discipline

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course:

For Marine Technician Option:

- MAT 900 - College Algebra 3 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Major Requirements (12 to 13 Courses, 30 to 34 Credits):

- HE 3500 - First Aid and Personal Safety 2 Credit(s)
- MT 3300 - Vessel Technology I 3 Credit(s)
- MT 3400 - Vessel Technology II 3 Credit(s)
- MT 4300 - Marina Operations 3 Credit(s)
- MT 4600 - Coastal Piloting and Seamanship 4 Credit(s)
- MT 5000 - Introduction to Outboard Motors 2 Credit(s)
- MT 5100 - Introduction to Diesel Engines 2 Credit(s)
- MT 5200 - Welding 2 Credit(s)
- MT 5300 - Fiberglass, Refrigeration and Hydraulic Repairs 2 Credit(s)
- MT 5400 - Low Voltage Electrical Systems 2 Credit(s)
- MT 5500 - Marine Electronics 2 Credit(s)
- AND**
- BA 6000 - Introduction to Computer Concepts 3 Credit(s) **or**
- **For Marine Technician Option:** BA 6100 - Spreadsheet Applications in Business 3 Credit(s)

Plus for Marine Technician Option:

- CP 500 - Introduction to Computer Programming 4 Credit(s)

Electives:

4 to 8 credits sufficient to meet required total of 60 credits

Total Credits: 60

Nursing

THE A.A.S. IN NURSING HAS A LIMITED NUMBER OF SEATS AVAILABLE FOR ADMISSION EACH SEMESTER.

ALL FIRST-TIME FRESHMAN AND TRANSFER STUDENTS ARE ENROLLED AS LIBERAL ARTS (A.A.) STUDENTS TAKING A SEQUENCE OF COURSES WHICH, ONCE SATISFACTORILY COMPLETED, COULD LEAD TO ENTRANCE INTO THE CLINICAL NURSING MAJOR.

The Nursing Program consists of two components: Pre-Clinical and Clinical.

To be considered for the Clinical component of the Program, students must comply with the following:

1. be enrolled in the Pre-clinical Component. Students must complete an application for Pre-Clinical Nursing during the period noted on the Academic Calendar. This application is obtained in the Registrar's Office, A-101. The student must see a nursing counselor to discuss their academic performance and obtain a counselor's signature on the application. The application is submitted to the Nursing Department;
2. pass the CUNY Assessment Tests in Reading, Writing, and Math and/or complete any required developmental courses before completion of the four (4) courses in the Pre-Clinical Sequence;
3. complete the four (4) courses in the Pre-Clinical Sequence: ENG 1200, PSY 1100, BIO 1100 and SCI 2500;
4. complete the four courses in the Pre-Clinical Sequence with at least a grade point average of 2.5 and earn at least two (2) "B's" (one of which must be in SCI 2500 or BIO 1100);
5. students who have repeated and/or withdrawn from any of the Pre-Clinical Sequence courses may not be considered for admission to the Nursing program;
6. all grades received for courses taken in the Pre-Clinical Sequence at Kingsborough will be included in the Pre-Clinical average computation;
7. submit transcripts from other colleges (NOTE: Letter grades received in the Pre-Clinical sequence courses at other colleges will be used to determine eligibility for admission); **any biological sciences course more than 10 years old will not be accepted for exemption or credit**;
8. perform satisfactorily on the Test of Essential Academic Skills (TEAS) and;
9. transfer students from other colleges must be in good academic standing. Students who are on academic probation or have been administratively dismissed from a Nursing program at a previous school are not eligible for admission to the Nursing program.
10. The student must earn a minimum of "C" in all pre- and corequisite courses inclusive of BIO 1200, BIO 5100, ENG 2400, PSY 3200, and SOC 3100. Students who have repeated and/or withdrawn from these courses may not be considered for admission to the Nursing Program.
11. Students are permitted to defer for one (1) semester only and with the approval of the Chairperson of the Nursing Department. Upon approval the student must enter the program the following semester. Failure to do so will result in the need to reapply to the program following all the criteria for admission, inclusive of retaking the TEAS.

Students who successfully complete the prescribed Pre-Clinical Sequence requirements may formally file for enrollment into the Clinical component of the Nursing Program. Application forms for the Clinical component of the Nursing Program are available in the Nursing Department Office. The completed form should be filed in that office during the fall or spring session in which the student expects to complete the pre-clinical requirements. **Students completing the requirements during the summer or winter module should file their applications in the following semester. Specific filing dates are available in the Nursing Department Office.**

Completion of the above conditions (1–8) **does not** guarantee admission into the Clinical component of the Nursing Program. Admission into the Clinical component will be based on space availability, the Pre-Clinical Sequence average and the Test of Essential Academic Skills (TEAS) results.

Qualified applicants who are not admitted to the Clinical component due to lack of available space **will not** be placed on a waiting list or be given preferential admission into a later class. These students should consult with a nursing counselor in M-201 to discuss further options.

Licensed Practical Nurses who are accepted into the Clinical phase of the Nursing Program may receive credit for NUR 1800 - Fundamentals of Nursing by earning a score of level two or better on the ATI Proctored RN Fundamentals Exam. Credit for NUR 1700 - Calculations for Medication Administration may be earned by passing the Nursing Department examination with a grade of "B" or higher.

Starting in the Fall 2009 semester, in order to advance into nursing clinicals, students must provide documentation for one of the following categories:

1. U.S. Citizenship,
2. Permanent Residency,
3. International Student with F1 Status, or
4. Granted Asylum, Refugee Status, Temporary Protected Status, Withholding of Removal, Deferred Enforced Departure or Deferred Action Status by the U.S. government.

Retention Criteria

A large number of those students who are accepted into the Clinical component of the Nursing Program, complete the Nursing Program.

Criteria for retention in the Nursing Program mandates that students:

1. Earn a minimum of a "C" grade in every required Nursing and corequisite course inclusive of BIO 1200, BIO 5100, ENG 2400, and PSY 3200.
2. Students who achieve a "C-" grade in a required clinical nursing course may apply to repeat the course one time only in the semester immediately following, subject to space availability. The minimum grade for clinical courses that are repeated is a "B". The "Intent to Return to Nursing Course" form is available on the KCC Nursing Department website under "Forms". This must be completed with a plan of success that demonstrates significant changes in how the course material will be mastered when repeated. Only one required nursing course may be repeated.
3. Students who enter NUR 1700 and NUR 1800 must complete the Nursing program within four years from the date of entry into these courses. Any student who has not attended nursing courses for two or more consecutive semesters cannot be readmitted into the Nursing Program unless qualifying examinations have been passed in the required nursing courses previously completed successfully. Qualifying examinations may be repeated only once.
4. Students must achieve a grade of "B" in order to pass NUR 1700. Students in NUR 1700 who achieve a failing grade of no less than "C-" may repeat the course one time only after submitting an "Intent to Return Form."
5. Students in the clinical component can only appeal the retention criteria one time.
6. Students in the clinical component can only withdraw once and must be passing to do so.

Drug Calculation Policy

As of Fall 1989, NUR 1700, "Calculations for Medication Administration" is a pre/corequisite for NUR 1800 and a Prerequisite to all other nursing courses. Throughout the rest of the program, drug knowledge and skills will be integrated and tested in every nursing course.

Pre-NCLEX RN Examination

All students must take the ATI RN Comprehensive Predictor examination while enrolled in their last clinical nursing course.

Malpractice Insurance – Health Clearance – CPR Certification – Criminal Background Checks

Prior to registration, students entering nursing courses in which there are laboratory experiences in hospitals and other health agencies, are required to have malpractice insurance, health clearance and a CPR (BLS) certificate and a criminal background check. The insurance policy, CPR (BLS) certificate, and health clearance must be satisfactory for the entire semester. Information on CPR Certification is available in the Nursing Department Office. Information on health requirements is available from the Health Services Office, A-108. CUNY is now providing nursing students with malpractice insurance thus it is no longer necessary to purchase individual policies.

Notes:

- a. **Clinical Nursing students incur the expenses of purchasing a required uniform and equipment necessary for clinical practice in health care agencies.**
- b. **The academic requirements in the Nursing curriculum are demanding and students are cautioned to plan their work schedules or extra-curricular activities with this in mind.**

Legal Limitations for State Licensure

Requirements for licensure as a Registered Professional Nurse (RN) in New York State include: having attained the age of eighteen years or more, the successful completion of the A.A.S. Degree Program in Nursing, passing the National Council Licensing Examination and being of good moral character. The Office of Professional Discipline investigates all applicants with a prior criminal conviction(s) and/or pending criminal charges (felony or misdemeanor). Following its investigation, a determination will be made as to the applicant's eligibility for licensure.

The majority of students who complete the Nursing Program requirements and graduate from Kingsborough pass the licensing examination (NCLEX-RN) on their first attempt. Most graduates are employed in acute care or long-term care facilities.

Nursing, A.A.S.

HEGIS: 5208.10

PROGRAM CODE: 01056

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon

successful completion of the Nursing degree program requirements, graduates will:

1. provide safe, caring, evidence-based nursing care to a diverse population of patients
2. employ critical thinking/clinical reasoning strategies when providing nursing care
3. engage in teamwork and collaboration with members of the intra-professional team
4. employ informatics principles, techniques, and systems when providing nursing care
5. demonstrate leadership/management in a variety of healthcare settings to provide and improve patient care
6. apply professional, ethical, and legal principles relevant to the practice of a registered nurse

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (3 Courses, 10 Credits):

When Required Core Courses are specified for a category, they are required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Life & Physical Sciences Course BIO 1100 - Human Anatomy and Physiology I 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Flexible Core (4 Courses, 13 Credits):

When Flexible Core Courses are specified for a category, they are required for the major (Group D and E are satisfied by courses shown.)

D. Individual and Society

- PSY 3200 - Human Growth and Development 3 Credit(s)
- SOC 3100 - Introduction to Sociology 3 Credit(s)

E. Scientific World Designated Course

- BIO 1200 - Human Anatomy and Physiology II 4 Credit(s)
- PSY 1100 - General Psychology 3 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Major Requirements (10 Courses, 43 Credits):

- SCI 2500 - Applied Physical Sciences for Allied Health Careers 3 Credit(s)
- BIO 5100 - Microbiology in Health and Disease 4 Credit(s)
- NUR 1700 - Calculations for Medication Administration 1 Credit(s)
- NUR 1800 - Fundamentals of Nursing 7 Credit(s)
- NUR 2100 - Nursing the III Adult I 9 Credit(s)
- NUR 2000 - Nursing the Emotionally III 4 Credit(s)
- NUR 2200 - Nursing the III Adult II 5 Credit(s)
- NUR 1900 - Family Centered Maternity Nursing 4 Credit(s)
- NUR 2300 - Nursing of Children 5 Credit(s)
- NUR 2400 - Issues In Nursing 1 Credit(s)

Prerequisite Courses:

Students are enrolled as a Liberal Arts major their first and second semesters as they complete the following prerequisite courses. Students must meet specified grades for the courses below and must apply for Pre-Clinical:

- PSY 1100 - General Psychology 3 Credit(s)
- BIO 1100 - Human Anatomy and Physiology I 4 Credit(s)
- BIO 1200 - Human Anatomy and Physiology II 4 Credit(s)

Once Accepted:

Once accepted, Pre-Clinical students are eligible to register for the following course:

- SCI 2500 - Applied Physical Sciences for Allied Health Careers 3 Credit(s)

Test of Essential Academic Skills (TEAS)

Pre-Clinical Students will then take the Test of Essential Academic Skills (TEAS), which will play a role in determining whether they are accepted into the Clinical Nursing Program.

First Semester of Clinical Component

- BIO 1200 - Human Anatomy and Physiology II 4 Credit(s)
- PSY 3200 - Human Growth and Development 3 Credit(s)
- NUR 1700 - Calculations for Medication Administration 1 Credit(s)
- NUR 1800 - Fundamentals of Nursing 7 Credit(s)

Second Semester of Clinical Component

- BIO 5100 - Microbiology in Health and Disease 4 Credit(s)
- NUR 2100 - Nursing the Ill Adult I 9 Credit(s)

Third Semester of Clinical Component

- ENG 2400 - English Composition II 3 Credit(s)
- NUR 2000 - Nursing the Emotionally Ill 4 Credit(s)
- NUR 2200 - Nursing the Ill Adult II 5 Credit(s)

Fourth Semester of Clinical Component

- SOC 3100 - Introduction to Sociology 3 Credit(s)
- NUR 1900 - Family Centered Maternity Nursing 4 Credit(s)
- NUR 2300 - Nursing of Children 5 Credit(s)
- NUR 2400 - Issues In Nursing 1 Credit(s)

Electives:

0 credits sufficient to meet required total of 66 credits

Total Credits: 66

Office Administration and Technology, A.A.S.

HEGIS: 5005.00

PROGRAM CODE: 01052

PROGRAM DIRECTOR: TBD

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you.

Consultation with the Program Advisor is required.

Learning Outcomes:

Upon successful completion of the Office Administration and Technology degree program requirements, graduates will:

1. demonstrate database proficiency
2. identify and perform basic database skills in the creation of a database file
3. use effective software (MS Office 2013) applications, as well as create queries, proofread, and edit a database file
4. manage fields, records, and file electronically and manually
5. sort, arrange, filter, insert into, delete from and print the contents of the database
6. verbally define and describe as well as print the information contained in the database

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

* Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (3 Courses, 9 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. Nine (9) credits with one (1) course from three (3) Groups A to E. Each Course Must be in a Different Discipline

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (7 to 9 Courses, 20 to 22 Credits):

Students with typing skills may be exempt from elementary and/or intermediate courses upon consultation with the Department Advisor. Depending on their keyboarding skills, students must take one of these three keyboarding course sequences:

Students with no (or minimal) keyboarding skills:

Students with **no (or minimal) keyboarding** skills must take the following courses (6 credits):

- TEC 1100 - Computer Keyboarding I 2 Credit(s)
- TEC 1200 - Computer Keyboarding II 2 Credit(s)
- TEC 1300 - Computer Keyboarding III 2 Credit(s)

Students with moderate keyboarding skills:

Students with **moderate keyboarding skills**, with department approval, must take the following courses (6 credits):

- TEC 1300 - Computer Keyboarding III 2 Credit(s)
- TEC 4100 - Intensive Computer Keyboarding II 4 Credit(s)

Students with advanced keyboarding skills:

Students with **advanced keyboarding skills**, with department approval, must take the following course (4 credits):

- TEC 4200 - Intensive Computer Keyboarding III 4 Credit(s)

AND

- TEC 2400 - Organizing the Electronic Office for the Administrative Assistant 3 Credit(s)
- TEC 3400 - Office Administration 3 Credit(s)
- AND
- ADM 3700 - Office Communication Skills 3 Credit(s) **or**
- BA 3300 - Business Communications 3 Credit(s)
- AND
- TEC 2500 - Office Computer Applications I 3 Credit(s) **or**
- BA 6000 - Introduction to Computer Concepts 3 Credit(s)
- AND

- ADM 9229 - Field Experience 3 Credit(s)
- HE 1400 - Critical Issues in Personal Health 1 Credit(s)

Concentrations (5 Courses, 9 Credits):

Select **one (1)** of the following concentrations:

Legal (5 Courses, 15 Credits):

- TEC 2100 - Word/Information Processing I 3 Credit(s)
- TEC 2300 - Electronic Transcription 3 Credit(s)
- TEC 2600 - Office Computer Applications II 3 Credit(s)
- TEC 5000 - Legal Terminology and Law Office Transcription 3 Credit(s)
- BA 1200 - Business Law I 3 Credit(s)

School (6 Courses, 15 Credits):

- ADM 2400 - Office Systems and Procedures 3 Credit(s)
- ADM 5300 - The School Secretary I 2 Credit(s)
- ADM 5400 - The School Secretary II 2 Credit(s)
- ADM 5500 - School Records Management 2 Credit(s)
- TEC 2100 - Word/Information Processing I 3 Credit(s)
- TEC 2600 - Office Computer Applications II 3 Credit(s)

Word/Information Processing (5 Courses, 15 Credits):

- ADM 2400 - Office Systems and Procedures 3 Credit(s)
- TEC 2100 - Word/Information Processing I 3 Credit(s)
- TEC 2300 - Electronic Transcription 3 Credit(s)
- TEC 2600 - Office Computer Applications II 3 Credit(s)
- TEC 5900 - Photodigital Illustration 3 Credit(s)

Medical Word/Information Processing (5 Courses, 16 Credits):

- ADM 2400 - Office Systems and Procedures 3 Credit(s)
- TEC 2100 - Word/Information Processing I 3 Credit(s)
- TEC 2300 - Electronic Transcription 3 Credit(s)
- TEC 6100 - Medical Terminology and Electronic Transcription 4 Credit(s)
- TEC 6200 - Medical Office Computer Applications 3 Credit(s)

Electives:

1 to 4 credits sufficient to meet required total of 60 credits

Total Credits: 60

Physical Therapist Assistant

THE A.A.S. IN PHYSICAL THERAPIST ASSISTANT (PTA) HAS A LIMITED NUMBER OF SEATS AVAILABLE FOR ADMISSION. THE COURSES ARE OFFERED ONCE PER ACADEMIC YEAR.

ALL FIRST-TIME FRESHMAN AND TRANSFER STUDENTS ARE ENROLLED AS LIBERAL ARTS (A.A.) STUDENTS TAKING A SEQUENCE OF COURSES WHICH, ONCE SATISFACTORILY COMPLETED, COULD LEAD TO ENTRANCE INTO THE PHYSICAL THERAPIST ASSISTANT MAJOR.

The mission of the Physical Therapist Assistant program at Kingsborough Community College is to: develop well qualified entry level physical therapist assistants who reflect the ethnic and cultural diversity of the community which the college serves and who function under the supervision of the physical therapist in a variety of physical therapy settings, capable of providing physical therapy treatments as outlined by the physical therapist to the satisfaction of the physical therapist. Further, the mission includes graduating clinicians who meet standards for licensure or registration as a physical therapist assistant in a variety of states. The mission also includes meeting the accreditation standards of the Commission on Accreditation in Physical Therapy Education (CAPTE) for Physical Therapist Assistant Programs.

Minimum Entrance Requirements

A maximum of 24 students are admitted each Spring term.

To be considered for the Physical Therapist Assistant Program, students must pass the CUNY Assessment Tests in Reading, Writing, and Math **and** satisfy all requirements for existing developmental coursework.

Students must apply for admission to the PTA Program by mid-November of the term preceding entry into the program. Applications for the program are available in the Program Director's office, S-128.

Admission Requirements

Minimum overall grade point average of 2.80. Successful completion of the following prerequisite courses: ENG 1200, PSY 1100, MAT 2000, and BIO 1100 for consideration for the program. Courses from other colleges to be applied toward program requirements must have grades submitted for them.

In addition to completing the prerequisite courses, students must complete a minimum of 25 hours of exposure to physical therapy services, provide a letter of recommendation from a physical therapist working in the exposure facility, and submit a writing sample on an assigned topic.

Top candidates are interviewed by a panel of faculty and complete the Health Occupations Aptitude Examination (HOAE).

The admissions process is a competitive process and not all applicants are granted admission to the program. Students interested in the program should contact the Director of the PTA Program, S-128.

Retention Criteria

Criteria for retention in the Physical Therapist Assistant Program mandates that students:

1. within the program must earn a "C" or better in all PTA courses. In addition, students must earn a "C" or better on all comprehensive final practical and written examinations in PTA courses.
2. receiving less than "C" in any PTA course will be prohibited from progressing in the program. The student may apply for readmission the following academic year. Upon readmission the student must repeat the

course. A course may only be repeated once. No more than two required PTA courses can be repeated because of an unsatisfactory initial grade.

3. repeating a course must register for it the next time that course is offered and must demonstrate competency in all prior coursework before progressing in the program.

Practicum Courses

Following the successful completion of the first two terms of the program students will enroll in Practicum courses and will participate as physical therapist assistant students in various physical therapy settings. During the Practicum courses, students will be required to attend the clinic full-time including days, nights and weekend hours, as directed by the facility.

Practicum Requirements

Course Completion:

The student must complete and achieve a grade of "C" in the following courses prior to placement in the first Practicum:

PTA 100, PTA 1000, PTA 200, PTA 2000, PTA 300, PTA 400, PTA 500, BIO 1100 and BIO 1200.

Health Clearance – Malpractice Insurance – CPR Certification

Prior to registration for the first Practicum, students in the Physical Therapist Assistant Program are required to obtain health clearance. The program will supply each student with a standard medical form. Students must submit physician signed evidence of compliance with health requirements regarding annual physical examination, immunization, tuberculosis testing by the second week of the fall session.

All PTA students are required to maintain liability insurance during clinical Practicums. Students must provide valid documentation of this to the Academic Coordinator of Clinical Education (ACCE) in the PTA program prior to registration. Students must also obtain CPR (BLS) certification and provide documentation to the ACCE prior to registration in the first Practicum.

Notes

- a. **Students incur the expenses of purchasing a lab coat and scrubs and may opt to purchase individual protective goggles.**
- b. **The academic requirements in the Physical Therapist Assistant curriculum are demanding and students are cautioned to plan their work schedules and extra-curricular activities with this in mind.**

Licensure

Following completion of all academic requirements graduates must successfully complete the National Physical Therapy Examination (NPTE) for Physical Therapist Assistants.

Physical Therapist Assistant, A.A.S.

HEGIS: 5219.00

PROGRAM CODE: 88328

PROGRAM DIRECTOR: Dr. Michael Mattia

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Physical Therapist Assistant degree program requirements, graduates will:

1. demonstrate PTA entry-level skills that are applicable to a variety of patient care settings
2. demonstrate an awareness and commitment to patient dignity as well as social responsibility, citizenship, and advocacy
3. recognize individual and cultural differences and respond appropriately in all aspects of physical therapy services
4. demonstrate competence in implementing and adjusting selected components of interventions identified in the plan of care
5. adjust interventions within the plan of care and report this and any changes in patient's status
6. recognize when intervention should not be provided due to changes in the patient's status and respond appropriately
7. demonstrate competency in performing components of data collection skills essential for carrying out the plan of care
8. recognize when the direction to perform an intervention is beyond that which is appropriate
9. communicate with the patient, the physical therapist, health care delivery personnel, and others
10. communicate an understanding of the plan of care developed by a physical therapist to achieve short and long term goals
11. demonstrate sensitivity to patients' non-verbal behavior as it relates to their reaction to treatment services provided
12. complete thorough, accurate, logical, concise, timely, and legible documentation
13. demonstrate competency in the use of information technology
14. participate in administrative functions within a physical therapy service
15. participate in discharge planning and follow-up as directed by the supervising physical therapist

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 13 Credits):

When Required Core Courses are specified for a category, they are required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course MAT 2000 - Elements of Statistics 3 Credit(s)
- Life & Physical Sciences Course BIO 1100 - Human Anatomy and Physiology I 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Flexible Core (3 Courses, 10 Credits):

When Flexible Core Courses are specified for a category, they are required for the major. Group C and E are satisfied by the courses shown.

C. Creative Expression Designated Course

- SPE 2100 - Effective Public Speaking 3 Credit(s)

E. Scientific World Designated Course

- PSY 1100 - General Psychology 3 Credit(s)
- BIO 1200 - Human Anatomy and Physiology II 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Major Requirements (12 Courses, 44 Credits):

- PTA 100 - Foundations of Physical Therapy I 3 Credit(s)
- PTA 200 - Kinesiology and Applied Anatomy 4 Credit(s)
- PTA 300 - Foundations of Physical Therapy II 3 Credit(s)
- PTA 400 - Modalities and Procedures I 5 Credit(s)
- PTA 500 - Therapeutic Exercise 5 Credit(s)
- PTA 600 - Clinical Practicum I 3 Credit(s)
- PTA 700 - Modalities and Procedures II 4 Credit(s)
- PTA 800 - Selected Topics in Physical Therapy 5 Credit(s)
- PTA 900 - Clinical Practicum II 3 Credit(s)
- PTA 1000 - Introduction to Physical Therapy 3 Credit(s)
- PTA 2000 - Pathology 3 Credit(s)
- PTA 2500 - Interactions in the Clinic 3 Credit(s)

Electives:

1 credit sufficient to meet required total of 68 credits

Total Credits: 68

Polysomnographic Technology

ALL FIRST-TIME FRESHMAN AND TRANSFER STUDENTS ARE ENROLLED AS LIBERAL ARTS (A.A.) STUDENTS. ONCE STUDENTS SATISFACTORILY COMPLETE A SEQUENCE OF COURSES THEY WILL BE CONSIDERED INTO THE POLYSOMNOGRAPHIC TECHNOLOGY MAJOR.

Retention Criteria

Criteria for retention in the Polysomnographic Technology Program mandates that students:

1. Receive no more than two grades below "C" in any of the general education Prerequisite courses.
2. Earn a minimum of "C" in all Polysomnographic Technology (PSG) courses.
3. Earning less than a "C" grade in a PSG course may repeat the course ONE TIME (subject to space availability) and must earn at least a grade of "C" in the repeated course.
4. Earning a grade of less than "C" in any repeated PSG course will be dismissed from the Polysomnographic Technology Program.

Any student who has not attended PSG courses for two or more consecutive semesters cannot be readmitted into the Polysomnographic Technology Program unless qualifying examinations have been passed in sequential order of the course previously completed. These qualifying examinations can be repeated only once. In addition, the student must demonstrate clinical competency by passing a clinical practical examination prior to returning to any of the clinical courses.

Malpractice Insurance – Health Clearance – CPR Certification – Criminal Background Checks

Prior to registration, students entering Polysomnographic Technology courses in which there are laboratory experiences in hospitals and other health agencies, are required to have malpractice insurance, health clearance and a CPR (BLS) certificate and a criminal background check. The insurance policy, CPR (BLS) certificate, and health clearance must be satisfactory for the entire semester. Information on CPR Certification is available in the Nursing Department Office. Information on health requirements is available from the Health Services Office , A-108. CUNY is now providing Polysomnographic Technology students with malpractice insurance thus it is no longer necessary to purchase individual policies.

Polysomnographic Technology, A.A.S.

HEGIS: 5299.00

PROGRAM CODE: 36624

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Polysomnographic Technology degree program requirements, graduates will:

1. demonstrate the knowledge and skills required to work in accredited sleep laboratories throughout the country
2. be qualified to become licensed polysomnographic technicians in New York State

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 13 Credits):

When Required Core Courses are specified for a category, they are required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course MAT 2000 - Elements of Statistics 3 Credit(s)
- Life & Physical Sciences Course BIO 1100 - Human Anatomy and Physiology I 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Flexible Core (4 Courses, 13 Credits):

When Flexible Core Courses are specified for a category, they are required for the major. Group D and E are satisfied by the courses shown.

D. Individual and Society Designated Course:

- PHI 7600 - Ethics and Morality in the Health Professions 3 Credit(s)

E. Scientific World Designated Courses:

- BIO 1200 - Human Anatomy and Physiology II 4 Credit(s)
- MAT 900 - College Algebra 3 Credit(s)
- PSY 1100 - General Psychology 3 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Major Requirements (9 Courses, 34 Credits):

- PSG 100 - The Science of Sleep and Circadian Rhythms 3 Credit(s)
- PSG 101 - Neuroscience and Pharmacology in Sleep 4 Credit(s)
- PSG 102 - Foundations Of Polysomnography I 3 Credit(s)
- PSG 103 - Clinical Practicum in Sleep Medicine I 6 Credit(s)
- PSG 104 - Foundations of Polysomnography II 3 Credit(s)
- PSG 105 - Clinical Polysomnographic Scoring 3 Credit(s)
- PSG 106 - Classification of Sleep Disorders 3 Credit(s)
- PSG 107 - Cardiopulmonary Physiology in Sleep 3 Credit(s)
- PSG 108 - Clinical Practicum in Sleep Medicine II 6 Credit(s)

Electives:

0 credits sufficient to meet required total of 60 credits

Total Credits: 60

Retail Merchandising, A.A.S.

HEGIS: 5004.00

PROGRAM CODE: 85381

PROGRAM DIRECTOR: Prof. Jacqueline Scerbinski

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Retail Merchandising degree program requirements, graduates will:

1. demonstrate a level of mathematical and computer skills appropriate for employment in the retail industry
2. evaluate and select marketing and retailing strategies
3. apply basic accounting theory and practice to a service or retail setting
4. explain the impact, roles, skills, responsibilities, and accountability of supervisors in managing an organization
5. understand the basic theory and practice of retail management and merchandising
6. apply principles of retail buying to plan, select and control merchandise

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

* Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (3 Courses, 9 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. Select one (1) course from three (3) Groups A to E for a total of nine (9) credits. Each Course Must be in a Different Discipline

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (9 Courses, 25 Credits):

- BA 1100 - Fundamentals of Business 3 Credit(s)
- BA 1200 - Business Law I 3 Credit(s)
- BA 1400 - Principles of Marketing 3 Credit(s)
- BA 6000 - Introduction to Computer Concepts 3 Credit(s)
- RM 3100 - Elements of Retail Management 3 Credit(s)
- RM 3300 - Salesmanship 3 Credit(s)
- RM 3400 - Merchandising Planning and Control 3 Credit(s)
- RM 9229 - Field Experience in Retail Merchandising 3 Credit(s)
- HE 1400 - Critical Issues in Personal Health 1 Credit(s)

Concentrations (3 to 4 Courses, 10 to 12 Credits):

Select **one (1)** of the following concentrations:

Fashion Merchandising (4 Courses, 12 Credits):

- FM 3200 - Product Development 3 Credit(s)
- FM 3500 - Textile and Non-Textile Analysis 3 Credit(s)
- FM 3700 - Fashion Merchandising 3 Credit(s)
- FM 3900 - Fashion Sales Promotion 3 Credit(s)

Marketing Management (3 Courses, 10 Credits):

- ACC 1100 - Fundamentals of Accounting I 4 Credit(s)
- BA 5200 - Advertising: Theory and Practice 3 Credit(s)
- RM 3000 - Consumer Behavior 3 Credit(s)

Electives:

2 to 4 credits sufficient to meet required total of 60 credits

Total Credits: 60

Surgical Technology

THE A.A.S. IN SURGICAL TECHNOLOGY HAS A LIMITED NUMBER OF SEATS AVAILABLE FOR ADMISSION. THE COURSES ARE OFFERED ONCE PER ACADEMIC YEAR.

ALL FIRST-TIME FRESHMAN AND TRANSFER STUDENTS ARE ENROLLED AS LIBERAL ARTS (A.A.) STUDENTS TAKING A SEQUENCE OF COURSES WHICH, ONCE SATISFACTORILY COMPLETED, COULD LEAD TO ENTRANCE INTO THE SURGICAL TECHNOLOGY MAJOR.

The Surgical Technology Program provides the professional skills required for a career in health care. The program introduces the student to the theory and practice of Surgical Technology and Perioperative practice in the classroom, laboratory and actual clinical setting. Students are prepared to function as a professional member of the surgical team by demonstrating knowledge of aseptic techniques, surgical procedures and instrumentation. The learning environment for students facilitates the development of knowledge, skills and values for professional development. The students garner sufficient background to be able to assimilate the policies and procedures of any health care institution consistent with their scope of practice in New York State. Upon completion of the program, graduates are eligible to take the certification examination offered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA).

Career Opportunities

Surgical Technologists are crucial members of the surgical team. They are employed in hospital operating rooms, delivery rooms, cast rooms, ambulatory care units and central supply departments. They serve in clinics, ophthalmologists', physicians' and dentists' offices. With a broad educational background combined with the specialized focus they possess, Surgical Technologists function very well in diverse areas such as medical sales, product development and research, laser technology and bio-medical engineering.

Minimum Entrance Requirements

To be considered for the Surgical Technology Program, students must pass the CUNY Assessment Tests in Reading, Writing, and Math **and** satisfy all requirements for existing developmental coursework.

The student must achieve a minimum grade of "C" in BIO 1100 and ENG 1200 for consideration for the program. Courses from other colleges to be applied toward program requirements must have grades submitted for them.

In order to apply for the Surgical Technology program, the student must obtain a Change of Curriculum form at the Office of the Registrar, A-101, meet with a counselor to discuss your academic performance and obtain the counselor's signature on the form. After obtaining your counselor's signature, you must obtain the signature of the chairperson or designee of the department of your current curriculum. Finally, the completed form must be submitted to the Nursing Department Office, M-401, where you will be instructed to meet with the Program Director during office hours.

After final grades have been recorded for the semester in which you submit a Change of Curriculum Form, your request is reviewed by the Nursing Department. Despite submission of the Change of Curriculum Form to the Nursing Department, the Registrar will not be informed of any change in curriculum status until the end of the fall semester, after prospective applicants have completed all entrance requirements and have met with the Program Director. The Registrar will notify students of the effected change, and the Program Director will send a letter of acceptance or denial in January before the start of the spring semester. Due to limited clinical site availability, enrollment in the Program is limited. Therefore, completion of the pre-requisite courses with a minimum grade of "C" is not a guarantee of admission into the Surgical Technology Program.

Retention Criteria

Criteria for retention in the Surgical Technology Program mandates that students:

1. Receive no more than two grades below "C" in any of the pre- or corequisite courses with the exclusion of ENG 1200 and BIO 1100 which must be with a minimum grade of "C."
2. Earn a minimum of "C" in all Surgical Technology courses.
3. Students earning less than a "C" grade in a Surgical Technology course may repeat the course one time (subject to space availability). The minimum grade for courses that are repeated is a "B."
4. A second earned grade of less than "C" in any Surgical Technology course will result in dismissal from the Program.

Any student who has not attended surgical technology courses for two or more consecutive semesters cannot be readmitted into the Surgical Technology Program unless qualifying examinations have been passed in sequential order in the courses previously completed. In accordance with the retention criteria of the Nursing Department, these examinations can be repeated only once. In addition, the student must demonstrate clinical competency by passing a Clinical Practicum examination prior to returning to any of the clinical courses.

Practicum Courses

Following the successful completion of the first semester of the program, students will enroll in Practicum Courses and will participate in actual surgical procedures in the operating rooms at various clinical agencies.

Practicum Requirements

Course Completion:

The student must complete and achieve a grade of "C" in the following courses prior to placement in the first practicum:

ENG 1200
BIO 1100
ST 100
ST 200

Malpractice Insurance – Health Clearance – CPR Certification – Criminal Background Checks

Prior to registration, students entering Surgical Technology courses in which there are laboratory experiences in hospitals and other health agencies, are required to have malpractice insurance, health clearance and a CPR (BLS) certificate and a criminal background check. The insurance policy, CPR (BLS) certificate, and health clearance must be satisfactory for the entire semester. Information on CPR Certification is available in the Nursing Department Office. Information on health requirements is available from the Health Services Office , A-108. CUNY is now providing Surgical Technology students with malpractice insurance thus it is no longer necessary to purchase individual policies.

Notes:

- a. **Information on obtaining CPR (BLS) certification and malpractice insurance is available in the Nursing Department Office (M-401).**
- b. **Students incur the expenses of purchasing a lab coat and KCC patch and may opt to purchase individual protective goggles.**
- c. **The academic requirements in the Surgical Technology curriculum are demanding and students are cautioned to plan their work schedules and extra-curricular activities with this in mind.**

Surgical Technology, A.A.S.

HEGIS: 5211.00

PROGRAM CODE: 29509

PROGRAM DIRECTOR: Prof. Richard Fruscione

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Surgical Technology degree program requirements, graduates will:

1. correlate the knowledge of medical terminology, surgical procedures, and anatomy and physiology to the student's role as a surgical technologist and recognize their relationship to safe patient care
2. understand the principles of safe patient care in the preoperative, intraoperative, and postoperative surgical settings
3. develop and apply fundamental surgical technology skills through practice and evaluation in the laboratory and clinical settings
4. accurately apply the principles of asepsis across the spectrum of common surgical experiences
5. recognize the variety of a patient's needs and the impact of their personal, physical, emotional, and cultural experiences
6. demonstrate professional responsibility in performance, attitude, and personal conduct in the classroom and clinical setting

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 13 Credits):

When Required Core Courses are specified for a category, they are required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s)
- Life & Physical Sciences Course BIO 1100 - Human Anatomy and Physiology I 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Flexible Core (3 Courses, 10 Credits):

When Flexible Core Courses are specified for a category, they are required for the major.

Two (2) courses for a total of **six (6)** credits from Groups A to D, selected from these disciplines, Anthropology, Economics, History, Political Science, Psychology, or Sociology, with **one (1) course per discipline** (Group E is satisfied by the course shown):

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course

- BIO 1200 - Human Anatomy and Physiology II 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Major Requirements (13 Courses, 39 Credits):

- BIO 5100 - Microbiology in Health and Disease 4 Credit(s)
- PHI 7600 - Ethics and Morality in the Health Professions 3 Credit(s)
- ST 100 - Surgical Technology I 3 Credit(s)
- ST 200 - Surgical Technology II 2 Credit(s)
- ST 300 - Surgical Technology III 4 Credit(s)
- ST 3P00 - Practicum I 2 Credit(s)
- ST 400 - Surgical Procedures 3 Credit(s)
- ST 4P00 - Practicum II 2 Credit(s)
- ST 500 - Advanced Surgical Procedures 4 Credit(s)
- ST 5P00 - Practicum III 3 Credit(s)
- ST 600 - Professional Strategies for the Surgical Technologist 3 Credit(s)
- ST 6P00 - Practicum IV 3 Credit(s)
- ST 4500 - Surgical Pharmacology 3 Credit(s)

Electives:

2 credits sufficient to meet required total of 64 credits

Total Credits: 64

Tourism and Hospitality, A.A.S.

HEGIS: 5011.10

PROGRAM CODE: 81183

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Tourism and Hospitality degree program requirements, graduates will:

1. demonstrate a current knowledge of products and services offered by various segments of the tourism/hospitality industry
2. explain how tourism/hospitality products and services are distributed, marketed, and sold
3. recognize the importance of service in the tourism/hospitality
4. demonstrate a knowledge of destinations (culture, history, geography, food, attractions, etc.)
5. properly apply the specialized vocabulary used by industry professionals
6. use technology related to business and the tourism/hospitality industry
7. discuss their knowledge of processes and systems used in various segments of the industry
8. explain the relationship of the industry to regulators, government, certifying agencies, and professional organizations
9. identify careers and entrepreneurial opportunities in tourism/hospitality
10. develop skills in reading, writing, communication, computation, research, analysis and entrepreneurship

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

* Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (3 Courses, 9 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. Select **one (1)** course from **three (3)** Groups A to E for a total of **nine (9)** credits. **Each Course Must be in a Different Discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (9 Courses, 27 Credits):

- TAH 100 - Introduction to Tourism and Hospitality 3 Credit(s)
- TAH 500 - Labor Relations and Customer Service Practices 3 Credit(s)
- TAH 1800 - Case Studies in Tourism and Hospitality 3 Credit(s)
- TAH 1900 - The Business of Tourism & Hospitality 3 Credit(s)
- TAH 2500 - Tourism and Hospitality Marketing 3 Credit(s)
- TAH 3000 - TAH Financial Decision-Making 3 Credit(s)
- TAH 9096 - The Virtual Enterprise 3 Credit(s)
- TAH 9250 - Field Experience in Tourism and Hospitality 3 Credit(s)
- BA 6000 - Introduction to Computer Concepts 3 Credit(s)

Concentrations (4 Courses, 12 Credits):

Select **one (1)** of the following concentrations:

Tourism (4 Courses, 12 Credits):

- TAH 1700 - Tourism Technology 3 Credit(s)

Select three (3) courses from the following (9 credits):

- TAH 200 - Destination Geography 3 Credit(s)
- TAH 1500 - Cruises and Specialty Markets 3 Credit(s)
- TAH 6500 - Airport and Aviation Security and Management 3 Credit(s)
- TAH 6600 - Cruise Line Marketing and Sales 3 Credit(s)

Hotel Management (4 Courses, 12 Credits):

- TAH 2200 - Front Office Operations 3 Credit(s)
- TAH 4100 - Meeting and Convention Management 3 Credit(s)
- TAH 5200 - Hotel Property Management Systems 3 Credit(s)
- TAH 5500 - Housekeeping Management 3 Credit(s)

Sports Management (4 Courses, 12 Credits):

- TAH 700 - Introduction to Sports Management 3 Credit(s)
- TAH 4600 - Facilities Planning in Sports 3 Credit(s)
- RPE 1100 - Introduction to Recreation 3 Credit(s)
- RPE 4000 - Sport and American Society 3 Credit(s)

Food and Beverage Management (4 Courses, 12 Credits):

- CA 990 - Culinary Concepts 3 Credit(s)
- TAH 7100 - Introduction to Professional Food Service 3 Credit(s)
- CA 5000 - Food and Beverage Cost Control 3 Credit(s)
- CA 6000 - Beverage Management 3 Credit(s)

Electives:

0 credits sufficient to meet required total of 60 credits

Total Credits: 60

Website Development and Administration, A.A.S.

HEGIS: 5104.00

PROGRAM CODE: 27756

PROGRAM DIRECTOR: TBD

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Office Administration and Technology degree program requirements, graduates will:

1. plan, design, create, and publish a website
2. build e-commerce websites with appropriate security
3. format web pages and arrange elements
4. manage an efficient website
5. add multimedia to web pages
6. link web pages
7. analyze websites critically
8. organize and redesign websites that are meaningful, logistical, attractive, and functional to the user
9. identify the laws that govern e-commerce activities as well as the different types of online payment options
10. register website with search engines

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

* Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (3 Courses, 9 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. Select one (1) course from three (3) Groups A to E for a total of nine (9) credits. Each Course Must be in a Different Discipline

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (13 Courses, 38 Credits):

- ADM 2500 - E-Business Technologies 3 Credit(s)
- AND
- ADM 3700 - Office Communication Skills 3 Credit(s) **or**
- BA 3300 - Business Communications 3 Credit(s)
- AND
- BA 1200 - Business Law I 3 Credit(s)
- CIS 2200 - HTML Authoring and Javascript 4 Credit(s)
- TEC 2500 - Office Computer Applications I 3 Credit(s)
- TEC 5100 - Adobe Flash for Website Development 3 Credit(s)
- TEC 5300 - Website Technology I 3 Credit(s)
- TEC 5400 - Website Technology II 3 Credit(s)
- TEC 5500 - Website Technology III 3 Credit(s)
- TEC 5700 - The Computer as a Design Tool 3 Credit(s)
- TEC 5800 - Basic Desktop Publishing 3 Credit(s)
- TEC 5900 - Photodigital Illustration 3 Credit(s)
- HE 1400 - Critical Issues in Personal Health 1 Credit(s)

Electives:

1 credit sufficient to meet required total of 60 credits

Total Credits: 60

Associate in Science

The courses offered in these programs provide sound foundations in those specialties as well as in the essential liberal arts. They were designed to permit students the opportunity for exploration with specialization in their major field. The Kingsborough Associate in Science degree will serve as a foundation for transfer to a four-year professional college or for accepting a position in the chosen field.

The A.S. in Science for Forensics is a joint program with John Jay College of Criminal Justice and part of the CUNY Justice Academy.

Accounting, A.S.

HEGIS: 5002.00

PROGRAM CODE: 01045

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the College Catalog for the year you started the major as a matriculant for the curriculum requirements that apply to you.

Consultation with the Program Advisor is required.

Learning Outcomes:

Upon successful completion of the Accounting degree program requirements, graduates will:

1. explain the meaning of generally accepted accounting principles (GAAP)
2. prepare and interpret the following financial statement: statement of stockholder's equity
3. prepare journal entries
4. distinguish between financial, managerial and cost accounting
5. identify current federal income tax laws and regulations
6. identify the major economic systems and identify the ways to measure economic performance
7. describe the differences in the major business ownership formats, including e-business
8. explain how civil law applies to two primary aspects of private enterprise: the laws of contracts and torts
9. perform tasks using Microsoft Office (Word, Excel, PowerPoint and Access)
10. explain the function of financial markets and financial intermediaries in the economy
11. explain the concept of time value of money
12. apply financial information to managerial decision-making

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core Courses are specified for a category they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
Suggested:
 - MAT 2200 - Business Statistics 4 Credit(s) **or**
 - BA 2200 - Business Statistics 4 Credit(s)
 - Life & Physical Sciences Course 3 Credit(s) *

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (6 Courses, 18 Credits):

When Flexible Core Courses are specified for a category they are strongly suggested and/or required for the major. One course from each Group A to E. **and** one (1) additional course from any Group. **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course

- ECO 1200 - Macroeconomics 3 Credit(s)
- ECO 1300 - Microeconomics 3 Credit(s)

- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (9 to 11 Courses, 29 to 35 Credits):

- ACC 1100 - Fundamentals of Accounting I 4 Credit(s)
- ACC 1200 - Fundamentals of Accounting II 4 Credit(s)
- ACC 2100 - Intermediate Accounting I 3 Credit(s)
- ACC 2200 - Intermediate Accounting II 3 Credit(s)
- BA 1100 - Fundamentals of Business 3 Credit(s)
- BA 1200 - Business Law I 3 Credit(s)
- BA 6000 - Introduction to Computer Concepts 3 Credit(s)
- ECO 1200 - Macroeconomics 3 Credit(s)
- ECO 1300 - Microeconomics 3 Credit(s)

Pathways Flexible Core

IF ECO 1200 OR ECO 1300 is taken to satisfy Pathways Flexible Core, THEN choose one (1) of the following courses. IF BOTH ECO 1200 and ECO 1300 are taken to satisfy Pathways Flexible Core, then choose two (2) of the following courses:

- BA 1300 - Business Law II 3 Credit(s) **or**
- BA 6100 - Spreadsheet Applications in Business 3 Credit(s) **or**
- ECO 1400 - Money and Banking 3 Credit(s) **or**
- ACC 3100 - Cost Accounting 4 Credit(s) ** **or**
- ACC 6000 - Microcomputer Accounting Applications 3 Credit(s)

Electives:

1 credit sufficient to meet required total of 60 credits

Notes:

***This is a 4-credit course. For Financial Aid, TAP will count 3 credits towards your degree requirements. Additional credit(s) will go towards electives, if available. Consultation with a program advisor to address financial aid and academic planning is **highly recommended**.

Total Credits: 60

Biology, A.S.

HEGIS: 5604.00

PROGRAM CODE: 01039

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you.

Consultation with the Program Advisor is required.

Learning Outcomes:

Upon successful completion of the Biology degree program requirements, graduates will:

1. identify and apply the methods and process of life science
2. demonstrate proficiency in quantitative reasoning as it relates to life science data
3. demonstrate an understanding of evolution
4. demonstrate an understanding of the relationship between structure and function
5. demonstrate an understanding of genetics
6. demonstrate an understanding of the pathways of energy and matter that maintain a particular environment
7. demonstrate an understanding of the levels of biological organization and the interactions among these levels

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 14 Credits):

When Required Core Courses are specified for a category, they are required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course MAT 1400 - Analytic Geometry and Pre-Calculus Mathematics 4 Credit(s)
- Life & Physical Sciences Course BIO 1300 - General Biology I 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Flexible Core (6 Courses, 20 Credits):

When Flexible Core Courses are specified for a category, they are required for the major. One course from each Group A to D (Group E is satisfied by the courses shown.). **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course

- BIO 1400 - General Biology II 4 Credit(s)
- CHM 1100 - General Chemistry I 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Major Requirements (2 Courses, 7 to 8 Credits):

- CHM 1200 - General Chemistry II 4 Credit(s)
- AND
- CP 1100 - Introduction to Computers and Computer Applications 4 Credit(s) **or**
- BIO 6000 - Computer Applications in Bioinformatics 3 Credit(s) **or**
- CIS 6000 - Computer Applications in Bioinformatics 3 Credit(s)

Concentrations (2 Courses, 8 Credits):

Select **one (1)** of the following concentrations:

Biology Transfer (2 Courses, 8 Credits):

Select **two (2)** of the following Biology Laboratory courses:

- BIO 2100 - Comparative Anatomy 4 Credit(s) **or**
- BIO 2200 - Developmental Biology 4 Credit(s) **or**
- BIO 5000 - General Microbiology 4 Credit(s) **or**
- BIO 5200 - Marine Biology 4 Credit(s) **or**
- BIO 5300 - Ecology 4 Credit(s) **or**
- BIO 5800 - Recombinant DNA Technology 4 Credit(s) **or**
- BIO 5900 - Genetics 4 Credit(s) **or**
- BIO 6500 - Molecular and Cellular Biology 4 Credit(s)

Allied Health Transfer (2 Courses, 8 Credits):

- BIO 1100 - Human Anatomy and Physiology I 4 Credit(s)
- BIO 1200 - Human Anatomy and Physiology II 4 Credit(s)

Electives:

10 to 11 credits sufficient to meet required total of 60 credits

Allied Health Transfer Option, Suggested Elective:

- BIO 9100 - Biostatistics 4 Credit(s) **or**
- MAT 9100 - Biostatistics 4 Credit(s)

Transfer to a Physician Assistant Program, Suggested Elective:

- BIO 5100 - Microbiology in Health and Disease 4 Credit(s)

Total Credits: 60

Biotechnology, A.S.

HEGIS: 5407.00

PROGRAM CODE: 33154/33155

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the College Catalog for the year you started the major as a matriculant for the curriculum requirements that apply to you.

Consultation with the Program Advisor is required.

Learning Outcomes:

Upon successful completion of the Biotechnology degree program requirements, graduates will:

1. demonstrate an understanding of the central themes and principles of biotechnology
2. identify biotechnology problems and solve them using scientific thinking
3. demonstrate the ability to perform the laboratory procedures and techniques commonly used in biotechnology
4. analyze scientific data, draw conclusions, and present findings in a format commonly used in science
5. apply the principles of bioinformatics and statistics to data sets
6. identify and analyze the ethical, legal and sociological issues associated with advances in biotechnology

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 13 Credits):

When Required Core Courses are specified for a category, they are required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course MAT 900 - College Algebra 3 Credit(s)
- Life & Physical Sciences Course BIO 1300 - General Biology I 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Flexible Core (6 Courses, 20 Credits):

When Flexible Core Courses are specified for a category, they are required for the major. One course from each Group A to D (Group E is satisfied by the courses shown.). **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated CourseS

- BIO 9100 - Biostatistics 4 Credit(s) **or**
- MAT 9100 - Biostatistics 4 Credit(s)
- AND**
- BIO 1400 - General Biology II 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Major Requirements (6 Courses, 23 Credits):

- BIO 5000 - General Microbiology 4 Credit(s) **or**
- BIO 5900 - Genetics 4 Credit(s)
- AND**
- BIO 5800 - Recombinant DNA Technology 4 Credit(s) **or**
- BIO 5700 - Biotechnology: Cell Culture and Cloning 4 Credit(s)
- AND**
- BIO 6500 - Molecular and Cellular Biology 4 Credit(s)
- CHM 1100 - General Chemistry I 4 Credit(s)
- CHM 1200 - General Chemistry II 4 Credit(s)
- AND**
- BIO 6000 - Computer Applications in Bioinformatics 3 Credit(s) **or**
- CIS 6000 - Computer Applications in Bioinformatics 3 Credit(s)

Electives:

4 credits sufficient to meet required total of 60 credits

Total Credits: 60

Business Administration, A.S.

HEGIS: 5004.00

PROGRAM CODE: 01050

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Business Administration degree program requirements, graduates will:

1. explain the fundamental concepts and techniques to account for business transactions
2. prepare and interpret financial statements
3. identify the major economic systems and identify the ways to measure economic performance
4. explain how civil law applies to two primary aspects of private enterprise: the laws of contracts and torts
5. explain the interrelationship between productivity and organizational variables
6. describe the techniques of effective advertising
7. identify and apply the elements of the marketing mix and their relationship to environmental variables
8. describe the differences in the major business ownership formats, including e-business
9. perform tasks using Microsoft Office (Word, Excel, PowerPoint and Access)
10. distinguish between the roles and responsibilities between employers and employees in the workplace
11. explain the function of financial markets and financial intermediaries in the economy
12. apply the techniques of business communication including written presentations
13. explain the function of financial markets and financial intermediaries in the economy

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Suggested:*
- MAT 2200 - Business Statistics 4 Credit(s) ** **or**
- BA 2200 - Business Statistics 4 Credit(s) **
- Life & Physical Sciences Course 3 Credit(s) *

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective

Flexible Core (6 Courses, 18 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One course from each Group A to E. **and** one (1) additional course from any group. **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course

- ECO 1200 - Macroeconomics 3 Credit(s)
- ECO 1300 - Microeconomics 3 Credit(s)

- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (9 to 11 Courses, 29 to 35 Credits):

- ACC 1100 - Fundamentals of Accounting I 4 Credit(s)
- ACC 1200 - Fundamentals of Accounting II 4 Credit(s)
- BA 1100 - Fundamentals of Business 3 Credit(s)
- BA 1200 - Business Law I 3 Credit(s)
- BA 1400 - Principles of Marketing 3 Credit(s)
- BA 3100 - Organizational Behavior and Management 3 Credit(s)
- BA 6000 - Introduction to Computer Concepts 3 Credit(s)
- ECO 1200 - Macroeconomics 3 Credit(s)
- ECO 1300 - Microeconomics 3 Credit(s)

Pathways Flexible Core

IF ECO 1200 or ECO 1300 is taken to satisfy Pathways Flexible Core, THEN choose one (1) of the following courses.
IF BOTH ECO 1200 and ECO 1300 are taken to satisfy Pathways Flexible Core, then choose two (2) of the following courses:

- BA 1300 - Business Law II 3 Credit(s) **or**
- BA 6100 - Spreadsheet Applications in Business 3 Credit(s) **or**
- ECO 1400 - Money and Banking 3 Credit(s) **or**
- TAH 500 - Labor Relations and Customer Service Practices 3 Credit(s) +

Electives:

1 credit sufficient to meet required total of 60 credits

Notes:

+ Students interested in pursuing careers in Customer Service should take this course. ** This is a 4-credit course. For Financial Aid, TAP will count 3 credits towards your degree requirements. Additional credit(s) will go towards electives, if available. Consultation with a program advisor to address financial aid and academic planning is **highly recommended**.

Total Credits: 60

Chemical Dependency Counseling, A.S.

HEGIS: 5506.00

PROGRAM CODE: 33508

PROGRAM DIRECTOR: Prof. Monica Joseph

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Chemical Dependency degree program requirements, graduates will:

1. understand fundamental concepts specific to chemical dependency that encompass historical, political, social and legal factors
2. examine the biopsychosocial nature of addiction as it pertains to the individual, families, communities, and societies
3. adopt critical thinking approaches to attitudes, values, and the ethical and legal aspects of clinical practice
4. understand risk and protective factors for individuals, families, and communities
5. apply critical assessments to evidence-based practices, available treatment modalities, and theoretical approaches
6. develop competency-based skills in intervening with chemically-involved individuals, families and special populations
7. develop a multicultural perspective through the attainment of cultural competency strategies and skills
8. demonstrate preparation for entry into professional practice through successful internship experiences

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core Courses are specified for a category they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

* Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (6 Courses, 18 Credits):

When Required Core Courses are specified for a category they are strongly suggested and/or required for the major. One course from each Group A to E. **and** one (1) additional course from any group. **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course

- PSY 3600 - Abnormal Psychology 3 Credit(s)

E. Scientific World Designated Course*

- Suggested: PSY 1100 - General Psychology 3 Credit(s)

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (10 Courses, 29 to 30 Credits):

- PSY 3600 - Abnormal Psychology 3 Credit(s)
- SAC 2000 - Introduction to Alcoholism and Substance Abuse Counseling 3 Credit(s)
- SAC 2200 - Counseling Techniques In Substance Abuse Field I 3 Credit(s)
- SAC 2400 - Counseling Techniques in the Substance Abuse Field II 3 Credit(s)
- SAC 2600 - Confidentiality, Ethics and the Counselor/Client Relationship in Substance Abuse Counseling 3 Credit(s)
- SAC 2800 - Approaches to Treatment: Varieties of Alcoholism and Substance Abuse Modalities 3 Credit(s)
- **AND**
- SAC 3000 - Compulsive Gambling: Treatment and Prevention for Substance Abuse Counselors 4 Credit(s) **or**
- SAC 3200 - Addiction and the Family 3 Credit(s)
- **AND**
- SAC 091A - Substance Abuse Counseling - Field Internship I 4 Credit(s)
- SAC 091B - Substance Abuse Counseling - Field Internship II 3 Credit(s)
- HE 1400 - Critical Issues in Personal Health 1 Credit(s)

Electives:

0 to 4 credits sufficient to meet required total of 60 credits

Total Credits: 60

Chemistry, A.S.

HEGIS: 5619.00

PROGRAM CODE: 01043

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Chemistry degree program requirements, graduates will:

1. employ mathematics, science, and computing techniques to support the study and solution of chemistry problems
2. understand the principles and methods of chemistry and how these are applied to the solution of chemical problems
3. demonstrate practical skills in modern laboratory techniques, methods, instrumentation, and data analysis
4. communicate clearly their understandings of chemistry and of their specific activity in the field orally and in writing
5. understand the importance of professional and ethical responsibilities of chemists
6. recognize environmental constraints and safety issues in chemistry
7. exhibit good teamwork skills and serve as effective members of teams
8. be prepared for a lifetime of continuing education

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 14 Credits):

When Required Core Courses are specified for a category, they are required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) MAT 1500 - Calculus I 4 Credit(s)
- Life & Physical Sciences Course 3 Credit(s) CHM 1100 - General Chemistry I 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Flexible Core (6 Courses, 20 Credits):

When Flexible Core Courses are specified for a category, they are required for the major. One course from each Group A to D (Group E is satisfied by the courses show.). **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated CourseS

- MAT 1600 - Calculus II 4 Credit(s)
- CHM 1200 - General Chemistry II 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Major Requirements (4 Courses, 18 Credits):

- CHM 3100 - Organic Chemistry I 5 Credit(s)
- CHM 3200 - Organic Chemistry II 5 Credit(s)
- PHY 1300 - Advanced General Physics I 4 Credit(s)
- PHY 1400 - Advanced General Physics II 4 Credit(s)

Electives:

8 credits sufficient to meet required total of 60 credits

Total Credits: 60

Community Health, A.S.

HEGIS: 5299.00

PROGRAM CODE: 86489

PROGRAM CO-DIRECTORS: Dr. Jose Nanin and Dr. Silvea Thomas

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Community Health degree program requirements, graduates will:

1. identify individual and community level needs for health promotion and disease
2. use population data and research methods to describe distributions and determinants of health disparities
3. describe how to plan, implement and administer community health interventions
4. explain how to advocate for effective community health initiatives at the local, state and federal levels
5. incorporate cultural competence within health promotion and disease prevention initiatives
6. analyze the psychosocial, economic, political, and professional factors that impact health services

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core Courses are specified for a category they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (6 Courses, 18 Credits):

When Flexible Core Courses are specified for a category they are strongly suggested and/or required for the major. One course from each Group A to E. **and** one (1) additional course from any group. **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (6 Courses, 18 Credits):

- HPE 1200 - Concepts of Wellness 3 Credit(s)
- COH 1100 - Introduction to Community Health Services 3 Credit(s)
- COH 1200 - Critical Issues in Community Health 3 Credit(s)
- COH 1300 - Epidemiology 3 Credit(s)
- COH 2000 - Community Health Interventions 3 Credit(s)
- COH 91E1 - Field Experience in Community Health 3 Credit(s)

Concentrations (3 Courses, 9 Credits):

Select **one (1)** of the following concentrations:

Gerontology (3 Courses, 9 Credits):

- MH 3500 - Introduction to Gerontology 3 Credit(s)
- AND
- RPE 3100 - Therapeutic Recreation for Individuals with Disabilities I 3 Credit(s) **or**
- RPE 3500 - Therapeutic Recreation for Individuals with Disabilities II 3 Credit(s)
- AND
- NUR 4300 - Perspectives on Death and Dying 3 Credit(s)

Health Services Administration (3 Courses, 9 Credits):

- BA 1100 - Fundamentals of Business 3 Credit(s)
- BA 3100 - Organizational Behavior and Management 3 Credit(s)
- AND
- ECO 1200 - Macroeconomics 3 Credit(s) **or**
- ECO 1300 - Microeconomics 3 Credit(s)

Health Education and Promotion (3 Courses, 9 Credits):

Select **three (3)** from the following courses:

- HE 3800 - Women's Health Issues 3 Credit(s)
- HE 4200 - Health and Nutrition 3 Credit(s)
- HE 5400 - Men's Health Issues 3 Credit(s)
- HS 4000 - Drugs: The Individual and Society 3 Credit(s)
- HS 5200 - Human Sexuality 3 Credit(s)

Electives:

3 to 9 credits sufficient to meet required total of 60 credits

Total Credits: 60

Computer Science, A.S.

HEGIS: 5103.00

PROGRAM CODE: 01040

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Computer Science degree program requirements, graduates will:

1. analyze, design, implement, and understand computer based solutions and apply them to real world applications
2. demonstrate proficiency in programming concepts and techniques by creating logically sound and efficient algorithms
3. demonstrate ability to analyze and troubleshoot computer problems and identify appropriate solutions
4. comprehend the structure of a computing system, design of its basic components, and interaction of hardware and software
5. demonstrate the ability to transfer a graphical representation of a logical process to a written representation
6. ability to apply mathematical knowledge in the areas of calculus and discrete mathematics to problems in computer science

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 13 Credits):

When Required Core Courses are specified for a category, they are required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) MAT 1500 - Calculus I 4 Credit(s)
- Life & Physical Sciences Course 3 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Flexible Core (6 Courses, 20 Credits):

When Flexible Core Courses are specified for a category, they are required for the major. One course from each Group A to D (Group E is satisfied by the courses shown.). **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated CourseS

- MAT 1600 - Calculus II 4 Credit(s)
- CS 1200 - Introduction to Computing 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Major Requirements (7 Courses, 27 Credits):

- CS 13A0 - Advanced Programming Techniques 4 Credit(s)
- CS 1400 - Computer Organization and Assembly Language Programming 4 Credit(s)
- CS 3500 - Discrete Structures 4 Credit(s)
- CS 3700 - Data Structures 4 Credit(s)
- MAT 2100 - Calculus III 4 Credit(s)
- MAT 5600 - Linear Algebra 3 Credit(s)
- AND**
- MAT 9100 - Biostatistics 4 Credit(s) **or**
- BIO 9100 - Biostatistics 4 Credit(s)
- OR**
- MAT 2200 - Business Statistics 4 Credit(s) **or**
- BIO 2200 - Developmental Biology 4 Credit(s)

Electives:

0 credits sufficient to meet required total of 60 credits

Total Credits: 60

Early Childhood Education/Child Care, A.S.

HEGIS: 5503.00

PROGRAM CODE: 01063

PROGRAM DIRECTORS: Dr. Peter Fiume

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Early Childhood Education/Child Care degree program requirements, graduates will:

1. understand various theories of teaching, learning, and development
2. identify age-appropriate curriculum goals and recognize methods used to achieve those goals
3. effectively design and implement developmentally appropriate learning experiences in all content areas
4. engage in self-reflection to evaluate performance and progress
5. understand the social, economic, political, and cultural issues that impact families and schooling
6. foster a positive regard for individual students and their families regardless of differences
7. use critical thinking and analysis when speaking, reading, and writing

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

* Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (6 Courses, 18 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One course from each Group A to E. **and** one (1) additional course from any group. **No more than two courses can be selected from the same discipline**

A. World Cultures and Global Issues Designated Course

- *Suggested:* ANT 3700 - Introduction to Anthropology 3 Credit(s)

B. U.S. Experience in its Diversity Designated Course

C. Creative Expression Designated Course

D. Individual and Society Designated Course

- PSY 3000 - Child and Adolescent Development 3 Credit(s)
- *Suggested:* SOC 3100 - Introduction to Sociology 3 Credit(s)

E. Scientific World Designated Course*

- *Suggested:* PSY 1100 - General Psychology 3 Credit(s)

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (9 Courses, 24 Credits):

- EDC 200 - Social Foundations of Education 3 Credit(s)
- PSY 3000 - Child and Adolescent Development 3 Credit(s)
- **AND**
- PSY 2400 - Psychological Disorders in Young Children 3 Credit(s) **or**
- HIS 7000 - Historical Geography 3 Credit(s)
- **AND**
- EDC 2100 - Social Science in Education 3 Credit(s)
- EDC 2200 - Art Workshop in Education 3 Credit(s)
- EDC 2300 - Music and Movement Workshop in Education 2 Credit(s)
- EDC 2800 - Techniques in Math, Science and Technology Teaching for Early Childhood Education 2 Credit(s)
- EDC 9307 - Supervised Instructional Experience In Education II 3 Credit(s)
- HUM 200 - Early Literacy and Children's Literature 2 Credit(s)

Concentrations (2 Courses, 6 Credits):

Select **one (1)** of the following concentrations:

Early Childhood Education/Childcare (2 Courses, 6 Credits):

- EDC 3000 - Seminar and Practicum in Early Childhood Education Curriculum 3 Credit(s)
- EDC 9105 - Supervised Instructional Experience in Education I 3 Credit(s)

Infancy/Toddler Development (2 Courses, 6 Credits):

- EDC 3200 - Infant/Toddler Development 3 Credit(s)
- EDC 9400 - Supervised Instructional Experience in Infant/Toddler Education 3 Credit(s)

Electives:

0 to 3 credits sufficient to meet required total of 60 credits

Total Credits: 60

Earth and Planetary Sciences, A.S.

HEGIS: 5499.00

PROGRAM CODE: 34242

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Earth and Planetary Sciences degree program requirements, graduates will:

1. demonstrate an understanding of the earth's subsystems
2. be able to describe the interaction and evolution of these subsystems on different temporal and spatial scales
3. demonstrate an understanding of the nature of human interactions with the earth subsystems
4. demonstrate a recognition of the relevance of the earth system to the individual and to society
5. recognize, describe, and analyze the types of natural hazards and natural resources
6. demonstrate an understanding of the nature of scientific knowledge and its historical development

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 14 Credits):

When Required Core Courses are specified for a category, they are required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course MAT 1500 - Calculus I 4 Credit(s)
- Life & Physical Sciences Course CHM 1100 - General Chemistry I 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Flexible Core (6 Courses, 20 Credits):

When Flexible Core Courses are specified for a category, they are required for the major. One course from each Group A to D (Group E is satisfied by the courses shown.). **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated CourseS

- MAT 1600 - Calculus II 4 Credit(s)
- EPS 3100 - Meteorology 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Major Requirements (6 Courses, 24 Credits):

- EPS 3200 - Oceanography 4 Credit(s)
- EPS 3300 - Physical Geology 4 Credit(s)
- EPS 3500 - Introduction to Astronomy 4 Credit(s)
- EPS 3600 - Planetology: A Trip Through the Solar System 4 Credit(s)
- EPS 3800 - Introduction to Earth Science 4 Credit(s)
- PHY 1100 - General Physics I 4 Credit(s)

Electives:

2 credits sufficient to meet required total of 60 credits

Total Credits: 60

Education Studies, A.S.

HEGIS: 5503.00

PROGRAM CODE: 26738

PROGRAM DIRECTOR: Dr. Peter Fiume

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Education Studies degree program requirements, graduates will:

1. understand various theories of teaching, learning, and development
2. identify age-appropriate curriculum goals and recognize methods used to achieve those goals
3. effectively design and implement developmentally appropriate learning experiences in all content areas
4. engage in self-reflection to evaluate performance and progress
5. understand the social, economic, political, and cultural issues that impact families and schooling
6. foster a positive regard for individual students and their families regardless of differences
7. use critical thinking and analysis when speaking, reading, and writing

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

* Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (6 Courses, 18 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One course from each Group A to E, **and** one (1) additional course from any group. **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course

- SOC 3100 - Introduction to Sociology 3 Credit(s)
- PSY 3000 - Child and Adolescent Development 3 Credit(s)

E. Scientific World Designated Course*

- *Suggested:* PSY 1100 - General Psychology 3 Credit(s)

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (8 Courses, 23 Credits):

- EDC 200 - Social Foundations of Education 3 Credit(s)
- EDC 2200 - Art Workshop in Education 3 Credit(s)
- EDC 2300 - Music and Movement Workshop in Education 2 Credit(s)
- EDC 90A4 - Seminar and Practicum in Teacher Development I 3 Credit(s)
- Liberal Arts Elective – One Course from Groups A to E 3 Credit(s)
- PSY 2400 - Psychological Disorders in Young Children 3 Credit(s)
- PSY 3000 - Child and Adolescent Development 3 Credit(s)
- SOC 3100 - Introduction to Sociology 3 Credit(s)

Concentrations (2 or 3 Courses, 6 or 7 Credits):

Select **one (1)** of the following concentrations:

Birth – 2nd Grade (2 Courses, 6 Credits):

- EDC 3200 - Infant/Toddler Development 3 Credit(s)
- EDC 4000 - Educational Practice for Early Language and Literacy Development 3 Credit(s)

1st – 6th Grade (3 Courses, 7 Credits):

- EDC 3100 - Social Science in Childhood Education 3 Credit(s)
- SOC 3200 - Urban Sociology 3 Credit(s)
- HUM 8181 - Development of Literacy in Children 1 Credit(s)

Electives:

0 to 12 credits sufficient to meet required total of 60 credits

Notes:

- This program is jointly registered with Brooklyn College's B.A. in Early Childhood and Art Education (ECAE) and Childhood, Bilingual and Special Education (CBSE). Students must meet jointly registered program requirements. Electives should be chosen based on transferability to Brooklyn College and in consultation with a program advisor. Students must enroll in a practicum appropriate to the grade level they wish to teach.
- Consultation with the Department Advisor is required.
- Brooklyn College Education departments requires Kingsborough graduates to demonstrate a minimum grade point average of 2.80 for acceptance into their departments.
- Brooklyn College ECAE Department requires Kingsborough graduates to demonstrate a minimum grade of "C" in English 1200 and 2400 and a Math course.
- Brooklyn College CBSE accepts EPS courses to fulfill the Life and Physical Sciences requirement

Total Credits: 60

Engineering Science, A.S.

HEGIS: 5609.00

PROGRAM CODE: 87212

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Engineering Science degree program requirements, graduates will:

1. employ mathematics, science, and computing techniques to support the study and solution of engineering problems
2. understand the principles and methods of engineering
3. demonstrate practical skills in modern laboratory techniques, methods, instrumentation, and data analysis
4. communicate clearly their understandings of engineering and of their specific activity in the field orally and in writing
5. understand the importance of professional and ethical responsibilities of engineers
6. recognize environmental constraints and safety issues in engineering
7. exhibit good teamwork skills and serve as effective members of teams
8. be prepared for a lifetime of continuing education

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 14 Credits):

When Required Core Courses are specified for a category, they are required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course MAT 1500 - Calculus I 4 Credit(s)
- Life & Physical Sciences Course CHM 1100 - General Chemistry I 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Flexible Core (6 Courses, 20 Credits):

When Flexible Core Courses are specified for a category, they are required for the major. One course from each Group A to D (Group E is satisfied by the courses shown.). **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated CourseS

- MAT 1600 - Calculus II 4 Credit(s)
- CHM 1200 - General Chemistry II 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Major Requirements (9 Courses, 32 Credits):

- MAT 2100 - Calculus III 4 Credit(s)
- MAT 5500 - Differential Equations 3 Credit(s)
- MAT 5600 - Linear Algebra 3 Credit(s)
- CS 1200 - Introduction to Computing 4 Credit(s)
- PHY 1300 - Advanced General Physics I 4 Credit(s)
- PHY 1400 - Advanced General Physics II 4 Credit(s)
- EGR 2100 - Engineering Design 3 Credit(s)
- EGR 2200 - Introduction to Electrical Engineering 3 Credit(s)
- EGR 2300 - Introduction to Engineering Thermodynamics 3 Credit(s)

Electives:

0 to 4 credits sufficient to meet required total of 66 to 70 credits

Total Credits: 66 to 70

Exercise Science, A.S.

HEGIS: 5299.30

PROGRAM CODE: 22486

PROGRAM DIRECTOR: Prof. Christine Fey

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Exercise Science/Personal Training degree program requirements, graduates will:

1. prepare successfully for transfer to a baccalaureate level program in exercise science or a related field
2. prepare for entry into the personal training job market, or for the establishment of a personal training business
3. prepare successfully for the certification examinations of prestigious, nationally recognized fitness organizations
4. exhibit an understanding of the principles of the biological aspects of life as they relate to movement and exercise
5. communicate effectively and use technology to exchange information necessary for working in a personal training setting
6. conduct an evaluation consisting of a health appraisal, physical screening and fitness assessment
7. interpret results to determine client's risk factors, need for medical clearance, and base level of fitness
8. design safe, effective exercise programs based upon a client's evaluation that meet the needs and goals of the client
9. instruct and correct individuals on the performance of exercises, with emphasis on safe, biomechanically correct form
10. maintain a safe environment while conducting personal training activities, and provide first aid or CPR as needed
11. identify signs and symptoms that call for termination of an exercise session, or the suspension of an exercise program
12. motivate clients to maintain adherence to an exercise program and to live a healthy lifestyle
13. demonstrate rapport with peers and demonstrate compliance with standards for professional ethics and competency
14. promote physical, emotional and psychological benefits of a wellness-oriented lifestyle

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 13 Credits):

When Required Core Courses are specified for a category, they are required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s)
- Life & Physical Sciences Course BIO 1100 - Human Anatomy and Physiology I 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Flexible Core (6 Courses, 19 Credits):

When Flexible Core Courses are specified for a category, they are required for the major. One course from each Group A to D (Group E is satisfied by the course shown.). **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated CourseS

- BIO 1200 - Human Anatomy and Physiology II 4 Credit(s)
- PSY 1100 - General Psychology 3 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Major Requirements (8 Courses, 27 Credits):

- EXS 500 - Introduction to Exercise Science 3 Credit(s)
- EXS 1300 - Fitness Assessment and Program Design 3 Credit(s)
- EXS 1500 - Lifetime Strength and Flexibility Training 3 Credit(s)
- HE 3500 - First Aid and Personal Safety 2 Credit(s)
- HE 4200 - Health and Nutrition 3 Credit(s)
- HE 5000 - Weight Management 2 Credit(s)
- HPE 1200 - Concepts of Wellness 3 Credit(s)
- BA 6000 - Introduction to Computer Concepts 3 Credit(s)

Select five (5) courses from among the following three (3) groups, with no more than two (2) courses from any group:

Group I:

- PEC 200 - Walk, Jog, Run 1 Credit(s)
- PEC 1900 - Aerobic Dance 1 Credit(s)
- PEC 7100 - High Intensity Fitness Training 1 Credit(s)

Group II:

- PEC 3000 - Swimming for Non-Swimmers and Beginners 1 Credit(s)
- PEC 3300 - Advanced Swimming 1 Credit(s)
- PEC 6500 - Aqua Exercise 1 Credit(s)

Group III:

- PEC 2500 - Tai Chi Ch'Uan 1 Credit(s)
- PEC 2900 - Introduction to Hatha Yoga 1 Credit(s)
- PEC 5600 - Pilates System of Exercise 1 Credit(s)
- PEC 2700 - Beginning Karate and Self Defense 1 Credit(s)
- PEW 2100 - Personal Self Defense for Women 1 Credit(s)

Electives:

1 credit sufficient to meet required total of 60 credits. **Recommended: A Student Development course or Integrative Seminar course as part of a Learning Community**

Total Credits: 60

Fine Arts, A.S.

HEGIS: 5610.00

PROGRAM CODE: 76002

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Fine Arts degree program requirements, graduates will:

1. apply the visual and writing skills needed to identify the main concepts governing a work of art to compare, critically analyze and discuss them in terms of their stylistic, social and historical contexts (visual literacy and critical analysis)
2. develop and apply the skills needed to use and control the basic materials employed in each studio art concentration, and/or the database research tools and writing skills employed in the study of art history. Students will also demonstrate safe studio practices in the proper use of tools and equipment, and/or proper research practices in terms of gathering, employing and citing primary and secondary sources (technical skills and professional practices)
3. be able to discuss works of art verbally, using acquired art-specific vocabulary during classroom discussions and, where possible, in-class presentations (oral communication)
4. conceive and execute well-informed, creative and innovative solutions to visual problems while working within assignment boundaries (concepts)
5. develop the ability to distinguish and analyze a resolved, well-executed work of art through an understanding of how form, color, and composition generate content (aesthetics)
6. produce a presentation portfolio or a written body of work that demonstrates department expectations within each concentration (portfolio)

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

* Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (6 Courses, 18 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One course from each Group A to E, **and** one (1) additional course from any group. **No more than two courses can be selected from the same discipline**

A. World Cultures and Global Issues Designated Course

- ART 3300 - Survey of Art History: From Ancient to Renaissance Art 3 Credit(s)
- ART 3400 - Survey of Art History: From Renaissance to 19th Century Art 3 Credit(s)

B. U.S. Experience in its Diversity Designated Course

C. Creative Expression Designated Course

D. Individual and Society Designated Course

E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (4 Courses, 12 Credits):

- ART 3300 - Survey of Art History: From Ancient to Renaissance Art 3 Credit(s)
- ART 3400 - Survey of Art History: From Renaissance to 19th Century Art 3 Credit(s)
- ART 5500 - Design I 3 Credit(s)
- ART 5700 - Drawing I 3 Credit(s)

Concentrations (5 Courses, 15, 16, or 17 Credits):

Select **one (1)** of the following concentrations:

Art History (5 courses, 15 Credits):

- ART 3500 - Modern Art: From 1880 to 1945 3 Credit(s)
- ART 3600 - Modern Art: From 1945 to Present 3 Credit(s)
- ART 3700 - Survey of Non-Western Art 3 Credit(s)
- ART 3800 - Renaissance Art 3 Credit(s)
- Recommended Elective 3 Credit(s)

Ceramics (5 Courses, 15 to 16 Credits):

- ART 6300 - Ceramics I 3 Credit(s)
- ART 6400 - Ceramics II 3 Credit(s)
- ART 8072 - Ceramic Sculpture 3 Credit(s)
- Recommended Elective 6 to 7 Credit(s)

Drawing and Painting (5 Courses, 16 to 17 Credits):

- ART 5800 - Drawing II 3 Credit(s)
- ART 5900 - Painting I 3 Credit(s)
- ART 6000 - Painting II 4 Credit(s)
- Recommended Elective 6 to 7 Credit(s)

Photography (5 Courses, 15 Credits):

- ART 5100 - Photography I 3 Credit(s)
- ART 5200 - Photography II 3 Credit(s)
- ART 9400 - The Art of Digital Photography 3 Credit(s)
- Recommended Electives 6 Credit(s)

Sculpture (5 Courses, 16 to 17 Credits):

- ART 6100 - Sculpture I 3 Credit(s)
- ART 6200 - Sculpture II 4 Credit(s)
- ART 8348 - Figure Modeling and Carving 3 Credit(s)
- Recommended Elective 6 to 7 Credit(s)

Electives:

1 to 9 credits sufficient to meet required total of 60 credits

Total Credits: 60

Graphic Design and Illustration, A.S.

HEGIS: 5012.00

PROGRAM CODE: 21309

PROGRAM DIRECTOR: Prof. Susan Spivack

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you.. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Graphic Design and Illustration degree program requirements, graduates will:

1. to identify the array of career paths available to this and related industries **(Overview)**
2. be able to conceive a visual solution to a communications problem **(Concept)**
3. discern between a resolved, well-designed, illustrated, etc., piece from a poorly designed one **(Aesthetics)**
4. be able to employ a skill set to transition from an idea into print or digital media **(Execution)**
5. create effective visual communications that are responsive to the needs of clients and their target audiences **(Commercial Applications)**
6. create and maintain a professionally presented body of work **(Portfolio)**
7. be able to critique work using an informed visual vocabulary **(Presentation)**

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

* Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (6 Courses, 18 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One course from each Group A to E. **and** one (1) additional course from any group. **No more than two courses can be selected from the same discipline**

A. World Cultures and Global Issues Designated Course

- *Suggested:* ART 3300 - Survey of Art History: From Ancient to Renaissance Art 3 Credit(s) **or**
- *Suggested:* ART 3400 - Survey of Art History: From Renaissance to 19th Century Art 3 Credit(s)

B. U.S. Experience in its Diversity Designated Course

C. Creative Expression Designated Course

- *Suggested:* ART 3500 - Modern Art: From 1880 to 1945 3 Credit(s) **or**
- *Suggested:* ART 3600 - Modern Art: From 1945 to Present 3 Credit(s)

D. Individual and Society Designated Course

E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (7 Courses, 21 Credits):

- ART 5500 - Design I 3 Credit(s)
- ART 5700 - Drawing I 3 Credit(s)
- ART 6800 - Illustration II 3 Credit(s)
- ART 7400 - Experimental Typography 3 Credit(s)
- ART 4300 - Digital Illustration 3 Credit(s)
- ART 4600 - Photoshop as a Design Tool 3 Credit(s)
- ART 7500 - Introduction to Graphic Design and Advertising 3 Credit(s)

Concentrations (3 Courses, 9 Credits):

Select **one (1)** of the following concentrations:

Graphic Design and Illustration (3 Courses, 9 Credits):

- ART 6900 - Illustration Style 3 Credit(s)
- ART 7300 - Digital Publication Design 3 Credit(s)
- Art Elective 3 Credit(s)

Animation (3 Courses, 9 Credits):

- ART 9600 - The Art of Animation 3 Credit(s)
- ART 4800 - The Art of 3-Dimensional Animation 3 Credit(s)
- ART 4900 - The Art of Storyboarding 3 Credit(s)

Electives:

0 credits sufficient to meet required total of 60 credits

Total Credits: 60

Journalism and Print Media, A.S.

HEGIS: 5008.00

PROGRAM CODE: 81225

PROGRAM DIRECTOR: Dr. Frank Percaccio

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Journalism and Print Media degree program requirements, graduates will:

1. demonstrate news-gathering skills, including research and interviewing methods
2. write grammatically correct, accurate, objective, and comprehensive accounts
3. demonstrate a working knowledge of ethical journalism, including an understanding of the purpose of journalism
4. be able to use various narrative techniques in news and feature stories for print and the web
5. be skilled in the basic operation of desktop publishing tools
6. be critically aware of the roles and ethical responsibilities of journalists in a multicultural society

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

* Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (6 Courses, 18 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One course from each Group A to E, **and** one (1) additional course from any group. **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (10 to 11 Courses, 30 to 33 Credits):

- ART 7300 - Digital Publication Design 3 Credit(s) **or**
- ART 7400 - Experimental Typography 3 Credit(s) **or**
- SPE 2100 - Effective Public Speaking 3 Credit(s)
- AND**
- Foreign Language I and/or II 3 or 6 Credit(s) **or**
- PHI XXXX – Philosophy Elective 3 Credit(s)
- AND**
- ENG XXXX – English Literature 3 Credit(s)
- *Suggested:* ENG 3000 - Introduction to Literature 3 Credit(s)
- AND**
- ENG XXXX – English Literature 3 Credit(s)
- *Suggested:* ENG 4000 - Short Fiction 3 Credit(s)
- AND**
- HIS 1100 - American Civilization I 3 Credit(s) **or**
- HIS 3100 - Europe: Napoleon to Hitler, 1789 to 1945 3 Credit(s)
- AND**
- POL 5100 - American Government and Politics 3 Credit(s)
- AND**
- PSY 1100 - General Psychology 3 Credit(s) **or**
- SOC 3100 - Introduction to Sociology 3 Credit(s)
- AND**
- JRL 3100 - Basic Journalism 3 Credit(s)
- JRL 3200 - Advanced Journalism 3 Credit(s)
- JRL 4400 - Feature and Magazine Writing 3 Credit(s)

Electives:

0 to 17 credits sufficient to meet required total of 60 credits

Total Credits: 60

Mathematics, A.S.

HEGIS: 5617.00

PROGRAM CODE: 01041

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you.. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Mathematics degree program requirements, graduates will:

1. Assess formal logical statements for validity
2. Give proofs by direct and inductive methods
3. Solve problems using differentiation and integration
4. Test infinite series for convergence or divergence
5. Manipulate and interpret matrix notation
6. Analyze graphs for paths, circuits, and spannings
7. Communicate mathematical ideas clearly in writing

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 13 Credits):

When Required Core Courses are specified for a category, they are required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course MAT 1500 - Calculus I 4 Credit(s)
- Life & Physical Sciences Course 3 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Flexible Core (6 Courses, 20 Credits):

When Flexible Core Courses are specified for a category, they are required for the major. One course from each Group A to D (Group E is satisfied by the courses show.). **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated CourseS

- MAT 1600 - Calculus II 4 Credit(s)
- CS 1200 - Introduction to Computing 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Major Requirements (8 Courses, 27 Credits):

- MAT 2100 - Calculus III 4 Credit(s)
- MAT 5500 - Differential Equations 3 Credit(s)
- MAT 5600 - Linear Algebra 3 Credit(s)

- MAT 9100 - Biostatistics 4 Credit(s) **or**
- BIO 9100 - Biostatistics 4 Credit(s)
- OR**
- MAT 2200 - Business Statistics 4 Credit(s) **or**
- BA 2200 - Business Statistics 4 Credit(s)

- CS 3500 - Discrete Structures 4 Credit(s)
- HE 1400 - Critical Issues in Personal Health 1 Credit(s)

Select two (2) courses from the following:

- CS 13A0 - Advanced Programming Techniques 4 Credit(s) **or**
- CS 1400 - Computer Organization and Assembly Language Programming 4 Credit(s) **or**
- MAT 1100 - Finite Mathematics 4 Credit(s) **or**
- MAT 3200 - Introduction to Set Theory 4 Credit(s) **or**
- MAT 7100 - Applications of Linear Algebra 4 Credit(s)

Electives:

0 credits sufficient to meet required total of 60 credits

Total Credits: 60

Media Arts, A.S.

HEGIS: 5008.00

PROGRAM CODE: 81224

PROGRAM DIRECTOR: Prof. John Acosta

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you.. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Media Arts degree program requirements, graduates will:

1. demonstrate knowledge of mass media processes
2. demonstrate pre-production planning and budgeting
3. demonstrate production processes for radio, television, film and internet
4. demonstrate post-production processes for radio, television, film and internet
5. utilize mass media business plans (marketing research and demographics)
6. demonstrate knowledge of the technologies involved in production processes
7. utilize audio equipment in-studio radio, remote radio and sound for television and film
8. utilize video equipment in-studio television, remote equipment and lighting
9. utilize post-production editing software programs
10. demonstrate knowledge of media research methods
11. demonstrate ability to produce competent written material for specific mass media uses
12. demonstrate ability to produce public service announcements
13. demonstrate knowledge of news through studio scripts, interview research/questions and wrap-arounds for news
14. demonstrate ability to understand historical context of media growth
15. demonstrate ability to research and write historical and/or descriptive information

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (6 Courses, 18 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One course from each Group A to E. and one (1) additional course from any group. No more than two courses can be selected from the same discipline

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course

- MCM 3000 - Mass Media 3 Credit(s)

- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (8 to 10 Courses, 24 to 30 Credits):

- MCB 3900 - Radio Studio Operations 3 Credit(s)
- MCM 3000 - Mass Media 3 Credit(s)
- MCB 4100 - Introduction to Television Production 3 Credit(s)
- MCB 4600 - Media Technology 3 Credit(s)
- MCB 4900 - Digital Audio/Visual Production and Editing 3 Credit(s)
- MCB 5000 - Writing for the Electronic Media 3 Credit(s)

Select from the following program electives (6 to 12 crs.):

- MCB 3600 - Announcing - Radio and Television 3 Credit(s)
- MCB 4000 - Introduction to Pro Tools 3 Credit(s)
- MCB 4800 - Advanced Video Production 3 Credit(s)
- MCB 5100 - Digital Video/Audio Production and Editing II 3 Credit(s)
- MCB 81XX - Independent Study 1-3 Credit(s)
- MCB 82XX – Topical/Pilot Course 1 to 3 Credit(s)
- MCB 92XX - Internship 3 Credit(s)
- MCF 4000 - Film: The Creative Medium 3 Credit(s)
- MCF 4300 - Film Genre 3 Credit(s)

- MCF 4400 - Film and Society 3 Credit(s)
- THA 4700 - Stage Management 3 Credit(s)
- THA 5500 - Introduction to Technical Theatre 3 Credit(s)
- THA 5600 - Fundamentals of Theatrical Lighting 3 Credit(s)
- THA 6000 - Introduction to Costume and Make-Up 3 Credit(s)
- THA 6300 - Basic Sound Technology 3 Credit(s)
- JRL 3100 - Basic Journalism 3 Credit(s)

Electives:

0 to 15 credits sufficient to meet required total of 60 credits

Notes:

This program is designed to ready students for entry into the media industries, and because of the physically demanding nature of media production, emphasis is placed on safe and proper set-up and operation of equipment. Specific physical abilities are required to fulfill needed tasks:

- Gross motor skills sufficient to lift, sit and stand for long periods, and mobility sufficient to bend, kneel, squat, reach, and carry 10-40 lbs of equipment above waist height (includes lifting and carrying 10-40 lb cases of audio/visual equipment; lifting this equipment to required heights; and standing for multiple hours in-studio or on location during production).
- Abilities sufficient to receive, interpret, and communicate information in an accurate, timely and efficient manner (includes headset communications during productions, ability to read broadcast copy on-air; ability to read from a teleprompter, ability to rewrite wire copy).
- Visual acuity sufficient to perceive and manipulate computer displays – both with a mouse and by touch-screen. Eye-hand coordination and fine motor skills to operate various equipment (includes using audio/video editing software, manipulating fine dials, buttons and switches on cameras, microphones, and audio and video consoles).

If you feel you are unable to perform one or more of these functions, please consult with Access-Ability Services, D-205, by email (AAS@kbcc.cuny.edu) or by phone (718-368-5175), to determine whether a reasonable accommodation can be provided. Determination is made on an individual basis as to whether or not necessary accommodations or modifications can be made reasonably.

Total Credits: 60

Mental Health and Human Services, A.S.

HEGIS: 5216.00

PROGRAM CODE: 78382

PROGRAM DIRECTOR: Dr. Charles Guigno

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of Mental Health and Human Services degree program requirements, graduates will:

1. understand and engage in career building strategies
2. understand the variety of career options in the helping professions and the educational and licensing requirements
3. understand and practice using basic helping skills
4. understand and practice effective strategies for working with members of diverse populations
5. demonstrate skills to effectively run groups, meetings, and projects
6. examine the impact of government and political systems on public policy formulation and decision-making
7. engage in meaningful volunteer activity
8. communicate strategically and effectively in support of a civic endeavor
9. acquire and disseminate knowledge relating to political issues

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

* Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (6 Courses, 18 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One course from each Group A to E. **and** one (1) additional course from any group. **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course

- PSY 3200 - Human Growth and Development 3 Credit(s) **or**
- PSY 3600 - Abnormal Psychology 3 Credit(s)

E. Scientific World Designated Course*

- *Suggested:* PSY 1100 - General Psychology 3 Credit(s)

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (6 Courses, 18 Credits):

- MH 1100 - Introduction to Human Services 3 Credit(s)
- MH 3000 - Human Services Organization 3 Credit(s)
- MH 9801 - Supervised Instructional Experience in Mental Health I 3 Credit(s)
- MH 9802 - Supervised Instructional Experience in Mental Health II 3 Credit(s)
- PSY 3200 - Human Growth and Development 3 Credit(s)
- PSY 3600 - Abnormal Psychology 3 Credit(s)

Concentrations (4 Courses, 12 Credits):

Select **one (1)** of the following concentrations:

Mental Health and Human Services (4 Courses, 12 Credits):

- MH 3100 - Principles of Interviewing and Group Leadership 3 Credit(s)
- MH 3400 - Mental Health Practice with Vulnerable Populations 3 Credit(s)
- MH 3500 - Introduction to Gerontology 3 Credit(s)

Select one (1) from the following (3 credits):

- ANT 3700 - Introduction to Anthropology 3 Credit(s) **or**
- ANT 3900 - Sexuality and Culture 3 Credit(s) **or**
- PSY XXXX – Any Psychology Course 3 Credit(s) **or**
- SAC 2000 - Introduction to Alcoholism and Substance Abuse Counseling 3 Credit(s) **or**
- SOC XXX – Any Sociology Course 3 Credit(s) – *Suggested:* SOC 3100 - Introduction to Sociology 3 Credit(s)

Substance Abuse Counseling (4 Courses, 12 Credits):

- MH 3100 - Principles of Interviewing and Group Leadership 3 Credit(s)
- SAC 2000 - Introduction to Alcoholism and Substance Abuse Counseling 3 Credit(s)
- SAC 2200 - Counseling Techniques In Substance Abuse Field I 3 Credit(s)
- SAC 2600 - Confidentiality, Ethics and the Counselor/Client Relationship in Substance Abuse Counseling 3 Credit(s)

Domestic Violence Counseling (4 Courses, 12 Credits):

- MH 3500 - Introduction to Gerontology 3 Credit(s)
- MH 3700 - Introduction to Domestic Violence Counseling 3 Credit(s)
- MH 3800 - Assessment and Intervention Modalities with Domestic Violence Survivors 3 Credit(s)

Select one (1) of the following (3 credits):

- ANT XXXX – Any Anthropology Course 3 Credit(s) **or**
- PSY XXXX – Any Psychology Course 3 Credit(s) **or**
- SOC XXXX – Any Sociology Course 3 Credit(s) – *Suggested:* SOC 3100 - Introduction to Sociology 3 Credit(s)

Electives:

0 to 6 credits sufficient to meet required total of 60 credits

Total Credits: 60

Physical Education, Recreation and Recreation Therapy, A.S.

HEGIS: 5506.10

PROGRAM CODE: 01064

PROGRAM CO-DIRECTORS: Prof. Michele Bracco and Dr. Nicholas Skirka

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you.. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Physical Education, Recreation and Recreation Therapy degree program requirements, graduates will:

1. have a foundation in leadership, group work skills, and opportunities to have practiced each
2. have identified their personal values and ethical standards of practice
3. have technological and communication skills (reading, writing, and speaking)
4. have management strategies in recreation, physical education and facilities
5. have knowledge of risk management and safety
6. be prepared for careers in physical education, recreation and recreation therapy, and sports management
7. identified issues of accessibility, services and adaptations for people of all ages and abilities
8. have been introduced to professional organizations and provided opportunities to engage in workshops and conferences

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

* Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (6 Courses, 18 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One course from each Group A to E. **and** one (1) additional course from any group. **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (5 Courses, 15 Credits):

- HPE 1200 - Concepts of Wellness 3 Credit(s)
- RPE 1100 - Introduction to Recreation 3 Credit(s)
- RPE 1200 - Leadership in Recreation and Physical Education 3 Credit(s)
- RPE 3200 - Organization and Administration of Recreation Programs 3 Credit(s)
- RPE 9152 - Field Experience in Physical Education, Recreation and Recreation Therapy 3 Credit(s)

Concentrations (5 to 8 Courses, 15 Credits):

Select **one (1)** of the following concentrations:

Recreation and Recreation Therapy (5 Courses, 15 Credits):

- RPE 1300 - Social Recreation 3 Credit(s)
- RPE 3100 - Therapeutic Recreation for Individuals with Disabilities I 3 Credit(s)
- RPE 3400 - Methods and Materials in Arts and Crafts 3 Credit(s)
- RPE 3500 - Therapeutic Recreation for Individuals with Disabilities II 3 Credit(s)
- RPE 3600 - Assessment Process in Therapeutic Recreation 3 Credit(s)

Transfer to a Baccalaureate Program in Teaching and Physical Education (8 Courses, 15 Credits):

- HPE 1500 - Fitness Assessment and Prescription 2 Credit(s) **or**
- HE 3500 - First Aid and Personal Safety 2 Credit(s) **or**
- RPE 1400 - Outdoor Recreation 2 Credit(s)
- AND**
- RPE 3100 - Therapeutic Recreation for Individuals with Disabilities I 3 Credit(s)
- RPE 4000 - Sport and American Society 3 Credit(s)
- RPE 7000 - Methods of Teaching Fitness and Recreation Activities 3 Credit(s)
- Physical Education courses in Team or Individual Sports and Skills 4 credit(s) *selected from approved list*

Transfer to Baccalaureate Program in Sport Management (5 Courses, 15 Credits):

- RPE 700 - Introduction to Sports Management 3 Credit(s)
- RPE 4000 - Sport and American Society 3 Credit(s)
- RPE 4600 - Facilities Planning in Sports 3 Credit(s)
- BA 1100 - Fundamentals of Business 3 Credit(s)
- BA 1400 - Principles of Marketing 3 Credit(s)

Electives:

0 credits sufficient to meet required total of 60 credits

Total Credits: 60

Physics, A.S.

HEGIS: 5619.00

PROGRAM CODE: 01042

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you.. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Physics degree program requirements, graduates will:

1. be able to understand the fundamental laws, theories, and ideas of Physics (and related Mathematics and Physical Sciences)
2. be able to evaluate and express empirical evidence supporting the fundamental laws, theories, and ideas of Physics (and related Mathematics and Physical Sciences)
3. be able to apply the fundamental laws, theories, and ideas of Physics (and related Mathematics and Physical Sciences) to analyze problems or questions
4. be able use the tools and methods of Physics (and related Mathematics and Physical Sciences) to gather, analyze, and interpret data
5. be able to express themselves effectively in written exams and laboratory reports using the terminology, notations, and symbols of Physics (and related Mathematics and Physical Sciences)
6. be able to understand the basic principles of Physics (and related Mathematics and Physical Sciences) underlying technological developments, scientific discovery, and matters of public policy and concern

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 14 Credits):

When Required Core Courses are specified for a category, they are required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course MAT 1500 - Calculus I 4 Credit(s)
- Life & Physical Sciences Course CHM 1100 - General Chemistry I 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Flexible Core (6 Courses, 20 Credits):

When Flexible Core Courses are specified for a category, they are required for the major. One course from each Group A to D (Group E is satisfied by the courses shown). **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated CourseS

- MAT 1600 - Calculus II 4 Credit(s)
- CHM 1200 - General Chemistry II 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Major Requirements (5 to 6 Courses, 20 to 23 Credits):

- PHY 1300 - Advanced General Physics I 4 Credit(s)
- PHY 1400 - Advanced General Physics II 4 Credit(s)

Advanced Electives (8 to 11 credits):

- PHY 81XX - Independent Study 1-3 Credit(s)

Select only ONE, Either

- MAT 5500 - Differential Equations 3 Credit(s) **or**
- MAT 5600 - Linear Algebra 3 Credit(s)

Select only ONE, Either

- EGR 2200 - Introduction to Electrical Engineering 3 Credit(s) **or**
- EGR 2300 - Introduction to Engineering Thermodynamics 3 Credit(s)

Select only ONE, Either

- EPS 3300 - Physical Geology 4 Credit(s) **or**
- EPS 3500 - Introduction to Astronomy 4 Credit(s) **or**
- EPS 3600 - Planetology: A Trip Through the Solar System 4 Credit(s)

Electives:

7 to 10 credits sufficient to meet required total of 60 credits

Total Credits: 60

Science for Forensics, A.S.

HEGIS: 5619.00

PROGRAM CODE: 34472

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Science of Forensics degree program requirements, graduates will:

1. be able to understand the fundamental laws, theories, and ideas of Physics (and related Mathematics and Physical Sciences)
2. be able to evaluate and express empirical evidence supporting the fundamental laws, theories, and ideas of Physics (and related Mathematics and Physical Sciences)
3. be able to apply the fundamental laws, theories, and ideas of Physics (and related Mathematics and Physical Sciences) to analyze problems or questions
4. be able use the tools and methods of Physics (and related Mathematics and Physical Sciences) to gather, analyze, and interpret data
5. be able to express themselves effectively in written exams and laboratory reports using the terminology, notations, and symbols of Physics (and related Mathematics and Physical Sciences)
6. be able to understand the basic principles of Physics (and related Mathematics and Physical Sciences) underlying technological developments, scientific discovery, and matters of public policy and concern

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 14 Credits):

When Required Core Courses are specified for a category, they are required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course MAT 1500 - Calculus I 4 Credit(s)
- Life & Physical Sciences Course BIO 1300 - General Biology I 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Flexible Core (6 Courses, 20 Credits):

When Flexible Core Courses are specified for a category, they are required for the major. One course from each Group A to D (Group E is satisfied by the courses shown).. **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course
- D. Individual and Society Designated Course
- E. Scientific World Designated CourseS

- MAT 1600 - Calculus II 4 Credit(s)
- BIO 1400 - General Biology II 4 Credit(s)

This program has a waiver to require particular courses in the Common Core, otherwise more than the minimum credits for the degree may be necessary.

Major Requirements (6 Courses, 26 Credits):

A cumulative grade point average of 2.50 or above, which includes BIO 1300 and BIO 1400, as well as the following 26 credits is required:

- CHM 1100 - General Chemistry I 4 Credit(s)
- CHM 1200 - General Chemistry II 4 Credit(s)
- CHM 3100 - Organic Chemistry I 5 Credit(s)
- CHM 3200 - Organic Chemistry II 5 Credit(s)
- PHY 1300 - Advanced General Physics I 4 Credit(s)
- PHY 1400 - Advanced General Physics II 4 Credit(s)

Electives:

0 credits sufficient to meet required total of 60 credits

Total Credits: 60

Speech Communication, A.S.

HEGIS: 5606.00

PROGRAM CODE: 29487

PROGRAM DIRECTOR: Dr. Cindy Greenberg

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Speech Communication degree program requirements, graduates will:

1. understand and apply the theories of small group communication
2. use both body and voice in speaking effectively
3. recognize and use standard American speech
4. study the oral communications skills used in professions, business, and industry
5. employ effective listening techniques
6. understand and apply the theories of interpersonal communication
7. prepare and deliver informative and persuasive speeches
8. understand culture as it relates to communication

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

* Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (6 Courses, 18 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One course from each Group A to E. **and** one (1) additional course from any group. **No more than two courses can be selected from the same discipline**

- A. World Cultures and Global Issues Designated Course
- B. U.S. Experience in its Diversity Designated Course
- C. Creative Expression Designated Course

- SPE 2700 - Oral Interpretation 3 Credit(s)

- D. Individual and Society Designated Course

- SPE 2500 - Small Group Communication 3 Credit(s)

- E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (4 Courses, 12 Credits):

- SPE 2400 - Career Communication 3 Credit(s)
- SPE 2500 - Small Group Communication 3 Credit(s)
- SPE 2700 - Oral Interpretation 3 Credit(s)
- SPE 2900 - Voice and Articulation 3 Credit(s)

Concentrations (3 Courses, 9 to 10 Credits):

Select **one (1)** of the following concentrations:

Communication Studies (3 Courses, 9 Credits):

- SPE 1200 - Interpersonal Communication 3 Credit(s)
- SPE 2100 - Effective Public Speaking 3 Credit(s)
- SPE 2600 - Intercultural Communication 3 Credit(s)

Speech Pathology (3 Courses, 10 Credits):

- SPE 4000 - Phonetics 3 Credit(s)
- AND
- SPE 1200 - Interpersonal Communication 3 Credit(s) **or**
- SPE 2600 - Intercultural Communication 3 Credit(s)
- AND
- SPE 4100 - Language Development 4 Credit(s)

Electives:

8 to 15 credits sufficient to meet required total of 60 credits

Total Credits: 60

Theatre Arts, A.S.

HEGIS: 5610.00

PROGRAM CODE: 76003

PROGRAM DIRECTORS: Prof. Ryan McKinney

The curriculum presented here applies to students who started the major in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the major as a matriculant for the curriculum requirements that apply to you.. **Consultation with the Program Advisor is required.**

Learning Outcomes:

Upon successful completion of the Theatre Arts degree program requirements, graduates will:

1. identify and define significant theatrical techniques, terms and theories that are centerpieces of theatrical performance and production **(Techniques, Terminology & Theories)**.
2. differentiate between the various theatrical disciplines and production roles, while applying discipline-specific knowledge and techniques through the creation of theatrical productions **(Theatrical Practice)**
3. know the greater theatrical timeline, from the Ancients to the Present, including the evaluation of current aesthetics, expectations, standards and trends within the 21st century theatrical industry **(Theatrical Trends)**
4. read, discuss and analyze a varied catalog of plays and musicals, written by a diverse representation of playwrights, including (but not limited to) seminal pieces of the theatrical canon, as well as noteworthy contemporary works of the 21st century **(Dramatic Literature)**
5. assess theatre as a civically-engaged, collaborative art form through co-curricular learning experiences **(Community Engagement)**
6. employ problem-solving skills and creative thinking skills through engagement in the collaborative theatrical process and the creation of artistic work **(Diagnostic & Creative Thinking Skills)**
7. apply analytical skills through the critical reading of dramatic literature, the dissection of theatrical concepts and the critical examination of live theatrical productions **(Analytical Reading & Writing)**

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:

Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:

One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Required Core (4 Courses, 12 Credits):

When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

- ENG 1200 - English Composition I 3 Credit(s)
- ENG 2400 - English Composition II 3 Credit(s)
- Mathematical & Quantitative Reasoning Course 3 Credit(s) *
- Life & Physical Sciences Course 3 Credit(s) *

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Flexible Core (6 Courses, 18 Credits):

When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major. One course from each Group A to E. **and** one (1) additional course from any group. **No more than two courses can be selected from the same discipline**

A. World Cultures and Global Issues Designated Course

B. U.S. Experience in its Diversity Designated Course

C. Creative Expression Designated Course

- THA 5000 - Introduction to Theatre Arts 3 Credit(s)
- THA 5100 - Play Analysis 3 Credit(s)

D. Individual and Society Designated Course

E. Scientific World Designated Course*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Major Requirements (7 Courses, 21 Credits):

- THA 5000 - Introduction to Theatre Arts 3 Credit(s)
- THA 5100 - Play Analysis 3 Credit(s)
- THA 5200 - Acting I: Fundamentals of Acting 3 Credit(s)
- THA 6800 - History of the Theatre: Origins to Jacobean 3 Credit(s)
- THA 5500 - Introduction to Technical Theatre 3 Credit(s)

Select six (6) credits and at least two (2) courses from the following:

- THA 4000 - Performance Practicum 1 Credit(s)
- THA 4100 - Production Practicum 1 Credit(s)
- THA 4200 - Advanced Theatre Practicum 1 Credit(s)
- THA 4300 - Playwriting 3 Credit(s)
- THA 4400 - Voice and Diction for the Actor 3 Credit(s)
- THA 4600 - Training the Musical Theatre Voice 3 Credit(s)
- THA 4700 - Stage Management 3 Credit(s)
- THA 5050 - Integrative Studies Seminar 1 Credit(s)
- THA 5300 - Acting II: Scene Study 3 Credit(s)
- THA 5600 - Fundamentals of Theatrical Lighting 3 Credit(s)
- THA 5800 - Musical Theatre Performance 3 Credit(s)
- THA 6000 - Introduction to Costume and Make-Up 3 Credit(s)
- THA 6300 - Basic Sound Technology 3 Credit(s)
- THA 6500 - Scenic Design 3 Credit(s)
- THA 6700 - History of the American Musical Theatre 3 Credit(s)
- THA 81XX - Independent Study 1-3 Credit(s)
- THA 82XX - Topical/Pilot Course 1-3 Credit(s)
- SPE 2700 - Oral Interpretation 3 Credit(s)
- SPE 2900 - Voice and Articulation 3 Credit(s)
- PEC 2000 - Beginner's Ballet 1 Credit(s)

- PEC 3800 - Modern Dance Techniques 1 Credit(s)
- PEC 3900 - Modern Dance Composition 1 Credit(s)
- ART 3300 - Survey of Art History: From Ancient to Renaissance Art 3 Credit(s)

Concentrations (5 Courses, 9 Credits):

Select **one** (1) of the following concentrations:

Performance (5 Courses, 9 Credits):

Select two (2) from the following courses:

- THA 4400 - Voice and Diction for the Actor 3 Credit(s)
- THA 4600 - Training the Musical Theatre Voice 3 Credit(s)
- THA 5300 - Acting II: Scene Study 3 Credit(s)
- THA 5800 - Musical Theatre Performance 3 Credit(s)
- AND**
- THA 4100 - Production Practicum 1 Credit(s)

Two (2) credits selected from:

- THA 4000 - Performance Practicum 1 Credit(s) **or**
- THA 4100 - Production Practicum 1 Credit(s)

Technical Production (5 Courses, 9 Credits):

Select two (2) from the following courses:

- THA 4700 - Stage Management 3 Credit(s)
- THA 5600 - Fundamentals of Theatrical Lighting 3 Credit(s)
- THA 6000 - Introduction to Costume and Make-Up 3 Credit(s)
- THA 6300 - Basic Sound Technology 3 Credit(s)
- THA 6500 - Scenic Design 3 Credit(s)
- AND**
- THA 4100 - Production Practicum 1 Credit(s) *Course must be repeated for a total of three (3) credits*

Electives:

0 to 9 credits sufficient to meet required total of 60 credits

Total Credits: 60

Certificate

Out Certificate programs are designed to provide students with focused in-depth study and professional training.

Alcoholism and Substance Abuse Counseling Certificate

HEGIS: 5506.00

PROGRAM CODE: 30009

PROGRAM DIRECTOR: Prof. Monica Joseph

The curriculum presented here applies to students who started the Certificate in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the Certificate as a matriculant for the curriculum requirements that apply to you.. **Consultation with the Program Advisor is required.**

College Requirements:

Successful completion of CUNY Tests in Reading and Writing and Part I (Arithmetic) of the COMPASS Math Skills Test with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Required Core (1 Course, 3 Credits):

- ENG 1200 - English Composition I 3 Credit(s)

Certificate Requirements (8 Courses, 26 Credits):

- SAC 2000 - Introduction to Alcoholism and Substance Abuse Counseling 3 Credit(s)
- SAC 2200 - Counseling Techniques In Substance Abuse Field I 3 Credit(s)
- SAC 2400 - Counseling Techniques in the Substance Abuse Field II 3 Credit(s)
- SAC 2600 - Confidentiality, Ethics and the Counselor/Client Relationship in Substance Abuse Counseling 3 Credit(s)
- SAC 2800 - Approaches to Treatment: Varieties of Alcoholism and Substance Abuse Modalities 3 Credit(s)
- SAC 3000 - Compulsive Gambling: Treatment and Prevention for Substance Abuse Counselors 4 Credit(s)
- SAC 091A - Substance Abuse Counseling - Field Internship I 4 Credit(s)
- SAC 091B - Substance Abuse Counseling - Field Internship II 3 Credit(s)

Total Credits: 29

Culinary Arts Certificate

HEGIS: 5404.00

PROGRAM CODE: 33947

PROGRAM DIRECTOR: Prof. Mark D'Alessandro

The curriculum presented here applies to students who started the Certificate in Fall 2018 or Spring 2019. If you enrolled as a matriculant prior to that, please see the *College Catalog* for the year you started the Certificate as a matriculant for the curriculum requirements that apply to you. **Consultation with the Program Advisor is required.**

College Requirements:

Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Certificate Requirements: (10 Courses, 28 Credits)

- TAH 7100 - Introduction to Professional Food Service 3 Credit(s)
- CA 100 - Culinary Arts I: Skills 3 Credit(s)
- CA 200 - Culinary Arts II: Major Techniques 3 Credit(s)
- CA 1100 - Baking and Pastry 3 Credit(s)
- CA 2100 - Food Safety and Sanitation Certification 1 Credit(s)
- AND
- CA 300 - Garde Manger and Charcuterie 3 Credit(s) **or**
- CA 1200 - Patisserie 3 Credit(s)
- AND
- CA 7200 - Restaurant and Food Service Operations 3 Credit(s) **or**
- CA 7400 - Menu and Dining Room Management 3 Credit(s)
- AND
- CA 5000 - Food and Beverage Cost Control 3 Credit(s) **or**
- CA 6000 - Beverage Management 3 Credit(s)
- AND
- CA 9000 - Global Culinary Improvisation 3 Credit(s)
- CA 9200 - Internship in Culinary Arts 3 Credit(s)

Total Credits: 28

Course Descriptions

Accounting

ACC 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of accounting is developed individually between student and faculty member and must be approved by the Department.

ACC 82XX - Topical/Pilot Course

1-3 Credit(s) / 1-3 hrs. Hours

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

ACC 1100 - Fundamentals of Accounting I

4 Credit(s) / 4 hrs. Hours

This course introduces accrual-basis accounting for sole proprietorships in the service and merchandising industries. Topics include double-entry recording of business transactions and adjusting and closing entries. Preparation of financial statements under Generally Accepted Accounting Principles, including the income statement, owner's equity statement and balance sheet. Inventory valuation methods, specialized journals, subsidiary ledgers, bank reconciliations, internal control concepts, computerized accounting, and depreciation methods are also covered.

Prerequisite(s): passing score on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math **or** MAT M100

ACC 1200 - Fundamentals of Accounting II

4 Credit(s) / 4 hrs. Hours

This second course in fundamentals of accounting focuses on partnership and corporate accounting. It includes the preparation of the retained earnings, stockholder's equity and cash flow statements. Other topics include accounting for receivables, payables, and long term debt, with a focus on bonds payable. In addition, both financial statement analysis tools and differences between financial and managerial accounting are examined.

Prerequisite(s): ACC 1100

ACC 2100 - Intermediate Accounting I

3 Credit(s) / 3 hrs. Hours

Study of financial accounting, accounting standards, and the conceptual framework underlying financial accounting. The accounting information system is reviewed, including the accounting cycle as applied to the corporate organization. Preparation and understanding of the major financial statements-the classified balance sheet, income statement, statement of retained earnings, and statement of cash flows. Also covered: revenue recognition, management and control of cash, recognition and valuation of accounts receivable.

Prerequisite(s): ACC 1200 with a minimum grade of "C"

ACC 2200 - Intermediate Accounting II

3 Credit(s) / 3 hrs. Hours

Continued study of financial accounting concepts including inventories, tangible, intangible and other non-current assets, liabilities, stockholder's equity, reporting requirements, earnings per share, accounting for investments and the time value of money. The impact of recent accounting developments on financial statements and generally accepted accounting principles are illustrated and discussed.

Prerequisite(s): ACC 2100

ACC 3100 - Cost Accounting

4 Credit(s) / 4 hrs. Hours

Techniques and methods of cost accounting include cost concepts and analysis of costs, material control, accounting for labor, nature and application of manufacturing overhead (including factory overhead variance analysis), job order cost systems, process cost systems, and direct costing.

Prerequisite(s): ACC 1200 with a minimum grade of "C"

ACC 4100 - Federal Taxation

4 Credit(s) / 4 hrs. Hours

Study of current federal income tax law regulations include: concepts of taxable gross and net income, deductions and exemptions as applied to various classes of individual taxpayers. Preparation of individual income tax returns on actual governmental forms required.

Prerequisite(s)/Corequisite(s): ACC 1200 **or** Department permission

ACC 6000 - Microcomputer Accounting Applications

3 Credit(s) / 3 hrs. Hours

The use of accounting system software as a tool for processing accounting data into financial information. Accounting system topics include the accounting cycle, general ledger, sales and accounts receivable, purchasing and payment, payroll, inventory, account reconciliation, financial reporting and budget analysis.

Prerequisite(s): ACC 1200 and BA 6000 **or** equivalent

American Politics

POL 5100 - American Government and Politics

3 Credit(s) / 3 hrs. Hours

Structure of the national government and the way it operates. Includes discussion of our democratic system, the three branches of government (executive, legislative and judicial), political parties, pressure groups, and current legislation.

Flexible Core: U.S. Experience in Its Diversity (Group B)

POL 5300 - State and Local Governments and Politics

3 Credit(s) / 3 hrs. Hours

The role of state and local governments in the American political system, particularly New York State, New York City and representative urban problems. Governmental structure is presented as the permanent yet changing framework within which urban-centered political action takes place.

POL 5400 - The American Presidency

3 Credit(s) / 3 hrs. Hours

Description and analysis of the Presidency as a post-World War II political institution. A historical introduction to the role of the President, the growth of the Presidency from 1789 to the present, and the factors currently affecting presidential elections, and presidential powers.

Flexible Core: U.S. Experience in Its Diversity (Group B)

POL 5500 - American Political Parties

3 Credit(s) / 3 hrs. Hours

The function and role of the American political party system in American life will be explored. Special emphasis will be given to social bases of voting blocks, patterns of voting and non-voting, the influence of money and interest groups on the parties and how the system has changed over time.

Flexible Core: U.S. Experience in Its Diversity (Group B)

POL 5600 - City Politics

3 Credit(s) / 3 hrs. Hours

An examination of the urban community's political actions and response to government policy. How ethnic, racial, religious and economic groups interact within the political system to meet the needs of their respective communities.

POL 6100 - Public Policy and Public Administration

3 Credit(s) / **3 hrs. Hours**

An introduction to public policy making, policy analysis, governance, and public service in the American context. The course will emphasize the role of bureaucracy in the American political system, the political environment of public-sector agencies, the process of policy making and policy implementation, and the policy making function of administrators and their relationships with other actors in the political process.

POL 6300 - Introduction to Criminal Justice

3 Credit(s) / **3 hrs. Hours**

Introduction to the criminal justice system in the United States, includes study of crime and the three elements which comprise the criminal justice system: police, courts, and corrections. Attention is given to civil liberties issues which involve the procedural due process rights of persons accused of crime.

POL 6500 - Civil Rights and Liberties

3 Credit(s) / **3 hrs. Hours**

The central American heritage issues of freedom and equality of opportunity, the development of freedom of speech, press, religion, guarantees of assembly and petition, civil rights, women's rights, and affirmative action.

POL 6600 - Constitutional Law

3 Credit(s) / **3 hrs. Hours**

Designed for, but not limited to, students interested in a pre-law curriculum. United States Supreme Court decisions and opinions in several major areas of constitutional law will be studied.

POL 6700 - The American Legal System: The Courts

3 Credit(s) / **3 hrs. Hours**

Designed for, but not limited to, students interested in a pre-law curriculum. The American judicial process at the federal and state levels will be investigated.

POL 6800 - Women and the Criminal Justice System

3 Credit(s) / **3 hrs. Hours**

Women and their involvement in the various aspects of crime. The motivations, roles, and concerns of women who are living in institutions and correctional facilities, and women who have become criminal justice professionals.

POL 7200 - Minorities and the Criminal Justice System

3 Credit(s) / 3 hrs. Hours

The influence of culture, race and ethnicity on minorities as victims, suspects, criminals and practitioners. The major focus will be cross-cultural contact and the need for an understanding of cultural differences and respect for those of different backgrounds. The interaction between minorities, the courts, corrections, and police will be evaluated in the context of multicultural criminal justice. Additional time devoted to a Civic Engagement experience is required.

Prerequisite(s): POL 6300 and SOC 3100

Anthropology

ANT 3700 - Introduction to Anthropology

3 Credit(s) / 3 hrs. Hours

A comparative study of the human condition in various societies and its application in solving practical problems. Topics include: human evolution, the meaning of our physical diversity, communication, miscommunication and past and present cultural diversity.

Flexible Core: World Cultures and Global Issues (Group A)

ANT 3800 - Human Rights

3 Credit(s) / 3 hrs. Hours

Overview of anthropological, political, legal, economical, and philosophical perspectives on human rights. The history of human rights, examination of the basic treaties on human rights and exploration of the ways in which culture, religion, race, gender, indigenesness, human trafficking, genocide, and forced migration relate to human rights. Analysis of the global and local response to contemporary human rights abuses on a variety of issues in various countries.

Flexible Core: World Cultures and Global Issues (Group A)

ANT 3900 - Sexuality and Culture

3 Credit(s) / 3 hrs. Hours

Approaches human sexuality from a unique perspective by incorporating theories from anthropology, sociology, psychology, women's studies and queer theory. Course explores the ways in which sexual behavior has changed over time and how it varies cross-culturally. It will also address current issues such as pornography, sex workers, gender and sexual diversity, sex tourism, same-sex sexuality, sexual rights, and cybersex.

Prerequisite(s): ANT 3700 or SOC 3100 or PSY 1100

Flexible Core: Individual and Society (Group D)

Arabic

ARB 100 - Elementary Arabic I

3 Credit(s) / 4 hrs. Hours

Basic speaking, listening, reading and writing Arabic. Through use of spoken and written sources, students will become acquainted with the sounds, alphabet, vocabulary, grammar and structure of the language. Use of laboratory and audio-visual materials to foster conversation and comprehension skills.

NOTE: This course was previously called ARB 8201

Flexible Core: World Cultures and Global Issues (Group A)

ARB 200 - Elementary Arabic II

3 Credit(s) / 4 hrs. Hours

Continuation in basic speaking, listening, reading and writing Arabic. Use of spoken and written sources of the sounds, alphabet, vocabulary, grammar and structure of the language. Use of Laboratory and audio-visual materials to foster conversation and comprehension skills in Arabic.

NOTE: This course was previously called ARB 8202

Prerequisite(s): ARB 100 **or** Department permission

Flexible Core: World Cultures and Global Issues (Group A)

ARB 300 - Intermediate Arabic I

3 Credit(s) / 3 hrs. Hours

Continuation of the development of reading and writing skills in the language through the use of suitable passages on key themes in Arabic culture and society. Students will actively engage with spoken and written source material from the Arab world. Audio-visual materials will be used to foster conversation and comprehension skills in the language.

Prerequisite(s): ARB 200 **or** Department permission

ARB 400 - Intermediate Arabic II

3 Credit(s) / 3 hrs. Hours

Continuation of the development of reading and writing skills in the language through use of suitable passages on key themes in Arabic culture and society. Students will likely engage with spoken and written source material from the Arab world. Audio-visual materials will be used to foster conversation and comprehension skills in the language.

Prerequisite(s): ARB 300 **or** Department permission

Art: Art History (Non-Studio)

ART 81XX - Independent Study (Non-Studio)

1-3 Credit(s) / **1-3 hrs. Hours**

Independent study of art is developed individually between student and faculty member and must be approved by the Department.

ART 82XX - Topical/Pilot Course (Non-Studio)

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical and pilot nature and is designed to meet the immediate needs and interest of various student populations. It is offered for a maximum of two semesters.

ART 3000 - Art and Activism

3 Credit(s) / **3 hrs. Hours**

Introduction to the role of art in society, and how modern and contemporary artists have employed art to challenge the status quo and stimulate social activism, change, and protest. The course will cover nine main topics: the Anti-War and Peace Movements, the Labor Movement, Art of the Cold War Era, Anti-Government Movements and Post Colonialism, the Civil Rights Movement, the Feminist Movement, Environmental Activism, Gay Identity and Queer Art, and Contemporary Protest Art. Although emphasis will be given to art and artists since 1945, the history of social activist and protest art will be traced through the modern era.

Flexible Core: World Cultures and Global Issues (Group A)

ART 3100 - Survey of Art History: Prehistory to the Present

3 Credit(s) / **3 hrs. Hours**

Introduction to the visual arts, past and present. Basic elements in appreciating the great achievements in painting, sculpture and architecture. Aesthetic and societal considerations.

Flexible Core: Creative Expression (Group C)

ART 3300 - Survey of Art History: From Ancient to Renaissance Art

3 Credit(s) / **3 hrs. Hours**

Comprehensive, chronological introduction to the history of art and architecture from ancient civilizations to the Renaissance. Consideration of the cultural context of artistic developments and styles. Required of Art Majors.

Recommended in first year.

See Department Advisor.

Flexible Core: World Cultures and Global Issues (Group A)

ART 3400 - Survey of Art History: From Renaissance to 19th Century Art

3 Credit(s) / 3 hrs. Hours

Major movements in Non-Western and Western art from the Renaissance through the late nineteenth century focusing on formal as well as historical issues. Required of Art Majors.

Recommended in first year.

See Department Advisor.

Flexible Core: World Cultures and Global Issues (Group A)

ART 3500 - Modern Art: From 1880 to 1945

3 Credit(s) / 3 hrs. Hours

An introduction to the development of modern art, beginning in late nineteenth-century France. The course traces the emergence of various art movements, the rise of the historical avant-garde in Europe, and the development of abstract art.

Flexible Core: Creative Expression (Group C)

ART 3600 - Modern Art: From 1945 to Present

3 Credit(s) / 3 hrs. Hours

An introduction to movements in painting, sculpture and architecture in the aftermath of World War II. The course begins with the rise of New York as the international center of the art world and continues through recent developments in visual arts.

Flexible Core: Creative Expression (Group C)

ART 3700 - Survey of Non-Western Art

3 Credit(s) / 3 hrs. Hours

Survey of World Art from Islamic culture, India, Asia, art of the Americas and Native American cultures, Africa and the Pacific. The art of these countries and cultures will be studied from prehistory to the present.

Flexible Core: World Cultures and Global Issues (Group A)

ART 3800 - Renaissance Art

3 Credit(s) / 3 hrs. Hours

History of the development of art from the Gothic movement through the rise of Humanism. The Renaissance in Florence, Italy and Northern Europe and an analysis of its new conception of nature, history and man. A general introduction to Renaissance artists in Florence and Spain.

Flexible Core: Creative Expression (Group C)

ART 3900 - History of Women in Art

3 Credit(s) / 3 hrs. Hours

Survey of the artistic works of women from the ancient world through the present. The class will consider formal issues, the representation of the female in the visual arts, the biographies of female artists, the art historical context of the work of women artists, and the rise of feminist art.

Flexible Core: Creative Expression (Group C)

ART 4700 - History of American Art

3 Credit(s) / 3 hrs. Hours

Introduction to the painting, sculpture, architecture and other forms of art created in the U.S. from the Colonial period through the early 20th Century. Aesthetic, cultural and social issues will be addressed while fostering an appreciation of the various styles and artistic approaches that have shaped the tapestry of American culture.

Flexible Core: U.S. Experience in Its Diversity (Group B)

ART 5000 - Latin American Art

3 Credit(s) / 3 hrs. Hours

Introduction to the arts of Latin America, including Meso, Central, and South America, and the Caribbean. In chronological order, the course will begin by examining the artistic production of the pre-Columbian era, establishing the iconography, styles, traditions, and techniques of each region. The art of colonial Latin America will be explored in regards to the cultural complexity and artistic convergence that characterized Spanish colonialism. Following independence, and in response to the influence of international artists, movements, and ideas, the development of Modern Art in Latin America will be discussed. Although emphasis will be placed on the Spanish-speaking countries of Latin America, the art of Brazil and Haiti will also be discussed.

Flexible Core: World Cultures and Global Issues (Group A)

ART 9500 - Modern Architecture and the Environment

3 Credit(s) / 3 hrs. Hours

A study of the major developments in the history and theory of architecture in Europe and the United States from the late 19th century through the present day and how these developments express our evolving understanding and perception of ourselves in relation to the environment. Particular attention will be given to landscape architecture, urban planning and contemporary innovations in green, ecologically-sustainable architecture.

Flexible Core: Creative Expression (Group C)

ART 9800 - History of Modern Sculpture

3 Credit(s) / 3 hrs. Hours

A study of the major developments in the history and theory of sculpture in Europe and the United States, focusing on the nineteenth and twentieth centuries, and continuing through to sculpture of the present day.

Flexible Core: Creative Expression (Group C)

Art: Studio Art

ART 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of art is developed individually between student and faculty member and must be approved by the Department.

ART 82XX - Topical/Pilot Course

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical and pilot nature and is designed to meet the immediate needs and interest of various student populations. It is offered for a maximum of two semesters.

ART 4000 - Designing with Type

3 Credit(s) / **4 hrs. Hours**

A studio course using typography as a design tool with a focus on the creative and aesthetic use of letter forms for visual communication problem-solving.

ART 4200 - Three Dimensional Illustrations

3 Credit(s) / **4 hrs. Hours**

Studio course explores three-dimensional illustration techniques of model-making and design and their commercial and fine art applications.

Prerequisite(s): ART 5500 and ART 5700

ART 4300 - Digital Illustration

3 Credit(s) / **4 hrs. Hours**

Introduction to the computer program Adobe Illustrator and its use as a tool to create and manipulate illustrations and graphic designs for the development of portfolios.

Prerequisite(s): ART 5500

ART 4400 - Still Life Painting

3 Credit(s) / **4 hrs. Hours**

A studio course using methods of oil and/or acrylic painting in a concentrated approach to the expressive possibilities of still life as a subject matter.

Prerequisite(s): ART 5900 **or** Department Permission

ART 4500 - Computer Art

3 Credit(s) / **4 hrs. Hours**

Introductory course to the computer as a complete publishing system and as a graphic design and illustration tool for creating finished portfolio pieces.

Prerequisite(s): ART 5500

ART 4600 - Photoshop as a Design Tool

3 Credit(s) / 4 hrs. Hours

Introduction to core features and functions of this photo-based image editing program. Students will manipulate, re-touch, apply effects, import and scan images, perform color and tonal corrections and use illustration and paint techniques. This design and illustration tool will be used in the development of portfolio work.

Prerequisite(s): ART 5500

ART 4800 - The Art of 3-Dimensional Animation

3 Credit(s) / 4 hrs. Hours

Introduction to features and functions of computer assisted 3-dimensional image and animation. Basic 3-dimensional animation concepts utilizing industry software are covered, as well as the workflow involved in modeling, animation and rendering techniques in a 3-dimensional environment.

ART 4900 - The Art of Storyboarding

3 Credit(s) / 4 hrs. Hours

An exploration of the preproduction stage of visual storytelling of all types: live-action, animation, and multimedia. Cinematic principles of continuity, editing, and methods of composition to communicate time-based visuals effectively are studied. Students will create storyboards, by hand and computer-generated, and animatics.

ART 5100 - Photography I

3 Credit(s) / 4 hrs. Hours

Learn to see photographically while using your 35mm camera. Develop black and white film and print your own enlargements during this intensive introduction to photographic image-making.

ART 5200 - Photography II

3 Credit(s) / 4 hrs. Hours

Students refine the ideas and techniques presented in Photography I. Emphasis is placed on developing a personal vision, while improving darkroom skills, lighting situations and putting together a cohesive portfolio of prints.

Prerequisite(s): ART 5100

ART 5300 - Photojournalism I

3 Credit(s) / 4 hrs. Hours

Students will learn documentary storytelling and develop technical skills and visual literacy through digital photography. Skills will be acquired through weekly assignments that simulate being on assignment for a publication, research, group critiques, editing and layout, photo-history lectures and readings. Skills can be applied in fine arts, editorial and commercial photography.

Prerequisite(s): ART 9400

ART 5400 - Photojournalism II

3 Credit(s) / 4 hrs. Hours

Designed for students who have studied photography and journalism. Combines the photo essay with spot news reporting. The concept of photojournalism as it applies to the daily newspaper, illustrated magazine and photo agency will be discussed.

Prerequisite(s): ART 5300

ART 5500 - Design I

3 Credit(s) / 4 hrs. Hours

Supplies the groundwork necessary to all studio courses as the principles of design are introduced. Using basic materials and techniques, the study of line, value, color, shape, and texture in two-dimensional composition, is included.

Required for Art Majors in first semester.

See Department Advisor.

ART 5600 - Design II

3 Credit(s) / 4 hrs. Hours

Color theory and applications in two- and three-dimensional composition. The study of concepts in three-dimensional design includes problems of volume and space.

Prerequisite(s): ART 5500

ART 5700 - Drawing I

3 Credit(s) / 4 hrs. Hours

Introduction to the basic concepts of drawing. In order to cultivate the ability to see, to create form, and to enjoy visual experiences, students will draw from still life model and from the live model.

Required for Art Majors in first semester.

See Department Advisor

ART 5800 - Drawing II

3 Credit(s) / 4 hrs. Hours

Continued study of various drawing media. Exploration of traditional and experimental drawing techniques.

Prerequisite(s): ART 5700 **or** Department permission

ART 5900 - Painting I

3 Credit(s) / 4 hrs. Hours

Studio course in oil and acrylic painting serves as an aesthetic foundation for solutions to expressive problems of representational and abstract form, color and space.

ART 6000 - Painting II

4 Credit(s) / 6 hrs. Hours

Continuation of ART 5900 gives students an opportunity for advanced work in painting, self-expression and creativity.

Prerequisite(s): ART 5900 **or** Department permission

ART 6100 - Sculpture I

3 Credit(s) / 4 hrs. Hours

Study and work in a studio setting. Techniques and aesthetics of modern sculptural concepts emphasized.

ART 6200 - Sculpture II

4 Credit(s) / 6 hrs. Hours

Advanced students in creative sculpture explore new techniques.

Prerequisite(s): ART 6100 **or** Department permission

ART 6300 - Ceramics I

3 Credit(s) / 4 hrs. Hours

An introduction to problems in ceramic design, materials and techniques. Emphasis is on the use of the potter's wheel, glazing and firing.

ART 6400 - Ceramics II

3 Credit(s) / 4 hrs. Hours

Students are involved with solutions to the intermediate problems in ceramic design. Emphasis is on further use of the potter's wheel, glazing and hand building.

Prerequisite(s): ART 6300

ART 6500 - Mixed Media

3 Credit(s) / 4 hrs. Hours

Enables students to make use of combinations of drawing, painting and sculpture techniques, including the use of innovative materials.

ART 6600 - Printmaking I

3 Credit(s) / 4 hrs. Hours

Introduction to techniques of intaglio and relief printmaking. Students learn to expand upon drawing experiences by refining visual expression into terms of the original print.

Prerequisite(s): ART 5500 **or** ART 5700 **or** Department permission

ART 6700 - Printmaking II

3 Credit(s) / 4 hrs. Hours

Continuation of intaglio and relief printmaking which allows students to explore the use of multi-color printing, and the time needed for edition printing.

Prerequisite(s): ART 6600

ART 6800 - Illustration II

3 Credit(s) / 4 hrs. Hours

A studio course for the development of basic illustration concepts and skills including drawing, painting and using various media. Students will develop illustration techniques appropriate to the field of visual communication and the development of a portfolio.

ART 6900 - Illustration Style

3 Credit(s) / 4 hrs. Hours

A studio course for the development of a personal style of illustration that can have mass market appeal as its base.

ART 7200 - Web Page Design

3 Credit(s) / 4 hrs. Hours

Evaluation and design of Web pages using software including Quark X-press, Illustrator, Flash and Dreamweaver.

Prerequisite(s): ART 4600 and either ART 7400 or ART 4000

ART 7300 - Digital Publication Design

3 Credit(s) / 4 hrs. Hours

Introduction to the computer program Adobe InDesign and its use as a page layout tool for designing print and digital publications including magazines, books, brochures, and more.

ART 7400 - Experimental Typography

3 Credit(s) / 4 hrs. Hours

This studio course introduces the fundamentals of typography as a design discipline and its practical applications. Students will learn the principles and terminology of type and how to design with it to communicate effectively.

ART 7500 - Introduction to Graphic Design and Advertising

3 Credit(s) / 4 hrs. Hours

In this studio course, students will explore an array of graphic design and advertising assignments with an emphasis on concept development and creative visual problem-solving and will create professional quality portfolio work.

ART 7900 - Figure Painting

3 Credit(s) / 4 hrs. Hours

The basic principles of painting the human figure from direct observation of a model. Concentration on the study of color applied to figure painting.

Prerequisite(s): ART 5900

ART 8072 - Ceramic Sculpture

3 Credit(s) / 4 hrs. Hours

Techniques and problem-solving in the construction of a mid-and large- scale ceramic sculpture and bas-relief with emphasis on adapting particular fabrication methods to individual imaginative composition.

ART 8348 - Figure Modeling and Carving

3 Credit(s) / 4 hrs. Hours

The human figure at rest is studied from the anatomical, analytical and compositional point of view. A live model, slides and demonstration of figurative works are part of the course.

Prerequisite(s): ART 6100

ART 8452 - Intermediate Figure Modeling and Carving

3 Credit(s) / 4 hrs. Hours

Study of the representation of the human figure in motion. Clay and stone will be the predominant materials used.

Prerequisite(s): ART 8348

ART 8547 - Landscape Painting

3 Credit(s) / 4 hrs. Hours

Methods of oil and/or acrylic painting in a concentrated approach to the expressive possibilities of the landscape as subject matter.

ART 8651 - Intermediate Landscape Painting

3 Credit(s) / 4 hrs. Hours

The experimental approach to landscape painting will be extended within a more personally directed context.

Prerequisite(s): ART 8547

ART 8746 - Transparent Watercolor Painting

3 Credit(s) / 4 hrs. Hours

The interactions of brush and color with paper and water and the use of different color-wash techniques.

ART 8850 - Intermediate Watercolor Painting

3 Credit(s) / 4 hrs. Hours

Advanced study of transparent watercolor painting, using wet-into-wet and glazing techniques.

Prerequisite(s): ART 8746

ART 9063 - Introduction to Welded Sculpture

3 Credit(s) / 4 hrs. Hours

The different processes of joining metals used in the creation of a welded sculpture as various techniques of sculpting in metal are explored.

Prerequisite(s): ART 6100

ART 9400 - The Art of Digital Photography

3 Credit(s) / 4 hrs. Hours

Students will develop and define their own creative ideas through independent projects using digital photographic tools. Emphasis will be placed upon gaining a thorough working knowledge of Adobe Photoshop.

ART 9600 - The Art of Animation

3 Credit(s) / 4 hrs. Hours

Introduction to animation exploring the basic principles and applications to different media, encompassing techniques from analog animation (stop-motion and hand drawn) through digital production techniques.

ART 9700 - Ceramic Design

3 Credit(s) / 6 hrs. Hours

The practical applications of ceramics from both a functional and decorative approach. Production techniques for creating multiples such as tableware, tiles and architectural details will be explored.

Prerequisite(s): ART 6300

Behavioral and Social Science: College Now

BEH 7000 - Introduction to Research

4 Credit(s) / 4 hrs. Hours

To produce research projects in the behavioral sciences with the skill and knowledge necessary for carrying out individual research projects, students are familiarized with theoretical issues in scientific research, methodology, and statistical measurement.

Prerequisite(s): Enrollment in "College Now" Program

BEH 7100 - Conducting Research

4 Credit(s) / 4 hrs. Hours

To carry out and bring to completion an individual research project in the areas of the behavioral sciences; course work includes actual testing of subjects and of hypotheses, collection of data, statistical analysis, and assessing the implications of research findings for further investigation. The format of the written report will conform to the American Psychological Association guidelines.

Prerequisite(s): BEH 7000

BSS 100 - Behavioral and Social Science: The Individual and His/Her World

3 Credit(s) / 3 hrs. Hours

The concepts and methodologies of sociology, psychology, economics, political science and history helps students understand issues of current significance.

Prerequisite(s): Enrollment in "College Now" Program

Flexible Core: Individual and Society (Group D)

Behavioral Sciences

BEH 5050 - Integrative Studies Seminar

1 Credit(s) / 2 hrs. Hours

This course serves as a place where students in learning communities can practice integration and application of thematic concepts explored in other courses in the Integrative Studies Link.

Biological Sciences

BIO 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of biology is developed individually between student and faculty member and must be approved by the Department.

BIO 82XX - Topical/Pilot Course

1-3 Credit(s) / 1-3 hrs. Hours

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

This course does not satisfy the Biology Major elective requirement.

BIO 100 - Topics in Biology

3 Credit(s) / 3 hrs. Hours

For non-science majors and those who plan to transfer to senior colleges within CUNY. Through lecture and discussion, selected biological topics, such as evolution, ecology, genetics, and human biology are explored. For each topic, interactive computerized lab experiences involving formulating hypotheses and the process of scientific inquiry are conducted. In addition, current ethical issues in science are studied.

Required Core: Life and Physical Sciences

BIO 1100 - Human Anatomy and Physiology I

4 Credit(s) / 7 hrs. each semester Hours

Not recommended for non-science majors.

A one-year, two-semester course in human anatomy and physiology. Examines complementary relationships between structure and function, dynamic aspects and integration of organs and organ systems in the maintenance of normal functioning of the whole organism. Dissections and other laboratory experiences including computer-assisted study of physiological principles.

This course does not satisfy the Biology Major elective requirement.

Prerequisite(s): Passed, exempt, or completed developmental course work for the CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math or BIO 1300

Required Core: Life and Physical Sciences

Flexible Core: Scientific World (Group E)

BIO 1200 - Human Anatomy and Physiology II

4 Credit(s) / 7 hrs. each semester Hours

Not recommended for non-science majors.

A one-year, two-semester course in human anatomy and physiology. Examines complementary relationships between structure and function, dynamic aspects and integration of organs and organ systems in the maintenance of normal functioning of the whole organism. Dissections and other laboratory experiences including computer-assisted study of physiological principles.

This course does not satisfy the Biology Major elective requirement.

Prerequisite(s): BIO 1100

Required Core: Life and Physical Sciences

Flexible Core: Scientific World (Group E)

BIO 1300 - General Biology I

4 Credit(s) / 6 hrs. each semester Hours

Not recommended for non-science majors.

A one-year, two-semester course for students who plan to major in biological sciences, or prepare for a preprofessional program. Classroom and laboratory sessions focus on biological topics as they apply to all life, to recent scientific findings and how they advance understanding classical concepts, the interaction of environmental and biological forces to produce life.

Prerequisite(s): Passed, exempt, or completed developmental course work for the CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math

Required Core: Life and Physical Sciences

Flexible Core: Scientific World (Group E)

BIO 1400 - General Biology II

4 Credit(s) / 6 hrs. each semester Hours

Not recommended for non-science majors.

A one-year, two-semester course for students who plan to major in biological sciences, or prepare for a preprofessional program. Classroom and laboratory sessions focus on biological topics as they apply to all life, to recent scientific findings and how they advance understanding classical concepts, the interaction of environmental and biological forces to produce life.

Prerequisite(s): BIO 1300

Required Core: Life and Physical Sciences

Flexible Core: Scientific World (Group E)

BIO 1800 - The Biology of the Human Body

3 Credit(s) / 2 hrs. lecture, 2 hrs. laboratory Hours

For non-science majors and those who plan to transfer to senior colleges within CUNY. This course will offer a one-semester overview of anatomy and physiology of all organ systems of the human body. The interrelationships between organ systems will be emphasized to provide a holistic view, practical applications to healthcare and reinforcement of health literacy skills. Through lecture and discussion, the processes of the human body will be explored. For each topic, interactive computerized lab experiences involving application of the process of scientific inquiry will be conducted. In addition, current ethical issues in medicine and healthcare will be studied.

BIO 2100 - Comparative Anatomy

4 Credit(s) / 6 hrs. each semester Hours

Form, structure, classification and adaptive modifications of vertebrates, animals with backbones. Through dissections, representative vertebrates (dog, fish and cat) are studied, vertebrates' major body systems and development of various representative structures are compared, relationships between form and function, and the use of certain structure in specific environments.

This course satisfies the elective credit requirement for Biology Majors.

Prerequisite(s): BIO 1400

BIO 2200 - Developmental Biology

4 Credit(s) / 6 hrs. each semester Hours

Embryonic development and its regulatory mechanisms will be studied in representative invertebrate and vertebrate species, including the processes of gametogenesis and fertilization. Current experimental molecular and cellular techniques and results are interwoven with the historical evidence of the subject. Microscopic studies, films, drawings, models and student experiments are used to show the major stages of development and the dynamic processes of embryogenesis.

This course satisfies the elective credit requirement for Biology Majors.

Prerequisite(s): BIO 1400

Prerequisite(s)/Corequisite(s): CHM 1100

BIO 2800 - Biology of Women

3 Credit(s) / 3 hrs. Hours

Major normal anatomical and physiological processes unique to the human female are considered, as well as a focus on recent research about women's biology, female health issues and related illnesses. Discussion of myths and gender stereotypes about women's biology and their influence on female/male behaviors.

This course does not satisfy the Biology Major elective requirement.

Flexible Core: Scientific World (Group E)

BIO 3300 - Introduction to Modern Concepts of Biology

4 Credit(s) / 5 hrs. Hours

For non-science and liberal arts majors and those who plan to transfer to senior colleges. Focus is on major biological topics and principles, with emphasis on how biology influences human issues and problems. Lectures, discussions and hands-on laboratory experiences provide insight into past, present and future aspects of the diversity of life on earth. Topics considered include: genetics, ecology, evolution, and cell biology.

This course does not satisfy the Biology Major elective requirement.

Required Core: Life and Physical Sciences

BIO 3700 - Human Genetics

3 Credit(s) / 3 hrs. Hours

Introduces the principles of genetics with applications to human beings. The different systems by which characteristics are inherited, representative human hereditary problems, roles of heredity and environment, a historical approach to genetics research, chromosomal disturbances and some diseases, modern components of genetics in relation to human fertilization, surrogacy and genetic engineering.

This course does not satisfy the Biology Major elective requirement.

Flexible Core: Scientific World (Group E)

BIO 3900 - The Biology of Aging

3 Credit(s) / 3 hrs. Hours

Biological aspects of the aging process, including: definitions, characteristics and biological theories of aging, recent biological research, effects of disease and prescription drugs, determination of each student's aging profile, factors which modify the rate of the aging process including nutrition and exercise.

This course does not satisfy the Biology Major elective requirement.

Flexible Core: Scientific World (Group E)

BIO 4900 - People and the Environment - Biological Emphasis

3 Credit(s) / 3 hrs. Hours

To promote understanding of humankind's interdependence with the environment and to instill responsibility for environmental quality, the biological sciences are emphasized, including pollution control, ecological balance in nature, growth and control of human populations and identifying environmental issues.

This course does not satisfy the Biology Major elective requirement.

Flexible Core: Scientific World (Group E)

BIO 5000 - General Microbiology

4 Credit(s) / 6 hrs. each semester Hours

Examines the diverse structure and activities of microbes in a wide number of environs, including the use of microbes in food production, antibiotic production, and bioremediation. Basic microbiological techniques are conducted such as staining, aseptic transfer, and pure culture techniques. More advanced laboratories are performed demonstrating the interdisciplinary nature of microbiology including collection of marine water and sediment samples for cultivation of algae and the isolation of antibiotic-producing microbes, and studies of various microbial relationships using plants.

This course satisfies the elective credit requirement for Biology Majors.

Prerequisite(s): BIO 1400 and CHM 1100

Recommended: CHM 1200

BIO 5050 - Integrative Studies Seminar

1 Credit(s) / 2 hrs. Hours

This course serves as a place where students in learning communities can practice integration and application of thematic concepts explored in other courses in the Integrative Studies Link.

BIO 5100 - Microbiology in Health and Disease

4 Credit(s) / 6 hrs. each semester Hours

For students preparing for Nursing, Physician's Assistant and other allied health sciences only.

This course examines the role of microbes as infectious agents responsible for a wide variety of diseases and medical conditions. Disease transmission, treatment, and prevention are considered. The laboratory focuses on the basic methods to cultivate, identify and control microbial growth.

This course does not satisfy the Biology Major elective requirement.

Nursing students must take BIO 5100 before or with NUR 2100. Nursing students who withdraw from BIO 5100 cannot continue in NUR 2100.

Prerequisite(s): BIO 1200

BIO 5200 - Marine Biology

4 Credit(s) / 6 hrs. each semester Hours

Lecture and laboratory study of interrelationships between various environmental factors (physical, chemical and biological) and the distribution and physiology of selected marine organisms. Special attention to ecological techniques and taxonomic methods. Field trips supplement laboratory work.

This course satisfies the elective credit requirement for Biology Majors.

Prerequisite(s): BIO 1400 and CHM 1100

BIO 5300 - Ecology

4 Credit(s) / 6 hrs. each semester Hours

Concepts and principles relating to structure and function of populations, communities and ecosystems, energy flow, biogeochemical cycling, community structure, population growth and population interactions, disturbed and undisturbed ecosystems. Designed for science majors, course includes lectures, films, field trips, discussion, research project and report.

This course satisfies the elective credit requirement for Biology Majors.

Prerequisite(s): BIO 1400

BIO 5700 - Biotechnology: Cell Culture and Cloning

4 Credit(s) / 6 hrs. /2 hrs. lecture, 1 hr. recitation, 3 hrs. laboratory Hours

Biological principles underlying animal and plant tissue culture and cloning techniques are taught using current cell culture research publications. The formation and maintenance of primary and continuous culture, monolayer and suspension cultures, cell separation techniques, and cell cloning studies are conducted. Cell morphology in vitro, callus formation, cytochemistry, immunocytochemistry, autoradiography, chromosome spread preparation and karyotyping, western blotting and enzyme-linked immunoabsorbance assays are performed and analyzed. Photomicroscopy and independent research projects on the initiation and maintenance of primary cell cultures from such sources as chick embryos are also performed.

Prerequisite(s): BIO 1400 and CHM 1100 or Department Permission

BIO 5800 - Recombinant DNA Technology

4 Credit(s) / 6 hrs. /2 hrs. lecture, 1 hr. recitation, 3 hrs. laboratory Hours

The theory and application of recombinant DNA techniques includes study of genomics and proteomics, molecular aspects of recombinant DNA technology and genetic engineering, microbial, animal and plant protein expression. Ethical, legal and social concerns surrounding the field of biotechnology are addressed. Basic biotechnological laboratory techniques required for the study of genomics, genetic engineering and recombinant DNA technology are conducted.

This course satisfies the elective credit requirement for Biology Majors.

Prerequisite(s): BIO 1400 and CHM 1100 or Department permission

BIO 5900 - Genetics

4 Credit(s) / 6 hrs. each semester Hours

For Biology Majors only.

This course examines transmission of the genetic material, molecular genetics and the genetics of population. Topics considered in both lecture and laboratory include: quantitative analyses of eukaryotic linkage, extra nuclear inheritance, mutation studies, cytogenetical chromosomes studies, gene amplification, DNA extraction, DNA "fingerprinting," protein gel electrophoresis, and transformation of prokaryotic genetic material by viral vectors. Techniques developed and utilized in the Human Genome Project and genetic engineering are emphasized. Research papers and in-class presentations are required.

This course satisfies the elective credit requirement for Biology Majors.

Prerequisite(s): BIO 1400 and CHM 1100

BIO 6000 - Computer Applications in Bioinformatics

3 Credit(s) / 4 hrs. /2 hrs. lecture, 2 hrs. laboratory Hours

Cross-Listed With: CIS 6000

Introduction to biochemistry topics, genomics, and computer-related applications in Bioinformatics. Analyses of genetic sequences and their corresponding three-dimensional structures, computer-aided sequence searches and comparisons (homologies). The algorithms used to perform searches and comparisons are provided. Computers are used to implement gene analyses in the area of DNA, protein, and RNA prediction of sequences and structures. The course includes a computer laboratory and biological, wet laboratory in genomics.

Prerequisite(s): MAT 1400 and BIO 1300

BIO 6100 - Research Methods

2 Credit(s) / 2 hrs. Hours

Introduction to the nature of scientific investigation and acquiring skills needed to develop a research problem. Emphasis placed on reading primary sources of scientific literature, experiment design, data presentation and analysis, and preparation of a literature review.

Prerequisite(s): Passed, exempt, or completed developmental course work for the CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math **and** Department permission

Corequisite(s): BIO 6200

BIO 6200 - Biological Instrumentation

2 Credit(s) / 3 hrs. Hours

Theory and practical operation of basic laboratory instruments and techniques, including analytical balances, Ph meters, UV/VIS spectrophotometers, atomic absorption spectroscopy, chromatography, gel electrophoresis, computer-based instrumentation and other techniques.

Prerequisite(s): Passed, exempt, or completed developmental course work for the CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math **and** Department permission

Corequisite(s): BIO 6100

BIO 6500 - Molecular and Cellular Biology

4 Credit(s) / 6 hrs. each semester Hours

The structure and functions of cell components are covered. Emphasis will be placed on the molecular composition of cells and the molecular mechanisms a cell uses to grow and divide. Experiments and computer exercises are designed around fundamental questions in eukaryotic cell biology with an emphasis on biochemical and molecular biological techniques.

This course satisfies the elective credit requirement for Biology Majors.

Prerequisite(s): BIO 1400 and CHM 1100

BIO 7000 - The Biology of Nutrition

3 Credit(s) / 3 hrs. Hours

Increased food processing, chemical additions to food, and the great variety of available foods makes it important to understand the basic ideas of modern nutrition. Such concepts as biochemical individuality as related to nutrition for optimum health are integrated with surveys of carbohydrate, protein and fat metabolism. Also studied are the role of vitamins and minerals in metabolic processes, food selection, special diets during illness, and safety of the food supply. Students analyze their own diet.

This course does not satisfy the Biology Major elective requirement.

Flexible Core: Scientific World (Group E)

BIO 9100 - Biostatistics

4 Credit(s) / 4 hrs. Hours

Cross-Listed With: MAT 9100

An introduction to the theories and techniques relating to probability, statistics and data analysis as pertaining to biology. Discrete and continuous probability distributions are studied including binomial, normal and t-distributions. Classical and Bayesian statistics, estimation, hypothesis testing will be emphasized. SPSS software will be introduced and used in the laboratory achievements.

Students who have completed MAT 2000 or MAT 19A0 or MAT 2200 /BA 2200 or will not receive credit for this course.

Prerequisite(s): A passing score on the ACCUPLACER CUNY Assessment Test in Math **or** completion of developmental mathematics **and** BIO 1300 **or** BIO 3300 **or** Department permission

Required Core: Mathematical and Quantitative Reasoning

Flexible Core: Scientific World (Group E)

BIO 9201 - Research I

1-3 Credit(s) / **2-6 laboratory hrs. Hours**

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results.

Prerequisite(s): Department permission

BIO 9202 - Research II

1-3 Credit(s) / **2-6 laboratory hrs. Hours**

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results.

Prerequisite(s): Department permission

BIO 9203 - Research III

1-3 Credit(s) / **2-6 laboratory hrs. Hours**

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results.

Prerequisite(s): Department permission

BIO 9204 - Research IV

1-3 Credit(s) / **2-6 laboratory hrs. Hours**

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results.

Prerequisite(s): Department permission

PTA 100 - Foundations of Physical Therapy I

3 Credit(s) / **5 hrs. Hours**

Introduction to medical terminology and abbreviations, effective documentation and interpretation of physical therapy documents, multimedia documentation strategies, basic skills and competencies including range of motion, vital signs monitoring, body mechanics, lifting techniques, bed mobility/draping and transfer activities.

Prerequisite(s): BIO 1100

Corequisite(s): PTA 100, PTA 200 and PTA 2000

PTA 200 - Kinesiology and Applied Anatomy

4 Credit(s) / **6 hrs. Hours**

Introduction to the anatomy of the musculo-skeletal system as well as basic kinesiology concepts. Joint goniometry is presented. Emphasis is on the role and nature of muscles, muscular origins, insertions and innervations, articular function and structure.

Prerequisite(s): BIO 1100

Corequisite(s): PTA 100, PTA 1000 and PTA 2000

PTA 300 - Foundations of Physical Therapy II

3 Credit(s) / 5 hrs. Hours

A continuation of PTA 100, introduction to gait deviations and ambulation activities using assistive devices and guarding techniques. Wheelchair activities are also presented. Introduction to the rehabilitation population, including the effects of aging and the geriatric patient.

Prerequisite(s): PTA 100, PTA 200 , PTA 1000, PTA 2000 and BIO 1100

PTA 400 - Modalities and Procedures I

5 Credit(s) / 8 hrs. Hours

Introduction to the physical basis of physical therapy modalities of heat and cold along with physiological principles, indications, contraindications and precautions, the origins and management of pain, basic assessment techniques necessary to evaluate the efficacy of the applied modality, including length and girth assessments and skin and sensation assessments.

Prerequisite(s): PTA 300

Corequisite(s): PTA 500

Prerequisite(s)/Corequisite(s): BIO 1200

PTA 500 - Therapeutic Exercise

5 Credit(s) / 8 hrs. Hours

Introduction to therapeutic exercise techniques, studied by anatomical region. Manual muscle testing is presented and practiced. Topics including resistive exercise, passive stretching and range of motion techniques. Therapeutic exercise equipment such as kinetron, ergometers, treadmill and wall pulleys are introduced.

Prerequisite(s): PTA 300

Corequisite(s): PTA 400

Prerequisite(s)/Corequisite(s): BIO 1200

PTA 600 - Clinical Practicum I

3 Credit(s) / 35 hrs. Hours

Initial eight-week, full-time clinical experience as assigned by the Academic Coordinator of Clinical Education. Under the supervision of clinical faculty at a facility providing physical therapy services, students interact with patients, provide physical therapy treatment and assist therapists in measurements and complex procedures. Students apply their knowledge and practice the skills of transfer and gait training, the application of heat and cold and therapeutic exercise. Students must be assessed as competent in all previous coursework prior to the first clinical practicum.

Prerequisite(s): PTA 500

PTA 700 - Modalities and Procedures II

4 Credit(s) / 6 hrs. Hours

The physical basis of physical therapy modalities of electricity and physiological principles, indications, contraindications and precautions. Introduction to the pulmonary toilet, mechanical traction, phototherapy and therapeutic massage.

Prerequisite(s): PTA 300, PTA 400, PTA 500, PTA 600 and BIO 1200

Corequisite(s): PTA 800

PTA 800 - Selected Topics in Physical Therapy

5 Credit(s) / 8 hrs. Hours

Selected topics related to the physical therapy management of pathology with emphasis on comprehensive physical therapy including normal motor development, neurodevelopmental techniques, proprioceptive neuromuscular facilitation, back pathologies and treatments, orthotic management, amputee and prosthetic management, orthopedic protocols and administrative topics. Facilitation of the application of all previous learning in classroom, laboratory and clinical settings.

Prerequisite(s): PTA 400, PTA 500, PTA 600 and BIO 1200

Corequisite(s): PTA 700

PTA 900 - Clinical Practicum II

3 Credit(s) / 35 hrs. Hours

Concluding eight-week, full-time clinical experience as assigned by the Academic Coordinator of Clinical Education. Under the supervision of clinical faculty at a facility providing physical therapy services, students interact with patients, provide physical therapy treatment and assist therapists in measurements and complex procedures. Students practice the skills of transfer and gait training, modalities application and therapeutic exercise. Student's skills and competence in these areas are assessed by the program faculty prior to participation in this course and must be assessed as competent in all previous coursework prior to this clinical practicum.

Prerequisite(s): PTA 800

PTA 1000 - Introduction to Physical Therapy

3 Credit(s) / 3 hrs. Hours

Introduction to the physical therapy profession. Topics include: the history of physical therapy, pertinent laws governing practice, code of conduct, the role of the professional association, the role of the physical therapist and physical therapist assistant, definition of the rehabilitation population, communication skills and psycho-social aspects of disabilities.

Corequisite(s): PTA 100, PTA 200 and PTA 2000

Prerequisite(s)/Corequisite(s): BIO 1100

PTA 2000 - Pathology

3 Credit(s) / 3 hrs. Hours

Introduction to common pathologies partially managed by physical therapy. The course is divided into four units: orthopedic, neurological, cardiopulmonary and acute medical conditions. General overviews of common pathologies, including anatomical and physiological considerations, etiologies and physical therapy management.

Prerequisite(s): BIO 1100

Corequisite(s): PTA 100, PTA 200 and PTA 1000

PTA 2500 - Interactions in the Clinic

3 Credit(s) / 4.5 hrs./1.5 hrs. lecture, 3 hrs. laboratory Hours

Simulation of the clinical environment through the use of specific role playing activities related to the administration of physical therapy services, PT/PTA interactions, ethical challenges, interdisciplinary communication and other relevant issues.

Prerequisite(s): PTA 600

Corequisite(s): PTA 700 and PTA 800

Business Administration

BA 81XX - Independent Study

1-3 Credit(s) / **1-3 hrs. Hours**

Independent study of business administration is developed individually between student and faculty member and must be approved by the Department.

BA 82XX - Topical/Pilot Course

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

BA 1100 - Fundamentals of Business

3 Credit(s) / **3 hrs. Hours**

The interrelationships among management, labor, and government in both the domestic and global environments. Emphasis is placed on business objectives, strategies, and operational implementation. Contemporary trends are studied in the areas of management, marketing, human resources and finance, including legal and ethical implications.

This course is not open to students who have completed BA 1000.

BA 1200 - Business Law I

3 Credit(s) / **3 hrs. Hours**

The American legal system; analysis of the essential principles of law in the operation of a business entity, with emphasis on the application of the laws of torts and contracts. Review of appropriate Appeals Court decisions.

BA 1300 - Business Law II

3 Credit(s) / **3 hrs. Hours**

The legal principles of agency, partnership and corporations. Legal problems of corporate and non-corporate forms of organizations, consideration of rights, duties, obligations of employment and other special contractual and business relationships.

Prerequisite(s): BA 1200

BA 1400 - Principles of Marketing

3 Credit(s) / **3 hrs. Hours**

Consideration of marketing strategy from a customer's point of view. Course deals with principles and practices of the distribution process, including product pricing, promotion, distribution channels, market research, and governmental regulations.

Prerequisite(s): BA 1100

BA 2200 - Business Statistics

4 Credit(s) / 4 hrs. Hours

Cross-Listed With: MAT 2200

An introduction to probability and statistics as they apply to business applications including data summary measures, discrete random variables and probability distributions, sampling methodologies and analysis, hypothesis testing and regression analysis. Special emphasis will be given to solutions of practical business problems.

Students who have completed MAT 19A0 or MAT 2000 or MAT 9100/BIO 9100 will not receive credit for this course.

Prerequisite(s): (1) Successful completion of the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math and a score of 55 or higher on the College Level Math portion of the ACCUPLACER CUNY Assessment Test in Math, or (2) Successful completion of Pre-Algebra and a grade of 45 or higher on the Elementary Algebra portion of the CUNY Mathematics Skills Test (COMPASS), or (3) Successful completion of Pre-Algebra and successful completion of a Kingsborough MAT M200 workshop culminating in a grade of 88 or higher on the CEAFE exam, or (4) Successful completion of Pre-Algebra and an "S" grade in MAT M200 taken at Kingsborough, or (5) MAT R300

Required Core: Mathematical and Quantitative Reasoning

Flexible Core: Scientific World (Group E)

BA 3100 - Organizational Behavior and Management

3 Credit(s) / 3 hrs. Hours

The impact of organizational behavior on individuals, the economy and society, the role of organizations. Topics include: improving performance and productivity, individual motivation, leadership style and the effect of the external environment on the organization.

Prerequisite(s): BA 1100

BA 3300 - Business Communications

3 Credit(s) / 3 hrs. Hours

The principles of writing effective business communications, including letters, reports, memoranda, directives. Emphasis on organization, language, personal relations and application of business psychology in writing.

Prerequisite(s): Passed, exempt, or completed developmental course work for the CUNY Assessment Test in Writing

BA 5050 - Integrative Studies Seminar

1 Credit(s) / 2 hrs. Hours

This course serves as a place where students in learning communities can practice integration and application of thematic concepts explored in other courses in the Integrative Studies Link.

BA 5200 - Advertising: Theory and Practice

3 Credit(s) / 3 hrs. Hours

Advertising, its methods and its role in business. An introduction to media, copy, research, layout, production, direct mail, and campaign strategy.

NOTE: BA 9229 must be taken in lieu of BA 5200 for A.A.S. Business Administration students with a grade point average ≥ 3.00

Prerequisite(s): BA 1400

BA 6000 - Introduction to Computer Concepts

3 Credit(s) / 4 hrs. Hours

Lab-oriented course introduces microcomputer hardware and software, emphasizing the "Big Four" business applications: word processing, electronic spreadsheets, database management, and presentation graphics. Conceptual and operational skills necessary to successfully compete in the modern technological business environment.

Not open to Computer Information System Majors. Students who completed CP 1100 or CIS 1100 will not receive credit for this course.

BA 6100 - Spreadsheet Applications in Business

3 Credit(s) / 3 hrs. Hours

Advanced and intensive work with electronic business spreadsheets in a lab-oriented course using Microsoft Excel. Includes ranges, functions, charts, conditional functions and lookups, data sorting and queries, macros, multiple worksheets, security, and linking data.

Prerequisite(s): BA 6000 or equivalent

BA 6200 - Management Information Systems

3 Credit(s) / 3 hrs. Hours

Introduction to the use of information systems, including management information systems (MIS), organization of information, and systems analysis and design. Advanced applications of spreadsheets, database management software, and ethical and globalization issues are also introduced.

BA 9229 - Field Experience in Business Administration

3 Credit(s) / 9 hrs. with a minimum of 8 hours of field work Hours

A capstone experience for students, allowing them to apply the theories and principles learned in class to the practical business environment. Students work directly with managers and employees in marketing, human resources management, and information systems management.

This course is only open to Business Administration majors. **NOTE: BA 9229 must be taken in lieu of BA 5200 for A.A.S. Business Administration students with a grade point average < 3.00**

Prerequisite(s): BA 1400

Business Administration: College Now

BA 1000 - Business Administration: Introduction to Business

3 Credit(s) / 3 hrs. Hours

The dynamic world of the business environment. Included are: the business organization, from the sole proprietor (entrepreneur) to the corporate entity, four functions of management (planning, organizing, leading and controlling), and four elements of the marketing mix (product, price, promotion and distribution). Practical applications of management and marketing skills in small business, and in large corporations, the profit motive as a key feature in the American free enterprise system, legal aspects of operating a business, and the role of computers in business.

This course is equivalent to BA 1100.

Prerequisite(s): Enrollment in the "College Now" Program

Chemistry

CHM 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of chemistry is developed individually between student and faculty member and must be approved by the Department.

CHM 82XX - Topical/Pilot Course

1-3 Credit(s) / 1-3 hrs. Hours

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

CHM 100 - Preview of General Chemistry

0 Credit(s) / 2 hrs./2 equated crs. Hours

Required of all students who wish to enroll in CHM 1100 and do not meet the prerequisites.

Lecture and workshop introduces chemical nomenclature, symbolism, structure of atoms and molecules, isotopes and atomic weight, simple chemical reactions and balancing chemical equations. Mathematics necessary for chemistry included. Critical reading of chemistry texts. Students receive intensive help with weak areas.

Developmental Course

Prerequisite(s)/Corequisite(s): MAT 900

CHM 200 - Introduction to Green Chemistry

3 Credit(s) / 4 hrs./2 hrs. lecture, 2 hrs. laboratory Hours

This introductory course covers the basics in chemistry within the context of "green" principles and their applications. Laboratory modules explore relevant topics such as alternative energy, renewable resources, and environmental chemistry.

Fulfills the CHM 1100 Prerequisite.

Prerequisite(s)/Corequisite(s): MAT 900

Required Core: Life and Physical Sciences

CHM 500 - Chemistry for the Nutritional Sciences

5 Credit(s) / 7 hrs. Hours

Principles of general chemistry with applications to biological systems and processes. Intended for students who wish to pursue a career in nutrition or other health-related fields. Not open to students who have completed CHM 1100. Utilization of the metric system, conversions, physical and chemical properties of matter, chemical nomenclature, symbolism, atomic and molecular structure, nuclear processes, the basics of chemical bonding and reactions, stoichiometry, and the properties of the states of matter, solids, liquids and gases. Students will also be introduced to the chemistry of solutions and colloids, acids and bases, which are integral in nutritional processes. Students will be able to proceed on to organic chemistry courses in health-related fields.

Prerequisite(s): Passed, exempt, **or** completed developmental course work for the CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math **or** Department permission

CHM 1100 - General Chemistry I

4 Credit(s) / 6 hrs. Hours

First of a two-semester lecture and laboratory sequence intended for science and engineering majors. Lecture topics include: atomic theory, stoichiometry of chemical reactions, types of reactions, introduction to acid-base, solubility, and reduction-oxidation chemistry, thermochemistry, quantum mechanical description of atoms, the elements and the periodic table, covalent bonding, molecular geometry, properties of real and ideal gases, liquids, and solids, and colligative properties of binary mixtures. Laboratory: An experimental approach to chemical sciences with emphasis on developing fundamental, reproducible laboratory techniques and a goal of understanding achieving precision and accuracy in laboratory experiments. Proper use of laboratory equipment and standard wet chemical methods are practiced. Areas of investigations include acid-base, precipitation, and reduction-oxidation chemistry, thermochemistry, ideal gases, spectroscopy, and green chemistry.

Prerequisite(s): MAT 900 **or** a passing score on the ACCUPLACER CUNY Assessment Test in Math **or** completion of developmental mathematics **and** either CHM 100 **or** CHM 200, **or** passing score on chemistry exemption exam. Contact Department for Chemistry Exemption Exam information.

Required Core: Life and Physical Sciences

Flexible Core: Scientific World (Group E)

CHM 1200 - General Chemistry II

4 Credit(s) / 6 hrs. Hours

Second semester of a two-semester lecture and laboratory sequence intended for science and engineering majors. Lecture topics include: introduction to kinetics, physical and chemical equilibrium, acid-base and solubility equilibrium, thermodynamics, electrochemistry, coordination chemistry, and introductions to nuclear, main group, and organic chemistry. Laboratory: An experimental approach to chemical sciences with emphasis on developing fundamental, reproducible laboratory technique and a goal of understanding and achieving precision and accuracy in laboratory experiments. Proper use of laboratory equipment and standard wet chemical methods are practiced. Areas of investigations include acid-base, precipitation, and reduction-oxidation equilibrium, spectroscopy, qualitative analysis, electrochemistry, and chemical synthesis.

Prerequisite(s): CHM 1100

Required Core: Life and Physical Sciences

Flexible Core: Scientific World (Group E)

CHM 3100 - Organic Chemistry I

5 Credit(s) / **9 hrs. Hours**

Modern concepts of organic chemistry includes: structure and bonding reaction mechanisms, stereochemistry, nomenclature and synthesis, and relationship between structure and reactivity of the functional groups representing the principal classes of organic compounds. Laboratory covers fundamental operations of organic chemistry including determination of physical properties, experimental reactions and procedures, basic instrumentation and analysis.

Prerequisite(s): CHM 1200

CHM 3200 - Organic Chemistry II

5 Credit(s) / **9 hrs. Hours**

Continued study of structure and reactivity of organic compounds including structure and bonding, nomenclature, synthesis, stereochemistry and reaction mechanisms of the important functional groups of organic compounds. Laboratory covers basic processes of organic chemistry, advanced instrumental methods, study of functional groups and derivatives and qualitative organic analysis. Select students may be introduced to research methods.

Prerequisite(s): CHM 3100

CHM 9201 - Research I

1-3 Credit(s) / **2-6 laboratory hrs. Hours**

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results

Prerequisite(s): Department permission

CHM 9202 - Research II

1-3 Credit(s) / **2-6 laboratory hrs. Hours**

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results

Prerequisite(s): Department permission

CHM 9203 - Research III

1-3 Credit(s) / **2-6 laboratory hrs. Hours**

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results

Prerequisite(s): Department permission

CHM 9204 - Research IV

1-3 Credit(s) / **2-6 laboratory hrs. Hours**

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results

Prerequisite(s): Department permission

Chinese

CHI 82XX - Topical/Pilot Course

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

CHI 100 - Elementary Chinese I

3 Credit(s) / **4 hrs. Hours**

Introduction to Mandarin for students with no previous training in the language. Emphasis on pronunciation and basic sentence structure for conversational Chinese using the pinyin Romanization system. The Chinese writing system in simplified characters also introduced for reading purposes.

Not open to native speakers.

CHI 200 - Elementary Chinese II

3 Credit(s) / **4 hrs. Hours**

One-semester course in Mandarin for students with no previous training in the language. Further development of skills for conversing in Chinese. Emphasis on the learning of basic pronunciation, reading and writing are taught in characters.

Prerequisite(s): CHI 100

Flexible Core: World Cultures and Global Issues (Group A)

Community Health

COH 91E1 - Field Experience in Community Health

3 Credit(s) / **1 class hr. plus 100 field hrs. Hours**

Under Agency and Department supervision working in the field (100 hours are required), students broaden knowledge and deepen understanding of current Community Health issues. They work on Community Health problems, meet experienced professionals, familiarize themselves with the practices and methods used to ensure and protect the community and experience the "real life" challenges of the Community Health professional.

Prerequisite(s): COH 2000

Prerequisite(s)/Corequisite(s): COH 1300

COH 1100 - Introduction to Community Health Services

3 Credit(s) / **3 hrs. Hours**

The determinants of health and the relationship between health and human behavior, including cultural, social, psychological and ethical issues are analyzed for their impact on illness behavior and quality of life.

COH 1200 - Critical Issues in Community Health

3 Credit(s) / 3 hrs. Hours

Ethical, social, legal and scientific issues underlying today's health problems. Students evaluate and relate basic health facts and concepts to critical health issues.

COH 1300 - Epidemiology

3 Credit(s) / 3 hrs. Hours

Introduction to factors which determine occurrence of disease in populations. Applies basic principles to disease prevention and health promotion at institution and community levels.

Prerequisite(s): COH 1100, COH 1200 and a passing score on the ACCUPLACER CUNY Assessment Test in Math or completion of developmental mathematics

COH 1400 - Principles of Community Health Education

3 Credit(s) / 3 hrs. Hours

Introduction to the profession of health education, its code of ethics, scope and future. Overview of learning and behavior change theories, health education and promotion core competencies, and strategies and interventions for protecting and promoting community health.

COH 1500 - Healthcare in the United States

3 Credit(s) / 3 hrs. Hours

Students will examine the context of the U.S. healthcare system, including patient care. Students will gain an understanding of patient care coordination and care management in today's changing and challenging healthcare industry. Students will critically examine the history of the U.S. healthcare system, healthcare models used in the U.S., and trends in the healthcare industry.

COH 1600 - Patient Engagement Techniques in Community Health

3 Credit(s) / 3 hrs. Hours

This course will provide students the opportunity to learn and practice techniques in self-management support and motivational interviewing strategies to facilitate behavior change in patients with chronic conditions. Students will gain an understanding of chronic disease management, wellness and disease prevention, and the basic skills used in health coaching. At course completion, students will have acquired skills to educate, engage, and support individual patients to improve the patient's health outcomes.

COH 2000 - Community Health Interventions

3 Credit(s) / 3 hrs. Hours

Intervention strategies that promote and protect community health, including education, outreach, community organizing, advocacy, and health communication campaigns.

Prerequisite(s): COH 1200 or Departmental Permission

Computer Information Systems

CIS 81XX - Independent Study

1-3 Credit(s) / **1-3 hrs. Hours**

Independent study of computer information systems is developed individually between student and faculty member and must be approved by the Department.

CIS 82XX - Topical/Pilot Course

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

CIS 1200 - Introduction to Operating Systems

3 Credit(s) / **4 hrs. Hours**

Microcomputer applications used in information systems environments including: microcomputer operating systems, graphics, microcomputer architecture and hardware, telecommunications, connecting personal computers via a local area network, and other selected topics.

Prerequisite(s): CP 500

CIS 1500 - Applied Computer Architecture

3 Credit(s) / **4 hrs./2 hrs. lecture, 2 hrs. laboratory Hours**

Preparation for CompTIA's A+ Exam for both the hardware and software portions of the test.

Prerequisite(s)/Corequisite(s): CIS 1200

CIS 2100 - Introduction to Web Page Development

4 Credit(s) / **4 hrs. Hours**

An introduction to the design and development of web pages. Students will develop their own web pages using web page development software.

Prerequisite(s): CP 500

CIS 2200 - HTML Authoring and Javascript

4 Credit(s) / **4 hrs. Hours**

A second course in design and development of web pages emphasizing HTML coding, interactivity, animation and ecommerce applications of the World Wide Web. Students will develop their own web pages using web page software.

Prerequisite(s): CIS 2100 **or** TEC 5300

CIS 3100 - Introduction to Database

3 Credit(s) / 4 hrs. Hours

Microcomputer applications used in an information systems environment. Introduction to database management systems, and integrated software systems and packages.

Prerequisite(s): CP 500

CIS 3200 - Advanced Database Programming

4 Credit(s) / 4 hrs. Hours

Concepts and features of a contemporary database language. Emphasis is on fundamentals of good programming style and the use of the language syntax to develop database applications.

Prerequisite(s): CIS 3100

CIS 4500 - Network Server Administration

4 Credit(s) / 4 hrs. Hours

An introduction to concepts of networking and administration. Students will be guided in installing, configuring, and administering Microsoft Windows. Server network operating systems. A computer laboratory is available for hands-on training sessions.

Prerequisite(s): CIS 1200

CIS 6000 - Computer Applications in Bioinformatics

3 Credit(s) / 4 hrs. /2 hrs. lecture, 2 hrs. laboratory Hours

Cross-Listed With: BIO 6000

Introduction to biochemistry topics, genomics, and computer-related applications in Bioinformatics. Analyses of genetic sequences and their corresponding three-dimensional structures, computer-aided sequence searches and comparisons (homologies). The algorithms used to perform searches and comparisons are provided. Computers are used to implement gene analyses in the area of DNA, protein, and RNA prediction of sequences and structures. The course includes a computer laboratory and biological, wet laboratory in genomics.

Prerequisite(s): MAT 1400 and BIO 1300

CIS 6100 - Systems Analysis

4 Credit(s) / 4 hrs. Hours

Tools and methods used by management to develop systems for computer applications including: system investigation, input design, output design, file design, documentation, system testing, system implementation, hardware and software.

Prerequisite(s): CP 2100 or CIS 3100

Computer Programming

CP 300 - Computers and Society

3 Credit(s) / 3 hrs. Hours

Introduction to computers and how they are used, as well as the impact they have had on society

Prerequisite(s): Exempt from or completion of developmental courses in Reading and Writing and (1) Score of 57 or higher on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math; or (2) A passing score on both the Pre-Algebra and Elementary Algebra portion of the CUNY Mathematics Skills Test (COMPASS); or (3) Successful completion of both the Pre-Algebra and Elementary Algebra CUNY Mathematics remediation or (4) Math Exemption

CP 500 - Introduction to Computer Programming

4 Credit(s) / 4 hrs. Hours

Introduction to microcomputer programming used in data information environments including: microcomputer hardware, microcomputer operating systems, algorithm design using flowcharts, and computer programming.

Prerequisite(s): (1) Successful completion of the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math; **or** (2) A passing score on both the Pre-Algebra and Elementary Algebra portion of the CUNY Mathematics Skills Test (COMPASS); **or** (3) Successful completion of both the Pre-Algebra and Elementary Algebra CUNY Mathematics remediation

CP 1000 - Computer Science Concepts, Tools and Methods

3 Credit(s) / 3 hrs. Hours

Overview of computer science, including a general introduction to the concept of computers and computer systems, applications, programming and networking. These topics are introduced to the student with a broad outlook approach to the fundamental knowledge of the discipline and connects these concepts to practical applications of the role of computers in society, including areas such as security, privacy, ethics, and social networking. The interdisciplinary nature of computer science is stressed, by examples of its application to multiple fields (including life and physical sciences, linguistics, logic, mathematics, psychology, statistics, technology related studies, and general scientific discovery) are presented.

Students who have completed BA 6000 or CIS 1100 or CP 500 or CP 1100 or TEC 2500 will not receive credit for this course.

Prerequisite(s): (1) Successful completion of the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math; **or** (2) A passing score on both the Pre-Algebra and Elementary Algebra portion of the CUNY Mathematics Skills Test (COMPASS); **or** (3) Successful completion of both the Pre-Algebra and Elementary Algebra CUNY Mathematics remediation **or** (4) Math Exemption

Flexible Core: Scientific World (Group E)

CP 1100 - Introduction to Computers and Computer Applications

4 Credit(s) / 4 hrs. Hours

Computer literacy course introducing uses of computers, components of a computer system, input/output devices, and flowcharting and programming in a contemporary programming language. Computer applications include word processing, spreadsheets, graphics, and database management systems, computer concepts and information processing.

Students who have completed BA 6000 or CIS 1100 or CP 500 or CP 1000 or TEC 2500 will not receive credit for this course.

Prerequisite(s): (1) Successful completion of the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math; **or** (2) A passing score on both the Pre-Algebra and Elementary Algebra portion of the CUNY Mathematics Skills Test (COMPASS); **or** (3) Successful completion of both the Pre-Algebra and Elementary Algebra CUNY Mathematics remediation **or** (4) Math Exemption

Flexible Core: Scientific World (Group E)

CP 2100 - C++ Programming 1

4 Credit(s) / 4 hrs. Hours

Introduction to programming in the C++ language including: variables, definitions, pointers, functions, loops, arrays, screen handling, and interfaces to UNIX and other languages.

Students who have completed CS 1200 will not receive credit for this course.

Prerequisite(s): CP 500

CP 2200 - C++ Programming 2

4 Credit(s) / 4 hrs. Hours

Covers advanced aspects of the C++ language, including pointers, compile and run-time storage allocation, data structures such as linked lists, sorting, searching and recursion.

Students who have completed CS 13A0 will not receive credit for this course.

Prerequisite(s): CP 2100

CP 3100 - Visual Basic 1

4 Credit(s) / 4 hrs. Hours

Computer programming using the language VISUAL BASIC. Covers the production of a graphical user interface and writing code to make use of it. Participants will create applications that make use of file and data management techniques.

Prerequisite(s): MAT 900

CP 3300 - Visual Basic 2

4 Credit(s) / 4 hrs. Hours

The second semester of VISUAL BASIC introduces advanced topics, including arrays, files, database access, advanced data handling, drag and drop techniques, graphics and ActiveX controls.

Prerequisite(s): CP 3100

CP 6100 - Java Programming 1

4 Credit(s) / 4 hrs. Hours

An introduction to the Java programming language, including algorithms, data representation, debugging and verification of programs and object-oriented programming concepts.

Prerequisite(s): (1) Successful completion of the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math; **or** (2) A passing score on both the Pre-Algebra and Elementary Algebra portion of the CUNY Mathematics Skills Test (COMPASS); **or** (3) Successful completion of both the Pre-Algebra and Elementary Algebra CUNY Mathematics remediation **and** one course in a programming language

CP 6200 - Java Programming 2

4 Credit(s) / 4 hrs. Hours

Second course in JAVA programming with an emphasis on Object-Oriented Programming (OOP), advanced programming concepts (Data Structures, Recursion), JAVA Graphics (advanced applet design) and additional selected topics.

Prerequisite(s): CP 6100 or CP 500

CP 6600 - Computer Graphics and Design

4 Credit(s) / 4 hrs. Hours

The concepts and structures of modern computer graphics and computer-aided design. Applications for presentation and business graphics, computer-aided design and drafting, engineering graphics. Hands-on experience with computers for programming practice and assignments.

Prerequisite(s): CP 500

CP 7100 - Programming in Unix/Linux

5 Credit(s) / 5 hrs. Hours

Introduction to the UNIX operating system and to programming using its functions and subprograms including: file structures, directories, security, utility programs, pointers, functions, screen handling with term cap definitions and interfaces to languages and databases.

Prerequisite(s): CIS 1200 and CIS 3100

Computer Science

CS 13A0 - Advanced Programming Techniques

4 Credit(s) / 4 hrs. Hours

A second course in programming designed to introduce advanced techniques. Program reliability, maintainability, and reusability are emphasized. Topics include: Module design and multifile programs, file organizations, indexing and processing, abstract data types and storage classes, addresses, pointers, and dynamic storage allocation, program testing and debugging, and recursion and function parameters.

Students who have completed CP 2200 will not receive credit for this course.

Prerequisite(s): CS 1200 with grade of "C+" or higher

Flexible Core: Scientific World (Group E)

CS 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of computer science is developed individually between student and faculty member and must be approved by the Department.

CS 82XX - Topical/Pilot Course

1-3 Credit(s) / 1-3 hrs. Hours

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

CS 1200 - Introduction to Computing

4 Credit(s) / 4 hrs. Hours

Algorithms, programs, data representation, debugging and verification of programs. Numeric and non-numeric programming applications include searching and sorting algorithms, function and procedures, and number theory problems.

Students who completed CP 2100 will not receive credit for this course.

Prerequisite(s)/Corequisite(s): MAT 1400

Flexible Core: Scientific World (Group E)

CS 1400 - Computer Organization and Assembly Language Programming

4 Credit(s) / 5 hrs. Hours

Computer structure, machine language and assembly language programming. Digital representation of data, addressing techniques, macro, and machine and assembly instruction sets. Emphasis on computing techniques for numerical applications is supplemented by several computer projects.

Prerequisite(s): CS 13A0

CS 3500 - Discrete Structures

4 Credit(s) / 5 hrs. Hours

Sets, matrices, relations and digraphs, functions, order relations and structures, trees and languages, semigroups and groups, finite-state machines and languages.

Prerequisite(s): MAT 1500

CS 3700 - Data Structures

4 Credit(s) / 4 hrs. Hours

Introduction to data structures. Topics include: structures, arrays, stream files, stacks, recursive processes, recursive procedures and elementary simulation techniques.

Prerequisite(s): CS 13A0

Criminal Justice

CRJ 6900 - Policing

3 Credit(s) / 3 hrs. Hours

A study of policing in America. Historical development, selection and training, police culture, organization and administration, patrol, criminal investigation, ethics and corruption, civilian review board, women and minorities in policing, and challenges for the future are covered.

Prerequisite(s): POL 6300

CRJ 7000 - Corrections and Sentencing

3 Credit(s) / 3 hrs. Hours

The policies and practices of the criminal justice system following the offender's arrest and conviction for a crime. The history of corrections is reviewed, and the functions of agencies that provide correctional services are covered-- jails, probation, prisons, parole and intermediate sanctions. The course also considers important controversies and major trends in contemporary correctional practice.

Prerequisite(s): POL 6300

Culinary Arts

CA 100 - Culinary Arts I: Skills

3 Credit(s) / 5 hrs. Hours

Introduction to cooking terminology, techniques, and theories. Proper knife handling, vegetable cuts and stock, soup, and sauce production. Equipment use and product identification including herbs, produce, dairy, fish, poultry, meat, cold and dry pantries. Egg cookery introduced as a prelude to cooking techniques covered in Culinary Arts II. The proper use of seasoning and frequent tasting, the development of timing, and organization.

Prerequisite(s): Passing score on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math **or** MAT M100

Prerequisite(s)/Corequisite(s): TAH 7100 and CA 990

CA 200 - Culinary Arts II: Major Techniques

3 Credit(s) / 5 hrs. Hours

Continuation of cooking terminology and theories, and major cooking techniques. Food groups including fresh and dry pasta, beans and legumes, rice and grains, vegetable and potato, and advanced small sauce and soup production, breakfast and brunch cookery are explored. Introduction to plate presentation, banquet-style lunch service, cost control theories and an operating revenue-generating food production facility.

Prerequisite(s): CA 100

CA 300 - Garde Manger and Charcuterie

3 Credit(s) / 5 hrs. Hours

Introduction to cooking terminology, techniques, and theories in the cold kitchen. Areas of study include salads, sandwiches, appetizers, canapés, and hors d'oeuvres with emphasis on flavor profiles, visual composition, and buffet presentation. Charcuterie explored through sausage making, cured and smoked foods, and the use of forcemeats in terrines, pâtés, galantines, and roulades. Traditional and practical use of repurposing meat, garniture and accoutrements, and classic and modern culinary trends are covered.

Prerequisite(s): CA 100 and CA 200

CA 990 - Culinary Concepts

3 Credit(s) / 3 hrs. Hours

Introduces core culinary procedures including reading and converting recipes, measuring and substitution ingredients, and shifting from small-scale to large-scale recipe production. Through applied recipe testing, the course will review how these foundational skills influence both the finished product and more complex restaurant operations, including menu development, purchasing, and cost control.

Prerequisite(s): passing score on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math **or** MAT M100

CA 1100 - Baking and Pastry

3 Credit(s) / 5 hrs. Hours

An introduction to baking and pastry making. Techniques for the quality production of yeasted and quick breads, pies and tarts, choux pastry, phyllo and puff pastry applications, basic cakes, cookies, ice cream and sorbets, Bavarians and mousses, and fruit cookery.

Prerequisite(s): passing score on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math **or** MAT M100 **and** CA 990

CA 1200 - Patisserie

3 Credit(s) / 5 hrs. Hours

Continuation of baking and pastry making and the introduction of more advanced techniques. Includes artisan-style yeast breads, laminated dough fabrication including puff pastry, Danish dough, and croissant dough, classic and contemporary layered cakes, classic specialty pastries, advanced cookies, introduction to petit fours, and meringues. Correct technique, product quality, and skills in critiquing taste, texture, and appearance, finished products suited for buffet or ala carte service with appropriate garniture, sauces, and presentation, the professional pastry kitchen and volume production are covered.

Prerequisite(s): CA 1100

CA 1300 - Contemporary Dessert Plating

3 Credit(s) / 5 hrs./1 lecture and 4 hrs laboratory Hours

The course continues the study of baking and pastry arts, launching students into advanced techniques necessary to gain entry-level employment in a pastry kitchen. Through the preparation of classic and contemporary products, students will gain advanced skill in station set-up, production techniques, sauces, plating techniques, garniture, and centerpiece design and execution necessary for buffet, banquet, and a la carte service.

Prerequisite(s): CA 1100 and CA 1200

CA 2100 - Food Safety and Sanitation Certification

1 Credit(s) / 2 hrs. Hours

Practices for serving safe food and maintaining a sanitary kitchen environment. Topics include preventing food-borne illnesses, food microbes, food allergens, contamination, worker hygiene, the flow of food from purchasing and receiving through production and service, food safety management systems, maintaining sanitary facilities and integrated pest management. Preparation for industry certification from the National Restaurant Association and the New York City Foodhandler examination from the NYC Department of Health and Mental Hygiene.

CA 5000 - Food and Beverage Cost Control

3 Credit(s) / 3 hrs. Hours

The application of tools to manage and control food and labor costs in the food service industry. Students learn the fundamental flow of the purchasing cycle including procuring vendors, selecting products, placing orders, and proper receiving procedures. Emphasis placed on understanding and controlling food and labor costs through forecasting, inventory evaluation, and income statements. Preparation for industry certification of the National Restaurant Association Educational Foundation Manage First Program certification exam.

Prerequisite(s): passing score on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math **or** MAT M100, **and** CA 990

CA 5050 - Integrative Studies Seminar

1 Credit(s) / 2 hrs. Hours

This course serves as a place where students in learning communities can practice integration and application of thematic concepts explored in other courses in the Integrative Studies link.

CA 6000 - Beverage Management

3 Credit(s) / 3 hrs. Hours

Introduction to managing and serving wine, beer, spirits, and non-alcoholic libations and their role in the restaurant industry from a culinary and marketing perspective. Examination of historical, geographical, cultural, and profitable roles beverages play. Terminology and theories of pairing beverages with food, production, sanitation, employee management, purchasing, receiving, storing, and regulation is explored. Development of new beverage concepts. Preparation for industry certification of the National Restaurant Association Educational Foundation ServSafe Alcohol certification exam

Prerequisite(s): TAH 7100

CA 7200 - Restaurant and Food Service Operations

3 Credit(s) / 5 hrs. Hours

An introduction to restaurant concepts and operations for students who want to open their own restaurant, or manage a restaurant or catering establishment. The course is a blueprint for how to proceed from the conceptual development stage through the marketing, operations and management of a restaurant or catering facility.

NOTE: Not open to students who have completed TAH 7200.

Prerequisite(s): CA 100 and CA 200

Corequisite(s): CA 2100

CA 7400 - Menu and Dining Room Management

3 Credit(s) / 5 hrs. Hours

The role and importance of proper wait service to the tourism and hospitality industry. Case studies, cost, and control factors in the construction and management of a function menu will be covered. New trends and developments will be explored as they relate to catering, trade shows and professional meetings.

NOTE: Not open to students who have completed TAH 7400.

Prerequisite(s)/Corequisite(s): TAH 7100 and CA 990

CA 9000 - Global Culinary Improvisation

3 Credit(s) / 5 hrs. Hours

Principles and practice of identification, comparison, and evaluation of selected foods, ingredients, techniques, and equipment for recipe formulation, menu planning and preparation, application of global flavor principles and ingredients, and modifications to meet specific requirements. This is a capstone course focused on improvisational, interactive activities structured around five competencies: problem-solving, culinary improvisation, flavor and palate development, leadership and teamwork, and communication.

Prerequisite(s): CA 100 and CA 200

CA 9200 - Internship in Culinary Arts

3 Credit(s) / 9 hrs. Hours

Integration of theory and practice in an actual work environment, eight hours per-week of supervised field experience in culinary arts plus one hour a week on campus for a seminar discussion of relevant topics. Classroom sessions focus on industry-specific career development and planning skills, and preparation of a professional portfolio.

Prerequisite(s): CA 100 and CA 200

Developmental English

ENG R00 - Preparation for CUNY Reading Test

0 Credit(s) / 2 hrs. - 2 equated crs. Hours

A pre-freshman intervention focused on helping students sustain close attention to brief texts, draw distinctions among different question types, and become familiar with the computer-adaptive testing modality to meet these stated learning goals and pass the CUNY Reading exam.

Prerequisite(s): ENG 92A6 or ENG 88A6 or ENG 400.

ENG W00 - Preparation for CUNY Writing Test

0 Credit(s) / 2 hrs. - 2 equated crs. Hours

A pre-freshman intervention focused on helping students improve their writing and thinking proficiencies to meet these goals and pass the CUNY Writing exam. Activities and assignments include writing summaries, identifying and responding to key ideas in a clear and organized manner, demonstrating competence in sentence construction, variety, and word choice.

Prerequisite(s): ENG 93A9

ENG 88A6 - Intensive Reading

0 Credit(s) / 4 hrs. - 4 equated crs. Hours

A pre-freshman course offered in the summer and winter modules for students who have not succeeded in any English Department and CUNY measure at the conclusion of the fall and/or spring ENG 92A6 course. Offered during summer and winter, this six-week course focuses on the development of critical reading and thinking abilities through instruction and intensive practice in vocabulary and comprehension. Students read and analyze interdisciplinary materials in preparation for required readings in typical college courses. At the end of this course, students will retake the English Department and CUNY reading measures.

Prerequisite(s): Open to students who complete ENG 92A6 in the fall or spring and do not pass

ENG 91A5 - Developing Fluency in Reading and Writing

0 Credit(s) / 6 hrs. - 6 equated crs. Hours

A pre-freshman integrated reading and writing course for students who score a 47 and below on the CATW and receive any reading score on the CUNY ACT Reading. Students in ENG 91A5 will build fluency in both reading and writing and critical thinking. Fluency refers to the ability to understand reading assignments and to write comprehensible essays. The primary focus of ENG 91A5 is the development of fluent expression and comprehension. To that end, students will do a significant quantity of reading and writing. These reading and writing activities ask students to focus on the construction of meaning as they build fluency.

ENG 92A6 - Developing Competence in Reading and Writing

0 Credit(s) / 6 hrs. - 6 equated crs. Hours

A pre-freshman course focused on the development of critical reading, writing, and thinking abilities necessary for success in college-level courses. Also emphasized is the use of writing to develop ideas in relation to rich and complex texts.

Prerequisite(s): Failed the CUNY Skills Assessment test in Reading with a 54 or below **or** Failed the CUNY Assessment Test in Writing with a 47 or below.

ENG 93A9 - Developing Competence in Writing

0 Credit(s) / 4 hrs. - 4 equated crs. Hours

A pre-freshman writing course focused on the development of critical reading, writing, and thinking abilities necessary for success in college-level courses and the professions. College-level reading selections in a number of academic areas provide rigorous practice with the drafting process. Writing is used in order to develop ideas in relation to readings.

Prerequisite(s): Failed the CUNY Skills Assessment test in Writing with a score of 48-50 **and** passed the CUNY Skills Assessment test in Reading

ENG 400 - Analytical Reading

0 Credit(s) / 3 hrs. - 3 equated crs. Hours

A pre-freshman course focused on the development of critical reading, writing, and thinking abilities through instruction and intensive practice in vocabulary and comprehension. Students will read and analyze interdisciplinary materials in preparation for required readings in typical college courses.

Prerequisite(s): A passing score of 56 or above on the CUNY Writing exam **and** a CUNY Reading exam score below 70.
Incoming Students Only

ENG 1050 - Integrative Language Seminar

1 Credit(s) / 2 hrs. Hours

This one-semester ESL Learning Community course offered in the fall semester, open to all incoming student's whose first language is not English and whose results on the CUNY Reading and Writing exams indicate that they need to work on developing these areas. Students in ENG 1050 will build language awareness through an integrative, content-based, and contextualized approach. Students act as "language researchers," attending to language form as they build fluency, and drawing meaningful links between work in all Learning Community courses from a linguistic perspective.

Prerequisite(s): ESL Student Group and CUNY Assessment Scores on the CATW of 22 to 47 and any ACT Reading score
Corequisite(s): ESL 101

ENG 1220 - Accelerated Learning Program

0 Credit(s) / 2 hrs. laboratory - 1 equated cr. Hours

The Accelerated Learning Program (ALP) is a two-hour companion course to ENG 1200 for students who pass the CUNY administered Reading exam, but score 51 to 55 on the CATW. ALP provides small-group instruction that will reinforce the reading and writing activities of ENG 1200.

Corequisite(s): ENG 1200

Early Childhood Education/Child Care & Education Studies

EDC 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of early childhood education is developed individually between student and faculty member and must be approved by the Department.

EDC 90A4 - Seminar and Practicum in Teacher Development I

3 Credit(s) / 10 hrs. Hours

Seminar and supervised field work stressing multicultural factors. Students apply knowledge of child development in agency settings working with young children, in seminars with peers and in individual conferences with supervisors.

Not open to students who have completed ECE or EDC 9105.

Prerequisite(s): ENG 1200, a passing score on the ACCUPLACER CUNY Assessment Test in Math **or** completion of developmental mathematics, EDC 2100 **or** EDC 3100 **or** EDC 3200, with a grade of "C" or better, **and** a minimum grade point average of 2.80

Corequisite(s): EDC 2200

Prerequisite(s)/Corequisite(s): PSY 3000 **or** PSY 3200

EDC 200 - Social Foundations of Education

3 Credit(s) / 3 hrs. plus two school visit assignments Hours

The social underpinnings of education are traced through a study of the history of education, including the development of its practices and philosophies. The social forces that currently influence education and gaps between ideals and the realities of education are analyzed. Reports requiring school visits will be assigned.

EDC 2000 - Foundations of Education

3 Credit(s) / 3 hrs. Hours

The effects of society, culture and institutions on the developmental needs of children with emphasis on the impact of urban life and the role of the educational system.

EDC 2100 - Social Science in Education

3 Credit(s) / 3 hrs. plus two field hours per week Hours

Survey of the objectives of the Social Sciences as reflected in the selection, guidance and evaluation of curricula in Education.
For ECE Majors only.

Prerequisite(s): EDC 200 or EDC 2000, with a minimum grade of "C" or better

Prerequisite(s)/Corequisite(s): HUM 8181 or HUM 200

EDC 2200 - Art Workshop in Education

3 Credit(s) / 3 hrs. Hours

Various art media are explored to understand principles, methods, planning and classroom organization necessary to achieve curricular and behavioral objectives of programs in education. Theory and history of art education as it relates to curriculum and diverse cultures. *Ten hours per semester working with children in art activities.*

Prerequisite(s): EDC 2100 or EDC 3100, or EDC 3200, with a minimum grade of "C" or better

Corequisite(s): EDC 90A4 or EDC 9105 or EDC 9400

EDC 2300 - Music and Movement Workshop in Education

2 Credit(s) / 2 hrs. Hours

Musical literature, methods and techniques for utilizing music and dance to achieve the curricular and behavioral objectives of programs in education. *Ten hours per semester working with children in music activities.*

Prerequisite(s): EDC 200 or EDC 2000, with a minimum grade of "C"

EDC 2800 - Techniques in Math, Science and Technology Teaching for Early Childhood Education

2 Credit(s) / 2 hrs. Hours

Knowledge and understanding of the methods of teaching pre-mathematics, science, and technology in early childhood classrooms. Hands-on methods that permit young children to learn through discovery, plus theoretical underpinnings of these methods are emphasized.

Open to all students.

EDC 3000 - Seminar and Practicum in Early Childhood Education Curriculum

3 Credit(s) / 4 hrs. Hours

Working directly with materials, students explore and become familiar with the methods and materials used in an Early Childhood Education setting as developmentally appropriate practice and the integrated approach to education is emphasized. *Ten hours per semester working with children in Early Childhood curriculum activities.*

Prerequisite(s): EDC 200 or EDC 2000, with a minimum grade of "C"

Prerequisite(s)/Corequisite(s): EDC 2100 (If a Prerequisite, with a minimum grade of "C")

EDC 3100 - Social Science in Childhood Education

3 Credit(s) / 4 hrs./2 hrs. lecture, 2 hrs. field) Hours

Designed for employed professionals as well as undergraduates in Childhood Education. Knowledge of the social sciences, pedagogical strategies, the development of critical thinking skills concerning curriculum content, creation and implementation of activities for thematic units will be covered.

Prerequisite(s): EDC 200 and HUM 8181 and with a grade of "C" or better

Prerequisite(s)/Corequisite(s): ENG 1200, EDC 2300, PSY 1100, SOC 3100

EDC 3200 - Infant/Toddler Development

3 Credit(s) / 3 hrs. Hours

Study of educational theories and approaches as well as cultural influences on the development of the young child.

Prerequisite(s): EDC 200 with a minimum grade of "C"

EDC 4000 - Educational Practice for Early Language and Literacy Development

3 Credit(s) / 4 hrs. /2 hrs. lecture, 2 hrs. field experience/laboratory) Hours

This course focuses on the development of language and emergent literacy from infancy to preschool years. The three themes that are addressed are: history and theories of literacy development, language and literacy acquisition, and methods of literacy instruction for all. These themes serve as the foundation for developmentally appropriate practices of early childhood educators.

Prerequisite(s): EDC 2000 and EDC 3200

EDC 4100 - Teaching the Gifted Individual

3 Credit(s) / 3 hrs. Hours

Investigation of psychological and educational needs of gifted and talented individuals in school and society. Includes a historical perspective, past and present research studies, identification and implementation of programs.

Prerequisite(s): PSY 1100

EDC 5050 - Integrative Studies Seminar

1 Credit(s) / 2 hrs. Hours

This course serves as a place where students in learning communities can practice integration and application of thematic concepts explored in other courses in the Integrative Studies Link.

EDC 9105 - Supervised Instructional Experience in Education I

3 Credit(s) / **6 hrs. Hours**

Students are assigned to work with children in a specific education center such as a Day Care Center, Nursery School, Kindergarten, or School for Exceptional Children. Students concentrate on objective observations of child behavior in order to help develop skills in understanding children and their learning needs.

For ECE Majors only.

Prerequisite(s): EDC 2100 and EDC 3000 or EDC 3200, with a grade of "C" and Passed, exempt, or completed developmental course work for the CUNY Assessment Tests in Reading and Writing

Corequisite(s): EDC 2200

EDC 9307 - Supervised Instructional Experience in Education II

3 Credit(s) / **6 hrs. Hours**

Students are assigned increasing responsibility within the limits of the agency structure. Leadership of group activities is included.

For ECE Majors only.

Prerequisite(s): EDC 2200 and EDC 9105, with a minimum grade of "C" and a passing score on the ACCUPLACER CUNY Assessment Test in Math **or** completion of developmental mathematics

Prerequisite(s)/Corequisite(s): EDC 2300

EDC 9400 - Supervised Instructional Experience in Infant/Toddler Education

3 Credit(s) / **6 hours Hours**

A practicum stressing the unique needs of infants and toddlers, in which students apply knowledge of child development. Developmentally appropriate practice in agency setting working with infants and toddlers. Students participate in seminars with their peers and meet in individual conferences with their supervisor.

Prerequisite(s): EDC 3200 and EDC 2100, both with a grade of "C" or better

Corequisite(s): EDC 2200

Earth and Planetary Science

EPS 3100 - Meteorology

4 Credit(s) / **6 hrs. Hours**

Fundamental physical and chemical structure of the atmosphere including weather, climate, meteorological instrumentation, and air pollution.

Prerequisite(s): Passed, exempt, **or** completed developmental course work for the CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math **or** Department permission

Required Core: Life and Physical Sciences

Flexible Core: Scientific World (Group E)

EPS 3200 - Oceanography

4 Credit(s) / 6 hrs. Hours

Factors that have a major influence on the physical and chemical structure of the oceans includes tides, waves, currents, oceanographic instrumentation and coastal oceanography. Course includes a laboratory component.

Prerequisite(s): Passed, exempt, **or** completed developmental course work for the CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math **or** Department permission

Required Core: Life and Physical Sciences

Flexible Core: Scientific World (Group E)

EPS 3300 - Physical Geology

4 Credit(s) / 6 hrs. Hours

Study of the nature of the Earth and its processes includes: mineral and rock classification, analysis of the agents of weathering and erosion, dynamics of the Earth's crust as manifest in mountain building, volcanoes and earthquakes, recent data concerning the geology of other planets, field and laboratory techniques of the geologist.

Prerequisite(s): Passed, exempt, **or** completed developmental course work for the CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math **or** Department permission

Required Core: Life and Physical Sciences

Flexible Core: Scientific World (Group E)

EPS 3500 - Introduction to Astronomy

4 Credit(s) / 6 hrs. Hours

Concepts and methods of astronomical science, the early theories of the universe, astronomical instruments, the solar systems and its members, stars, galaxies, recently discovered objects, and study of modern cosmological ideas. Course includes a laboratory component.

Prerequisite(s): Passed, exempt, or completed developmental course work for the CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math, **or** Department permission

Required Core: Life and Physical Sciences

Flexible Core: Scientific World (Group E)

EPS 3600 - Planetology: A Trip Through the Solar System

4 Credit(s) / 6 hrs. Hours

Introduction to the planets, moons and smaller bodies that occupy our Solar System, and to current Space Science research and technology. Topics include the origin and evolution of our solar system, the geological and chemical characteristics of the planets, moons, asteroids, comets and life in the solar system.

Prerequisite(s): Passed, exempt, **or** completed developmental course work for the CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math, **or** Department permission

Required Core: Life and Physical Sciences

Flexible Core: Scientific World (Group E)

EPS 3800 - Introduction to Earth Science

4 Credit(s) / 5 hrs. Hours

The earth's environment, meteorology, geology, astronomy, and oceanography. Field trips and laboratory work included.

Prerequisite(s): Passed, exempt, **or** completed developmental course work for the CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math, **or** Department permission

Required Core: Life and Physical Sciences

Flexible Core: Scientific World (Group E)

EPS 9201 - Research I

1-3 Credit(s) / 2-6 laboratory hrs. Hours

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results

Prerequisite(s): Department permission

EPS 9202 - Research II

1-3 Credit(s) / 2-6 laboratory hrs. Hours

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results

Prerequisite(s): Department permission

EPS 9203 - Research III

1-3 Credit(s) / 2-6 laboratory hrs. Hours

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results

Prerequisite(s): Department permission

EPS 9204 - Research IV

1-3 Credit(s) / 2-6 laboratory hrs. Hours

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results

Prerequisite(s): Department permission

Economics

ECO 82XX - Topical/Pilot Course

1-3 Credit(s) / 1-3 hrs. Hours

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

ECO 1200 - Macroeconomics

3 Credit(s) / 3 hrs. Hours

A macroeconomic study of the American economy. An analysis of the fundamental institutions, functions, and goals of the basic sectors in American capitalism, current macroeconomic issues, national income accounting, application of economic principles and concepts to the U.S. economy, the effects of money, banking, monetary, and fiscal policies. Includes analysis of U.S. economic growth and its role in the global economy and a microeconomic analysis of supply and demand in a perfectly competitive market structure.

Prerequisite(s): passing score on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math **or** MAT M100

Flexible Core: Individual and Society (Group D)

ECO 1300 - Microeconomics

3 Credit(s) / 3 hrs. Hours

An analysis of the determination of price under alternative market structures. Particular emphasis will be placed on understanding the economic behavior of the household, the business firm, and government.

Prerequisite(s): passing score on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math **or** MAT M100

Flexible Core: Individual and Society (Group D)

ECO 1400 - Money and Banking

3 Credit(s) / 3 hrs. Hours

A comprehensive study of the nature of money and monetary standards, the development, structure, and functions of American central banking commercial banking, non-bank financial intermediaries, investment banking, and financial markets. Federal and State bank regulation and supervision, major monetary theories. Analysis of the impact and major role of the American banking system on the economy. Includes a study of international finance.

Education

EDU 2800 - Techniques in Math, Science and Social Studies Teaching for Early Childhood Education

2 Credit(s) / 2 hrs. Hours

Knowledge and understanding of methods of teaching pre-mathematics, science and social studies in early childhood classrooms. Experiential methods that permit young children to learn through discovery will be given special emphasis as well as the theoretical underpinnings of these methods. Course cannot be taken more than two times.

EDU 4500 - Sign Language in the Classroom I

2 Credit(s) / 2 hrs. Hours

Designed to help students use Signed English and American Sign Language. Special emphasis will be placed on uses in the classroom. At the conclusion, students will be familiar with the various forms of communication used by the deaf/hard-of-hearing community, and the uses of ASL and Signed English in the classroom, deaf culture and the special needs of deaf/hard-of-hearing students.

EDU 4600 - Sign Language in the Classroom II

2 Credit(s) / 2 hrs. Hours

A continuation of EDU 4500. Students will continue to build their receptive and expressive sign language skills for the classroom, and their interpreting skills through oral and written exercises. At the conclusion of the course students will possess a functional vocabulary for use with the deaf and hearing impaired community, as well as basic interpreting skills for use in the classroom.

Prerequisite(s): EDU 4500

EDU 5000 - Educational Technology for Paraprofessionals

3 Credit(s) / 3 hrs. Hours

Introduction to computer operating systems and industry standard software and evaluation, discussion, and demonstration of educationally-based software. Guided exploration of how computers and other technologies can support instruction, use of technology to access information and enhance personal productivity and productivity as a member of the classroom team.

EDU 5200 - Introduction to Inclusive Classrooms: Strategies for Effective Instruction

3 Credit(s) / 3 hrs. Hours

The design and delivery of effective instruction for all pupils in inclusive classrooms, those with disabilities and those without, including those whose special learning needs may not be formally diagnosed.

Emergency Medical Services

EMS 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of emergency medical services is developed individually between student and faculty member and must be approved by the Department.

EMS 100 - Emergency Medical Technician - Basic

5 Credit(s) / 12 hrs. Hours

This course covers the New York State Department of Health Bureau of Emergency Medical Services curriculum for preparation as an emergency medical technician (EMT). It reviews material including, but not limited to: overview of emergency medical services (EMS), EMS systems, roles of EMTs and paramedics, basic anatomy and physiology, preparatory and basic airway management, cardiopulmonary resuscitation (CPR), patient assessment, medical/behavioral obstetrical/gynecological, traumatic, and medical emergencies for neonate, pediatric, adult and geriatric patients. Lab work includes bleeding control, CPR, patient assessment and management, splinting, patient immobilization, moving techniques, and ambulance operations. Skills are subsequently demonstrated and evaluated in the laboratory, hospital and/or field setting. Students must satisfactorily perform all practical skills in order to successfully complete the course.

Prerequisite(s): Passed, exempt, **or** completed developmental course work for the CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math, **or** Department permission

Prerequisite(s)/Corequisite(s): BIO 1100

EMS 101 - EMT - Basic Clinical I

1 Credit(s) / 6 hrs. Hours

This course covers the New York State Department of Health Bureau of Emergency Medical Services curriculum for preparation as an emergency medical technician (EMT). It reviews material including, but not limited to: infants and children, other special populations, ambulance operations, and working as part of a pre-hospital care team including paramedics. Lab work includes: bleeding control, CPR, patient assessment and management, splinting, patient immobilization, moving techniques, and weapons of mass destruction (WMD) awareness. Skills are subsequently demonstrated and evaluated in the laboratory, hospital and/or field setting. Students will participate in a series of clinical/field observations of eight-hour shifts either in an emergency department (clinical) or on an ambulance (field). Students must satisfactorily perform all practical skills in order to successfully complete the course. The number of minimum patient experiences is delineated. Some students, however, may be required to schedule additional shifts to acquire an acceptable minimum of competencies and experiences.

Prerequisite(s)/Corequisite(s): EMS 100

EMS 210 - Paramedic I

7 Credit(s) / 16 hrs. Hours

This course covers the New York State Department of Health Bureau of Emergency Medical Services curriculum for preparation as a paramedic. It will review material including, but not limited to: overview of emergency medical services (EMS), EMS systems, the role of the paramedic, introduction to National Standards Curriculum, preparatory, advanced anatomy and physiology and advanced airway management, and patient assessment and management. Lab work includes: patient assessment and management, bleeding control, fracture management, intravenous (IV) access techniques, endotracheal intubation, calculating dosages, preparing medications for administration, and practice in all administration techniques. Skills are subsequently demonstrated and evaluated in the laboratory, hospital and/or field setting. Students must satisfactorily perform all practical skills in order to successfully complete the course.

Prerequisite(s): EMS 101, BIO 1100 and ENG 1200

Corequisite(s): EMS 211

EMS 211 - Paramedic Clinical I

2 Credit(s) / 15 hrs. Hours

This clinical course covers the New York State Department of Health Bureau of Emergency Medical Services curriculum for preparation as a paramedic. It is designed to introduce the student to the clinical aspect in the field of emergency medical services in specific areas of preparatory and advanced airway in the setting of a hospital department (clinical) and/or ambulance (field). Students will participate in a series of clinical/field rotations of eight-hour shifts either in a hospital department or on an ambulance. Clinical/field rotations include areas such as adult and pediatric emergency departments, critical care units, morgue, operating room, psychiatric units, labor and delivery, other hospital departments (as needed) and basic and advanced life support ambulances. Lab work includes: patient assessment and management, bleeding control, fracture management, intravenous (IV) access techniques, endotracheal intubation, calculating dosages, preparing medications for administration, and practice in all administration techniques. Skills are subsequently demonstrated and evaluated in the laboratory, hospital and/or field setting. The number of minimum patient experiences is delineated. Some students, however, may be required to schedule additional shifts to acquire an acceptable minimum of competencies and experiences. Students must satisfactorily perform all practical skills in order to successfully complete the course. This course is the first of a four-course clinical sequence.

NOTE: Since paramedic students are already NYS-Certified EMTs, they are expected to participate in patient care (under direct supervision of a preceptor) up to their level of training.

Prerequisite(s): EMS 101, BIO 1100 and ENG 1200

Corequisite(s): EMS 210

EMS 220 - Paramedic II

5 Credit(s) / 16 hrs. Hours

This course covers the New York State Department of Health Bureau of Emergency Medical Services curriculum for preparation as a paramedic. It reviews material including, but not limited to: assessment and management of the medical and trauma patient, selecting and implementing an appropriate treatment plan for a wide range of complaints including respiratory, cardiovascular, neurological, environmental and obstetrical emergencies, introduction to pre-hospital pharmacology, and introduction to electrocardiogram monitoring. Lab work involves: patient assessment and management, bleeding control, advanced fracture management, intravenous (IV) access techniques, endotracheal intubation, calculating dosages, preparing medications for administration and practice in all administration techniques. Skills are subsequently demonstrated and evaluated in the laboratory, hospital and/or field setting. Students must satisfactorily perform all practical skills in order to successfully complete the course.

Offered only during winter or summer module.

Prerequisite(s): EMS 210 and EMS 211

Corequisite(s): EMS 221

EMS 221 - Paramedic Clinical II

3 Credit(s) / 15 hrs. Hours

This clinical course covers the New York State Department of Health Bureau of Emergency Medical Services curriculum for preparation as a paramedic. It is designed to continue the student experience in the clinical aspect in the field of emergency medical services in specific areas of preparatory, advanced airway management, trauma and medical in the setting of a hospital department (clinical) and/or ambulance (field). Students will participate in a series of clinical/field rotations of eight-hour shifts either in a hospital department or an ambulance. Clinical/field rotations include areas such as adult and pediatric emergency departments, critical care units, morgue, operating room, psychiatric units, labor and delivery, other hospital departments (as needed) and basic and advanced life support ambulances. Lab work includes: patient assessment and management, intravenous (IV) access techniques, endotracheal intubation, calculating dosages, preparing medications for administration and practice in all administration techniques. Skills are subsequently demonstrated and evaluated in the laboratory, hospital, and/or field setting. The number of minimum patient experiences is delineated. Some students, however, may be required to schedule additional shifts to acquire an acceptable minimum of competencies and experiences. Students must satisfactorily perform all practical skills in order to successfully complete the course. This course is the second of a four-course clinical sequence.

Since paramedic students are already NYS-Certified EMTs, they are expected to participate in patient care (under direct supervision of a preceptor) up to their level of training.

Offered only during winter or summer module.

Prerequisite(s): EMS 210 and EMS 211

Corequisite(s): EMS 220

EMS 230 - Paramedic III

7 Credit(s) / 16 hrs. Hours

This course covers the New York State Department of Health Bureau of Emergency Medical Services curriculum for preparation as a paramedic. It reviews material including, but not limited to: special considerations, environmental emergencies, assessment-based management, selecting and implementing an appropriate treatment plan for a wide range of complaints including respiratory, cardiovascular, neurological, environmental and obstetrical emergencies, detailed pre-hospital pharmacology, and detailed electrocardiogram monitoring. Lab work includes: patient assessment and management, bleeding control, advanced fracture management, intravenous (IV) access techniques, endotracheal intubation, calculating dosages, preparing medications for administration and practice in all administration techniques. Skills are subsequently demonstrated and evaluated in the laboratory, hospital and/or field setting. Students must satisfactorily perform all practical skills in order to successfully complete the course.

Prerequisite(s): EMS 220 and EMS 221

Corequisite(s): EMS 230

EMS 231 - Paramedic Clinical III

2 Credit(s) / 15 hrs. Hours

This clinical course covers the New York State Department of Health Bureau of Emergency Medical Services curriculum for preparation as a paramedic. It is designed to continue the student experience in the clinical aspect in the field of emergency medical services in specific areas of preparatory, advanced airway management, trauma and medical, and pharmacology in the setting of a hospital department (clinical) and/or ambulance (field). Students will participate in a series of clinical rotations of eight-hour shifts either in a hospital department or an ambulance. Clinical rotations include areas such as adult and pediatric emergency departments, critical care units, morgue, operating room, psychiatric units, labor and delivery, other hospital departments (as needed) and basic and advanced life support ambulances. Lab work includes: patient assessment and management, intravenous (IV) access techniques, endotracheal intubation, calculating dosages, preparing medications for administration, and practice in all administration techniques. Skills are subsequently demonstrated and evaluated in the laboratory, hospital and/or field setting. The number of minimum patient experiences is delineated. Some students, however, may be required to schedule additional shifts to acquire an acceptable minimum of competencies and experiences. Students must satisfactorily perform all practical skills in order to successfully complete the course. This course is the third of a four-course clinical sequence.

Since paramedic students are already NYS-Certified EMTs, they are expected to participate in patient care (under direct supervision of a preceptor) up to their level of training.

Prerequisite(s): EMS 220 and EMS 221

Corequisite(s): EMS 230

EMS 240 - Paramedic IV

5 Credit(s) / 16 hrs. Hours

This course covers the New York State Department of Health Bureau of Emergency Medical Services curriculum for preparation as a paramedic. It reviews material including, but not limited to: EMS operations, public health, hazardous materials awareness and weapons of mass destruction (WMD) awareness, NYC EMS protocols, selecting and implementing an appropriate treatment plan for neonatal, pediatric, adult and geriatric patients with a variety of complaints including respiratory, cardiovascular, neurological, environmental, trauma, psychiatric, altered mental status, abdominal and obstetrical emergencies. Lab work includes: patient assessment and management, advanced fracture management, intravenous (IV) access techniques, endotracheal intubation, calculating dosages, preparing medications for administration and practice in all administration techniques. Skills are subsequently demonstrated and evaluated in the laboratory, hospital and/or field setting. Students must satisfactorily perform all practical skills in order to successfully complete the course.

Prerequisite(s): EMS 230 and EMS 231

Corequisite(s): EMS 241

EMS 241 - Paramedic Clinical IV

3 Credit(s) / 15 hrs. Hours

This clinical course covers the New York State Department of Health Bureau of Emergency Medical Services curriculum for preparation as a paramedic. It is designed to continue the student experience in the clinical aspect in the field of emergency medical services in specific areas of advanced airway management, medical, trauma, pharmacology, special considerations and operations in the setting of a hospital department (clinical) and/or ambulance (field). Students will participate in a series of clinical rotations of eight hour shifts either in a hospital department or on an ambulance. Clinical rotations include areas such as adult and pediatric emergency departments, critical care units, morgue, operating room, psychiatric units, labor and delivery, other hospital departments (as needed) and basic and advanced life support ambulances. Lab work includes: patient assessment and management, bleeding control, fracture management, intravenous (IV) access techniques, endotracheal intubation, and calculating dosages, preparing medications for administration, and practice in all administration techniques. Skills are subsequently demonstrated and evaluated in the laboratory, hospital and/or field setting. The number of minimum patient experiences is delineated. Some students, however, may be required to schedule additional shifts to acquire an acceptable minimum of competencies and experiences. Students must satisfactorily perform all practical skills in order to successfully complete the course. This course is the fourth of a four-course clinical sequence. As the final clinical course and as part of the field internship phase, students must demonstrate the ability to serve as team leader in a variety of pre-hospital emergency situations.

Since paramedic students are already NYS-Certified EMTs, they are expected to participate in patient care (under direct supervision of a preceptor) up to their level of training.

Offered only during winter or summer module.

Prerequisite(s): EMS 230 and EMS 231

Corequisite(s): EMS 240

Engineering Science

EGR 2100 - Engineering Design

3 Credit(s) / 5 hrs. Hours

For a beginning engineering students, hands-on investigations and an appreciation of the importance of engineering in our society. In the laboratory, students will investigate problems relevant to the study of engineering, including mechanical, robotic and bridge design. Computers will be utilized for all relevant laboratory sessions. Lecture discussions will include preparation for the labs and discussions of approaches engineers have used to solve difficult problems.

Prerequisite(s): Passed, exempt, **or** completed developmental course work for the CUNY Assessment Tests in Reading and Writing **and** MAT 900

Corequisite(s): MAT 1400

EGR 2200 - Introduction to Electrical Engineering

3 Credit(s) / 4 hrs. Hours

First course in electrical engineering, includes: circuit elements and their voltage-current relations, Kirchoff's laws, elementary circuit analysis, continuous and discrete signals, differential and difference equations, first order systems.

Required for Engineering Science Majors.

Prerequisite(s): MAT 2100 and PHY 1400

Corequisite(s): MAT 5500

EGR 2300 - Introduction to Engineering Thermodynamics

3 Credit(s) / 4 hrs. Hours

First course in engineering thermodynamics. Topics include Zeroth Law and absolute temperature, work, heat, First Law and applications, Second Law, Carnot theorems, entropy, thermodynamic state variables and functions, reversibility, irreversibility, and availability functions, Ideal gas mixtures, mixtures of vapors and gas, and humidity calculations.

Required for Engineering Science Majors.

Prerequisite(s): CHM 1200 and PHY 1400

Corequisite(s): CS 1200

EGR 9201 - Research I

1-3 Credit(s) / 2-6 laboratory hrs. Hours

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results

Prerequisite(s): Department permission

EGR 9202 - Research II

1-3 Credit(s) / 2-6 laboratory hrs. Hours

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results

Prerequisite(s): Department permission

EGR 9203 - Research III

1-3 Credit(s) / 2-6 laboratory hrs. Hours

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results

Prerequisite(s): Department permission

EGR 9204 - Research IV

1-3 Credit(s) / 2-6 laboratory hrs. Hours

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results

Prerequisite(s): Department permission

English

ENG 1200 - English Composition I

3 Credit(s) / 4 hrs. Hours

College-level reading and writing, and the development of ideas in essays, including how language communicates facts, ideas and attitudes. Writing is practiced as a process involving revision based on feedback from readers. College-level essays emphasize close reading and intertextual analysis, and reading across and between texts drawn from various disciplines.

Prerequisite(s): Passed, exempt, or completed developmental course work for the CUNY Assessment Tests in Reading and Writing

Required Core: English Composition

ENG 2400 - English Composition II

3 Credit(s) / 4 hrs. Hours

Multidisciplinary reading, writing and research focusing on the various ways knowledge is produced and articulated within the academy. Through a multidisciplinary process of inquiry, several required projects will emphasize different modes of research and information literacy.

Prerequisite(s): ENG 1200

Required Core: English Composition

English as a Second Language (ESL)

ESL 91A7 - Developing Fluency in Reading and Writing for ESL Students

0 Credit(s) / 8 hrs. - 8 equated crs. Hours

This is the third course in an ESL sequence designed for students whose first language is not English and whose results on the CUNY Reading and Writing exams indicate that they need work on their reading and writing at the high intermediate level. This course emphasizes reading, writing, and critical thinking skills. Also required of students who have successfully completed ESL 900.

ESL 101 - Accelerated Academic ESL I

0 Credit(s) / 10 hrs. - 10 equated crs. Hours

This two-semester Learning Community course, beginning in the fall and continuing in the spring, is open to all incoming students whose first language is not English and whose results on the CUNY Reading and Writing exams indicate that they need work on developing these areas. During semester one (ESL 101), the focus is on reading, low-stakes writing, and media literacy. During semester two (ESL 102), the emphasis continues to be on reading while building towards more formal academic writing.

Prerequisite(s): ESL Student Group and CUNY Assessment Scores on the CATW of 22 to 47 and any ACT Reading score

Corequisite(s): ENG 1050

ESL 102 - Accelerated Academic ESL II

0 Credit(s) / 10 hrs. - 10 equated crs. Hours

This two-semester Learning Community course, beginning in the fall and continuing in the spring, is open to all incoming students whose first language is not English and whose results on the CUNY Reading and Writing exams indicate that they need work on developing these areas. During semester one (ESL 101), the focus is on reading, low-stakes writing, and media literacy. During semester two (ESL 102), the emphasis continues to be on reading while building towards more formal academic writing.

Prerequisite(s): ESL 101

ESL 700 - Basic Reading and Writing for Students Learning English as a Second Language

0 Credit(s) / 10 hrs. - 10 equated crs. Hours

This is the first course in an ESL sequence designed for students whose first language is not English and whose results on the CUNY Reading and Writing exams indicate that they need extensive work on developing these areas. Activities include intensive work on reading, writing and revision, with an emphasis on developing fluency in writing and basic reading comprehension.

ESL 900 - Intermediate Reading and Writing for Students Learning English as a Second Language

0 Credit(s) / 10 hrs. - 10 equated crs. Hours

This is the second course in an ESL sequence designed for students whose first language is not English and whose results on the CUNY Reading and Writing exams indicate that they need work on their reading and writing at the intermediate level. This course consists of various activities to improve English language communication skills, emphasizing clarity in writing and increased reading comprehension.

English as a Second Language (ESL): College Now

ESL BW100 - Foundations for College-Level Reading and Writing for ESL Students, I

0 Credit(s) / 4 hrs. Hours

Low intermediate portfolio-based course designed to help students develop the fluency, focus, analytical and organizational skills needed to become successful college writers. Readings are from various multi-cultural genres and of varying lengths. First part of a two-semester course sequence.

Prerequisite(s): Students must be designated as ESL

ESL BW200 - Foundations for College-Level Reading and Writing for ESL Students, II

0 Credit(s) / 4 hrs. Hours

High intermediate/advanced portfolio-based course that is the second part of a two-semester course sequence designed to develop reading competence and writing fluency in students with English as a second language.

Prerequisite(s): Students must be designated as ESL

English Electives

ENG 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of English is developed individually between student and faculty member and must be approved by the Department.

ENG 82XX - Topical/Pilot Course

1-3 Credit(s) / 1-3 hrs. Hours

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

ENG 3000 - Introduction to Literature

3 Credit(s) / 3 hrs. Hours

Close reading of texts in a range of forms, including poetry, fiction, and drama, providing an introduction to the methods and tools of literary studies.

Prerequisite(s): ENG 1200

Flexible Core: Creative Expression (Group C)

ENG 3100 - Classical and Biblical Literature

3 Credit(s) / 3 hrs. Hours

Introduction to ancient works that have inspired and influenced world literature, including works of Greek and Roman authors, and selections from the Hebrew Bible and the New Testament. Texts are read in English translation.

Prerequisite(s): ENG 1200

ENG 3200 - World Literature

3 Credit(s) / 3 hrs. Hours

The diverse body of literature written by authors around the globe, including works written in the twentieth and twenty-first centuries from the Far East and Africa as well as from Europe and the Americas.

Prerequisite(s): ENG 1200

Flexible Core: World Cultures and Global Issues (Group A)

ENG 3300 - Introduction to Literary Studies

3 Credit(s) / **3 hrs. Hours**

Teaches students methods for analyzing, interpreting and writing about literature, including schools of thought such as psychoanalytic, new historic, and race, class, and gender perspectives. Students demonstrate proficiency in interpretation and critique, employing terms, tools and concepts of literary critic, and identifying assumptions informing analysis of poetry, drama, fiction, film, etc. The course looks at critical history reviews, foundations from the 19th and 20th centuries, and surveys the critical approaches important today. Students enrich their skills as scholastic writers by applying learned methodologies to close reading of literary texts.

Prerequisite(s): ENG 1200

ENG 3500 - Modern European Literature

3 Credit(s) / **3 hrs. Hours**

An introduction to and survey of the great works of European literature in English translation, including poems, plays, and fiction.

Prerequisite(s): ENG 1200

ENG 4000 - Short Fiction

3 Credit(s) / **3 hrs. Hours**

Great short works of fiction, by authors representing different cultures and eras, with an emphasis on what makes the short story a distinctive literary form.

Prerequisite(s): ENG 1200

Flexible Core: Creative Expression (Group C)

ENG 4200 - Poetry

3 Credit(s) / **3 hrs. Hours**

An introduction to the study of poetry, in a range of styles and from various historical periods and cultures, including the spoken word performances and electronic poetry of the present day.

Prerequisite(s): ENG 1200

Flexible Core: Creative Expression (Group C)

ENG 4300 - Drama

3 Credit(s) / **3 hrs. Hours**

Plays by a range of contemporary and classic dramatists, with attention to such literary elements as dramatic form, character, and action.

Prerequisite(s): ENG 1200

Flexible Core: Creative Expression (Group C)

ENG 4800 - American Environmental Literature

3 Credit(s) / 3 hrs. Hours

A survey of American nature writing and environmental literature from its roots in the colonial era through its flowering in the twentieth century. Examples of reading include Thoreau's *Walden*, Aldo Leopold's *Sand County Almanac*, and Rachel Carson's *Silent Spring* and a representative range of shorter works from four centuries to explore the evolution of ideas about nature. Selections include natural histories, travelogues, journals and diaries, essays, poetry, and short stories.

Prerequisite(s): ENG 1200

Flexible Core: U.S. Experience in Its Diversity (Group B)

ENG 5050 - Integrative Studies Seminar

1 Credit(s) / 2 hrs. Hours

This course serves as a place where students in learning communities can practice integration and application of thematic concepts explored in the Integrative Studies Link.

ENG 5500 - Cultural/Linguistic Aspects of Teaching Language

3 Credit(s) / 3 hrs. Hours

Prepares students for work as tutors in the Writing Center, emphasizing various aspects of the English language and the cultural awareness needed for effective tutoring.

Prerequisite(s): ENG 1200

ENG 5600 - Creative Writing: Fiction

3 Credit(s) / 3 hrs. Hours

Instruction and practice in the forms and types of fiction. Analysis of peer writing on a workshop basis, assists students develop mastery of the form of fiction best suited for them.

Prerequisite(s): ENG 1200

Flexible Core: Creative Expression (Group C)

ENG 5700 - Creative Writing: Poetry

3 Credit(s) / 3 hrs. Hours

Practice in the art and craft of writing poetry. Includes extensive reading in poetry, from traditional to experimental. Classes will be both workshop and discussion-based.

Prerequisite(s): ENG 1200

ENG 5800 - Creative Writing: Non-Fiction

3 Credit(s) / 3 hrs. Hours

Instruction and practice in the art of writing nonfiction, including autobiography and memoir, cultural memoir and critique, nature, travel, community writing, and literary journalism.

Prerequisite(s): ENG 1200

ENG 6300 - Shakespeare

3 Credit(s) / 3 hrs. Hours

An introduction to Shakespeare's poetry and plays, with attention to Shakespeare's language, dramatic art, and historical context.

Prerequisite(s): ENG 1200

ENG 6500 - Literature and Film

3 Credit(s) / 3 hrs. Hours

How literature is interrelated with film, explored through analysis of fictional works and their film treatments.

Prerequisite(s): ENG 1200

Flexible Core: Creative Expression (Group C)

ENG 6600 - Literature and Human Behavior

3 Credit(s) / 3 hrs. Hours

Imaginative literature as a source of insight into human psychology. Works include classics of world literature in a range of genres.

Prerequisite(s): ENG 1200

ENG 6700 - Women in Literature

3 Credit(s) / 3 hrs. Hours

An exploration of selected themes in writings by women drawn from worldwide literature, and including a range of genres, as well as different forms such as fiction, drama, poetry and creative non-fiction.

Prerequisite(s): ENG 1200

ENG 6800 - Gothic and Horror Fiction

3 Credit(s) / 3 hrs. Hours

Survey of British and American Gothic and horror literature, including short stories, novels, and narrative poetry. Analysis of Gothic trappings and creatures such as vampires and werewolves as they appear in literature.

Prerequisite(s): ENG 1200

ENG 7000 - Sexuality and Literature

3 Credit(s) / 3 hrs. Hours

An introduction to the study of literature in which themes of heterosexual, lesbian, gay, bisexual, transgender, and queer identity are central. These include the relationships between these works and the larger historical, philosophical, political, and cultural contexts, and its local and global intersections with the social identities of race, class, gender, ethnicity, nationality, and ability.

Prerequisite(s): ENG 1200

ENG 7300 - Themes in American Literature I: Beginnings to 1865

3 Credit(s) / **3 hrs. Hours**

A survey of American literature and literary history from early America through the Civil War, focusing on the historical, philosophical, religious and literary forces that shaped American life.

Prerequisite(s): ENG 1200

ENG 7400 - Themes in American Literature II: 1865 to Present

3 Credit(s) / **3 hrs. Hours**

A survey of American literature and literary history from the late 19th century to the present, examining works that depict urbanization, immigration, class conflict, and social change.

Prerequisite(s): ENG 1200

ENG 7600 - Violence in American Literature and Visual Culture

3 Credit(s) / **3 hrs. Hours**

The course explores the ways in which violence permeates and shapes people's different experiences in the United States. Students will examine different forms of violence, from war and terrorism, to crime and domestic violence, as they appear in post-1945 American literature, film, and photography. Students will also explore related issues such as punishment and justice. Students will discuss, analyze, and compare the different texts and their relevance to one's daily life.

Prerequisite(s): ENG 1200

ENG 7700 - The Roots of African-American Literature

3 Credit(s) / **3 hrs. Hours**

Analysis and study of black literature in the United States and study of its history and development to 1950.

Prerequisite(s): ENG 1200

ENG 7800 - Contemporary African-American Literature

3 Credit(s) / **3 hrs. Hours**

Development and study of black literature in the United States from 1950 to the present.

Prerequisite(s): ENG 1200

English: College Now

ENG BW00 - Foundations for College-Level Writing

0 Credit(s) / 4 hrs. Hours

A portfolio-based course that develops thinking skills and competency in reading and writing needed for both high school exit and college entrance English classrooms.

ENG W100 - Intensive Writing 1

0 Credit(s) / 2 hrs. Hours

Development of critical thinking and writing skills needed for freshman-level college coursework. Students create portfolios based on freshman-level reading assignments in the sciences. Students are urged to participate in a 3-credit "College Now" course

ENG W200 - Intensive Writing 2

0 Credit(s) / 2 hrs. Hours

Course builds on the work of ENG W100. Based on readings in psychology, students develop advanced critical thinking and writing skills required for success in English classes during and beyond the freshman year. Students are urged to participate in a 3-credit "College Now" course

Exercise Science

EXS 91X6 - Field Experience in Exercise Science

3 Credit(s) / 1 class hr. plus 100 field hrs. Hours

Under staff supervision, students will provide personal training services in Kingsborough's on-campus faculty/staff fitness clinic, provide student oversight during open recreational hours in Kingsborough's fitness center, and design and lead group fitness activities for students. Students are required to have certification in adult cardiopulmonary resuscitation with automated external defibrillator and must have appropriate liability insurance. Both must be valid for the entire semester. Hours to be arranged by department.

Prerequisite(s): EXS 900, EXS 1000, EXS 1100, EXS 1200, EXS 1300 and EXS 1500. Open only to Exercise Science majors.

EXS 500 - Introduction to Exercise Science

3 Credit(s) / 3 hrs. Hours

This course is an introduction to the Exercise Science Major. An overview of the professions and academic disciplines related to exercise science will be covered, along with the education and experience required for entry level and advanced positions within the field. The course will also introduce the scientific method and its relevance to the study and practice of exercise science and the ethical and legal responsibilities of an exercise science professional.

EXS 900 - Introduction to Personal Training

3 Credit(s) / **3 hrs. Hours**

This course is the introduction course to the Personal Training major. All aspects of personal training will be covered, including the necessary qualifications and responsibilities of a trainer, the various job opportunities that are available, legal considerations, psychological and motivational factors in working with different types of individuals, and how to set up and run a personal training business.

Open to all students.

EXS 1000 - Kinesiology of Exercise

3 Credit(s) / **3 hrs. Hours**

Mechanical principles of human motion, macroscopic analysis of bones and muscles, joint leverage and limitations, types of muscular contractions and the relationship of muscular efficiency to posture, and analysis of motor activities.

Prerequisite(s): BIO 1100

EXS 1100 - Physiology of Exercise

3 Credit(s) / **3 hrs. Hours**

The effects of exercise on human body, the foundation of exercise physiology and the application of the physiological principles which govern the science of sport and exercise. Emphasis is on how the cardiovascular and pulmonary systems work with the muscular system and the development of safe and productive physical training programs.

Prerequisite(s): BIO 1100

EXS 1200 - Health Risk Appraisal

3 Credit(s) / **3 hrs. Hours**

Review of the pathophysiology, medications, and signs and symptoms of selected diseases, disorders and disabilities. Design of safe and effective exercise programs that consider the effects of these conditions and their treatment on the body's response and adaptation to exercise. Assessment of posture, range of motion, muscular fitness and gait.

Prerequisite(s)/Corequisite(s): EXS 1000

EXS 1300 - Fitness Assessment and Program Design

3 Credit(s) / **3 hrs. Hours**

Methods to assess individual health status and risk factors prior to initiating an exercise program. Techniques for assessing the components of physical fitness, including cardiorespiratory endurance, muscular fitness, flexibility and body composition. Using objective and subjective information, design safe and effective exercise programs for apparently healthy adults.

Prerequisite(s)/Corequisite(s): EXS 500

EXS 1500 - Lifetime Strength and Flexibility Training

3 Credit(s) / 3 hrs. Hours

Methods and techniques for designing and implementing muscular fitness training programs, the use of various modalities designed for improving muscular fitness and how to modify these activities in response to the changes encountered throughout an individual's lifetime.

Prerequisite(s): EXS 500

Fashion Design

FD 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of business administration is developed individually between student and faculty member and must be approved by the Department.

FD 1100 - Fashion Sketching for Fashion Designers

3 Credit(s) / 3 hrs. Hours

First of two courses in fashion sketching, students learn basic croquis (specialized figure) drawing, develop their own set of croquis, and use them to sketch their own designs. Sketching all types of garments and silhouettes is covered using pencil, watercolor, and marker techniques.

Prerequisite(s): Only open to Fashion Design, Retail Merchandising, and Theatre Arts Majors.

FD 1200 - Fashion Sketching for Fashion Designers II

3 Credit(s) / 3 hrs. Hours

Second of two courses in fashion sketching, students sketch an original design collection - a minimum of eight (8) coordinated outfits. Fabric swatching and multiple views are required. Additional work is done on portfolio preparation, and sketching technique refinement.

Prerequisite(s): FD 1100

Only open to Fashion Design and Retail Merchandising Majors.

FD 1300 - Computerized Fashion Design

3 Credit(s) / 3 hrs. Hours

Advanced Fashion Design students learn a variety of computer programs for sketching and creating designs using a stylus and a pressure sensitive tablet. Photoshop, Adobe Illustrator and fashion design plug-ins are covered.

Prerequisite(s): Open only to Fashion Design and Retail Merchandising Majors. For Fashion Design majors: FD 1100, FD 1200 and BA 6000 Prerequisite for Fashion Merchandising majors: BA 6000

FD 1400 - Garment Construction

3 Credit(s) / **3 hrs. Hours**

Basic sample room garment construction procedures including seaming, seam finishing, pockets, collars, setting sleeve, pleats, gathers, darts and various other techniques are covered. Students construct garments to demonstrate mastery of various techniques.

Prerequisite(s): Only open to Fashion Design, Retail Merchandising, and Theatre Arts Majors.

FD 2000 - Flat Patternmaking

3 Credit(s) / **3 hrs. Hours**

Mastering the skills of flat pattern drafting and manipulation for both menswear and womenswear. Basic pattern manipulation techniques including dart manipulation, contoured seaming, and the slash and spread method are covered. Students must use flat pattern drafting to create, cut, and sew one garment.

Prerequisite(s)/Corequisite(s): FD 2100

FD 2100 - Fashion Design I

3 Credit(s) / **3 hrs. Hours**

Introduction to draping and flat pattern design, including development of slopers (base patterns) for bodices, sleeve and skirts via draping on dress forms. Translating slopers into hard patterns and then flat patterns to manipulate fullness into various design styles. Students must complete a garment (dress or suit) constructed in fabric for final project.

Prerequisite(s)/Corequisite(s): FM 3500

FD 2200 - Fashion Design II

3 Credit(s) / **3 hrs. Hours**

Advanced draping techniques are explored, along with flat pattern work. Draping in actual fabrics, sample room techniques, and garment finishing are covered. Pants slopers are developed. Students must complete two (2) complete outfits for inclusion in the annual Fashion Show presentation.

Prerequisite(s)/Corequisite(s): FM 3500 and FD 2100

FD 2300 - Design Trends and Aesthetics

3 Credit(s) / **3 hrs. Hours**

Intermediate design students study current trends in women's wear, paying special attention to construction analysis, line, fabric and color selection and price points. Design principles are explored, and current designer collections analyzed for design merits and marketability. Students own sense of style is developed and refined.

FD 2500 - Advanced CAD for Fashion Design

3 Credit(s) / **3 hrs. Hours**

Second course in the CAD series for Fashion Design. The three-dimensional capabilities of the Optitex software package will be covered. Students produce high-resolution still color images and video of design concepts, including the use of Runway to create three-dimensional visualizations of designs. Advanced work in the Adobe suite is also covered.

Prerequisite(s): BA 6000, FD 2100 and FD 1300

Prerequisite(s)/Corequisite(s): FD 2200

FD 9200 - Field Experience in Fashion Design

3 Credit(s) / **1 class hr., 8 internship hrs. minimum Hours**

Supervised field experience in fashion design, plus one hour a week devoted to seminar discussion of relevant field experience, is required. All students must have an internship as an assistant designer.

Open only to graduating Fashion Design Majors with no developmental core requirements.

Fashion Merchandising

FM 3200 - Product Development

3 Credit(s) / **3 hrs. Hours**

Introduction to the concepts and methods by which retailers create special, store-branded merchandise for targeted customer segments. The process from product research through development and distribution is studied.

Prerequisite(s): FM 3700

FM 3500 - Textile and Non-Textile Analysis

3 Credit(s) / **3 hrs. Hours**

Fashion fabrics and non-textile merchandise information, including their identification, characteristics, merits, limitations and care. Study of fibers, yarns, construction, finishes, coloring of fabrics, leather, furs, jewelry, and other non-textile products, and their success in the marketplace. Characteristics of a wide range of fabrics and products are explored.

Prerequisite(s): RM 3100 **or** MM 3100

FM 3600 - Visual Merchandising and Display

3 Credit(s) / **4 hrs. Hours**

Visual merchandising communicates merchandise information to customers and encourages people to buy. The purpose, value, and methods of display as a part of sales promotion and how it fits into the total marketing picture, designing and building interior window and point-of-purchase merchandise displays.

Prerequisite(s): RM 3100 **or** MM 3100

FM 3700 - Fashion Merchandising

3 Credit(s) / 3 hrs. Hours

Course will prepare students for career paths as buyers and merchandisers by acquainting them with renowned designers of the past and present and by exploring current trends in men's and women's apparel.

FM 3900 - Fashion Sales Promotion

3 Credit(s) / 3 hrs. Hours

Fashion activities that promote and stimulate the sale of fashion goods, practical experience in the preparation of special events, sales promotions and publicity similar to those initiated by apparel manufacturers, wholesalers and retailers, and criteria to analyze and evaluate these activities.

Prerequisite(s): FM 3700 or MM 3700 or MM 3800

French

FR 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of French is developed individually between student and faculty member and must be approved by the Department.

FR 82XX - Topical/Pilot Course

1-3 Credit(s) / 1-3 hrs. Hours

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

FR 100 - Elementary French I

3 Credit(s) / 3 hrs. Hours

For students with no previous training in the language, or, as indicated by the Language Placement Examination score. Emphasis on correct pronunciation through intensive oral practice, use of the language laboratory and audio-visual materials, acquisition of basic vocabulary and the elements of grammar for conversation, comprehension, reading and writing.

Not open to native speakers.

Flexible Core: World Cultures and Global Issues (Group A)

FR 200 - Elementary French II

3 Credit(s) / 3 hrs. Hours

Further development of language skills, comprehension, speaking, reading and writing.

Prerequisite(s): FR 100 or acceptable Language Placement Examination score

Flexible Core: World Cultures and Global Issues (Group A)

FR 300 - Intermediate French I

3 Credit(s) / 3 hrs. Hours

Progressive development of language skills, based on foundations established in elementary French. Grammar review supplemented by readings of modern French literature.

Prerequisite(s): FR 200 **or** acceptable Language Placement Examination score

FR 400 - Intermediate French II

3 Credit(s) / 3 hrs. Hours

Advanced grammar, composition and reading of modern French authors.

Prerequisite(s): FR 300 **or** acceptable Language Placement Examination score

FR 2200 - French Conversation

3 Credit(s) / 3 hrs. Hours

Practice in conversational patterns and basic vocabulary leading to fluency in everyday situations.

Prerequisite(s): FR 100 **or** acceptable Language Placement Examination score

FR 5700 - Haitian Culture and Civilization

3 Credit(s) / 3 hrs. Hours

Chronological study of major trends and developments in Haitian culture and civilization from Columbus to the present. Political, literary and artistic movements, significant historical and intellectual figures and various areas of Haiti included.

Instruction is in English

Flexible Core: World Cultures and Global Issues (Group A)

Global Politics (Non-American)

POL 5000 - Clash of Political Ideas: Introduction to Political Theory

3 Credit(s) / 3 hrs. Hours

Selected major political philosophers from Plato to Machiavelli from Locke and Rousseau to Hegel and Marx. What are the bases for political leadership, political obligation, majority rule and minority rights?

Flexible Core: Individual and Society (Group D)

POL 5200 - Comparative Government

3 Credit(s) / 3 hrs. Hours

An introduction to the major types of political systems in the world. Uses both qualitative and quantitative analysis to study the role of ideology, economics, elite groups, and political institutions. Covers Western and non-Western systems, with emphasis on Britain, Germany, the U.S., China, Nigeria, and selected other countries.

Flexible Core: World Cultures and Global Issues (Group A)

POL 5700 - The Politics of Economics: Introduction to Political Economy

3 Credit(s) / **3 hrs. Hours**

Political economy within a social, political and historical context and the problems of recession, inflation and resource insufficiency. "Getting and spending" and their concomitant politico-economic costs and benefits are dealt with in discussions and readings which are institutionally oriented rather than theoretically contrived. Attention is on existing and emerging public agencies and their constituencies, and on the nature of policy making and administration.

POL 5800 - Environmental Politics

3 Credit(s) / **3 hrs. Hours**

The nature and causes of hazards that pose threats to the global environment and the policies that have been put forth to solve these problems. The roles played by political parties, interest groups and government in shaping public policy on the state, national and international levels are also examined.

POL 5900 - International Relations

3 Credit(s) / **3 hrs. Hours**

Exploration of concepts and issues in international relations with an emphasis on state power, sovereignty, nationalism, colonialism, and the role of international law and organizations in the maintenance of order and security. Course includes analysis of globalization, the world economy, transnational actors, human rights, and the environment.

Flexible Core: World Cultures and Global Issues (Group A)

POL 6400 - Crime and Punishment

3 Credit(s) / **3 hrs. Hours**

Focus will be on "Crime" and on "Punishment," the two major aspects of the criminal justice system. Course will consider the three sections: The Institution of Punishment, Crime and Criminals, and Controlling Crime through Punishment.

POL 7100 - International Organizations

3 Credit(s) / **3 hrs. Hours**

Exploration of the roles played by international organizations (IOs) in world politics. The working of the United Nations, treaty and regional organizations and international non-governmental organizations. Students will have the opportunity to participate in National Model United Nations held each spring in New York City.

POL 7500 - Women in Politics

3 Credit(s) / **3 hrs. Hours**

The exploration of women's political representation worldwide with an emphasis on female politicians in the United States. The ways in which political life is gendered and multiple explanations for women's political underrepresentation are also explored. The roles women play in politics as voters, activists, candidates, and elected officials are examined.

Flexible Core: World Cultures and Global Issues (Group A)

POL 9300 - Global Politics

3 Credit(s) / **3 hrs. Hours**

Introduction to contemporary global politics and a cap-stone course for the A.A. in Liberal Arts' Global Environment Studies Concentration. Survey of topics including war, terrorism, security, poverty, the environment, human rights, international organizations, gender issues, inequality, the global economy and international law. Additional time is required for an internship in an organization working on global and environmental issues.

Prerequisite(s): Open only to Liberal Arts Majors who have accumulated 45 or more credits

Flexible Core: World Cultures and Global Issues (Group A)

Political Science

POL 81XX - Independent Study

1-3 Credit(s) / **1-3 hrs. Hours**

Independent study of political science is developed individually between student and faculty member and must be approved by the Department. Course content will determine if the course is deemed as American Politics of Global Politics.

POL 82XX - Topical/Pilot Course

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters. Course content will determine if the course is deemed as American Politics of Global Politics.

Health Education

HE 82XX - Topical/Pilot Course

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

HE 1400 - Critical Issues in Personal Health

1 Credit(s) / **2 hrs. Hours**

Critical health issues from chronic diseases such as cancer, cardiovascular disease, and diabetes mellitus, to communicable diseases such as human immunodeficiency virus and other sexually transmitted infections. Students analyze the role of health risk behaviors in the development of disease, injury and disability, and design a personal wellness plan for health promotion.

HE 2000 - Community CPR

1 Credit(s) / 1 hr. Hours

Knowledge and basic skills necessary to meet respiratory and cardiac emergencies in adults, children and infants. Upon successful completion of this course, students will receive the American Red Cross Certificate for Community CPR.

HE 2100 - Emergency Cardiac Care

1 Credit(s) / 1 hr. Hours

Knowledge and skill required to meet cardiac emergencies including Adult CPR and use of the automated external defibrillator. Upon successful completion, students will receive the Red Cross Certificate for Adult CPR and AED.

HE 3300 - Stress Management

2 Credit(s) / 2 hrs. Hours

To help students understand and cope more effectively with stress in their daily lives, course topics include: causes, components and consequences of stress, how to measure stress, and strategies/techniques to control stress.

HE 3400 - Survey of Holistic Health Care

2 Credit(s) / 2 hrs. Hours

Investigation of popular alternative health care therapies including mind/body interventions, manual healing, diet, nutrition and lifestyle changes, with an emphasis on understanding the theory, research, materials, and methodologies that underlie these different approaches to healing and wellness.

HE 3500 - First Aid and Personal Safety

2 Credit(s) / 2 hrs. Hours

Principles for first aid and personal safety in terms of theory and practice of first aid procedures. Qualified students receive American Red Cross Certification. Course fulfills the safety and first aid requirement for those contemplating a teaching career.

HE 3800 - Women's Health Issues

3 Credit(s) / 3 hrs. Hours

A comprehensive exploration of current health issues and their specific impact on women. The health concerns for each developmental phase of a woman's life are covered, with an emphasis on behaviors that can enhance wellness.

HE 4200 - Health and Nutrition

3 Credit(s) / 3 hrs. Hours

The role of nutrition in disease prevention and health promotion as outlined in the Surgeon General's report to the nation, Healthy People 2010. Students analyze the research linking foods, nutrients, phytochemicals, supplements, and herbs to the leading causes of morbidity in the United States. Students will design an optimal nutritional plan for lifelong wellness.

HE 5000 - Weight Management

2 Credit(s) / 2 hrs. Hours

Students will design a weight management program that emphasizes healthy food choices and consistent patterns of physical activity. Behavioral self-monitoring logs and in-class physical activity included.

HE 5400 - Men's Health Issues

3 Credit(s) / 3 hrs. Hours

Examination of men's health from multiple perspectives, historical and current. The impact of men's attitudes on health issues is emphasized. Men's health issues across the lifespan are addressed.

HPE 1200 - Concepts of Wellness

3 Credit(s) / 3 hrs. Hours

This fundamental course covers a broad spectrum of health-related topics to make students aware of the causes of mental and physical illnesses and their prevention, and demonstrates how lifestyle, perceptions, and decisions affect health. Guidelines and criteria presented to determine good mental, emotional, and physical health. Opportunities for personal assessment.

HPE 1500 - Fitness Assessment and Prescription

2 Credit(s) / 3 hrs. Hours

Principles of physical fitness are taught. Students undergo a battery of fitness tests and develop a personal fitness program.

Health Science

HS 4000 - Drugs: The Individual and Society

3 Credit(s) / 3 hrs. Hours

Provides students with an opportunity to gain a deeper perspective into the psychology of the dependent personality, reasons for drug use, misuse, abuse, and possible solutions.

(Previously HE 4000)

Flexible Core: Individual and Society (Group D)

HS 4100 - Global Health Issues

3 Credit(s) / 3 hrs. Hours

This course takes a comprehensive look at global health issues. The assessment of health issues will be analyzed from many different perspectives including geographic, ethnic, religious, human rights, socioeconomic, social, cultural, and political influences. Students will learn about global environmental causes and consequences of infectious diseases, major diseases, mental illness, natural disasters, malnutrition, drug and alcohol addiction, violence, and injuries.

Flexible Core: World Cultures and Global Issues (Group A)

HS 5200 - Human Sexuality

3 Credit(s) / **3 hrs. Hours**

Information on the biological basis of sex, sexual behavior, attitudes and values, sexual problems, sex therapy, and the social, cultural and ethical aspects of sexuality.

(Previously HE 5200)

Flexible Core: Individual and Society (Group D)

HS 6000 - Urban Agriculture: Social, Cultural, and Health Perspectives

3 Credit(s) / **3 hrs. Hours**

Within the context of the U.S. food system, students will examine the role of urban agriculture and its impact on local communities. Students will gain the ability to critically analyze current trends in urban agriculture and apply them to societal, cultural and health issues associated with the U.S. food system as well as develop strategies to implement healthy eating in their own lives. Issues of food justice and healthy food access will be addressed. Demonstrations and workshops on the KCC Urban Farm will be included.

Flexible Core: Individual and Society (Group D)

Hebrew

HEB 81XX - Independent Study

1-3 Credit(s) / **1-3 hrs. Hours**

Independent study of Hebrew is developed individually between student and faculty member and must be approved by the Department.

HEB 82XX - Topical/Pilot Course

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

HEB 100 - Elementary Hebrew I

3 Credit(s) / **4 hrs. Hours**

For students with no previous training in the language, or, as indicated by the Language Placement Examination score. Emphasis on correct pronunciation through intensive oral practice, use of language laboratory and audio-visual materials, acquisition of basic vocabulary and the elements of grammar for conversation comprehension, reading and writing.

Not open to native speakers.

Flexible Core: World Cultures and Global Issues (Group A)

HEB 200 - Elementary Hebrew II

3 Credit(s) / 4 hrs. Hours

Further development of language skills, comprehension, speaking, reading, and writing.

Prerequisite(s): HEB 100 **or** acceptable Language Placement Examination score **or** two years of high school Hebrew **or** equivalent

Flexible Core: World Cultures and Global Issues (Group A)

HEB 300 - Intermediate Hebrew I

3 Credit(s) / 3 hrs. Hours

Progressive development of language skills, based on the foundations established in elementary Hebrew. Grammar review supplemented by readings of Modern Hebrew literature.

Prerequisite(s): HEB 200 **or** acceptable Language Placement Examination score **or** two years of high school Hebrew **or** equivalent

Flexible Core: World Cultures and Global Issues (Group A)

HEB 3000 - Hebrew Literature in Translation I

3 Credit(s) / 3 hrs. Hours

Designed for non-Hebrew speaking students, course stresses reading and analysis of Hebrew classics in cultural and historical context.

All readings and discussions are in English.

Flexible Core: Creative Expression (Group C)

HEB 3100 - Hebrew Literature in Translation II

3 Credit(s) / 3 hrs. Hours

Emergence of Hebrew writers in the modern world. Emphasis is on the main literary personalities of the 19th and early 20th centuries. Designed for non-Hebrew speaking students.

All readings and discussions are in English.

Flexible Core: Creative Expression (Group C)

Humanities

HUM 200 - Early Literacy and Children's Literature

2 Credit(s) / 2 hours Hours

Children's literature and early literacy skills in the Early Childhood curriculum. Students will read, discuss and write about children's literature and its relationship to whole language and literacy.

HUM 8181 - Development of Literacy in Children

1 Credit(s) / 1 hr. Hours

Students explore aspects of literacy in children via the humanities and communication arts.

Humanities: College Now

HUM 100 - Modern Humanities: Arts and Ideas

3 Credit(s) / 3 hrs. Hours

Course explores literature, drama, art, and music in today's world. Attempts are made to place 20th century developments into a historical context and illustrate the continuity of culture.

Prerequisite(s): Enrollment in "College Now" Program

Flexible Core: Creative Expression (Group C)

Italian

IT 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of Italian is developed individually between student and faculty member and must be approved by the Department.

IT 82XX - Topical/Pilot Course

1-3 Credit(s) / 1-3 hrs. Hours

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

IT 100 - Elementary Italian I

3 Credit(s) / 3 hrs. Hours

For students with no previous training in the language, or, as indicated by the Language Placement Examination score. Emphasis on correct pronunciation through intensive oral practice, use of the language laboratory and audio-visual materials, acquisition of basic vocabulary and the elements of grammar for conversation, comprehension, reading and writing.

Not open to native speakers.

Flexible Core: Flexible Core: World Cultures and Global Issues (Group A)

IT 200 - Elementary Italian II

3 Credit(s) / 3 hrs. Hours

Further development of language skills, comprehension, speaking, reading and writing.

Prerequisite(s): IT 100 **or** acceptable Language Placement Examination score

Flexible Core: World Cultures and Global Issues (Group A)

IT 300 - Intermediate Italian I

3 Credit(s) / 3 hrs. Hours

Progressive development of language skills, based on foundations established in elementary Italian. Grammar review supplemented by readings of modern Italian literature.

Prerequisite(s): IT 200 **or** acceptable Language Placement Examination score

IT 400 - Intermediate Italian II

3 Credit(s) / 3 hrs. Hours

Advanced grammar, composition and reading of modern Italian authors.

Prerequisite(s): IT 300 **or** acceptable Language Placement Examination score

IT 2200 - Italian Conversation

3 Credit(s) / 3 hrs. Hours

Practice in conversation on an elementary level. Emphasis on the vocabulary and idioms of everyday usage.

Prerequisite(s): IT 100 **or** equivalent

IT 3000 - Literature in Translation

3 Credit(s) / 3 hrs. Hours

For **non-Italian** speaking students. Course includes reading and analysis of representative works of Italian literature in their cultural and historical context.

Reading and discussion in English.

Prerequisite(s): ENG 1200

IT 7000 - Italian Cinema

3 Credit(s) / 3 hrs. Hours

History of Italian Cinema from the silent era and Fascist period to the present, with emphasis on postwar neorealism and the major directors of the sixties and seventies. Films in Italian with English subtitles.

Instruction is in English.

Prerequisite(s): ENG 1200

Journalism

JRL 3100 - Basic Journalism

3 Credit(s) / 3 hrs. Hours

Introductory course on the history of journalism: writing leads, rewrites, reporting, hard news stories, covering beats, copy preparation, research, operation of a campus newspaper, and special interests.

Prerequisite(s)/Corequisite(s): ENG 1200

JRL 3200 - Advanced Journalism

3 Credit(s) / 3 hrs. Hours

Further study of newspaper techniques: advanced research, in-depth coverage, interviews, sidebars, profiles, basic reviews, writing styles, headlines and typefaces, copy reading and proofreading, editorials, freedom of the press, legalities.

Prerequisite(s): JRL 3100

JRL 4400 - Feature and Magazine Writing

3 Credit(s) / 3 hrs. Hours

The techniques of writing feature news stories that require understanding basic news writing combined with the ability to utilize the creative approach contained in human interest stories.

Prerequisite(s): JRL 3100

Maritime Technology

[Click here for more information about the Maritime Technology courses.](#)

MT 3000 - Introduction to Maritime Technology

3 Credit(s) / 4 hrs./2 hrs. lecture, 2 hrs. laboratory Hours

An introduction to seamanship, including Maritime career opportunities and required training, nautical terminology, boating laws and regulations and types of engines.

Prerequisite(s): Enrollment in the "College Now" Program

MT 3300 - Vessel Technology I

3 Credit(s) / 4 hrs. Hours/2hrs. lecture, 2 hrs. laboratory Hours

Seamanship theory and fundamentals of vessel operations, including vessel handling, piloting, major phases of applied engineering technology, operating rigging and deck machinery. Extensive on-board training for operations in tight quarters and open sea. Consideration of Coast Guard procedures, towing, vessel stability and meteorology.

Prerequisite(s): Open only to Maritime Technology Majors.

MT 3400 - Vessel Technology II

3 Credit(s) / 5 hrs. Hours

Practical experience aboard vessels engaged in party-and-charter-boat fishing, oceanographic survey work, vessel delivery and cruising. Day and overnight cruises aboard the R/V CUNY at Kingsborough vessel. Introduction to maritime industry opportunities.

Prerequisite(s): MT 3300

MT 4300 - Marina Operations

3 Credit(s) / 4 hrs. Hours

Basic skills required to operate a full service marina or boatyard includes, dock and storage facilities, parts and service department, boat engine sales, ship's store, and business and marketing. Consideration of marina products in relation to operations and clientele.

MT 4600 - Coastal Piloting and Seamanship

4 Credit(s) / 6 hrs. Hours

Introduction to nautical chart work, coastal piloting and the principles of general seamanship. Marine compass, nautical charts, piloting, tides and currents, position determination, navigational aids and electronic navigation are covered. Also included are the seamanship principles of life saving, firefighting, the Rules of the Road and marlinspike seamanship. Two hands-on cruises, Jamaica Bay and New York Harbor, are included.

MT 5000 - Introduction to Outboard Motors

2 Credit(s) / 3 hrs./1hr. lecture, 2 hrs. laboratory Hours

The principles of the internal combustion gasoline engine are covered. Included are the topics of construction, testing and maintenance of these engines as well as the methods of converting the generated energy into vessel propulsion. Propulsion topics primarily focus on outboards and out-drives.

MT 5100 - Introduction to Diesel Engines

2 Credit(s) / 3 hrs./1hr. lecture, 2 hrs. laboratory Hours

The principles of the diesel engine operation, construction, testing and maintenance are covered. Troubleshooting and the emergency repairs of these engines as well as the difference between two-cycle and four-cycle diesel are reviewed.

MT 5200 - Welding

2 Credit(s) / 3 hrs./1 hr. lecture, 2 hrs. laboratory Hours

This course covers the basic skills required for maintaining and repairing steel and aluminum vessels, also included is the fabrication of stainless steel items. Emphasis is placed on welding safety and making emergency repairs.

MT 5300 - Fiberglass, Refrigeration and Hydraulic Repairs

2 Credit(s) / 3 hrs./1hr. lecture, 2 hrs. laboratory Hours

This course covers the basic skills required for maintaining and repairing fiberglass hulls. The basic principles of hydraulic and refrigeration systems and common ship board system designs are presented. Installation, application, operation, maintenance and troubleshooting of vessel hydraulic and refrigeration systems are covered.

MT 5400 - Low Voltage Electrical Systems

2 Credit(s) / 3 hrs./1hr. lecture, 2 hrs. laboratory Hours

This course is designed to give the student the background necessary to be able to read and implement the directions common in most marine electronics manuals. The course focuses on series and parallel circuits, low voltage AC and DC systems, hull wiring, and the installation of common marine electronics including echo-sounders, chart plotters, RADAR, loran, GPS, VHF, and SSB radios.

MT 5500 - Marine Electronics

2 Credit(s) / 3 hrs./1 hr. lecture, 2 hrs. laboratory Hours

This course is designed to give the student the background necessary to be able to read and implement the directions common in most marine electronics users manuals as well as develop the skills necessary to properly operate representative models of the more common forms of marine electronics. Through lecture and lab work in the college's ship bridge simulator, the student will develop skills in radio telephones, RADAR, SONAR, GPS, and electronic chart plotters as well as LORAN-C. Utilizing the ship simulator, students will learn the proper radio protocol and procedures and how to send a distress signal.

Prerequisite(s): MT 4600

MT 5600 - Advanced Outboards

3 Credit(s) / 4 hrs./2 hrs. lecture, 2 hrs. laboratory Hours

Builds upon the theory and practical knowledge learned in *Introduction to Outboards*, as it applies to current outboard technology. Ignition systems, lower units/gear cases, and periodic maintenance are covered.

Prerequisite(s): MT 5000

MT 5700 - Vessel Systems, Theory, Maintenance and Troubleshooting

3 Credit(s) / 4 hrs./2 hrs. lecture, 2 hrs. laboratory Hours

Builds upon knowledge of the following systems: domestic water and sanitation plumbing, engine cooling systems, fuel systems tanks, delivery and external filtering systems, AC power generators and distribution, steering systems, and advanced data and power distribution networks, including NMEA 0183, NMEA 2000, and CAN Bus networks. Emphasis will be placed on troubleshooting and repair of each system. Students will use Microsoft Visio® software to document vessel systems for service purposes.

Prerequisite(s): MT 5300 and MT 5400

MT 5800 - Advanced Welding

2 Credit(s) / 3 hrs./1 hr. lecture, 2 hrs. laboratory Hours

Builds on the knowledge and skills acquired in the prerequisite Welding course. Two new processes will be covered: Tungsten Inert Gas welding (TIG) and Shielded Metal Arch Welding (SMAW). Emphasis is placed on safe and proper setup and operation of equipment.

Prerequisite(s): MT 5200

Mass Communications

MCB 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of mass communications is developed individually between student and faculty member and must be approved by the Department.

MCB 92XX - Internship

3 Credit(s) / 3 hrs. Hours

Applied work/study at professional broadcasting organizations.

MCB 3600 - Announcing - Radio and Television

3 Credit(s) / 3 hrs. Hours

Techniques of broadcasting, theory underlying use of the equipment employed and practical aspects of their proper use. Correct voice production procedures for announcing, methods of sight reading and oral reading.

Prerequisite(s): Passing score on the CUNY Reading exam

MCB 3900 - Radio Studio Operations

3 Credit(s) / 3 hrs. Hours

Introduction to operational and technical aspects of broadcast audio equipment, and of the media. Various uses of all studio equipment.

MCB 4000 - Introduction to Pro Tools

3 Credit(s) / 3 hrs. Hours

The essential Pro Tools principles from initial setup to final mix in both music and post scenarios offering hands-on practical experience on the most widely used audio production software in the industry. The course examines recording, editing, and mixing, covering a multitude of new functions and feature enhancements including introduction to Clip Gain, AudioSuite functionality, Real Time plugins, and MIDI, providing students with the foundation to explore career tracks in music, television, and motion picture sound editing and mixing.

MCB 4100 - Television Studio Production

3 Credit(s) / **3 hrs. Hours**

Students are introduced to the television studio environment and the production process for multi-camera studio productions. They learn the principles and techniques of pre-production and production for the TV studio, the functions of studio television and audio equipment, and practice how to use them skillfully. Students also analyze assigned television programs for comparisons with learned techniques, and direct and work crew positions for short multi-camera segments.

MCB 4600 - Media Technology

3 Credit(s) / **3 hrs. Hours**

A survey course designed for non-engineers covering motion picture, television, and radio technology with an emphasis on professional industry trends and workflows by providing a guide to understanding the technical world of radio and television broadcast engineering covering standards, video servers, editing, electronic newsrooms, and more.

This is a required course for all Broadcast Majors.

MCB 4800 - Advanced Television Studio Production

3 Credit(s) / **3 hrs. Hours**

This course emphasizes an advanced approach to studio-based multi-camera TV productions with innovative use of the video switcher and visual effects, and development of set, lighting and audio design. Students analyze programs on cable and broadcast TV, and produce, direct and host their own programs as a production team.

Prerequisite(s): MCB 4100

MCB 4900 - Media Production and Editing

3 Credit(s) / **5 hrs./1 hr. lecture, 4 hrs. laboratory/week Hours**

Introduces remote, not studio, single camera production and editing. Students learn the principles of remote camera operation and post-production editing with an emphasis on electronic news gathering/electronic field productions. Students prepare their own news media packages.

MCB 5000 - Writing for the Electronic Media

3 Credit(s) / **3 hrs. Hours**

Introduction to the various types of writing used in the electronic media and research necessary for each: commercials, news, reports, promotional and programming material, public service announcements, industrial and educational programs.

Prerequisite(s): Passed, exempt, **or** completed developmental course work for the CUNY Assessment Tests in Reading and Writing

MCB 5100 – Advanced Media Production and Editing

3 Credit(s) / 5 hrs./1 hr. lecture, 4 hrs. laboratory/week Hours

Advanced remote, not studio, single and multiple camera production and editing. Students build on introductory techniques and concepts and apply them to this course which emphasizes the television news magazine format. Students prepare their own advanced single and multiple camera news magazine media packages.

Prerequisite(s): MCB 4900

MCF 4000 - Film: The Creative Medium

3 Credit(s) / 3 hrs. Hours

To recognize the film medium as a creative art, the historical, social, psychological and aesthetic elements of selected films are studied as illustrations of this creative force.

Flexible Core: Creative Expression (Group C)

MCF 4300 - Film Genre

3 Credit(s) / 3 hrs. Hours

The mass medium of film and its ability to reflect and influence a wide variety of sociological and psychological events and trends, as seen through a particular genre. The genre will change each semester (i.e., film noir, animation, and the documentary, western).

Flexible Core: Creative Expression (Group C)

Recommended: MCF 4000

MCF 4400 - Film and Society

3 Credit(s) / 3 hrs. Hours

A view of the motion picture industry's depiction of and/or commentary upon various social issues. Topics may include women, politics, war and minorities.

Flexible Core: Individual and Society (Group D)

MCM 3000 - Mass Media

3 Credit(s) / 3 hrs. Hours

Analysis of mass media to discover the way information is perceived and influences behavior. Extensive use is made of films, tapes, recordings and video tapes to examine the message systems employed by individuals, groups, institutions and politics. Focus is on radio, television, newspapers, magazines, film and advertising.

Flexible Core: Individual and Society (Group D)

Mass Communications: College Now

COM 1100 - Mass Communications

3 Credit(s) / 3 hrs. Hours

The study of mass communications and their effects on society and interpersonal communication through both historical and contemporary views. Communications systems, including print, film, and electronic media, will be considered with an emphasis on relevant speaking skills.

Prerequisite(s): Enrollment in the "College Now" Program

Mathematics

MAT M100 - Pre-Algebra

0 Credit(s) / 4 hrs. - 4 equated crs. Hours

Arithmetic stressing quantification and manipulative skills and applications for students who are deficient in that subject. Required of all students who fail the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math. *Demonstration of proficiency in subject matter via exit exam is required for successful course completion.*

Students may not repeat MAT M100 after receiving two (2) "R" grades. Developmental Course

Prerequisite(s): Score of 20 to 39 on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math and either a passing score on the CUNY Assessment Test in Reading **or** demonstration of reading proficiency.

MAT M200 - Elementary Algebra

0 Credit(s) / 4 hrs. - 4 equated crs. Hours

Coverage of fundamental topics in elementary algebra for students who fail the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math.

Students may not repeat M200 after receiving two (2) "R" grades. Developmental Course

Prerequisite(s): (1) Score of 40 to 56 on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math **or** (2) passing score in MAT M100, **or** (3) passing score in MAT X100, **or** (4) successful completion of a Kingsborough math workshop culminating in passing the Mathematics Department Pre-Algebra exam

MAT R300 - Elementary Algebra II

0 Credit(s) / 4 hrs. - 4 equated crs. Hours

Topics in elementary algebra. This course is designed for students who have not achieved the elementary algebra proficiency level required for MAT 900, MAT 1300, MAT 2000, MAT 19A0, and MAT 2200/BA 2200.

Demonstration of proficiency in subject matter via Department final exam is required for successful course completion.

Developmental Course

Prerequisite(s): (1) Successful completion of the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math and a score of 20 to 54 on the College Level Math portion of the ACCUPLACER CUNY Assessment Test in Math, **or** (2) Successful completion of Pre-Algebra and a grade of 40-44 on the Elementary Algebra portion of the CUNY Mathematics Skills Test (COMPASS), **or** (3) Successful completion of Pre-Algebra and successful completion of a Kingsborough MAT M200 workshop culminating in a passing grade of 87 or below on the CEAFE exam, **or** (4) Successful completion of Pre-Algebra and an "P" grade in MAT M200 taken at Kingsborough

MAT X100 - Pre-Algebra

0 Credit(s) / 10 hrs. - 1 equated cr. Hours

An express course offered to students who achieve the non-passing score of 31 to 39 on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math

Demonstration of proficiency in subject matter via exit exam is required for successful course completion. Developmental Course

Prerequisite(s): Score of 31 – 39 on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math **and** either a passing score on the CUNY Assessment Test in Reading **or** demonstration of reading proficiency

MAT X200 - Elementary Algebra

0 Credit(s) / 10 hrs. - 1 equated cr. Hours

An express course offered to students who achieve the non-passing score of 50 to 56 on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math.

Developmental Course

Prerequisite(s): Score of 50 – 56 on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math

MAT 1CN - Introduction to Algebra

0 Credit(s) / 4 hrs. Hours

Designed to help students pass the Mathematics A High School Regents Exam. Topics include: number concepts, algebraic reasoning, introductory geometry, the coordinate plane and probability.

Prerequisite(s): Students that the high school identifies as being in need of extra assistance in order to pass the Mathematics A Regents Exam on the first try **or** students who have taken and failed the Mathematics A Regents Exam **and** enrollment in the "College Now" Program

MAT 3CN - Intermediate Algebra

0 Credit(s) / 4 hrs. Hours

Designed to help students pass the Mathematics B High School Regents Exam. Inequalities, rational expressions, exponents, quadratic equations, radicals, complex numbers, functions, logarithms and exponential functions.

Prerequisite(s): Students that the high school identifies as being in need of extra assistance in order to pass the Mathematics B Regents Exam on the first try **or** students who have taken and failed the Mathematics B Regents Exam **and** enrollment in the "College Now" Program

MAT 4A0 - Mathematical and Quantitative Reasoning

3 Credit(s) / 3 hrs. Hours

This course enhances students' quantitative reasoning and mathematical skills useful in solving problems in mathematics and in other fields of study. Students learn to communicate solutions to mathematical problems in written and oral form. Topics include mathematical modeling, financial mathematics, units, percentages and statistical reasoning.

Prerequisite(s): (1) Successful completion of the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math, **or** (2) A passing score on both the Pre-Algebra and Elementary Algebra portion of the CUNY Mathematics Skills Test (COMPASS), **or** (3) Successful completion of both the Pre-Algebra and Elementary Algebra CUNY Mathematics remediation, **or** (4) Math Exemption

Required Core: Mathematical and Quantitative Reasoning

MAT 19A0 - Statistics and Probability in Today's World

3 Credit(s) / 3 hrs. Hours

Concepts of statistics and probability, their application to today's world and the ethical use of data to analyze problems and questions. Topics include tabulation and graphing of distributions, central and dispersal tendencies, comparison techniques, correlations and predictive techniques. Instruction and practice in the use of statistical calculators.

Students who have completed MAT 2000 or BA 2200/MAT 2200 or MAT 9100/BIO 9100 will not receive credit for this course.

Prerequisite(s): (1) Successful completion of the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math and a score of 55 or higher on the College Level Math portion of the ACCUPLACER CUNY Assessment Test in Math, **or** (2) Successful completion of Pre-Algebra and a grade of 45 or higher on the Elementary Algebra portion of the CUNY Mathematics Skills Test (COMPASS), **or** (3) Successful completion of Pre-Algebra and successful completion of a Kingsborough Math M2 workshop culminating in a grade of 88 or higher on the CEAFE exam, **or** (4) Successful completion of Pre-Algebra and an "S" grade in MAT M200 taken at Kingsborough, or (5) MAT R300

MAT 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of mathematics is developed individually between student and faculty member and must be approved by the Department.

MAT 82XX - Topical/Pilot Course

1-3 Credit(s) / 1-3 hrs. Hours

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

MAT 500 - Introduction to Mathematical Thought

3 Credit(s) / 7 hrs. - 4 equated crs. Hours

This course emphasizes quantitative reasoning skills for informed citizens to understand the world around them. Topics include basic probability, data analysis, solution of elementary Algebraic equations, word problems and modeling data.

This course is intended for Non-STEM majors. This course is NOT intended for students planning on taking MAT 900 - College Algebra

Prerequisite(s): (1) Score of 40-56 on the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math or (2) passed MAT M100 or (3) passed a Mathematics Department workshop culminating in passing the Departmental MAT M100 final exam

Required Core: Mathematical and Quantitative Reasoning

MAT 600 - Mathematics of Finance

4 Credit(s) / 4 hrs. Hours

Mathematical concepts readily applicable to business situations including: logarithms, progressions, simple and compound interest, equations of equivalence, nominal and effect rates, simple annuities, ordinary general annuities, amortization, depreciation, sinking funds, stocks and bonds, introduction to life insurance and graphic presentation of data.

Prerequisite(s): MAT 900

MAT 700 - Principles of Mathematics

3 Credit(s) / 4 hrs. Hours

A basic course in mathematical discovery. Students participate in the development and investigation of topics such as number sequences, calculating devices, extrapolation, mathematical mosaics and curves, probability and topology.

Prerequisite(s): (1) Successful completion of the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math, **or** (2) A passing score on both the Pre-Algebra and Elementary Algebra portion of the CUNY Mathematics Skills Test (COMPASS), **or** (3) Successful completion of both the Pre-Algebra and Elementary Algebra CUNY Mathematics remediation, **or** (4) Math Exemption

Required Core: Mathematical and Quantitative Reasoning

MAT 800 - Practical Mathematics for Today's World

4 Credit(s) / 4 hrs. Hours

Critical-thinking and mathematical skills useful in making informed decisions on many aspects of modern life involving quantitative concepts. Topics include logical analysis and inference, mathematics of finance, statistical reasoning and probability.

Prerequisite(s): (1) Successful completion of the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math, **or** (2) A passing score on both the Pre-Algebra and Elementary Algebra portion of the CUNY Mathematics Skills Test (COMPASS), **or** (3) Successful completion of both the Pre-Algebra and Elementary Algebra CUNY Mathematics remediation, **or** (4) Math Exemption

MAT 900 - College Algebra

3 Credit(s) / 4 hrs. Hours

A comprehensive treatment of the following: real numbers, absolute value, integer and rational exponents, polynomial operations, factoring techniques, roots and radicals, linear and quadratic equations, graphing techniques, systems of linear equations, and Gaussian elimination. Introduces the study of functions in preparation for the study of pre-calculus. Demonstration of proficiency in subject matter via departmental final exam is required for successful completion.

Prerequisite(s): (1) Successful completion of the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math and a score of 55-69 on the College Level Math portion of the ACCUPLACER CUNY Assessment Test in Math; **or** (2) Successful completion of Pre-Algebra and a grade of 45 or higher on the Elementary Algebra portion of the CUNY Mathematics Skills Test (COMPASS), **or** (3) Successful completion of Pre-Algebra and successful completion of a Kingsborough MAT M200 workshop culminating in a grade of 88 or higher on the CEAFE exam, **or** (4) Successful completion of Pre-Algebra and an "S" grade in MAT M200 taken at Kingsborough; or (5) MAT R300

Required Core: Mathematical and Quantitative Reasoning

Flexible Core: Scientific World (Group E)

MAT 1000 - College Trigonometry

3 Credit(s) / 3 hrs. Hours

Functions, graphing techniques, angle measurement, functions of right angles, linear interpolation, inverse functions, laws of Sine's and Cosines, circular functions, formulas, identities, waves and conditional equations.

Prerequisite(s): MAT 900

MAT 1100 - Finite Mathematics

4 Credit(s) / 4 hrs. Hours

Analysis of polls, linear programming by graph, introduction to probability, games and game theory, Markov chains, growth and decay problems, savings plans, annuities, amortization and other problems in the mathematics of management, such as PERT, simulation and forecasting. Calculators and/or minicomputers are used to do calculations. Designed as an elective for liberal arts or business students interested in some practical problems solved by mathematics.

Prerequisite(s): MAT 900

MAT 1200 - Concepts of Modern Mathematics

4 Credit(s) / 4 hrs. Hours

Introduction to the spirit of mathematical investigation and mathematical logic including: the prime numbers, the Fundamental Theorem of Arithmetic, the rational and irrational numbers, tiling, congruence and number bases.

Prerequisite(s): MAT 900

MAT 1300 - Survey of Mathematics and Computer Concepts

4 Credit(s) / 4 hrs. Hours

To introduce A.A. and A.A.S. students to several branches of mathematics, topics include: probability and statistics, computer programming, logic, the real number system, and linear programming.

Prerequisite(s): (1) Successful completion of the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math and a score of 55 or higher on the College Level Math portion of the ACCUPLACER CUNY Assessment Test in Math, **or** (2) Successful completion of Pre-Algebra and a grade of 45 or higher on the Elementary Algebra portion of the CUNY Mathematics Skills Test (COMPASS), **or** (3) Successful completion of Pre-Algebra and successful completion of a Kingsborough Math MAT M200 workshop culminating in a grade of 88 or higher on the CEAFE exam, **or** (4) Successful completion of Pre-Algebra and an "S" grade in MAT M200 taken at Kingsborough; or (5) MAT R300

MAT 1400 - Analytic Geometry and Pre-Calculus Mathematics

4 Credit(s) / 4 hrs. Hours

This pre-calculus course stresses real numbers, open sentences, functions and relations, and serves as an introduction to analytic geometry and to probability. Recommended for students planning to continue with calculus and/or mathematics electives.

Prerequisite(s): MAT 900

Required Core: Mathematical and Quantitative Reasoning

Flexible Core: Scientific World (Group E)

MAT 1500 - Calculus I

4 Credit(s) / 4 hrs. Hours

The first part of a three-semester integrated course in the elements of coordinate geometry, differential and integral calculus, with applications. Algebraic functions of a single variable, the derivative, differentiation formulas, and application to geometry, physics and maximization.

Prerequisite(s): MAT 1400 with a grade of "C" or better

Prerequisite(s)/Corequisite(s): MAT 1000

Required Core: Mathematical and Quantitative Reasoning

Flexible Core: Scientific World (Group E)

MAT 1600 - Calculus II

4 Credit(s) / 4 hrs. Hours

Continuation of MAT 1500, with emphasis on transcendental functions and special methods of integration.

Prerequisite(s): Grade of "C" or better in MAT 1500

Required Core: Mathematical and Quantitative Reasoning

Flexible Core: Scientific World (Group E)

MAT 2000 - Elements of Statistics

3 Credit(s) / 3 hrs. Hours

Introduction to probability and statistics including: tabulation and graphing of distributions, central and dispersion tendencies, comparison techniques, correlations and predictive techniques. Recommended for students planning careers in economics, education, psychology, sociology, computer information systems, occupational therapy and physician assistant.

Students who have completed MAT 19A0 or MAT 2200/BA 2200 or MAT 9100/BIO 9100 will not receive credit for this course.

Prerequisite(s): (1) Successful completion of the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math and a score of 55 or higher on the College Level Math portion of the ACCUPLACER CUNY Assessment Test in Math, **or** (2) Successful completion of Pre-Algebra and a grade of 45 or higher on the Elementary Algebra portion of the CUNY Mathematics Skills Test (COMPASS), **or** (3) Successful completion of Pre-Algebra and successful completion of a Kingsborough MAT M200 workshop culminating in a grade of 88 or higher on the CEAFE exam, **or** (4) Successful completion of Pre-Algebra and an "S" grade in MAT M200 taken at Kingsborough, **or** (5) MAT R300

Required Core: Mathematical and Quantitative Reasoning

MAT 2100 - Calculus III

4 Credit(s) / 4 hrs. Hours

Continuation of MAT 1600 with emphasis on partial differentiation, polar coordinates, multiple integration, solid geometry, vectors, and hyperbolic functions.

Prerequisite(s): MAT 1600 with a grade of "C" or better

MAT 2200 - Business Statistics

4 Credit(s) / 4 hrs. Hours

Cross-Listed With: BA 2200

An introduction to probability and statistics as they apply to business applications including data summary measures, discrete random variables and probability distributions, sampling methodologies and analysis, hypothesis testing and regression analysis. Special emphasis will be given to solutions of practical business problems.

Students who have completed MAT 19A0 or MAT 2000 or MAT 9100/BIO 9100 will not receive credit for this course.

Prerequisite(s): (1) Successful completion of the Elementary Algebra portion of the ACCUPLACER CUNY Assessment Test in Math and a score of 55 or higher on the College Level Math portion of the ACCUPLACER CUNY Assessment Test in Math, or (2) Successful completion of Pre-Algebra and a grade of 45 or higher on the Elementary Algebra portion of the CUNY Mathematics Skills Test (COMPASS), or (3) Successful completion of Pre-Algebra and successful completion of a Kingsborough MAT M200 workshop culminating in a grade of 88 or higher on the CEAFE exam, or (4) Successful completion of Pre-Algebra and an "S" grade in MAT MAT M200 taken at Kingsborough, or (5) MAT R300

Required Core: Mathematical and Quantitative Reasoning

Flexible Core: Scientific World (Group E)

MAT 2500 - College Geometry

4 Credit(s) / 4 hrs. Hours

Geometry is presented as a branch of contemporary mathematics involving the interrelated study of Euclidean plane and solid geometry with an introduction to non-Euclidean geometrical systems.

Prerequisite(s): MAT 900

MAT 3200 - Introduction to Set Theory

4 Credit(s) / 4 hrs. Hours

The course covers the discovery of basic properties of infinite sets and the historical development of Set Theory as the foundation of mathematics. Topics will include the foundational role of sets in mathematics, well-orderings, ordinals, cardinals, power sets and Cantor's theorem, Continuum Hypothesis, early set theoretic paradoxes, the Zermelo-Fraenkel axioms, Axiom of Choice, Von-Neumann's cumulative hierarchy of sets, and Gödel's first Incompleteness Theorem.

Prerequisite(s): MAT 1400 with a grade of "C" or better

MAT 5500 - Differential Equations

3 Credit(s) / 4 hrs. Hours

The solution of ordinary linear differential equations, operational techniques, solution by series, numerical solutions, Laplace transforms, and applications in engineering and the sciences.

Prerequisite(s): MAT 1600 with a grade of "C" or better

MAT 5600 - Linear Algebra

3 Credit(s) / 4 hrs. Hours

Study of vector spaces, matrix algebra transformation, and vector analysis.

Prerequisite(s): MAT 1500 with a grade of "C" or better

MAT 7100 - Applications of Linear Algebra and Vector Analysis

4 Credit(s) / 4 hrs. Hours

The course presents the theory of linear systems and vector analysis and their applications through two mutually reinforcing components. The first is modeling, the derivation of governing equations from physical principles. The second is solution techniques and algorithms for solving such equations. The course will illustrate and explain basic techniques - including dynamical systems modeled by linear differential equations, image processing, boundary value problems, and solution techniques such as Fourier Transform and Laplace Transform - that are used in *real-world* problems of the type encountered in applied mathematics, engineering, and science. The course will also explain how these mathematical techniques are derived from basic mathematical principles.

Prerequisite(s): MAT 1600 and MAT 5600

MAT 9100 - Biostatistics

4 Credit(s) / 4 hrs. Hours

Cross-Listed With: BIO 9100

An introduction to the theories and techniques relating to probability, statistics and data analysis as pertaining to biology. Discrete and continuous probability distributions are studied including binomial, normal and t-distributions. Classical and Bayesian statistics, estimation, hypothesis testing will be emphasized. SPSS software will be introduced and used in the laboratory achievements.

Students who have completed MAT 19A0 or MAT 2000 or MAT 2200/BA 2200 will not receive credit for this course.

Prerequisite(s): MAT 900

Required Core: Mathematical and Quantitative Reasoning

Flexible Core: Scientific World (Group E)

Mental Health and Human Services

MH 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Conflict and conflict resolution are present in every human endeavor. This independent study is designed to explore various aspects of conflict resolution as it relates to our contemporary mental health and human services system in the United States. Specific areas of research will be developed individually between the student and faculty member and must be approved by the Department.

MH 1100 - Introduction to Human Services

3 Credit(s) / 3 hrs. Hours

Introduction to the nature and scope of human services in America today. A variety of human services, settings and programs, career options, including occupational therapy, social work, psychology, art and dance therapy, counseling, mental health and gerontology will be described. Prevention efforts, the effect of social policies on provision of needed services, the development of the human services movement will be examined in the light of changing societal values.

Open to all students.

MH 3000 - Human Services Organization

3 Credit(s) / 3 hrs. Hours

Development, functions, and purposes of human services organizations. Types of human services organizations are described with emphasis on the duties and roles of workers and supervisors and the effects of policies, practices, and pressures of the agency upon the worker.

MH 3100 - Principles of Interviewing and Group Leadership

3 Credit(s) / 3 hrs. Hours

Basic principles of gathering information through the use of interviewing techniques. The nature of group formation, function and leadership, and how they relate to one another. Emphasis is on providing preventative and therapeutic service to the mentally ill with role playing and classroom practice sessions.

Open to Program Majors only.

Prerequisite(s): MH 1100

MH 3400 - Mental Health Practice with Vulnerable Populations

3 Credit(s) / 3 hrs. Hours

Course will examine difficulties faced by a variety of special populations including adults with HIV, chronic mental illness and adolescents and children at-risk. Students will gain an overview of each population's unique service needs and learn consumer-centered intervention strategies.

Open to Program Majors only.

Prerequisite(s): MH 1100

MH 3500 - Introduction to Gerontology

3 Credit(s) / 4 hrs. Hours

Issues and problems pertaining to aging and the aged, the aging process and the roles of older adults in society. Emphasis is on learning methods for the prevention and treatment of mental illness in older people.

Open to all students.

MH 3700 - Introduction to Domestic Violence Counseling

3 Credit(s) / 3 hrs. Hours

An overview of the definitions, causes and theoretical paradigms of domestic violence. Focus is primarily on violence perpetrated by spouses and intimate partners, as dating violence and elder abuse, the dynamics of abusive relationships, the response modalities and an introduction to strategies of advocacy and the legal system.

MH 3800 - Assessment and Intervention Modalities with Domestic Violence Survivors

3 Credit(s) / 3 hrs. Hours

Assessment and evaluation techniques of domestic violence survivors: adult victims, children and batterers. Learning to identify those at risk and treatment planning, and professional ethics and multicultural approaches are covered.

Prerequisite(s): MH 3700

MH 9801 - Supervised Instructional Experience in Mental Health I

3 Credit(s) / **6 hrs. Hours**

Students, under faculty supervision are assigned to work in a social service agency or a community advocacy internship.

Prerequisite(s): MH 1100, MH 3500 **and** either MH 3100 or MH 3400 **or** Department permission required

MH 9802 - Supervised Instructional Experience in Mental Health II

3 Credit(s) / **6 hrs. Hours**

Students, under faculty supervision, are assigned to work in a social service agency or a community advocacy internship.

Prerequisite(s): MH 1100, MH 3500 **and** either MH 3100 or MH 3400 **or** Department permission required

Music

MUS 81XX - Independent Study

1-3 Credit(s) / **1-3 hrs. Hours**

Independent study of music is developed individually between student and faculty member and must be approved by the Department.

MUS 82XX - Topical/Pilot Course

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

MUS 2100 - Introduction to Jazz

3 Credit(s) / **3 hrs. Hours**

Historical approach to the jazz idiom through readings and guided listening. Topics include: the roots of jazz music, New Orleans jazz, Chicago style, Kansas City style, swing, bebop, new wave, and progressive jazz.

Flexible Core: Creative Expression (Group C)

MUS 2200 - Music of the 20th Century

3 Credit(s) / **3 hrs. Hours**

Introduction to the varied sounds of 20th century music. Emphasis on major musical achievements of the century by European and American composers, including Stravinsky, Bartok, Schonberg, Gershwin, Bernstein, Copland and Cage.

Flexible Core: Creative Expression (Group C)

MUS 2400 - Opera

3 Credit(s) / 3 hrs. Hours

Development of Opera, its sociological and political aspects, and its rich and varied literature in the Baroque, Classic, Romantic, and Modern Eras. Renowned operatic masterworks included.

Flexible Core: Creative Expression (Group C)

MUS 2700 - Music in World Cultures

3 Credit(s) / 3 hrs. Hours

A listening survey of various folk and ethnic music forms performed and practiced worldwide by various social groups. Songs and dances associated with love, war, and rites of passage, evocative forms, drumming, chanting, instruments and languages as related to the musical forms, social, geographic, historical elements and their musical relevance.

Flexible Core: World Cultures and Global Issues (Group A)

MUS 3000 - Rudiments of Theory

3 Credit(s) / 3 hrs. Hours

A first course in music theory for students with no previous musical training, but an interest in acquiring basic skills in music reading, writing, and performance. Topics include: note reading and writing in treble and bass clef, major and minor scales, intervals and chords. F

Flexible Core: Creative Expression (Group C)

MUS 3100 - Introduction to Music

3 Credit(s) / 3 hrs. Hours

Development of perceptive awareness of music through guided listening. Materials and forms of music and their use in musical literature.

Flexible Core: Creative Expression (Group C)

Nursing

NUR 1700 - Calculations for Medication Administration

1 Credit(s) / 2 hrs. Hours

The course introduces beginning level students to acquire knowledge and develop proficiency for accurately computing medication dosages for various methods of administration to patients across the lifespan. Topics include systems of measurement, equivalents and conversions, selected abbreviations and computation of medication dosages. Content will be reinforced and tested in subsequent nursing courses. It is essential for students to engage in additional practice in order to develop proficiency. Provisions are available for additional time and tutorial assistance in the college laboratory. Classroom instruction will be held weekly throughout the semester.

Prerequisite(s): Passing score on the ACCUPLACER CUNY Assessment Test in Math **or** completion of developmental mathematics

Prerequisite(s)/Corequisite(s): NUR 1800 **or** the equivalent

NUR 1800 - Fundamentals of Nursing

7 Credit(s) / **13 hrs. Hours**

Beginning level clinical nursing students are introduced to basic nursing knowledge and skills including dependent, independent and interdependent functions of the nurse. This course is designed to introduce the beginning student to the following concepts: Quality and Safety for Nurses (QSEN) Initiative incorporating patient centered care, teamwork and collaboration, evidenced based practice, safety, quality improvement and informatics, the nursing process, and the Categories of Client Needs. Classroom instruction and laboratory sessions, at the college and in selected health agencies, are held weekly throughout the semester. During the college laboratory, concepts and principles discussed in previous classes are used as the basis for performing therapeutic nursing interventions. The health agency experiences are utilized to extend learning. Each clinical experience is preceded and followed by a conference where the expected student learning outcomes are discussed and evaluated. Individual and group assignments are utilized for laboratory experiences. Class work for the typical week consists of: four (4) classroom instruction, two (2) hours college laboratory and seven (7) hours health agency experiences. It is mandatory for students to engage in additional practice for the development of skills. Provisions are available for additional time in the college laboratory for practice.

Prerequisite(s): BIO 1100, PSY 1100, SCI 2500 and ENG 1200 or ENG 2400 if exempt from ENG 1200

Prerequisite(s)/Corequisite(s): NUR 1700 and BIO 1200

NUR 1900 - Family Centered Maternity Nursing

4 Credit(s) / **14 hrs. One-half semester Hours**

This course presents facts, principles and concepts relevant to the care of individuals and families during the reproductive years of the life cycle and introduces the student to family-centered maternity nursing. Recognizing the impact of pregnancy on the individual and family, the student develops an awareness of the physiological and psychosocial needs of the patient that may occur during the childbearing years. This is addressed through Quality and Safety for Nurses (QSEN) Initiative incorporating the concepts of patient centered care, teamwork and collaboration, evidence-based practice, safety, quality improvement and informatics, the nursing process, and the Categories of Client Needs.

Classroom instruction and laboratory sessions, at the college and in selected health agencies, are held weekly throughout the semester. Classwork for the typical week will consist of: five (5) hours of classroom instruction, one (1) hour college laboratory/simulation, and eight (8) hours health agency experience. It is essential for students to engage in additional practice for the maintenance of skills. Provisions are available for additional time in the college laboratory for practice.

Prerequisite(s): NUR 2000 and NUR 2200

Prerequisite(s)/Corequisite(s): SOC 3100 and ENG 2400

NUR 2000 - Nursing the Emotionally Ill

4 Credit(s) / **14 hrs. One-half semester Hours**

This course focuses on Nursing care of emotionally ill patients who are experiencing difficulty meeting psychosocial needs. It also focuses on how emotional illness affects the needs of the individual and family in their efforts to adapt to stressors. The physiological and psychological needs of the patient are addressed through Quality and Safety for Nurses (QSEN) Initiative incorporating the concepts of patient-centered care, teamwork and collaboration, evidence-based practice, safety, quality improvement and informatics, the nursing process, and the Categories of Client Needs. Students are also introduced to the principles of management of patient groups. Class work for a typical week consists of: five (5) hours of classroom instruction, one (1) hour weekly college laboratory/ simulation, and eight (8) hours of health agency experiences. It is essential for students to engage in additional practice for further development of skills. Provisions are available for additional time in the college laboratory for practice.

Prerequisite(s): NUR 2100

Prerequisite(s)/Corequisite(s): PSY 3200

Recommended: SOC 3100 and ENG 2400

NUR 2100 - Nursing the Ill Adult I

9 Credit(s) / **16 hrs. Hours**

Nursing the adult patient with common recurring health problems includes nursing interventions based on physiological and psychological needs of adult patients. This course introduces the students to the nursing care of the adult patient who has common recurring health problems. The physiological and psychological needs of the adult patient are addressed through Quality and Safety for Nurses (QSEN) Initiative incorporating the concepts of patient centered care, teamwork and collaboration, evidence based practice, safety, quality improvement and informatics, the nursing process, and the Categories of Client Needs. Classroom instruction and laboratory sessions, at the college and in selected health agencies, are held weekly throughout the semester. Learning is enhanced through simulations performed weekly in the college laboratory. Class work for typical week consists of: five (5) hours of classroom instruction, three (3) hours of college laboratory/simulation, and eight (8) hours of health agency experiences. Laboratory sessions are on campus and in hospitals or other health agencies. It is essential for students to engage in additional practice for further development of skills. Provisions are available for additional time in the college laboratory for practice.

Prerequisite(s): NUR 1700 and NUR 1800

Prerequisite(s)/Corequisite(s): BIO 5100 (Students cannot continue in NUR 2100 if they withdraw from BIO 5100)

NUR 2200 - Nursing the Ill Adult II

5 Credit(s) / **17 hrs. One-half semester Hours**

Nursing of the adult patient with common recurring health alterations includes advanced nursing interventions based on physiological and psychological needs of adult patients. This course builds on concepts of commonly recurring health alterations presented in Nursing the Ill Adult I (NUR 21). The physiological and psychological needs of the adult patient are addressed through Quality and Safety for Nurses (QSEN) Initiative incorporating the concepts of patient centered care, teamwork and collaboration, evidence based practice, safety, quality improvement and informatics, the nursing process, and the Categories of Client Needs. The principles of priority setting, leadership and delegation are incorporated throughout the course. Class work for typical week consists of: six (6) hours of classroom instruction, three (3) hours of college laboratory/simulation, and eight (8) hours of health agency experiences. Laboratory sessions are on campus and in hospitals or other health agencies. It is essential for students to engage in additional practice for further development of skills. Provisions are available for additional time in the college laboratory for practice.

Prerequisite(s): NUR 2100

Prerequisite(s)/Corequisite(s): PSY 3200

Recommended: SOC 3100 and ENG 2400

NUR 2300 - Nursing of Children

5 Credit(s) / **17 hrs. One-half semester Hours**

This course introduces the students to nursing care of children, from infancy through adolescence, and their families. The students will develop an awareness of the physiological and psychosocial needs of children. The needs of the children are addressed through Quality and Safety for Nurses (QSEN) Initiative incorporating the concepts of patient centered care, teamwork and collaboration, evidence based practice, safety, quality improvement and informatics, the nursing process, and the Categories of Client Needs.

Learning experiences will include health care maintenance of children as well as concepts relevant to hospitalized children. Class work for typical week consists of: six (6) hours of classroom instruction, three (3) hours of college laboratory/simulation, and eight (8) hours of health agency experiences. Laboratory sessions are on campus and in hospitals or other health agencies. It is essential for students to engage in additional practice for further development of skills. Provisions are available for additional time in the college laboratory for practice.

Prerequisite(s): NUR 2000 and NUR 2200

Prerequisite(s)/Corequisite(s): SOC 3100 and ENG 2400

NUR 2400 - Issues in Nursing

1 Credit(s) / **1 hr. Hours**

This course is a survey of issues/transitions faced by the beginning Associate Degree Nurse as an individual and as a member of the nursing profession. The history of nursing, the role and responsibilities of the nurse, legal aspects of practice and issues and current trends in nursing are discussed. Instruction may be in the classroom, online, or both (hybrid).

Prerequisite(s): NUR 2000 and NUR 2200

Prerequisite(s)/Corequisite(s): NUR 1900, NUR 2300, SOC 3100, and ENG 2400

Nursing Electives

NUR 82XX - Topical/Pilot Course

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

NUR 2700 - Pathophysiology

3 Credit(s) / **3 hrs. Hours**

Physiologic and pathophysiologic mechanisms that act singly or in concert to produce alterations on a cellular, tissue, organ, system level as well as on the total human organism. Emphasis is placed on underlying concepts that create recurrent patterns of cellular dysfunction and progression to alterations in system function and interweaves development across the lifespan with disease processes.

Prerequisite(s)/Corequisite(s): BIO 1200, SCI 2500 or Department permission required

NUR 2900 - Alternative Health Care Modalities

3 Credit(s) / **3 hrs. Hours**

Introduction to complementary and alternative health care Treatments such as herbal remedies, massage, acupuncture and meditation and their use in both disease management and health promotion.

NUR 4100 - Emergency Health Care

2 Credit(s) / **2 hrs. Hours**

Enhances knowledge of actual and potential environmental hazards, explores cardiopulmonary emergencies and identifies appropriate action(s). Techniques for taking vital signs and techniques of basic cardiac life support CPR (cardiopulmonary resuscitation) are demonstrated.

NUR 4200 - Parenting

3 Credit(s) / **3 hrs. Hours**

Theory and concepts relating to the interaction between parents and children from infancy to early adulthood. Participants explore effective parenting skills to assist in personal growth.

NUR 4300 - Perspectives on Death and Dying

3 Credit(s) / 3 hrs. Hours

The dynamics of death and dying for the purpose of understanding one's own feelings and attitudes so that meaningful assistance may be given to the dying individual and the family are examined. The ethical/moral and legal problems arising from such controversial issues as advanced medical treatment, strategies, abortion, suicide and euthanasia are explored.

Open to all students.

Prerequisite(s): PSY 1100 or SOC 3100 or Department permission

NUR 4400 - Diet in Health and Illness

2 Credit(s) / 2 hrs. Hours

The nature of food and fluid intake in healthy and in ill individuals. Cultural differences, the age variable and dietary modifications are examined.

Prerequisite(s): NUR 1800

NUR 4500 - Pharmacology in Health and Disease

3 Credit(s) / 3 hrs. Hours

Intended for individuals of any background who desire information regarding safe use of prescription and nonprescription drugs. Emphasis will be placed on the impact of safe drug use on promoting and maintaining health. This course will also examine how drugs affect the body by changing many of its normal mechanisms and thereby contributing to health problems.

Prerequisite(s): NUR 1800

NUR 4600 - Transcultural Perspectives in Health Care

3 Credit(s) / 3 hrs. Hours

Introduction to the field of transcultural health care. Provides an anthropological approach to healing, health values and practices of selected groups. Explores the roles of health professionals in reconciling ethnocentric health care values with health practices of culturally diverse groups.

Prerequisite(s): NUR 1800

NUR 4700 - Nursing in the Community

3 Credit(s) / 3 hrs. Hours

Introduction to current home health care delivery systems, regulatory agencies, reimbursement mechanisms (insurance, private pay, Medicaid, Medicare), and roles and levels of care providers. Proposed Federal, State, City and private initiatives, planned changes in utilization and providers as well as accreditation and quality assurance programs will be explained. Options and skills to negotiate and obtain home care services for individuals and families will be discussed.

Prerequisite(s): NUR 1800

NUR 4800 - Introduction to Basic Health Assessment and Physical Examination of the Adult

3 Credit(s) / 4 hrs. Hours

Introduction to the basic knowledge and skills required to perform a comprehensive health assessment of an adult. The compilation of a health history, interview techniques and a regional approach to the physical examination of the adult will be introduced and practiced. A synthesis of the physical, psychosocial, developmental and cultural assessments will prepare students to develop a holistic statement of the health status of an adult individual.

Prerequisite(s): NUR 1800

NUR 4900 - EKG Rhythm Recognition

3 Credit(s) / 3 hrs. Hours

An intermediate level course that builds on basic cardiac knowledge. The advanced knowledge and skill necessary to visually recognize, understand and treat cardiac rhythm disturbances.

Prerequisite(s): NUR 1800 or Department permission

NUR 5000 - Pain Management Strategies

3 Credit(s) / 3 hrs. Hours

The role of the nurse, physician, other health care professionals, and caretakers in the pain management of clients, including a focus on the terminally ill as well as the chronically pained client. In this course students will gain knowledge of both traditional pharmacological strategies as well as non-traditional alternative therapies.

Prerequisite(s): PSY 1100

NUR 5100 - End of Life Issues, Hospice and Palliative Care

3 Credit(s) / 3 hrs. Hours

The role of the nurse, physician, other health care professional, and caretakers in the provision of care for the dying patient and family members. The students will gain knowledge of end of life issues, care, understand the philosophy of hospice and palliative care, and identify appropriate interventions when working with the terminally ill patient and grieving family members.

Prerequisite(s): PSY 1100 and/or Department permission

Office Administration

ADM 81XX - Independent Study

1-3 Credit(s) / **1-3 hrs. Hours**

Independent study of office administration and technology is developed individually between student and faculty member and must be approved by the Department.

ADM 82XX - Topical/Pilot Course

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

ADM 1500 - Gregg Shorthand (Elementary)

3 Credit(s) / **4 hrs. Hours**

Understanding Gregg Shorthand theory is reinforced by practice in reading and writing contextual materials. The elements of transcription, proper English usage and correct grammatical form are introduced. For students with no prior shorthand knowledge and students with less than one year of instruction in Gregg Shorthand theory.

ADM 1600 - Basic Dictation

1 Credit(s) / **2 hrs. Hours**

Timed dictation at basic levels on previewed materials, automatizing brief forms, and the transcription of short business letters with correct spelling and punctuation. Shorthand theory in Gregg is reviewed through homework assignments and classroom participation.

ADM 1700 - Gregg Shorthand (Intermediate)

3 Credit(s) / **4 hrs. Hours**

Continued development of Gregg Shorthand language skills and pre-transcription training. Emphasis is on taking dictation at sustained speeds and reading shorthand fluently.

With approval, students who satisfactorily completed the equivalent of this course may be exempt.

Prerequisite(s): ADM 1500 **or** Department permission

ADM 2400 - Office Systems and Procedures

3 Credit(s) / **3 hrs. Hours**

The systems and procedures of the electronic office for administrative secretary and word processing specialist includes: planning and organizing office operations, developing good office leadership and human relations, controlling office operations, theory, concepts, and practices relating to office systems and procedures, employee performance, output and job satisfaction.

Required for all non-stenographic secretarial students.

ADM 2500 - E-Business Technologies

3 Credit(s) / **3 hrs. Hours**

The technical and strategic aspects of successful E-Business. Topics include: tools and technologies for creating a website, characteristics of successful website, security issues, legal and ethical issues, internet information services, data mining and global E-Business. Case studies will also be discussed.

ADM 3000 - Advanced Stenography and Transcription

4 Credit(s) / **6 hrs. Hours**

Stenographic skills are intensified with the ability to take dictation at rates of 80 to 100 words per minute for sustained periods, plus transcription techniques to meet office standards in the production of mailable transcripts.

Prerequisite(s): ADM 1700

ADM 3700 - Office Communication Skills

3 Credit(s) / **3 hrs. Hours**

The principles of writing effective business communications, including letters, reports, memoranda, directives, organization, language arts, human relations and the application of business psychology in writing.

Open to Program Majors only.

Prerequisite(s): Passed, exempt, **or** completed developmental course work for the CUNY Assessment Tests in Reading and Writing

ADM 4400 - Intermediate Shorthand: Intensive

4 Credit(s) / **4 hrs. Hours**

Develops skill attainment levels of ADM 1500 and ADM 1700 for students with educational and/or experiential background that includes the complete Gregg Shorthand and ability to take dictation at 60 wpm for two minutes with 95 percent accuracy. Each student is evaluated by the instructor to measure understanding the Gregg Shorthand principles, level of dictation, and transcription skills. Individual prescriptions include the use of tapes for development of shorthand principles and the ability to take dictation, the completion of transcription projects in the secretarial laboratory, and tutorial instruction.

Prerequisite(s): Department permission

ADM 5300 - The School Secretary I

2 Credit(s) / **2 hrs. each semester Hours**

This two-semester course considers educational principles relating to the school secretary's work. Emphasis is on the organization of school systems, particularly in New York City.

ADM 5400 - The School Secretary II

2 Credit(s) / **2 hrs. each semester Hours**

This two-semester course considers educational principles relating to the school secretary's work. Emphasis is on the organization of school systems, particularly in New York City.

ADM 5500 - School Records Management

2 Credit(s) / 2 hrs. Hours

Introduction to the activities and responsibilities of the school secretary, including the preparation of a variety of reports usually completed in the school office records of school personnel, accounts, textbooks and supplies.

ADM 9229 - Field Experience

3 Credit(s) / 9 hrs. Hours

Eight hours per week of supervised work experience in appropriate site placements in the community, and one hour a week of classroom discussion of the on-the-job experience are course requirements.

Corequisite(s): TEC 3400

Office Technology

TEC 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of secretarial/office administration is developed individually between student and faculty member and must be approved by the Department.

TEC 100 - New Student Technology Skills

1 Credit(s) / 1 hr. Hours

Basic technology skills on the computer and Internet necessary for research and term paper preparation.

TEC 1100 - Computer Keyboarding I

2 Credit(s) / 4 hrs. Hours

Basic skills in keyboarding are developed and applied to the formatting of simple business and personal letters, tabulations, and manuscripts.

TEC 1200 - Computer Keyboarding II

2 Credit(s) / 4 hrs. Hours

Keyboarding speed and control. Beginning production skill in keying business forms including letters, tabulated materials, business reports, and manuscripts emphasizing business standards.

With approval, students who satisfactorily completed the equivalent of this course may be exempt.

Prerequisite(s): TEC 1100 or Department permission

TEC 1300 - Computer Keyboarding III

2 Credit(s) / 4 hrs. Hours

Mastery of keyboarding skills and formatting techniques includes formatting business communications, directives, business reports, and statistical data.

Prerequisite(s): TEC 1200 or TEC 4100 or Department permission

TEC 1400 - Keyboarding for Business Communications

2 Credit(s) / 3 hrs. Hours

Basic keyboarding skills for electronic keyboarding and computer input and the basics of written business communications which will be applied to the production and editing of business communications.

Open to Non-Majors.

TEC 2100 - Word/Information Processing I

3 Credit(s) / 4 hrs. Hours

Modern word/information processing concepts in the organization, operation, and control of office functions. Emphasis is on the office administrator's dual role as an administrative assistant and/or as a correspondence secretary. Keyboarding of correspondence and tables using word processing software. Basic word processing terminology will be introduced.

TEC 2300 - Electronic Transcription

3 Credit(s) / 4 hrs. Hours

Taped dictation of correspondence and reports representative of a variety of business firms and organizations are transcribed from a transcribing machine to the personal computer using current word processing software.

Prerequisite(s): TEC 1100 or Department permission

TEC 2400 - Organizing the Electronic Office for the Administrative Assistant

3 Credit(s) / 4 hrs. Hours

Using current applications to create and organize files and folders for office documents, maintain the desktop environment, utilize an electronic calendar and contact lists, keep track of e-mail, and explore the internet. Basic skills and electronic office terminology will be emphasized. New developments in electronic office, including the Microsoft Office Suite, graphics and scanning will be explored.

TEC 2500 - Office Computer Applications I

3 Credit(s) / 4 hrs. Hours

Knowledge, skill and understanding the uses of integrated software in the electronic office. Electronic spreadsheets, database management, word processing, graphics, and telecommunications are applied to office information processing.

TEC 2600 - Office Computer Applications II

3 Credit(s) / 4 hrs. Hours

The advanced functions of Microsoft Office Software suite. The application of Microsoft Word to create and edit business correspondence, Microsoft Excel to format and create spreadsheets, charts, and macros, Microsoft Access to create an enhanced database, and in Microsoft PowerPoint to create slides for professional presentations.

Prerequisite(s): TEC 2500 or BA 6000 or CP 1100

TEC 2700 - Presentation Graphics for the Office

3 Credit(s) / 4 hrs. Hours

Use of integrated software and development of multimedia presentations. Practice with presentation graphics to organize, plan and create slide shows, notes and outlines for the office.

Prerequisite(s): TEC 2500 or BA 6000 or CP 1100 or Department permission

TEC 3400 - Office Administration

3 Credit(s) / 4 hrs. Hours

Simulates on-the-job secretarial duties concerning correspondence responsibilities, use of transmittal service, records management, receptionist and telephone techniques, travel procedures, financial and legal duties, preparing business reports, use of machine transcribers, and word processing equipment. Fostering good human relations in an office, and developing attitudes and traits of the successful executive office professional.

Open to Program Majors only.

Corequisite(s): ADM 9229

TEC 4100 - Intensive Computer Keyboarding II

4 Credit(s) / 4 hrs. Hours

Develop skill attainment levels of TEC 1100 and TEC 1200, for students with educational and/or experiential background of 30 wpm for five minutes with a 3 percent error limitation. Students are evaluated by the instructor, and individual prescriptions are prepared to eliminate gaps in knowledge, understanding, and/or skills inadequacies. Completion of special skills projects in secretarial laboratories, development of malleability standards, and tutorial instruction.

Prerequisite(s): Department permission

TEC 4200 - Intensive Computer Keyboarding III

4 Credit(s) / 4 hrs. Hours

Develops skill attainment and production levels of TEC 1200 and TEC 1300, for students with education and/or experiential background of 40 wpm for five minutes with 2.5 percent error limitation. The instructor evaluates each student and provides individual prescriptions that include specialized projects, use of the computer laboratory for skill building, and use of tutorial services.

Prerequisite(s): Department permission

TEC 5000 - Legal Terminology and Law Office Transcription

3 Credit(s) / 3 hrs. Hours

Legal terms in basic areas of law. Training in transcribing and formatting legal correspondence and legal documents electronically.

Prerequisite(s): TEC 1200

TEC 5100 - Adobe Flash for Website Development

3 Credit(s) / 4 hrs. Hours

Dynamic multimedia websites are developed using Adobe Flash, vector, and raster graphics. Emphasis on user-friendly, visually appealing, as well as technically correct websites that integrate animation and sound.

(Formerly TEC 8230)

Prerequisite(s): TEC 5300

Prerequisite(s)/Corequisite(s): TEC 5700

TEC 5300 - Website Technology I

3 Credit(s) / 4 hrs. Hours

Basic conventions of website construction, technology and terminology. Websites will be constructed for publication on the World Wide Web.

Prerequisite(s)/Corequisite(s): TEC 5700

TEC 5400 - Website Technology II

3 Credit(s) / 4 hrs. Hours

Second course in website technology will further refine skills learned in Website Technology I, explore requisite computer skills for building e-commerce websites and the non-technical concepts upon which e-commerce is based.

Prerequisite(s): TEC 5300 **or** Department permission

TEC 5500 - Website Technology III

3 Credit(s) / 4 hrs. Hours

Third course in website technology build on skills learned in Website Technology I and II. Focus on critical analysis of websites on the Internet, websites developed by course participants and case studies.

Prerequisite(s): TEC 5300 **or** Department permission

TEC 5700 - The Computer as a Design Tool

3 Credit(s) / 4 hrs. Hours

Illustrators, designers and desktop publishers learn basic concepts and receive hands-on experience in the use of a major computer illustration program which can be applied to commercial and fine art illustrations.

Prerequisite(s): College-level computer course **or** Department permission

TEC 5800 - Basic Desktop Publishing

3 Credit(s) / 4 hrs. Hours

Develop basic desktop publishing skills including placement of text and graphics into a desktop publishing program, designing documents such as flyers, newsletters and advertisements.

Prerequisite(s): College-level computer course **or** Department permission

TEC 5900 - Photodigital Illustration

3 Credit(s) / 4 hrs. Hours

The basic functions of a photodigital computer program to create and manipulate images, to retouch photographs and to create special graphical effects. These images may be used for onscreen multimedia presentations, print media and publication on the World Wide Web.

Prerequisite(s): College-level computer course **or** Department permission

TEC 6100 - Medical Terminology and Electronic Transcription

4 Credit(s) / 4 hrs. Hours

The basic principles of medical word building to develop comprehensive medical vocabulary in the respiratory, cardiovascular, musculoskeletal, endocrine, hematic, urogenital and female reproductive systems. Job competency skills, including editing and proofreading, are acquired through transcription of taped dictation of medical reports and correspondence on the computer.

Required for all Medical Office Administration Majors. Equivalent courses and Department permission may be accepted in lieu of these requirements.

Prerequisite(s): TEC 1100 **or** TEC 1400 **or** Department permission

TEC 6200 - Medical Office Computer Applications

3 Credit(s) / 3 hrs. Hours

This course is for anyone interested in learning how to convert the management of a medical office to a computerized operation.

Required for all Medical Office Administration Majors.

TEC 7000 - Virtual Enterprise

3 Credit(s) / 3 hrs. Hours

Students establish and run a virtual business in a simulated business environment, and are responsible for establishing objectives, making transactions, using problem-solving strategies and applying their knowledge, skills and personalities to develop and run a successful business.

Prerequisite(s): Student must be computer literate

TEC 8200 - Medical Coding

3 Credit(s) / 4 hrs. Hours

Principles of ICD/9-CM coding, procedural coding based on the principles of Current Procedural Terminology (CPT) coding, and third party reimbursement procedures are covered. Students will learn the fundamentals of a classification system used in the health care industry and enables students to obtain a working knowledge of the coding process.

TEC 9101 - Professional Portfolio Development

1 Credit(s) / **1 hr. Hours**

Projects created in previous coursework will be analyzed and developed to produce a portfolio to present to potential clients and employers.

Prerequisite(s)/Corequisite(s): TEC 5400, TEC 5500, TEC 5700 and TEC 5900

Philosophy

PHI 81XX - Independent Study

1-3 Credit(s) / **1-3 hrs. Hours**

Independent study of philosophy is developed individually between student and faculty member and must be approved by the Department.

PHI 82XX - Topical/Pilot Course

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

PHI 6700 - Political Philosophy

3 Credit(s) / **3 hrs. Hours**

This course provides students with a broad and solid theoretical grasp of political problems. As a result, students who take the course will be better positioned to make educated and adequate choices in the innumerable political situations of everyday life. The course relies on conceptual analysis, reading and interpreting texts, and writing clearly and effectively. The result is an enhanced ability to think critically, understand sophisticated and nuanced political discourse, and intervene in it for the sake of civic engagement and communal life.

Flexible Core: Individual and Society (Group D)

PHI 6800 - Ethical Problems in Business and Society

3 Credit(s) / **3 hrs. Hours**

Application of normative ethical theories to moral issues that exist in business and technology, such as employee rights and responsibilities, honesty in advertising, diversity and discrimination, privacy, and corporate responsibility.

Flexible Core: World Cultures and Global Issues (Group A)

PHI 6900 - Environmental Ethics

3 Credit(s) / 3 hrs. Hours

This course examines the ethics of human behavior as it impacts other species and the natural environment. Topics include the earth's energy/resource carry capacity (land use, industrial agriculture, seed patents, soil depletion, deforestation, and population expansion), ecological conservation (biodiversity, global pollution, globalization of disease, endangered species, and genetically modified organisms), and the ethical treatment of animals (factory farming, hunting, circuses, zoos, pets, leather and fur, scientific/medical and cosmetics research on animals). Leading theories of environmental ethics, their moral and conceptual foundations, and their expression in policy and practice will be examined critically.

PHI 7000 - Introduction to Philosophical Problems

3 Credit(s) / 3 hrs. Hours

Introduction to philosophical problems, such as the nature and scope of knowledge, the existence of God, free will, the mind-body problem, the nature of the self, and the nature of moral judgments. Multiple perspectives will be considered, e.g., Western, Asian, mystical, etc.

Flexible Core: World Cultures and Global Issues (Group A)

PHI 7100 - History of Ancient Philosophy

3 Credit(s) / 3 hrs. Hours

Development of classical philosophy of the ancient period, focusing on the thought of such thinkers as Socrates, Plato, Aristotle, Buddha, Confucius, and Lao Tzu.

Flexible Core: Individual and Society (Group D)

PHI 7200 - History of Modern Philosophy

3 Credit(s) / 3 hrs. Hours

Development of philosophy from the Renaissance to the present, focusing on the works of such thinkers as Descartes, Leibniz, Spinoza, Hobbes, Locke, Berkeley, Hume, Kant, Nietzsche, and Kierkegaard.

Flexible Core: Individual and Society (Group D)

PHI 7300 - Logic: Theories of Argumentation

3 Credit(s) / 3 hrs. Hours

Introduction to the basic theories of argumentation in their evolution from Plato and Aristotle to contemporary theories. Principles of logic, scientific method, and their application.

Flexible Core: Scientific World (Group E)

PHI 7400 - Introduction to Ethics

3 Credit(s) / 3 hrs. Hours

The standards of right conduct and the good life in classical and contemporary ethical theories will be examined. Critical thinking skills in the application of these standards to moral issues will be developed.

Flexible Core: Individual and Society (Group D)

PHI 7500 - Philosophy of the Beautiful - Aesthetics

3 Credit(s) / 3 hrs. Hours

Study of the aesthetic experience in the philosophies of Plato, Aristotle, Schopenhauer, Nietzsche and Kierkegaard. Examination of the criteria of the theories of beauty with reference to art, literature and music.

Flexible Core: Creative Expression (Group C)

PHI 7600 - Ethics and Morality in the Health Professions

3 Credit(s) / 3 hrs. Hours

The range of moral dilemmas associated with health care and biological research includes an in-depth study of the major ethical theories that determine the content of our moral concepts.

Flexible Core: Individual and Society (Group D)

PHI 7700 - Philosophy of Religion

3 Credit(s) / 3 hrs. Hours

A philosophical examination of basic concepts found in the world's diverse religious traditions, such as God, religious meaning, faith, and religious experience. Readings may be drawn from classical and contemporary sources.

Flexible Core: World Cultures and Global Issues (Group A)

PHI 7800 - Philosophy in Asian Traditions

3 Credit(s) / 3 hrs. Hours

A survey of the development of philosophical thought in the great Asian religious traditions: Buddhism, Hinduism, Confucianism and Taoism. Special emphasis on the major philosophical debates between and within these divergent traditions.

Flexible Core: World Cultures and Global Issues (Group A)

PHI 7900 - Global Ethics

3 Credit(s) / 3 hrs. Hours

Ethical issues of globalization, human rights and global crises will be studied. Students engage in a co-curricular civic-engagement component, such as the Salzburg Global Seminar International Study Program or the Student World Assembly.

Flexible Core: World Cultures and Global Issues (Group A)

Physical Education, Recreation and Recreation Therapy (PERRT)

RPE 82XX - Topical/Pilot Course

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

RPE 700 - Introduction to Sports Management

3 Credit(s) / **3 hrs. Hours**

Cross-Listed With: TAH 700

Overview of the organizations and agencies that comprise the sports industry and their roles and interrelationships. This is a foundation course that covers the history, ethics, diversity, management theories, laws, and operating procedures of sports management.

RPE 1100 - Introduction to Recreation

3 Credit(s) / **3 hrs. Hours**

Historical and philosophical foundations of recreation and leisure, study of institutions providing recreation services, and the socio-economic factors which influence the growth and development of recreation.
For Program Majors only.

RPE 1200 - Leadership in Recreation and Physical Education

3 Credit(s) / **3 hrs. Hours**

Leadership, supervision, group dynamics, and proper teaching techniques in leisure services. Additional topics include conflict resolution, behavior management, values and ethics, and risk management

RPE 1300 - Social Recreation

3 Credit(s) / **3 hrs. Hours**

How to conduct, plan and program social recreation activities in camps, centers, clubs, institutions and playgrounds. Under supervision, leadership is developed and performance evaluated.

Prerequisite(s)/Corequisite(s): RPE 1100

RPE 1400 - Outdoor Recreation

2 Credit(s) / **2 hrs. Hours**

Trends in outdoor recreation, place of the recreation leader in outdoor programs, scope and extent of programs in conservation, camping, aquatics and nature. Weekend camping trip required.

RPE 1500 - Summer Camp Leadership

2 Credit(s) / 2 hrs. Hours

To prepare as future camp counselors, students examine basic camping philosophy, camping objectives, problems in the camping field, acquire skills and leadership essential in camp life.

RPE 1600 - Folk and Square Dance Teaching Techniques

2 Credit(s) / 2 hrs. Hours

Folk and square dance basic movement, positions, etiquette and terminology are linked with teaching techniques.

RPE 3100 - Therapeutic Recreation for Individuals with Disabilities I

3 Credit(s) / 3 hrs. Hours

The philosophy and history of Therapeutic Recreation (TR). The physical, social and psychological barriers to access as well as the principles of normalization and inclusion. An emphasis on the TR process and provision of a continuum of services based on clients' needs. Students learn how to adapt activities (e.g., aquatics, arts and crafts, dance) to meet the needs, interests and abilities of individuals with specific disabilities.

Prerequisite(s): RPE 1100 and RPE 1200 or COH 1100. **For Program Majors only**

RPE 3200 - Organization and Administration of Recreation Programs

3 Credit(s) / 3 hrs. Hours

Underlying principles for effective recreation programming, considers operation of recreation facilities, including budget, public relations, records, reports, equipment and evaluation.

Prerequisite(s): RPE 1100, RPE 1200, RPE 1600, and RPE 3100. **For Program Majors only.**

Prerequisite(s)/Corequisite(s): RPE 9152

RPE 3300 - Skills in Arts and Crafts

2 Credit(s) / 2 hrs. Hours

Opportunities to develop skills with various materials and to teach the use of clay, paper, paint, yarn, wire, soap and wood. Encourages creativity and provides enjoyment for all ages and special groups.

RPE 3400 - Methods and Materials in Arts and Crafts

3 Credit(s) / 3 hrs. Hours

Develop maximum skill levels in arts and crafts projects. Recreational values in different programs, different techniques necessary for proper presentation of arts and crafts programs to groups of diverse ages and physical abilities, and various methods of teaching the developed skills to special groups.

RPE 3500 - Therapeutic Recreation for Individuals with Disabilities II

3 Credit(s) / 3 hrs. Hours

The biopsychosocial approach to understanding the later part of the lifespan and the contribution leisure and recreation make to quality of life. A continuum of services in a range of settings is examined. Students acquire an understanding of normal and abnormal psychological and emotional development. Students learn how to plan recreation programs to meet the needs of the elderly and those with emotional/psychological disorders.

Prerequisite(s): RPE 3100 or COH 1100. **For Program Majors only.**

RPE 3600 - Assessment Process in Therapeutic Recreation

3 Credit(s) / 3 hrs. Hours

Through clinical case simulations and analysis of videotaped interviews with patients, students will gain competency developing individualized treatment goals for patients. Practice in observation, reporting and writing various types of documentation, including parts of the MDS (Minimum Data Set) Plus and other assessments. Assessment as it applies to Long Term Care and Psychiatric populations will also be covered in the course.

Prerequisite(s)/Corequisite(s): PSY 1100 and RPE 3100

RPE 4000 - Sport and American Society

3 Credit(s) / 3 hrs. Hours

The development of selected sports as well as related contemporary and controversial issues in America approached from a sociological point of view. Additional topics include economic and media influences, and future trends.

RPE 4500 - Advanced Arts and Crafts

2 Credit(s) / 2 hrs. Hours

To familiarize students with methods of design and decoration, a series of wood projects will be completed as the use of stencil, paint, varnish and hand detailing techniques are mastered.

Prerequisite(s)/Corequisite(s): RPE 3300 or RPE 3400

RPE 4600 - Facilities Planning in Sports

3 Credit(s) / 3 hrs. Hours

Cross-Listed With: TAH 4600

The principles, guidelines and recommendations for planning, constructing, using and maintaining sports facilities.

RPE 7000 - Methods of Teaching Fitness and Recreation Activities

3 Credit(s) / 3 hrs. Hours

Develop techniques, methods, skills and philosophy required to teach fitness and recreation activities.

RPE 7200 - Exploring Leisure to Promote Wellness

2 Credit(s) / 2 hrs. Hours

The social, historical and cultural influences that shape attitudes towards leisure. Emphasis is on the contribution of leisure experiences to psycho/social/emotional and physical well-being. Through an experiential approach inside and outside class, students are encouraged to expand their leisure awareness.

RPE 9152 - Field Experience in Physical Education, Recreation and Recreation Therapy

3 Credit(s) / 6 hrs. Hours

Students are assigned to supervised field work in a variety of community recreation agency settings. One-hour seminar, field reports and class discussions of the experiences are included.

Prerequisite(s): RPE 1100, RPE 1200, RPE 1600 and RPE 3100. **For Program Majors only.**

Prerequisite(s)/Corequisite(s): RPE 3200

RPE 9253 - Field Experience in Recreation and Recreation Therapy

3 Credit(s) / 6 hrs. Hours

Advanced field experience involves increased participation in the assigned recreation agencies, assignment to a second type of agency for varied experience, and one-hour seminar.

Prerequisite(s): RPE 9152 . **For Program Majors only.**

Prerequisite(s)/Corequisite(s): RPE 3500

Physical Education: Co-Education Activities

PEC 82XX - Topical/Pilot Course

1-3 Credit(s) / 1-3 hrs. Hours

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

PEC 200 - Walk, Jog, Run

1 Credit(s) / 2 hrs. Hours

Introduction to the principles and practices for assessing and improving cardiovascular fitness.

PEC 400 - Training with Weights

1 Credit(s) / 2 hrs. Hours

Study of weight training techniques to increase muscle strength and endurance in relation to various sports activities and to improve physical appearance.

PEC 500 - Body Building

1 Credit(s) / 2 hrs. Hours

Increases knowledge and appreciation of the physical attributes involved in body building. Course covers beginning, intermediate and advanced training techniques to increase muscular strength, muscular endurance, flexibility, and to improve physical appearance as desired.

PEC 600 - Physiological Fitness and Development: Training with Weights

2 Credit(s) / 3 hrs. Hours

To increase muscle strength, endurance and cardiorespiratory efficiency, students learn to create individualized exercise prescriptions based on specific physiological needs. The anatomy and kinesiology of the systems and muscles unique to weight training are discussed.

Students who completed PEC 400 will not receive credit for this course.

PEC 700 - Soccer Techniques

1 Credit(s) / 2 hrs. Hours

Soccer, the fastest growing team sport in the country, can be played by both sexes and all ages. Technical development, tactical understanding and appreciation of the popular sport are covered in this course.

Offered only in Fall

PEC 800 - Body Weight Resistance Training

1 Credit(s) / 2 hrs. Hours

This course will introduce students to the methodology and practice for improving health-and-skill-related components of physical fitness. The mode of activity will include body weight and callisthenic type activities with the use of minimal equipment.

PEC 1100 - Beginning Tennis

1 Credit(s) / 2 hrs. Hours

Basic tennis skills develop appreciation of tennis as a lifetime sport. Students learn forehand and backhand drives, Beginner's Serve, service return, volley, rules of the singles and doubles game and an understanding of fundamental techniques and basic strategies.

Students must supply their own rackets and tennis balls.

PEC 1200 - Tennis 3

1 Credit(s) / 2 hrs. Hours

Introduction to intermediate tennis skills: the lob, mid- court volley, flat and slice serves, ball spin, and use of offensive strategy in competition.

Students must supply their own rackets and tennis balls.

Prerequisite(s): PEC 1100 **or** previous tennis experience **or** Department permission

PEC 1500 - Badminton

1 Credit(s) / 2 hrs. Hours

Basic skills play, knowledge of rules, offensive and defensive strategy.

PEC 1700 - Basic Volleyball

1 Credit(s) / 2 hrs. Hours

Beginner-intermediate level: rules, basic individual skills, offensive/defensive systems, team coordination, training, conditioning, prevention of injury, and evaluation of performance.

PEC 1800 - Introduction to Fencing

1 Credit(s) / 2 hrs. Hours

Students will be exposed to the history, skills, and theory necessary for effective participation and appreciation of fencing. Students will be exposed to the fencing classic schools/styles, fencing equipment, structure and functional skills. Students will participate in foil and sabre competitions, learn about weapon control, fencing techniques, and tactics. Students will learn about the fencing federations, scoring system, and tournament play

PEC 1900 - Aerobic Dance

1 Credit(s) / 2 hrs. Hours

A fitness program that combines vigorous calisthenics exercises with dance steps to music for improved cardiovascular endurance, muscles toning and flexibility.

PEC 2000 - Beginner's Ballet

1 Credit(s) / 2 hrs. Hours

Introduction to the principles and techniques inherent in the art of classical ballet. Includes exercises and movement combinations leading to body alignment, endurance, strength, and fluidity of movement.

PEC 2500 - Tai Chi Ch'Uan

1 Credit(s) / 2 hrs. Hours

The principles and practices of Tai Chi Ch'uan will be presented and practiced for the purpose of exercise, meditation, self-defense and increased overall wellness.

PEC 2600 - Golf

1 Credit(s) / 2 hrs. Hours

Emphasis is on mechanics of movement involved in the performance of the following basic fundamental skills: basic swing, short and long irons, woods, and putting.

PEC 2700 - Beginning Karate and Self Defense

1 Credit(s) / 2 hrs. Hours

Introduction to formal Karate and practical self-defense techniques. History and background, fundamental stances, blocks, punches, kicks, conditioning, safety, methods of avoidance and personal self-defense movements, and oriental tradition (Karate costumes, respect and Buddhist philosophy).

PEC 2900 - Introduction to Hatha Yoga

1 Credit(s) / 2 hrs. Hours

Introduction to the conceptual framework of Hatha Yoga, and the development of students' capacity to perform physical, breathing, concentration, and relaxation exercises.

PEC 3000 - Swimming for Non-Swimmers and Beginners

1 Credit(s) / 2 hrs. Hours

Basic skills to swim properly. Special attention given to non-swimmers who will learn in shallow water. At the end of the course, students will be able to jump or dive into the water, swim in a prone position and on the back.

PEC 3100 - Life Guarding

1 Credit(s) / 2 hrs. Hours

The knowledge and skills necessary to safely assist, and/or effect water rescues, and supervise swimmers in a safe environment. At the conclusion of the course, students will be able to pass both written examination and skills test.

Prerequisite(s)/Corequisite(s): Swimming skills equivalent to American Red Cross Swimmer Course, Standard First Aid and CPR skills

PEC 3200 - Water Safety Instructor

1 Credit(s) / 2 hrs. Hours

The skills necessary to teach swimming and water safety courses as offered by the American Red Cross. At the conclusion students will be able to pass both a written examination and a skills test.

Prerequisite(s): Valid American Red Cross Advanced Lifesaving Certificate **and** either an American Red Cross Swimmer Certificate **or** the ability to perform skills in the swimmer course

PEC 3300 - Advanced Swimming

1 Credit(s) / 2 hrs. Hours

An opportunity to improve cardiovascular fitness. Emphasis is on swimming efficiently and on swimming long distances.

Limited to Deep-Water Swimmers.

PEC 3400 - Basics of Modern Western Square Dancing

1 Credit(s) / 2 hrs. Hours

Survey of different forms of American folk dancing including modern western square dancing, traditional, country/western line and mixer dancing.

PEC 3800 - Modern Dance Techniques

1 Credit(s) / 2 hrs. Hours

The fundamental principles of various schools of modern dance. Includes analysis of movement, conditioning techniques, and basic combinations.

PEC 3900 - Modern Dance Composition

1 Credit(s) / 2 hrs. Hours

Ideas and movement forms: systematic creativity through improvisation studies, formal compositions, and critical appraisal presented through experimentations with time, space, rhythm and correlations to art, poetry and music.

PEC 4000 - Modified Physical Activities for all Ages and Abilities

1 Credit(s) / 2 hrs. Hours

To develop and maintain physical fitness for people of all ages and abilities who require modifications. Students will engage in a variety of activities such as fitness exercises, yoga (on a chair and/or mat), dancing and modified sports. Aspects of fitness, posture, rhythms, movement, breathing, concentration and relaxation are emphasized.

PEC 4100 - Intermediate Swimming

1 Credit(s) / 2 hrs. Hours

The elements of good swimming and a variety of skills are taught. Students practice parts of strokes as well as whole stroking movements.

Prerequisite(s): Ability to swim safely in deep water

PEC 4400 - Tennis 2

1 Credit(s) / 2 hrs. Hours

Course reviews basic tennis skills: ready position, forehand stroke, backhand stroke, serve and volley. Students will receive an evaluation and individualized instruction.

Prerequisite(s): PEC 1100

PEC 4500 - Tennis 4

1 Credit(s) / 2 hrs. Hours

Course reviews intermediate tennis skills, including: Eastern forehand, semi-Western forehand, Western forehand stroke, top spin, and strategy for singles and doubles play. Students will receive an evaluation and individualized instruction.

Prerequisite(s): PEC 1200

PEC 5600 - Pilates System of Exercise

1 Credit(s) / 2 hrs. Hours

Introduction to a progressive series of exercises based on Joseph H. Pilates' method of conditioning the body. It accommodates all fitness levels to increase muscle strength, flexibility and balance of the entire body.

PEC 6400 - Deep Water Exercise for Fitness

1 Credit(s) / 2 hrs. Hours

Introduction to the components of fitness achieved through the utilization of non-impact movements performed in deep water. The development of muscular strengths, flexibility and increased aerobic capacity will be stressed as students work in a non-impact exercise environment.

Prerequisite(s): Each student will be required to swim 25 meters (1 lap) and demonstrate the ability to stay afloat by treading water for a two-minute time period

PEC 6500 - Aqua Exercise

1 Credit(s) / 2 hrs. Hours

An overview of the scope of fitness attainable from a regulated program of exercising in water. Development of muscular strength, flexibility and increased aerobic capacity (endurance) is stressed in aqua aerobics and water exercise.

PEC 6600 - Intermediate Yoga

1 Credit(s) / 2 hrs. Hours

Techniques for deepening one's practice of classical yoga postures, exploring various lineages, styles and traditions of Yoga including Iyengar, Ashtanga and Vinyasa, posture variations, backbends and inversions, intermediate pranayama (breathing) techniques and the use of yoga props.

Prerequisite(s): PEC 2900 **or** PEC 82XX **or** permission of instructor

PEC 6700 - Yoga and Meditation

2 Credit(s) / 2 hrs. Hours

Application of the fundamental principles of yoga and meditation. An overview of the philosophy and psychology of yoga and meditation, an understanding of asanas and chakras, an explanation for the contraindications for certain asanas or meditative techniques, and a review of physical and psychological health conditions that may derive significant benefit from yoga and meditation.

Prerequisite(s): PEC 2900 **or** other yoga experience with permission of instructor

PEC 7100 - High Intensity Fitness Training

1 Credit(s) / 2 hrs. Hours

This course will introduce students to the methodology and practice of high intensity fitness training. High intensity training is an advanced method designed to obtain higher levels of fitness by combining calisthenics, resistance training and aerobic fitness activities. Students will learn safe and effective techniques to improve health-and skill-related components of physical fitness.

Physical Education: Men's Activities

PEM 82XX - Topical/Pilot Course

1-3 Credit(s) / 1-3 hrs. Hours

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

PEM 200 - Baseball

1 Credit(s) / 2 hrs. Hours

To develop individual and team techniques involved in "College Baseball." Conditioning, sportsmanship, team play, appreciation of the game and its rules, and other benefits.

Offered only in Spring

PEM 500 - Basketball Techniques

1 Credit(s) / 2 hrs. Hours

Various aspects of basketball include: basic skills, practice drills, individual and team responsibilities in man-to-man and zone defenses, offenses against man-to-man and zone defenses, coaching techniques and basketball strategy.

Physical Education: Women's Activities

PEW 200 - Basketball

1 Credit(s) / 2 hrs. Hours

Learn about basketball, develop individual skills required to participate successfully and learn strategies necessary for team play.

PEW 600 - Softball

1 Credit(s) / 2 hrs. Hours

Throwing, catching, batting and running skills are developed so the game of softball can be played with enjoyment and satisfaction. Strategies of play and rules of the game.

PEW 700 - Power Volleyball

1 Credit(s) / 2 hrs. Hours

Introduction to the techniques of a highly skilled game of volleyball called power volleyball, including history, rules, scoring, terminology, general conditioning, individual volleyball skills, team play elements, specific offense and defense tactics.

PEW 2100 - Personal Self Defense for Women

1 Credit(s) / 2 hrs. Hours

This course is designed to provide women with the skills necessary for women to protect themselves in violent or potentially violent situations. Women will learn to spot danger before it begins, survival tips for safety problem areas in daily life, strategies for controlling panic and remaining calm, and practical self-defense techniques.

Physics

PHY 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of physics is developed individually between student and faculty member and must be approved by the Department.

PHY 100 - Preview of General Physics

0 Credit(s) / 2 hrs. - 2 equated crs. Hours

Topics covered include: measurements mathematical background, vectors, motion in a straight line, motion in a plane, forces, work, energy, power, momentum, impulse and angular motion in a plane.

Developmental Course

Prerequisite(s)/Corequisite(s): MAT 900

PHY 1100 - General Physics I

4 Credit(s) / 6 hrs. Hours

First term of non-calculus two-semester lecture and laboratory course in classical and modern physics. Includes study of mechanics, heat, hydrostatics and hydrodynamics, harmonic motion and waves. Physical principles are demonstrated and students receive hands-on laboratory experience.

Recommended for students in liberal arts, pre-medical, pre-dental, pre-pharmacy, pre-optometry and allied health.

Prerequisite(s): MAT 1400

PHY 1200 - General Physics II

4 Credit(s) / 6 hrs. Hours

Second term of General Physics. Includes sound, electricity, magnetism and optics. Laboratory sessions included.

Prerequisite(s): PHY 1100

PHY 1300 - Advanced General Physics I

4 Credit(s) / 6 hrs. Hours

First term of calculus two-semester lecture and laboratory course in classical and modern physics. Includes the study of mechanics, heat, hydrostatics and hydrodynamics, harmonic motion and waves. Physical principles demonstrated and hands-on laboratory experience.

Recommended for science, engineering, pre-medical and allied health students who desire a more comprehensive treatment than given in PHY 1100.

Prerequisite(s)/Corequisite(s): MAT 1500

Required Core: Life and Physical Sciences

Flexible Core: Scientific World (Group E)

PHY 1400 - Advanced General Physics II

4 Credit(s) / 6 hrs. Hours

Second term of PHY 1300. Topics include sound, electricity, magnetism and optics. Laboratory sessions included.

Prerequisite(s): PHY 1300

Prerequisite(s)/Corequisite(s): MAT 1600

Required Core: Life and Physical Sciences

Flexible Core: Scientific World (Group E)

PHY 4200 - Ideas of Modern Physics

3 Credit(s) / 3 hrs. Hours

The origin, ideas and scientific developments of modern physics including a brief description of Classical Physics, the Theory of Special and General Relativity, and Quantum Mechanics.

Prerequisite(s): Passed, exempt, **or** completed developmental course work for the CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math

PHY 9201 - Research I

1-3 Credit(s) / 2-6 laboratory hrs. Hours

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results

Prerequisite(s): Department permission

PHY 9202 - Research II

1-3 Credit(s) / 2-6 laboratory hrs. Hours

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results

Prerequisite(s): Department permission

PHY 9203 - Research III

1-3 Credit(s) / **2-6 laboratory hrs. Hours**

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results

Prerequisite(s): Department permission

PHY 9204 - Research IV

1-3 Credit(s) / **2-6 laboratory hrs. Hours**

Planning and carrying out a undergraduate research project under supervision of a faculty member including literature readings, laboratory work, conferences with faculty member, and presentation of research results

Prerequisite(s): Department permission

Polysomnographic Technology

PSG 100 - The Science of Sleep and Circadian Rhythms

3 Credit(s) / **3 hrs. Hours**

This course is designed to provide students with the biological basis for clinical sleep and circadian rhythms disorders. Students will be introduced to the history of sleep research, and current theories regarding how and why we sleep. Daily biological rhythms and their relationship to sleep and wake states will also be investigated in this course.

Prerequisite(s)/Corequisite(s): ENG 1200 and BIO 1100

PSG 101 - Neuroscience and Pharmacology in Sleep

4 Credit(s) / **4 hrs. Hours**

This course will inform students of the neurological basis of sleep. The anatomical brain regions responsible for sleep and waking, as well as endogenous neurochemicals modulating sleep and wake will be discussed. In the second half of this course, the effects of pharmacological compounds on sleep architecture are described.

Prerequisite(s): PSG 100

Corequisite(s): PSG 102 and PSG 106

PSG 102 - Foundations of Polysomnography I

3 Credit(s) / **4 hrs. Hours**

In this course students will be taught the basic skills required to perform a clinical sleep study, including electrode placement using the international 10-20 system and how to use respiratory belts, pressure transducers, thermistors, pulse-oximetry, end tidal capnography, and electromyography during a sleep recording. Use of polysomnographic equipment, including amplifier settings, inputting patient data, and setting up basic recording montages, is also covered.

Prerequisite(s): PSG 100

Corequisite(s): PSG 101 and PSG 106

PSG 103 - Clinical Practicum in Sleep Medicine I

6 Credit(s) / 24 hrs. Hours

Students will be placed in an active clinical sleep laboratory for the entire semester. One night per week the student will observe a registered polysomnographic technician at work. As the student becomes familiar with the workings of the laboratory, they will begin preparing patients for nighttime sleep studies, and will learn how to monitor patients during the night.

Prerequisite(s): PSG 101, PSG 102, PSG 106, MAT 900, and MAT 2000, BLS certification, and medical clearance from the internship site

Corequisite(s): PSG 104 and PSG 105

PSG 104 - Foundations of Polysomnography II

3 Credit(s) / 4 hrs. Hours

Advanced topics for clinical sleep recordings will be covered in this course, including how to perform Multiple Sleep Latency (MSLT) and Maintenance of Wakefulness (MWT) testing and montages for special patient populations such as for seizure, REM behavior disorder, bruxism, and pediatrics. Identification of both physiological and non-physiological electrical artifact commonly seen while performing polysomnography, as well as advanced trouble shooting of technical equipment will also be covered.

Prerequisite(s): PSG 101, PSG 102 and PSG 106

Corequisite(s): PSG 103 and PSG 105

PSG 105 - Clinical Polysomnographic Scoring

3 Credit(s) / 4 hrs. Hours

Students will learn to define sleep stages, respiratory events, periodic limb movements, seizures, bruxism, and EKG arrhythmias from electrophysiological data obtain during a polysomnographic recording. At the end of this course, students should be able to properly score a polysomnographic based on the criteria described in the American Academy of Sleep Medicine Manual for the Scoring of Sleep and Associated Events.

Prerequisite(s): PSG 101, PSG 102 and PSG 106

Corequisite(s): PSG 103 and PSG 104

PSG 106 - Classification of Sleep Disorders

3 Credit(s) / 3 hrs. Hours

The focus of this course is to give students a complete understanding of the nosology of clinical sleep and circadian rhythms disorders from the perspective of the International Classification of Sleep Disorders Diagnostic & Coding Manual. Upon completion of this course, students should know the diagnostic criteria of all major sleep and circadian rhythm disorders.

Prerequisite(s): PSG 100

Corequisite(s): PSG 101 and PSG 102

PSG 107 - Cardiopulmonary Physiology in Sleep

3 Credit(s) / **3 hrs. Hours**

The physiology of normal respiratory function during sleep, as well as our current understanding of the pathophysiology of obstructive and central apneas during sleep is described. Acute and long-term consequences of sleep apnea, as well as cardiac function and dysfunction with a specific focus on arrhythmias commonly associated with sleep-disordered breathing is investigated.

Prerequisite(s): PSG 103, PSG 104, and PSG 105

Corequisite(s): PSG 108

PSG 108 - Clinical Practicum in Sleep Medicine II

6 Credit(s) / **24 hrs. Hours**

As in the Clinical Practicum in Sleep Medicine I, students in this course will spend a semester observing and working in a clinical sleep laboratory. During this semester students will focus on learning to titrate patients with positive airway pressure machines including CPAP, BiPAP and ASV. Titration of supplemental oxygen will also be taught. Real time obstructive and central sleep apnea and hypopnea, and EKG arrhythmia detection will be an area of particular focus. Students will also gain experience performing MSLT and MWT testing.

Prerequisite(s): PSG 103, PSG 104, PSG 105, and medical clearance from internship site

Corequisite(s): PSG 107

Psychology

PSY 81XX - Independent Study

1-3 Credit(s) / **1-3 hrs. Hours**

Independent study of psychology is developed individually between student and faculty member and must be approved by the Department.

PSY 82XX - Topical/Pilot Course

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

PSY 1100 - General Psychology

3 Credit(s) / **3 hrs. Hours**

Introduction to psychology as a science. Topics covered in this survey course include: historical background, fields and divisions, scientific methods, biological underpinnings of thought and behavior, learning and memory.

Flexible Core: Scientific World (Group E)

PSY 2400 - Psychological Disorders in Young Children

3 Credit(s) / 3 hrs. Hours

Psychological disorders in young children and the practices required to deal with them in educational settings. The problems and needs of children with behavioral, emotional, intellectual, developmental and sensory disabilities are studied. The causes, diagnostic, therapeutic and educational interventions with teaching methods are reviewed for each category based upon principles learned in introductory and developmental psychology courses.

New York State mandated two-hour session on recognizing and reporting child abuse is included.

Prerequisite(s): PSY 3000 or PSY 3200

PSY 2800 - Contemporary Psychological Viewpoints

3 Credit(s) / 3 hrs. Hours

Trends in contemporary psychological theories, including the shift from psychology as a natural science to a human science. The roles of evolutionary psychology, cognitive constructivism, and feminist theories and their historical and cultural contexts as they affect human consciousness.

Prerequisite(s): PSY 1100

PSY 3000 - Child and Adolescent Development

3 Credit(s) / 3 hrs. Hours

Human growth and development from conception through adolescence, including physical, cognitive and psycho-social domains. The effects on development of culture, ethnicity, race, gender, sexual orientation, socioeconomic status and disability will be examined.

Not open to students who have completed PSY 3200.

Prerequisite(s): PSY 1100

Flexible Core: Individual and Society (Group D)

PSY 3200 - Human Growth and Development

3 Credit(s) / 3 hrs. Hours

Human development from infancy through childhood, adolescence, and adulthood. Intellectual growth, personal and social adjustment, the relationship between physical and mental development, and typical problems in various stages of the life-cycle.

Not open to students who have completed PSY 3000.

Prerequisite(s): PSY 1100

Flexible Core: Individual and Society (Group D)

PSY 3300 - Social Psychology

3 Credit(s) / 3 hrs. Hours

Social psychology is the study of the effect of others (real, imagined, and perceived) on individuals' thoughts, feelings, and behaviors. Topics will include the science of social psychology, social cognition, self and identity, social perception, attitudes, persuasion, social influence, group dynamics, stereotypes, prejudice, discrimination, aggression, prosocial behaviors, attraction and close relationships, and applications of social psychology to health, law, and business. All learning outcomes for a traditional social psychology course will be satisfied.

Prerequisite(s): PSY 1100

Flexible Core: Individual and Society (Group D)

PSY 3400 - Psychology of Personality

3 Credit(s) / 3 hrs. Hours

An examination of the phenomenon of personality including psychodynamic, social-cognitive, and contemporary neurobiological perspectives. Topics include personality development, typology, pathology, growth, and the construction of meaning.

Prerequisite(s): PSY 1100

PSY 3500 - Educational Psychology

3 Credit(s) / 3 hrs. Hours

Current scientific theory and research relating to formal learning environments including: process of human learning, concept-formation, language affecting acquisition and retention, new approaches to motivate and direct learning, new methods of organizing and transmitting information and knowledge.

Prerequisite(s): PSY 1100

PSY 3600 - Abnormal Psychology

3 Credit(s) / 3 hrs. Hours

Concepts of normality and abnormality, and significant theoretical contributions to personality disorganization. Historical factors and current trends in the field of Mental Health and causes of behavioral disorders are discussed in terms of the impact of social, cultural, genetic and other factors. Survey of treatment methods included.

Prerequisite(s): PSY 1100

Flexible Core: Individual and Society (Group D)

PSY 3700 - Psychology of Gender

3 Credit(s) / 3 hrs. Hours

Study of psychological factors specifically related to women and men, including traditional and current models of femininity and masculinity in social, occupational, and sex roles. There will be a focus on current and historical controversial issues in men's and women's lives, with discussion about the nature and development of gender roles, relationships and sexuality, and stereotypes about gender and behavior specifically. Male and female student experiences will be used to address the ways in which gender is constructed in our society. Students will be encouraged to engage in self-reflection and critical thinking to help support, or refute, theories presented.

Prerequisite(s): PSY 1100

Flexible Core: Individual and Society (Group D)

Retail Merchandising

RM 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of retail merchandising is developed individually between student and faculty member and must be approved by the Department.

RM 82XX - Topical/Pilot Course

1-3 Credit(s) / 1-3 hrs. Hours

This course is of a topical and pilot nature and is designed to meet the immediate needs and interest of various student populations. It is offered for a maximum of two semesters.

RM 3000 - Consumer Behavior

3 Credit(s) / 3 hrs. Hours

The buying process of consumers and their behavior variables, how to understand peoples' wants and assess the influence consumer groups (government, households and business) have on each other and society.

Prerequisite(s): BA 1100

RM 3100 - Elements of Retail Management

3 Credit(s) / 3 hrs. Hours

Introduction to management techniques considered essential to the planning, organization, control and operation of retail establishments. The fundamentals underlying modern merchandising practices, recent developments in trading area analysis, shopping centers, consumer relations, warehousing, transportation, stock control, and data processing. Retail case studies and field trips.

RM 3300 - Salesmanship

3 Credit(s) / 3 hrs. Hours

Principles of selling based on modern marketing concepts. Consumer needs and desires combined with company objectives, contributions of the behavioral sciences to the study of consumer behavior and buying patterns, organization and control of wholesale, industrial, and retail sales.

RM 3400 - Merchandising Planning and Control

3 Credit(s) / 3 hrs. Hours

Basic merchandising principles to understand the principles of good merchandise planning and decision-making. Students acquire the ability to adjust to continually changing conditions in the retailing environment. Topics include stock planning, market evaluation, fashion forecasting and pricing.

Prerequisite(s): RM 3100 or MM 3100

RM 9229 - Field Experience in Retail Merchandising

3 Credit(s) / **9 hrs. Hours**

A capstone course for Retail Merchandising majors. Eight (8) hours per week of supervised field experience in fashion or marketing management, plus one (1) hour seminar a week devoted to developing strategies for personal and career success.

For Retail Merchandising seniors only.

Science

SCI 2500 - Applied Physical Sciences for Allied Health Careers

3 Credit(s) / **5 hrs. Hours**

Lecture and laboratory course on chemistry and physics topics with direct bearing on health services. Includes: mechanics, electricity, optics, atomic energy, radioactivity, atomic structure, chemical bonding, chemical equations, behavior of gases, respiration and oxygen therapy, properties of liquids and solutions including hydrostatics and hydrodynamics, acids and bases, plus an introduction to organic and biochemistry and drug calculations.

Prerequisite(s): Passed, exempt, **or** completed developmental course work for the CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY Assessment Test in Math. Open only to students in the Pre-Clinical Nursing Plan

SCI 3700 - Developments in the Physical Sciences (with Laboratory)

3 Credit(s) / **5 hrs./1 hr. lecture, 4 hrs. laboratory Hours**

Basic concepts in the physical sciences and their applications in today's technologically advanced world are presented. The impact that modern technology has on our physical environment is examined. Selected topics include: pollution, ozone layer depletion, global climate change, pesticides and chemicals in food, energy sources (renewable and non-renewable), and medical and military applications of technology. Students will engage in science through application of the methods of science (e.g. empirical, experimental and scientific method). Students will develop the ability to formulate strong, logical, science-based arguments, evaluate and discuss environmental issues, and test hypotheses to improve problem solving skills.

Required Core: Life and Physical Sciences

Flexible Core: Flexible Core: Scientific World (Group E)

SCI 5100 - Physical Sciences and the Environment (with Laboratory)

3 Credit(s) / **5 hrs./1 hr. lecture, 4 hrs. laboratory Hours**

An investigation of important topics that involve the state of the environment from a scientific perspective. This course will cover topics that include global warming, stratospheric ozone depletion, acid rain, the carbon and nitrogen cycles, chemical and industrial pollution, the impact of fossil fuels, nuclear energy, and treatment. The gathering, analysis, interpretation, and presentation of scientific data. The measure of selected physical, chemical and geological properties that influence the structure and function of ecological systems. Selected standard techniques used to observe, sample and describe natural systems.

Required Core: Life and Physical Sciences

Flexible Core: Flexible Core: Scientific World (Group E)

SCI 7000 - The Science of Nutrition (with Laboratory)

3 Credit(s) / 5 hrs./1 hr. lecture, 4 hrs. laboratory Hours

Learn and measure the physical and chemical properties that influence the structure and function of the chemical properties that influence the structure and function of nutritional systems. Gain experience with practical applications of nutritional science. Practice the gathering, analysis, interpretation, and presentation of scientific data. Learn standard techniques used to observe, sample and describe natural systems

Prerequisite(s): Passed, exempt, or completed developmental course work for the CUNY Assessment Tests in Reading and Writing, **or** Department permission

Required Core: Life and Physical Sciences

Science: College Now

SCI 100 - Issues and Adventures in Science

3 Credit(s) / 3 hrs. Hours

The most recent and important discoveries in the biological and physical sciences are presented, observed, discussed, and experimented with, to acquaint students with the world around them. Brain research, studies of aging, disease, fertility, immunity, and the origin of life are explored. Studies emphasize relations to mankind's place in the universe, self-explorations and technological achievements.

Prerequisite(s): Enrollment in "College Now" Program

Flexible Core: Scientific World (Group E)

Sociology

SOC 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of sociology is developed individually between student and faculty member and must be approved by the Department.

SOC 82XX - Topical/Pilot Course

1-3 Credit(s) / 1-3 hrs. Hours

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

SOC 3100 - Introduction to Sociology

3 Credit(s) / 3 hrs. Hours

An introduction to the scientific study of society and social interactions. This course covers social theories, methods, culture, deviance, social inequities (including race, class, and gender) and social situations (such as the family, education, and religion). Students learn to analyze, evaluate, and critique social structures and to understand social change.

Flexible Core: Individual and Society (Group D)

SOC 3200 - Urban Sociology

3 Credit(s) / 3 hrs. Hours

The origin of the world's cities, industrialization and the global spread of cities, post-industrial cities and cities of the future. Urban research methods. The development and contemporary life of multicultural American cities.

Prerequisite(s): SOC 3100 or ANT 3700

Flexible Core: U.S. Experience in Its Diversity (Group B)

SOC 3300 - Social Problems: Institutions in Crisis

3 Credit(s) / 3 hrs. Hours

Focusing on problems whose origins lie outside the individual and how their effects are reflected in the behavior of individuals and the institutions of society. Students will explore problems relating to health care, education, criminal justice, inequality, etc.

Prerequisite(s): SOC 3100 or ANT 3700

Flexible Core: Individual and Society (Group D)

SOC 3500 - Sociology of the Family

3 Credit(s) / 3 hrs. Hours

The sociology of the family study areas include: definitions, pattern variations, developmental theories and specialized functions and their effect on socialization, courtship, marriage, divorce and the life cycle.

Prerequisite(s): SOC 3100

Flexible Core: Individual and Society (Group D)

SOC 3600 - Race and Ethnicity

3 Credit(s) / 3 hrs. Hours

Selected minority groups in American society are studied. Topics discussed include: nature of prejudice and discrimination, social meaning of minority, annihilation, assimilation, competition, conflict, exploitation, social and cultural change, past and present trends and developments.

Prerequisite(s): SOC 3100

Flexible Core: U.S. Experience in Its Diversity (Group B)

SOC 3800 - Sociology of Gender

3 Credit(s) / 3 hrs. Hours

An exploration of the ways people construct gender and how gender structures our everyday lives and society in general. Issues that are covered include: how gender is produced, the relationship of gender to biology, gender and sexuality, the social evolution of gender, the gendered division of labor in the home and the workforce, gender and religion, micro politics of gender and race, class and gender as intertwined systems of inequality.

Prerequisite(s): SOC 3100

Flexible Core: Individual and Society (Group D)

SOC 3900 - The Sociology of Religion

3 Credit(s) / 3 hrs. Hours

Introduction to the study of religion and society, basic definitions and concepts, methods, organizational structures, secularization, church-state, immigration and multi-cultural environments, interactive effects with socioeconomic status, ethnicity and gender.

Prerequisite(s): SOC 3100 or PSY 1100 or ANT 3700

Flexible Core: World Cultures and Global Issues (Group A)

Spanish

SPA 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of Spanish is developed individually between student and faculty member and must be approved by the Department.

SPA 82XX - Topical/Pilot Course

1-3 Credit(s) / 1-3 hrs. Hours

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

SPA 100 - Elementary Spanish I

3 Credit(s) / 3 hrs. Hours

For students with no previous training in the language, or, as indicated by the Language Placement Examination score. Emphasis on correct pronunciation through intensive oral practice, use of language laboratory and audio-visual materials, acquisition of basic vocabulary and the elements of grammar for conversation, comprehension, reading and writing.

Not open to native speakers.

Flexible Core: World Cultures and Global Issues (Group A)

SPA 200 - Elementary Spanish II

3 Credit(s) / 3 hrs. Hours

Further development language skills, comprehension, speaking, reading and writing.

Prerequisite(s): SPA 100 or acceptable Language Placement Examination score

Flexible Core: World Cultures and Global Issues (Group A)

SPA 300 - Intermediate Spanish

3 Credit(s) / 3 hrs. Hours

Progressive development of language skills, based on foundations established in elementary Spanish. Grammar review is supplemented by readings of modern Spanish literature.

Prerequisite(s): SPA 200 **or** acceptable Language Placement Examination score

Flexible Core: World Cultures and Global Issues (Group A)

SPA 400 - Readings in Hispanic Literature

3 Credit(s) / 3 hrs. Hours

Advanced grammar and composition through selected readings in Hispanic literature.

Prerequisite(s): SPA 300 **or** acceptable Language Placement Examination score

Flexible Core: World Cultures and Global Issues (Group A)

SPA 1100 - Spanish for Teachers I

4 Credit(s) / 4 hrs. Hours

Teachers are introduced to Spanish language fundamentals. Development of basic conversational ability, grammar patterns, understanding writing and reading through intensive practice in the classroom. Language lab drills use computer software, audio-visual and musical materials. Different approaches for teaching Spanish to children.

Open to teachers only or **Department permission.**

SPA 1200 - Spanish for Teachers II

4 Credit(s) / 4 hrs. Hours

Further development of Spanish language skills for teachers includes: study of basic grammatical patterns, development and acquisition of new vocabulary, ample utilization of language lab and classroom drills, use of computer software, and audio-visual and musical materials. Various approaches for teaching Spanish to children.

Open to teachers only or **Department permission.**

Prerequisite(s): SPA 1100 **or** equivalent

SPA 1700 - Intensive Review of Spanish Grammar

3 Credit(s) / 4 hrs. Hours

For students who have had three or more years of high school Spanish but have not studied the language for a substantial period of time, or for Spanish native speakers with limited formal training in the language.

Prerequisite(s): Acceptable Language Placement Examination score

SPA 1800 - Proper Models of Spanish Grammar and Conversation for Native Speakers

3 Credit(s) / 3 hrs. Hours

For Spanish-speaking students, stress on improvement of reading and writing skills.

Prerequisite(s): Native conversational ability, acceptable Language Placement Examination score, and Department permission

Flexible Core: World Cultures and Global Issues (Group A)

SPA 2200 - Elementary Spanish Conversation

3 Credit(s) / **3 hrs. Hours**

Basic conversational skills for students who wish to use the Spanish language to communicate with Spanish speaking people.

Prerequisite(s): SPA 200 or three years of high school Spanish or Department permission

SPA 3000 - Readings in Peninsular Spanish Literature in Translation

3 Credit(s) / **3 hrs. Hours**

A study, analysis and discussion of the most outstanding literary productions of Spain, from the Middle Ages to contemporary texts.

The course will be taught entirely in English.

Prerequisite(s)/Corequisite(s): ENG 1200

SPA 3100 - Readings in Spanish-American Literature in Translation

3 Credit(s) / **3 hrs. Hours**

For students who wish to explore the high points of Spanish-American literature.

Instruction is entirely in English.

Open to all students.

Flexible Core: Creative Expression (Group C)

SPA 3300 - Intermediate Spanish Conversation

3 Credit(s) / **3 hrs. Hours**

Intensive practice in spoken Spanish for students who wish to use the language to communicate with Spanish speaking people and students of Spanish in familiar situations.

Prerequisite(s): SPA 200 and SPA 2200 **or** Department permission

SPA 3400 - Spanish America: Culture, Art and Music

3 Credit(s) / **3 hrs. Hours**

Outstanding facets of Spanish-American culture, includes all important historic, political, literary and artistic movements, individuals, ideas and periods. Grammar, literature and composition emphasized through reading selected representative authors and works of each period.

Instruction is in both Spanish and English.

Prerequisite(s): SPA 400 **or** SPA 1800 **or** Department permission

Flexible Core: World Cultures and Global Issues (Group A)

SPA 3500 - The Contemporary Latin American Short Story

3 Credit(s) / 3 hrs. Hours

A study of contemporary Latin American culture as revealed in the short story genre. Examining texts in translation will reveal the elements in the writing which combine to create their particular qualities.

The course will be taught entirely in English.

Prerequisite(s): ENG 1200

SPA 3600 - Spanish Syntax and Composition

3 Credit(s) / 3 hrs. Hours

To improve and reinforce student skills, orthography, vocabulary, syntax, analytical writing and stylistics are stressed.

Prerequisite(s): SPA 1800 **or** acceptable Language Placement Examination score

SPA 4400 - Advanced Spanish Conversation

3 Credit(s) / 3 hrs. Hours

For students who wish to speak fluently and correctly in current idiom. Intensive practice and group discussions on general and cultural topics. Through study of selected short fiction, brief plays and journalistic materials from well-known authors, students enlarge vocabulary, knowledge of native idiomatic expressions and literary concept.

Prerequisite(s): SPA 300 **or** Department permission

SPA 5300 - Spanish-American Literature

3 Credit(s) / 3 hrs. Hours

Survey of the significant literary production of Spanish America from colonial beginnings to the present, with special attention to major authors of the 20th century.

Instruction is in Spanish.

Prerequisite(s): SPA 400 **or** equivalent **or** Department permission

SPA 5500 - History and Civilization of Spain

3 Credit(s) / 3 hrs. Hours

Chronological study of major Spanish historical trends and developments to the present. Political, literary and artistic movements, highlight important individuals, ideas and periods are examined as selected texts representative of each period are read.

Instruction is in Spanish and English.

Flexible Core: Creative Expression (Group C)

SPA 7000 - Spanish Cinema

3 Credit(s) / 3 hrs. Hours

Study of the best films and film scripts in the Spanish cinema. Instruction is in English with a view toward developing appreciation of the history, art and aesthetics of the Spanish cinema and increasing Spanish language experience.

SPA 7100 - Puerto Rican Folklore

3 Credit(s) / **3 hrs. Hours**

Study of folkloric compositions of the Puerto Rican people in all forms - literary, musical, superstitions, etc., their sources and formation as influenced by all three cultural groups in Puerto Rican history: Indian, Spanish, and Black, and how they influence the Puerto Rican of today.

Instruction is in Spanish and English.

SPA 7400 - Latin American Cinema

3 Credit(s) / **3 hrs. Hours**

Exploration of the culture of Latin America through film. All films are subtitled in English.

The course will be taught entirely in English.

Speech

SPE 81XX - Independent Study

1-3 Credit(s) / **1-3 hrs. Hours**

Independent study of speech communication is developed individually between the student and faculty member and must be approved by the Department.

Prerequisite(s): Speech Communication Major in last year of study and permission of Program Director.

SPE 82XX - Topical/Pilot Course

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters

SPE 1000 - Survey of Communication

3 Credit(s) / **3 hrs. Hours**

An introductory survey of the principles, concepts, theories, models, and methods that define the study of communication. Attention is given to the history of the field, verbal and nonverbal communication, communication research, and research methods. Students will examine the field in a variety of contexts, including interpersonal, organizational, public, intercultural, and mediated communication.

Flexible Core: Creative Expression (Group C)

SPE 1100 - Basic Communication Skills and Practice

3 Credit(s) / 3 hrs. Hours

An introductory course in listening and speaking including the basics of human communication, verbal and nonverbal communication, and elements of listening with an emphasis on critical listening. Students will develop and deliver several presentations as well as evaluate the presentations of their peers Not open to students at ENG 1200 level or higher

Prerequisite(s): Not open to students at ENG 1200 level or higher.

Flexible Core: Creative Expression (Group C)

SPE 1200 - Interpersonal Communication

3 Credit(s) / 3 hrs. Hours

The communicator's development of self-concepts, ability to understand and project a comfortable and confident self-image. Methods to improve and use this knowledge when interacting and communicating with other individuals and with groups.

Flexible Core: Individual and Society (Group D)

SPE 2100 - Effective Public Speaking

3 Credit(s) / 3 hrs. Hours

The basic elements for clear and effective public speaking. Practice and study in skills such as organizing information, researching and outlining speeches, developing ideas for a particular audience, using media for clarification and amplification of ideas, and speaking extemporaneously. Students will review the history of public speaking, analyze speeches and bring together all basic elements of public speaking through their own presentation of formal and informal speeches to inform and persuade.

Flexible Core: Creative Expression (Group C)

SPE 2400 - Career Communication

3 Credit(s) / 3 hrs. Hours

Communication skills used most frequently in the professions, business and industry. Speaking logically and expressing ideas creatively. Theories of interpersonal communication and practice in such speaking situations as job interviews, small group presentations, business meetings, conferences and platform speaking, use of clear and acceptable speech.

SPE 2500 - Small Group Communication

3 Credit(s) / 3 hrs. Hours

Principles and techniques of group interaction. Conference leadership and participation skills are learned through reading, discussion, practice, observation and evaluation of group discussions. Focus is on how learned concepts may be applied to educational, social and business situations.

Flexible Core: Individual and Society (Group D)

SPE 2600 - Intercultural Communication

3 Credit(s) / **3 hrs. Hours**

How culture shapes the communication process, similarities and differences in cultural representations, linguistic practices, non-verbal communication, and societal norms and meanings. Acquiring competence in intercultural communication settings is emphasized.

Flexible Core: World Cultures and Global Issues (Group A)

SPE 2700 - Oral Interpretation

3 Credit(s) / **3 hrs. Hours**

Students learn to recreate and communicate what writers and poets say in various types of literature. Through guided preparation, analysis, presentation and evaluation of individual readings of material ranging from simple reports to poetry, practical skill and enjoyment in reading aloud is developed.

Recommended to Performing Arts and Radio Broadcasting students.

Flexible Core: Creative Expression (Group C)

SPE 2900 - Voice and Articulation

3 Credit(s) / **3 hrs. Hours**

For students with acceptable speech who wish to study the theory of voice production and the proper formation of the sounds of speech as typified by American standard usage. The mechanics of pitch, volume, quality and phonetic symbols. Assistance to overcome minor speech and voice problems most commonly found in the New York City area.

SPE 4000 - Phonetics

3 Credit(s) / **3 hrs. Hours**

Introduction to different aspects of phonetics and their relationship to language. The sounds of English and the International Phonetic Alphabet which symbolizes those sounds will be included. Theoretical foundations of phonetics will be explored as they relate to normal and abnormal language development as well as speech correction and improvement.

SPE 4100 - Language Development

4 Credit(s) / **4 hrs. Hours**

An understanding of normal language development including issues of speech and hearing. Aspects of second language development as it relates to first language acquisition will be included. Language development will be discussed as it relates to motor, perceptual, cognitive, emotional and social issues.

Substance Abuse & Alcoholism Counseling

SAC 091A - Substance Abuse Counseling - Field Internship I

4 Credit(s) / 11 hrs./wk. for 10 weeks Hours

Students participate in counseling activities with program clients, supervision meetings and other professional activities at NYS licensed treatment agencies under the supervision of both program staff and college faculty.

Prerequisite(s): SAC 2000, SAC 2200, and SAC 2600

Prerequisite(s)/Corequisite(s): SAC 2400 and SAC 2800

SAC 091B - Substance Abuse Counseling - Field Internship II

3 Credit(s) / 10 hrs./wk. for 5 weeks Hours

Students participate in counseling activities with program clients, supervision meetings and other professional activities at NYS licensed treatment agencies under the supervision of both program staff and college faculty.

Prerequisite(s): SAC 2000, SAC 2200, and SAC 2600

Prerequisite(s)/Corequisite(s): SAC 2400 and SAC 2800

SAC 2000 - Introduction to Alcoholism and Substance Abuse Counseling

3 Credit(s) / 3 hrs. Hours

Overview of core concepts in chemical dependency. Physical, psychological and legal aspects of alcohol and substance abuse. A variety of treatment approaches will be explored with particular attention to the special needs of this population along with counselor qualifications and skills.

SAC 2200 - Counseling Techniques in Substance Abuse Field I

3 Credit(s) / 3 hrs. Hours

Students will learn the communication skills necessary to engage the substance abuse client, from the basic screening process through discharge planning. Major evaluation instruments and interview techniques will be introduced and students will learn to develop and evaluate client treatment planning and assessment histories.

Prerequisite(s)/Corequisite(s): SAC 2000

SAC 2400 - Counseling Techniques in the Substance Abuse Field II

3 Credit(s) / 3 hrs. Hours

Continuation of Counseling Techniques I and provides students with more advanced skills in working with the chemically dependent client. Personality and behavioral problems, HIV/AIDS, relapse prevention and vocational/educational concerns will be addressed.

Prerequisite(s): SAC 2200

SAC 2600 - Confidentiality, Ethics and the Counselor/Client Relationship in Substance Abuse Counseling

3 Credit(s) / 3 hrs. Hours

Confidentiality regulations from both Federal and State law for the protection of substance abuse clients are discussed with emphasis on disclosure exceptions and the proper handling of written and verbal communications regarding clients. Required for any student seeking assistance with an internship placement.

Prerequisite(s)/Corequisite(s): SAC 2000

SAC 2800 - Approaches to Treatment: Varieties of Alcoholism and Substance Abuse Modalities

3 Credit(s) / 3 hrs. Hours

Overview of treatment is covered as well as a review of the roles filled by counselors in each modality and setting. Client case examples provide practical instruction in the use of these treatment settings.

Prerequisite(s): SAC 2000

Corequisite(s): SAC 2200

SAC 3000 - Compulsive Gambling: Treatment and Prevention for Substance Abuse Counselors

4 Credit(s) / 4 hrs. Hours

An overview of the history of wagering and its prevalence in today's society. Various forms of gambling are explored in particular relationship to substance abusing behavior. Sample cases are discussed, prevention principles and practice in assessment and referral are included.

Qualification for NYS OASAS as a gambling counselor certification

Prerequisite(s): SAC 2000

Prerequisite(s)/Corequisite(s): SAC 2200

SAC 3200 - Addiction and the Family

3 Credit(s) / 3 hrs. Hours

This course explores the variety of familial issues that arise in families faced with a member who is struggling with a substance use disorder. Basic family functions/roles and how these are impacted by addiction are discussed. Theories on the family/how these can be applied to understanding family addiction (including systems, addicted family model, psychodynamic, functionalist, feminist) are included. Stages of family use and how these impact communication patterns and the adaptive family roles and their relationship with development of an ACOA syndrome are covered.

This course is approved by the NYS OASAS credential.

Corequisite(s): SAC 2000

Surgical Technology

ST 3P00 - Practicum I

2 Credit(s) / 8 clinical hrs. Hours

Provides the student individualized experience in practice in the field. Emphasis is placed demonstrating proficiency necessary to participate in surgical procedures.

Prerequisite(s): ST 100 and ST 200

Corequisite(s): ST 300

ST 4P00 - Practicum II

2 Credit(s) / 8 clinical hrs. Hours

Provides the student with individualized experience in practice in the field. Emphasis is placed on demonstrating proficiency in skills necessary and participating in basic surgical procedures.

Prerequisite(s): ST 300 and ST 3P00

Corequisite(s): ST 400

Prerequisite(s)/Corequisite(s): BIO 1200

ST 5P00 - Practicum III

3 Credit(s) / 16 clinical hrs. Hours

Continuation of individualized experiences in practice in the field. Emphasis is placed on demonstrating proficiency in skills necessary for participating in the advanced specialties.

Prerequisite(s): ST 400 and ST 4P00

Corequisite(s): ST 500

Prerequisite(s)/Corequisite(s): BIO 5100

ST 6P00 - Practicum IV

3 Credit(s) / 16 clinical hrs. Hours

Provides the student with individualized experience in the field. Emphasis is placed on demonstrating proficiency in skills necessary for independent practice.

Prerequisite(s): ST 500 and ST 5P00

Corequisite(s): ST 600

Prerequisite(s)/Corequisite(s): ST 4500

ST 100 - Surgical Technology I

3 Credit(s) / 3 hrs. Hours

This introductory course intends to introduce the student to the broad field of Surgical Technology. The basic, general information section introduces the student to the Perioperative environment and professional roles of the surgical team members. The Patient Care section is a comprehensive overview of the historical development of surgery and the practice of Surgical Technology. Professional conduct is discussed in conjunction with communication skills and surgical ethics.

Prerequisite(s): BIO 1100 and ENG 1200

Corequisite(s): ST 200

ST 200 - Surgical Technology II

2 Credit(s) / 6 hrs./2 hrs. lecture, 4 hrs. laboratory Hours

Provides theoretical knowledge for the application of essential skills during the perioperative phase of patient care. It introduces the student to the practice of surgical technology with a focus on those skills necessary for functions in the scrub role. This course will be taught as a lecture in conjunction with an active hands-on practice laboratory component. Principles will be integrated with practice at all times.

Prerequisite(s): BIO 1100 and ENG 1200

Corequisite(s): ST 100

ST 300 - Surgical Technology III

4 Credit(s) / 4 hrs. Hours

Principles and the practice of surgical technology with a focus on those functions that impact the circulating role. Introduction to surgical pharmacology, anesthesia and wound healing physiology. This course will be taught as a lecture in conjunction with an active hands-on component in the practice lab.

Prerequisite(s): ST 100 and ST 200

Corequisite(s): ST 3P00

ST 400 - Surgical Procedures

3 Credit(s) / 3 hrs. Hours

Introduction to each anatomical system with a focused review of pathology in conjunction with those specific procedures performed. The instrumentation and surgical modalities of each specialty will be covered as they relate to the practice of Surgical Technology. Surgical specialties include General, Gastrointestinal, Biliary, Gynecologic, Ear-Nose and Thoracic Surgery, Plastic, and Pediatric Surgery. This course intends to introduce the student to each body system with a focused systems review of pathology in conjunction with those specific procedures performed. The instrumentation and surgical modalities of each Surgical Specialty will be taught as it relates to the practice of Surgical Technology. This course is taught as a lecture with a hands-on component as it relates to specialized equipment.

Prerequisite(s): ST 300 and ST 3P00

Corequisite(s): ST 4P00

Prerequisite(s)/Corequisite(s): BIO 1200

ST 500 - Advanced Surgical Procedures

4 Credit(s) / 4 hrs. Hours

Continuation of anatomical systems with a focused review of pathology in conjunction with specific procedures performed. The instrumentation and surgical modalities of each specialty will be covered as they relate to the practice of Surgical Technology. The advanced surgical specialties include Ophthalmic, Vascular, Orthopedic, Neurosurgery, Thoracic, Cardiac, Trauma and Transplant.

Prerequisite(s): ST 400 and ST 4P00

Corequisite(s): ST 5P00

Prerequisite(s)/Corequisite(s): BIO 5100

ST 600 - Professional Strategies for the Surgical Technologist

3 Credit(s) / 3 hrs. Hours

Prepares students for both certification and life in the work force. It is both a review course for certification as well as development of job-seeking skills to ensure that the student succeeds in a career path. Resume writing and interviewing techniques are covered as a requirement for the Certified Surgical Technologist for recertification and continuing education throughout his or her career.

Prerequisite(s): ST 500 and ST 5P00

Corequisite(s): ST 6P00

ST 4500 - Surgical Pharmacology

3 Credit(s) / 3 hrs. Hours

The study of pharmacology relevant to the preparation, distribution and administration of those medications commonly used in the operating room environment. Concepts of intended therapeutic effects, side effects and adverse effects are covered.

Offered only in fall and open only to Surgical Technology Majors.

Prerequisite(s): ST 100 or Departmental permission

Theatre

THA 81XX - Independent Study

1-3 Credit(s) / 1-3 hrs. Hours

Independent study of Theatre Arts is developed individually between student and faculty member and must be approved by the department.

THA 82XX - Topical/Pilot Course

1-3 Credit(s) / 1-3 hrs. Hours

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

THA 4000 - Performance Practicum

1 Credit(s) / 6 hrs. Hours

Practical experience performing in theatre productions. Students cast in roles rehearse throughout the semester culminating in a live performance. This course may be repeated twice for a total of two (2) credits.

Prerequisite(s): Open to Theatre Arts Majors only.

THA 4100 - Production Practicum

1 Credit(s) / 6 hrs. Hours

Practical experience working on theatre productions. Students are assigned to work on scenic construction, lighting, costumes, and other production tasks. This course may be repeated three times for a total of three (3) credits.

Prerequisite(s): Open to Theatre Arts Majors only.

THA 4200 - Advanced Theatre Practicum

1 Credit(s) / 3 hrs Hours

This is an intensive exploration of various areas of theatrical practice. Students will explore acting technique, musical theatre performance, dramaturgy, stage management and technical theatre in a conservatory-style setting. Through a team-taught course, students rehearse material for several weeks and then present the material via an experiential learning experience, such as attendance at the regional Kennedy Center American College Festival or other advanced theatrical project.

Prerequisite(s): Department permission

THA 4300 - Playwriting

3 Credit(s) / 3 hrs. Hours

An exploration of the craft of playwriting, including story structure, outlining, first drafts, revisions, and readings. Short plays will be explored, created, revised, and read in a theater setting.

Prerequisite(s)/Corequisite(s): ENG 2400

THA 4400 - Voice and Diction for the Actor

3 Credit(s) / 3 hrs. Hours

Exploration of the full range, flexibility, variety and techniques behind vocal production for the purpose of maximizing acting choices. Vocal techniques are applied, developed and practiced through acting work based in the pre-20th century theatrical canon.

Prerequisite(s): THA 5300

THA 4600 - Training the Musical Theatre Voice

3 Credit(s) / 3 hrs. Hours

Introduction to basics of vocal and singing technique for the musical theatre. The fundamentals of breathing, posture, resonance, vocal placement and navigating through vocal registers. The application of vocal techniques to works from the musical theatre canon culminating in the performance of selected repertoire.

THA 4700 - Stage Management

3 Credit(s) / 3 hrs. Hours

An exploration of the basic functions and responsibilities of the stage manager in the theatre forum, from preproduction to managing the rehearsal process, to tech and dress, to maintaining performances, and ending with post production archival materials.

THA 5000 - Introduction to Theatre Arts

3 Credit(s) / **3 hrs. Hours**

This survey course is designed to provide students with a thorough understanding and greater appreciation of the theatrical form. Readings and lectures will focus on the relationship between theatrical theory and practice, the various creative/production roles essential to theatre, as well as major artists and movements throughout theatrical history. Students will analyze major works of dramatic literature to offer context for course content, as well as attend a live theatrical performance on campus.

Flexible Core: Creative Expression (Group C)

THA 5050 - Integrative Studies Seminar

1 Credit(s) / **2 hrs. Hours**

This course serves as a place where students in learning communities can practice integration and application of thematic concepts explored in other courses in the Integrative Studies Link.

THA 5100 - Play Analysis

3 Credit(s) / **3 hrs. Hours**

Through consideration of a selected number of outstanding plays and musicals in theatrical history, and the study of various productions given these plays, students gain understanding of the plays and appreciation of the production problems involved. Relevance of the plays to the contemporary stage, screen, and television production will be explored.

Prerequisite(s): Passed, exempt, or completed developmental course work for the CUNY Assessment Tests in Reading and Writing

Flexible Core: Creative Expression (Group C)

THA 5200 - Acting I: Fundamentals of Acting

3 Credit(s) / **3 hrs. Hours**

This class introduces students to the fundamental concepts of basic acting technique including actions, beat analysis, vocal techniques, emotional memory and physical awareness. Students will explore these concepts, as well as other theories and details associated with the Stanislavski acting system through lecture, readings, writing assignments and class discussion, as well as explore the actor's creative process through acting exercises and the rehearsal and presentation of scripted material.

THA 5300 - Acting II: Scene Study

3 Credit(s) / **4 hrs./2 hrs. lecture, 2 hrs. laboratory/week Hours**

Advanced classroom and laboratory furthers sensory awareness, memory and character study for role preparation. Basic vocal and body techniques explore the psychophysical actions, objectives and super objectives of characters. Acting theories studied are put into practice in scenes selected from modern plays and musicals.

Prerequisite(s): THA 5200

THA 5500 - Introduction to Technical Theatre

3 Credit(s) / 3 hrs. Hours

Introduction to scenery for live entertainment with special emphasis on the practice of scenic construction. Additionally, students will learn the basic skills that will allow them to function as productive members of the various crews that constitute a theatrical production. Backstage and Shop safety will be emphasized throughout.

THA 5600 - Fundamentals of Theatrical Lighting

3 Credit(s) / 3 hrs. Hours

Introduction to the technology and application of stage lighting, how to focus and hang various types of stage lighting fixtures, operate basic computer lighting consoles and work with lighting design paperwork. Student will apply the learned skills in productions when possible. Basic electricity and safety will be covered.

THA 5800 - Musical Theatre Performance

3 Credit(s) / 3 hrs. Hours

Introduction to the theories, techniques and practices of musical theatre performance. The development of appropriate musical, acting and movement skills in conceptualizing, preparing, and performing solos, duets, and ensembles. Individual, small group and ensemble performances culminating in final performances of selected material. Students will also develop additional material and compile an audition book.

Prerequisite(s): THA 5200

THA 6000 - Introduction to Costume and Make-Up

3 Credit(s) / 3 hrs. Hours

Through this course, students will learn the fundamentals of theatrical costuming and make-up for the stage. Students will gain skills in wardrobe supervision, costume management, wardrobe organization, alterations and repairs, make-up application, as well as basic sewing techniques necessary for the current entertainment industry. Students will learn the basic principles of costume design, as well as how to examine renderings and drawings for information regarding costume construction and make-up application.

THA 6300 - Basic Sound Technology

3 Credit(s) / 3 hrs. Hours

Basic principles and operation of sound equipment and the proper methods for using recording technology, microphones, amplifiers and mixers in relation to design productions for the stage, screen and airwaves. Analysis of equipment and methods of operation are applied in class, laboratory and in actual production.

THA 6500 - Scenic Design

3 Credit(s) / **3 hrs. Hours**

Fundamentals of visual design theory and aesthetics for theatrical scenery will be learned through the application of technical as well as conceptual solutions. Students will learn to evolve the design process through sketches, mechanical drafting, rendering and modeling techniques. Technology will also be integrated into course content with such elements as computer-aided drafting and design and digital projections.

THA 6700 - History of the American Musical Theatre

3 Credit(s) / **3 hrs. Hours**

Development of the Broadway musical theatre from European operetta and American jazz backgrounds to the present day. Emphasis is on the musical and theatrical traditions of this form as well as on the changing styles in music, staging, and production values.

Flexible Core: U.S. Experience in Its Diversity (Group B)

THA 6800 - History of the Theatre: Origins to Jacobean

3 Credit(s) / **3 hrs. Hours**

A survey of the history of the theatre from primitive origins to Jacobean times. Through the use of historical documents, to contemporary writings, and illustrations of architecture and costumes, the major periods of theatrical history covered are seen from an artistic and cultural point of view. Theatre as a cultural force set in its historical context is a major theme of this study. This course is recommended for students interested in liberal arts, fine arts, and those interested in a professional career.

Flexible Core: World Cultures and Global Issues (Group A)

Tourism and Hospitality

TAH 81XX - Independent Study

1-3 Credit(s) / **1-3 hrs. Hours**

Independent study of tourism and hospitality is developed individually between student and faculty member and must be approved by the Department

TAH 82XX - Topical/Pilot Course

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

TAH 100 - Introduction to Tourism and Hospitality

3 Credit(s) / **3 hrs. Hours**

Overview of the many and varied organizations and agencies that make up the tourism and hospitality industry, their roles and interrelationships. Topics include transportation, lodgings, restaurants, wholesale and retail operations, attractions, government owned parks and facilities, trade organizations, and governmental agencies.

TAH 200 - Destination Geography

3 Credit(s) / **3 hrs. Hours**

Destination development topics include: travel motivation, man-made and natural attractions, and activities in their geographic context, major tourism destination areas, and selling techniques used when counseling clients.

Prerequisite(s)/Corequisite(s): TAH 100

TAH 500 - Labor Relations and Customer Service Practices

3 Credit(s) / **3 hrs. Hours**

Labor and training topics within tourism and hospitality organizations. Terminology and best practices of the industry are explored. Relationship between employee and customer, and employee and management are examined. A survey of customer service techniques common to the industry is conducted.

Prerequisite(s)/Corequisite(s): TAH 100 or BA 1100

TAH 700 - Introduction to Sports Management

3 Credit(s) / **3 hrs. Hours**

Cross-Listed With: RPE 700

Overview of the organizations and agencies that comprise the sports industry and their roles and interrelationships. This is a foundation course that covers the history, ethics, diversity, management theories, laws, and operating procedures of sports management.

TAH 1200 - Tourism and Hospitality Entrepreneurship

3 Credit(s) / **3 hrs. Hours**

Introduction to the theories and concepts within the tourism and hospitality industries from an entrepreneurial perspective, including key determinants and their innovative impact on performance. The importance and impact of globalization is analyzed, and financial, marketing and legal strategies are explored. The tools needed to start one's own tourism and hospitality business are emphasized.

Prerequisite(s)/Corequisite(s): TAH 100

TAH 1500 - Cruises and Specialty Markets

3 Credit(s) / 3 hrs. Hours

Presents various specialty, niche travel markets to the student. These markets include: cruises, adventure tourism, heritage tourism, spa and fitness tourism, special interest sports tourism, gaming and casino operations.

Prerequisite(s)/Corequisite(s): TAH 100

TAH 1700 - Tourism Technology

3 Credit(s) / 4 hrs. Hours

Survey of critical technology components in tourism and aviation. Global Distribution Systems (GDS) and their application to each Industry through workplace simulations and online activities.

Prerequisite(s): TAH 100

TAH 1800 - Case Studies in Tourism and Hospitality

3 Credit(s) / 3 hrs. Hours

The case method is used to examine the various components of the tourism and hospitality industry. Each case contains details of actual operations that can be viewed from various perspectives in reaching solutions. Relevant technology and analytical tools are utilized throughout the course.

Prerequisite(s)/Corequisite(s): TAH 100

TAH 1900 - The Business of Tourism & Hospitality

3 Credit(s) / 3 hrs. Hours

Survey of critical business competencies and applied technology strategies to manage, market, create and promote tourism and hospitality products and services. Relevant reports and documents are prepared by students through simulated activities. Entrepreneurial activities are placed in a tourism and hospitality context.

Prerequisite(s)/Corequisite(s): TAH 100

TAH 2200 - Front Office Operations

3 Credit(s) / 3 hrs. Hours

Survey of front office operations within a hotel including front desk, reservations, customer service, night audit, marketing and human resources. Students master and apply critical skills and competencies for careers in the hospitality industry. Preparation for industry certification through the American Hotel and Lodging Association with the successful passing of the American Hotel and Lodging Association's Certified Front Desk Representative exam.

Prerequisite(s)/Corequisite(s): TAH 100

TAH 2500 - Tourism and Hospitality Marketing

3 Credit(s) / 3 hrs. Hours

Application of practical marketing techniques relating to the tourism and hospitality industries. Marketing mix, communications mix, customer relationship marketing and online marketing will be studied and a marketing plan typically found within small to mid-size businesses will be created.

Prerequisite(s): TAH 100

TAH 3000 - TAH Financial Decision-Making

3 Credit(s) / 3 hrs. Hours

This course provides students with a basic knowledge of tourism and hospitality industry financial decision-making skills. Students learn, and create, various business reports commonly found in the tourism and hospitality industries including income statements and balance sheets. Quantitative reasoning skills are gained through learning ratio analysis pricing, and forecasting within the context of running a tourism and hospitality related business.

Prerequisite(s): TAH 100

Prerequisite(s)/Corequisite(s): TAH 1900

TAH 4100 - Meeting and Convention Management

3 Credit(s) / 3 hrs. Hours

A focus on the principles and skills required for the management of the meetings and convention industry and the various aspects and skills involved in planning and managing meetings and conventions including: needs assessment, identifying meeting objectives, program developments, facility selection, negotiations, contracts, meeting and function space setup, promotion and publicity, budgeting, evaluation, unions and legal issues. Industry certification from Education Institute-American Hotel & Lodging Association (EL-AH&LA) is possible with a passing score on certification exam.

Prerequisite(s)/Corequisite(s): TAH 100

TAH 4300 - Event Catering Management

3 Credit(s) / 3 hrs. Hours

Introduction to the basic skills and competencies required for catering, food and beverage operations, and the opportunities and responsibilities of this sector of the hospitality and tourism industry.

Prerequisite(s): TAH 7100

TAH 4600 - Facilities Planning in Sports

3 Credit(s) / 3 hrs. Hours

Cross-Listed With: RPE 4600

The principles, guidelines and recommendations for planning, constructing, using and maintaining sports facilities.

TAH 5050 - Integrative Studies Seminar

1 Credit(s) / 2 hrs. Hours

This course serves as a place where students in learning communities can practice integration and application of thematic concepts explored in other courses in the Integrative Studies link.

TAH 5200 - Hotel Property Management Systems

3 Credit(s) / 3 hrs. Hours

Survey of hotel property management systems and their importance to hotel operations. Students obtain a basic understanding of these systems and their applications to the hotel industry through workplace simulations, role plays, and online activities. Opera, property management software, is primarily taught. Additional property management systems may be surveyed.

Prerequisite(s): TAH 100

TAH 5500 - Housekeeping Management

3 Credit(s) / 3 hrs. Hours

An application of housekeeping management theory and techniques. The importance of the housekeeping department and its role in hotel operations will be discussed from a management, employee, union, and hotel type perspective. Students will learn prevalent housekeeping management theories, and obtain the skills associated with operating a housekeeping department of a hotel. Preparation for industry certification through the American Hotel and Lodging Association with the successful passing of the American Hotel and Lodging Association's Certified Housekeeping Attendant exam.

Prerequisite(s): TAH 100

TAH 6500 - Airport and Aviation Security and Management

3 Credit(s) / 3 hrs. Hours

A broad survey of the air transportation industry and management functions within airline and airport operations. The characteristics, scope and economic significance of airports and air transportation including an analysis of threats and security are surveyed within the aviation industry. An examination of impacts of global aviation terrorism and governmental measures to combat loss of life and property and sample airport terminal security programs are presented for analysis.

Prerequisite(s): TAH 100

TAH 6600 - Cruise Line Marketing and Sales

3 Credit(s) / 3 hrs. Hours

Introduction to cruise line marketing, sales, strategies, technology, geography, safety and sustainability, and customer service practices, case studies and other simulated activities. Industry certification in the Associate Degree Cruise Program (ACD) from Cruise Lines International Associate (CLIA) and National Restaurant Association (NRA).

TAH 7100 - Introduction to Professional Food Service

3 Credit(s) / **3 hrs. Hours**

An introduction to the various components of the professional food service industry. Subjects will include the history, scope, classification, trends, food service management tools, customer service and basic quantitative reasoning as it relates to food services.

Prerequisite(s)/Corequisite(s): CA 990

TAH 9096 - The Virtual Enterprise

3 Credit(s) / **3 hrs. Hours**

Introduction to business operations of tourism, hospitality, aviation, international transportation, and the food service industries through the development operation of a simulated business environment. Utilizing technology, students trade products and services, and form decision-making teams that conceive, organize and operate business transactions.

TAH 9160 - Professional Portfolio

1 Credit(s) / **1 hr. Hours**

Will direct students in the preparation and assembly of a professional portfolio consisting of a career development package, research write-up and work samples. The portfolio will serve as a professional vitae for students in their internship fieldwork placement. A supervised practical experience evaluation completes the professional portfolio.

Prerequisite(s)/Corequisite(s): TAH 100

TAH 9250 - Field Experience in Tourism and Hospitality

3 Credit(s) / **9 hrs./8 hrs. in field plus 1 hr. on-campus seminar Hours**

This course provides students with experience in the Tourism and Hospitality industry by placing students into internships. Students will gain a comprehensive understanding of the business of tourism and hospitality. In addition, students learn how to be self-sufficient by learning the current approaches to job seeking. The course is a mixture of fieldwork, assignments, and workshops.

Prerequisite(s)/Corequisite(s): TAH 100

United States History

HIS 100 - The American Cities: An Introduction

3 Credit(s) / **3 hrs. Hours**

Through interdisciplinary exploration of primary and secondary sources, the development of American cities over the last four centuries is examined. The important role of cities in the nation's economy, politics, and culture as well as how different groups within cities fought to shape the urban space will be explored.

Flexible Core: U.S. Experience in Its Diversity (Group B)

HIS 1100 - American Civilization I

3 Credit(s) / 3 hrs. Hours

History of the American people from colonial times to the Civil War, includes: the birth and development of American society, the American Revolution, the rise of the common man, and conquest of the frontier, slavery and the Old South.

Flexible Core: U.S. Experience in Its Diversity (Group B)

HIS 1200 - American Civilization II

3 Credit(s) / 3 hrs. Hours

American people from the Civil War to the present includes: reuniting the country after the Civil War the role of Blacks in American society, growth of American business, immigration, the rise of the United States as a world power, and American Society in the 20th century.

Flexible Core: U.S. Experience in Its Diversity (Group B)

HIS 1500 - Era of the Civil War: 1828 to 1877

3 Credit(s) / 3 hrs. Hours

America, from the age of Jackson to Reconstruction, the growth of a national society, reform movements, the problem of slavery and race, sectionalism and nationalism, the Civil War and the triumph of American capitalism.

Flexible Core: Flexible Core: U.S. Experience in Its Diversity (Group B)

HIS 1700 - U.S. History in a Global Context: From the Colonial Period Through The Civil War

3 Credit(s) / 3 hrs. Hours

This course examines the period from the colonial period through the Civil War. It explores how U.S. history fits into the global context and investigates how such events and institutions as the American Revolution and American slavery can be better understood by examining them in a transnational historical context.

Flexible Core: U.S. Experience in Its Diversity (Group B)

HIS 1800 - U.S. History in a Global Context: From Reconstruction to Present

3 Credit(s) / 3 hrs. Hours

This course examines the period from 1865 to present. It explores how U.S. History fits into the global context and investigates how such events and historical phenomenon as American industrialization, progressivism, and race relations can be better understood by examining them in a transnational historical context.

Flexible Core: U.S. Experience in Its Diversity (Group B)

HIS 1900 - Civil Rights and Related Movements

3 Credit(s) / 3 hrs. Hours

This introductory course examines the 20th century struggle to include African Americans as full citizens and highlights the Civil Rights Movement's influence on Black Power, the Chicano movement, the United Farmworkers Movement, the American Indian Movement, the Women's Movement, and the LGBT Movement in the U.S., as well as international movements.

Flexible Core: U.S. Experience in Its Diversity (Group B)

HIS 2000 - The Immigrant in American Society

3 Credit(s) / 3 hrs. Hours

Changing immigration pattern from the 17th century to the present. Immigrants, their motives and ambitions (background, role in American society, and contributions to American life).

Flexible Core: U.S. Experience in Its Diversity (Group B)

HIS 2100 - Popular Culture in America

3 Credit(s) / 3 hrs. Hours

Development of sports, fads, and folklore in America including additional significant aspects of American society from the colonial era to the present.

Flexible Core: U.S. Experience in Its Diversity (Group B)

HIS 4100 - The Indian in American History

3 Credit(s) / 3 hrs. Hours

History of the American Indian from Columbus to the present. Indian culture, its place in Indian history, Indian-white conflict, and Indian problems in contemporary American society.

HIS 5000 - African-American History

3 Credit(s) / 3 hrs. Hours

Study of Black Americans within the context of American civilization. Their role in the growth of the nation is examined to understand their contributions, their problems and the attitudes of all Americans, black and white, on the issue of race.

Flexible Core: U.S. Experience in Its Diversity (Group B)

HIS 5900 - Modern America: 1920 to Present

3 Credit(s) / 3 hrs. Hours

Development of the United States from 1920 to the present. The Jazz Age, the Great Depression, the New Deal, World War II, the Cold War, the Civil Rights Revolution, and the protest movements of the 1960's.

Flexible Core: U.S. Experience in Its Diversity (Group B)

HIS 6200 - History of New York City

3 Credit(s) / 3 hrs. Hours

The history of the City of New York from its founding to the present. New York City's development, its history, its origin as a Dutch trading post, position in colonial culture and society, role in the American Revolution and the founding of the American Republic, growth as a great commercial, transportation, manufacturing, and banking center, citizens' attitude toward slavery and race relations, importance as the center of immigration, growth and expansion into neighboring communities, and its problems and difficulties as a modern megalopolis.

Flexible Core: U.S. Experience in Its Diversity (Group B)

HIS 6800 - Women in American History

3 Credit(s) / 3 hrs. Hours

Examination of the status of women in the United States from colonial times to the present, the European precedents for the treatment of American women, the attempts to alter women's opportunities and rights, and the nature of reform movements in America.

Flexible Core: U.S. Experience in Its Diversity (Group B)

HIS 6900 - American Jewish History

3 Credit(s) / 3 hrs. Hours

Study of Jews within the context of American History, with emphasis on the settlement of America as part of the Diasporic experience. The historical causes for the unique aspects of American Judaism, economic and geographical mobility, the Jewish labor movement, the radical intellectuals of the '30's, and contemporary issues.

World History

HIS 3100 - Europe: Napoleon to Hitler, 1789 to 1945

3 Credit(s) / 3 hrs. Hours

A social, cultural, political, and economic approach to the development of European civilization from the French Revolution to the 20th century. Emphasis is on industrialism, nationalism, imperialism, world wars, and totalitarianism.

Flexible Core: World Cultures and Global Issues (Group A)

HIS 3200 - Modern China

3 Credit(s) / 3 hrs. Hours

The reshaping of China and its revolutionary role in the modern world.

HIS 3300 - Africa: Past and Present

3 Credit(s) / **3 hrs. Hours**

The historical development of Africa with emphasis on the cultural interchange, colonialism and the nationalist revolts, new governments and the problem of modernization, conflicts of interest of the great powers, and 20th century nationalistic rivalries.

HIS 3400 - Military History

3 Credit(s) / **3 hrs. Hours**

Study of modern military history, the strategic, tactical, and technological factors relating to warfare including: classic warfare, the age of limited war, modern nationalism and total war, and modern guerrilla and contemporary warfare.

HIS 3600 - Europe in the Twentieth Century

3 Credit(s) / **3 hrs. Hours**

The transformation of European society in the 20th century. The political, military, economic and cultural factors as well as the social and technological changes which gave the 20th century its unique character.

Flexible Core: World Cultures and Global Issues (Group A)

HIS 3700 - The Middle East: World War I to the Present

3 Credit(s) / **3 hrs. Hours**

Analysis of the major political, social, religious, economic and cultural developments in the Near East: attempts of Islamic society to adjust to the Western way of life, the rise of nationalism, the emergence of the State of Israel and the role of oil in world diplomacy.

HIS 4200 - The Caribbean: 1492 to the Present

3 Credit(s) / **3 hrs. Hours**

Development of the Caribbean Islands from 1492 to the present, including pre-Columbian cultures, European colonization and rivalries, slavery, and the development of modern Caribbean culture.

HIS 4400 - The Nazi Holocaust

3 Credit(s) / **3 hrs. Hours**

The rise of Nazism and its legislative, political, and destructive machinery, the internal life of the Jew in the Ghettos and Concentration Camps, the Jewish Councils and Resistance movements, the attitude of the "Free World," the Allies, the Church, negotiations for rescue, the scope of the Final Solution, and the literature of the Holocaust.

Flexible Core: World Cultures and Global Issues (Group A)

HIS 5100 - The Ancient World

3 Credit(s) / **3 hrs. Hours**

Origins of civilization and the emergence of the great cultures of the Near East. The religious, social, economic, and political ideas and institutions of Egypt, Mesopotamia, the Hebrews, Greece, and Rome, which shaped Western civilization.

Flexible Core: World Cultures and Global Issues (Group A)

HIS 5200 - Europe in the Middle Ages: Politics, Culture and Society

3 Credit(s) / **3 hrs. Hours**

Study of ideas, institutions, and culture of European Civilization from Late Antiquity through the Middle Ages and Early Modern Period. Topics surveyed include the political and spiritual transformation of the Roman Empire, Medieval monarchy, religion, commerce, and everyday intellectual life, and the transition into the Early Modern period marked by the Renaissance, the Reformation, and commercial exploration

Flexible Core: World Cultures and Global Issues (Group A)

HIS 5300 - Russian History: 1860 to the Present

3 Credit(s) / **3 hrs. Hours**

Reform and revolution in Russia and the establishment of the Soviet regime, analysis and evaluation of the U.S.S.R. under its several leaders, the crises of Soviet society, the collapse of the Soviet Union and the aftermath.

Flexible Core: World Cultures and Global Issues (Group A)

HIS 5600 - Witchcraft-A Historical Study

3 Credit(s) / **3 hrs. Hours**

History of witchcraft from its beginning in the ancient Near East to the great witch-hunts in Europe and America and its decline in the age of skepticism, the 17th and 18th centuries.

HIS 5700 - Latin American History

3 Credit(s) / **3 hrs. Hours**

The development of Latin America from colonial times to the present, the intermingling of cultures, ideas, and the formation of a Latin American civilization.

HIS 6300 - History of Religion

3 Credit(s) / **3 hrs. Hours**

A survey of the historical development of the major religions in world civilizations, the ancient religions of Mesopotamia, Egypt, Persia, classical Greece and Rome, Christianity and Islam, and the religious traditions of India, China and Japan.

HIS 6400 - Modern Jewish History

3 Credit(s) / **3 hrs. Hours**

History of the Jewish people from the mid-17th century to the present. Topics include: the Messianic and Hassidic movements, enlightenment, emancipation and assimilation, the rise of new religious forms, the great migrations, nationalism, anti-Semitism, the growth of Hebrew and Yiddish literature, the emergence of Zionism and the establishment of the State of Israel.

HIS 6500 - Social Unrest and Revolution in Modern Times

3 Credit(s) / **3 hrs. Hours**

The ideological basis of industrialism, laissez-faire, doctrines of reform and transformation, the co-related movements in the 19th and 20th centuries. Topics include: emergence of post-democratic totalitarianism in Russia, Italy, and Germany, contemporary expressions of Socialism, Marxism, Leninism, and revisionist views of liberalism and democracy.

HIS 6600 - Introduction to Women's and Gender Studies

3 Credit(s) / **3 hrs. Hours**

This course, required for the Women's and Gender Studies Concentration, provides an interdisciplinary and multicultural introduction to the socio-political position of women, as well as to gender as an analytic category. The course examines the ways that gender intersects with race, class, age, ethnicity, religion, nationality, and sexual orientation to shape women's diverse experiences. Topics include: the history of women's movements in the U.S., transnational feminism, white privilege, women's sexuality and sex-positive feminism, the impact of media on gender roles, and issues for women in the workplace.

HIS 6700 - Jewish History: Post-Biblical Times to the Enlightenment

3 Credit(s) / **3 hrs. Hours**

High points of Jewish development from the Babylonian exile to the mid-17th century. Topics include: the role of the exile, Ezra and Nehemiah, the political, social and religious developments during the Second Commonwealth, the Talmud and its influence, the relationship with Christianity and Islam and the communal institutions developed in the various parts of the Diaspora.

HIS 7000 - Historical Geography

3 Credit(s) / **3 hrs. Hours**

Geographic sources, their interpretation and evaluation and development of student's geographical sense to gain greater insight and understanding in learning history, or any other liberal arts discipline. A survey of the history, methodology and various theoretical approaches to geography, practical training in map-reading skills, interpretation and library organization and utilization.

Flexible Core: World Cultures and Global Issues (Group A)

History

HIS 81XX - Independent Study

1-3 Credit(s) / **1-3 hrs. Hours**

Independent study of history is developed individually between student and faculty member and must be approved by the Department. Course content will determine if the course is deemed as United States History or World History.

HIS 82XX - Topical/Pilot Course

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters. Course content will determine if the course is deemed as United States History or World History.

Yiddish

YD 82XX - Topical/Pilot Course

1-3 Credit(s) / **1-3 hrs. Hours**

This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

YD 3000 - Yiddish Literature in Translation

3 Credit(s) / **3 hrs. Hours**

The emergence of Yiddish writers in the modern world. Emphasis is on the main literary personalities and their major contributions. Designed for non-Yiddish speaking students.

All readings and discussions are in English.

Prerequisite(s): ENG 1200

Flexible Core: Creative Expression (Group C)

Faculty and Instructional Staff

Administrative Officers

Claudia V. Schrader

President, B.A., M.A., Ed.M., Ed.D.

Joanne Russell

Vice President for Academic Affairs and Provost, B.S., Ph.D.

Elizabeth Basile

Vice President for Institutional Advancement, A.A., B.A., M.S., Ed.D.

Peter M. Cohen

Vice President for Student Affairs, B.A., M.S.W.

Reza Fakhari

Vice President for Workforce Development and Strategic Community Partnerships, B.A., M.A., Ph.D.

Richard Fox

Vice President for Institutional Effectiveness, B.A., M.A., Ph.D.

Thomas Friebel

Vice President for Enrollment Management and Communications, B.A.

Eduardo Rios

Vice President for Finance and Administration, A.A.S., B.A.

Anthony Corazza

Assistant Vice President for Facilities Planning and Operations, B.S.

Asif Hussain

Assistant Vice President for Information Technology, B.S., M.S.

Christine Beckner

Dean of Continuing Education, A.A.S., B.A.

Sharon Warren Cook

Dean of Curriculum, Instruction, and Assessment, B.A., M.S.W., Ph.D.

Catherine Leaker

Dean of Faculty, B.A., M.A., Ph.D.

Brian Mitra

Dean of Student Affairs, B. S ., M.A., Ed.D.

Tasheka Sutton-Young

Executive Chief of Staff, B.A., M.A., Ed.D.

Faculty and Instructional Staff

John L. Aaron, Higher Education Officer, Director of Marketing, Advertising, and College Relations
B.A., Hunter College, M.A., New York University

Sonia Abounaoum, Senior College Laboratory Technician, Tourism and Hospitality

Annery Abreu, Higher Education Assistant, Registrar Specialist, Enrollment Management
B.S., York College, M.S., Brooklyn College

John Acevedo, Senior College Laboratory Technician, Biological Sciences
A.S., Kingsborough Community College

John Acosta, Associate Professor, Communications & Performing Arts
B.A., Hunter College, M.F.A., Brooklyn College

Meghan Mayo Adam, Higher Education Assistant, Academic ASAP Student Advisor
B.A., Gonzaga University, M.A., Loyola University

James Ahern, Assistant Professor, Nursing
B.S., M.S., Wagner College

Gregory Aizin, Professor, Physical Sciences
M.S. Belarussian State University, Ph.D., Russian Academy of Sciences

Victoria Ajibade, Higher Education Officer, Chief Diversity Officer
B.A., Stony Brook University, SUNY, J.D., Touro College

Stephanie Akunvabey, Higher Education Officer, Academic Affairs Director, Academic Affairs
B.A., Agnes Scott College, M.A., Ph.D., New York University

Mariya Albert, Assistant to Higher Education Officer, Finance Coordinator, Bursar
B.B.A., Baruch College

Anthony C. Alessandrini, Professor, English
B.A., Fairleigh Dickinson University, M.A., Columbia University, Ph.D., Rutgers University

Karl Alexandre, Higher Education Assistant, Academic College Discovery Student Support Specialist, Student Affairs
B.A., Medgar Evers College, M.A., Queens College

Janice Allen, Higher Education Assistant, Administrative Specialist, Academic Scheduling/Evening Studies
A.A.S., B.B.A., Pace University

Gordon Alley-Young, Professor and Chairperson, Communications & Performing Arts
B.A., University College of Cape Breton, M.A., M.A.L.S., University of Maine, Ph.D., Southern Illinois University

Bibi Ally, Higher Education Assistant, Finance Budget Specialist
B.S., York College

Vanessa Almonte, Higher Education Associate, Financial Aid Manager
B.B.A., Baruch College, M.P.A., John Jay College of Criminal Justice

Gina Sophia Altieri, Higher Education Assistant, History, Philosophy & Political Science
A.A., B.A., New York University, Ed.D., University of Pennsylvania

Jessica Altomonte, Assistant to Higher Education Officer, Administrative Coordinator, Math and Computer Sciences
B.S., St. Francis College

Irene Altreche, Assistant to Higher Education Officer, Enrollment Registrar Coordinator
A.S., B.S., Touro College

Priscilla Alvarez, Assistant to Higher Education Officer, Student Life Childcare Center Assistant Teacher
B.A., Hunter College

Steven Amarnick, Professor, English
B.A., Brown University, M.A., Ph.D., Rutgers University

Deborah Anderson, Lecturer, English
B.A., M.F.A., University of North Carolina – Wilmington

Anthony Andrews, Higher Education Officer, Director of Government Relations, Instructor, History, Philosophy & Political Science
B.A., American University, M.A., University of Westminster, United Kingdom

Susan Aranoff, Professor, Business
B.A., Barnard College, Ph.D., Columbia University

Carlos Arguelles, Associate Professor, Library
B.A., La Salle University, M.L.S., Long Island University, M.B.A., New York Institute of Technology

Laura Armour, College Laboratory Technician, Access-Ability Center
A.A., Kingsborough Community College

Stephen Armstrong, Associate Professor, English
B.A., University of California, Berkeley, M.A., SUNY Stony Brook University, SUNY, Ph.D., CUNY Graduate Center

Alyssa Arnold, Substitute Assistant to Higher Education Officer, Administrative Coordinator, Academic Affairs
B.A., Colgate University

Santaro Ashizawa, Assistant Professor, Nursing
B.Economics., Aoyama Gakuin University, M.A., City College

Anne Babette Audant, Assistant Professor, Tourism & Hospitality, Director, Center for Economic and Workforce Development
A.O.S., Culinary Institute of America, B.A., Wesleyan University, M.P.A., Baruch College, Ph.D., CUNY Graduate Center

Latoya Aultman, Assistant to Higher Education Officer, Academic Advisor, Liberal Arts
A.A., Borough of Manhattan Community College, B.A., Mount Holyoke College

Grace Axler-Diperte, Assistant Professor, Biological Sciences
B.S., Rensselaer Polytechnic Institute, Ph.D., New York University

Igor Balsim, Professor, Mathematics & Computer Science
B.A., Yeshiva University, M.S., New York University, Ph.D., CUNY Graduate Center

Homar Barcena, Associate Professor, Physical Sciences
B.S., College of New Jersey, M.S., Ph.D., New York University

Bryant Barksdale, Assistant to Higher Education Officer, ASAP Recruitment Coordinator,
A.A., Fulton Montgomery Community College, B.A., M.S. SUNY Albany, M.S. Ed.d Concordia University

Carlene Barnaby, Assistant Professor, History, Philosophy & Political Sciences
A.A.S., Kingsborough Community College, B.A., M.A., John Jay College of Criminal Justice

Michael G. Barnhart, Professor and Chairperson, History, Philosophy & Political Sciences
B.A., Haverford College, Ph.D., Temple University

Elizabeth Barreras, Higher Education Assistant, Facilities Coordinator, Campus Facilities
B.A., Brooklyn College

Maria Bartolomeo-Maida, Assistant Professor, Behavioral Sciences & Human Services
B.A., Stony Brook University, SUNY, M.S., Fordham University, Ph.D., Seton Hall University

Velma Barton, Higher Education Assistant, Admissions Specialist
A.A., Borough of Manhattan Community College, B.A., The City College of New York

Elizabeth Basile, Vice President for College Advancement
A.A., B.A., M.S., The College of Staten Island, M.S., St. John's University, Ed.D., Rutgers University

Sylviane Baumflek, Lecturer, English
B.A., Brooklyn College, M.A., Columbia University

Avri Beard, Lecturer, Behavioral Sciences
B.A., Rutgers University, M.A., University of Texas, Austin

Sarah Beck, Higher Education Assistant, ASAP Student Advisor, ASAP
B.A., Pacific Lutheran University, M.F.A., City College

Anna Becker, Higher Education Officer, Performing Arts Center Director

Christine Beckner, Dean of Continuing Education
A.A.S., Kingsborough Community College, B.A., M.A., Brooklyn College

Ana Belenki, College Laboratory Technician, Art
B.F.A., NYSCC, Alfred University, M.F.A., Louisiana State University

Margaret Belizaire, Higher Education Associate, Administrative Manager
A.A.S., Kingsborough Community College, B.A., York College

Marilyn Bellantuono, Higher Education Assistant, Administrative Assistant, Bursar's Office
B.S., St. John's University

Tamara Bellomo, Associate Professor, Nursing
B.S., M.S., Wagner College

Gabriel Bennett, Assistant Professor, Art
B.F.A., University of Central Arkansas, M.F.A., Virginia Commonwealth University

Tsubasa Berg, Assistant to Higher Education Officer, IT Academic Applications Coordinator, KCATT, Academic Programs
B.A., California State University

Deborah Berhanu, Associate Professor, Physical Sciences DEUG Life Sciences, Universite Jean Monnet, Saint-Etienne, France, B.S., University Claude Bernard, France, Ph.D., University of Manchester, UK

Anna Betancourt, Higher Education Associate, Assistant Director of Collaborative Programs
A.A.S., Kingsborough Community College, B.A., College of Staten Island

Alison Better, Associate Professor, Behavioral Sciences & Human Services
B.A., Skidmore College, M.A., Ph.D., Brandeis University

Linda Biancorosso, *Higher Education Officer, Director, Institutional Research*
A.A.S., Kingsborough Community College, B.S., Brooklyn College

Michelle Billies, *Assistant Professor, Behavioral Sciences & Human Services*
B.A., University of Michigan at Ann Arbor, M.S.W., Columbia University School of Social Work

Diane Bilyk, *Assistant to Higher Education Officer, Tutoring Coordinator*
A.A.S., Kingsborough Community College, B.S., Brooklyn College

Karolina Bizik, *Higher Education Officer, Director of Continuing Education Programs*
B.S., St. John's University, M.A., Adelphi University

Robert Blaisdell, *Professor, English*
B.A., M.A., Ph.D., University of California, Santa Barbara

Julie Block-Rosen, *Higher Education Officer, Legal Counsel, Office of the President*
B.A., Stony Brook University, SUNY, J.D., St. John's University School of Law

Natasha Boatswain, *Assistant to Higher Education Officer, Enrollment Registrar Coordinator, Registrar's Office*
A.A.S., Kingsborough Community College, B.S., The City College of New York

Beric Boran, *Instructor, History, Philosophy & Political Science*
B.A., University of Split, Croatia, M.A., University of Ljubljana, Slovenia, M. Phil., CUNY Graduate Center

Anthony Borgese, *Professor and Chairperson, Tourism & Hospitality*
A.A.S., Kingsborough Community College, B.A., Brooklyn College, M.B.A., Baruch College, D.S.M., United States Sports Academy

Kirt Bowen, *Assistant Professor, Nursing*
A.A.S., LaGuardia Community College, B.S., Touro College, M.P.A., Metropolitan College of New York

Heather Bowles, *Assistant to Higher Education Officer, Administrative Coordinator, Human Resources*
B.S., Brooklyn College

Keston Boyce, *Higher Education Assistant, ASAP Student Advisor, ASAP*
B.S., Medgar Evers College, M.A., Brooklyn College

Michele Bracco, *Lecturer, Health, Physical Education & Recreation*
B.A., St. Joseph's College, M.A., New York University

Sara Bradwisch, *Associate Professor, Nursing*
B.S.N., Mount Saint Vincent Mary College, M.S.N., Long Island University, C.W. Post Campus

Jaqueline Brady, *Associate Professor, English*
B.A., M.A., Catholic University, M.A., Ph.D., New York University

Loretta Brancaccio-Taras, *Professor, Biological Sciences*
B.S., M.S., M. Phil., Ph.D., St. John's University

Shawna Brandle, *Associate Professor, History, Philosophy & Political Sciences*
B.S.F.S., Georgetown University, M.A., Brooklyn College, M. Phil., CUNY Graduate Center

Megan Brandow-Faller, *Associate Professor, History, Philosophy and Political Sciences*
B.A., College of William and Mary, M.A., Ph.D., Georgetown University

Natalia Bredikhina, *Higher Education Officer, Academic ESL Program Director, ESL Programs, Continuing Education*
A.A.S., Kingsborough Community College, B.A., M.A., Sverdlovsk Institute of National Economics, M.A., Brooklyn College

Brian Brennan, Jr., *Higher Education Associate, Human Resources Diversity Program Manager*
B.P.S., Audrey Cohen College

Donna Brigando, *Higher Education Assistant, Academic Advising Specialist, Department of Mathematics and Computer Science*
A.A.S., Kingsborough Community College, B.A., Brooklyn College

Lesley Broder, *Associate Professor, English*
B.A., Long Island University, C.W. Post Campus, M.A., Teachers College, Columbia University, Ph.D., Stony Brook University, SUNY

Victor Broder, *Senior College Laboratory Technician, Biological Sciences*
A.A.S., New York University, A.S., Kingsborough Community College, B.A., Brooklyn College

Evrick Brown, *Assistant Professor, Behavioral Sciences & Human Services*
B.A., M.A., Brooklyn College, Ph.D., University at Albany, SUNY

Heather Brown, *Higher Education Officer, Student Life Childcare Center Director*
A.S., B.S., M.S.Ed., St John's University

Uriah Brown, *Higher Education Assistant, ASAP Student Advisor, ASAP*
B.B.A., M.A., Brooklyn College

Domenick Brucculeri, *Higher Education Assistant, Collaborative Programs*
B.S., M.P.A., John Jay College of Criminal Justice

Rosemary Bufano, *Lecturer, Tourism & Hospitality*
B.A., Queens College

Samantha Burkett, *Assistant to Higher Education Officer, Student Life Child Center Assistant Teacher*
B.S., Molloy College

Tian Cai, *Lecturer, Mathematics & Computer Science*
B.A., Pace University, M.S., New York University

Scott Cally, *Associate Professor, Communications & Performing Arts*
B.A., Lafayette College, M.F.A., University of Florida

Eulalee Cambridge, *Senior College Laboratory Technician, Biological Sciences*
A.A.S., Bronx Community College, B.S., New York University

James Capozzi, *Director of Public Safety*
B.S., J.D., St. John's University

Susan Carpenter, *Associate Professor, Behavioral Sciences and Human Services*
B.A., University of New Castle upon Tyne, U.K., M.F.A., University of New Castle upon Tyne, U.K., Post Graduate Certificate, University of London, Goldsmiths College, U.K., M.S., Lehman College, Ph.D., Australian National University, Canberra, Australia

Madalena Carrozzo, *Higher Education Associate, Enrollment Registrar Manager, Registrar*
B.A., Brooklyn College

Seanna Carter, *Assistant to Higher Education Officer, Enrollment Registrar Coordinator, Academic Scheduling* B.A., CUNY Baccalaureate Program

Cesar Castope, *Lecturer, Business*
B.A., B.S., M.A., Hunter College

Marie Caty, Higher Education Officer, Academic ASAP Program Director
B.A., M.A., Brooklyn College

Lenel J. Caze, Assistant Professor, Nursing
B.A., Université d'Etat d'Haiti, B.S., SUNY Empire State College

Krista Cerderstrom, Assistant to Higher Education Officer, Academic Advisor, Freshman Services
B.A., Muhlenberg College, M.A. Brooklyn College

Tony Ceselka, College Laboratory Technician, Academic Computing
A.A.S., Kingsborough Community College

Kar Chan, Higher Education Assistant, HRIS Specialist, Human Resources
B.A., CUNY School of Professional Studies

Christopher Chapman, Associate Professor, History, Philosophy & Political Science
A.A., Union County College, B.S., New Jersey City University, M.S., Boston University, Ph.D., North Central University

Kathryn Chapman, Lecturer Doctoral Schedule, Physical Sciences
B.A., University of Pennsylvania, M.S., Ph.D., New York University

Mabel Chee, Higher Education Office, Director of Development
B.A., Cornell University, M.P.A., Baruch College

Claudius Christopher, Higher Education Assistant, Financial Aid Specialist, Default Manager
B.A., Lehman College

Wendy Chu, Assistant Professor, Library
B.A., Barnard College, M.B.A., Baruch College, M.L.S., Queens College

Valeriya Chulskaya, Senior College Laboratory Technician, Communications and Performing Arts
A.A.S., Kingsborough Community College, B.A., Brooklyn College

Lucille Cichminski, Associate Professor, Nursing
A.A.S., B.S.N., College of Staten Island, M.S.N., Hunter College

Robert Cincinnati, Assistant to Higher Education Officer, ASAP Program Coordinator, Academic Affairs
A.A.S., Kingsborough Community College, B.A., New York City College of Technology

Jessica Cinelli, Assistant to Higher Education Officer, Administrative Coordinator, Center for Economic and Workforce Development
B.A., University of Vermont

Jennifer Clapp, Higher Education Assistant, Student Life Childcare Center Specialist
B.S., Brooklyn College, M.A., Touro College

Regina Clarke, Assistant to Higher Education Officer, Enrollment Registrar Coordinator, Registrar
B.A., John Jay College of Criminal Justice

Zuleika Clarke, Higher Education Officer, Director STEM & Math Development Initiatives
B.A., M.A., Brooklyn College

Audrey Cohen, Professor, Business
B.A., Radcliffe College, M.B.A., DBA, Harvard Business School

Peter Cohen, Vice President for Student Affairs
B.A., M.S.W., New York University

Daniel Collins, *Lecturer, Mathematics and Computer Science*
B.A., M.A., *University of Maine*

Christina Paulette Colon, *Associate Professor, Biological Sciences*
B.A., *Drew University*, M.A., *New York University*, Ph.D., *Fordham University*

Joseph Consolo, *Lecturer, Business*
A.A., *Kingsborough Community College*, B.A., *New York University*, M.A., *New School for Social Research*

Donna Contreras, *Assistant to Higher Education Officer, Enrollment Coordinator, Enrollment Management*
A.A., *Kingsborough Community College*, B.A., *Brooklyn College*

George Contreras, *Associate Professor, Nursing*
B.A., *New York University*, M.S., *Iona College*, M.P.H., *Hunter College*

Sharon Warren Cook, *Dean of Curriculum, Instruction, and Assessment*
B.A., *North Carolina Central University*, M.S.W., Ph.D., *University of North Carolina*

Chrystal Cooper, *Higher Education Assistant, Transfer Academic Senior Advisor*
B.B.A., *Berkley College*

David Cooper, *Higher Education Associate, Enrollment Registrar Manager, Enrollment Management*
B.A., *Brooklyn College*

Anthony Corazza, *Assistant Vice President for Facilities Planning and Operations*
B.S., *St. John's University*

Jessica Corbin, *Lecturer, Communications and Performing Arts*
B.M., *Duquesne University*, M.M., *Indiana University*

Jennifer Corby, *Assistant Professor, History, Philosophy, and Political Science*
B.A., *University of North Texas*, M.A., M.Phil., Ph.D., *CUNY Graduate Center*

David Costello, *Lecturer, Communications & Performing Arts*
B.A., *McGill University*

Kaleeba Coulter-Moore, *Higher Education Assistant, Early College School Liaison*
B.A., M.A., *Queens College*

Robert Cowan, *Professor, English*
B.A., *University of Massachusetts, Amherst*, M.A., Ph.D., *CUNY Graduate Center*

Nareida Crandall, *Higher Education Assistant, Academic Advisor, College Discovery Program*
A.A.S., *Medgar Evers College*, B.A., *Empire State College*, M.S., *Long Island University*

Celeste Creegan, *Higher Education Officer, Environmental Health and Safety Director*
A.A.S., *Brookdale Community College*, B.A., *New York University*, M.P.H., *CUNY School of Public Health at Hunter College*

Maureen Dorgan Crowley, *Higher Education Assistant, Nursing*
A.A., *Queensborough Community College*, A.A.S., *Catholic Medical Center School of Nursing*, B.A., *Queens College*

Jeanette Cruz, *Higher Education Associate, Student Psychological Counselor, Counseling Center* B.A., *The City College of New York*, M.S.W., *Fordham University*

Martha Clark Cummings, *Associate Professor, English*
B.A., *New York University*, M.A., Ed.M., Ed.D., *Teachers College, Columbia University*

Victor Cubero, Jr., Higher Education Assistant, ASAP Student Advisor, ASAP
B.A., SUNY Albany, M.A., New York University

Jacek Czarnecki, Assistant Professor, History, Philosophy & Political Science
B.A., Hunter College, M.A., Brooklyn College, D.A., St. John's University

Danielle Da Costa, Higher Education Assistant, Academic ASAP Student Advisor
B.A., St. Francis College, Ed.M, Teachers College, Columbia University

Patricia D'Agosta, Higher Education Associate, Continuing Education Manager
A.A., Kingsborough Community College, B.A., CUNY Baccalaureate Program at Brooklyn College

Mark D'Alessandro, Assistant Professor, Director, Culinary Arts Program, Tourism and Hospitality
A.A., Cincinnati State Technical and Community College, B.S., Florida International University, M.A., New York University

Maureen C. Daly, Higher Education Officer, Administrative Officer, Finance and Administration
A.A.S., Kingsborough Community College, B.B.A., Hofstra University, M.S.Ed., Baruch College

Jadzia Dalziel, Assistant to Higher Education Officer, Administrative Coordinator, Student Life
A.A.S., B.S., New York City College of Technology

Keshia Daniel, Higher Education Assistant, Academic ASAP Student Advisor
B.S., M.S., SUNY Buffalo State

Michael Danza, College Laboratory Technician, Physical Sciences
A.S., Kingsborough Community College, B.A., Queens College

Michelle Davidowitz, Assistant Professor, Business
B.A., Queens College, M.B.A., Baruch College

Aleksandr Davydov, Assistant Professor, Mathematics & Computer Science
M.S., Samarkand State University, Russia, Ph.D., Ural State University, Russia

Mary Dawson, Professor and Chairperson, Biological Sciences
B.S., Brooklyn College, Ph.D., SUNY Health Science Center at Brooklyn

Carlos de Cuba, Assistant Professor, Communications and Performing Arts
B.A., SUNY College at Oswego, M.A., Ph.D., Stony Brook, SUNY

Luz Martin del Campo, Higher Education Assistant, Academic Program Coordinator, Honors
Ph.D., University of Florida

Ann M. Del Principe, Associate Professor, English
B.A., Marquette University, M.A., University of Wisconsin at Madison, Ph.D., New York University

Erika Delacruz-Cabrera, Higher Education Officer, Academic Program Director, Collaborative Programs
A.S., B.S., John Jay College of Criminal Justice

Lisa DeLange, Lecturer, Tourism and Hospitality,
B.A., Barnard College, Columbia University, A.O.S., The Culinary Institute of America, B.S., Florida International University,
M.A., New York University, M.L.S., Queens College

Jodie Delsol, Assistant to Higher Education Officer, Office of the Vice President for Student Affairs/STEM
B.S., Hunter College, M.A., Brooklyn College

Kristin Derimanova, Assistant Professor and Chairperson, Art
A.A.S., Mohawk Valley Community College, B.F.A., M.F.A., University of Saints Cyril and Methodius, Veliko, Turnovo, Bulgaria

John Descarfino, Associate Professor, Art

B.F.A., St. Thomas Aquinas College School of Visual Arts, M.F.A., Hunter College

Emral Devany, Assistant Professor, Biological Sciences

B.S., Middle East Technical University, M.A., CUNY Graduate Center Ph.D., CUNY Graduate Center and at Hunter College

Christian Calienes Deza, Higher Education Associate, Institutional Research Manager

B.A., Fairfield University, M.A., Pennsylvania State University, Ph.D., CUNY Graduate Center

Morris Didia, Lecturer, Business

B.A., Brooklyn College

Elizabeth Dill, Associate Professor, English

B.A., Wells College, M.A., Ph.D., State University of New York at Buffalo, SUNY

Sarah Dillon, Assistant Professor, Art

B.A., DePaul University, M.A., Syracuse University, Ph.D., CUNY Graduate Center

Vickie DiMartino, Higher Education Associate, Associate Director, Continuing Education & CEWD

B.A., M.A., College of Staten Island

Renata Dimitrova, Higher Education Assistant, Enrollment Bursar Coordinator, Bursar

B.S., Touro College

Alfred Dolich, Associate Professor, Mathematics & Computer Science

B.A., University of Pennsylvania, M.A., Columbia University, Ph.D., University of Maryland

Naxielly Dominguez, Lecturer, Tourism & Hospitality

B.A., Universidad Regional del Sureste, Mexico

Suzette Nicole Dove, Higher Education Assistant, Assistant to Budget Director

A.A., Kingsborough Community College, B.S., Brooklyn College

Mickie Driscoll, Associate Administrator, Executive Director, Human Resources and Labor Designee

A.A.S., Kingsborough Community College, B.S., Regents College, The State University of New York

Damali Dublin, Higher Education Officer, Student Life Director for Student Conduct

B.B.A., M.S.Ed., Baruch College

Mark Eaton, Assistant Professor, Library

B.A., McGill University, M.I.S., University of Toronto, M.A., Queen's University, Canada

Thomas Eaton, Assistant Professor, Art

B.A., Pennsylvania State University, M.F.A., Lehman College

Kevin Echols, Assistant Professor, Co-Director Community Health, Health, Physical Education & Recreation

B.S., Tennessee State University, M.A., Clark Atlanta University

Abraham Edelheit, Assistant Professor, History, Philosophy & Political Sciences

B.A., M.A., Yeshiva University, M.A., Brandeis University, Ph.D., CUNY Graduate Center

MaryAnn Edelman, Professor, Nursing

A.A.S., B.A., M.S., College of Staten Island

Shrandra Edmeade, Higher Education Assistant, ASAP Student Advisor

B.S., Brooklyn College, M.S.Ed., Hunter College

Susan Ednie, Lecturer, Behavioral Sciences & Human Services

B.A., University of Rhode Island, M.A., Boston University, M.S.W., Fordham University

Hanane Elabid, Higher Education Assistant, Senior Academic Advisor, Freshman Services

A.A.S., Kingsborough Community College, B.B.A., Baruch College, M.S.Ed., Brooklyn College, Ed.D., Grand Canyon University

Hattie Elmore, Higher Education Associate, Student Support Manager, Single Stop, Enrollment Management

A.A.S., LaGuardia Community College, B.A., John Jay College of Criminal Justice

Andres Escobar, Executive Director, Finance and Business Associate Administration, Business Management

B.S., Baruch College, B.S., M.S., College of Staten Island

Elroy Esdaille, Lecturer, English B.A.,

M.A., Brooklyn College

Maureen Fadem, Associate Professor, English

B.A., Arcadia University, M.A., Queens College, Ph.D., CUNY Graduate Center

Barbara Fairweather, Higher Education Associate, Academic Affairs, Administrative Manager

B.B.A., Adelphi University

M. Reza Fakhari, Vice President for Workforce Development and Strategic Community Partnerships, Professor, History, Philosophy & Political Sciences

B.A., Winona State University, M.A., Ph.D., New School University

Danielle Falloon - Blake, Assistant to Higher Education Office, Freshman Academic Advisor,

A.A.S., Kingsborough Community College, B.TECH., New York City College of Technology

Janice Farley, Professor, Art

B.A., Marymount College, M.F.A., Pratt Institute

Azure N. Faucette, Assistant Professor, Biological Sciences

B.A., M.S., Tuskegee University, Ph.D., Texas A&M

Elie Feder, Professor, Mathematics & Computer Science

B.A., M.A., Queens College, Ph.D., CUNY Graduate Center

Joseph Felser, Associate Professor, History, Philosophy & Political Sciences

B.A., Boston University, M.A., Ph.D., University of Chicago

Eileen Ferretti, Associate Professor and Chairperson, English

B.A., Brooklyn College, M.A., Queens College, M. Philosophy, Ph.D., CUNY Graduate Center

Christine Fey, Lecturer, Director of Exercise Science/Personal Training Health, Physical Education & Recreation

B.S., M.S., California State University

Carmel Ficorelli, Professor, Nursing

B.S., M.S./F.N.P., SUNY Downstate Medical Center

Mary Lou Fierle, Lecturer, Health, Physical Education and Recreation

B.A., State University College at Potsdam, SUNY, M.A., New York University

Monica Filimon, Associate Professor, English

B.A., University of Craiova, Craiova, Romania, M.A., University of Bucharest, Bucharest, Romania, M.A., CUNY Graduate Center, Ph.D., Rutgers University

Amy Finkelstein, *Higher Education Assistant, Human Resources Specialist*
A.A., Kingsborough Community College, B.A., College of Staten Island

Peter Fiume, *Professor, Behavioral Sciences & Human Services*
A.A.S., Kingsborough Community College, B.A., Columbia University, M. Div., Union Theological Seminary, Ed.D., Columbia University, Teachers College

Quincy Flowers, *Assistant Professor, English*
B.A., Kennesaw State University, M.A., New York University, Ph.D., University of Houston

Richard Fox, *Vice President for Institutional Effectiveness*
B.A., Hunter College, M.A., University of Nebraska, Ph.D., State University of New York at Buffalo

Kirk Francis, *Substitute Higher Education Assistant, Academic Program Specialist, Fatherhood Academy*
B.S., City College, M.S.W., Rutgers University

Juan Franquiz, *Lecturer, Health, Physical Education and Recreation*
B.S., Long Island University, M.A., New York University

Lea Fridman, *Professor, English*
B.A., M. Philosophy, Yeshiva University, Ph.D., CUNY Graduate Center

Ilna Fridson, *Higher Education Associate, Counselor, Student Development*
B.S., Moscow State Pedagogical University, M.S.W., Adelphi University

Thomas Friebe, *Vice President for Enrollment Management*
B.A., Hofstra University

Shoshana Friedman, *Associate Professor, Mathematics & Computer Science*
B.A., Brooklyn College, Ph.D., CUNY Graduate Center

Jenny Frimpong, *Assistant to Higher Education Officer, ASAP Recruitment Coordinator*
M.S., Mercy College

Richard Fruscione, *Associate Professor, Nursing*
B.A., Wagner College

Julia Furay, *Assistant Professor, Library*
B.J., University of Missouri, M.A., University College Dublin, M.L.S., Queens College

Esther Gabay, *Lecturer, English*
B.A., College of Staten Island

Roberto Garcia, *Higher Education Assistant, ASAP Student Advisor, Academic Affairs/ASAP*
B.S., Touro College

Paul Garey, *Senior College Laboratory Technician, Tourism and Hospitality*
B.A.S., Johnson & Wales University

Libby Garland, *Associate Professor, History*
B.A., Yale University, M.A., Ph.D., University of Michigan

Kate Garretson, *Professor, English*
B.A., Vassar College, M.A., M. Phil., Yale University, Ph.D., New York University

Matthew Gartner, *Associate Professor, English*
B.A., Williams College, Ph.D., CUNY Graduate Center

Barbara Ann Gattullo, Professor and Deputy Chairperson for Clinical Affiliations, Nursing
A.A.S., College of Staten Island, B.S.N., M.S.N., Hunter College

Kevin Gayle, Higher Education Assistant, Academic Student Support Counselor, College Discovery
B.S., Stony Brook University, SUNY, M.S.W., Long Island University

Anna Geller-Koplan, Lecturer, Workforce Development and Strategic Community Partnerships
B.S., Brooklyn College, M.B.A., Pace University

Joel George, Higher Education Assistant, Financial Aid Specialist
B.B.A., Baruch College

Ronald Gerwin, Professor, Health, Physical Education & Recreation
B.S., Brooklyn College, M.Ed., Temple University, Ed.D., Teachers College, Columbia University

Robert Gevertzman, Higher Education Associate, Financial Aid Manager
A.A.S., Kingsborough Community College, A.A.S., New York City Technical College, B.S., Empire State College, SUNY

Kathryn Giaimo, Higher Education Associate, Development Corporate & Foundation Relations Manager, College Advancement
B.A., University of Minnesota, M.A., New York University

Nicolas Giampetruzzi, Higher Education Assistant, Student LEADS Support Specialist, Student Affairs
B.A., M.S., Long Island University

Sherrye Glaser, Associate Professor, Biological Sciences
B.S., Ph.D., Stony Brook University

Gail Glass-Malley, Higher Education Associate, Student Psychological Counselor, Access-Ability Services
B.A., Stony Brook University, SUNY, M.S.Ed., Brooklyn College

Laura Glazier-Smith, Higher Education Officer, Alumni Relations Director, College Advancement
A.S., Kingsborough Community College, B.A., M.B.A., Baruch College

David Goldberg, Assistant Professor, Tourism & Hospitality
B.A., M.A., The City College of New York

Michael Goldstein, Higher Education Officer, Enrollment Management
B.A., Bennington College, J.D., CUNY School of Law

Karlene Gooding, Lecturer, English,
A.A., Borough of Manhattan Community College, B.A., Brooklyn College

Rosemarie Goodridge, Assistant to Higher Education Officer, Human Resources Coordinator, Human Resources
M.A., Brooklyn College

Morika Gopaul, Assistant to Higher Education Officer, Academic Advisor, Liberal Arts
A.A., Queensborough Community College, B.A. Hunter College

Aleksander Gorbenko, College Laboratory Technician,
B.S., M.S., John Jay College of Criminal Justice

Katherine Gordon, Instructor, Behavioral Sciences and Human Services
B.A., University of Arizona, M.S., Brooklyn College

Darya Gorinshteyn, Higher Education Officer, Director of Counseling and Health Services
A.S., Kingsborough Community College, B.S., Adelphi University, M.S.W., Columbia University

Donna Grancio, Assistant to Higher Education Officer, Maintenance
A.A.S., Kingsborough Community College, B.A., College of Staten Island

Elba Grau, Higher Education Associate, Enrollment Registrar Manager, Register
A.A., Kingsborough Community College, B.A., College of Staten Island

Janine Graziano-King, Professor, English
B.A., M.A., Hunter College, Ph.D., CUNY Graduate Center

Martha Greasley, Higher Education Associate, Academic ASAP Program Manager
B.A., M.A., Brooklyn College

Jacqueline Green, Assistant to Higher Education Officer, Academic Testing Coordinator, Testing Office
A.A., Kingsborough Community College, B.A., CUNY School of Professional Studies

Cindy Greenberg, Professor, Communications & Performing Arts
B.A., Queens College, M.A., Ph.D., CUNY Graduate Center

Alexis Greene, Higher Education Assistant, Continuing Education Specialist, Continuing Education
A.A., Kingsborough Community College, B.S., York College, M.P.A., The City College of New York

Nataniel Greene, Professor, Mathematics & Computer Science
B.A., Yeshiva University, M.S., Courant Institute, Ph.D., Stony Brook University, SUNY

Carolyn Gribben, Assistant Professor, Student Development
B.S., Brooklyn College, M.A., Teachers College, Columbia University, Ph.D., Fordham University

Daniel Grimaldi, Assistant Professor, Mathematics & Computer Science
B.A., Fordham University, M.S., New York University

Abhishek Grover, Higher Education Assistant, Facilities Properties Specialist for Fixed Assets
A.S., LaGuardia Community College, B.B.A., Baruch College

Charles Guigno, Professor, Director, Mental Health & Human Services Program, Behavioral Sciences & Human Services
B.A., Pace University, M.S., The City College of New York, M.S., Ed.D., Columbia University

Bruno Gulli, Associate Professor, History, Philosophy & Political Science
B.A., Venice University, M.A., San Francisco State University, Ph.D., CUNY Graduate Center

Ishani Gunasekara, Higher Education Assistant, Financial Aid Specialist
B.A., Texas State University

Amy Haas, Professor, Business
B.S., Binghamton University, SUNY, M.B.A., Hofstra University, C.P.A., State of New York

Brian Hack, Senior College Laboratory Technician, Art
B.A., Juniata College, M.Phil., Ph.D., CUNY Graduate Center

Maureen Haggerty, Lecturer, English A.A.S.,
B.S., M.A., College of Staten Island

Trevaughn Hall, Higher Education Assistant, ASAP Student Advisor, ASAP
A.A., Kingsborough Community College, B.S., Brooklyn College

Walter Hanula, College Laboratory Technician, Health, Physical Education & Recreation
A.A., Kingsborough Community College, B.A., Brooklyn College

Wayne Harewood, Assistant Administrator, Executive Director of Enrollment Management and Financial Aid
B.S., Houghton College, M.S., Long Island University, M.S., Baruch College, D.M., University of Maryland

Hope Harris, Assistant to Higher Education Officer, Financial Aid Advisor, Financial Aid
B.A., Fordham University, M.S. Ed., Long Island University, C.W. Post Campus

Grant Harvey, Higher Education Associate, Academic ESL Program Manager
B.A., Finders University of South Australia, M.P.S., New York University, M.A., Kane University

Jameelah Hegazy, Assistant Professor, Nursing
B.S.N., The City College of New York, M.A., Pace University

Robert Herklotz, Chief College Laboratory Technician, Communications & Performing Arts
A.A., Kingsborough Community College, B.A., M.S., Brooklyn College

Delia Hernandez, Lecturer, Behavioral Sciences and Human Services
B.A., St. Francis College, M.S., Bank Street College of Education

Maria Hernández, Associate Professor, Foreign Language
B.A., University of Alicante, M.A., University of Rhode Island, Ph.D., Boston University

Patrick Hickey, Jr., Lecturer, English
A.S., Kingsborough Community College, B.A., Brooklyn College

Rommel Hidalgo, Higher Education Associate, Communications Publications Editorial Manager
A.A.S., Kingsborough Community College, B.A., Brooklyn College

George Hill, Assistant to Higher Education Officer, Academic Advisor, Opening Doors, Student Affairs
B.A., College of Mount St. Vincent, M.S., Teachers College, Columbia University

Craig Hinkley, Assistant Professor, Biological Sciences
B.A., William Penn College, M.S., North Texas State University, Ph.D., University of Texas Health Science Center at Houston

Bibi Hiralall, Higher Education Assistant, Finance Budget Specialist
B.A., York College

Orit Hirsh, Higher Education Assistant, Communications, Broadcast, and Multimedia Production Specialist
A.S., Kingsborough Community College, B.S., M.S., Brooklyn College, Ph.D., Walden University

Ivan Shun Ho, Assistant Professor, Biological Sciences
B.S., Long Island University, Ph.D., Stony Brook University, SUNY

Linda Holman, Assistant Professor, English
B.A., State University of New York at Albany, M.A., Ph.D., State University of New York at Buffalo, SUNY

Nicole Hope, Assistant to Higher Education Officer, Registrar Coordinator, Enrollment Management
A.A.S., B.B.A., Monroe College

Kieren Torres Howard, Associate Professor, Physical Sciences
B.S., University of Tasmania, Ph.D., University of Tasmania

Vonetta Hoyte, Higher Education Assistant, Senior Financial Aid Advisor, Financial Aid
B.A., University at Albany, SUNY

Donald Hume, Professor and Chairperson, Co-Director, Physical Education, Recreation and Recreation Therapy, Health,
Physical Education & Recreation
B.A., M.A., New York University, Ed.D., Teachers College, Columbia University

Asif Hussain, Assistant Vice President for, Information Technology
B.S., NED University of Engineering & Technology, Pakistan, M.S., The City College of New York

Rachel Ihara, Associate Professor, English
B.A., Humboldt State University, M.A., Queens College, M.Phil., Ph.D., CUNY Graduate Center

Christopher Ingrassia, Assistant Professor, Mathematics and Computer Sciences
B.S., University of Central Florida, M.S., New York University, Ph.D., Columbia University

Gavin Ireland, Higher Education Associate, Student Life International Student Specialist, Enrollment Management
A.A.S., Kingsborough Community College, B.B.A., Monroe College, M.B.A., Baruch College

Ana Cris Izaguirre, Senior College Laboratory Technician, Tourism and Hospitality
B.A., Hunter College

Sinu Jacob, Higher Education Officer, Director of Financial Aid
B.A., Vauugh College for Aeronautics and Technology

Z.M.G. Sarwar Jahangir, Assistant Professor, Biological Sciences
B.S., Bangladesh Agricultural University, M.S., University of Cochin, India, Ph.D., CUNY Graduate Center

Steven Janowsky, Lecturer, English
B.A., Brooklyn College

Keisha Johnson, Higher Education Associate, International Student Affairs, New American Center
B.A., State University College at Old Westbury, SUNY, M.S., Iona College

Tanya Johnson, Lecturer, Tourism & Hospitality
B.S., University of Phoenix, M.S., Argosy University

Tyronne Johnson, Assistant Professor, Nursing
B.A., Ashford University

Olushola Jones, Higher Education Assistant, Academic Student Support Program Specialist
B.A., Brooklyn College

David Jordan, Lecturer, Nursing
A.A., B.A., College of Staten Island

Marisa Joseph, Higher Education Officer, Student Career Program Director
B.A., M.A., Brooklyn College

Monica Joseph, Associate Professor, Behavioral Sciences & Human Services
B.S., York College, M.S., M.Phil., Ph.D., Columbia University

Phillip Joseph, College Laboratory Technician, Biological Sciences
B.S., Concordia University

Yogesh Joshi, Assistant Professor, Mathematics and Computer Science
B.S., University of Delhi, India, M.S., Indian Institute of Technology, Delhi, India, M.S., Ph.D., New Jersey Institute of Technology

Gabrielle Kahn, Associate Professor, English
B.A., Wesleyan University, M.A., Ed.M., Ed.D., Teachers College, Columbia University

Diana Kalechman, Lecturer, Mathematics & Computer Science
B.A., Universidad Simon Rodriguez, M.A., New York University

Amanda Kalin, Higher Education Officer, Academic Affairs Director/Director of Curriculum Development and Program Planning
B.A., M.A., John Jay College of Criminal Justice

Magda Kamel, Higher Education Assistant, Financial Aid Counselor & College Work Study Coordinator
B.A., Alexandria University, Egypt

Marina Kamenetskey, Higher Education Assistant, Academic ASAP Student Advisor
B.A., John Jay College of Criminal Justice, M.A., American International College

Laxman Kanduri, Lecturer, Tourism & Hospitality
B.S., Andhra Pradesh Agricultural University, India, M.S., University of Mysore, India, M.S., University of Maine

George Kapetanakis, Lecturer, Behavioral Sciences & Human Services
B.S., Brooklyn College, M.S.W., New York University

Maria Karfitsas, Assistant to Higher Education Officer, Tutoring Coordinator
A.S., Kingsborough Community College, B.S., Brooklyn College

Amy Karp, Assistant Professor, English
B.A., Binghamton University, SUNY, M.F.A., Brooklyn College, M.A., Ph.D., University of Maryland, College Park

Anna Karpathakis, Associate Professor, Behavioral Sciences & Human Services
B.A., Queens College, M.A., M.Ph., Ph.D., Columbia University

Kamini Karran, College Laboratory Technician, Library
A.A.S., Kingsborough Community College

Laura Kates, Professor, Assistant Director, Education Program, Behavioral Sciences & Human Services
B.A., New York University, M.S., Bank Street College of Education, Ed.D., Teachers College, Columbia University

Brian Katz, Lecturer, English
B.A., Bennington College, M.F.A., Columbia University

Arkady Kaufman, Assistant to Higher Education Officer, Enrollment Bursar Coordinator
B.S., Brooklyn College

Charles Kee, Professor, Business
A.A.S., Kingsborough Community College, B.B.A., Baruch College, M.B.A., St. John's University, C.P.A., State of New York and New Jersey

Alyse Keller, Assistant Professor, Communications and Performing Arts
B.A., Villanova University, M.A., California State University Long Beach

Renata Kheyson, Lecturer, Business
A.A.S., Kingsborough Community College, B.A., Hunter College

Beth King, Assistant Professor, Behavioral Sciences & Human Services
B.A., University of Colorado, M.A., Ph.D., University of Massachusetts

Reabeka King, Assistant Professor, Library
B.A., M.A., The City College of New York, M.L.S., Queens College

Michael Klein, Higher Education Officer, Registrar Director
B.A., York College

Olesya Knyazev, Assistant to Higher Education Officer, Finance Coordinator
B.A., Brooklyn College

Enrika Kohavi, Higher Education Officer, Bursar Director, Bursar
B.S., Touro College

Kevin Kolkmeier, Lecturer, English
B.A., SUNY Binghamton, M.A., California State University, Long Beach

Miriam Korfine, Assistant to Higher Education Officer, Assistant to the Coordinator, Math Workshop
B.A., Brooklyn College

Conrad Kreuter, Lecturer, Tourism & Hospitality
B.S., M.B.A., New York Institute of Technology

Ayalur Krishnan, Associate Professor, Mathematics & Computer Science
B.S., St. Xavier's College, Calcutta, India, Ph.D., Wesleyan University

Susan Lachman, Lecturer, Behavioral Sciences & Human Services
B.A., M.A., Brooklyn College, Ph.D., New York University

Suzanne LaFont, Professor, Behavioral Sciences & Human Services,
B.A., University of Michigan, M.Phil., Ph.D., Yale University

Paule LaFortune, Assistant to Higher Education Officer, Administrative Coordinator, Academic Affairs
B.F.A., Brooklyn College

Mohamed Lakrim, Professor, Biological Sciences
B.A., Institute of Agricultural Technology in Algeria, M.S. Ed., Universite Libre de Bruxelles, M.A., Ph.D., The Catholic University of Louvain, Belgium

Daniel La Noue, Higher Education Officer, Development Officer, College Advancement
B.A., Kenyon College, M.S., New York University

Gail Larkin, Assistant Professor, Nursing
B.S., Empire State College

Marjorie LaRoche, Assistant to Higher Education Officer, Administrative Coordinator, Academic Affairs
B.A., John Jay College of Criminal Justice

Natasha Lauriston, Higher Education Assistant, Academic ASAP Student Advisor
A.S., Kingsborough Community College, B.A., M.A., Brooklyn College

Thomas Lavazzi, Professor, English
B.A., Washington University, M.A., University of Missouri, M.F.A., University of Iowa, Ph.D., CUNY Graduate Center

David Lawson, College Laboratory Technician, Health, Physical Education & Recreation
A.A.S., Kingsborough Community College

Jeffrey Lax, Professor and Chairperson, Business
B.S., Brooklyn College, J.D., Benjamin Cardozo School of Law, M.B.A., Zicklin School of Business, Baruch College

Catherine Leaker, Dean of Faculty
B.A., University of Alberta, M.A., Dalhousie University, Ph.D., University of Rochester

Frantz A. Leconte, Professor, Foreign Languages
B.A., M.A., Brooklyn College, Ph.D., M.Ph., CUNY Graduate Center

Jason Leggett, Assistant Professor, History, Philosophy & Political Science
A.A., Highline Community College, B.A., University of Washington, J.D., Seattle University School of Law

Richard Legum, Assistant Professor, History, Philosophy & Political Science
B.A., Franklin and Marshall College, Ph.D., University of Rochester

Jose Lenis, Chief College Laboratory Technician, Physical Sciences
B.A., Santiago De Cali University

Lauren Levesque, Higher Education Associate, Institutional Research Manager, Institutional Research
B.S., Central Connecticut State University, M.P.A., Baruch College

Alissa Levine, Higher Education Associate, Community Outreach Programs Manager, Center for Economic and Workforce Development
B.A., Stony Brook University, SUNY, M.S.W., New York University

Susan Levinshtein, Assistant to Higher Education Officer, Administrative Coordinator, Nursing
A.A.S., Kingsborough Community College, B.A., Excelsior College

Dawn Levy, Assistant Professor, Business
B.A., Brooklyn College, J.D., Brooklyn Law School

Ronna Levy, Assistant Professor, English
B.A., University of Massachusetts, M.F.A., Brooklyn College, Ph.D., Union Institute and University

Sun Cheung Feon Li, Higher Education Assistant, Enrollment Bursar Specialist, Bursar
B.A., Pace University

Eileen Lichtenthal, Lecturer, Mathematics & Computer Science
B.A., Queens College, M.S., Rutgers University

Zhao Lin, Lecturer, Mathematics and Computer Science
A.A., Borough of Manhattan Community College, B.S., Polytechnic University, M.S., Hunter College

Juanita Linares, Higher Education Officer, Deputy Director, Human Resources
B.S., Brooklyn College

Philip Listowsky, Assistant Professor, Mathematics & Computer Science
B.A., Yeshiva University, M.S., Polytechnic Institute of New York University, Ph.D., CUNY Graduate Center

Martin Litwack, Lecturer, Mathematics & Computer Science
B.A., Binghamton University, SUNY

Shing Liu, Higher Education Officer, Finance Controller, Revenue and Banking
B.B.A., Baruch College

Manel Lledos, Professor, Art
B.A., Mila I. Fontanals, Spain, M.F.A., University of Barcelona, Spain

Patrick M. Lloyd, Assistant Professor, Physical Sciences
B.S., Ph.D., University of California

John Lopez, Lecturer, Biological Sciences
A.S., Kingsborough Community College, B.A., Columbia University, M.D., Fatima College of Medicine, Philippines

Gardy Louis, Higher Education Assistant, Academic Testing Specialist
B.A., Northwestern University

Cindy Lui, Executive Director, Student Affairs Assistant Administrator
B.S., SUNY Oneonta, M.A., New York University

Sandra Lujan, Higher Education Associate, Enrollment Registrar Manager, Registrar
A.A., Kingsborough Community College, B.S., York College

Natasha Lvovich, Professor, English,
B.A., M.A., Moscow Linguistic University, Ph.D., Union Graduate School

Catherine Ma, Associate Professor, Behavioral Sciences & Human Services,
B.A., Albany University at SUNY, M.A., Hunter College, M.Phil., Ph.D., CUNY Graduate Center

Stephen Majewicz, Professor, Mathematics & Computer Science
B.S., M.A., Stony Brook University, SUNY, Ph.D., CUNY Graduate Center

Stefan Malliett, Assistant to Higher Education Officer, Enrollment Registrar Coordinator

Jay Mancini, Professor, Physical Sciences
B.S., Stevens Tech., M.S., Ph.D., Virginia Polytechnic Institute and State University

David Mandelbaum, Lecturer, Business
B.S., Touro College

Carey Manifold, Higher Education Associate, Academic ASAP Program Manager, Academic Affairs
B.A., John Jay College of Criminal Justice, M.A., Teachers College, Columbia University

Osama Mansour, Assistant Professor, Nursing
B.S., University of Alexandria, M.H.A., University of Phoenix

Shoshana Marcus, Assistant Professor, Mathematics & Computer Science
B.S., Touro College, M.A., Queens College, Ph.D., CUNY Graduate Center

Samantha Marino, Higher Education Assistant, Academic Student Support Specialist, CUNY Start/Continuing Education
B.A., Hunter College, M.S.Ed., Brooklyn College

Christopher Martinez, Lecturer, History, Philosophy & Political Sciences
B.S., Embry Riddle Aeronautical University, M.A., St. Leo University

Julio Martinez, Higher Education Associate, Administrative Manager
B.B.A., Baruch College, M.A., Iona College

Anthony Marzuillo, Lecturer, Tourism and Hospitality
A.O.S., B.P.S., M.S., New York Institute of Technology

Theresa Matrianni, Associate Professor, Business
B.S., State University College at Oneonta, SUNY, M.B.Ed., New York University

Bobin Mathew, Jr., Higher Education Assistant, Finance and Revenue Specialist
A.A.S., Kingsborough Community College, B.S., College of Staten Island

Martin Matthew, Lecturer, History, Philosophy & Political Sciences
A.S., Nassau Community College, B.A., M.A., Queens College

Michael Mattia, Associate Professor (Program Administration, Director of Physical Therapist Assistant Program), Biological Sciences
A.S., Kingsborough Community College, B.S., Downstate Medical College, SUNY, M.S., Long Island University, M.H.A., Ohio University, D.P.T., Temple University

Maudelyne Maxineau, Assistant to Higher Education Officer, Coordinator Reading and Writing Center
B.A., City College

Diane McDevitt, Associate Professor, Nursing
B.S.N., Dominican College, M.S., College of Staten Island

Danielle McDonald, Higher Education Assistant, ASAP Student Advisor, ASAP
B.A., College of Staten Island, M.S., Touro College

Marjorie McDonough, Professor, Nursing
B.S., Downstate Medical Center, SUNY, M.A., New York University, Ed.D., Teachers College, Columbia University

Marie McGovern, Assistant Professor, Biological Sciences
B.S., M.S., Adelphi University, M.Phil., Ph.D., CUNY Graduate Center

Ryan McKinney, Associate Professor, Communications & Performing Arts
B.A., Fairfield University, M.F.A., San Diego State University

Jennifer McLinden, Assistant to Higher Education Officer, Human Resources Coordinator
A.A.S., Kingsborough Community College, B.S., CUNY School of Professional Studies

Michael McMorris, Assistant Professor, History, Philosophy & Political Science
B. A., M.A., Sainaw State University, Ph.D., Capella University

Detrice McPhatter, Higher Education Assistant, Human Resources, Benefits Specialist
B.B.A., Metropolitan College of New York

Gene McQuillan, Professor, English
B.A., Queens College, Ph.D., CUNY Graduate Center

Christina McVey, Assistant Professor, Biological Sciences, Academic Coordinator of Clinical Education, Physical Therapist
Assistant Program , Physical Therapist Assistant Program
B.S., Quinnipiac College, M. A., Hofstra University

Janice Mehlman, Professor, Art
B.A., M.F.A., Brooklyn College

Maria Mejias, Higher Education Associate, Administrative Executive Assistant, Continuing Education Program
A.A.S., Kingsborough Community College, B.A., Brooklyn College

Igor Melamed, Lecturer, Mathematics & Computer Science
A.S., Kingsborough Community College, B.S., Kiev Electrical Engineering Institute of Communication, Kiev, M.S., Touro
College

Cynthia Mendola, Assistant to Higer Education Officer, Human Resources Coordinator
B.A., Brooklyn College

Melissa Merced, Higher Education Officer, Academic Student Support Director
B.A., The City College of New York, M.S. Ed., Baruch College

Antoinette Meringolo, Higher Education Assistant, Admissions Specialist, CUNYFirst
A.A.S., Kingsborough Community College, B.S., CUNY School of Professional Studies

Roy Merme, Assistant to Higher Education Officer, Computer Center
A.A.S., Kingsborough Community College

Jacob Louis Mey, IV, Associate Professor, Physical Sciences
B.S., University of Aarhus, Denmark, M.S., University of Aarhus, Ph.D., CUNY Graduate Center

JoAnne Meyers, Higher Education Associate, Enrollment Management
B.S., Brooklyn College

Anne Migliaccio, Assistant to Higher Education Officer, Academic Advisor, STEM
B.S., St. John's University

John Mikalopas, Assistant Professor and Chairperson, Physical Sciences
B.S., Brooklyn College, M.S., Ph.D., University of California, Davis

Maureen Minielli, Associate Professor, Communications & Performing Arts
A.A., Harrisburg Area Community College, B.A., University of Pittsburgh, M.A., Ph.D., Pennsylvania State University

Thomas Mintz, Assistant Professor, Art
B.A., Sarah Lawrence College, M.F.A., Queens College

Michael Miranda, Associate Professor and Chairperson, Behavioral Sciences & Human Services
B.B.A., Baruch College, M.S., Nova University, Ph.D., New York University

Jennifer Mitchell, Lecturer, Behavioral Sciences & Human Services
B.A., Millsaps College, M.S., Delta State University

Brian Mitra, Dean of Students
B.S., Stony Brook University, SUNY, M.A., Brooklyn College, Ed.D., Teachers College, Columbia University

Max Mlynarski, Professor, Mathematics & Computer Science
B.S., M.A., Brooklyn College, Ph.D., Polytechnic Institute of New York

Robert Monaco, Senior College Laboratory Technician, Communications & Performing Arts
A.S., Suffolk County Community College, B.F.A., Rutgers University, M.F.A., New York University

Levy Moore, Higher Education Assistant, Student Life Specialist for Student Publications
B.A., Brooklyn College

Wanda Morales, Higher Education Officer, Development Grants Director
A.A., Kingsborough Community College, B.S., York College

Juan Morales-Flores, Assistant Professor, Behavioral Sciences & Human Services
B.S., University of Puerto Rico, M.S. Ed., Ph.D., Pennsylvania State University

Alvaro Javier Morgades, Higher Education Associate, Admissions Manager, Admission Information Center
B.S., Marymount Manhattan College

Patrice Morgan, Instructor, Behavioral Sciences & Human Services
A.A.S., Kingsborough Community College, B.S., Brooklyn College, M.Ed., Adelphi University

Valentina Morgan, Higher Education Associate, Financial Aid Manager
B.S., York College

Marilyn Moskowitz, Higher Education Associate, Finance Manager
A.A.S., Kingsborough Community College, B.A., Queens College

Elizabeth Mulligan, Assistant Professor, Biological Sciences B.S.,
Rochester Institute of Technology, Ph.D., Stony Brook University, SUNY

Avery Mullin, *Higher Education Associate, Academic Affairs Manager/Associate Director of Academic Scheduling*
B.S., Farmingdale State College, SUNY, M.B.A., Phoenix University

Alfredo Munoz Alarcon, *Lecturer, Foreign Languages*
B.A., National University of Nicaragua, M.A., The City College of New York

Josephine Murphy, *Associate Professor and Chief Librarian, Library*
B.A., M.A., Brooklyn College, M.S., Pratt University

Erin Murphy-Smith, *Assistant Professor, Nursing*
A.A.S., B.A., B.S., The College of Staten Island, M.S.N., Hunter College

Kenneth Naanep, *Assistant to Higher Education Officer, Administrative Events Coordinator, On Stage at Kingsborough*
B.A., Long Island University, C.W. Post Campus

Ari Nagel, *Lecturer, Mathematics & Computer Science*
B.S., M.B.A., St. John's University

Richard Najjar, *Higher Education Assistant, Assistant Director, Media Center*
B.B.A., Baruch College

Jose Nanin, *Professor, Health, Co-Director, Community Health Programs, Physical Education & Recreation*
B.A., M.A., New York University, M.S., Ed.D., Teachers College, Columbia University

John Nappo, *Lecturer, Tourism & Hospitality*
B.A., Saint Francis College, M.A., Saint John's University

Katherine Nareski, *Lecturer, Business*
B.F.A., Parsons School of Design

Helen-Margaret Nasser, *Higher Education Associate, Communications and College Relations Manager*
B.A., McGill University, M.A., CUNY Graduate Center

Mary Lynn Navarro, *Associate Professor, English*
B.A., M.A., Ph.D., New York University

Dung Kim Nguyen, *Lecturer, Mathematics and Computer Science*
B.S., M.S., Polytechnic Institute of New York University

George Nicolaidis, *Assistant to Higher Education Officer, Admissions Coordinator, Enrollment Management*
A.S., Kingsborough Community College, B.S., York College

Lilja Nielsen, *Assistant Professor, Biological Sciences*
B.A., Brooklyn College, M.S. Aarhus University, Ph.D., CUNY Graduate Center

Karen Niles, *Lecturer, English*
B.A., The College of Staten Island, M.A., New York University

Devon Nixon, *Higher Education Associate, Administrative Manager ASAP, Academic Affairs*
A.S., Kingsborough Community College, B.S., M.A., Brooklyn College

Jennifer Noe, *Assistant Professor, Library*
B.A., State University College at New Paltz, SUNY, M.S., Columbia University School of Journalism, M.L.S., Queens College

Maria Norako, *College Laboratory Technician, Biological Sciences*
A.S., Kingsborough Community College, B.S., San Marcos University

Kwame Nyanin, *Lecturer, Mathematics & Computer Science*
B.S., Cornell University, M.A., New York University

Christine O'Leary, *Assistant to Higher Education Officer, Admissions Coordinator*
A.S., Kingsborough Community College, B.A., St. John's University

Janet Olivella, *College Laboratory Technician, Nursing*
A.O.S., Mandl School, The College of Allied Health

Maximillian Oliver, *Higher Education Associate, Admissions Manager, Enrollment/Admission Services*
B.A., University at Albany, SUNY

Jennifer Oliveri, *Lecturer, English*
A. A., Kingsborough Community College, B.A., Hunter College, M.A., CUNY Graduate Center

Catherine Olubummo, *Associate Professor, Nursing*
A.A.S, Bergen Community College, B.S.N., William Patterson State College, M.S.N., Long Island University

Elaina Olynciw, *Lecturer, Biological Sciences*
B.S., SUNY at Cortland, M.A. City College

Joachim Oppenheim, *Lecturer, Foreign Languages*
B.A., Cornell University, M.A., New York University

Mary Thereasa Ortiz, *Professor, Biological Sciences,*
B.S., Wagner College, M.S., Ph.D., Rutgers University

Mary O'Shea, *Higher Education Officer, Academic Student Support Program Director*
B.A., Brooklyn College, M.A., Queens College

Janette O'Sullivan, *Assistant Professor, Nursing*
A.A.S., Queensborough Community College, B.S.N., Hunter College, M.S., Columbia University

Alfonso Garcia Osuna, *Professor and Chairperson, Foreign Languages*
A.A., Nassau Community College, B.A., M.A., Queens College, Ph.D., Graduate School, The City University of New York

Marina Ouegraogo, *Higher Education Assistant, Senior Academic Advisor, Business*
B.S., John Jay College of Criminal Justice

Lisa Paler, *Assistant Professor, Behavioral Sciences & Human Services*
B.A., Vassar College, M.A., Ph.D., University of Maryland

Janine Palludan, *Higher Education Associate, Administrative Executive Associate, Academic Affairs*
B.A., University of Delaware

Matthew Papier, *Higher Education Officer, Director of Testing*
B.A., University at Albany, SUNY

Hope A. Parisi, *Professor, English*
B.A., Fordham University, M.A., Columbia University, Ph.D., CUNY Graduate Center

Sharon Parker, *Lecturer, Business*
A.A.S., B.F.A., Fashion Institute of Technology

Stuart Parker, *Assistant Professor, Behavioral Sciences & Human Services*
B.A., New York University, M.A. Boston University, M.A., Tufts University, Ed.D, Fielding Graduate Institute

Navneet Parmar, *Lecturer, Biological Sciences*
B.S., M.S., Guru Nanak Dev University

Maria Patestas, *Higher Education Officer, Student Life Director*
B.A., M.P.S., Stony Brook University, SUNY

Hallory Paul, *Assistant to Higher Education Officer, Communications Publications Design Coordinator, Enrollment Management*
B.A., St. John's University

Susan Paul, *Higher Education Assistant, Executive Secretary to the President, Office of the President*
A.A.S., Kingsborough Community College

Frank Percaccio, *Assistant Professor, English*
B.A., Brooklyn College, Ph.D., Union Institute and University

Katia Perea, *Associate Professor, Behavioral Sciences*
B.A., Loyola University Louisiana, M.A., Ph.D., New School for Social Research

Mariya Petrova, *Lecturer, Mathematics & Computer Science*
M.A., Saratov University, Russia

Katheryne Petryssyn, *Higher Education Assistant, Enrollment Specialist Transfer Services*
B.A., State University College at Oswego, SUNY, M.S. Ed., Brooklyn College

Audrey Phillips, *Higher Education Assistant, Administrative Specialist, English*
B.A., CUNY Baccalaureate for Unique and Interdisciplinary Studies

Linda C. Pierce, *Higher Education Officer, Academic Program Director*
B.S., Northwestern University, M.A., Atlanta University, M.F.A., New York University

Caterina Pierre, *Professor, Art*
B.A., Brooklyn College, M.A., Hunter College, Ph.D., CUNY Graduate Center

Nympha Pierre, *Assistant to Higher Education Officer, Academic ASAP Employment Specialist*
B.S., Medgar Evers College, M.A., Brooklyn College

Roberta E. Pike, *Assistant Professor, Library*
A.B., Hunter College, M.A., New York University, M.L.S., Pratt Institute

Kristin P. Polizzotto, *Professor, Biological Sciences*
B.S., Brigham Young University, Ph.D., Cornell University

Gloria Pollack, *Professor, Foreign Languages*
B.R.E., B.A., Stern College, M.A., New York University, M. Phil., Ph.D., Columbia University

Bryan Powers, *Assistant Professor, Communications and Performing Arts*
B.A., Hunter College, M.F.A. City College

Anupam Pradhan, *Assistant Professor Biological Sciences, B.Sc., M.Sc., Cotton College Gauhati University, Assam India, Ph.D., Indian Institute of Toxicology Research Maharaj University, Kanpur, U.P, India*

Reina Prestia, *Higher Education Assistant, Academic Advisor to College Discovery Program*
A.A., Kingsborough Community College, B.A., College of Staten Island, M.S.W., Hunter College

David Prevost, *Higher Education Assistant, Student Life Specialist for Student Activities*
B.A., University of Massachusetts, M.A., Hofstra University

Sharon Prince, Lecturer, Behavioral Sciences & Human Services
B.A., Lehman College, M.S., The City College of New York

Anna Procyk, Associate Professor, History, Philosophy & Political Sciences
B.A., Hunter College, M.A., Ph.D., Columbia University

Ella Puccio, Assistant, Professor, Behavioral Sciences & Human Services
B.A., Boston University, M.S.W., Hunter College, D.S.W., Adelphi University

Ishrat Rahman, Assistant to Higher Education Officer, Administrative Coordinator, Enrollment Management
A.S., Kingsborough Community College, B.A., Brooklyn College, M.P.A., Long Island University

Varattur Reddy, Professor, Physical Sciences
B.S., M.S., S.V. University, Ph.D., Indian Institute of Technology, Bombay

Ricardo Repetti, Professor, History, Philosophy & Political Sciences
B.A., Brooklyn College, M.Phil., CUNY Graduate Center

Paul Ricciardi, Associate Professor, Communications & Performing Arts
B.A., Bridgewater State University, M.F.A., Rhode Island College

Susan Richards, Higher Education Assistant, ASAP Student Advisor
B.S., Medgar Evers College

Eduardo Rios, Vice President for Finance and Administration,
A.A.S., New York City College of Technology B.A., College of New Rochelle

Paul Risi, Senior College Laboratory Technician, Tourism & Hospitality

Paula Risolo, Assistant to Higher Education Officer, Academic Advisor, Opening Doors, Student Affairs
B.S., M.S., St. John's University, Ed.D., Creighton University

Frances Robinson, Higher Education Associate, Program Manager, Women's Center
B.A., Fashion Institute of Technology, M.A., New York University

Carmen Rodriguez, Higher Education Officer, Director, Academic Programs
B.S., University of Wisconsin at Madison, M.A., Teachers College, Columbia University, M.S., The City College of New York,
Ed.D., Teachers College, Columbia University

Michael Rodriguez, Higher Education Associate, Academic Program Manager, Men's Resource Center
B.A., College of New Rochelle, M.A., Long Island University

Oneika Rodriguez, Higher Education Assistant, Financial Aid Senior Advisor
A.S., Kingsborough Community College, B.S., York College

Christopher Rodriguez-Hernandez, Higher Education Assistant, Academic ASAP Admissions Senior Advisor, Academic Affairs
B.S., State University College at New Paltz, SUNY

Gila Rohr, Higher Education Officer, Administrative Officer, Human Resources
A.A.S., Kingsborough Community College, B.A., College of Staten Island

Edward Rohrllich, Higher Education Assistant, Performing Arts Theatre Specialist
A.A., Kingsborough Community College, B.S., M.A., Brooklyn College

Trina Roldan, Assistant to Higher Education Officer, Academic Advisor
A.A.S., Kingsborough Community College, B.A., Hunter College

Michael Rosson, Professor, Library
B.A., M.S., Ithaca College, M.S.L.S., Syracuse University

Eric Rothenburg, Professor, Business
B.B.A., Baruch College, M.A., Brooklyn College, CPA, State of New York

Nancy Rouse, College Laboratory Technician, Art
A.A., Kingsborough Community College, B.F.A., Brooklyn College

Anna Rozenboym, Associate Professor, Biological Sciences,
B.A., Pace University, M.A., Teachers College, Columbia University, Ph.D., Downstate Medical Center, SUNY

Christine Rudisel, Associate Professor, English
B.A., State University College at Purchase, SUNY, M.A., Long Island University, M.Phil., Ph.D., CUNY Graduate Center

Joanne Russell, Vice President for Academic Affairs and Provost
B.S., Ph.D., University of Connecticut

Sara Rutkowski, Assistant Professor, English
B.A., McGill University, M.A., CUNY Graduate Center

David Salb, Professor, Mathematics & Computer Science
B.A., Yeshiva University, M.A., Brooklyn College, Ph.D., CUNY Graduate Center

Janice Salvatore, Assistant to Higher Education Officer, Academic Resource Center Coordinator, Tutorial Services, Academic
Affair
B.A., M.A., Queens College

Kim Sanchez, Higher Education Associate, Finance Budget Manager
A.A.S., Kingsborough Community College, B.S., Brooklyn College

Chana Sandberg, Higher Education Associate, Academic Advising Manager for Mathematics & Computer Science
B.S., M.A., Brooklyn College

Zeline Santana, Higher Education Assistant, Financial Aid Specialist
B.A., Brooklyn College, M.S.ed., Baruch College

Peter Santiago, Higher Education Associate, Student Psychological Counselor, Access-Ability Services
B.A., M.S.Ed., Brooklyn College

Sabrina Santiago, Assistant to Higher Education Officer, Administrative Coordinator KCC Association
A.A.S., Bronx Community College, B.B.A., Lehman College

Hector Santos, Higher Education Associate, Associate Director, Financial Aid
A.S., Bronx Community College, B.A., Lehman College

Debra Scaccia, Assistant Professor Nursing
A.A.S., Kingsborough Community College, B.S.N., Adelphi University, M.S.N., C.W. Post, Long Island University

Tara Scannell, Assistant to Higher Education Officer, Academic Advisor STEM, Biological Sciences
B.A., M.A., Brooklyn College

Jacqueline Scerbinski, Associate Professor, Business
A.A., Packer Junior College, B.A., Hunter College, M.B.A., St. John's University

Robert Schacter, Higher Education Assistant, Academic Program Specialist, Academic Affairs, Associate Provost's Office
B.A., Concordia University, M.A., New York University, M.S. Ed., Brooklyn College

Robert Schenck, *College Laboratory Technician, Physical Sciences*
B.S., *University at Albany, SUNY, M.S., Adelphi University*

Ryan Schiavone, *Lecturer, Nursing*
B.A., *Union College*

Giovanna Schnabel, *Higher Education Associate, Academic Student Support Manager, College Discovery*
B.S., *Hawaii Pacific University*

Emily Schnee, *Associate Professor, English*
B.A., *Tufts University, M.A., Teachers College, Columbia University, Ph.D., CUNY Graduate Center*

Sari Schoenfeld, *Assistant to Higher Education Officer, Academic Program Coordinator, Collaborative Programs*
B.S., *Newbury College, M.S.ed., Alfred University*

Claudia V. Schrader, *President*
B.A., *Rutgers University, M.A., Ed.M., Ed.D., Teachers College, Columbia University*

Debra Schultz, *Assistant Professor, History, Philosophy & Political Sciences*
B.A., *New York University, M.A., CUNY Graduate Center, Ph.D., Union Institute*

Harry Schwartz, *Lecturer Doctoral Schedule, History, Philosophy & Political Sciences*
B.A., *Brooklyn College, M.A., Columbia University, M.Phil., Ph.D., CUNY Graduate Center*

Maria Scordaras, *Assistant Professor, English*
B.A., *New York University, M.A., University of California, Berkeley, Ph.D., New York University*

Loni Scott, *Assistant Professor Nursing*
B.S., *SUNY Stony Brook, M.S.N., SUNY Downstate Medical Center*

Karen Seales, *Higher Education Associate, Student Psychological Counselor*
B.A., *The City College of New York, M.S.W., New York University*

Shavone Sease, *Assistant to Higher Education Officer, Enrollment Registration Coordinator*
A.A., *Kingsborough Community College, B.S., Empire State College, SUNY*

Toni Ann Seddio, *Instructor, Behavioral Sciences & Human Services*
B.A., *State University College at New Paltz, SUNY, M.S., Touro College*

Jacob Segal, *Associate Professor, History, Philosophy & Political Sciences*
B.A., *Washington University, M.A., University of Chicago, Ph.D., Columbia University*

Vanda Seward, *Assistant Professor, History, Philosophy and Political Science*
B.A., *The College of New Rochelle, M.S., Iona College, Ph.D., Capella University*

Mary Shannon, *Assistant Professor, Nursing*
RN., *St. Vincent's School of Nursing, B.S.N., M.S.N, Wagner College*

Lili Shi, *Associate Professor, Communications & Performing Arts*
B.A., *Ningbo University, M.A., Arizona State University, Ph.D., Howard University*

Anatoly Shvartsman, *Higher Education Officer, Associate Director of Computer Services*
A.A.S., *Kingsborough Community College, B.S., Brooklyn College*

Dale Siegel, *Associate Professor, Mathematics & Computer Science*
B.S., *M.S., Ph.D., Polytechnic University*

Samantha Sierra, *Higher Education Officer, Academic Program Director, Learning Communities*
A.A., Kingsborough Community College, B.A., M.S., College of Staten Island

Robert Singer, *Professor, English*
B.A., M.A., M.Phil., Ph.D., New York University

Steven Skinner, *Associate Professor, Biological Sciences*
B.S., University of Pennsylvania, M.S., Queens College, Ed.D., Nova Southeastern University

Nicholas Skirka, *Professor, Co-Director Physical Education, Recreation and Recreation Therapy, Health, Physical Education & Recreation*
B.S., M.A., University of Maryland, Ph.D., New York University

Cheryl Smith, *Professor, English*
B.A., University of Texas at San Antonio, M.A., California State University, Bakersfield, Ph.D., University of California, Santa Barbara

Mary Smith, *Higher Education Assistant, Enrollment Specialist*
A.A., A.A.S., Kingsborough Community College, B.A., M.A., John Jay College of Criminal Justice

Michael Smith, *Lecturer, Nursing*
B.S., Howard University, M.J., University of California at Berkeley

Valerie Sokolova, *Associate Professor, Art*
B.A., Ukrainian Polygraphic Institute, M.A., State Institute of Theatre & Art, Minsk

Michael Sokolow, *Associate Professor, History, Philosophy and Political Sciences*
B.A., Brooklyn College, M.A., Ph.D., Boston University

Bailin Song, *Professor, English*
B.A., Anhui University, M.A., Ph.D., The University of Mississippi

Eva Liza Songcuan, *College Laboratory Technician, Physical Sciences*
B.E., Stony Brook University, SUNY

Nichole Spates, *Higher Education Associate, Development Manager, College Advancement*
B.S., University of Georgia, M.S., University of Oregon

Michael Spear, *Assistant Professor, History, Philosophy & Political Sciences*
B.A., Davidson College, Ph.D., CUNY Graduate Center

Laura Spinu, *Assistant Professor, Communications and Performing Arts*
B.A., University of Bucharest, SUNY Stony Brook University, Ph.D., University of Delaware – Newark

Susan Spivak, *Associate Professor, Art*
A.A.S., Fashion Institute of Technology, B.F.A., School of Visual Arts, M.A., Pratt Institute

Herschella Steele, *Higher Education Assistant, ASAP Student Advisor*
A.A.S., Kingsborough Community College, B.A., Empire State College

Tracy Steffy, *Assistant Professor, History, Philosophy & Political Sciences*
B.A., Queens College, M.Phil., Ph.D., CUNY Graduate Center

Joanna Stein, *Lecturer, English*
B.F.A., State University College at Fredonia, SUNY, M.A., State University College at Brockport, SUNY, M.F.A., Pacific Lutheran University

Tziporah Stern, Associate Professor, Mathematics & Computer Science
B.S., Touro College, M.B.A., Baruch College

Benjamin Stewart, Higher Education Assistant, Senior Academic Advisor for Science & Mathematics
B.A., Truman State University, M.B.A., Keller Graduate School of Management

Keisha Stewart, Higher Education Officer, Finance Procurement Director
B.B.A., Baruch College

Robert Stiglitz, Chief College Laboratory Technician, Tourism & Hospitality
B.A., Queens College

Enid Stubin, Associate Professor, English
B.A., Brooklyn College, M.A., M.Phil., Ph.D., New York University

Rachel Sturm-Beiss, Professor, Mathematics & Computer Science
B.S., Brooklyn College, Ph.D., New York University

Christie Sutherland, Higher Education Assistant, Financial Aid Specialist
A.S., Kingsborough Community College, B.S., Empire State College, SUNY

Tasheka Sutton-Young, Associate Administrator, Executive Chief of Staff, Office of the President
B.A., M.A., Iona College, Ed.D., St. John Fisher College

Charles Swift, Assistant Professor, Behavioral Sciences & Human Services
B.A., Delaware State University, M.S.W., Fordham University, M.Phil., Ph.D., The New School

Petra Symister, Associate Professor, Behavioral Sciences & Human Services
B.A., B.S., Duke University, M.A., Ph.D., Stony Brook University, SUNY

Samuel A. Taitt, Associate Professor, Communications & Performing Arts
B.A., M.F.A., Brooklyn College

Farshad Tamari, Associate Professor, Biological Sciences
B.S., M.S., Ph.D., York University, Toronto

Damani Thomas, Higher Education Officer, Student Athletics Director
B.A., Hunter College, M.S., Capella University

Silvea Thomas, Professor, Co-Director, Community Health Programs, Health, Physical Education & Recreation
B.A., Open University, England, M.P.H., Ed.D., Columbia University

Wilbur Thomas, Higher Education Assistant, Athletics Program Specialist
B.S.G., California State University

Ashanti Thompson, Assistant to Higher Education Officer, Administrative Coordinator, Single Stop
B.A., City College

Keisha Thompson, Associate Professor, Behavioral Sciences & Human Services
B.A., Baruch College, M.S. Ed., Hunter College, Ph.D., Texas A&M University

Tara Thompson, Instructor, English
B.A., M.A., George Mason University

Dorina Tila, Assistant Professor, Business
University of La Verne, M.A., George Mason University, Ph.D., George Mason University

Elizabeth Tompkins, Associate Professor, Library

B.S., Syracuse University, M.S., Pace University, M.L.S., Pratt Institute

Julie Torrant, Assistant Professor, English

B.S., Cornell University, M.A., Syracuse University, Ph.D., The University at Albany, SUNY

Angela Toscano, Lecturer, Foreign Languages

B.S., College of Staten Island

Max Tran, Associate Professor, Mathematics & Computer Science

B.S., Ohio State University, M.S., Ph.D., Syracuse University

Grace Trotman, Lecturer Doctoral Schedule, History, Philosophy & Political Sciences

B.A., M.A., John Jay College of Criminal Justice, J.D., Boston University

David Troy, Assistant Professor, Behavioral Sciences & Human Services

B.A., Queens College, M.A., Ph.D., Ferkauf Graduate School of Psychology, Yeshiva University

Alicia Trust, Chief College Laboratory Technician, Biological Sciences

A.A., Kingsborough Community College

Julie Turley, Assistant Professor, Library

B.A., Brigham Young University, M.F.A., University of Utah, M.L.S., Queens College

Corey Turner, Assistant Professor, Business

B.A., Baruch College, M.S.W., University of Maryland School of Social Work, J.D., University of Maryland Law School

Tisha Ulmer, Assistant Professor, English

B.A., Lincoln University, M. Phil, Ph.D., CUNY Graduate Center

Janet Unegbu, Higher Education Associate, Director, Math Learning Center

B.S., M.S., Stony Brook University, SUNY

Margaret Vanderbeek, Assistant Professor, Nursing

B.S., Hunter College, M.S., Wagner College

Jason VanOra, Associate Professor, Behavioral Sciences & Human Services

B.A., State University College at Purchase, SUNY, M.A., Hunter College, M.Phil., Ph.D., CUNY Graduate Center

Brenda Vargas, Higher Education Officer, Academic College Discovery Director

B.A., M.A., The City College of New York

Christine Vaz, Assistant Professor, Nursing

B.S.N., M.S.N., Chamberlain College of Nursing

Joseph Velez, Higher Education Assistant, Finance Budget Coordinator, Academic Affairs

A.A., St. Joseph's University, B.A., Baruch College

Joseph Verdino, Assistant Professor, Behavioral Sciences & Human Services

B.A., Queens College, M.S.Ed., Ph.D., Fordham University

Nina Vitucci, Assistant to Higher Education Officer, Administrative Coordinator, Nursing

B.A., College of New Rochelle

Tony Walker, Higher Education Associate, Finance Budget Manager

B.A., Brooklyn College, M.S.Ed., Baruch College

Barbara R. Walters, Professor, Behavioral Sciences & Human Services
B.A., Vanderbilt University, M.A., Ph.D., Stony Brook University, SUNY

Red Washburn, Associate Professor, English
B.A., Mount Saint Mary College, M.A., State University College at New Paltz, SUNY, M.A., Ph.D., University of Maryland

Juann Watson, Assistant Professor, Behavioral Sciences & Human Services
B.A., Long Island University, M.S.W., Ph.D., Yeshiva University

Kathryn Wayler, Higher Education Associate, Administrative Events Manager
A.A.S., New York City College of Technology, B.S., Empire State College, SUNY, M.A., New York University

Bridgid Webster, Assistant to Higher Education Officer, Academic Advisor, Liberal Arts
B.A., Providence College, M.S.W., Adelphi University

Bridget Weeks, Professor and Chairperson, Nursing
B.S., Hunter College, M.S., Lehman College, Post Master's Certificate, Hunter College

Sheri Weinstein, Associate Professor, English
B.A., Brandeis University, M.A., McGill University, Ph.D., State University of New York at Buffalo, SUNY

Michael K. Weisberg, Professor, Physical Sciences
B.S., M.A., Brooklyn College, Ph.D., CUNY Graduate Center

Michael Weisenfeld, Higher Education Officer, Academic Resource Center Director/ Director of Tutorial Services and Supplemental Instruction, Academic Affairs
B.S., M.A., Brooklyn College

Jane Weiss, Associate Professor, English
B.A., Brown University, Ph.D., CUNY Graduate Center

S. Tara Weiss, Associate Professor, English
B.A., Brooklyn College, M.A., Ph.D., CUNY Graduate Center

Dominic Wetzel, Associate Professor, Behavioral Sciences & Human Services
B.A., Carleton College, Ph.D., CUNY Graduate Center

Marie Williams, Higher Education Assistant, ASAP Student Advisor, ASAP
B.S., M.P.A., John Jay College of Criminal Justice

Sheryl Williams, Lecturer, English
A.A.S., Kingsborough Community College, B.A., M.A., Brooklyn College

Karimah Ellis Wilson, Higher Education Associate, Lead Academic Advisor
B.S., Northeastern University

Paul Winnick, Higher Education Officer, Performing Arts Director for Operations
B.A., Brooklyn College

William Winter, Associate Professor, Behavioral Sciences & Human Services
B.A., M.A., Brooklyn College, Ph.D., CUNY Graduate Center

Donovan Withers, Lecturer, Tourism and Hospitality
A.A.S., Kingsborough Community College, B.A., Hunter College

Eben Wood, Professor, English
B.A., Colgate University, M.F.A., Ph.D., University of Michigan, Ann Arbor

Stella Woodroffe, *Higher Education Officer, Student Disability Services Director, Access-Ability Services*
B.A., University of West Indies, M.Ed., State University at Buffalo, SUNY, Ph.D., Capella University

Xiaoting Wu, *Higher Education Assistant, Communications Publications Design Specialist, Community Relations*
A.A., Kingsborough Community College, B.F.A., School of Visual Arts

Mei Xing, *Associate Professor, Mathematics & Computer Science*
B.S., Liaoning Normal University, China, M.S., Fudan University, China, Ph.D., Oklahoma State University

Hanying Xu, *Professor, Physical Sciences*
B.S., Peking University, Ph.D., Mississippi State University

Midori Yamamura, *Assistant Professor, Art*
B.A., Musashino Art University, M.A., Queens College, Ph.D., CUNY Graduate Center

Hong Tu Yan, *Lecturer, Mathematics & Computer Science*
B.B.A., Pace University, M.A., Hunter College

Tara Yarczower, *Higher Education Officer, Student Affairs Director, Assessment/Veterans Affairs*
A.A.S. Kingsborough Community College, B.A., M.A., College of Staten Island

Rina J. Yarmish, *Professor and Chairperson, Mathematics & Computer Science*
B.A., Queens College, B.H.L., Yeshiva University, M.S., Ph.D., New York University

Miriam Yawitz, *College Laboratory Technician, Nursing*

Christine Zagari, *Higher Education Associate, Administrative Manager, Tourism & Hospitality*
A.A.S., Kingsborough Community College, B.F.S., M.A., New York Institute of Technology

Jorge Zamudio, *Assistant Professor, Nursing*
B.S., Bloomfield College, M.S., Nyack College

Wenddy Zepeda, *Higher Education Associate, Academic Student Support Program Manager, CUNY Start*
B.S., University of Delaware, M.S., Baruch College

Yuan Zhuo Zhang, *College Laboratory Technician, Physical Sciences*
B.S., John Jay College

Professors Emeriti

Frieda Aaron, *Associate Professor, English*
B.A., Brooklyn College, M.A., M.Phil., Ph.D., The City University of New York

Patrick J. Abbazia, *Professor, History, Philosophy & Social Sciences*
B.A. Brooklyn College, M.A., University of California, Ph.D., Columbia University

Richard Adelson, *Associate Professor, Business*
B.S., M.A., New York University

Elio Alba, *Professor, Foreign Languages*
B.A., Havana Institute, Cuba, M.A., Rutgers University, LL.D., University of Havana, Cuba, Ph.D., New York University

Louis Altschul, Professor, Behavioral Sciences & Human Services
A.B., New York University, Ph.D., Adelphi University

Sheldon I. Aptekar, Professor, Communications & Performing Arts
B.A., Brooklyn College, M.A., Trinity University

Isidor Apterbach, Assistant Professor, English
B.A., Yeshiva University, M.A., M. Phil., Columbia University

Leslie Arberman, Assistant Professor, Behavioral Sciences & Human Services
B.A., Brooklyn College, M.S., The City College of New York, Certificate in Psychoanalysis, National Psychological Association for Psychoanalysis, M.S.W., Wurzweiler School of Social Work, Yeshiva University

Jack Arnow, Assistant Professor, Mathematics & Computer Science
B.S., Brooklyn College, M.A., Queens College

Marcia Babbitt, Professor, English
B.A., Temple University, M.A., State University of Iowa, Ph.D., CUNY Graduate Center

Yvette Bader, Professor, Music
B.A., Brooklyn College, B. Music, M. Music, Manhattan School of Music, M.A., New York University, Ed.D., Columbia University

Bobby I. Baldwin, Professor, Office Administration & Technology
B.S., M.S., Prairie View A&M College

Elinor Barr, Associate Professor, Behavioral Sciences & Human Services
B.A., Brooklyn College, M.S., Bank Street College of Education, Ph.D., Union Graduate School

Gordon Bassen, Professor, Mathematics & Computer Science
B.S., M.A., Brooklyn College, Ph.D., CUNY Graduate Center

Halice K. Beckett, Associate Professor, Nursing
B.S., M.A., New York University, R.N. Bellevue Hospital, School of Nursing

Dorothy A. Beckmann, Associate Professor, Communications & Performing Arts
B.A., M.A., Queens College, Ph.D., Teachers College, Columbia University

Renato Bellu, Professor, Business, Director Entrepreneurial Studies Program
A.A.S., Kingsborough Community College, B.S., Brooklyn College, M.B.A., Pace University, Ph.D., Union Graduate School

Joseph H. Berliner, Associate Professor, Business
B.S., Brooklyn College, J.D., New York University, M.B.A., Long Island University, C.P.A., State of New York

John Blunt, Associate Professor, Physical Sciences
B.A., B.S., University of Michigan, M.S., Michigan State University, M.A., Ph.D., New York University

Jack L. Bolen, Professor, Art
B.F.A., M.F.A., Kansas City Art Institute

Alfred Borrello, Professor, English
B.A., St. John's University, M.A., New York University, Ph.D., St. John's University

Uda Bradford, Associate Professor, Assistant Dean for Student Affairs, Student Development
B.A., New York University, M.S.W., Hunter College, Ph.D., Fordham University

Rosa M. Bradley, Professor, Coordinator, Occupational Therapy Transfer Option and Pharmacy Transfer Option Programs,
Biological Sciences
B.A., Dunbarton College, M.S., Howard University, Ph.D., New York University

Myron I. Brender, Professor, Behavioral Sciences & Human Services
A.B., Ph.D., New York University

Judith Brilliant, Associate Professor, Student Development
B.A., M.S., Queens College, Ph.D., Fordham University

George Buchman, Assistant Professor, Business
B.A., Brooklyn College, M.B.A., New York University, C.P. A., State of New York

William Burger, Professor, Behavioral Sciences & Human Services
A.A.S., Nassau Community College, B.A., Richmond College, Ed.M., Harvard University, Ph.D., Union Graduate School

Jocelyn A. Camp, Professor, English
B.A., Southwestern at Memphis, M.A., Ph.D., University of Michigan

Betty Caroli, Professor, History, Philosophy & Political Sciences
B.A., Oberlin College, M.A., University of Pennsylvania, Ph.D., New York University

Catherine Carr, Associate Professor, Nursing
M.S., B.S., Hunter College, R.N., Jewish Hospital of Brooklyn, School of Nursing

Harvey F. Carroll, Professor, Physical Sciences Director, Engineering Science Program
A.B., Hunter College, Ph.D., Cornell University

Domenic Caruso, Professor, English
B.A., M.A., Ph.D., New York University

Isabella Caruso, Professor, English
B.S., New York University, M.A. Brooklyn College, M.Philosophy, Ph.D., New York University

Geraldine Chapey, Professor, Behavioral Sciences & Human Services
B.S., St. John's University, M.A., Teachers College, Columbia University, Ed.D., Rutgers University

Norah Chase, Professor, English
B.A., Hofstra University, M.A., University of Minnesota, Ph.D., The Union Institute

Henry Chupack, Professor, English
B.A., Brooklyn College, Ph.D., New York University

Anthony Colarossi, Professor, Student Development
B.A., M.S., Brooklyn College, Ph.D., Fordham University

Diego L. Colon, Professor, Student Development, Director, Bilingual Studies Program
B.A., University of Puerto Rico, M.S., The City College of New York, Ph.D., New York University

Edwin Cooperman, Associate Professor, Behavioral Sciences & Human Services
B.A., M.S., Brooklyn College, Ph.D., St. John's University

Eleanor Cory, Professor, Communications & Performing Arts
B.A., Sarah Lawrence College, M.A.T., Harvard Graduate School of Education, M.M., New England Conservatory, D.M.A.,
Columbia University

Mary V. Crowley, Professor, Communications & Performing Arts
B.A., Barry College, M.A., Adelphi University

Martin E. Danzig, Professor, Behavioral Sciences & Human Services
B.A., St. John's University, M.A., Ph.D., New York University

Rosaline M. Depas, Professor, English
B.A., University of London, England, M.A., Ph.D., University of the Saar, Germany

Alline C. DeVore, Professor, Behavioral Sciences & Human Services
B.A., New York University, M.S., The City College of New York, Ed.D., Fordham University

Anthony DiLernia, Professor, Director, Maritime Program, Tourism & Hospitality
B.S., M.S., Professional Diploma, St. John's University

Voorhees Dunn, Associate Professor, History, Philosophy & Political Sciences
B.A., M.A., Ph.D., Rutgers University

John Dydo, Associate Professor, Business
A.B., Columbia University, B.S., Ph.D., University of California at Berkeley

Ralph Edwards, Professor, Health, Physical Education & Recreation
B.S., The City College of New York, M.S., University of Illinois, Ed.D., Teachers College, Columbia University

Harold S. Engelsohn, Professor, Mathematics & Computer Science
B.S., Brooklyn College, M.A., Courant Institute, New York University

Jeptha A. Evans, Assistant Professor, English
B.A., Arkansas Polytechnic College, M.F.A., University of Iowa

Susan Farrell, Professor and Chairperson, Behavioral Sciences & Human Services
B.A., Queens College, M.A., St. John's University, Ph.D., CUNY Graduate Center

Joseph Feit, Professor, Mathematics & Computer Science
B.A., M.A., Brooklyn College

Ellen Fine, Professor, Foreign Languages
B.A., Smith College, M.A., University of California, Berkeley, Ph.D., New York University

Ronald Forman, Assistant Professor, Mathematics & Computer Science
B.S., M.A., Brooklyn College

David Frankel, Associate Professor, Communications & Performing Arts
B.F.A., New York Institute of Technology, M.S., St. John's University

Clara J. Freeman, Assistant Professor, English
B.A., M.A., University of Tulsa, Ph.D., New York University

Sheldon Friedland, Professor, Tourism & Hospitality
B.S., M.S., Brooklyn College

Delores Friedman, Professor, Behavioral Sciences & Human Services
B.A., M.S., Hunter College, Advanced Certificate in Administration and Supervision, Brooklyn College, Ed.D., Teachers College, Columbia University

Morton L. Fuhr, Professor, English
A.B., A.M., Brooklyn College, Ed.D., New York University

Samuel Gale, Professor, Mathematics & Computer Science

B.A., Queens College, M.F.A., Princeton University, M.S, Ph.D., New York University

Arnold Gallub, Associate Professor, Physical Sciences

B.S., The City College of New York, M.S., Ph.D., New York University

Jay Gelbein, Professor, Business

B.S., Brooklyn College, M.S., Long Island University, C.P.A., State of New York and State of New Jersey

Helen P. Gerardi, Professor, Health, Physical Education & Recreation

B.A., M.S., Hunter College, Ed.D., Teachers College, Columbia University

Irving Gersh, Professor, Foreign Languages

B.A., Brooklyn College, B.H.I., M.H.I., Jewish Theological Seminary, M.A., Columbia University, Ph.D., Brandeis University

Valerie Gill, Associate Professor, Nursing

A.A.S., B.S., Medgar Evers College, M.S., M.Ed., Teachers College, Columbia University

Barbara Ginsberg, Professor, Health, Physical Education & Recreation, Director, My Turn Program

B.S., Brooklyn College, M.S., University of Wisconsin, Ed.D., Teachers College, Columbia University

Ilsa M. Glazer, Associate Professor, Behavioral Sciences & Human Services

B.A., Brooklyn College, M.A., Brandeis University, Ph.D., University of Sussex

Connie Goldfarb, Professor, Behavioral Sciences & Human Services, Director, Early Childhood Education Program, Educational Studies

B.A., Brooklyn College, M.S., Bank Street College of Education, M.A., Ph.D., Ferkauf Graduate School, Yeshiva University

Rachelle Goldsmith, Professor, Health, Physical Education & Recreation, Director, Collaborative Programs

B.S., Brooklyn College, M.A., Ed.D., Teachers College, Columbia University

Gene Goldstein, Professor, Business

B.B.A., Baruch College, M.S., The City College of New York, Ph.D., New York University, C.P.A., State of New York

David Gómez, Professor, Behavioral Sciences & Human Services

B.A., State University at Albany, SUNY, M.A., Ed.D., Teachers College, Columbia University

Miles Goodman, Associate Professor, Physical Sciences

B.S., Brooklyn College, M.A., Yale University

Richard M. Graf, Professor, Behavioral Sciences & Human Services

B.A., M.A., New York University, Ed.D., Columbia University

Richard Graziano, Professor, Tourism & Hospitality

B.A., M.A., St. John's University, Professional Diploma, Queens College, Ed.D., Hofstra University

Leonard Green, Associate Professor, English

B.A., Hamilton College, Ph.D., Cornell University

Philip J. Greenberg, Professor, Mathematics & Computer Science

B.E.E., The City College of New York, M.S. (E.E.), M.S., Polytechnic Institute of Brooklyn, Ph.D., New York University

Louise Grinstein, Professor, Mathematics & Computer Science

B. A., M.A., State University of New York at Buffalo, SUNY, Ph.D., Columbia University

Joseph Guardino, Professor, Business

B.B.A., M.B.A., The City College of New York, J.D., New York Law School, C.P.A., State of New York and State of Florida

Barbara Gurski, Professor, Nursing

B.S., Boston College, M.A., Teachers College, Columbia University, R.N., St. Frances Hospital, School of Nursing

Norman Hanover, Assistant Professor, History, Philosophy & Political Sciences

A.B., New York University, M.A., Harvard University

Helaine Harris, Associate Professor, Behavioral Sciences and Human Services

B.S., State University of New York at Buffalo, SUNY, M.S.Ed., Pace University, Ph.D., Pace University, Certificate, Manhattan Institute for Psychoanalysis

Sherry H. Harris, Assistant Professor, Health, Physical Education & Recreation

B.A., M.S., Herbert H. Lehman College, M.Ed., Teachers College, Columbia University

Gloria P. Hartman, Associate Professor, Nursing

B.S., Philippine Women's University, M.A., University of Santo Tomas, Philippines, R.N., St. Paul School of Nursing, Philippines

Patricia Hazlewood, Associate Professor, Co-Director Community Health Programs, Health, Physical Education & Recreation

B.S., Howard University, M.S., Hunter College, Ed.D., Teachers College, Columbia University

David C. Henry, Professor, Secretarial/Office Administration

B.S., Maryland State College, M.A., New York University

Julio Hernández-Miyares, Professor, Foreign Languages

B.A., Colegio de Belen, Cuba, LL.D., University of Havana, Cuba, M.A., Ph.D., New York University

Cliff Hesse, Professor, Communications & Performing Arts

B.A., M.A., Brooklyn College, Ph.D., New York University

Morton Hirsch, Associate Professor, Business

B.B.A., M.B.A., The City College of New York

Alphonse Homeha, Assistant Professor, History, Philosophy & Political Sciences

B.A., Lane College, M.A., New York University

Florence Houser, Professor, Library

B.A., Brooklyn College, B.S., Columbia University, M.A., Hebrew College

Despoina Ikaris, Professor, English

B.A., M.A., University of Pittsburgh, Ph.D., University of London, England

Louise Jaffe, Professor, English

B.A., Queens College, M.A., Hunter College, Ph.D., University of Nebraska, M.F.A., Brooklyn College

Samuel Jaffe, Associate Professor, Physical Sciences

B.S., Long Island University, M.S., Ph.D., New York University

Richard Kamen, Assistant Professor, Health, Physical Education & Recreation

B.S., M.S., Brooklyn College, Ph.D., Ohio State University

Michel Kanter, Professor, Art

Diploma/Advertising, Diploma/Tapestry, National School of Fine Arts, France, Diploma/Superior, Plastic Art, National Superior School of Fine Arts, France

Bella Kanturek, Associate Professor, Nursing

B.S., M.A., New York University, R.N., Mount Sinai Hospital, School of Nursing

Joseph Karasyk, Associate Professor, Business
B.B.A., M.B.A., Baruch College, C.P.A., State of New York

Moses Karman, Assistant Professor, Mathematics & Computer Science
B.S., M.A., Brooklyn College

Loretta Kasper, Professor, English
B.A., M.A., Brooklyn College, B.A., College of Staten Island, M.S., Ph.D., Rutgers University

Ernece B. Kelly, Associate Professor, English
B.A., M.A., University of Chicago, Ph.D., Northwestern University

Margaret R. Kibbee, Professor, Foreign Languages
B.S., College of Mount St. Vincent, M.A., Middlebury College, Ed.D., Nova University

Irene R. Kiernan, Professor, Behavioral Sciences & Human Services
B.A., College of Mount St. Vincent, M.A., Fordham University, Ph.D., New York University

Helen Kirshblum, Assistant Professor, Communications & Performing Arts
B.S., M.A., New York University

Miriam Kittrell, Professor, Biological Sciences
B.S., Brooklyn College, M.S., New York University, Ed.D., Teachers College, Columbia University

Oliver Klapper, Professor, Behavioral Sciences & Human Services
B.A., Brooklyn College, M.A., Ed.D., Teachers College, Columbia University

Frances Kraljic-Curran, Professor, History, Philosophy & Political Sciences, Director, Liberal Arts Program
B.A., Georgian Court College, M.A., Ph.D., New York University

Isabelle A. Krey, Professor, Office Administration/Technology
B.A., Hunter College, M.A., New York University

Yvonne G. Laurenty, Associate Professor, English
B.A., M.A., Columbia University, Ed.D., Temple University

Milton A. Levy, Assistant Professor, English
B.A., Upsala College, M.A., University of Wisconsin

H. Desmond Lewis, Associate Professor, Student Development
B.S., M. A., New York University, Ed.D, Teachers College, Columbia University

Rachel B. Lief, Assistant Professor, Mathematics & Computer Science
B.A., B.E., University of Cincinnati, M.A., Columbia University

Vincent Liguori, Professor, Biological Sciences
B.S., St. Francis College, M.S., Long Island University Ph.D., New York University

Georgia Lind, Associate Professor, Biological Sciences
A.B., Ph.D., University of Chicago

Rose Litvack, Professor, Business
B.S., M.A., Brooklyn College, C.P.A., State of New York

Eduardo Lolo, Professor, Foreign Languages
B.A., Central University, Matanzas, Cuba, M.A., The City College of New York, Ph.D., CUNY Graduate Center

Simeon P. Loring, Professor, Music
B.A., M.A., Brooklyn College

Consolacion Magdangal, Assistant Professor, Business
B.S.C., M.A., Far Eastern University, Philippines, M.B.A., New York University

Fred B. Malamet, Professor, Behavioral Sciences & Human Services
B.A., Brooklyn College, M.A., Teachers College, Columbia University, Ed.D., Rutgers University

Thelma L. Malle, Professor, Mathematics & Computer Science
B.S., Columbia University, M.A., Ph.D., New York University

Florence Maloney, Professor, Office Administration/Technology
B.B.A., Pace College, M.S., Hunter College, Ed.D., St. John's University

John B. Manbeck, Professor, English
A.B., Bucknell University, M.A., New York University

Theodore C. Markus, Professor, Biological Sciences
B.S., Brooklyn College, M.S., University of Michigan, Ed.D., Teachers College, Columbia University

Laurel Marshall, Assistant Professor, Tourism & Hospitality
B.S., Emerson College, M.P.S., New School for Social Research

Anthony Martin, Professor, Art
B.S., Hunter College, M.F.A., The City College of New York

Edward Martin, Professor, Business
B.A., Queens College, M.S., P.D., Ed.D., St. John's University

Sylvia F. Martin, Professor, Nursing
B.S., Hunter College, M.A., New York University, R.N., State of New York

Inez A. Martinez, Professor, English
B.S., M.A., St. Louis University, Ph.D., University of Wisconsin at Madison

Fredric Mayerson, Professor, Business
B.A., New York University, M.S., P.D., M.B.A., Ph.D., St. John's University

Betsy McCully, Associate Professor, English
B.A., Ph.D., George Washington University

Gloria McDonnell, Professor, Office Administration Technology
B.B.A., St. John's University, M.A., College of St. Rose, Ph.D., New York University

William B. McKinney, Professor, Communications & Performing Arts
A.B., Princeton University, M.A., Columbia University, Diploma, Julliard School of Music, D.M.A., University of Cincinnati

Charles H. Metz, Professor, Mathematics & Computer Science
B.B.A., St. John's University, M.S., University of Notre Dame

Norma Miles, Assistant Professor, English
B.A., M.A., University of California at Los Angeles, Ph.D., University of California at Santa Barbara

Joyce Miller, Associate Professor, Foreign Languages
B.A., Brown University, M.A., New York University, Ph.D., University of Pennsylvania

Rebecca K. Mlynarczyk, Professor, English

B.A., Purdue University, M.A., Northwestern University, Ph.D., New York University

Andre Montero, Professor, Business

A.A.S., Staten Island Community College, B.B.A., M.B.A., Pace University, C.P.A., State of New York

Joseph N. Muzio, Professor, Biological Sciences Director, Marine Education Program

B.A., Queens College, M.A., Ed.D., Teachers College, Columbia University

Kenneth R. Neuberger, Associate Professor, Physical Sciences

B.A., University of Connecticut, Ph.D., University of California at Berkeley

Gloria Nicosia, Professor, Communications & Performing Arts

B.A., Hunter College, M.S., Brooklyn College, Ph.D., New York University

Edward Nober, Assistant Professor, Health, Physical Education & Recreation

B.S., Brooklyn College, Certificate of Proficiency in Physical Therapy, University of Pennsylvania, M.A., Columbia University

Thomas I. Nonn, Professor, Art

B.S., Manhattan College, M.A., Ph.D., New York University

Mitchell Okun, Professor, History, Philosophy & Political Sciences

B.A., Brooklyn College, M.A., University of Minnesota, Ph.M., Ph.D., Graduate School, The City University of New York

G. Curtis Olsen, Associate Professor, English

B.A., Augustana College, M. A., University of Wisconsin, Ph.D., University of Kentucky

Susan O'Malley, Professor, English

A.B., Smith College, M.A., Ph.D., Tulane University

Dianna Oratz, Associate Professor, Mathematics & Computer Science

B.A., Brooklyn College, M.A., New York University

Coleridge Orr, Associate Professor, Library

B.A., Queens's College, Canada, M.A., Carleton University, Canada, M.L.S., Pratt Institute, Ed.D., Teachers College, Columbia University

Benjamin Pacheco, Associate Professor, Behavioral Sciences & Human Services

B.A., Inter-American University, Puerto Rico, M.S.W., New York University

Anthony Padovano, Professor, Art

B.F.A., Columbia University, M.A., Hunter College

Evelio Penton, Associate Professor, Foreign Languages

Bachiller, Instituto de Santa Clara, Cuba, Pe.D., Universidad de la Habana, Cuba, Diploma de Estudios, Centro de Estudios del I.N.P.R.S., Cuba, M.A., Columbia University

Judith A. Perez, Associate Professor, Health, Physical Education & Recreation

B.A., M.S., Hunter College

Arnold E. Perlmutter, Assistant Professor, History, Philosophy & Political Sciences

A.B., A.M., Boston University

Regina S. Peruggi, President, Professor, Business

B.A., College of New Rochelle, M.B.A., New York University, Ed.D., Teachers College, Columbia University

Barbara Petrello, Assistant Professor, English
B.A., McGill University, M.A., Middlebury College, Ed.D., Rutgers University

Angelica Petrides, Professor, Health, Physical Education & Recreation
B.A., Hunter College, M.A., Teachers College, Columbia University

Peter Pilchman, Professor, Biological Sciences
B.A., Queens College, Ph.D., CUNY Graduate Center

Naomi Platt, Professor, Office Administration and Technology
B.S., M.S., The City College of New York, Ed.D., Rutgers University

Frances Mostel Poggioli, Professor, Office Administration & Technology
B.B.A., St. John's University, M.S., Long Island University, R.R.T.

John R. Price, Associate Professor, English
A.B. Ph.L., M.A. Th.L., St. Louis University, Ph.D., University of Wisconsin

Morris Rabinowitz, Associate Professor, Student Development
B.A., The City College of New York, M.A., Ed.D., Teachers College, Columbia University

Stanley Rabinowitz, Associate Professor, Mathematics & Computer Science
B.S., The City College of New York, M.S., New York University, Ph.D., The City University of New York

Sylvia Resnick, Assistant Professor, Communications & Performing Arts
B.A., M.A., Brooklyn College, Ph.D., New York University

Eva H. Richter, Assistant Professor, English
A.M., University of Chicago

Theresa M. Rodin, Assistant Professor, Nursing
B.S., St. John's University, M.A., Columbia University, R.N., St. Michael's School of Nursing

Jennie Roman, Assistant Professor, Student Development
A.A., Kingsborough Community College, B.A., M.S., Brooklyn College, Ed.M., Ed.D., Teachers College, Columbia University

Irwin Rosenthal, Professor, Student Development
B.A., Brooklyn College, M.A., Columbia University, Ph.D., New York University

Julius I. Rosenthal, Assistant Professor, Mathematics & Computer Science
B.S., The City College of New York, M.S., New York University

William L. Rovers, Professor, Student Development, Director College Discovery Program
B.S., Tennessee A&I University, M.S.W., Ed.D., Fordham University

Gordon A. Rowell, Professor, Library
B.A., Bowdoin College, B.S., Columbia University, M.A., Teachers College, Columbia University

Natalie Rubinton, Professor, Student Development
B.A., M.S., Brooklyn College, Ph.D., Fordham University

Cecila Salber, Associate Professor, Library
B.A., York College, M.S., Pratt Institute, M.A., College of Staten Island

Gary B. Sarinsky, Assistant Professor, Biological Sciences
A.A., Bronx Community College, B.A., Brooklyn College, M.A., Hofstra University

Adele Schneider, Professor, Library

B.A. Brooklyn College, M.L.S., Pratt Institute, M.A., Long Island University

Florence Schneider, Associate Professor, Director, Education Program, Behavioral Science & Human Services

B.A., Brooklyn College, M.A., New York University, Ph.D., Capella University

Ronald Schwartz, Professor, Foreign Languages

B.A., Brooklyn College, M.A., Ph.D., University of Connecticut

Marvin I. Shapiro, Assistant Professor, Behavioral Sciences & Human Services

B.A., The City College of New York, M.B.A., Baruch College, Ph.D., Wayne State University

Michael Z. Sherker, Professor, Art

A.B., Brooklyn College, M.S.Des., University of Michigan, Ed.D., Columbia University

Louis Shor, Assistant Professor, Health, Physical Education & Recreation

B.S., Long Island University, M.S., Brooklyn College

Dolores Shrimpton, Professor, Nursing

R.N., Kings County Hospital Center School of Nursing, B.S., Long Island University, M.A., New York University

Laurence Simon, Professor, Behavioral Sciences & Human Services

B.A., College of New York, Ph.D., New York University

Denis Sivack, Assistant Professor, English

B.A., Siena College, M.A., Fordham University

Franceska Smith, Associate Professor, Director, Education Associate Program, Behavioral Sciences & Human Services

B.A., Radcliff College, M.A., Ed.D., Teachers College, Columbia University

Joyce R. Socolof, Assistant Professor, Nursing

B.S., New York University, M.A., Hunter College, Diploma, Bellevue Hospital School of Nursing

Eleanor L. Spitzer, Assistant Professor, English

B.A., Hunter College, M.A., California State University

Philip Stander, Professor, Behavioral Sciences & Human Services

B.A., Brooklyn College, M.S., Queens College, Ed.D., Teachers College, Columbia University

Joan Standora, Associate Professor, Director, Alcoholism and Substance Abuse Counseling Program, Behavioral Sciences & Human Services

B.A., M.A., New Jersey State University

Richard Staum, Professor, Mathematics & Computer Science

A.B., A.M., Columbia University, Ph.D., Polytechnic Institute of New York

Barbara Steffen, Professor, Tourism & Hospitality

B.A., Dickinson College, M.A., Ed.D., George Washington University

John O. H. Stigall, Professor, English

A.B., Dartmouth College, B.A., M.A., Magdalen College, Oxford University, LL.B., Georgetown University, M.A., University of Kansas City, M.A., Ph.D., University of Colorado

C. Frederick Stoerker, Professor, History, Philosophy & Political Sciences

A.A., St. Joseph Junior College of Missouri, S.T.B., Boston University, A.B., Baker University, Kansas, Ph.D., Missouri University

Stuart Suss, Vice President for Academic Affairs and Provost, Professor, History, Philosophy & Political Sciences
B.A., The City College of New York, M.A., Ph.D., New York University

Alfredo Torres, Professor and Director, Health Services Center
B.S., M.S., Instituto del Carmen, Colombia, Ph.D., Javeriana University, Colombia

Angelo Tripicchio, Professor, Library
B.A., Brooklyn College, M.L.S., Queens College, M.A., Long Island University

August Tuosto, Professor, Marine Education
B.A., M.A., New York University

Vimla P. Vadhan, Professor, Behavioral Sciences & Human Services
B.A., Jai Hind College, India, M.A., Bombay University, India, Ph.D., Syracuse University

Richard Vagge, Associate Professor, Business
B.B.A., M.B.A., The City College of New York, C.P.A., State of New York

Concetta Vinciguerra-Orsini, Assistant Professor, English
B.A., Brooklyn College, M.A., Long Island University, Ed.D., Teachers College, Columbia University

Robert R. Viscount, Assistant Professor, English
A.B., University of the Pacific, Diploma in Education, University of East Africa, M.A., Columbia University

Morton Wagman, Professor, History, Philosophy & Political Sciences
B.A., Brooklyn College, M.A., Ph.D., Columbia University

Delores Washington, Professor, Nursing
B.S., Hampton Institute, Division of Nursing, M.Ed., Columbia University, Ed.D., Teachers College, Columbia University, R.N., State of New York

Walter Weintraub, Professor, Business
B.S., M.B.A., New York University

Barbara Weiserbs, Associate Professor, Behavioral Sciences & Human Services
B.A., M.S., Brooklyn College, Ph.D., New York University

Edward Wiener, Professor, Business
B.B.A., St. John's University, M.A., New School for Social Research, C.P.A., State of New York

Judith Wilde, Professor, Art
B.F.A., M.F.A., School of Visual Arts, M.A., Goddard College
B.A., Talladega College, M.A., Brooklyn College

Eric Willner, Professor, Student Development
B.A., M.S., Yeshiva University, Ph.D., New York University

Anne Winchell, Professor, Student Development
B.A., William Smith College, M.A., New York University, Ph.D., Fordham University

Jack S. Wolkenfeld, Professor, English
B.A., Brooklyn College, M.A., Ph.D., Columbia University

Harvey A. Yablonsky, Professor, Physical Sciences
B.S., M.A., Brooklyn College, M.S., Ph.D., Stevens Institute of Technology

Marvin Yanofsky, Associate Professor, Business
B.A., Brooklyn College, M.A., Yeshiva University

William C. Yenna, Professor, Business
B.A., Brooklyn College, M.A., New York University

Merrill Youkeles, Professor, Behavioral Sciences & Human Services
B.A., Brooklyn College, M.S.W., University of Pennsylvania,
Ed.D., Teachers College, Columbia University

Zev Zahavy, Professor, English
B.A., M.H.L., Ph.D., Yeshiva University

Arthur N. Zeitlin, Professor, Biological Sciences
B.S., Long Island University, Ed.D., Teachers College, Columbia University

Michael Zibrin, Professor, Business
A.A., Chicago City College, A.B., M.B.A., University of Chicago,
Ed.D., Rutgers University

Nikola Zlatar, Assistant Professor, Health, Physical Education & Recreation
B.S., M.A., New York University

Notifications, Policies and Rules and Regulations

Notice of Access to Campus Crime Statistics, the Campus Security Report, and Information on Registered Sex Offenders

In accordance with the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, all institutions of post-secondary education that participate in federal student aid programs must publish and disseminate an annual security report containing information about crime on and around the campus. The most recent version of Kingsborough Community College's Annual Security Report is available on the college's website, under the Office of Public Safety and Security, at

http://www.kbcc.cuny.edu/sub-about/campus_security/Pages/clery.aspx

or by going to the Public Safety office in the Kibbee Library, second floor, L-202.

Upon request, the Office of Public Safety will provide a hard copy of the College's campus crime statistics, mailed to the individual requesting the report within 10 days of the request.

The U.S. Department of Education's website address for campus crime statistics is

<http://ope.ed.gov/Security/GetOneInstitutionData.aspx>

In accordance with the federal Campus Sex Crimes Prevention Act, registered sex offenders now are required to register the name and address of any college at which he or she is a student or employee. The New York State Division of Criminal Justice maintains a registry of convicted sex offenders and informs the college's chief security officer of the presence on campus of a registered sex offender as a student or employee. To obtain information about Level 3 registered sex offenders on campus contact the Division's registry website at

<http://www.criminaljustice.ny.gov/nsor/>

and then click on "Search for Level 3 Sex Offenders" or access the directory at the College's Public Safety Office or police precinct.

To obtain information about Level 2 offenders, contact the Public Safety Office, local police precinct in which the sex offender resides or attends college, or call the Division's sex offender registry at 1-800-262-3257.

Notification of Student Immunization Requirements

Information regarding New York State Public Health Laws 2165 and 2167 can be located in this catalog under *Health Regulations*.

Notification under FERPA of Student Rights Concerning Education Records and Directory Information

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. See Section "6" below on your right to prevent the disclosure of directory information. The FERPA rights of students are:

(1) The right to inspect and review your education records. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, you will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, you may appeal to the college's FERPA appeals officer. Additional information regarding the appeal procedures will be provided to you if a request is denied.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. You may ask the college to amend a record that you believe is inaccurate or misleading. You should write to the college official responsible for the record, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading.

If the college decides not to amend the record as requested by you, the college will notify you of the decision and advise you of your right to a hearing before the college's FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of your right to a hearing.

(3) The right to consent to disclosure of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to college officials with legitimate educational interests.

A college official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position, a person or company with whom the University has contracted, a person serving on the Board of Trustees, or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks. A college official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional, research, administrative or other duties and responsibilities.

Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

(4) You may appeal the alleged denial of FERPA rights to the:

General Counsel and Vice Chancellor for Legal Affairs
The City University of New York
205 East 42nd Street, 11th Floor
New York, NY 10017

(5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

(6) The college will make the following "directory information" concerning current and former students available to those parties having a legitimate interest in the information: name, attendance dates (periods of enrollment), address, telephone number, date and place of birth, photograph, e-mail address, full- or part-time status, enrollment status (undergraduate, graduate, etc.), level of education (credits) completed, major field of study, degree enrolled for, participation in officially recognized activities and sports, height and weight of athletic team members, previous school attended, and degrees, honors and awards received. By filing a form with the Registrar's Office, you may request that any or all of this directory information not be released without your prior written consent. This form is available in the Registrar's Office and may be filed, withdrawn, or modified at any time.

If you do not want your information disclosed, complete the prevent disclosure of directory information form and return it to the Registrar's Office, A-101.

Freedom of Information Law Notice

Requests to inspect public records at the college should be made to the Records Access Officer, Julie Block-Rosen, Esq., Legal Counsel to the President and Labor Designee, A-226, at 2001 Oriental Boulevard, Brooklyn, New York, 11235-2398, 718- 368- 5109. Public records are available for inspection and copying by appointment only at a location to be designated. You have a

right to appeal a denial of a request for access to records to the CUNY General Counsel and Vice Chancellor for Legal Affairs, 205 East 42nd Street, 11th Floor, New York, NY 10017.

Title I, Article 5, Section 224-A of New York State Education Law

Religious Holidays and Observance

1. No person shall be expelled from or be refused admission as a student to an Institution of Higher Education for the reason that he/she is unable, because of religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
 2. Any student in an Institution of Higher Education who is unable, because of religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
 3. It shall be the responsibility of the faculty and of the administrative officials of each Institution of Higher Education to make available to each student who is absent from school, because of religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which may have been missed because of such absence on any particular day or days. No fees of any kind shall be charged by the Institution for making available to the said student such equivalent opportunity.
 4. If registration, classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.
 5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each Institution of Higher Education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of availing him/herself of the provisions of this section.
 6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the Supreme Court of the County in which such Institution of Higher Education is located for the enforcement of rights under this section.
- 6a. It shall be the responsibility of the administrative officials of each Institution of Higher Education to give written notice to students of their rights under this section, informing them that each student who is absent from school, because of his or her religious beliefs, must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.
7. As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the Regents of the University of the State of New York, which provides a course of study leading to the granting of a postsecondary degree or diploma. Such term shall not include any institution which is operated, supervised, or controlled by a church or by a religious or denominational organization whose educational purposes are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term "religious belief" shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not qualified for tax exemption under section 501 of the United States Code.

CUNY Policy on Academic Integrity

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

1. Definitions and Examples of Academic Dishonesty

1.1 **Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:

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

1.2 **Plagiarism** is the act of presenting another person's ideas, research or writings as your own. Examples of plagiarism include:

- Copying another person's actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or "cutting & pasting" from various sources without proper attribution.

1.3 **Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

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

1.4. **Falsification of Records and Official Documents**

Examples of falsification include:

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

2. **Methods for Promoting Academic Integrity**

2.1. Packets containing a copy of the CUNY Policy on Academic Integrity and, if applicable, the college's procedures implementing the Policy, and information explaining the Policy and procedures shall be distributed to all current faculty and, on an annual basis to all new faculty (full- and part-time) These packets also shall be posted on each college's website. Orientation sessions for all new faculty (full- and part-time) and students shall incorporate a discussion of academic integrity.

2.2. All college catalogs, student handbooks, faculty handbooks, and college websites shall include the CUNY Policy on Academic Integrity and, if applicable, college procedures implementing the policy and the consequences of not adhering to the Policy.

2.3. Each college shall subscribe to an electronic plagiarism detection service and shall notify students of the fact that such a service is available for use by the faculty. Colleges shall encourage faculty members to use such services and to inform students of their use of such services.

3. Reporting

3.1. Each college's president shall appoint an Academic Integrity Officer in consultation with the elected faculty governance leader. The Academic Integrity Officer shall serve as the initial contact person with faculty members when they report incidents of suspected academic dishonesty. The Academic Integrity Officer may be the college's Student Conduct Officer, another student affairs official, an academic affairs official, or a tenured faculty member. Additional duties of the Academic Integrity Officer are described in Sections 4.1, 4.2.1, 4.2.2, 4.3 and 4.4.

3.2. A faculty member who suspects that a student has committed a violation of the CUNY Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever feasible. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student's final course grade shall report such incident on a Faculty Report Form in substantially the same format as the sample annexed to this Policy and shall submit the Form to the college's Academic Integrity Officer. Each college shall use a uniform form throughout the college, which shall contain, at a minimum, the name of the instructor, the name of the student, the course name and number and section number, the date of the incident, a description of the incident and the instructor's contact information.

3.3. The Academic Integrity Officer shall update the Faculty Report Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, as described in Section 4.4, the Academic Integrity Officer of each college shall place the Form in a confidential academic integrity file created for each student alleged to have violated the Academic Integrity Policy and shall retain each Form for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies. Unless the student is exonerated, written decisions on academic integrity matters after adjudication also shall be placed in the student's academic integrity file. The Academic Integrity Officer shall be responsible for maintaining students' academic integrity files.

4. Procedures for Imposition of Sanctions

4.1. Determination on Academic vs. Disciplinary Sanction

The Academic Integrity Officer shall determine whether to seek a disciplinary sanction in addition to an academic sanction. In making this determination, the Academic Integrity Officer shall consult with the faculty member who initiated the case and may consult with student affairs and/or academic affairs administrators as needed. Before determining which sanction(s) to seek, the Academic Integrity Officer also shall consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken. Prior violations include both violations at the student's current college and violations that occurred at any other CUNY college. In making the determination on prior violations, the Academic Integrity Officer shall determine whether the student previously attended any other CUNY colleges and, if so, shall request and be given access to the academic integrity files, if any, at such other CUNY colleges.

The Academic Integrity Officer should seek disciplinary sanctions only if (i) there is a substantial violation; or (ii) the student has previously violated the Policy; or (iii) academic sanctions are unable to be imposed because the student has timely withdrawn from the applicable course. Examples of substantial violations include but are not limited to forging a grade form or a transcript; stealing an examination from a professor or a university office; having a substitute take an examination or taking an examination for someone else; having someone else write a paper for the student or writing a paper for another student; sabotaging another student's work through actions that prevent or impede the other student from successfully completing an assignment; and violations committed by a graduate or professional student or a student

who will seek professional licensure. The college also should consider any mitigating circumstances in making this determination.

4.2. Procedures in Cases Involving Only Academic Sanctions

4.2.1. Student Admits to the Academic Dishonesty and Does Not Contest the Academic Sanction

If a faculty member wishes to seek only an academic sanction (i.e., a reduced grade) and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the Academic Integrity Officer decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion. A reduced grade may be an "F" or another grade that is lower than the grade that the student would have earned but for the violation.

The faculty member shall inform the Academic Integrity Officer of the resolution via email and the Officer shall update the applicable Faculty Report Form to reflect that resolution.

4.2.2. Student Admits to the Academic Dishonesty but Contests the Academic Sanction

In a case where a student admits to the alleged academic dishonesty but contests the particular academic sanction imposed, the student may appeal the academic sanction through the college's grade appeal process. The student shall be allowed, at a minimum, an opportunity to present a written position with supporting evidence. The committee reviewing the appeal shall issue a written decision explaining the justification for the academic sanction imposed.

4.2.3. Student Denies the Academic Dishonesty

In a case where a student denies the academic dishonesty, a fact-finding determination shall be made, at each college's option, by an Academic Integrity Committee established by the college's governance body or by the Student-Faculty Disciplinary Committee established under Article XV of the CUNY Bylaws. Each college's Academic Integrity Committee shall adopt procedures for hearing cases. (If a college opts to use its Student-Faculty Disciplinary Committee for this purpose, that Committee shall use Article XV procedures.) Those procedures, at a minimum, shall provide a student with (i) written notice of the charges against him or her; (ii) the right to appear before the Committee; and (iii) the right to present witness statements and/or to call witnesses. Those procedures also shall provide the faculty member with the right to make an appearance before the Committee. The Committee may request the testimony of any witness and may permit any such witness to be questioned by the student and by the administrator presenting the case. Academic Integrity Committees and Student-Faculty Disciplinary Committees, as applicable, shall issue written decisions and send copies of their decisions to the college's Academic Integrity Officer. The Academic Integrity Officer may not serve on a college's Academic Integrity Committee.

4.3. Procedures in Cases Involving Disciplinary Sanctions

If the college decides to seek a disciplinary sanction, the case shall be processed under Article XV of the CUNY Bylaws. If the case is not resolved through mediation under Article XV, it shall be heard by the college's Faculty- Student Disciplinary Committee.

If the college seeks to have both a disciplinary and an academic sanction imposed, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student's grade shall be held in abeyance by using the PEN grade established for this purpose, pending the Committee's action. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with section 4.2.2. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed.

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Officer shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as explained below, the suspected violation was held to be unfounded.

4.4. Required Action in Cases of No Violation

If either the Academic Integrity Committee or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Officer shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material.

5. Implementation

Each college, in accordance with its governance plan, shall implement this Policy and may adopt its own more specific procedures to implement the Policy. Colleges' procedures must be consistent with the policy and procedures described in the Policy

Rules and Regulations for the Maintenance of Public Order

(Henderson Rules)

The tradition of the university as a sanctuary of academic freedoms 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 freedom; 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. Therefore, the following rules and regulations are in effect at Kingsborough Community College and will be administered in accordance with the requirements of the process as provided in the Bylaws of CUNY's Board of Trustees.

To enforce these rules and regulations the Bylaws of CUNY's Board provides that:

The President, with respect to this education unit, shall:

- a. Have the affirmative responsibility of conserving and enhancing the education standards of the college and schools under his jurisdiction;
- b. Be the advisor and executive agent to the Board and of his 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 any of its committees and the policies, programs and lawful resolutions of the several faculties;
- c. Exercise general superintendence over the concerns, officers, employees and students of his education 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 institutions educational process or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.
2. Individuals are liable for failure to comply with lawful directions issued by representatives of the university/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

3. Unauthorized occupancy of university/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation and use of university/ college equipment and/or supplies.
4. Theft from or damage to university/college premises is prohibited.
5. Each member of the academic community, or an invited guest, has the right to advocate his 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 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 process 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 college-owned or controlled properties is prohibited.
8. No individual shall have in his possession a rifle, shotgun or firearm, or knowingly have in his possession any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the college without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material which can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the 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.

In addition to Henderson Rules, student conduct and discipline is governed by Article XV of the Bylaws of The City University of New York. Students are urged to familiarize themselves with the content of the Article. Copies of the Bylaws are available in the Library. They are printed in the Student Handbook as are the rules and regulations pertaining to Sexual Harassment.

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 instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1–11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of the City University of New York or suspension with/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 the law or The City University Trustees.

Sanctions Defined

- A. **ADMONITION:** An oral statement to the offender that University rules have been violated.
- 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 be cause for more severe disciplinary action.
- C. **CENSURE:** Written reprimand for violation of a 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.**

Adopted by the Board of The City University of New York, June 23, 1969, Calendar No. 3(b).

Policies on Equal Opportunity, Nondiscrimination and Affirmative Action

Information regarding these policies can be located in this catalog under Equal Opportunity, Non-Discrimination and Affirmative Action .

Admission of Students Who May Pose a Risk to a College

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 the crime committed by the student and the particular circumstances of the college, including the presence of a child care center, summer camp, public school or public school students on campus. In addition, the college may consider factors such as the amount of time since the crime was committed, the amount of jail time served by the student, the number of years the student was on probation or parole, whether the student has satisfied probation or parole requirements at the time of the student's application, whether the student has completed drug, alcohol, sex offender or other treatment, and what work or educational experience the student has had after the conviction. Finally, if the student is known to have been assisted by a CUNY-sponsored or other re-entry program or initiative, the college will consult with a counselor or representative with said program.

CUNY Tobacco-free Policy

Effective September 4, 2012, the following shall be prohibited at The City University of New York: (1) the use of tobacco on all grounds and facilities under CUNY jurisdiction, including indoor locations and outdoor locations such as playing fields, entrances, and exits to buildings, and parking lots, (2) tobacco industry promotions, advertising, marketing, and distribution of marketing materials on campus properties, and (3) tobacco industry sponsorship of athletic events and athletes.

Procedures for Handling Student Complaints about Faculty Conduct in Academic Settings

1. Introduction. The University and its Colleges have a variety of procedures for dealing with student related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination. One area not generally covered by other procedures concerns student complaints about faculty conduct in the classroom or other formal academic settings. The University respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. Indeed, academic freedom is and should be of paramount importance. At the same time the University recognizes its responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that are not protected by academic freedom and are not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity and conduct unbecoming a member of the staff.
2. Determination of Appropriate Procedure. If students have any question about the applicable procedure to follow for a particular complaint they should consult with the chief student affairs officer. In particular, the chief student affairs officer should advise a student if some other procedure is applicable to the type of complaint the student has.
3. Informal Resolution. Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution.
4. Formal Complaint. If the student does not pursue informal resolution, or if informal resolution is unsuccessful, the student may file a written complaint with the department chairperson or, if the chairperson is the subject of the complaint, with the academic dean or a senior faculty member designated by the college president. (This person will be referred to below as the "Fact Finder.")
 - A. The complaint shall be filed within 30 calendar days of the alleged conduct unless there is good cause shown for delay, including but not limited to delay caused by an attempt at informal resolution. The complaint shall be as specific as possible in describing the conduct complained of.
 - B. The Fact Finder shall promptly send a copy to the Faculty member about whom the complaint is made, along with a letter stating that the filing of the complaint does not imply that any wrongdoing has occurred and that a faculty member must not retaliate in any way against a student for having made a complaint. If either the student or the faculty member has reason to believe that the department chairperson may be biased or otherwise unable to deal with the complaint in a fair and objective manner, he or she may submit to the academic dean or the senior faculty member designated by the college president a written request stating the reasons for that belief; if the request appears to have merit, that person may, in his or her sole discretion, replace the department chairperson as the Fact Finder.
 - C. The Fact Finder shall meet with the complaining student and faculty member, either separately or together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of the campus ombudsman or other appropriate person to facilitate informal resolution.
 - D. If resolution is not possible, and the Fact Finder concludes that the facts alleged by the student, taken as true and viewed in the light most favorable to the student, establish that the conduct complained of is clearly protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting forth the reasons for dismissal and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. Otherwise, the Fact Finder shall conduct an investigation. The Fact Finder shall separately interview the complaining student, the faculty member and other persons with relevant knowledge and information and shall also consult with the chief student affairs officer and, if appropriate, the college ombudsman. The Fact Finder shall not reveal the identity of the complaining student and the faculty member to others except to the extent necessary to conduct the investigation. If the Fact Finder believes it would be helpful, he or she may meet again with the student and faculty member after completing the investigation in an effort to resolve the matter. The complaining student and the faculty member shall have the right to have a representative (including a union representative, student government representative or attorney) present during the initial meeting, the interview and any post-investigation meeting.
 - E. In cases where there is strong preliminary evidence that a student's complaint is meritorious and that the student may suffer immediate and irreparable harm, the Fact Finder may provide appropriate interim relief to

the complaining student pending the completion of the investigation. The affected faculty member may appeal such interim relief to the chief academic officer.

- F. At the end of the investigation, the Fact Finder shall issue a written report setting forth his or her findings and recommendations, with particular focus on whether the conduct in question is protected by academic freedom, and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. In ordinary cases, it is expected that the investigation and written report should be completed within 30 calendar days of the date the complaint was filed.
5. Appeals Procedure. If either the student or the faculty member is not satisfied with the report of the Fact Finder, the student or faculty member may file a written appeal to the chief academic officer within 10 calendar days of receiving the report. The chief academic officer shall convene and serve as the chairperson of an Appeals Committee, which shall also include the chief student affairs officer, two faculty members elected annually by the faculty council or senate and one student elected annually by the student senate. The Appeals Committee shall review the findings and recommendations of the report, with particular focus on whether the conduct in question is protected by academic freedom. The Appeals Committee shall not conduct a new factual investigation or overturn any factual findings contained in the report unless they are clearly erroneous. If the Appeals Committee decides to reverse the Fact Finder in a case where there has not been an investigation because the Fact Finder erroneously found that the alleged conduct was protected by academic freedom, it may remand to the Fact Finder for further proceedings. The committee shall issue a written decision within 20 calendar days of receiving the appeal. A copy of the decision shall be sent to the student, the faculty member, the department chairperson and the president.
6. Subsequent Action. Following the completion of these procedures, the appropriate college official shall decide the appropriate action, if any, to take. For example, the department chairperson may decide to place a report in the faculty member's personnel file or the president may bring disciplinary charges against the faculty member. Disciplinary charges may also be brought in extremely serious cases even though the college has not completed the entire investigative process described above; in that case, the bringing of disciplinary charges shall automatically suspend that process. Any action taken by a college must comply with the bylaws of the University and the collective bargaining agreement between the University and the Professional Staff Congress.
7. Campus Implementation. Each campus shall implement these procedures and shall distribute them widely to administrators, faculty members and students and post them on the college website.

Policy 5.20 from the CUNY Manual of General Policy

Article XV from the CUNY Manual of General Policy -- Students

Preamble Section 15.0

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination, as set forth in the university's non-discrimination policy.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom, if these rights are to be secure, then students should exercise their freedom with responsibility.

Conduct Standard Defined Section 15.1

Each student enrolled or in attendance in any college, school or unit under the control of the board and every student organization, association, publication, club or chapter shall obey (1) the laws of the city, state and nation; (2) the bylaws and resolutions of the board, including the rules and regulations for the maintenance of public order pursuant to Article 129-a of the education law ("Henderson Rules"); and (3) the governance plan, policies, regulations, and orders of the college.

Such laws, bylaws, resolutions, policies, rules, regulations and orders shall, of course, be limited by the right of students to the freedoms of speech, press, assembly and petition as construed by the courts.

Student Organizations Section 15.2

a. Any group of students may form an organization, association, club or chapter by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the chief student affairs officer of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organization, association, club or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.

The board recognizes that students have rights to free expression and association. At the same time, the board strongly believes that respect for all members of the university's diverse community is an essential attribute of a great university.

b. Extra-curricular activities at each college or school shall be regulated by the duly elected student government organization to insure the effective conduct of such college or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in Bylaw 15.1. Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend or revoke any charter or other authorization for cause after hearing on notice.
2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint.
 - c.1. Any person or organization affiliated with the college may file a complaint with the chief student affairs officer if there is reason to believe that a student organization has violated any of the standards of conduct set forth in Section 15.1 above. The chief student affairs officer shall promptly notify the affected organization, investigate any complaint and report the results of that investigation along with a recommendation for appropriate action to the complainant and the student government which shall take action as it deems appropriate, except that in the case of a complaint against the student government itself, the chief student affairs officer shall report the results of the investigation and the recommendation for appropriate action directly to the president.
 - c.2. The complainant or any student organization adversely affected pursuant to paragraph c. 1. above may appeal to the president. The president may take such action as he or she deems appropriate, and such action shall be final.
- d. Each college shall establish a student elections review committee in consultation with the various student governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda. Decisions of the student elections review committee may be appealed to the college president, whose decision shall be final. An appeal from the decision of the student elections review committee must be made in writing to the President within ten (10) calendar days of the decision. The President shall consult with the student elections review committee and render a decision as expeditiously as possible which may affirm, reverse, or modify the decision of the student elections review committee.
- e. Student government elections shall be scheduled and conducted, and newly elected student governments shall take office, in accordance with policies of the board, and implementing regulations.

The University Student Senate Section 15.3

There shall be a university student senate responsible, subject to the board of trustees, for the formulation of university-wide student policy relating to the academic status, role, rights and freedoms of the student. The authority and duties of the university student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the university. Consistent with the authority of the board of trustees in accordance with the education law and the bylaws of the board of trustees, the university student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal Administration and for such other matters as is necessary for its existence. The university student senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the university student senate shall be elected

by their respective constituencies or by their student governments from the elected members of the respective student governments.

Student Disciplinary Procedures Section 15.4

Complaint Procedures

- a. A University student, employee, visitor, organization or department who/which 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 Board of Trustees 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:
 - i. 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;
 - ii. Refer the matter to mediation (except in cases involving allegations of sexual assault, stalking or other forms of sexual violence); or
 - iii. Prefer formal disciplinary charges.
- c. 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. If the respondent fails to appear the college may proceed with the disciplinary hearing in absentia, and any decision and sanction shall be binding.

Mediation Conference

- d. 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.
 2. If an agreement is reached, the faculty or staff member conducting the conference shall report her/his recommendation to the chief student affairs officer for approval and, if approved, the complainant and the respondent shall be notified, and a written memorandum shall be created memorializing the resolution and any consequences for non-compliance.
 3. If no agreement is reached within a reasonable time, or if the respondent fails to appear, the faculty or staff member conducting the conference shall refer the matter back to the chief student affairs officer who may prefer disciplinary charges.
 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 Hearing and Charges, and Pre-Hearing Document Inspection

- e. 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 respondent's CUNY-assigned email address. 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.

- f. 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 represented by an advisor or legal counsel at their expense; if the respondent or the complainant request 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.
 4. 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 Educational 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 respondent submits documentary evidence, the chairperson may, at the request of either the college or the complainant, direct the respondent to produce such other documents as may be necessary in the interest of fairness.

Emergency Suspension

- g. 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

- h. 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.

- i. 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 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.
- j. The faculty members shall be selected by lot from a panel of six (6) elected biennially by the appropriate faculty body from among the persons having faculty rank or faculty status. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) faculty members. The HEO members shall be selected by lot from a panel of six (6) HEOs 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) HEOs. 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 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 one (1) chairperson, two (2) faculty/HEO members, and two (2) students, who shall be specially trained, and who shall constitute the faculty-student disciplinary committee in all such cases.
- k. 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.
- l. 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.
- m. 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

- n. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:
 1. The chairperson shall preside at the hearing. The chairperson shall inform the respondent of the charges, the hearing procedures and her or his rights.
 2. All faculty student disciplinary committee hearings are closed hearings, but the respondent has the right to request an open public hearing. However, 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, or when the complainant in a case involving allegations of sexual assault, stalking, or other forms of sexual violence requests a closed hearing. 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 either party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude 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 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 violence, 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, either party may provide written questions to the chairperson to be posed to the witness.
11. At the end of the presentations, the respondent and the complainant may introduce individual character references. The college may introduce a copy of the respondent's previous disciplinary record; including records from any CUNY institution the respondent has attended, where applicable, provided the respondent was shown a copy of the record prior to the commencement of the hearing. The previous disciplinary record shall be submitted to the committee in a sealed envelope, bearing the respondent's signature across the seal, and shall only be opened if the respondent has been found to have committed the conduct charged. The previous disciplinary records, as well as documents and character evidence introduced by the respondent, the complainant, and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained.
12. 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.
13. 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 nonforcible 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.
14. 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.

15. Disciplinary penalties shall be placed on a respondent's transcript unless a mediation agreement, the committee's decision, or the decision on any appeal under section 15.4(o) below, expressly indicate otherwise. For all undergraduate students, a penalty other than suspension or expulsion shall be removed from the respondent's transcript upon the request of the respondent after at least four (4) years have elapsed since the penalty was completed, unless the respondent has been found to have committed a subsequent violation pursuant to this Article. The chief student affairs officer shall be responsible for having any penalty removed from a student's transcript as provided above.

Appeals

- o. 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.
- p. 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 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.
- q. 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.

Action By The Board Of Trustees Section 15.5

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.

College Governance Plans Section 15.6

The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.

CUNY Policy on Drugs and Alcohol

The City University of New York ("CUNY") is an institution committed to promoting the physical, intellectual, and social development of all individuals. As such, CUNY seeks to prevent the abuse of drugs and alcohol, which can adversely impact performance and threaten the health and safety of students, employees, their families, and the general public. CUNY complies with all federal, state, and local laws concerning the unlawful possession, use, and distribution of drugs and alcohol.

Federal law requires that CUNY adopt and implement a program to prevent the use of illicit drugs and abuse of alcohol by students and employees. As part of its program, CUNY has adopted this policy, which sets forth (1) the standards of conduct that students and employees are expected to follow; (2) CUNY sanctions for the violation of this policy; and (3) responsibilities of the CUNY colleges/units in enforcing this policy. CUNY's policy also (1) sets forth the procedures for disseminating the policy, as well as information about the health risks of illegal drug and alcohol use, criminal sanctions for such use, and available counseling, treatment, or rehabilitation programs, to students and employees; and (2) requires each college to conduct a biennial review of drug and alcohol use and prevention on its campus.

This policy applies to all CUNY students, employees and visitors when they are on CUNY property, including CUNY residence halls, as well as when they are engaged in any CUNY-sponsored activities off campus.

CUNY Standards of Conduct

The unlawful manufacture, distribution, dispensation, possession, or use of drugs or alcohol by anyone, on CUNY property (including CUNY residence halls), in CUNY buses or vans, or at CUNY-sponsored activities, is prohibited. In addition, CUNY employees are prohibited from illegally providing drugs or alcohol to CUNY students. Finally, no student may possess or consume alcoholic beverages in any CUNY residence hall, regardless of whether the student is of lawful age, except for students living in the Graduate School and University Center's graduate housing facilities who may lawfully possess and consume alcoholic beverages. For purposes of this policy, a CUNY residence hall means a residence hall owned and/or operated by CUNY, or operated by a private management company on CUNY's behalf.

In order to make informed choices about the use of drugs and alcohol, CUNY students and employees are expected to familiarize themselves with the information provided by CUNY about the physiological, psychological, and social consequences of substance abuse.

CUNY Sanctions

Employees and students who violate this policy are subject to sanctions under University policies, procedures and collective bargaining agreements, as described below. Employees and students should be aware that, in addition to these CUNY sanctions, the University will contact appropriate law enforcement agencies if they believe that a violation of the policy should also be treated as a criminal matter.

Students

Students are expected to comply with the CUNY and college policies with respect to drugs and alcohol. Any student found in violation may be subject to disciplinary action under Article 15 of the Bylaws of the Board of Trustees, which may result in sanctions up to and including expulsion from the University.

In addition, any student who resides in a CUNY residence hall and who is found to have violated any CUNY or college policy with respect to drugs and alcohol may be subject to sanctions under the CUNY Residence Hall Disciplinary Procedures, up to and including expulsion from the residence hall.

In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the student must see a counselor or successfully participate in a drug and alcohol treatment program.

In accordance with the Family Educational Rights and Privacy Act ("FERPA"), CUNY may also choose—when appropriate—to contact parents or legal guardians of students who have violated the CUNY policy on drugs and alcohol.

Employees

Any employee found to have violated this CUNY policy may be subject to disciplinary action, in accordance with the procedures set forth in applicable CUNY policies, rules, regulations, and collective bargaining agreements. Sanctions may include a reprimand, suspension without pay, or termination of employment. In lieu of formal disciplinary action, CUNY may, in appropriate cases, seek to resolve the matter through an agreement pursuant to which the employee must successfully participate in a drug or alcohol treatment program.

Responsibilities of CUNY Colleges/Units

Each college or unit of the University should make its best efforts to educate employees and students about this policy and the risks associated with the unlawful possession, use, or distribution of illegal drugs and alcohol. The President of each college or unit may choose to ban alcohol at on-campus functions or at any particular function. This policy, together with information about the health risks of illegal drug and alcohol use, criminal sanctions for such use, and counseling, treatment, or rehabilitation

programs available to employees or students, must be distributed annually to all employees and students. The Chief Student Affairs Officer shall be responsible for the distribution of this material to students, and the Director of Human Resources shall be responsible for the distribution of the material to employees.

The Vice President for Administration, or person performing the equivalent function at each college or unit of CUNY, shall be responsible for conducting a biennial review to determine the effectiveness of CUNY's drug and alcohol program at its college or unit, and to ensure that sanctions for drug and alcohol violations are consistently enforced. Upon completion, the biennial review must be sent to the University's Executive Vice Chancellor and Chief Operating Officer. This biennial review must include the number of drug and alcohol-related violations and fatalities that occur on the college's campus or as part of the college's activities, as well as the number and type of sanctions imposed as a result of drug and alcohol-related violations and fatalities that occur at the college as part of its activities.

*Adopted by CUNY Board of Trustees: June 22, 2002 and amended on May 2, 2011
(BOT May 2, 2011 Calendar Minutes: Item # 5.A.)*

CUNY Medical Amnesty/Good Samaritan Policy

The City University of New York's ("CUNY's ") Medical Amnesty/Good Samaritan Policy's purpose is to encourage students to seek medical assistance related to drug and alcohol use without fear of being disciplined for such use. Because the use of drugs or alcohol may be life-threatening, CUNY wishes to reduce barriers to seeking and receiving medical help in those situations. In addition, CUNY wishes to encourage students who may be the victims of or witnesses to sexual harassment or sexual violence while under the influence of drugs or alcohol to seek medical assistance and to report that sexual assault. Toward that end, CUNY's Policy is that students who seek medical assistance either for themselves or others will not be subject to discipline under the circumstances described below.

Students who call for medical assistance for themselves or others and/or who receive medical assistance as a result of a call will not be disciplined for the consumption of alcohol (either if underage or if consumed in a CUNY-owned or operated building/facility where alcohol consumption is prohibited) or drugs under certain conditions. First, the students involved must agree to timely completion of assigned alcohol and/or drug education activities, assessment, and/or treatment, to be determined by the individual campuses or units of CUNY with which the students are affiliated. Second, there must be no other violations that ordinarily would subject the student to disciplinary action. Other violations that would invoke discipline include but are not limited to (i) unlawful distribution of alcohol or drugs; (ii) sexual assault; (iii) sexual harassment; (iv) causing or threatening physical harm; (v) causing damage to property; (vi) hazing.

If students are involved in repeated incidents, the availability of medical amnesty to those students is at the discretion of the campus or unit with which the students are affiliated. Even if medical amnesty is granted to those students, repeated incidents raise issues of medical concern and may result in parental notification, medical withdrawal, and/or other non-disciplinary responses.

Failure to complete required alcohol and/or drug education activities, assessment and/or treatment by the deadline may result in a revocation of medical amnesty.

CUNY's Policy is intended to complement New York State's Good Samaritan Law, which is designed to encourage individuals to call 911 in the event of an alcohol or drug-related emergency. Generally, this law protects persons who witness or suffer from a medical emergency involving drugs or alcohol from being arrested or prosecuted for drug or underage alcohol possession after they call 911. It does not protect against arrest or prosecution for other offenses, such as the sale of drugs.

For more information on New York's Good Samaritan Law, see N.Y. Public Health L. §§ 3000-a, 3000-b, 3013 (McKinney 2000); see also NY State Assembly website database of law.

The City University of New York and Colleges of the City University of New York

The City University of New York...

which was created by state legislation in 1961, has evolved from a "Free Academy" underwritten by the people of New York City in 1847 into a "public entity" of 11 senior colleges, seven community colleges, the William E. Macaulay Honors College at CUNY, the Graduate School and University Center, the CUNY Graduate School of Journalism, the CUNY School of Law, the CUNY School of Medicine, the CUNY School of Professional Studies, and the CUNY School of Public Health. Article 125 of the New York State Education Law (Sections 6201, et. seq.) establishes The City University of New York as a separate and distinct body, corporate governed by a Board of Trustees. Prior to 1979, the members of this Board were convened as "The Board of Higher Education," which had been established in 1926.

Of the Board's 17 members, 10 are appointed by the Governor, including one from each borough; five are appointed by the Mayor, including one from each borough; and two are elected *ex officio* members: the Chairperson of the University Faculty Senate, who does not vote; and the Chairperson of the University Student Senate, who may vote. In general, the Board sets policy and approves actions of the University, determines the Bylaws of the University, from which all units derive or adopt specific governance structures, and appoints the Chancellor of the University and the presidents of its colleges.

The Chancellor oversees the administration of policies approved by the Board, recommends to the Board policies and actions on all educational activities of the University, and coordinates college matters involving business and financial procedures and management. It is the Chancellor's responsibility as well, with the advice of the Council of Presidents, to prepare the operating and capital budgets of the University for consideration by the Board and presentation to the State and City. Administrative and staff support to these operations of the University, and to the Board, are provided through a structure of Vice Chancelleries and Deanships.

The Council of Presidents of the several colleges is established by the *Bylaws* of the University and is chaired by the Chancellor. The Council not only advises the Chancellor on the budget and on the formulation and revision of a Master Plan for public higher education in the City, but it may recommend directly to the Board in matters concerning the physical and instructional development of the University at large. The President of each college unit is specifically charged with the administration of his or her own institution and in this capacity he or she is responsible directly to the Board.

Within each institution, governance structures are established to meet unique needs and objectives; some of these structures may be at variance with plans called for in the University *Bylaws*, but are permitted by them. Under these *Bylaws*, responsibilities for policy at the college level are shared by the President, the Faculty, and students. The President has affirmative responsibility for conserving and enhancing the educational standards and general academic excellence of the college under his or her jurisdiction and is responsible to the Board as its advisor and executive agent on his or her campus. The President is also directed to consult with the Faculty, through appropriate bodies, on matters of appointments, reappointments, and promotions. One means of this consultation is provided for in the *Bylaws* through the requirement for a Committee on Faculty Personnel and Budget at each college.

The *Bylaws* reserve to the Faculty of each institution, subject to guidelines established by the Board of Trustees, responsibility for the formulation of policy relating to curriculum, admission and retention of students, credits, attendance, and the granting of degrees.

Recommendations in these matters by a Faculty, Faculty Council, or other organization created under a Board approved college governance plan to represent the Faculty, as provided for in the *Bylaws*, shall be forwarded to the Board by the President.

Board of Trustees

William C. Thompson, Jr., *Chairperson*

Michael Arvanites

Henry T. Berger

Wellington Z. Chen

Una S. T-Clarke

Lorraine Cortés-Vázquez

Rita DiMartino

Fernando Ferrer

Kevin D. Kim

Mayra Linares-Garcia

Robert F. Mujica

Brian D. Obergfell

Jill O'Donnell-Tormey

Barry F. Schwartz, *Vice Chairperson*

Charles A. Shorter

Ken Sunshine

Sandra Wilkin

John Aderounmu, *Chairperson, University Student Senate*

Martin J. Burke, (ex-officio) *Chairperson, University Faculty Senate*

Administrators

Vita C. Rabinowitz, *Interim Chancellor and University Provost*

Jane Sovern, *Interim General Counsel and Vice Chancellor for Legal Affairs and General Counsel*

Christopher Rosa, *Interim Vice Chancellor for Student Affairs*

Matthew Sapienza, *Senior Vice Chancellor and Chief Financial Officer*

Pamela S. Silverblatt, *Vice Chancellor for Labor Relations*

Mark E. Hauber, *Interim University Vice Provost for Research*

Margaret Egan, *Interim Vice Chancellor for Human Resources Management*

Judith Bergtraum, *Vice Chancellor for Facilities, Planning, Construction and Management*

Brian Cohen, *Vice Chancellor & University CIO*

Andrea Shapiro Davis, *Associate Vice Chancellor for Corporate, Foundation and Major Gifts Development*

Colleges of the City University of New York

BARUCH COLLEGE

Dr. Mitchel B. Wallerstein, President

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

Dr. Karen E. Wilks, Interim President

BRONX COMMUNITY COLLEGE

Dr. Thomas Isekenegbe, President

BROOKLYN COLLEGE

Michelle J. Anderson, President

CITY COLLEGE

Dr. Vincent Boudreau, Interim President

CUNY SCHOOL OF LAW

Mary Lu Bilek, Dean

CUNY SCHOOL OF PUBLIC HEALTH AT HUNTER COLLEGE

Dr. Ayman El-Mohandes, Dean

COLLEGE OF STATEN ISLAND

Dr. William J. Fritz, President

THE GRADUATE CENTER

Dr. Chase F. Robinson, President

THE GRADUATE SCHOOL OF JOURNALISM

Sarah Bartlett, Dean

GUTTMAN COMMUNITY COLLEGE

Dr. Scott E. Evenbeck, President

HOSTOS COMMUNITY COLLEGE

Dr. David Gómez, President

HUNTER COLLEGE

Jennifer J. Raab, President

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Karol V. Mason, President

KINGSBOROUGH COMMUNITY COLLEGE

Dr. Claudia V. Schrader, President

LA GUARDIA COMMUNITY COLLEGE

Dr. Gail O. Mellow, President

LEHMAN COLLEGE

Dr. José Luis Cruz, President

MACAULAY HONORS COLLEGE

Dr. Mary C. Pearl, Dean

MEDGAR EVERS COLLEGE

Dr. Rudolph F. Crew, President

NEW YORK CITY COLLEGE OF TECHNOLOGY

Dr. Russell K. Hotzler, President

QUEENS COLLEGE

Dr. Félix V. Matos Rodríguez, President

QUEENSBOROUGH COMMUNITY COLLEGE

Dr. Timothy G. Lynch, Interim President

SCHOOL OF PROFESSIONAL STUDIES

John Mogulescu, Dean

YORK COLLEGE

Dr. Marcia V. Keizs, President